ROUND 5

FIELDWORKER MANUAL

GENERAL GUIDELINES FOR FIELDWORK

August 2016

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INTRODUCTION

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

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

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

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

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

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 not replace information. This is the worst thing a fieldworker can do. You will be dismissed immediately if you make up any information.

3. Keep a neutral attitude with the respondents

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

4. Avoid any offense or distress to the respondents

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

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

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

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

5. Treat all respondents' information as confidential

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

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

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

Household questionnaire:

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

- Socio economic status (where questions on assets are asked)

- Caregiver perceptions & attitudes (which asks caregivers to reflect on their feelings and views on a number of personal issues)

Child questionnaire:

- Some of the questions related to paid work, particularly those related to wages and the use of any money the child spend on their own
- Feelings and attitudes
- Health section (which asks some questions about injuries while working, as well as questions about puberty)
- 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 <u>AT LEAST 24 HOURS</u> 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 <u>their</u> life in particular, but to explain the <u>typical</u> life of a child of their age in their community.

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

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

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

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

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

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

9. Avoid assuming information

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

10. Maintain the pace of the interview

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

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

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

Box 1: : FIELDWORKER'S MANNERS

1. Be polite towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and everyone else involved). Your behaviour can have an enormous influence on people's opinions in the localities where the survey takes place.

2. Avoid disturbing or upsetting anyone with your behaviour.

3. Be properly dressed, so that the respondent will be inclined to trust you as a reliable and responsible person.

4. Arrive on time at the appointments, and never keep the respondents waiting.

5. Exercise patience and tact in conducting the interview in order to avoid upsetting the respondent or leading her/him to give answers that are not in conformity with the facts.

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

6. Never attempt to sell anything to the child or family.

7. Never lend or borrow money or goods from the family.

8. Never bribe the child or family in order to get them to cooperate.

INTERVIEWING CHILDREN

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

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

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

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

It is essential that you show respect, patience and sympathy at all times, and that you allow them sufficient time to answer your questions. You can be encouraging and supportive but should avoid providing children with answers when they do not respond immediately to your questions or find it hard to express themselves clearly. It is important that you are able to understand their answers and

code them accurately without influencing them or mixing your own judgement about what they should be answering. This would seriously affect the results of the study. If a child becomes distressed, you should act as naturally as possible, offering comfort as appropriate and ceasing the interview if you think it is necessary.

Box 2: FIELDWORKERS *DON'Ts*

1. Spend time alone with children – be always in sight of another adult

2. Physically assault children (never hit, beat or slap a child)

3. Develop an abusive relationship with children

4. Engage in any form of physical contact beyond the strictly necessary for the purpose of the data collection (e.g. anthropometric measurement)

5. Act in a way that may place a child at risk of abuse

6. Use language, make suggestions or give advice which is inappropriate, offensive or abusive

7. Behave physically in an inappropriate or sexually provocative manner

8. Sleep in the same room or bed as a child

9. Condone/participate in behaviour that is illegal, unsafe or abusive

10. Act in ways intended to shame, humiliate, belittle or degrade children

11. Discriminate against or exclude children

GETTING READY FOR THE FIELD

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

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

Box 3: CHECKLIST OF MATERIALS FOR EACH INTERVIEW

1. Laptop and mouse with CAPI installed and properly working

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2. Printed questionnaires (English/Vietnamese)

3. Laminated cards to prompt when required

4. Fieldworker manual

5. Field notes template

6. Pen and pencil

7. Identification card of the Young Lives Study

8. 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 <u>for you only</u>, so they should <u>not</u> be read to the respondent.

Example:

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

These instructions could be found:

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

Example:

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

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

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

Example:

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

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

Q.1	Q.2	Q.3	Q.4
MOVID	How long did [YL Child] stay in this location?	Who did [YL Child] move with?	Why did [YL Child] move? *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.*
1	[__ __]	[__ __]	[__ __]

3. [YL Child]

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

Example:

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

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

5. PROMPT / DO NOT PROMPT

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

Example:

Q.6	When [YL Child] is about 25 years old, what job do you think s/he will be doing? **FIELDWORKER:** *DO NOT PROMPT.*	[__ __] 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? 00=None Grade=01-12 13=Post-secondary 28=Adult literacy 29=Religious education 30=Other, **specify**	[__ __] **Specify_____**

TYPES OF QUESTIONS

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

Box 4: SPECIAL CODES

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

- **Not Known (NK)**

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

- **Refused to answer**

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

- **Not Applicable (NA)**

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

You must fill in the questionnaire <u>during the interview</u>. You must <u>not</u> 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 <u>NOT LEAVE QUESTIONS BLANK</u>. IF YOU THINK A QUESTION DOES NOT APPLY TO THE CASE OF THE RESPONDENT OR HOUSEHOLD, THEN ENTER 88=NA, BUT NEVER LEAVE IT BLANK. ALTHOUGH CAPI IS MEANT TO MINIMISE THE USE OF THESE CODES BY USING PROGRAMMED SKIP PATTERNS, STILL THERE ARE SOME QUESTIONS WHERE YOU WILL JUST HAVE TO CODE THEM AS 88=NA.
>
> **EXCEPTION:** IF THE INSTRUCTION FOR THE QUESTION IS TO TICK IN THE BOX IF THE ANSWER IS YES, THEN YOU SHOULD ONLY TICK WHERE APPLIES AND LEAVE THE REST BLANK. THE PROGRAMME WILL FILL IN AUTOMATICALLY AFTERWARDS.

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

1. Option questions

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

Example:

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

2. Key/code list questions

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

Example:

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

Codebox #24: Why situation changed

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

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

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

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

3. Type-in questions

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

Example:

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

		[__ __]
[__ __]	[_____]	Specify _____

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 <u>accurately</u>. Remember to respect the number of digits allowed for each question. If you have any doubts, refer to the paper questionnaire.

Example:

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

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

Example:

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

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

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

Example:

Q.1	Q.2	Q.3	Q.4
CROP	Important crops grown and harvested	Total output Enter in Quintals (1 Quintal = 100 Kg.) -77=NK -79=Refused to answer	Value of output sold in the last agricultural year Enter in '000 VND. -77=NK -79=Refused to answer
Crop 01	[__ __] Specify _____	[_____]	[_____]

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

5. Roster questions

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

Example:

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

		77=NK 79=Refused to answer
[__ __]	[_____]	[__ __]

6. Pre-filled questions

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

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 4, so that this round the questions were designed and programmed for you to check if this information is still valid and update it accordingly.

Example:

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

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

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

SKIP PATTERNS

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

Example:

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

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

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

Example:

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

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

Example:

Type of Livestock	Q.2

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

VALIDATION CHECKS

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

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

Figure 1: VALIDATION BUTTONS IN CAPI

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

Figure 2: CLEAN SCREEN MESSAGE
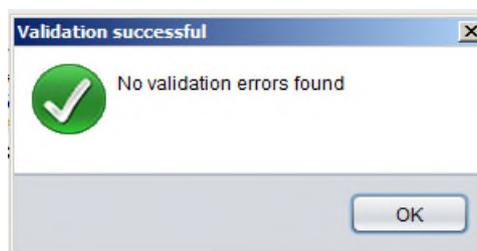
However, if CAPI finds any inconsistency or blank question – an omission is considered an error –, it will flag the question with either an error or a warning message next to those questions with actual and potential errors, respectively.

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

Figure 3: ERROR MESSAGES

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

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 <u>before you leave the house</u>.

ENTERING TYPE-IN DATA IN CAPI

- ENTER

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

- TAB

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

WHAT TO DO WHEN YOU HAVE DOUBTS

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 **<u>temporarily</u>**. Take notes following the template in Box 5, as it will help you remember exactly which the issues for each question were. Then validate this screen and you will see an error message next to it. Leave it there and go ahead with the next section, as this message will flag the questions you are leaving blank or with any other errors that you could not solve on the spot.

Box 5: FIELD NOTES TEMPLATE

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

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

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

Example:

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

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

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

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

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

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

SUBMITTING COMPLETED INTERVIEWS

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

Figure 5: DATA HANDLERS

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

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

> **REMEMBER:** YOU MUST NEVER, UNDER ANY CIRCUMSTANCE MAKE CHANGES IN A COMPLETED QUESTIONNAIRE <u>WITHOUT CONSULTING WITH YOUR SUPERVISOR OR RETURNING TO THE HOUSEHOLD</u> 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 the country Field Coordinator, and you should work closely together. Just as you will receive instructions from her/him, you must inform her/him of any difficulties or problems that you encounter. For instance, if an index child has moved to a different district where another supervisor is working, then you should inform your supervisor for her/him to inform as well to the Field Coordinator for the corresponding arrangements.

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

ROUND 5

FIELDWORKER MANUAL
Vietnam

COMMUNITY QUESTIONNAIRE

August 2016

INDEX

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, pollution problems in the locality)
- Social environment (social problems affecting the locality)
- Access to services (services, management of garbage, programmes operating at the locality, country specific policy monitoring)
- Economy (value of wages paid at the locality)
- Poverty alleviation and infrastructure initiatives
- Access to services relevant for children
    - o Health Services
    - o Education services (including roster of schools in the commune or nearby that children from the commune attend)
    - o Child protection services

CHARACTERISTICS OF THE COMMUNITY SURVEY

Type of 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 person 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.

Method of gathering information

For each section the interviewers may choose one of two methods:

1. Identify a qualified informant and subsequently verify the validity of the information received contrasting it with observation directly or indirectly; or
2. Bringing together several qualified informants to conduct a joint interview (focus group type) to get consensual views on the subject of interest.

Selection of Informants

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.

Survey Coverage

Geographical coverage: The community survey will be held at 33 communes belonging to 20 sentinel sites selected in round 1 of the Young Lives Study. These include both urban and rural localities.

Temporary coverage: The community survey will be implemented in the months from October 2016 to December 2016.

Thematic coverage: the research topics identified in this survey are:

MODULE 1 – General module

Section 1	General characteristics of the locality
Section 2	Social environment
Section 3	Access to services
Section 4	Economy
Section 5	Poverty alleviation and infrastructure initiatives

MODULE 2 – Child-specific module

Section 1	Roster of schools in the commune or nearby that children attend
Section 2	Health Services
Section 3	Child protection services

Basic definitions

➔ **Locality/Community:** "communes" in urban and 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 commune, but also further away or outside the commune, as long as people living in the locality have access to them.

Additionally, for a few questions in Section 1: General characteristics of the locality (Module 1), we ask the fieldworker to choose a village within the commune with the biggest share of Young Lives children. For these questions, we are interested in reflecting the context of a small community such as isolated village as oppose to the context of the commune, which may be standard and same for every commune. For example, in a village they may speak H'Mong or other ethnic minority language, but that is not the case if the locality is understood as the commune, where there are always Kinh people and therefore Vietnamese is often the language the people in the locality speak.

➔ **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 (Mayor, Deputy Mayor, Governor, former resident, 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.

Documents and materials that the fieldworker will use

- **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 GSO, which guarantees the presence of the fieldworkers in the area. This document will be shown to Chairman of the Commune to be accepted to the community.
- **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/team leader should canvass a community questionnaire. The list includes de 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.
- **Tablet:** this is the computer where the programme SurveyBe will be installed.

GENERAL INSTRUCTIONS FOR CANVASSING THE COMMUNITY SURVEY

How to fill in the questionnaire
The fieldworker can either fill in the information directly on CAPI or by entering the information on the paper questionnaire using a pencil. In cases where the data is collected on paper, the fieldworker is responsible for typing all the information on the tablet once the survey is completed 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 writes notes in detail about problematic questions or answers where the fieldworker is not sure about the code or he/she finds out surprising answers. The format of writing comments is the same as in the other questionnaires (see template in the General questionnaire manual). The interviewer should write any notes legibly along with the number of the question. After the interview the interviewer 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 2013.)
- 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.

Q.2	What type of Health Establishment is this health facility? 01 = Public/Government 02 = Private **03 = Others (specify) NON-PROFIT**	[**0 3**]	TYPESTB SPECESTB

Types of questions

There are 5 types of questions:

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

Q.2	What type of Health Establishment is this health facility? 01 = Public/Government 02 = Private **03 = Others (specify)**	[ ]	TYPESTB SPECESTB

Some questions are yes/no answers, for example:

Q.6	Is this commune classified by the Government as a commune in the most difficult conditions? (i.e. Programme 135) 00=No 01=Yes 77=NK	[__ __]	COMDIFF

In this example the fieldworker would fill in "00" for "no" and "01" for "yes". If the informant does not know the answer (even after additional information) then the fieldworker should enter the code "77" (NK).

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

Q.15	Are there any factories/big farms in or close to the community that employ community residents? 00=No→ Skip to Q.18 01=Yes, within community 02=Yes, outside community in 5kms radius	[__ __]	(FACTORY)
Q.16	What kind of factories is closest to the locality? 01= Farm extensive non-irrigation (Cereal, Tea, Coffee, etc....) 02= Mining (Rock, Clay, Other Minerals...) 03= Construction Workers 04= Manufacturing Industry/Factory (Textile, Leather, Metal, etc....) 05= Services (Wholesale, Hotel, Retail sales, Garage, etc...) 06= Other Specify_____ 07= Irrigated farm/flower farms	[__ __]	KNDFACCL)

If Q.15 Shows that there are no factories in the locality, you should SKIP Q.16, as instructed (there is no need to ask about the kind of factories closest to the locality). CAPI will do the skipping automatically for you.

b. **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 Q.5 on most common "means of transport" used to travel to the district Capital which is shown below:

	What is the most common means of transportation used to travel to the capital of the district? Enter code from **Codebox #2** **FIELDWORKER:** Enter UP to three, staring with the most common means of transport. If there are less than 3 means of transport fill the blank ones with 88.	
1	— —	Specify: _____
	TRANS1	SPCTRAN1
2	— —	Specify: _____
	TRANS2	SPCTRAN2
3	— —	Specify: _____
	TRANS1	SPCTRAN1

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

01 = By foot
02 = Animal (horse, donkey, etc)
03 = Bicycle
04= Motorcycle
05 = Mototaxi
06 = Car
07 = Micro, Combi, minibus
08 = Bus
09 = Truck
10 = Rail/ train
11 = Boat
13 = Other (specify in corresponding cell)
77 = NK

Q.5 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.

In CAPI, you will see the codeboxes as dropdown menus. You need to select the appropriate answer by clicking on them. For long codeboxes, you are advised to take a printed out version of the codebox. This will help you locate the answer codes quicker.

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.
In CAPI, you will need to type in the question.

ID (FOODID)	Type of product/meal (TYPEFOOD)	Average Local Price (AVGPRCE) Enter in '000
01		
02		
03		
04		
05		
06		
07		
08		

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. For all numerical questions, codes for NK, NA, or Refused to Answer, take the negative value. Therefore: -77=NK, -88=NA, -79=Refused to answer.

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

Q.4	In the past year, how many months has the main route of access to LOCALITY been inaccessible? **FIELDWORKER:** if road has not been inaccessible (i.e. 0 months), code as "0".	[__ __]	Months

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

Q.1	Approximately, how many people (including children) live in LOCALITY (commune)? -77=NK	[_____]	POPSIZE

In CAPI, you will be required to input the right amount in a provided space. This means that, in cases where the answer is NONE, you just need to enter '0'. For all other amounts, zeros to the left do not count. This is, if you are asked to write the number of months (in example above), you will need to enter 4, and not 04.

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.

ID	Pollution Problems **FIELDWORKER:** Read bold text and follow with each row 01, 02,with Q.24.	Q.24. Is this a problem in [LOCALITY]? 01=Yes 00=No ▶ Skip to next row	Q.25. If so, to what extent does it affect [LOCALITY]? 01=Severely 02=Slightly
	Polluted water sources due to:		
01	Industrial waste deposited or dumped at (or in) water sources	__ __ (INDWPROB)	__ __ (INDWAFCT)
02	Mining waste deposited or dumped at (or near) water sources	__ __ (MINWPROB)	__ __ (MINWAFCT)
03	Local families garbage dumped at (or in) these water sources	__ __ (GARWPROB)	__ __ (GARWAFCT)
04	Animal faeces at (or in) water sources	__ __ (ANMWPROB)	__ __ (ANMWAFCT)
	Polluted lands nearby residential zones, due to the presence of:		
05	Wasteland (non-regulated space) where firms dump garbage	__ __ (FRMDUMP)	__ __ (FIRMAFCT)
06	Wasteland where local families dump garbage	__ __ (FMLYFUMP)	__ __ (FMLYAFCT)
07	Wasteland where families from other localities dump garbage	__ __ (LOCLDUMP)	__ __ (LOCLAFCT)
08	Animals´ excrements on the streets (of the locality)	__ __ (EXCRDUMP)	__ __ (EXCRAFCT)

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.

Q.15	Are there any factories/big farms in or close to the community that employ community residents? 00=No **→ skip to Q.18** 01=Yes, within community 02=Yes, outside community in 5kms radius	__ __	(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.

In CAPI all skips and enablements will be done automatically.

INSTRUCTIONS TO FILL IN COMMUNITY QUESTIONNAIRE

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

<u>**NOTE**</u>: the fieldworker should be very aware of 3 codes throughout the interview:

77= Don't Know (NK) or -77 (in case of numerical questions)

79= Refused to answer or -88 (in case of numerical questions)

88= Not applicable (NA) or -79 (in case of numerical questions)

COMMUNITY IDENTIFICATION

Q.1. Community Name and Village Name (with the biggest share of YL children)

Q.2. Community ID (ID of sentinel site)

This is 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.

Q.3. GPS coordinates

For taking GPS of the locality, the fieldworker should take into account the Commune's Centre. This is usually, the <u>main square, the postal office, or the commune's official building</u>. In case there is not such place, then the fieldworker should take another place of reference (school, church) and annotate the new reference point in a comment.

INFORMANT ROSTER

Q.1. Module

Q.2. Section

These two questions indicate in which modules and sections each informant has answered questions.

Q.3. Full name of informant

Q.4. Age of informant

Q.5. Gender of informant

Q.6. Position

Indicate 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).

Q. 7: How long have you lived here? Enter in years

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.

Q.8. Where can we contact you if needed?

Collect information on the most effective way of contacting the informant; either by registering his/her home address, phone number, cell phone, mail, or work address.

MODULE 1 – GENERAL MODULE

SECTION 1: GENERAL CHARACTERISTICS OF THE LOCALITY

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 Mayor, Deputy Mayor, Governor, Lieutenant Governor, President of the community, City Clerk, former authority, or an old resident.

POPULATION AND LANGUAGE:

Q.1. Approximately, how many people (including children) live in [LOCALITY]?

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.

Q.2 Approximately, how many household live in [LOCALITY]?

This question is the same as the preceding one, except that we want to know the number of households in this locality.

Q.3 Normally, local people in this [YL VILLAGE] speak:

The aim of this question is to know the language usually used by locals to communicate in the locality. This question requires the fieldworker to choose a village with the biggest share of Young Lives children in the commune and then ask this question regarding to that village. It is possible to mention more than one language if it is required.

Q.4. Which are the three most popular ones?

Ask the respondent to rank the three most popular languages in the locality. The first three most common languages should be ranked in Q.4 using 01, 02 or 03 codes (**these codes should not be used more than once**). When more than 3 local languages are spoken, code 04 should be used. Code 05 should be used when language is not spoken locally.

ROADS AND MEANS OF TRANSPORT:

Q.5: What is the most common means of transportation used to travel to the capital of the district?

The fieldworker should record the most common means of transport used to reach the district capital. The fieldworker can enter up to three responses (if less than three, the fieldworker should use code 88=NA to fill in the blanks).

Q.6: How long does it take to travel to the capital of the district using this means of transportation?

The objective of these questions is to find out the total time in minutes that usually takes a resident of the locality/**commune** to reach the district capital. The fieldworker should record the time in MINUTES spent to reach the capital of the district for each most common means of transport recorded in **Q.5.**

Q.7: What are currently the main routes/ways to access [LOCALITY]?

This questions inquiries about the routes of access to the locality. There may be more than one. In the case where other routes of access are used, such as river, please record under others and specify.

Q.8: Which of these routes is the main route to access the [LOCALITY]?

The objective is to know which is the principal route of access to the locality (from those routes recorded as "01=yes" in Q.7).

> *In Q.7 and Q.8, the fieldworker should take into account the characteristics of the last kilometres of the main route used to reach the locality from either district capital or an urban area 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.*

Q.9: In the past year, how many months has the main route of access to [LOCALITY] been inaccessible?

The objective is to know the number of months in the year when the principal route of access to the locality (from those routes recorded as "01=yes" in Q.7) was inaccessible.

Questions Q.5-Q.9 above ask about transport links and routes of access to and from the commune. These, however, do not reflect the context of a small community such as an isolated village but rather the transportation accessibility from district capital to the commune centre, which is often standard and similar for every commune. Therefore, in the following set of questions Q.10-Q.14 the fieldworker is asked to choose the village with the biggest share of YL children in this commune to reflect the context of a small village. If transport routes, routes of access and time to reach the district capital for the village differ from that of the commune (i.e. the commune does not share these characteristics with the village), then questions Q.11, Q.12, Q.13 and Q.14 should be asked. If these characteristics are the same for the commune and the village with the biggest share of YL children, then fieldworker should continue to question Q.15.

Q.10: Does the commune share the same transportation routes, routes of access and time to reach the district capital to that of [YL VILLAGE]?

Skip to question Q.15 if the answer is No.

Q.11: What is the most common means of transportation used to travel from [YL VILLAGE] to the capital of the district?

The fieldworker can enter up to three responses (if less than three, the fieldworker should use code 88=NA to fill in the blanks).

Q.12: How long does it take to travel to the capital of the district using this means of transportation?

The objective of these questions is to find out the total time in minutes that usually takes a resident of the YL village to reach the district capital. The fieldworker should record the time in MINUTES

spent to reach the capital of the district for each most common means of transport recorded in **Q.11.**

Q.13: What are currently the main routes/ways to access [YL VILLAGE]?

The fieldwork asks if paved road, motorised unpaved roads/tracks, non-motorised roads/tracks (footpath, apt for access by horse, donkeys, and the like or walking) or other ways (the informant should specify) are the main routes/ways to access [YL VILLAGE]. Skip to question Q.15 if the answer is No.

Q.14: Which of these routes is the main route to access the [YL VILLAGE]?

It is important in this question to take into account of the characteristics of the last kilometres of the main route used to reach the commune from either the district capital or any urban area, if there is one that is even easier to access from the commune. If it is not clear which route is the main one, consider the most prominent one.

EMPLOYMENT:

Q.15: Are there any factories/big farms in or close to the community that employ community residents?

We are interested to know if there is any factory/big farm in this community or other of this community within a radius of 5 kms. Skip to question Q.18 if the answer is No.

Q.16: What kind of factory or farm employs the most people from the locality?

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)

Q.17: How many people from the locality does it employ? (Men/Women/Children?)

The objective is to capture an approximate figure of the number of people that the factory mentioned in **Q.16** employs.

NATURAL DISASTERS:

Q.18: In the past 4 years, has there ever been any natural disaster or outbreak of diseases and epidemics that have affected the [LOCALITY]?

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. Skip to question Q.24 if answer No or NK.

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 <u>you should find out</u>, 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 <u>only then</u> 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.

Q.19: In the last 4 years, what was the disaster?

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 **Q21**.

Q.20: Please report year and month of occurrence of the [DISASTER] (i.e. when the disaster first occurred/began

Here we want to capture the **month** and **year** when the disaster mentioned in Q.19 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.**

- 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.

Q.21: What are the two main effects generated by [DISASTER] in the locality?

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 Q.18 for an explanation.

Q.22: Approximately what was the percentage (%) of households affected by the event?

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).

Q.23: Did [LOCALITY] receive any help?

The fieldwork should record up to three in order of importance (government, NGOs working in the LOCALITY, family and friends, institution, NGOs not working in the LOCALITY).

POLLUTION:

Below is a table with pollution problems which may affect LOCALITY.

Q.24: Is this a problem in [LOCALITY]

Skip to next pollution problem if answer No.

Q.25: If so, to what extent does it affect [LOCALITY]

Polluted water sources due to:
Industrial waste deposited or dumped at (or in) water sources
Mining waste deposited or dumped at (or near) water sources
Local families garbage dumped at (or in) these water sources
Animal faeces at (or in) water sources
Polluted lands nearby residential zones, due to the presence of:
Wasteland (non-regulated space) where firms dump garbage
Wasteland where local families dump garbage
Wasteland where families from other localities dump garbage
Animals´ excrements on the streets (of the locality)
Air pollution due to:
Garbage burning
Industrial activity
Trucks, cars, and the like passing by LOCALITY
Use of pesticides, fertilisers in local agricultural lands
Other types of pollution:
Noise pollution (motor vehicles, airports, factories)
Standing water, open drains (with the consequent proliferation of mosquitoes, rats and other animals that threaten local population's health)

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: the Mayor, Deputy Mayor, Governor, Lieutenant Governor, President of the community, City Clerk, former authority, or an old resident.

Q.1. Is this a problem in [LOCALITY]?

The objective is to find out if the locality suffers from 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".

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 Mayor, Deputy Mayor, Governor, Lieutenant Governor, President of the community, City Clerk, former authority, or an old resident.

Q.1: Is the following service currently available at [LOCALITY]?

The purpose is to know about the services available to the locality. If the answer is "NO" to a service, fieldworker should skip to the next service.

Q.2: What are the main places residents of [LOCALITY] dispose of their garbage?

The objective of these questions is to know how are the ways in which residents of the locality get rid of their garbage. Note that only item 1 has a follow up question (Q.4) that asks about the frequency in which garbage is collected by garbage trucks.

Q.3: On average, how many days per month is garbage collected?

The answer should range between 0 and 30. If the informant does not know, the fieldworker should input -77.

Q.4: Which are the 3 most common garbage collection methods in order of importance?

Fieldworker should select the three most common methods of garbage collection in 3.2 in order of importance.

Programs

Q.5: Does this program currently operate at [LOCALITY]?

Q.6: Was this programme operational in [MONTH AND YEAR OF R4 INTERVIEW]?

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

Q.7: When did the programme stop?

We only want to collect the year when the programme stopped if the programme is no longer operational but it was operational during 2013. Therefore, we only collect the year when the programme stopped if Q.5=No and Q.6=YES.

Free health insurance for the poor

Q.8: How many households in [LOCALITY] have received cards certifying them as poor households that are eligible for free health insurance?

Ask the respondent how many households in the commune had received cards certifying them as poor households that are eligible for free health insurance year by year, since 2014. Record number of households (not individuals).

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 Mayor, Deputy Mayor, Governor, Lieutenant Governor, President of the community, City Clerk, former authority, or an old resident.

Q.1-Q.2:

This table aims to collect data about salaries and wages that are paid to adults in the locality for activities related to agricultural and non-agricultural work, distinguishing the adults by gender and skill level.

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. **Please make sure to enter wages in 1000 VND.**

SECTION 5: POVERTY ALLEVIATION AND INFRASTRUCTURE INITIATIVES:

Q.1: Is this commune classified by the Government as a commune in the most difficult conditions? (i.e. Programme 135)

Q.2: Is this commune classified by the Government as a poor commune eligible for the Employment Generation Programme for the period 2011-15?

Skip the questions Q.3 to Q.5 included if the informants answered NO in both previous questions.

Q.3: Could you please indicate what types of infrastructure projects have been invested in since 2013 in your commune under these programmes?

Ask the informant if the type of infrastructures in the list have been invested in since 2013 under these programmes in Q.1 and/or Q.2.

Q.4: What role has the local authority had in this infrastructure project?

Fieldworker should read the alternatives for the informants (joint investor, sole project manager, participating in project management, supervising project and other, here the informant should specify).

Q.5: How would you evaluate the actual impact of the project on welfare of local people?

The informant has the choice between 5 options from "very good, better than expectation" to "negative" and "hard to evaluate".

Q.6: How many households in this commune/ward have been classified as poor according to the criteria of the Government's poverty alleviation programme?

Ask the respondent how many households in the commune have been classified as poor according to the criteria of the Government's poverty alleviation programme year by year, since 2013. Record number of households (not individuals).

Q.7: How many of these households have been granted certificates by the Government as poor households?

Ask the respondent how many households in this commune have been granted certificates by the Government as poor households year by year, since 2013. Record number of households (not individuals).

MODULE 2 – CHILD SPECIFIC MODULE

SECTION 1: EDUCATIONAL SERVICES

RESPONDENT
Director of the school, teacher, parents.

INSTRUCTIONS
Q.1-Q.8

> The objective of the first table is to obtain a full list or roster of schools available in the locality for children aged between 8 and 16; **this is all schools available in the community between grades 1 and grade 12.** This includes schools inside the locality but also further away or outside (as long as children residing in the community have access to). Please make sure that you collect as many schools as are available in the table.

> <u>Schools for which we have existing information from the previous round</u>: please tick the box in Q.2 if it is still open and functioning, and skip to the next school.

> <u>New schools that are not included in the list</u>: please collect the information from Q.3-Q.8 for all new schools

Q.8: FIELDWORKER: Enter GPS coordinates for school. Altitude in meters

> You should visit each school and get GPS coordinates for each school.

Q.9 – Q.13

> The objective is to find out the educational services that the locality currently has.

Q.10: Is there a [TYPE OF EDUCATION FACILITY] currently available in [LOCALITY]?

> If the answer is 01=Yes or 03=No, and there is no such facility in a nearby locality; then proceed to ask for the following educational service (skip to next row). Only if the answer is 02 "No, but there is one in a nearby village ", proceed to questions Q.11, Q.12, and Q.13.

Q.11: What is the locality (Town) where the closest educational facility is located?

Q.12: Approximately how long does it take to go from the center of [LOCALITY] to the nearest facility of this type, using the most common means of transportation?

Q.13: What means of transportation is commonly used?

SECTION 2: HEALTH SERVICES

RESPONDENT

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

DEFINITIONS:

➔ **State Hospital (District, Provincial):** At a district level, a general hospital provides treatment, hygiene and epidemiological brigades serve to control malaria and provide vaccination. At the provincial level, there are general and specialised hospitals, along with social disease dispensaries sanatoriums, maternal protection and family planning stations and rehabilitation departments.

➔ **State run health centre:** a district health centre is the sole unified public health unit with both preventive and curative missions at the district level. These health centres play the leading role for all medical activities in the area, from preventive to curative care. They are also responsible for managing the commune health services (CHS).

➔ **Public Clinic:** This is equivalent to the Commune/Ward Health Station (CHS). The CHS is the primary unit for delivery of health care in the public health system. It is the first formal point of health care contact in the government health care system, designated to provide primary health care services. They carry out early detection of epidemics, provide care and treatment for common diseases and deliveries, mobilize people to use birth control, practice preventive hygiene, and carry out health promotion at the village level.

INSTRUCTIONS

Q.1-Q.4

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

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

Q.1: Is there a [HEALTH FACILITY] currently available in [LOCALITY]?

If the answer is 01=Yes or 03=No, and there is no such facility in a nearby locality; then proceed to ask for the following health service. Only if the answer is 02 "No, but there is one in a nearby village ", proceed to question Q.2, Q.3, Q.4 AND Q.5.

Q.5: Which of the following health workers exist and deliver their services in [LOCALITY]?

Which of the following health workers exist and deliver their services in [LOCALITY]? The objective is to find out the types of health care providers that exist in the surveyed locality. The fieldworker should refer to the list of health care workers when asking this question.

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.

➜ **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).

➜ **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.

Primary Health Care Facility

The fieldworker should choose the first point of medical contact for most people in LOCALITY when they have health problems. This health establishment will be used for questions 2.3 to 2.10.

Q.7: Name of the locality where this center is located (in the case it is not located at [LOCALITY])

Write down the name of the locality if the centre is located in a nearby locality. If the centre is in the locality, please write "8888" (not applicable).

Q.8: What type of Health Establishment is this health facility?

Q.9: Which category of Health Establishment does this health facility fall under?

SECTION 3: CHILD PROTECTION SERVICES

Q.1: Is there any organization that receives reports of child protection concerns, namely violence, abuse or exploitation, at [LOCALITY]?

The objective is to find out whether there is any type of organization (e.g. NGO, police, government body, Women's Union, Committee etc.) where any individual can report concerns about a child who may be suffering violence, abuse or exploitation or may be at risk of suffering violence, abuse or exploitation.

This includes all forms of physical violence (e.g. hitting, shaking, burning or torture); psychological or emotional abuse (e.g. humiliating and degrading treatment such as constant criticism, persistent shaming, solitary confinement and isolation); neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. The acts can be perpetrated by family members, teachers, other officials, community members or strangers.

This question addresses whether there are organizations set-up to receive child protection reports, **regardless of whether the respondent states that child protection concerns happen in the community.** Skip to question Q.3 if the informant answers No.

Q.2: Normally, what institution/organization/person at [LOCALITY] receives and takes care of these reports? FIELDWORKER: Read the alternatives

The objective is to find out which organization or person receives and takes care of concerns about a child who may be suffering violence, abuse or exploitation or may be at risk of suffering violence, abuse or exploitation.

Q.3: Is there any organization that receives reports of gender-based violence cases against Girls and Women at [LOCALITY]?

The objective is to find out where there are any organizations (as defined in 3.1) that provide support for girls and women. Gender-based violence means any action that results in, or is likely to result in physical, sexual or psychological/emotional harm or suffering to women and girls. This includes rape, sexual abuse, sexual harassment and intimidation, and trafficking. It can include threats of such acts, use of force and deprivation of basic rights and freedoms. These acts can occur within the home (perpetrated by husbands, fathers, brothers or other family members) or outside the home, in the school, workplace or community.

Q.4: Normally, what institution/organization/person at [LOCALITY] receives and takes care of these reports?

The objective is to find out which organization or person receives and takes care of concerns about gender-based violence against girls and women.

Q.5: If a child is found to have been abused, where would you first seek help?

By abuse we mean all forms of physical violence (e.g. hitting, shaking, burning or torture); psychological or emotional abuse (e.g. humiliating and degrading treatment such as constant criticism, persistent shaming, solitary confinement and isolation); neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. The acts can be perpetrated by family members, teachers, other officials, community members or strangers. Skip to question Q.5 if the informant answers No.

Q.6: Is community support provided to children who have been involved in child protection violations?

This question addresses who supports children who have had their right to protection violated. Here child protection is understood as in question Q.1. This can include medical or therapeutic support, material support or symbolic support. It may be provided by a government body or organization, NGO or civil society organization or informally through community members. End the interview if the informant answers NO.

Q.7: What types of support are available?

If answer to previous question was YES, ask for the types of support that are available in the community. You can enter up to three in order of importance. If less than 3 types of support are reported, enter 88=NA in the blank spaces.

ROUND 5

FIELDWORKER MANUAL
Vietnam

CHILD QUESTIONNAIRE
Older Cohort

August 2016

OLDER COHORT CHILD QUESTIONNAIRE

LIST OF FIGURES

LIST OF TABLES

PART I: INTRODUCTION

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

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

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

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

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

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

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

PART II: CHILD QUESTIONNAIRE

DATA HANDLERS

Q.1: Date of Interview
Q.2: Fieldworker ID

Q.3: Date of supervisor check
Q.4: Supervisor ID

SECTION 1 – MOVEMENT HISTORY

PURPOSE

This section aims to collect information on YL Child's movements to a different locality (i.e. commune) since 2010 that lasted one month or more (or that are expected to last one month 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 in a different locality / community for at least 1 month (or that is expected to last for at least 1 month). This excludes temporary movements which take place during school/college/university's holiday periods, after which the child returned to his/her original place of residence.

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

INSTRUCTIONS

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

Q.1: Have you moved to a <u>different COMMUNE</u> for <u>at least one month</u> (excluding holiday trips) since [MONTH AND YEAR OF R4 INTERVIEW]?

> This is the filter question of this section. If the child moved only once and it was less than one month ago, but expects to stay there temporarily, you should enter "01=Yes".
>
> Holiday trips are defined as trips that are meant for leisure; trips that involve any form of work (unpaid, paid, formal, or informal) are NOT considered a holiday trip.
>
> Example: An OC boy has gone to the district capital for temporary work during a time when there is little agricultural work. He left two weeks ago, but plans to stay in the district capital for a total of 3 months. This is considered a movement and the answer to Q1 should be coded "01=Yes". However, if he plans to stay in the district capital for only 3 weeks, and he had not moved for at least one month at any other point since 2013-14, the answer should be coded "00=No", as in total he will not have been away for at least one month when he comes back from this trip.

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

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

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

Q.2: In which year did you move?

Remember that the range of years is from 2012 to 2017. In CAPI, if you enter a year that is out of this range, it will be signalled as an error when you validate the screen. If the child does not know the year of the movement, enter 9999.

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

Please enter the number of (completed) months. If the respondent answers in years, convert the response into months by multiplying the figure by 12.

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

> REMEMBER: The migration table should always have a 00 in this question for the latest movement that moved the child to their current location.

Q.4: Where did you move to?

This question intends to capture the distance of each of the YL Child's movements. The information to be collected includes movements within the same commune, as well as to other districts, provinces and even to other countries.

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

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

Q.6: Who did you move with?

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

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

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

The purpose is to register the two main reasons why the Index Child moved. In case that the reasons given by the respondent do not correspond with the codes of the survey, register the option "Other (specify) (38) and write down the reasons that the respondent specifies. In case that the respondent only specifies one reason, register "NA=88" for the second reason. Note that if [YL Child] moved because their spouse or parents were moving, probe further to find out the original reasons for the move, and code accordingly.

Q.8: Before moving, did you know anyone at the location that you were moving to? (for example: friends, relatives, recruiter)

This question seeks to find out if YL Child knew anyone in the locality where he/she was going to move **BEFORE** moving there (support system/network). If he/she answers "No=00", skip to the next row (i.e.

movement). It is very important that the respondent understands that the question does not refer to the people he/she met after moving to the new location, but rather who he/she knew **BEFORE** he/she moved.

Q.9: Who did you know best in the location that you moved to, prior to moving?

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

SECTION 2 – SUBJECTIVE WELL-BEING

PURPOSE

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

INSTRUCTIONS

Q.1 Sex of [YL Child]

Q.2: Are you living in the same location as in [MONTH AND YEAR OF R4 INTERVIEW]?
> If the answer is "Yes=01", skip to question Q.3. Please make sure that the answer to this question matches the answers in the Movement History section: if the child is currently living in a different location from 2013/2014 according to the movement history, the answer here should be "Yes" and vice versa.

Q.3: How long have you been in the current location?
> In case that the Index Child moved to a different locality since 2013/2014, ask for how long has he/she lived in his/her <u>current</u> location. Register the number of months.

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

The questions should be answered by all Index Children, irrespective of whether they currently live in a different locality than in Round 4. Depending on Q.1, you should phrase the questions in the following ways:
- If the YL Child is in a different location than in Round 4 (Q.1=NO), ask the *Index Child* to compare the location where s/he lived in 2013/2014 to the one s/he lives in now (at the time of the interview).
- If the YL Child is living in the same location as in Round 4 (Q.1=YES), ask the child the compare the same location in 2013/2014 and now (at the time of the interview).

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

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

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

Figure 1: LADDER CARD
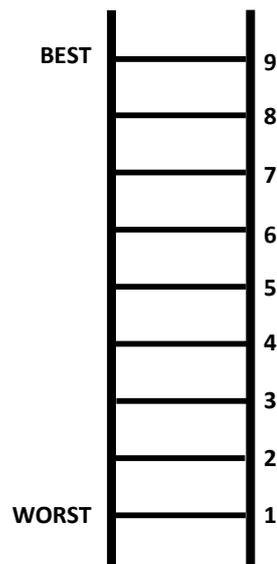
The comparison is between the Index Child's current experience and his/her experience in 2013 in relation to a number of key like domains such as access to education, access to jobs, etc. There are two possible cases:
  1) Index Child moved since 2013/14: the comparison is between the two locations in relation to each of the domains.
  2) Index Child did not move since 2013/14: the comparison is between how things were in relation to each of the domains in 2013/14 and how they are now (i.e. same location but change over time).

The domains that we ask about include:

1. **Opportunities for education:** implies that there are schools, universities or vocational institutes/colleges in the locality. It can also involve access to BETTER EDUCATION.

2. **Opportunities for work:** implies employment opportunities. It can also involve access to BETTER JOBS (jobs with better working conditions, better salaries, transnational companies, more market competition, etc.).

3. **Wealth/Income:** refers to the family's economic well-being as perceived by the *Index Child.*

4. **Access to health services:** implies that the locality has health centres. It can also involve access to BETTER HEALTH CENTRES (modern infrastructure, better medical teams, greater number of doctors available, etc.).

5. **Quality of housing:** it refers to the materials of which the housing is built (roof, walls and floor's materials), to the inside equipment of the housing (furniture, appliances, etc.), to the public services with which the housing counts (water, electricity, etc.) and to additional services (Internet, Cable TV).

6. **Safety:** (it refers to the level of security perceived by the index child; both out on the streets as well as at home. Criminality and gang activity are examples in which safety can be affected. The presence of security agents (policemen or private security) is also an important factor to take into consideration in this point.)

7. **Sanitation facilities:** this refers to the existence of health facilities for the household. The presence of plumbing and toilets are some examples that may be included in this question.

8. **Access to safe water:** It refers to accessibility to drinking water which is neither contaminated nor stored in a way that it may carry diseases)

9. **General living environment:** the following aspects are considered in environmental quality:

    (a) air quality (for example, presence of pollution, toxic gases, etc.)

    (b) ambient noise (for example, presence of noise due to cars in the city)

    (c) cleaning (for example, presence of trash in the streets)

    (d) infrastructure and media

    (e) water and soil quality

    (f) presence of natural resources (plants, animals, food)

    (g) aesthetics and recreation (for example, the presence of natural landscapes)

10. **Support from neighbours:** the provision of help and support (does not have to be economic only, can be e.g. emotional) by neighbours of the locality where the *Index Child* lives.

11. **Support from friends:** the provision of help and support (does not have to be economic only, can be e.g. emotional) by friends of the locality where the *Index Child* lives.

12. **Support from Government:** i.e. whether there are government institutions operating in the locality in ways that benefit the *Index Child,* his/her family or people considered important to him/her. It may be the case that the *Index Child* considers that the support given to the whole community is important to him/her.

13. **Support from NGOs/Local Associations:** i.e. whether there are NGOs/Local Associations 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.

14. **Food availability:** i.e. whether the YL Child has access to food.

Q.4: Where on the ladder would you place the locality where you CURRENTLY live, in terms of:
Say the item out loud so that the *Index Child* can think in which step he/she will put him/herself today. Register the number of the step.

Q.5: Where on the ladder would you place the locality where you lived 3 YEARS AGO, in terms of:
With respect to the same item, make the *Index Child* to remember where it would have been located in 2013. Register the number of the step.

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

SECTION 3 – EDUCATION

DEFINITIONS

- **Public school:** Depends on the state funding.
- **Private school:** Depends mainly on non-governmental funds and sources, including parents, NGOs, religious organizations or donors.
- **Informal school:** Education is imparted to children, but it is not recognized by the government.
- **Mixed public - private school:** Includes private and public funding, related to tuition fees only. Do not confuse with schools that receive funds from the government, but are privately owned.
- **Not-for-profit school:** Includes schools that are owned by NGOs, churches, charitable institutions, etc.
- **Full-time education:** Refers to the minimum attendance requirements established by schools/ universities/ colleges/ other educational institutes. Teaching hours may not necessarily be a whole day; they could be morning, afternoon or evening shifts, depending on school curricula.

3.1 – CURRENT EDUCATION AND SCHOOLING EXPENDITURE

PURPOSE

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

INSTRUCTIONS

Q.1: What is the highest qualification/certificate you have attained (including school leaving certificates/transcripts/report)?

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

00 = No certificate
01 = Certificate for completion of Lower Secondary Education
02 = Certificate for completion of (short term) vocational training
03 = General Education Diploma (completion of upper secondary school)
04 = Diploma for completion of professional Secondary school
05 = Diploma for completion of vocational Secondary school
06 = Diploma of Vocational College
07 = Diploma for College education
08 = University Diploma
79 = Refused to answer

Q.2: Did you attend any preschool, kindergarten, pre-kindergarten, early learning program or similar programs for more than 6 months before attending grade 1?

> This question aims to find out if the Index Child has ever attended some form of preschool education before starting formal schooling.

Q.3: Are you currently in full-time education?

Establish whether YL Child is currently in full time education (defined at the beginning of the section). Note that answers distinguish between attending *regularly* and *irregularly*. This means that, for instance, if YL Child has that runs 4 hours every Monday, Tuesday, and Friday, and he/she attends every time, then he/she is in full-time education and attends regularly; therefore you should enter code 01. Contrarily, if he/she does not attend every class, he/she attends irregularly, and you should enter code 02.

If answer Yes, move onto Q.5.

Q.4: Why are you NOT 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.

Education expenditure

Q.5: How much did you spend in total on payments to school / institute / university during the last academic year? Amount (Enter in '000 VND)

This question seeks to find out how much the Index Child or his/her family spent on school, institute/ college or university-related expenses in total. This includes matriculation/ registration/ examination, tuition fees, other payments to schools, parents association, donations, etc.

Register the value in '000 VND. In cases where that an item includes several items that are paid with different frequencies, calculate the total annual value of them. This total annual value will depend on the period that is considered as academic year which is different for school and universities.

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

Q.6: How much of this total did you spend on:

01	Matriculation/registration/examination
02	Tuition fees
03	Other payments to schools, parents association, donations, etc.

Q.7: How much did you spend on other necessary additional costs not paid to school / institute / university during the last academic year?

This question aims to gather information on all other costs associated to education, but which are not directly paid to school. This includes private tuition, food, transport, equipment, etc.

Q.8: How much of this total did you spend on:

01	Payment for private tuition
02	Food at school / institute / university
03	Transportation (outward and return)
04	Special equipment (e.g. laptops, calculator)
05	Others expenditures (e.g. uniforms, books, stationary)

Funding

Q.9: Who paid for the total cost of your course in the last academic year?

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

Absenteeism

Q.10: During the last academic year (2015-2016), have you ever missed school/educational institute/ university <u>continuously for one week or more</u>? (excluding school holidays, national holidays, etc.)

Ask YL Child if he/she ever missed school for 5 consecutive days or more in the last academic year. If the child did not miss school for more than 5 consecutive days in the last academic year, skip to Q.7. By last academic year we mean academic year 2015/2016. However, if the child was not in school during the 2015/2016 year, ask about the last year in which the child attended school. Skip to next section if the answer is No or the YL child did not attend school in the last academic year.

Q.11: In the last academic year, how long was the longest period of time you were absent from school/ educational institute / university? (Enter number of days)

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

CAPI will show an error message if this situation occurs and you will have to correct your answer. By last academic year we mean academic year 2015/2016.

Q.12: Which of the following best describes your attendance overall in the last academic year (2015-2016)?

Ask YL child how he/she would describe his/her attendance in the last academic year (2015-2016). To be more precise, ask him/her how many times on average he/she remembers missing school/ university per month.

3.2 – EDUCATION HISTORY

PURPOSE

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

If there was no education history collected for the *Index Child* in Round 4, the fieldworker would have to collect the complete education history.

INSTRUCTIONS

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

Educational History

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

In 20 October 2013 , YL Child was enrolled in:

Grade in R4: University degree (graduate).

School Code in R4: 2795.

School Name in R4: SIR CRR COLLEGE FOR WOMAN VATLURU ELURU.
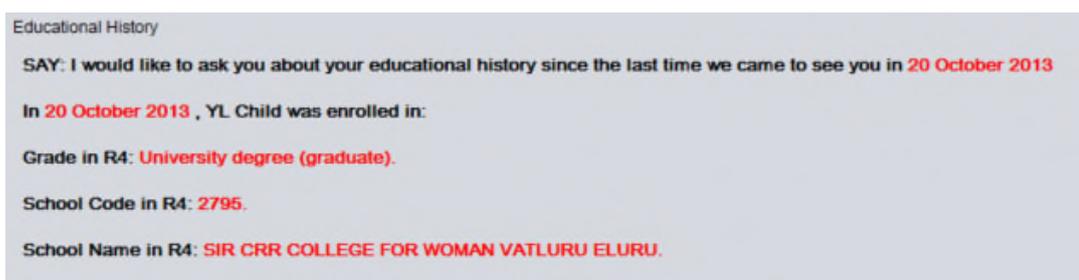
Q.1: Academic Year
   This question is pre-filled with all of the years for which education history needs to be collected.
Q.2: In which grade/type of programme are/were you enrolled?
   Ask about the grade in which YL child was enrolled in in that specific year. If YL Child was not enrolled in any program or grade for the whole time between 2013/14 to 2016/2017, enter "00=None" in all years.
Q.3: Did you successfully complete this grade?
   For each one of the grades in which the YL Child was enrolled in, ask about the final outcome in terms of completing the grade. There are four possible answers:
   - 01= Yes, completed grade → for those who completed the grade successfully

   - 02= No, failed grade

   - 03= No, dropped out and failed to complete year

   - 04= Currently attending grade → for those attending any specific grade in the school year 2016/2017. Note that this option can only be selected for the current academic year.

Q.4: What type of school/educational institute/university is/was it?
   This refers to the ownership of the school. Please refer to the definition provided at the beginning of this section.
Q.5: Are/Were you enrolled in the same school as in the previous year?

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

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

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

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

Q.7: Name the province.

This is enabled only when province is not a [YL Child] province. Please make sure to spell the name of the province correctly so that it can subsequently be coded easily.

Q.8: Commune where school / educational institute / university is located

Use the drop-down list and select the commune 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. Please make sure to spell the name of the district correctly so that it can subsequently be coded easily.

Q.9: Name of commune, district

This is enabled only when commune is not a [YL Child] commune. Please make sure to spell the name of the commune correctly so that it can subsequently be coded easily.

Q.10: Name of school

This question provides a drop down menu with the names of the schools per district reported in Round 4. If the school name is not listed, enter 9999=Not listed. In that case Q.11 is enabled, where the name of the school can be written down. There will be many cases in which the school name will not appear in the dropdown list. This might be because the school was not captured in Round 4 (even if it is in a YL area) or because the school is not located in a YL area. In all cases it is very important that you fill in Q.11.

Q.11: Specify name of school

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

SECTION 4 – GENERAL PERCEPTIONS

PURPOSE

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

- **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.
- **Neuroticism:** a long-term tendency to be in a negative emotional state. People with neuroticism tend to have more depressed moods - they suffer from feelings of guilt, envy, anger and anxiety, more frequently and more severely than other individuals. It is also referred to as emotional instability.
- **Conscientiousness**: the personality trait of being thorough, careful, or vigilant, implying a desire to do a task well. Conscientious people are efficient and organized as opposed to easy-going and disorderly.

This question works in the same way as in the FEELINGS AND ATTITUDES section. HOWEVER, there is an important difference in the answer codes. In this question there are five answer options. The answer codes relevant for this question are shown in the following figure.

Figure 2: FIVE-POINT SCALE CARD

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, <u>you should not try to explain the "meaning" of the sentence</u>: 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 the five-point scale card when answering rather than just give you the answer orally.

SECTION 5 – EMPLOYMENT, EARNINGS, AND TIME-USE

5.1 – LABOUR FORCE PARTICIPATION

PURPOSE

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

DEFINITIONS

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

Figure 3: EMPLOYMENT CATEGORIES

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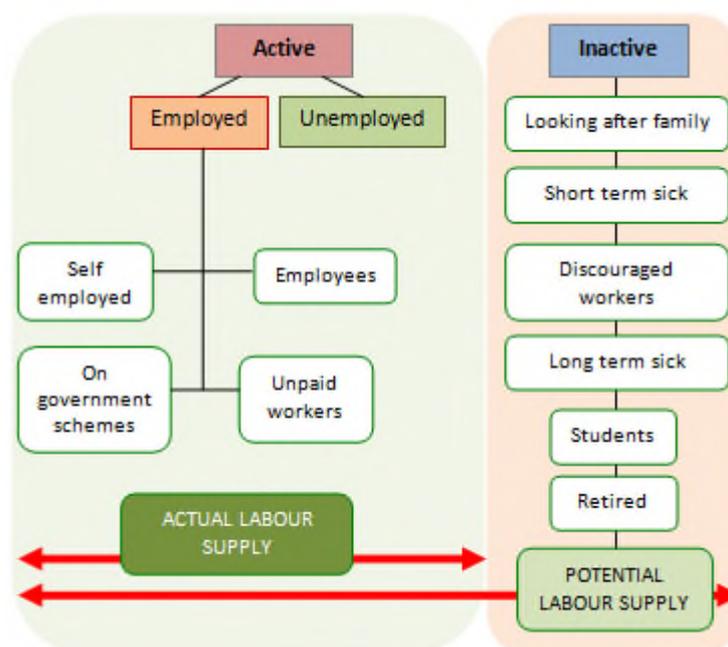
- **EMPLOYED**: Is defined as anyone aged 16, or over, who has completed at least one hour of work in the _reference period_, or are temporarily away from his or her job, such as being on holiday.
- **UNEMPLOYED**: Individuals aged 16 or over are unemployed if they are:
  o Out of work, want a job, have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

INSTRUCTIONS

Q.1 & Q.2:

The first two questions (Q.1 & Q.2) inform on whether in the last 12 months the _Index Child_ worked for at least one hour, in any labour activity, either paid or unpaid. Q.1 refers to different types of jobs that the _Index Child_ could have worked on including:
  o Worked on a **farm** owned or rented by a **member of your household**, (e.g. cultivating crops, farming tasks, caring for livestock)

  o 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

  o 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. Q.2 refers to the same types of jobs as in Q.1. The YL child is asked whether he has performed these jobs in the same 7 days.
  o 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).

  o 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.6.

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 time spent. 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 for at least one week? (excluding holidays, festivities, etc.)

This question informs on whether the Index Child was unemployed during the last 12 months. If the answer is "No=00", skip to Q.15. Please note that WITHOUT work does not mean not working. It means not working AND not having a job. Someone who occasionally works on the family farm, but not all of the time, may have had times in the last 12 months when he/she was not working, but s/he had a job i.e. family farm work. Therefore, the answer for that person would be "No=00". In contrast, the answer would be "Yes=01" for someone who had a summer job in a shop which then ended and who could not go back to working in that shop even if s/he wanted to.

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

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

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

Again, the question informs on reasons for periods on inactivity. Likely reasons for not working and not looking for work are being a student or housewife, as well as having a disability. Note that if the person says that he/she is "Housewife/childcare (01)", you should go to the next question. If s/he reports another reason, skip to Q.15.

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.15.

Q.11: Why are you unsatisfied / very unsatisfied?

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: For how long 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: 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.

Amount:

Register the value in '000 VND. 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.

Time-period:

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

Q.15: 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?

5.2 – WORK ACTIVITIES

PURPOSE

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

Figure 4: Work Activities
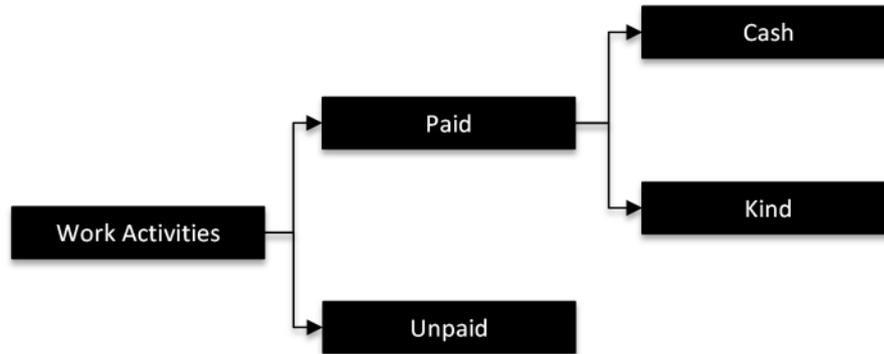
REMEMBER: This sub-section has a different intention than the "Individual Activities" section in the Younger Cohort Household questionnaire. Here we are interested ONLY in <u>work</u> activities, whereas in the Younger Cohort, we also identify the non-work activities. Here, we already filtered the *inactives* 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 <u>YL Child or a household member</u> (e.g. cultivating crops, farming tasks, caring for livestock); on a business enterprise that belongs to the <u>YL Child or a household member</u> (e.g. shop-keeper); or on own account (e.g. taxi driver).
- **Wage Employed:** Works for someone who is <u>NOT a household member</u> 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 <u>in the last 12 months</u>, 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 <u>first row</u> 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 he/she spends most of his/her time and then code accordingly using **Codebox #12**. In instances where YL Child is not sure what a 'work activity' is, you'll need to ask this question openly. Remember probing that the first activity reported is the most important in terms of time spent.

Table 1: Work Activities (with examples)

AGRICULTURE & ALLIED AGRICULTURE	NON-AGRICULTURE
01=Self Employed (Food crops) ➜ Works on his/her own/household's farm growing <u>food crops</u>, such as rice, morning glory, etc. ➜ Ex: Grows paddy in his own field (payment in cash) ➜ Ex: Grows pulses in her in-laws' field and gets paid in Kg of rice (payment in kind) ➜ Ex: Waters paddy in her father's field every day after school (and doesn't get paid)	**08=Self Employed (Manufacturing)** ➜ Works on his/her own account /household producing a good. For instance a carpenter that produces furniture, a tailor that sews shirts, etc. ➜ Ex: Produces sweets at her own bakery ➜
02=Self Employed (Non-food, including horticulture, sericulture and floriculture) ➜ Works in his/her own/household's farm growing <u>non-food crops</u>, such as cotton, flowers, medicinal herbs, etc. ➜ Ex. Grows her own castor (payment in cash) ➜ Ex: Grows his father's cotton and gets paid in Kg of cotton (payment in kind)	**09=Self Employed (Services)** ➜ Works on his/her own account /household delivering a service, such as washing/ ironing clothes, driving a taxi, etc. ➜ Ex: Washes/irons clothes ➜
03=Self Employed (Aquaculture) ➜ Rears his/her own/household's fish or seafood. ➜ Ex: Rears his own shrimp	**10=Self Employed (Business)** ➜ Works on his/her own /household's business enterprise, such as a shop, barber shop, etc. ➜ Ex: Runs his father's canteen or his own shop
04=Self Employed (Livestock) ➜ Rears his/her own /household's livestock. ➜ Ex: Raises his own cattle (payment in cash) ➜ Ex: Rears his own poultry and gets paid in units of chicken (payment in kind) ➜ Ex: Shepherds the sheep on the weekends (and doesn't get paid)	**11=Self Employed (Other non-Agriculture)** ➜ Works on his/her own account/ for his/her household in any <u>non-agricultural</u> activity not mentioned above. ➜ Ex: School teacher , civil servant
05=Wage Employment (Agriculture) ➜ Works for someone else on a <u>casual</u> basis in any agricultural activity (e.g. crops, livestock, etc.). Usually works on a casual basis (e.g. hired for a day). ➜ Ex: Harvests rice in neighbours' farms (payment in cash)	**12=Wage Employment (Unsalaried / Irregular; Non-agriculture)** ➜ Works for someone else on a <u>casual</u> basis in a non-agricultural activity. ➜ Ex: Construction worker at NRGES

06=Annual Farm Servant
➔ Works in someone else's farm on a <u>permanent</u> basis doing skilled and non-skilled farm operations. Hired for a whole year.
➔ Ex: Plants and harvests paddy at someone else's farm (payment in cash)
➔ Ex: Plants and harvests maize at someone else's farm and gets paid in Kg of maize (payment in kind)

13=Regular Salaried Employment
➔ **Works for someone else on a <u>permanent</u> basis in a non-agricultural activity, such as a teacher.**
➔ **Ex: School teacher , civil servant**

07=Other (allied) agriculture, specify
➔ Works in any other agricultural activity not mentioned above.

19=Other non-agriculture, specify
➔ **Works in a non-agricultural activity.**

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 this section only includes housewives or students if besides household chores or studying, they <u>ALSO WORK on any paid or unpaid activities</u>. 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:

25

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

Q.2: Who do you do this activity for?

Ask YL Child who he/she works for, for each of the activities he/she reports. In case of more than one type of employer in the same activity, refer to the most important employer in terms of time spent. Note that if YL Child works in the same activity for more than one employer, refer to the most important employer <u>in terms of time spent</u>.

For example: child works raising cattle for his own house every day (7 days a week) for 3 hours, and on a neighbour's farm every two days (4 days a week) for 5 hours each day. In this case you should code as 06=own account/self-employed (own business or farm) because it is the 'employer' for whom YL child most of time in the specific activity.

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

Q.3: Months per year
Refers to the number of months in which the activity took place in the last 12 months. The fieldworker must be especially attentive with this question. If the respondent worked for a few days in any given month, this should still be recorded as 1. Logically, the range of answers is 1-12. In CAPI, any number outside this range will be displayed as an error when you validate the screen.

Q.4: Days per month
Enter the number of days worked per month. Consider the following:
> Someone who works from Monday to Friday: 20 days per month (5x4).
> Someone who works from Monday to Saturday: 24 days per month (6x4).
> Someone who works from Monday to Sunday: 30 days per month.
> Someone who works some days and not others, depending on the month: write down the average of days worked per month.

Therefore, the range of answers is 1-30. In CAPI, any number outside this range will be displayed as an error when you validate the screen.

Q.5: Hours per day
Enter the average number of hours worked in a typical day. Logically, the values will range between 1-24. In CAPI, any number outside this range will be displayed as an error when you validate the screen.

Examples of how to code in Q.3, Q.4 and Q.5

Example 1. An individual who worked two weeks (Monday through Friday) for eight hours a day every three months in 2011.

Q.3. Number of months per year	Q.4 Days per month	Q.5 Hours per day
Enter 1-12	Enter 1-30	Enter 1-24
4 (=12 months /3 (frequency)	10 (=2 weeks x 5 days)	8

Example 2. Same individual worked for 5 days in June of 2012 for approximately 5 hours each day.

Q.3 Number of months per year	Q.4 Days per month	Q.5 Hours per day
Enter 1-12	Enter 1-30	Enter 1-24
1 (=June)	5 (=5 days in June)	5

Q.6: What form of payment was received or is expected from this activity?

This question seeks to find out if the activity undertaken by him/her is paid or not. Then, it should be administered in 2 steps: First ask whether the work activity is paid or not. If it is paid, ask for the type of payment. It could be in cash, in-kind (material goods) or a combination of both. If it is not paid, probe if the child works to reduce a debt. If still the child reports that s/he doesn't receive any payment, then code as '00=None'. Skip to question Q.10 if answer None or Debt Relief ('04=Debt relief')

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.7: What are the net earnings from this activity?

Register the value in thousands of VND of 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. 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).

Note that you should estimate the total earnings made for each activity. In some situations this will mean adding together earnings of the different jobs made for one specific activity. For instance, If YL child gets paid in cash for one activity and in kind for another activity, you will need to record both in the spaces provided.

For earnings in kind, convert the value in thousands of VND.

Q.8: 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 2,200,000 VND per week. You can register this as 2,200,000 VND weekly or 8,800,000 VND monthly. Strictly, both ways are correct. However, while you have some flexibility on how to register this, it is advisable to try to register the smallest frequency you can get from the child. This will allow for a more accurate estimation of the YL Child's income.

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

Q.9: 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.10: Do you currently/ 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.11: During the next 12 months, for how many months would you expect to perform this activity?

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

Q.12: FIELDWORKER: Please select the activity in which the respondent spends more time in.

For this question, you will have to estimate the number of hours spent in each of the three activities using the information from Q.3-Q.7. If any of the answers in these questions were NK =-77, you will have to ask

directly to the respondent to name the activity in which s/he spent most time in. In CAPI, you will select the activity from a drop down menu. This question is particularly important because it is the basis for the questions in the next sub-section: Main activity.

5.3 – MAIN ACTIVITY

PURPOSE

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

INSTRUCTIONS

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

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

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

Enter in months. Round to 0 if less than a month

If the Index Child has worked more than a year in that activity, register the number of months he/she worked (by multiplying the number of completed years by 12 and adding the additional months worked). Some examples:

- An *Index Child* that reports he/she has worked for 6 months. Register:
    o   Months worked: "6"
- An *Index Child* that reports he/she has worked 1 year. Register:
    o   Months worked: "12"
- An *Index Child* that reports he/she has worked for a year and a half. Register:
    o   Months worked: "18"
- An *Index Child* that reports he/she has worked for 3 years. Register:
    o   Months worked: "36"

Q.3: All things considered, how satisfied are you with [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.5 in the page [MAIN ACTIVITY 2].

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

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

Working Arrangements

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

05=Wage Employment (Agriculture)
06=Annual Farm Servant
12=Wage Employment (Unsalaried/ irregular; Non-agriculture)
13=Regular Salaried Employment
19=Housemaid

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 contract/decision for this work in [MAIN ACTIVITY]?

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 FOR [MAIN ACTIVITY]?

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

Q.8: Do you receive any of 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.

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.

5.4 – WORK-RELATED TRAINING

PURPOSE

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

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

DEFINITIONS

Duration of training refers to **the total amount of time devoted solely in training activities**, not the period **during which** an individual may have been engaged in training together with other activities. It refers to the **pure or net training time**. For example, if in the last 12 months an individual has been engaged in computer training that included 20 hours of seminars over 15 days, the duration of training is 15 days.

Only training that lasted at least one week should be reported.

INSTRUCTIONS

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

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

> If the Index Child responds "Yes=01", a dialogue will pop-up in which you must click Add Row to add an extra row. This row is to be filled with information regarding training received by the index Child. To start filling the information, click on the ENTER INFORMATION ABOUT TRAINING button.
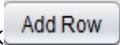
Q.2: Type of training

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

Q.3: Who delivered the training?

> 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: Has this training been completed?

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

Q.6: Duration of the training?

Enter the number of days. 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.7: Duration of training attended up to now?

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

Q.8: Expected additional duration?

Q.9: 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.

5.5 – SKILLS FOR THE LABOUR MARKET

PURPOSE

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

Driving skills

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

For each one of the following vehicles, ask the respondent whether s/he considers her/himself skilled. The notion of skilled remains open to the subjective appreciation of the respondent.
- 1 Motorcycle
- 2 Car
- 3 Truck or other heavy vehicles
- 4 Other, specify: __

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

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

Languages

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

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

41=Vietnamese	
42=Chinese (Mandarin)	
43=Tay	
44=H'Mong	
45=Nung	
46=Ede	
47=Thai	
48=Dao	
49=Giay	
50= H'Roi	
51= English	
52= Cantonese	
53= French	
54= German	
55= Japanese	
56= Korean	
57= Laos	
58= Russian	
10= Other, specify _____	
77=NK	

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

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

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

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

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

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

5.6 – TIME-USE

PURPOSE

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

DEFINITIONS

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

Time allocation card
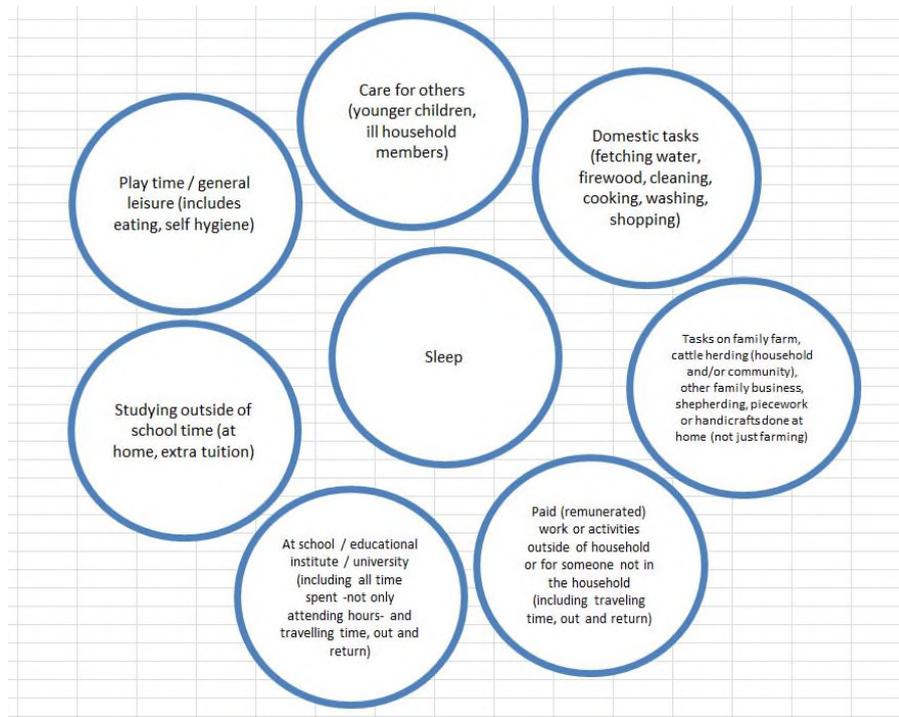
INSTRUCTIONS

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 questions are about the 24 hours of a typical day in their lives (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 allocate that number of hours to 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 ask the respondent to start allocating the remaining hours to 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 they are done, ask the respondent to confirm if the allocation of hours represents their typical day. S/he may reallocate hours across activities if needed.
6. After s/he finishes, show them 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: Activities for pay or for money outside of household or for someone not in the household (including traveling time, out and return)

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

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

Including the time it takes to and from school. We need to know how long the YL Child is at school. This includes also the time used to get from home to school and from school to home. If the Young Lives child does not attend school, there shouldn't be any pebbles and you should code it as "0".

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

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

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

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

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

Q.9: Time used for commuting to the place where the child carries out any work activities (out and return)
Enter in minutes

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

SECTION 6 – FEELINGS AND ATTITUDES

PURPOSE

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

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

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

6.1 – FEELINGS AND ATTITUDES OF INDEX INDIVIDUAL

INSTRUCTIONS

Q.1:

This question asks the *Index Child*'s opinion on issues that concern young people his/her age: we want to know what the *Index Child* thinks or feels about them. This question concerns issues 01-37.

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

Figure 5: FOUR-POINT SCALE CARD

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, <u>you should not try to explain the "meaning" of the sentence</u>: 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.

6.2 – SUBJECTIVE WELLBEING

INSTRUCTIONS

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

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

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

6.3 - GRIT
INSTRUCTIONS

This section asks how much like or unlike the index child's characteristics are based on eight given statements using the options given in Figure 6.

Grit: psychological trait that measures the ability to set long-term goals and persevere towards them.

Figure 6: GRIT SCALE

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

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

6.4 – SUBJECTIVE WEALTH

INSTRUCTIONS

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

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

Q.5: FOUR YEARS AGO: Compared to other households in the village, would you describe your household in [MONTH AND YEAR OF R4 INTERVIEW] as:

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

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

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

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

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

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

SECTION 7 – MARITAL AND LIVING ARRANGEMENTS

PURPOSE

This section aims to find out [YL Child]'s marital status and to collect the basic information of the spouse/partner.

7.1 – BASIC INFORMATION AND MATCHING

DEFINITION

- **Nuclear family:** Family formed by parents and children.

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

INSTRUCTIONS

In order to facilitate the administration of this section, in CAPI you will have information about the marital status of the Index Child in Round 4 at the beginning of the screen:
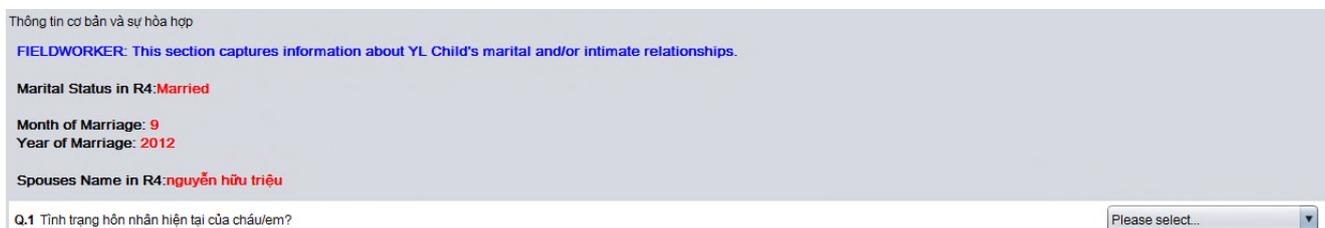
Q.1: What is your marital status?

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

Be familiar with the answer codes as they reflect subtle situations that may have occurred since Round 4.
- ➢ 00=Single (never married) → this code should be used for YL Children who have never married in the past. For them, the whole section is skipped.

- ➢ 01= Married (to different person / newly married since Round 4) → This code should be used for newly married individuals (i.e. single in Round 4 and married for the first time between Round 4 and Round 5) and for those who re-married since Round 4 (i.e. they were married to a different person in 2013/2014, got divorced and got married again to another person).

> 06= Married to same spouse as in Round 4 → used for individuals married to the same spouse as in Round 4.

> 07 = Married since Round 4 to Round 4 partner → used for individuals that were cohabiting in Round 4 and got married to that partner between Round 4 and Round 5.

> 02= Cohabitant (with different person / newly cohabiting since Round 4) → For those individuals who were single in Round 4 and are now newly cohabiting, and for those who were cohabiting with a different person in Round 4.

> 08 = Cohabitant with same partner as in Round 4 → for individuals who are still cohabiting with the same partner as in Round 4. The whole section is skipped for these individuals.

> 03= Widow(er)

> 04= Divorced

> 05= Separated

Q.2: Have you gotten married with a partner since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?
Remember to ask this question in a sensitive manner. If marital status is cohabitant (with different person / newly cohabiting since Round 4) (Q.1=2), once the question is answered, skip to Q.4.

Q.3: Have you cohabited with a partner since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?

The following table is asked for all previous (01) Cohabitations and (02) Marriages. For each of these, please record the following information:

Q.4: How many times have you gotten married/cohabited since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?
Note that cohabitations are counted for different partners. This means that if YL Child has cohabited with the same person in different occasions, this should be counted only as one.

Q.5: Date of first cohabitation/marriage since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]
Q.6: Date of latest cohabitation/marriage since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]

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

Q.7: How long had you known your spouse before you married him/her?
This question intends to capture the time between the couple first met and the date of marriage. Enter the number of months.

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

Q.8: Who chose your spouse?

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

Q.9: Did you have any say in choosing him/her?

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

Q.10: At the time of your marriage/when you were living together, if you compared the economic status of your natal family with your spouse/partner'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: Does spouse/partner's mother live in the household?

This is a filter question to avoid overlapping information captured already in the Household Roster of Older Cohort Household Questionnaire. Skip to question Q.13 if answer Yes.

Q.12: What was the highest grade of education completed by your spouse/partner's mother?

Q.13: Does spouse/partner's father live in the household?

This is a filter question to avoid overlapping information captured already in the Household Roster of Older Cohort Household Questionnaire. Skip to question Q.15 if answer Yes.

Q.14: What was the highest grade of education completed by your spouse/partner's father?

Q.15: Who are you and your partner/spouse currently living with?

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

Table 2: LIVING ARRANGEMENTS

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

	Example: OC Boy and wife live with their children and the household head is OC Boy. OC Girl and husband live with their children and the household head is OC Girl's husband.
06 = Other, specify	Any other combination not mentioned above

Q.16: In terms of time spent in the last 12 months, what is the most important paid or unpaid work activity for your spouse?

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

Q.17: What is your spouse/partner's ethnic group?

Wedding Spending (for index children who have ever been married)

Q.18: How much money was spent by you and your family for your wedding?

This should include all spending (however small) on all aspects of the wedding – administrative costs such as the cost of registering a civil marriage should be included.

Q.19: How much money was spent by your spouse's family for your wedding?

This should include all spending (however small) on all aspects of the wedding – administrative costs such as the cost of registering a civil marriage should be included.

7.2 – SPOUSE'S/ PARTNER'S CHARACTERISTICS

SAMPLE

[YL Child]'s spouse/partner 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/partner currently living in the same household?

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

Q.2: Full name of spouse/partner

Be careful with the spelling.

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

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/PARTNER]'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/PARTNER] 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.

SECTION 8 – HOUSEHOLD DECISION MAKING

PURPOSE

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

INSTRUCTIONS

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

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

For each decision, please ask the following questions:

Q.1: Have you/your household ever made this decision?
> The aim of this question is to inform whether any of the decisions have already been made or not. This is important to later know whether the respondent is answering the questions based on actual experiences or hypothetical situations.

Q.2: Do you (would you) have any say on this decision?
> This question informs on whether the *Index Child* has had a chance to express his/her opinion on this decision. Based on Q.1, the fieldworker knows whether the decision has been made or not, therefore, they should ask accordingly:
> - If decision has never been made (Q.1=NO), ask Q.2 in a hypothetical way: Would you have a say on this decision….
>
> - If the decision has been made (Q.1=YES), ask Q.2 like this: Did you have any say on this decision…..

Q.3: Who takes (would take) the <u>final decision?</u>
> This question informs on who has the final say. For example, in a situation where there are different views about a household decision, who makes the final decision. Similarly, if there are disagreements about a decision relating to the Index Child, is it his/her view that prevails, or someone else's? Note that the codes allow for join decisions e.g. 06 = Index child together with spouse/partner.
> Phrase the question as explained in Q.2, based on Q.1's information.

SECTION 9 – SOCIAL NORMS AND GENDER ROLES

PURPOSE

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

INSTRUCTIONS

In this section, 12 statements are read and the Index Child must indicate by pointing in the four-point scale card whether s/he strongly disagree, disagree, agree, or strongly disagree (please refer back to

). You must read the statements exactly as they are written. Do not read them as questions. We aim to find out the index child's thoughts about each statement. Explain that if the YL Child does not want to respond to any of the questions or if s/he doesn't know what to answer, s/he has the option to skip an item and pass to the next one.

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

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

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

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

SECTION 10 – FERTILITY

PURPOSE

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

10.1 – FERTILITY ATTITUDES

INSTRUCTIONS

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

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

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

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

Q.3: Do you want to have children/ another child sometime one day?

This question wants to find out if the YL Child wants to be a father/mother at any point of her/his **life.** If the Index Child already has children or is pregnant, word the question hypothetically.

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

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

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

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

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

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

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

The number is independent from the number of children the Index Child has. If the Index Child already has children or is pregnant, word the question hypothetically. Age is entered in years.

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

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

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

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

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

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

Q.12: Have you ever had sex education classes at school?

10.2 – FERTILITY HISTORY (GIRLS AND BOYS)

PURPOSE

This sub-section aims to find out the number of children the Index Child has had. For each of the Index Child's children we need to know all information regarding their birth: date of birth, gender, if they are still alive, weight at birth and, for mothers, the pregnancy conditions.

INSTRUCTIONS

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

- For the OC girl: Q.2: Are you currently pregnant?
- For the OC boy: Q.1: Has your partner/ wife been pregnant since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?

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

Q.1: Have you been pregnant since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?
   This is a filter question for the rest of the section.
Q.2: Are you currently pregnant?
   This pair of questions is a filter to input all information regarding new children the Index child has had. If the Index Child mentions they have had children you need to click on [Add Row] to add a new row. Each row represents one child.
Q.3: How many births have you given since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?
   This includes children who are still alive or not.
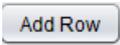
The next questions are only applicable for newly born children – i.e. children born at any moment between Round 4 and Round 5. For children born before Round 4, for whom we have collected information, the information will be pre-filled in CAPI.

Q.4: What is the name of the child?
Q.5: Is [CHILD] a boy or a girl?
Q.6: When was [CHILD] born?

For this question, please enter the full date of birth of the YL child: day, month & year. It is worth noting the age of the child in months for yourself, as some of the following sections are only applicable for children aged 36 months and older.

The following questions are applicable for all children – children who were born before Round 4 as well as any new children born between Round 4 & Round 5. These questions determine whether to continue collecting information on each child, as if children are no longer alive, no further questions are to be asked about them.

Q.7: How is [CHILD] doing?

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

Q.8: Does [CHILD] live with you?

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

Q.9: If the child does not live with you, who does [CHILD] live with?

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

Q.10: Where does [CHILD] live? Enter Address: Commune, District, Province.

This question aims to find out the child's current address, if they live separately from the Index Child, which will be used to find them and get their anthropometric measurements.

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

Q.11: How much did [CHILD] weigh 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.12: 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.13: Length of [CHILD] at birth

This question wants to find out the child's birth length. 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.14: Was the birth length from documentation?

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

Q.15: When [CHILD] was born was he/she very large, large, average, small or very small?

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

Q.16: 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.17: How many antenatal visits did you have during your pregnancy with [CHILD]?

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

Q.18: 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.19: 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.20: Where was [CHILD] born?

Q.21: Who assisted with your delivery? (Tick all that apply)

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

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

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

Q.22: Was [CHILD] delivered by a caesarean section?

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

Q.23: 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.24: By how many weeks was the birth early?

Record the number of weeks the CHILD was prematurely conceived.

Q.25: Did you breastfeed [CHILD]?

Q.26: How old was [CHILD] when you started feeding him/her with anything else than breast milk (e.g. water, tea, mushy food)?

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

Q.27: How old was [CHILD] when you stopped giving him/her any breast milk?

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

Q.28: What was [CHILD] given to drink in the first 2-3 days after birth? (Tick all that apply)

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

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

10.3 – CHILDREN OF THE YOUNG LIVES INDIVIDUAL

Health

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

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

Q.2: Did [CHILD NAME] ever receive a BCG vaccination against Tuberculosis, that is, an injection on the shoulder usually given around the time of birth?

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

Q.3: Has [CHILD NAME] ever been vaccinated against measles, that is, an injection on the shoulder usually given at about 9-12 months?

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

Child care and education

Q.4: Between the ages of 0 and 36 months, was [CHILD NAME] regularly looked after at a [LOCAL NAME FOR FORMAL OR INFORMAL CRECHE/ DAY CARE/ FAMILY DAY CARE] i.e. for a whole morning, afternoon, evening or night almost every week?

> This question aims to find out if the child has access to any institution of basic education such as the examples given in the question. If the answer is "No=00", go to question Q.9.

Q.5: How old was [CHILD NAME] in months when he/she first attended a [LOCAL NAME FOR FORMAL OR INFORMAL CRECHE/ DAY CARE/ FAMILY DAY CARE]?

Q.6: Is [CHILD NAME] currently attending a [LOCAL NAME FOR FORMAL OR INFORMAL CRECHE/ DAY CARE/ FAMILY DAY CARE]?

> If child is currently attending creche (Q.6 = 01), the next two questions refer to the current creche. If the child is not currently attending creche, but has attended creche in the past (Q.4=01 AND Q.6=00), these questions refer to the last creche attended.

Q.7: Who runs (ran) this [LOCAL NAME FOR FORMAL OR INFORMAL CRECHE/ DAY CARE/ FAMILY DAY CARE]?

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

Q.8: In your opinion, how good is (was) the standard of care at this [LOCAL NAME FOR FORMAL OR INFORMAL CRECHE/ DAY CARE/ FAMILY DAY CARE]?

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

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

Q.9: Since the age of 36 months, has [CHILD NAME] regularly attended a [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL] i.e. for a whole morning, afternoon, evening or night almost every week?

In case of a negative answer "No=00", go to next section.

Q.10: How old was [CHILD NAME] in months when he/she first went to a [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL]?

Q.11: Is [CHILD NAME] currently attending a [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL]?

If child is currently attending preschool (Q.11= 01), the next two questions refer to the current preschool. If the child is not currently attending preschool, but has attended preschool in the past (Q.9=01 AND Q.11=00), these questions refer to the last preschool attended.

Q.12: Who runs (ran) this [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL]?

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

Q.13: In your opinion, how good is (was) the quality of the care and teaching at this [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL]?

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

SECTION 11 – ANTHROPOMETRY

11.2 – ANTHROPOMETRY OF THE INDEX CHILD'S CHILDREN

INSTRUCTIONS

Only measure the index child's children if they are older than 2 weeks old. Make sure that parents give consent to the measurement of their children. This section will be retained in the OC_CH program so that at the end of the day, the measurements can be filled in for the pre-filled list of children from the Anthropometry program.

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.

SECTION 12 – HEALTH

PURPOSE

This section informs on the general health of the *Index Child* (sub-section 12.1), his smoking and drinking habits (sub-section 12.2), his access to health insurance (sub-section 12.3) and his food consumption and diet (sub-section 12.4).

DEFINITIONS

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

- <u>Serious Injury:</u> bodily damage by injury, accident, or disease that prevents the child from doing normal activities and/or that requires medical attention.
- <u>Serious Illness:</u> severe impairment of health which prevents the *Index Child* from doing normal activities (school, work, etc) and/or require medical attention.
- <u>Permanent Disability:</u> a continued health problem that partially or fully reduces the person's ability to perform work, academic or personal care activities.
- <u>Long-term health problem</u>: 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).

12.1 – INDIVIDUAL HEALTH

INSTRUCTIONS

Q.1: In general, would you say your health is very poor, poor, average, good or very good?
> This is a question about YL Child's perception of his/her own health. Do not prompt the answers.

Long-term health problems

Q.2: Do you wear eyeglasses?
> We want to know if the Index Child uses glasses to correct his/her vision.

Q.3: What 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.

Serious injuries

Q.4: Since we visited in [MONTH AND YEAR OF R4 INTERVIEW], how many times have you been seriously injured?
> Ask if the Index Child has had an accident or serious injury in the past four years. A serious injury is an injury that restricts the injured to perform in his/her normal activities (going to school, work, etc.), hence requiring medical attention (in some cases emergency care). If the answer is NO, select "0 times = 00" and go to Q.7. If the answer is YES, ask the number of times the Index Child suffered a serious injury.

Q.5: What was the <u>most serious</u> 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.6: What were you doing when the most serious injury happened?
> The purpose of this question is to know which of the common daily activities the Index Child was doing (e.g., working, going to school in the same school, etc.), when he/she got injured.

Serious illnesses

Q.7: Since we visited you in [MONTH AND YEAR OF R4 INTERVIEW], have you been seriously ill?

Ask if the Index Child has had a serious illness in the past four years. A serious illness is one that prevents the person to do his/her normal activities (going to school, work, etc…), and requires medical attention (in some cases emergency care). Skip to question Q.9 if answer No.

Q.8: 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.9: During the last 12 months, how many times did you miss school/work due to illness?

This question is INDEPENDENT from Q.7 and Q.8. Here we want to know whether the Index Child missed work or 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 2013 (i.e. even if answer to Q.7 is "No"). For example, the child may have missed school as they were suffering from a headache, but this may not have been a serious illness that required medical attention.

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

Q.10: Do you have difficulty seeing, even if wearing glasses?

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

Q.11: Do you have difficulty hearing, even if using a hearing aid?

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

Q.12: Do you have difficulty walking or climbing steps?

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

Q.13: Do you have difficulty remembering or concentrating?

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

Q.14: Do you have difficulty (with self-care such as) washing all over or dressing?

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

Q.15: Using your usual (customary) language, do you have difficulty communicating, for example, understanding or being understood?

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

Q.16: 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. Skip to next section if answer No.

Q.17: 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) <u>relative to someone of the same age without this disability</u>.

12.2 – SMOKING AND DRINKING HABITS

INSTRUCTIONS

Ask about smoking cigarettes or any other products with tobacco. This section only allows to tick <u>one</u> 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 sensitive. 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.

Smoking

Q.1. How old were you when you tried a cigarette for the first time?
Q.2: How often do you smoke cigarettes now?
Q.3: On the days you smoke, how many cigarettes do you usually smoke?

Drinking

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?

12.3 – ACCESS TO HEALTH INSURANCE

PURPOSE

The purpose of this section is to find out whether YL Child has access to either a free health care certificate or any other health insurance.

INSTRUCTIONS

Q.1: Do you have a free health care certificate?
Ask YL Child whether he/she has a free health care certificate. If he/she does, skip to next sub-section (dietary diversity).

Q.2: Do YOU have health insurance?

Ask this question only when YL Child does not have a free health care certificate. This question refers to any health insurance that covers YL Child specifically and that is paid by himself/herself or someone else. If YL child has health insurance, either acquired/paid by himself/herself or someone else, Skip to Q.4.

Q.3: Why don't you have health insurance (select the most important reason)?

Ask YL Child why he/she does not have health insurance. Do not prompt the answers. Listen to YL Child's reason and code accordingly. If there is more than one reason, ask for the most important. After completing this question, you should skip to next sub-section (dietary diversity).

Q.4: What kind of health insurance do you have?

Ask this question when YL Child has a health insurance. Do not prompt the answers. Listen to the respondents answer and code accordingly.

12.4 – DIETARY DIVERSITY

DEFINTIONS

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

INSTRUCTIONS

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

Q.1: Are you Vegetarian?

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

Q.2: During the previous 24-hour period (or on typical day if the child was ill yesterday) did you consume:

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

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 noodles (mai fun been hoon, mee suah, laksa), dumplings (banh cuon), pastry, bread or other foods made of rice, wheat, or buckwheat?
2	Any pumpkin, carrots, squash, red or orange peppers or sweet potatoes?
3	Any potatoes, yams, cassava, or any other foods made from starchy roots or tubers?
4	Any dark, green, leafy vegetables such as cassava leaves, bean leaves, pumpkin leaves, spinach?
5	Any other vegetables (onions, egg plants, tomatoes)?
6	Any ripe mangoes, ripe papayas or gac fruit?
7	Any other fruits (citrus fruit, durian, Jack fruit, Lychee, melon, bananas)?
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, soya beans, lentils, or nuts (pecan nut, peanut, etc.)?
13	Any cheese, yogurt, milk or other milk products?
14	Any foods made with oil, fat, or butter?
15	Any sugar, honey, sweets, sugary sweet drinks?

SECTION 13 – COMPUTER, OTHER DIGITAL DEVICES, AND THE INTERNET USAGE AND SKILLS

PURPOSE

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

INSTRUCTIONS

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

Use

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

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

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

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

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

Q.2: In the last 12 months, how often have you been using any of the following:
The aim of this question is to find out the frequency of use of the device by the index child in the last 12 months. For each of the 4 cases the question only activates if the index child replied with "yes, many times in my life" in Q.1. You need to show and read to the index child the alternatives on the 'frequency card'. The following figure displays the options in the card.

Figure 7: USE FREQUENCY CARD

Never	Less than once a month	Monthly	Weekly	Daily

Q.3: How old were you when you first used each of the following:

We ask for 4 specific devices: computer or laptop, tablet, internet and a mobile phone with internet access. The aim of this question is to find out the age in which the index child used the device for the first time. Again, the question only activates if the index child has used the device many times in his/her life. If the index child doesn't remember the exact age, an approximate age may be given.

Q.4: Which of the following do you currently have?

- o 1 E-mail
- o 2 A social network account and/or instant messaging account

This question refers to two different types of accounts: email and social media or instant messaging. By "electronic mail" or "email" we refer to accounts in any server such as Gmail, Hotmail, Yahoo, Outlook, etc. By "social media or instant messaging" we refer to an account in any of services such as: Facebook, Twitter, Whatsapp, Skype, LinkedIn, Instagram, etc. The aim of this question is to understand how familiar the index child is with socialising digital media.

Skills

Q.5:

The following includes statements related to different activities that you can perform in a computer or laptop. Please, remember that there are no right or wrong answers. Please, think about how comfortable you feel when you perform the following activities.

Show the five-point scale card with different alternatives that range from "Strongly disagree" to "Strongly agree" (refer to **Error! Reference source not found.**8). Explain that you want the respondent to tell me how much s/he agrees or disagrees with them by pointing in this card the option that best reflects his/her performance while using a computer or laptop. If s/he does not understand the item, please mark the last option "I do not understand what this means".

1	I know how to create a folder on a digital device.
2	I know how to move a file from one folder to another.
3	I know how to delete a file.
4	I know how to retrieve a deleted file from the recycle bin.
5	I know how to use the undo and redo functions, while working on a digital document.
6	I know how to change the margins (for example using Word).
7	I know how to bold, italicize or underline text (for example using Word).
8	I know how to insert a table in a document (for example using Word).
9	I know how to use a spreadsheet to plot a graph (for example using Excel
10	I know how to create a presentation (for example using PowerPoint).

Figure 8: Computer and Internet Skills Card

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I do not understand what this means

Q.6:

The following statements include different tasks related to digital devices with internet connection. Please, remember that there are no right or wrong answers. I would like you to think about how comfortable you feel about performing these tasks.

Show the five-point scale card with different alternatives that range from "Strongly disagree" to "Strongly agree" (refer back to **Error! Reference source not found.**). Explain that you want the respondent to tell me how much s/he agrees or disagrees with them by pointing in this card the option that best reflects his/her performance using internet. If you s/he does not understand the item, please mark the last option "I do not understand what this means".

1	I know how to open downloaded files.
2	I know where to click to go to a different webpage.
3	I know how to complete online forms.
4	I know how to connect to a Wi-Fi network.
5	I find it easy to decide what the best keywords are to use for online searches.
6	I find it easy to find a website I visited before.
7	I know how to create something new from existing online images, music or video.
8	I know which apps or software are safe to download.

Q.7:

Do you use the internet to:

1	Learn from others and/or share your ideas through social media, e.g. Facebook
2	Search for work-related information or new employment opportunities
3	Search for health-related information
4	Search for goods or services that you want to purchase

This question refers to the different types of internet usage that are relevant for young people of this age group. In particular, it aims to capture the frequency with which young people engage with the digital economy in their daily lives and how they work, live, and interact with others.

PART III: CHILD LOCATION AND ANTHROPOMETRY

SECTION 1: LOCATION INFORMATION

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

Q.1: Date of Interview
Q.2: Fieldworker ID

Q.3: Date of supervisor check
Q.4: Supervisor ID

Q.5: Geographic coordinates

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

Q.6: Cluster ID (Sentinel site): OBSERVE

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

Q.7: Community ID: OBSERVE

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

Q.8: Is this locality urban or rural?

This question is answered by observation and can be filled-in later after consultation with supervisors/ team leaders when s/he has access to the official definition of urban and rural areas.

Q.9: Select the new Mini-Community ID for this locality.

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

Q.10: Region of residence – OBSERVE.

Please make sure you specify correctly the name of the region.

SECTION 2 – ANTHROPOMETRY

PURPOSE

Measure the height and weight of the *Index Child* and his/her children (if any).

PROCEDURES TO MEASURE WEIGHT

- We will use an electronic scale. Please find an adequate and safe surface. This kind of scale cannot accurately measure if it is on a slope.
- Be sure to record each weight measure in the corresponding spaces of the table. Do not forget to record the final weight.
- Weigh the *Index Child*/*Index Child's* child with minimal clothing and no shoes.
- Record all weight calculations on the back of the sheet.
- Weigh the *Index Child* / *Index Child's* child and read the weight measurement clearly. Take a second reading, when the scale is stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different do the procedure a third time and record the number that is repeated twice.
- If you cannot get two identical measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- When weighing an *Index Child's* child, or an *Index Child* living with his/her parents always thank the mother.

PROCEDURES TO MEASURE HEIGHT

- If the person being measured cannot stand, use a wall or a door as support when measuring stature.
- Appropriate clothing: the person being measured should take off his/her shoes and any bulky clothing like a jacket or bulky jumper which may prevent the person being in contact with the measuring board.
- Place the person in such a way that s/he is standing on the measuring board with his/her feet parallel, and with heels, buttocks, shoulders and back touching the surface of the measuring board. The head should be held comfortably with the person looking straight ahead, not with his head tilted up or down. The arms should be hanging next to him/her. If measuring a child, ask the mother to help if needed.
- Gently lower the movable stop of the measuring board and place it on the child's head. Press down if necessary to ensure contact, but only to ensure soft contact.
- Read length within 0.1cm. Ensure that your vision is aligned with the position of the marker, not higher or lower. If the measurement is between two markers of 2 mm, take the lowest value.
- Say the measurement clearly and write it down immediately.
- Raise the head of the board, check the alignment and measure the child again. If the two measures are the same, accept this measure. IF the measures are different, measure again until you get two measures that are the same and write the measure in the space for the final height.
- When weighing an *Index Child's* child, or an *Index Child* living with his/her parents always thank the mother.

CONTROLLING QUALITY OF WEIGHT AND HEIGHT

1) Read the measures

a) If the marker indicates a precise measure (mm. or g.) then take this as the measure.

b) If it falls between two markers, then take the lower value.

2) Read and record the weight and height

a) The person who is measuring should read the measurement

b) The assistant repeats what has been read

c) The person being measured says "yes" or "good"

d) The assistant says "yes" or "good" and enters the measurement into CAPI.

e) The assistant displays the measurement to the person measuring.

HEIGHT

3) Common errors in measuring the height/size

a) Position of the person taking the measure

- The person is too far from the *Index Child / Index Child* child's feet.
- The person is not on his/her knees (when measuring a child).
- The person is too far from the measuring board.

b) The feet of the *Index Child / Index Child*

- 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

2.1 – INDEX CHILD ANTHROPOMETRY

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.

2.2 – ANTHROPOMETRY OF THE INDEX CHILD'S CHILDREN

INSTRUCTIONS

Only measure the index child's children if they are older than 2 weeks old. Make sure that parents give consent to the measurement of their children. This section will be retained in the OC_CH program so that at the end of the day, the measurements can be filled in for the pre-filled list of children from the Anthropometry program.

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.

Young Lives

An International Study of Childhood Poverty

ROUND 5

FIELDWORKER MANUAL

Vietnam

HOUSEHOLD QUESTIONNAIRE

Older Cohort

August 2016

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PART I: INTRODUCTION

This manual is a guide to the methods and protocols you will follow while you are in the field. Its aim is to help you during both 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 team leader with anthropometric measurements of children and mothers
c) Assisting your team leader 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 your copy of the fieldworker manual always with you as it may be useful in case you need to refresh concepts or procedures explained during the training.

Please refer to the General Guidelines for Fieldwork 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.

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, <u>aside from food and shelter</u>, 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 <u>Round 5</u>.

R4 Household: Household in which YL Child was living in <u>Round 4</u>.

To identify whether the child is still living with the Round 4 household, s/he will have to live with either of the following household members:

1. R4 spouse (if YL Child was married in Round 4)
2. Biological mother
3. Biological father
4. R4 household head

For complex living arrangements, we will take the four household members in the same order of importance as shown in the list. This means that, for instance, if the child has moved away and is now living with the R4 household head (who was the parental grandfather) and the biological parents are living in the Round 4 <u>location</u>, the YL CHILD will still be considered as living in the Round 4 household.

Remember that *household* does not refer to a place of residence or dwelling, but to sharing the roof, food, and income with any of the household members listed above. A YL Child who was moved does not necessarily live in a *new* household and could be still live in the Round 4 household.

Primary caregiver: In this round, as well as in Round 4,, we no longer interview the primary caregiver of the YL Child (as in previous rounds), since the *Index Child* is now considered to be grown-up and already or soon to become independent. <u>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).</u> 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 **<u>one</u>** household head in each household.

PART II: 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 **Error! Reference source not found.**) are up to date.

RESPONDENTS

Preferably the respondent should be the same as in Round 4; otherwise, any adult (18 years old or more) in the household that knows well the rest of household members, especially YL Child (i.e. not a visitor). If no one with these characteristics is present, ask when you could come back to meet the most suitable respondent.

INSTRUCTIONS

Briefly introduce yourself and the study following the outline below:

Box 1: OUTLINE FOR SELF-INTRODUCTION TO THE HOUSEHOLD

SAY: *My name is [SUPERVISOR NAME] and I am part of 'Young Lives' project, a study of childhood poverty which has been carried out since 2002 in four countries: Ethiopia, India, Peru and Vietnam. You may remember that we first visited you 14 years ago when you kindly answered questions for us on various aspects of your lives. The last time we visited you was in 2013/2014 and now we are visiting you again to find out how your life has been over the past 3 years and, in particular, to see how [YL Child] has been developing. Today we would like to check some details with you and then, if you agree, arrange an appointment for a deeper interview with you at a time most convenient to yourselves. Please remember you have the right to withdraw from the study at any time.*

Figure 1: Contact Sheet

CHILDID	VN11005
CHILD NAME	NGUYỄN THỊ NGỌC
GENDER	FEMALE

R4 ADDRESS	THÔN PHƯỚC NÔNG, XÃ HÒA BÌNH 1
	TÂY HÒA, PHÚ YÊN

R5 TRACKING

NAME OF HOUSEHOLD HEAD	NGUYỄN VĂN HUẤN
FATHERS NAME	NGUYỄN VĂN HUẤN
CAREGIVER'S NAME (IN R4)	LƯƠNG THỊ SIÊM
MOTHER'S NAME	LƯƠNG THỊ SIÊM
PHYSICAL ADDRESS OF DWELLING (R5 TRACKING)	#14, THÔN PHƯỚC NÔNG, XÃ HÒA BÌNH 1, TÂY HÒA, PHÚ YÊN
PHONE NUMBER	90 306 06 95 ; 57 3851 453
POSTAL ADRESS	NGUYỄN VĂN HUẤN, NO. 14, THÔN PHƯỚC NÔNG, XÃ HÒA BÌNH 1, TÂY HÒA, PHÚ YÊN
CLUSTER ID	01
COMMUNITY ID	VN001
TYPE OF SIT	RURAL
REGION	53 = CENTRAL COASTAL

CONTACTS FOR YL CHILD FROM R5 TRACKING

NAME OF CONTACT	ADDRESS	PHONE	IS THIS CONTACT STILL VALID?
NGUYỄN VĂN HUẤN	#14, THÔN PHƯỚC NÔNG, XÃ HÒA BÌNH 1, TÂY HÒA, PHÚ YÊN	NA	○ YES ○ NO
NGUYỄN TẤN DŨNG	QL29, XÃ HÒA BÌNH 1, TÂY HÒA, PHÚ YÊN	NA	○ YES ○ NO
PHAN THANH HƯNG	ẤP PHƯỚC NÔNG, XÃ HÒA BÌNH 1, HUYỆN TÂY HÒA, PHÚ YÊN	NA	○ YES ○ NO

NEW CONTACTS FOR YL CHILD

NAME OF CONTACT	ADDRESS	PHONE

Q.1: Child ID
>Check that this is the same ID you have from 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.

Identification of Relevant Household

Q.3: Was [YL Child] residing at the address provided in the Contacts Sheet?
>Use the physical address of dwelling from R5 tracking (in May 2016) provided in the *Contacts Sheet* (see **Error! Reference source not found.**) to find the house where the child was tracked for the last time. Skip to question Q.5 if answer Yes.

Q.4: New address
>Once you found the [YL Child]'s household, enter the new address.

Q.5: Phone numbers
>Ask for the landline and mobile, ideally of the household head and/or primary caregiver.

Q.6: How long has [YL Child] been living there?
>Record the length of time the child has been living there in years and months. If YL Child has been living there for less than a month, enter 00.

Q.7: For how long do you expect [YL Child] to stay there?
>This question intends to capture whether the child is expected to return to the previous household. Enter "Temporarily" if the child is expected to return at some point, although the respondent does not know exactly when. As reference use a 6-month period as the definition for 'temporary' stay. Enter "Permanently" if the child is NOT expected to return to the previous household or intends to stay more than 6 months.

Q.8: Is [YL Child] now living with the same Round 4 household?
>Tick in the appropriate answer: Yes or No.
>
>This question aims to find out whether the Index Child is living in the same household as in Round 4. For this question we need to use the definition described at the beginning of this section. In brief, we link the YL Child to Round 4 household if s/he is living with any of the following people: Spouse (if YL Child was married in Round 4), biological mother, biological father, or Round 4 household head – in that order of importance if the child lives with some but not all of these people. Continue to question Q.9 if answer No and the YL child <u>is permanently living there (answer 02 in question Q.7). Skip to question Q.10 if answer Yes or if answer No and the YL child is temporarily living there (answer 1 in question Q.7).</u>

Based on the information reported, tick on one of the following:

Q.9: The relevant household is the <u>current household.</u>

<u>Answer Yes or No.</u> Is the child living with the Round 4 household and aims to stay in a new residence permanently.

Q.10: The relevant household is the <u>Round 4 household.</u>
<u>Answer Yes or No.</u>
Answer Yes if the child:
- is not living with the Round 4 household but plans to return, and

- is living with the Round 4 household

If answer Yes in Q.10, skip to question Q.14 and then find the R4 household to administer the household questionnaire.

Household Roles

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

Q.11: Current household head is the same as in Round 4

Check the *Contacts Sheet*. If the household head is the same as in the previous round, verify that the name provided in the *Contacts Sheet* is written correctly and amend if necessary. Skip to question Q.14 if answer Yes. Q.12: 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.13: What is his/her relationship to [YL Child]?
Be careful with the coding. Remember that the <u>reference point is YL Child</u> 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.

Consent form

Once you have identified the key household roles for the child, prompt the *Consent Form* (see Box 2) and read it to the YL Child's caregiver and to the household head or caregiver, if applicable. 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 respondent that they will be interviewed and measured. [Explain about the Child Questionnaire, and the Anthropometry Tests]. Provide explanation to all her/his queries and doubts, if any. Remind her/him that their participation is voluntary, so they may leave the study anytime. If s/he needs more time to think or consult anyone, kindly offer to come back any other time that may suit her/him.

Bear in mind that this time, the respondent may not be the same person who gave consent in previous rounds. Then, you may have to explain the study to this person, so prepare yourself for this and bring all the necessary information with you. If they are unsure, ask if they are happy to answer a few questions (i.e. the preliminary interview). Otherwise, ask if they need more time to consider and say that you will come back later. If they do consent then you can continue with the preliminary interview. Either way this is just a verbal consent at this stage – you must reconfirm consent at the start of the main interview and ask them to sign the consent form at that stage. If they clearly refuse consent at this point then you must not pressurise them to continue and you should stop the interview.

Box 2: CONSENT FORM

I have read and had explained to me by _____ the information sheet concerning the study on children and young adults' welfare in which I have been asked to participate.

I have had the nature and purpose of the research explained. I believe that I understand what is being proposed and what will be required of me if I take part in this study.

I have been informed about what the data collected in this investigation will be used for, to whom it may be disclosed, and how long it will be retained

I understand that my personal involvement and my particular data from this study will remain strictly confidential. Only researchers involved in the investigation will have access.

I have had the opportunity to discuss the details and ask questions about this information. My questions have been answered by _____. I received satisfactory answers to all my questions.

I understand that participation is entirely voluntary and that I may withdraw from this study at any time without giving a reason and that this will be without detriment to any care or services I may be receiving or may receive in the future.

I agree to the arrangements described in the information sheet so far as they relate to my participation and hereby fully and freely consent to participate in the study which has been fully explained to me.

I have received a copy of this consent form and the accompanying information sheet.

Participant's signature/thumbprint or other sign: _____

District:_____ Village:_____ Mandal:_____

Signature of project staff:_____

Date: __ __ /__ __ /__ __ (day/month/year)

Only after all the relevant people agree and sign the *Consent Form*, may you proceed with the next questions.

Q.14: 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.

PART III: OLDER COHORT HOUSEHOLD QUESTIONNAIRE

DATA HANDLERS

Q.1: Date of interview

Q.2: Fieldworker ID

Q.3: Date of Supervisor Check

Q.4: Supervisor ID

SECTION 1 – HOUSEHOLD ROSTER

PURPOSE

The purpose of this section is to identify the members of the household. It starts by prompting the list of ALL household members (*HHMs* hereafter) reported in Round 1 and probes if each of them is still living in the household, as well as if there are new members. For all household members (previous and new), basic demographic information is collected, as well as the relationship of each household member with the index child or Young Lives child (*YL Child*, hereafter). This section is crucial because their personal characteristics (e.g. age, sex, etc.) will determine which questions and sections will be asked to each household member (e.g. education level, employment status, etc.).

RESPONDENTS

The preferred respondent for this section is the household head or the household head's partner.

DEFINITIONS

ID of Household Member: The ID is a unique number assigned to each household member since the beginning of the study. This means that 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. New members added to the roster will have new IDs that start in the following number from the highest already assign. In CAPI these will be created automatically once you add a row to the roster, so you do not have to enter them manually.

> **REMEMBER**: THE HOUSEHOLD MEMBER ID IS DIFFERENT FROM THE **CHILD ID**, WHICH IS THE <u>UNIQUE</u> 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: VN 01 0 011, where

VN = 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 in the top of your screen "10011".

Round 4 household: As defined in the Tracking Schedule, Round 4 household is defined by the following people:

- Spouse (if Index Child was married in R4)
- Biological mother
- Biological father
- Round 4 household head

Note the difference between the living place and household. Household members may have moved to a different living place or migrated to another region, but this doesn't necessarily have a relation to whether it is the same household or not. Members of a household may have moved (some may have left or some may have arrived) but this doesn't necessarily have a relation to whether it is the same household or not either.

Some examples of the criterion above:

Case	Is it the same as R4 household?
Index child is a single boy staying with his older sister in the city (who was head of the household in R4)	**Yes** The household questionnaire should be administered where the index child is staying.
Index child is living in the city for 2 months while he works on a seasonal job, but his spouse (who he has been married to since R4) lives in the same household as in R4	**Yes** The household questionnaire should be administered where the spouse lives.
Index child was married in R4 (living with her spouse) and has now gotten separated from her husband and lives with her parents	**No** The household questionnaire should be administered where the index child is staying.

Index child is a boy who got married after R4 and is staying away from his family with his spouse	**No** The household questionnaire should be administered where the index child is staying
Index child is a married boy staying alone while working in a full time job a place different from their R4 location.	**No** The household questionnaire should be administered where the index child is staying
Index child is a single girl who is living on campus while she studies for her undergraduate degree (3 years), and is financially dependent on her parents, who live at the R4 household address.	**No** The household questionnaire should be administered where the index child is staying
Index child is a single boy who has moved from his parents' home in the village, and is now looking for a job in a city, where he lives alone. He is currently unemployed while he looks for work, and expects to stay in the city until he finds work.	**No** The household questionnaire should be administered where the index child is staying
Index child is a single girl who has gone to the big city to stay with family for 2 months, while she completes a short course to get a technical diploma. She will be returning at the end of the course to her parents' home.	**Yes** The household questionnaire should be administered at the Index Child's parents' house.
Index child is a boy who has been married since R4, but is living in the city while his spouse lives with his parents. The index child shares a flat with a group of friends in the city.	**No** The household questionnaire should be administered where the index child is staying.

INSTRUCTIONS

In CAPI, the household roster shows a first table with pre-filled basic information of previous household members. Check that the name is spelled correctly and amend if necessary. The roster should be administered row by row. Once you finish asking for all previous household members (*PHHM's* hereafter) add all new members at the end of the roster by adding new rows to the table.

Full household roster

Q.1: Is this the R4 Household?
> The question aims to find out whether this household is the same as the one surveyed in Round 4. This is done using the definition of Round 4 household above.

Q.2: Full name

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

Q.3: Did [HHM] move to the new household?

This question is enabled only when the household in Round 5 is not the same as the Round 4 household (See Q.1)

Q.4: Does [HHM] still live in the household?

This records whether the HHM lives at home or not, and whether s/he is alive or not. This is a key question because all questions in later sections refer to current household members. It is important that those household members who have moved are entered properly as "No, he/she moved permanently" or "No, he/she moved temporarily". For these household members no further questions will be asked in the questionnaire and will not be considered part of the household for all practical purposes.

Q.5: Which year did [HHM] die in?

Remember to be sensitive when asking this question. This question is enabled only when Q.4=03 (Household member has died).

PQ.6 Age in R4

The ages of PHHM's appear pre-filled as labels so you are not able to modify them. Use it as a reference when the respondent reports the current ages of the household members. Please DO NOT CORRECT the respondent even if the pre-filled age and current age do not match.

Q.6: How old is [HHM]?

You have to enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12 in this question. Enter "0" if the HHM is less than 1 year old.

Q.7: Age in completed months

If the HHM is less than 1 year old, you should enter "0" in Q.6 and the number of months here. Remember the range should be between 0 and 1; zero being less than one month.

Q.8: Sex

Please enter the sex of the HHM. For previous household member, the selection of the sex is pre-filled however you are able to modify this if you see that there was a mistake previously.

PQ.9: Relationship to [YL Child] in R4

Q.9: Relationship to [YL Child]

Be careful when coding the answer for this question. Remember that the underline reference point is YL Child and not the respondent. 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 this information is filled in for all *PHHM's*, you should ask the respondent if there are any other people currently living in the household permanently and/or are hosted in the household. This

would be the case, for example, of a younger sibling of YL Child that was born at any point after Round 4. In that case, add this person to the Roster and record the same information that was recorded for previous members. By definition the new household member must live in the household. Once you have filled in the details of all – previous and new – household members, you will ask the following questions only to the *current* household members.

NEW HOUSEHOLD MEMBERS

Once this information is completed the fieldworker must ask if there are any other people living permanently in the household and/or if there's anyone lodging there. This would be the case in the following examples:

- A younger sibling of the index child who was born after the previous round
- A family member who has moved in with the index child's family
- An index child who has moved away and gotten married and had a child; in this case the partner and the child would be new members of their household.
- A new domestic worker
- Etc.

In all these cases the new member must be added to the household roster and all the information registered for previous members must be registered for new ones too. By definition the new member must live in the household. Note you can add a new line to enter a new household member by clicking on [Add Row], which is located in the lower part of the frame.

Figure 2: Household Roster

Furthermore, you can delete a row of a correspondent household member with the option [Delete], by clicking on the ✖ button. Once you click, a new window will pop up (see Figure 3). You must type the word "delete" on the blank space in this window. Once this is done you need to click on [Delete] for the row to disappear.

Figure 3: Deleting Rows in CAPI

Note that for both new and old household members, there is the possibility that the household reports a domestic worker and/or a lodger or pensioner. Even though there aren't any further questions for them on the questionnaire (e.g. no questions about their income), their presence as household members must be registered.

[YL Child] and [YL Child] Mother's Place of Birth

Q.10: Was [YL Child/YL child's mother] born in this commune?

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.

Q.11: Where was [YL Child/ YL child's mother] born?

Enter the province, district, and commune.

Household head in Round 4

You will see the name of the household head in Round 4 as a label only for reference.

Q.12: Who is the head of the household?

Ask who the current head of the household is. If different from Round 4 (see the reference above) probe the reported response. The household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask who controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. Enter the ID of the household member identified as the household head.

Current Household Roster

This table shows all previous household members identified as current household members above plus new household members - these are all the household members who are living in the household.

Q.13: 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.14: What is [HHM]'s marital status?

Ask to all household members 12 and above. Remember that single means that the person has never been married.

Q.15: Does [HHM] have a permanent disability that affects his/her work capacity?

Permanent disability is a continuing health alteration that prevents or limits the sufferer from performing work or academic activities, or taking care of him/herself. It can be a result of an accident or an illness (physical or mental). Examples are: paralysis, visual impairment, mental problems, etc. Select from the options YES/NO in CAPI.

Q.16: Does the biological mother live in the household?

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. If the biological mother lives in the household, enter the ID from the household roster drop-down list. If she does not live in the household, enter 98. If she has passed away, enter 99.

Q.17: Does the biological father live in the household?

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.

The following questions are for you (the investigator) only.

Q.18: Is the 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.19: ID of respondent for this section (identify the respondent for this section using the ID from the household roster).

Identify the respondent for this section from the household roster and enter the ID.

SECTION 2 – HOUSEHOLD EDUCATION

PURPOSE

The purpose for this section is to identify the educational level / degree of all of the household members.

RESPONDENT(S)

Household head or another person closely linked to the rest of the household members with information on their education.

DEFINITIONS

- **Public school:** Depends on the state funding.
- **Private school:** Depends mainly on non-governmental funds and sources, including parents, NGOs, religious organizations or donors.
- **Informal school:** Education is imparted to children, but it is not recognized by the government.
- **Mixed public - private school:** Includes private and public funding, related to tuition fees only. Do not confuse with schools that receive meals from the government, but are privately owned.
- **Not-for-profit school:** Includes schools that are owned by NGOs, churches, charitable institutions, etc.
- **Full-time education:** Refers to the minimum attendance requirements established by schools. Teaching hours may not necessarily be a whole day; they could be morning, afternoon or evening shifts, depending on school curricula.

Q.0: ID of respondent for this section

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

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 over

Q.1: Has [HHM] ever attended or is he/she attending school?
> Ask the respondent if each household member, in the age range, has ever attended any form of education.

Q.2: What was the highest grade that [HHM] completed (excluding pre-primary)?

Enter the highest educational degree obtained so far. For those household members whose current educational level is not higher than secondary, we distinguish between specific grades (primary school: 1st through 6th grade; secondary (high) school: 6th through 12th). If the household member has completed secondary education and has continued studying (or is studying), the codes refer to levels of education (e.g. Higher / College, Vocational, etc.).

Remember that we are looking for the highest educational grade the person achieved. This means that, for instance, for someone who is currently in 4th grade, you must enter 3th third as the highest completed (because the 4th grade has not been achieved yet).

Similarly, if someone dropped out during grade 12th (without completing it) you should record 11th grade as the highest achieved.

Just as clarification: Religious education refers to situation in which a person learns to read and write in a religious institution.

Q.3: Is [HHM] currently in full-time education?
Establish whether the individual is in full time education (defined at the beginning of the section). Answers distinguish between attending regularly or irregularly. This means that, for instance, if HHM is enrolled in a course that runs 4 hours every Monday, Tuesday, and Friday, and he/she attends every time, then he/she is in full-time education and attends regularly; therefore you should enter code 01. Contrarily, if he/she does not attend every class, he/she attends irregularly, and you should enter code 02.

From 5 to less than 18 years old

Q.4: Has [HHM] ever attended or is he/she attending school?
See instructions for Q.1

Q.5: What was the highest grade that [HHM] completed (excluding pre-primary)?
See instructions for Q.2

Q.6: Is [HHM] currently in full-time education?
See instructions for Q.3 and the definition of full-time education above.

Q.7: What type of school is [HHM] currently attending (academic year 2016/2017)?
Enter the type of school, based on the definition provided at the beginning of the section. Once this question is answered, skip to next HHM or next section.

Q.8: Why is [HHM] currently NOT in full-time education?
For all those of school-going age (i.e. age 5-17) we would like to know the reason why they are not attending school.

Q.9: How old was [HHM] when he/she 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.7 = 00).

SECTION 3 – LIVELIHOODS AND ASSET FRAMEWORK

RESPONDENT

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

Q.0: ID of respondent for this section
> Identify the respondent for this section using the ID from the household roster.

SUB-SECTION 3.1 – LAND USE

PURPOSE

The purpose of this section is to gather information about the access, ownership, and use of agricultural and non-agricultural lands by the household. Specifically, we examine the land size, the uses of the land, and its monetary value. Non-agricultural lands include areas used for housing (for example house, apartment, either owned, leased or borrowed) for a business (for example, if the household rents / has a place to sell / manufacture products) or both (for example, a house whose first floor is a business / an orchard).

DEFINITIONS

- **Land with land-use certificate** (includes sharecropped-out and leased-out) - The household has a land-use certificate for the land. If the land is rented out, borrowed out and/or shared out, it will be recorded in this category.
- **Rented-in** - The household rents land that belongs to someone else (not a household member).
- **Borrowed** - The household borrows land that belongs to someone else (not a household member).
- **Sharecropped-in** – The land is being shared with another person (usually the owner of the land) who allows part of the land to be worked under a contract that specifies the percentage of the crop and / or a monetary payment in exchange for work.
- **Other types of land** - Includes all other types of land not included in the previous groups.

INSTRUCTIONS

Q.1: What is the total area of agricultural land (in m2)?
> Enter the **total sum** of all agricultural land used by the household during the last 12 months in squared meters. For example, if the household has a plot of 2 m^2 and another one of 3 m^2, the total area of agricultural land is 5. If the household uses local units for different land plots, transform them in squared meters and add them together. You can take a conversion chart with the most common area units to make transformations easier.

1 mẫu Bắc bộ = 10 sào	= 3600 m2
1 sào Bắc bộ = 15 thước	= 360 m2.
1 thước (Bắc bộ)é	= 24 m2.
1 miếng (Bắc bộ)	= 36 m2
1 thước (Trung bộ)	= 33,33 m2
1 miếng (Trung bộ)	= 24 m2
1 sào Trung bộ	= 500m2
1 công nhà nước	= 1000 m2
1 công tầm lớn	= 1200 m2 (công tầm cấy)

Q.2: What is the total area of non-agricultural land?
   It refers to land used for housing (including the possibility of a business within the house) or for business. Enter total land 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 land area. If you have a business in the house (e.g. a warehouse on the first floor), this should also be included in the total area of the land. If the household has moved from one house to another during the last 12 months, only consider the current house.

Q.3: What is the total extent of leased-out/ sharecropped-out land?
   Enter the total extension of all share-cropped out land (defined at the beginning of the section) in the last 12 months in squared meters.

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

Q.4: 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.5: Is the [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.6: Does [OC YL CHILD] have a land-use certificate for any of this land?
   This question informs on whether the *Index Child* officially owns any of the household land.

SUB-SECTION 3.2 – LIVESTOCK AND PRODUCTIVE ASSETS

PURPOSE

The purpose of this section is to get information about productive assets (animals, tools, utensils, agricultural and non-agricultural machinery) owned or used by household members in the past 12 month, as well as the value of these assets.

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)**

> Do not include pets. This question identifies whether a member of the household owns or owned any animal in the past 12 months. The fieldworker must keep in mind that only the animals that can generate income are relevant. *Pets are irrelevant for the study.* If the respondent's answer is YES, continue with the table listing the different types of animal.

For every type of animal, establish whether someone in the household owns or owned that specific type in the past 12 months. This includes animals that were owned and sold at any point in the last 12 months. Go through every row. For every type of animal ask the following:

Q.2: Has anyone in the household owned any of the following animals at any time in the last 12 months?

> This includes animals that had been sold and are currently no longer in the household's possession.

> **Specify livestock**
> This column is enabled only when 'other' type of animal is ticked in Q.2.

Q.3: How many of the following animals does the household <u>currently</u> own?
> The answer here can be "00" even if this animal is ticked in Q.2, because the household could have sold it.

Q.4: If you were to sell or rent all of [NAME OF ANIMAL], can [YL child] dispose entirely or partially of the money obtained?
> This question informs on the extent to which the *Index Child* has control over the resources of the household. It is about the extent to which the *Index Child* has control over the proceeds from sale of livestock.

Primary Occupation Productive Assets

Q.5: Do you have any assets (owned, rented, or borrowed) that allow you or the household to work and/or generate income?

> This is a filter question to identify whether the household utilises productive assets. <u>These do not necessarily have to be owned by the household; they can also be borrowed or rented.</u> 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.5, then the Productive Assets table is enabled.

The table of Productive Assets captures the 3 most valuable productive assets for the household.

Q.6 Can you tell me up to three of the most VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed your household to work/generate income?

> This question asks about the 3 most valuable assets that the household uses to generate income or work, including all those that are owned, rented, or borrowed. You should enter them in order of importance. If the respondent mentions less than 3 assets, fill the blank spaces with 88=NA.
> Make clear to the respondent that this refers to both agricultural and non-agricultural assets. You can read the alternatives in **Codebox #7** in the event that the respondent does not understand the question.
> Additionally to this information, ask the respondent about the total number of assets (owned, rented, or borrowed) that the household has.

Q.7: For what activity is this asset used?

> This question applies to all assets (owned, rented, or borrowed). Enter the economic industry using **Codebox #8** about occupation of productive assets.

Q.8: How many of them do you actually own?

> Consider only <u>owned</u> assets. If all the productive assets of the same type are rented or borrowed, enter '0' and skip to next productive asset.

Q.9: If you sold it/them <u>today</u>, how much could you get?

> Ask the respondent to estimate the amount of money he/she would get if he/she would sell ALL OWNED assets. If there are different assets captured under the same group, ask for the value of each asset within the group, aggregate them, and enter this amount in the relevant space.

SECTION 4 – ECONOMIC CHANGES AND RECENT LIFE HISTORY

PURPOSE

Combined information collected in this section informs on the economic changes and unanticipated adverse economic events that have affected the household of the *Index Child* in the last 3 years, since 2013.

This section also records the history of economic events affecting the family since 2013 (shocks). We think of these events as "shocks" since most of them are by their nature unexpected (i.e. not necessarily caused or sought by the decision of the family). An election is not an unexpected event. On the other hand, fire, theft, natural disaster, being fired, illness, a business that generated economic losses are typically unexpected events.

RESPONDENTS

The respondent must be the person who knows most about the events or economic circumstances that occurred in the home in the last four years.

Q.0: ID of respondent for this section
> Identify the respondent for this section using the ID from the household roster.

SUB-SECTION 4.1 – ECONOMIC CHANGES

INSTRUCTIONS

Q.1: How would you describe the economic situation of your household?

> *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 located in any of the alternatives. In this question, the code 03 = "Comfortable – manage to get by" means average.

> *02. THREE years ago (around the time of previous visit in [MONTH AND YEAR OF R4 INTERVIEW])*
> The respondent is asked about the household 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 located in any

of the alternatives. In this question, the code 03 = "Comfortable – manage to get by" means average.

These questions are of perception. If the answer is very different from what you can see, just add a comment but do not try to change the respondents' answer or record your own.

If the answers to 01 and 02 are different, meaning that situation has changed, ask Q.2. In CAPI the enablement of Q.2 will be automatic. If the situation has not changed (answers to 01 and 02 are the same) skip to Q.3. Again, in CAPI, this will be done automatically for you.

Q.2: Please tell me two important reasons why your household situation change compared to the earlier period.
> 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 how would you describe your household at the moment?
> Ask the respondent to compare his/her household to others in the village. This is a question of perception so you should try to avoid answers like NK, unless the respondent really cannot compare his/her household with others. If the answer is far from what you can observe, make a comment, but do not try to change the answer/mind of the respondent – just make sure s/he understands the question.

SUB-SECTION 4.2 – SHOCKS

DEFINITIONS
> **Event (shock):** there is a predefined list of about 30 events that may have affected the household economy, including natural disasters, changes in the economy, changes in regulation, theft, fire, etc. It is not enough that the event has occurred; <u>the household must determine whether the event had a negative economic consequence for them.</u> 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.
>
> <u>Number of occurrences of the event:</u> 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*

Reporting the year of occurrence: as a rule, the same event is reported <u>only once</u> 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 2014, 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.*

INSTRUCTIONS

Q.1: Has [SHOCK NAME] happened since [MONTH AND YEAR OF R4 INTERVIEW]?
This question determines the occurrence of the event. This question is done for each event first (as a column) and then you can move on asking more specific information about the events that have occurred.

Q.2: Indicate if each event happened in any of these years:
For this question you have a column for each year since 2013. You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2013 (all were previously identified in Q.1.)

Table: Three events that affected most negatively the economic situation of the household

Q.3: Indicate the 3 most important negative events that affected the economic situation of the household.

For all the events that affected negatively the household economic situation (i.e. shocks) since 2010, select the ones that affected the household the most. 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 them 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.

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 a regular 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 responded how much of the income generated the household the economic loss associated with the events represents. Do not prompt the answers. Listen to the respondent and code accordingly.

SECTION 5 – SOCIO-ECONOMIC STATUS

PURPOSE

This section is about the household's socioeconomic environment. This includes questions about conditions where people live, household possessions, and access to public services.

RESPONDENT

This section may be answered by the head of household or by the member of the household who knows about housing conditions (infrastructure) and ownership of consumer durables.

INSTRUCTIONS

Q.0: ID of respondent for this section
> Identify the respondent for this section using the ID 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. 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, corridors, garage, or rooms that are not divided by a wall.

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 electric connections that are in work. It includes electric generators, wind and solar generators, but not those geared by a car battery. Before asking this question you should try to observe if the household has light bulbs, fans, or any device that needs electricity or that 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

Q.10: What kind of main 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.

<u>NOTE</u>: 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: What is the main type of fuel you use for cooking?

This question is about home fuel usually used for cooking. If they use multiple sources, ask for the most frequent.

Q.12: Is heating used in your house?

Ask the respondent if heating is used in the household, for instance, in winter. If NO, skip to Q.14. 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.14.

Q.13: What is the main type of fuel you usually use for heating?

Only if the community uses some heating, ask what fuel the household typically uses. If the respondent states that the household does not use anything to heat the home despite living in an area where heating is used, use the code "11 = None".

Q.14: Have you or anyone in your household invested in the improvement of your dwelling since [MONTH AND YEAR OF R4 INTERVIEW]?

We want to know if anyone in the home has invested in infrastructure improvements to the house since 2013. If the answer is "No = 00" or "NK = 77" skip to Q.16.

Q.15: If yes, what have you invested in?

Ask the respondent to report the 3 most important improvements to the house since 2013. You can mark up to three investments. If the respondent mentions more than three, then choose the three that demanded more spending. Conversely, if less than three investments are mentioned, input the ones mentioned and fill the other spaces with 88 = NA.

Consumer durables

Q.16: Does anyone in the household own this item?

Establish whether someone in the household owns any of the 16 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 (because they are borrowed to someone else). Also, keep in mind that the item should be in working condition.

Mark "Yes = 01" for all those items owned by the household. If you 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.

If the household owns other consumer durables apart from those that are listed, pick the most valuable ones and include them in 'other' items.

Q.17: How many 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 1 item (a set of table and chairs).

Q.18: What are the five most valuable (important) items owned by the household?
Insert IDs of items (01-16) as given in Q.16. Indicate the 5 items, amongst those mentioned in the previous table, that have more economic value or would be worth more if sold. Make sure the respondent understands that the term' valuable' refer to solely to economic value and not sentimental value. Enter items IDs in order of importance. In the case of table/chair consider the total value of all tables and chairs together.

NOTE: If the respondent mentions that they own less than 5 items, then the interviewer should consider these as the most valuable in economic terms.

Q.19: If you were to sell these items, how much do you think they would fetch?
For the selected items, ask how much the household would get if the items were to be sold. Enter the amount in thousands of VND. If the respondent has more than one item (i.e. 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. In the case of table/chair consider the total value of all tables and chairs together.

SECTION 6 – PUBLIC PROGRAMMES

SUB-SECTION 6.1 – MOLISA

PURPOSE

Gather information on registration to MOLISA since 2013, year by year.

INSTRUCTIONS

Q.0: ID of respondent for this section

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

Q.1. Is your household included on the list of poor households created by Commune Committee on the MOLISA criteria?

    Fieldworker, please determine whether household was included in MOLISA year by year, since 2014 and enter this information by ticking the appropriate radio buttons (yes/no).

PART III: OLDER COHORT HOUSEHOLD QUESTIONNAIRE LOCATION INFORMATION

SECTION 1: LOCATION INFORMATION

Q.1: Date of interview

Q.2: Fieldworker ID

Q.3: Date of Supervisor Check

Q.4: Supervisor ID

Q.5: Geographic coordinates
The reference point to read the GPS (East and North points) is located 1 meter in front of the main door of the house.

Q.6: 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 locality.

Q.7: 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.8: Is this locality urban or rural?
This question is answered by observation and can be filled-in later after discussion with supervisor/ Field Coordinator when s/he has access to the official definition of urban and rural areas.

Q.9: Enter the new Mini-Community ID for this locality.
If the household is located in a community which is not an original YL community, a relevant mini-community ID will need to be entered here, but there will be no mini-community administered here.

> **IT IS THE JOB OF THE SUPERVISOR TO ENTER THE APPROPRIATE MINI-COMMUNITY ID IN THIS FIELD.**

Q.6: Region of residence - OBSERVE
Please make sure you specify correctly the name of the region or state.

ROUND 5

FIELDWORKER MANUAL
Vietnam

CHILD QUESTIONNAIRE
Younger Cohort

August 2016

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PART I: INTRODUCTION

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

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

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

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

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

This questionnaire is administered directly to the Younger Cohort Index Child. The respondent for the great majority of the section is the *Index Child.* The purpose of this questionnaire is mainly to gather information on children's experiences (e.g. of schooling, work), as well as to get their activities and life-history (e.g. time use, work activities, mobility, etc.).

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

The topics covered in this questionnaire include:

- Mobility
- Education
- Time use and work activities
- Education and job aspiration and expectations
- Health
- Social norms and gender roles
- Social networks
- Marriage and parenthood expectations
- Feelings and attitudes
- Computer, digital devices, and internet usage
- Anthropometry

PART II: CHILD QUESTIONNAIRE

DATA HANDLERS

Q.1: Date of interview
Q.2: Fieldworker ID

Q.3: Date of supervisor check
Q.4: Supervisor ID

SECTION 1: MOVEMENT HISTORY

PURPOSE

This section intends to collect YL Child's movements to a different locality since Round 4 (2013/2014) that lasted at least 1 month (or that is expected to last 1 month or more). The information collected includes movement within the same commune, as well as to other districts, states and even other countries. This information is then used to analyse migration issues related to YL Child.

DEFINITIONS

Locality / community: The concept of locality remains open to what the respondent considers his/her locality is. Typically, administrative areas such as wards in urban areas and villages in rural areas are considered a "locality".

INSTRUCTIONS

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

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

This is the filter question of this section. If the child moved only once and it was less than one month ago, but expects to stay there temporarily, you should enter "00=Yes".

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

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

Q.2: In which year did you move?

The range of years is from 2013 to 2017. Enter the year in a four-digit format: YYYY

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

If the YL Child still lives in this town, enter "00". This means that the latest locality entered must be the one in which he/she currently lives.

Q.4: Where did you move to?

This question intends to capture approximately how far the child went in each of her/his movements.

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

This is basically to have an approximation of how big/connected/urbanised the destination is.

Q.6: Who did you move with?

With this question we are interested in identifying whether the Index Child moved with a HHM or not. In this question you should select all the household members who moved with the child – you can select as many as apply.

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

Q.7: Why did you move?

Ask for the reasons for moving. Note that if [YL Child] moved because the parents/caregiver was moving, probe further to find out the reasons for which the parents/caregiver moved and code accordingly.

SECTION 2 – EDUCATION

PURPOSE

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

DEFINITIONS

Full-time education: Refers to the minimum attendance requirements established by schools. Teaching hours may not necessarily be a whole day; could be morning, afternoon or evening shifts.

School types: Refers to the administration of the schools.

School type	Definition
Private (unaided)	Private-run schools
NGO/Charity/Religious (not-for-profit)	Schools run by NGO's or by religious organizations
Public (Govt)	Government-run schools
Informal or non-formal community	Community-run schools
Centre for continuing education	
Half public/ half private	

SUB-SECTION 2.1 – EDUCATION HISTORY

INSTRUCTIONS

The EDUCATION HISTORY table should be administered row by row. Start with the most recent completed academic year and work backwards. You will see that in CAPI the academic years for which you are gathering information are already pre-filled to ease the administration.

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

If there was no education history collected for the *Index Child* in Round 4, the fieldworker would have to collect the complete education history.

Q.1: Did you attend school any school, preschool, kindergarten, pre-kindergarten, early learning program or similar for more than 6 months?

> The purpose of this question is to find out whether the Young Lives child studied regularly for more than six months during that year. If the school year started less than 6 months ago, ask if the Index Child has fully attended school in the period of time the school year has been running. If the answer is NO, you should skip to next row (i.e. previous academic year).
>
> In CAPI you will see that this question enables a button containing questions specific for the academic year. Therefore, if the answer is NO, the following questions will not be enabled and you will automatically have to move to the previous academic year.

Lịch sử học tập

ID	Năm học	Q.1 Trong năm học này, TRẺ YL có đi học ở bất cứ cấp học nào không từ mẫu giáo trở lên (chương trình học ít nhất 6 tháng)?	Q.2 What grade are/ were you involved in? *ĐTV: nếu trẻ nhập học nhiều hơn 1 lớp thì ghi lớp cao nhất*
4	2016-17	Không (0)	Please select...
3	2015-16	Có (1)	Please select...
2	2014-15	Please select...	Please select...
1	2013-14	Please select...	Please select...

Q.2: What grade are/were you in?

> Ask about the grade in which the YL child was enrolled in that specific year.

Q.3: Did you successfully complete this grade?

> This question aims to find out the outcome of attending a specific grade (repetition, leaving school, etc.). Please note that for children enrolled in school who are in the middle of an academic year, there is the code 04= currently attending grade.
>
> > 01= Yes, completed grade
> > 02= No, failed grade
> > 03= No, dropped out and failed to complete year
> > 04= Currently attending grade

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

> This question asks if the YL Child has changed schools from one year to the other. This is done in order to avoid collecting school information for the same school repeated times. There could be some cases when YL Child has not changed schools since he/she was in pre-primary or Grade 1.
>
> To avoid not collecting any information about the schools, in CAPI you will see that the final row (academic year 2013-2014) does not have a skip for this question. This means that you will ALWAYS collect school information for this academic year.

Q.5: What type of school is/was it?

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

Q.6: Province where school is located

> Enter the code of the district using the drop down menu. If the district is not a YL area, enter code 98.

Q.7: Name of the province

If the province where school is located mentioned by the respondent does not appear in the list type the province of the school here, making sure to spell the name as accurately as possible.

Q.8: Commune where the school is located

Enter the code of the commune using the drop down menu. If the commune is not listed, enter code 98.

Q.9: Name of Commune, District

If the Commune where school is located mentioned by the respondent does not appear in the list, type the Commune and District of the school here, making sure to spell the name as accurately as possible.

Q.10: Name and/or code of school in YL area

This question provides a drop down menu with the names of the schools per district reported in Round 4. If the school name is not listed, enter *9999=Not listed* and enter the name in the enabled field in Question 8. The name might not appear in the dropdown list either because this is a school in a YL area which was not mentioned in Round 4 or because the child was or is now living in a different area where we did not collect school data in Round 4.

Q.11: Specify name and code of school

If the school name mentioned by the respondent does not appear in the list, select "Not in List" and type the name and number of the school here, making sure to spell the name as accurately as possible.

Please make sure that you enter the name of the school in Q.11 if it does not appear in the dropdown list in Q.10. 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.

SUB-SECTION 2.2 - SCHOOLING

Q.1 to Q.16 will be disabled if YL Child did not attend any grade since Round 4 (Q.1 in Education History (previous sub-section) is NO=0 for all academic years since last round).

Q.1: Are you currently enrolled in school?

Ask YL Child if he/she is attending any course in the current academic year (2016/2017). If child is not attending, skip to Q.13.

Q.2: Do you attend evening school? (excluding extra classes)

Ask the child is 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. Make sure you explain that it does not refer to extra classes.

Q.3: What is the language of instruction in your current school?

Ask the child which is the language that most teachers use in classes. Do not prompt the answers.

Q.4: How long does it take you to get to school? (In minutes)

Ask the child to estimate how long it takes him/her to get to school, from the moment he/she leaves his/her house. Please ask the child to answer this question even if s/he is in boarding school. For children in boarding school, make sure that s/he estimates the time from <u>home to school</u> (rather than e.g. the time from dorms to class).

Q.5: How do you usually travel to school?

Ask child how he/she gets to school. If YL Child uses more than one mode of transport (e.g. child cycles to the bus station, then takes the bus, and then walks), enter the one which takes more time.

Q.6: Do you have any difficulties in getting to school?

Ask the child if he/she faces any obstacles or if there are any things that make difficult for him/her to get to school. IF child does not have any difficulties, skip to Q.8.

Q.7: What is the main difficulty?

Ask about the difficulties that the child faces in getting to school. If child mentions more than one difficulty, ask for the most important one. Do not prompt the answers.

School Absences

Q.8: During the last school year, have you ever missed school for a week or more? (Excluding school holidays, national holidays, etc.)

Ask YL Child if he/she ever missed school for 5 consecutive days or more in the last academic year. If the child did not miss school for more than 5 consecutive days in the last academic year, skip to Q.12. By last academic year we mean academic year 2015/2016. However, if the child was not in school during the 2015/2016 year, ask about the last year in which the child attended school. In these cases you should go as far as the 2013/2014 academic year.

Q.9: If yes, how long was the longest period of time you were absent from school?

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

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

Q.10: What are the main reasons you missed school? You can give up to three answers. Please give the most important one first.

Ask YL Child why he/she missed school in the previous academic year. Record up to three reasons, but if the child mentions less than 3, fill in the empty spaces with 88=NA. By last academic year we mean academic year 2015/2016. However, if the child was not in school during the 2015/2016 year, ask about the last year in which the child attended school.

Q.11: In which months did most of these absences (periods away from school) occur, if any?

The question asks about when most of the absences took place. Remember that here we are interested in absences that took place during the time when the child should have been at school i.e. during the months when school is open the whole month. Please enter up to three months.

Q.12: How often in the last 7 days did you go to class without completing your homework or preparation for lessons?

The following questions are for children who are not attending school in 2016/2017 (including those who left school before Round 4)

Q.13: Do you think you will return to education in the future? (Including vocational training and professional formation)

> Ask child to tell you whether he/she thinks he/she will ever go back to school. Please make sure the child understands that this question is about what he/she really thinks is going to happen rather than what he/she wants/ wishes. Also, please make it clear that there is no right or wrong answer.

Q.14: Who, in your opinion, played the most important role in deciding that you should leave school?

> Ask the child to tell you who was the person who decided that he/she should leave school.

Q.15: How would you score the importance of the following subjects on a scale from 1-10? 1 indicates a subject that is not important and a score of 10 indicates a very important subject?

> This question tries to collect information on the attitudes of students towards different subjects. Please make sure that the responses reflect the importance of each individual subject on a scale from 1-10 rather than ranking the subjects in order of importance. For children who are not currently enrolled in school, their responses should reflect their general perceptions of the importance of the subjects, even if they are not currently studying them.
>
> Please show the respondents the ladder card with options from 1 to 10 and explain to them that 1 indicates a subject that they think is not very important and 10 indicates a subject that is very important. Read out the list of subjects initially and then prompt them for their score for each subject.

SECTION 3 – TIME USE AND WORK ACTIVITIES

PURPOSE

The purpose of this section is to collect information on how YL child administers his/her time. For this purpose, for all questions we should refer to a *typical* day or, in other words, any day during a school 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

SUB-SECTION 3.1 – TIME USE

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. Ask the child to allocate the 24 hours of their typical day 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. Please start by asking the child when he/she goes to bed and wakes up and allocating the relevant number of hours to the "Sleep" category.

It is very important that the child takes as much time as he/she. Please make sure that you do not enter anything in CAPI until the child has finished and is sure about the distribution of their hours. If you start entering the information before the child is finished, s/he may feel unable to change his/her mind and make alterations. Only when the child has confirmed that they are sure, enter the number of hours allocated to each activity.

Figure 1. Time allocation card

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. <u>This includes the time used to get from home to school and return</u>. If the child does not attend school, enter '0'.

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

Enter the amount of hours that HHM spends studying, doing homework, or getting particular classes / tutorials OUTSIDE SCHOOL HOURS. If the YL Child is attending English classes, for instance, consider this time and the time he/she spends studying for it.

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

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

The following question is for children who reported at least one hour in activity 5

A. Time used for commuting to the place where the child carries out paid activities (out and return)

Ask the child how long it usually takes him/her to get to his/her workplace (both ways). Enter the time in minutes. Please make sure that this time is included in the time estimated for this activity above.

The following question is for children who reported at least one hour in activity 6

B. Time used for commuting to school / educational centre (out and return)

Ask the child how long it usually takes him/her to get to his/her school (both ways). Enter the time in minutes. Please make sure that this time is included in the time estimated for this activity above.

SUB-SECTION 3.2 – WORK ACTIVITIES

Q.1: 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.

Please remember that we are interested in both <u>paid and unpaid jobs or chores</u>.

Example: Helping with the dishes, or taking care of someone in the household, are examples of activities that could be unpaid and should be included.

In CAPI, if the answer is YES, a table of activities will be enabled.

Activities table

Q.2: What were these activities?

Please do not prompt and code the child's response. Make sure you code the activity and not each individual job. This means that if the child works in the farm for his/her own household and for another household, you should code these two jobs under the same activity: code 01=Farm work. If the child works assisting their parents with maintaining their business, this should be classified as an activity under 'other, specify' as it represents unpaid work activity for a household member.

Q.3: Do you do this activity for your own household or for someone else?

For example if the child works in his/her dad's shop, the answer should be "01=Own household". If the child helps out on his grandfather's farm AND his grandfather does not live in the same household, the answer should be "02=Another household or a business".

Q.4: Enter the number of months in which this activity was done, give the typical number of days per month during these months and approximate hours per day.

Please make sure you fill out all three time periods. For example, for someone who worked irregular times in agriculture in January, May, and in July, for an average of 5 days per month, and approximately 8 hours per day; you will have to fill:

- Months per year: 3

- Days per month: 5 (average of days per month)

- Hours per day: 8

- You will have to calculate the number of hours per year by multiplying:

- 3 X 5 X 8 = 120 hours/year.

Q.5: What form of payment was received or is expected for this activity?

This question is about the reward expected for this activity. For example, if the child gets free meals while he/she works and then gets some pocket money, the answer should be "03=Both in cash and in kind".

Q.6: How much are you usually paid and how often?

- **In cash**

   Estimate the amount earned in cash, in '000 VND. Notice that you will be able to note down the frequency of the payment in the following question

- **In kind**

   You should estimate the amount earned in-kind and convert it into the cash equivalent, in '000 VND. Notice that you will be able to note down the frequency of the payment in the following question.

Q.7: What period of time does payment cover?

In this question you should enter the frequency in which the earnings reported in the previous question are received.

Q.8: If per piece, how many pieces produced on average in a day?

This question is only enabled when the answer to Q.7 is 'per piece'

Q.9: 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.10: What did you spend most of your money on?

This question refers to all the money received and kept from all the activities reported previously. Enter up to 3 uses of money. If the Index Child only used money for one activity, enter the code for it and fill the rest of the spaced with 88=NA.

Q.11: Select the activity in which YL Child spent most time in the last year

In this question you will have to enter the ID of the activity in which the Index Child spends most of his/her time as estimated in Q.4. In CAPI you will have to select the ID of the activity from a pre-populated drop down menu. However, please note that the estimation of hours per year will have to be done by you. If the respondent did not know the time for any of the activities and you entered -77 in any of the spaces in Q.4, ask him or her which activity they think they spent most of their time in.

Q.12: Think about any paid or unpaid work you do, or any chores you do around the house. Do any of these activities involve any of the following things?

For this question, you will have to read each one of the possible situations and mark YES or NO according to the respondent's answer.

01	Carrying heavy loads
02	Using dangerous tools such as machetes, knifes, sith
03	Handling chemicals such as fertilizers, pesticides, solvents or paints
04	Working under the hot sun or in the rain
05	Working with, or close to, animals
06	Working with insufficient lighting
07	Working in very noisy environment
08	Working with fumes, gases, dust
09	Being close to moving vehicles or driving (cars, tractors, motorbikes etc.)
10	Working in a smelly and/or dirty environment
11	Working in heights
12	Other, specify: _____

Q.13: Since we visited you in [MONTH AND YEAR OF R4 INTERVIEW], have you missed school because you were working for money or goods?

This question is different from the previous because it refers to the last 3 years and to PAID activities only. If the child has not had a paid activity since 2013, enter code 88=NA. This question should only be asked if the answer to **Q.1 is Yes.**

SECTION 4 – JOB AND EDUCATION ASPIRATIONS AND EXPETATIONS

PURPOSE

The purpose of this section is to inquire about the index child's job and education aspirations. It asks what the index child expects to achieve after finishing secondary and/or university education.

INSTRUCTIONS

Q.1: 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* <u>wants</u> to do the future. This is not about the work s/he expects to do, but rather would like to do if there were no constraints.

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

Q.2: 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.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.3 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, <u>do not say</u> "Realistically, do you think you can reach that level of education?"

Expected returns to secondary education

This section works with the concept of probability (for example, what is the probability that someone will be working at a certain age?) Since the actual concept of probability may be difficult to grasp for the Index Child, we use a ladder to represent the concept, where a higher step on the ladder will mean a higher probability of an event occurring. The Index Child will need to select a step on the ladder from 0 to 10 depending on how probable he/she thinks the situation is likely to happen and place them into a cup. The fieldworker will then enter the corresponding number in the space provided.

It is important that fieldworkers familiarise themselves with the usage of the ladder and that they are able to explain it to the Index Child with clear examples and in a way that it makes it easier for them to complete the task. A first suggested example for the probability questionnaire is the likelihood of National Day in Vietnam being on the 2nd of September which is 100% likely which in turn means that the 10th step on the ladder should be selected. A second suggested example is the likelihood of seeing a person with 5 heads walking down the street which has almost 0% probability. It means that the lowest step on the ladder should be selected. The fieldworker must be confident that the Index Child has a clear understanding of the task and how to use the ladder.

Q.5: Assume that you complete secondary education and that this is your highest schooling.

From 0 to 10 how certain are you that you will be working at age 25 with this qualification? Remember that 0 corresponds to "No chance to happening" and 10 corresponds to "Totally likely to happen".

> Ask to the child to select a step on the ladder between 0 and 10 according with his/her expectations about the likelihood of realizing the outcome. Enter a number between 0 and 10 according with the number selected by the child.

Q.6: Now assume that you complete secondary education and this is your highest schooling. Also assume that you find a job at age 25.

What do you think is the maximum amount you can earn per month at that age (age 25)?

> This question aims to find out the maximum amount in '000 VND that the Index Child thinks s/he will be able to earn at the age of 25, assuming s/he finishes secondary school by then. If the child is unable to answer, enter -77=NK.

> *Remember to code the expected <u>monthly</u> earnings. This may be difficult for index children as they would normally gauge their earnings per hour or per day, however, an effort must be made to express the expected earning in monthly terms.*

Q.7: What do you think is the minimum amount you can earn per month at that age (age 25)?

> This question aims to find out the minimum amount in '000 VND that the Index Child thinks s/he will be able to earn at the age of 25, assuming they finish secondary school by then. Remember that the question is looking for a monthly salary. This is important because it may be tricky for index children to quantify this amount as they would normally gauge their earnings by the hour or day. In these cases you need to make the effort to code in the data in monthly terms. If the child is unable to answer, enter -77=NK.

Q.8: What do you think is the probability that your earnings at that age (age 25) will be at least x (midpoint between max and min level)? Remember that 0 corresponds to "No chance to happening" and 10 corresponds to "Totally likely to happen".

> This question aims to find out the probability of earning the mean value between the minimum and maximum quantities defined earlier. This value will be automatically calculated by SurveyBe and the number will be prefilled in the question accordingly. Remember that 0 corresponds to "it cannot happen" and 10 to "it will happen". This question requires the usage of the ladder - used previously for question Q.5. In those instances in which SurveyBe is not being utilised and a physical (paper) version of the questionnaire is necessary; the average value must be found and filled up by the

fieldworker (using a calculator if available). This may generate some difficulties so it's suggested that numbers are round up to avoid decimals.

Expected returns to university

Q.9: Assume that you complete University, and that this is your highest schooling.
From 0 to 10 how certain are you that you will be working at age 25 with this qualification? Remember that 0 corresponds to "No chance to happening" and 10 corresponds to "Totally likely to happen".

> Ask the child to select a step on the ladder between 0 and 10 according with his/her expectations about the likelihood of realizing the outcome. Enter a number between 0 and 10 according to the number selected by the child.

Q.10: Now assume that you complete University and that is your highest schooling. Assume also that you find a job at age 25.
What do you think is the maximum amount you can earn per month at that age (age 25)?

> This question aims to find out the maximum amount in '000 VND that the Index Child thinks s/he will be able to earn at the age of 25, assuming s/he finishes university by then.

Q.11: What do you think is the minimum amount you can earn per month at that age (age 25)?

> This question aims to find out the minimum amount in '000 VND the Index Child thinks s/he will be able to earn at the age of 25, assuming s/he finishes university by then.

Q.12: What do you think is the probability that your earnings at that age (age 25) will be at least x (midpoint between max and min level)? Remember that 0 corresponds to "No chance to happening" and 10 corresponds to "Totally likely to happen".

> This question aims to find out the probability of earning the mean value between the minimum and maximum quantities defined earlier. This value will be automatically calculated by SurveyBe and the number will be prefilled in the question accordingly. Remember that 0 corresponds to "it cannot happen" and 10 to "it will happen". This question requires the usage of the ladder - used previously in Q.9.

SECTION 5 – HEALTH

PURPOSE

This section informs on the *Index Child*'s general health, whether s/he suffers from long-term health problems, has had any serious illnesses or injuries in the last 3 years and the level of difficulty they have in performing certain activities. In addition, the section also gathers information on the frequency of food consumption and diet. It asks about frequency of meals during the last 24 hours, as well as the foods s/he consumed in the last 24 hours (or the last typical day). Finally, the section gathers basic information about physical activity in the last 7 days.

DEFINITIONS

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

Serious Injury: A serious injury is one that prevents the child from doing normal activities (school/work) and/or that requires medical attention.

Serious illness: Serious illnesses are illnesses which prevent you from doing your normal activities (school, work, etc.) and/or require medical attention. For example, diarrhoea and vomiting.

INSTRUCTIONS

SUB-SECTION 5.1 – INDIVIDUAL HEALTH

Q.0: Sex of [YL Child]
> Please tick the relevant gender (from observation). This information is needed to later correctly enable gender specific questions about puberty.

Q.1: In general, how would you say your health is?
> This is a perception question that aims to know how the YL child perceives his/her health. It is important that you DO NOT prompt the answers beyond stating the answer options as part of the question, as this could introduce systematic response bias.

Q.2: Compared with other children of the same age, would you say your health is, the same, much better, better, worse, or much worse?
> In this question we want to find out the index child's own perception about his/her own health compared to other adolescents of their age.

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Long-term health problems

The next questions refer to any long-term health problems that the index child might have.

Q.3 Do you wear eyeglasses?

Q.4: Do you have any long-term health problems?

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). Skip to question Q.7 if the answer is No.

Q.5: Which long-term health problems do you have?

Ask this question if YL child reports that he/she has other long-term health problems. Here, establish what these other long-term health problems are. Enter UP to three health problems using Codebox 11 in order of importance. If less than 3 long-term problems, enter "NA = 88" in the blank spaces.

Q.6: How long have you suffered from this health problem?

Enter number of years for each long-term health problem. Enter 00 if less than 12 months.

In CAPI you will see that the long-term health problem selected in Q.5 will be pre-populated next to the respective question.

Serious injuries

Q.7: Since we visited you in [MONTH AND YEAR OF R4 INTERVIEW], how many times have you been seriously injured?

Ask whether there was an episode when the *Index Child* suffered an injury (as defined above) that prevented him/her to carrying out his/her normal activities (e.g. going to school, work, etc.) for at least one day AND/OR required medical attention. If so, ask how many times it happened since 2013. If this never happened since 2013 record '0' and skip to Q.10.

Q.8: What was the most serious injury?

In this question we want to know what the most serious lesion was. Do not prompt the answers. If the YL Child suffered multiple injuries, record the one that he/she considers most serious. That means that the severity of the injuries is defined subjectively by the YL Child.

Q.9: What were you doing when the most serious injury happened?

This question aims to find out the circumstances in which the index child had the injury: Working, doing house labour, at school, doing sports, playing, etc.

Serious illnesses

Q.10: Since we visited in [MONTH AND YEAR OF R4 INTERVIEW] have you been seriously ill?

Ask whether YL child has had a serious illness since the last time we visited in [MONTH AND YEAR OF R4 INTERVIEW]. Serious illnesses are those that prevent child from doing his/her normal activities (e.g. going to school, working, helping in the house, etc.) for at least one day AND/OR required medical attention.

Q.11: What was the most serious of these?

In this question we want to know what the most serious illness was. Do not prompt the answers. If the YL Child suffered multiple illnesses, record the one that he/she considers the most serious. The severity of the illnesses is defined subjectively by the YL Child.

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

Please note that this question refers to ANY illness (whether serious or not) that prevented YL child from attending school or working in the last 12 months. If the child missed school or work on different occasions due to different illnesses, both situations need be recorded. This question is INDEPENDENT of the two previous questions. For example, the child may have missed school as they were suffering from a headache, but this may not have been a serious illness that required medical attention.

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

Q.13: Do you have difficulty seeing, even if wearing glasses?

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

Q.14: Do you have difficulty hearing, even if using a hearing aid?

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

Q.15: Do you have difficulty walking or climbing steps?

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

Q.16: Do you have difficulty remembering or concentrating?

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

Q.17: Do you have difficulty (with self-care such as) washing all over or dressing?

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

Q.18: Using your usual (customary) language, do you have difficulty communicating, for example, understanding or being understood?

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

Smoking and Drinking Habits

The next questions ask about the index child's smoking and drinking habits.

Q.19: Do you smoke cigarettes?

Q.20: Do you use other form of tobacco such as chewing or snuffing tobacco?

Q.21: How often do you smoke cigarettes?
This question will be enabled only when Q.19 or Q.20 are YES.

Q.22: Do you consume alcohol at least once per week?

Q.23: How often do you usually drink alcohol?

SUB-SECTION 5.2 – DIETARY DIVERSITY AND PHYSICAL ACTIVITY

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

This question checks which meals (of all of the possible meals) the *YL 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 *YL Child* says yes is then automatically added up in CAPI and filled in.

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

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

Q.2: Are you Vegetarian?

The answer should be "Yes" if the child <u>does not</u> eat fish, meat, or poultry.

Q.3: During the <u>previous 24-hour period</u> did you consume any of the following?

These questions are about meals or snacks. Name all the options and ask the *YL 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 he/she bought on the street. Items 8, 9 and 11 are disabled if the respondent is vegetarian (answer 01 (yes) in Q.2). These are the foods on CAPI:

01	Any rice, noodles (mai fun been hoon, mee suah, laksa), dumplings (banh cuon), pastry, bread or other foods made of rice, wheat, or buckwheat?
02	Any pumpkin, carrots, squash, red or orange peppers or sweet potatoes?
03	Any potatoes, yams, cassava, or any other foods made from starchy roots or tubers?
04	Any dark, green, leafy vegetables such as cassava leaves, bean leaves, pumpkin leaves, spinach?
05	Any other vegetables (onions, egg plants, tomatoes)?
06	Any ripe mangoes, ripe papayas or gac fruit?
07	Any other fruits (citrus fruits, durian, Jack fruit, Lychee, melon, bananas)?

08	Any liver, kidney, heart, or other organ meats? (iron rich)
09	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, soya beans, lentils, or nuts (pecan nut, peanut etc.)?
13	Any cheese, yogurt, milk or other milk products?
14	Any foods made with oil, fat, or butter?
15	Any sugar, honey, sweets, sugary sweet drinks?

Q.4: During the past 30 days, how many times did you drink fizzy, sweet soft drinks, such as coke and lemonade?

> Enter the frequency using the codes provided: Daily, 2-3 times a week, once a week, every two weeks, less than every 2 weeks, Never.

Q.5: During the past 30 days, how many times did you east salty and fatty foods such as crisps or fried snacks?

> Enter the frequency using the codes provided: Daily, 2-3 times a week, once a week, every two weeks, less than every 2 weeks, Never.

Q.6: During the past 30 days, how many times did you eat sweet, sugary, fatty foods such as cakes?

> Enter the frequency using the codes provided: Daily, 2-3 times a week, once a week, Every two weeks, less than every 2 weeks, Never.

Q.7: During the last 7 days, on how many days were you physically active for at least 60 minutes on one day?

> Examples for physical activity would be running, biking, dancing, football, digging, carrying water, or other activities which make you breathe hard and/or increase your heart beat. Yoga does not count in here.

Q.8: How much time do you usually spend sitting during a typical day (for example: school, work, watching TV, sitting with friends)?

> Choose the right group from the options but do not prompt the answers. Time spent sitting at the job is included here, as this question aims to find out the typical amount of time the index child spends being sedentary during the day.

SUB-SECTION 5.3 – CHANGES ASSOCIATED WITH PUBERTY

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

Q.1: Have you started your periods yet, and if so at what age did they 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. You will see that the information from R4 is pre-filled, you should only ask the question to girls that did not start menstruating in R4. If other people are around at the time, and the fieldworker feels that the question may be too sensitive to ask in present company, it may be advisable to return to this question at the end of the interview, or when there are fewer people present.

Q.2: At what age did you notice that your voice was changing (deepening)?

This question is only enabled for boys. You should only ask to boys who answered NO in Round 4. You will be able to see Round 4 response in the CAPI program.

Q.3: [FIELDWORKER OBSERVE] Has hair started growing on [YL Child]'s chin?

This question is only enabled for boys. Please observe whether the boy has any hair on his chin. Tick on the relevant radio button (yes/no). If the boy does not have any hair in his chin, skip to next section. Otherwise continue with the next question. This question will only be asked to boys who did not grow any hair on their chin in Round 4.

Q.4: When 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 6 – SOCIAL NORMS AND GENDER ROLES

PURPOSE

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

INSTRUCTIONS

In this section, 12 statements are read and the Index Child must indicate by pointing in the card whether s/he strongly disagree, disagree, agree, or strongly disagree (see Figure 2). You must read the statements exactly as they are written. Do not read them as questions. We aim to find out the index child's thoughts about each statement.

If the index child does not want to respond to any of the questions or if s/he doesn't know what to answer, s/he has the option to skip an item and pass to the next one.

Explain to the YL Child the differences about agreeing and strongly disagreeing and use an example to make the exercise clear. For instance, you can say:
How much do you agree or disagree with the following statement?
I like rainy days

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

Figure 2: Four-Point Scale Card

Strongly disagree	Disagree	Agree	Strongly agree

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

SECTION 7 – SOCIAL SUPPORT

PURPOSE

This section is very brief (2 questions!). It attempts to get a snapshot of the size of support-group available to the child.

INSTRUCTIONS

Q.1: Is one or both of your parents alive?

> Please be sensitive when asking this question. If you already know the answer from e.g. the household interview, please do not ask again – just enter the answer.

Q.2: In general, how many people can you rely on in time of need?

> This is a very general question. We want to know approximately what the size of the child's "network" is. "Time of need" can be a time of financial or emotional need. It can be a time when the child is upset and needs someone to talk to, a time when the child is unable to pay his/her school fees and is in need of support from others, a time when a child is unwell and needs help from others to get better, etc. This is not an easy question, so please give the child plenty of time to think (perhaps list) the people who they could rely on. Also, please be sensitive, as children with small/no support networks could find this question upsetting.

SECTION 8 – EXPECTATIONS ABOUT MARRIAGE AND PARENTHOOD

PURPOSE

This section aims to gather information about the Index Child's expectations in the future in terms of marriage and parenthood.

INSTRUCTIONS

Q.1: At what age do you think you will get married?

> We aim to find out the age in years in which the Index Child thinks he/she will get married. This question pertains only to unmarried index children. For YL Children who already got married, you'll have to use code 90=Already married.

Q.2: Do you want to have children/another child one day?

> When asking this question you should already know whether the index child has got any children. If they do, you need to ask if they would like to have another one. If they don't, you need to ask if they would like to have their first child. Skip to Q.5 if the answer is No.

The next five (5) questions are independent from the number of children already born to the index child.

Q.6: Ideally, at what age would you like/have liked to have your first child?

> This question is independent from the children already born at the time of the survey and the age at which the YL Child had them. If the index child doesn't want any children, enter 00.

Q.4: What do you think is the ideal period between births?

> This question is independent from the number of children already born at the time of the survey. If the index child doesn't want any children, the answer is 00. Make sure the respondent understands that this is the time between the birth of the first and the second baby. Enter in number of years.

Q.3: What do you think would be the ideal number of children for you?

> This question is independent from the number of children already born at the time of the survey. You must enter a number. If the YL Child does not want any children, you should enter 00. If the YL Child has no preference about the number of children, you should enter 80=No preference.

Q.4: What do you think would be the ideal number of sons for you to have?

> This question is independent from the number of children already born at the time of the survey. You must enter a number. If the YL Child has no preference about the number of sons, you should enter 80=No preference.

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

> This question is independent from the number of children already born at the time of the survey. You must enter a number. If the YL Child has no preference about the number of daughters, you should enter 80=No preference.

SECTION 9 – FEELINGS AND ATTITUDES

PURPOSE

We would like to know about the feelings and attitudes of the *YL Child* 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 he/she 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 *YL Child* further captures their sense of economic and overall well-being.

INSTRUCTIONS

Some of the questions in this section can be quite unusual for the *YL Child,* so please make sure that you pay careful attention and re-read the confusing sentences to the *YL 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 *YL Child*'s opinion on issues that concern young people his/her age: we want to know what the *YL 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 *YL Child*. Figure 3 shows this card, which has 4 alternatives:

Figure 3: Feelings and attitudes (4-point scale)

Strongly disagree	Disagree	Agree	Strongly agree

For each sentence, you must show the card to the *YL Child*, so that he/she can select the alternative that best represents his/her opinion on a certain topic (how much does the he/she agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *YL 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 *YL Child* gets the idea.

Before starting, carefully go through the CAPI example to make sure that the *YL Child* is comfortable with the answer codes and understands the difference between them. Please ask the *YL 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, 25, and 29 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 *YL 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 4 :4.

Figure 4 :Feelings and attitudes card (5-point **scale**)

| Strongly disagree	Disagree	More or less	Agree	Strongly agree

For each sentence, you must show the card to the *YL Child*, so that he/she can select the alternative that best represents his/her opinion on a certain topic (how much does the he/she agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *YL 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 *YL Child* gets the idea.

Before starting, carefully go through the CAPI example to make sure that the *YL Child* is comfortable with the answer codes and understands the difference between them. It might be confusing for the *YL 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 *YL Child* is aware of the change in the answer codes and make sure that he/she is using the full range of answers. Please ask the *YL Child* to point to the relevant option on the card when answering rather than just give you the answer orally.

Items 02 and 04 are only administered to children who are engaged in some kind of paid or un-paid activities. Items 08, 10, and 11 are only enabled for children who are currently at school.

Q.3: Where on the ladder do you feel you personally stand at the present time?

This question is about the *YL Child's* overall assessment of his/her well-being. Please go through the instructions on how to answer this type of question with the *YL Child* very carefully. Display the image of the ladder with 9 steps (Error! Reference source not found.). Explain that the ninth step, the highest, represents the best possible life that the *YL Child* can have, and the lowest is the worst possible life. Make sure the *YL Child* understands that the ladder is about all aspects of life (economic, health, social, personal, etc.), and is a subjective measure of how the *YL 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 5: Ladder
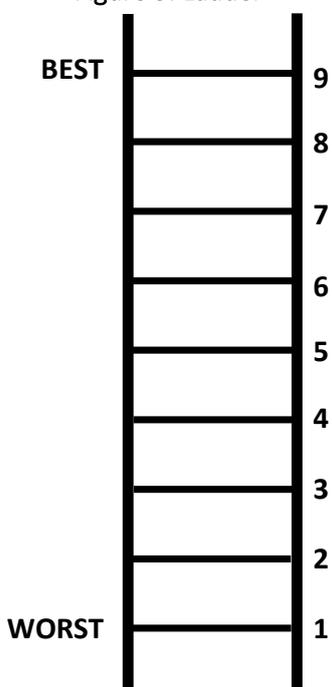
Please wait for the Index Child to <u>point</u> to the step that s/he feels s/he stand on presently. Only then enter the step number in the provided space.

Child's Subjective Wellbeing

Q.4: How many things does your family have compared to other families in the village?

This is a question of <u>perception</u> so you should try to avoid answers like NK, unless the *YL Child* really cannot compare his/her family with others.

Q.5: THREE YEARS AGO: How many things did your family have compared to others in the village IN [MONTH AND YEAR OF R4 INTERVIEW]?

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

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

Ask the *YL Child* how he/she would describe the economic situation of the household in which he/she 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 alternatives to YL Child

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

Ask the *YL Child* about the household's economic situation three 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 *YL Child* currently lives in a different household from three years ago: the answer should be about the situation of the household that the *YL Child* was living in three years ago – irrespective of whether it is the same household as today. Please read the alternatives to YL child.

SECTION 10 – COMPUTER, OTHER DIGITAL DEVICES AND INTERNET USAGE AND SKILLS

PURPOSE

This section asks the index child questions about the use of computer, certain digital devices, and internet, and their evaluation of their own skills related to computer and internet usage.

Usage

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

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

> You need to mark an answer for each one of the 4 devices. The aim of this question is to find out the frequency of contact the index child has with these tools. If the index child answers "no, never", "yes, a few times in my life" or "I don't know what that is" for each one of the four devices please move on the Anthropometry section. If the index child answers "yes, many times in my life" to at least one of the devices, carry on with this section. The option 'yes, many times in my life' should be selected if the index child has used the device recently, and is a regular user of the device.

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

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

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

> The aim of this question is to find out the frequency of use of the device by the index child. For each of the 4 cases the question only activates if the index child replied with "yes, many times in my life" in Q.1. You need to show and read to the index child the alternatives on the 'frequency card'. The following figure 6 displays the options in the card.

Figure 6: Use Frequency Card

Never	Less than once a month	Monthly	Weekly	Daily

Q.3: How old were you when you first used each of the following:

The aim of this question is to find out the age in which the index child used the device for the first time. Again, the question only activates if the index child has used the device many times in his/her life (Q.1). If the index child doesn't remember the exact age, an approximate age may be given. However, if the child does not know, you should enter -77.

Q.4: Which of the following do you currently have?

This question refers to two different types of accounts: email and social media or instant messaging.

By "electronic mail" or "email" we refer to accounts in any server such as Gmail, Hotmail, Yahoo, Outlook, etc. By "social media or instant messaging" we refer to an account in any of those services such as: Facebook, Twitter, Whatsapp, Skype, LinkedIn, Instagram, etc. The aim of this question is to understand how familiar the index child is with digital media for socializing.

Skills

Q.5:

The following includes statements related to different activities that you can perform in a computer or laptop. Please, remember that there are no right or wrong answers. Please, think about how comfortable you feel when you perform the following activities.

Show the five-point scale card with different alternatives that range from "Strongly disagree" to "Strongly agree" (refer to **Error! Reference source not found.**7). Explain that you want the respondent to tell me how much s/he agrees or disagrees with them by pointing in this card the option that best reflects his/her performance while using a computer or laptop. If s/he does not understand the item, please mark the last option "I do not understand what this means".

1	I know how to create a folder on a digital device.
2	I know how to move a file from one folder to another.
3	I know how to delete a file.
4	I know how to retrieve a deleted file from the recycle bin.
5	I know how to use the undo and redo functions, while working on a digital document.
6	I know how to change the margins (for example using Word).
7	I know how to bold, italicize or underline text (for example using Word).
8	I know how to insert a table in a document (for example using Word).
9	I know how to use a spreadsheet to plot a graph (for example using Excel
10	I know how to create a presentation (for example using PowerPoint).

Figure 7: Computer and Internet Skills Card

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I do not understand what this means

Q.6:

The following statements include different tasks related to digital devices with internet connection. Please, remember that there are no right or wrong answers. I would like you to think about how comfortable you feel about performing these tasks.

Show the five-point scale card with different alternatives that range from "Strongly disagree" to "Strongly agree" (refer back to **Error! Reference source not found.**7). Explain that you want the respondent to tell me how much s/he agrees or disagrees with them by pointing in this card the option that best reflects his/her performance using internet. If you s/he does not understand the item, please mark the last option "I do not understand what this means".

1	I know how to open downloaded files.
2	I know where to click to go to a different webpage.
3	I know how to complete online forms.
4	I know how to connect to a Wi-Fi network.
5	I find it easy to decide what the best keywords are to use for online searches.
6	I find it easy to find a website I visited before.
7	I know how to create something new from existing online images, music or video.
8	I know which apps or software are safe to download.

Q.7:

Do you use the internet to:

1	Search for sample exams and problem sets and their solutions
2	Search for open teaching courses and learning materials available in the Internet
3	Translate materials from Vietnamese into other languages and vice versa
4	Get connected with other people through social media (e.g. Facebook)

This question refers to the different types of internet usage that are relevant for young people of this age group. It tries to capture the intensity of internet usage for educational and social purposes.

Examples of how to code injuries

Ví dụ	Chấn thương nhiêm trọng nhất	Nguyên nhân?	Đang làm gì?	Xảy ra như thế nào? Ai hoặc điều gì gây ra?
Trẻ đang đi bộ từ nhà đến trường thì bị 1 xe taxi đâm vào. Trẻ bị kẹt dưới gầm xe và bị chấn thương, phải phẫu thuật vùng đầu	Chấn thương đầu	Tai nạn giao thông, đi bộ	Đi đến trường/từ trường về nhà	Người khác vô tình gây ra
Trẻ bị rơi từ trên cầu khi đang chăn trâu, rơi xuống sông và chìm	Gần như chết đuối	Ngã	Lao động nông nghiệp	Vô ý tự gây ra
Trẻ rơi từ mái nhà khi đang trèo lên để sửa lại hòn ngói sau cơn mưa, bị gãy chân	Gãy xương	Ngã	Làm việc nhà	Vô ý tự gây ra
Trẻ đang ở lớp học khiêu vũ và bị một bạn khác chủ ý xô vào, bị ngã và gãy xương gót chân.	Gãy xương	Ngã	Sports	Ai đó cố tình gây ra
Trẻ đến trung tâm y tế để tiêm và bị áp xe	Áp xe	Sự kiện y tế có hại	Khác: chăm sóc y tế	Ai đó vô tình gây ra
Trẻ chơi pháo và một quả nổ ngay trước mặt. Trẻ bị ngất, ngã đập đầu xuống đất và bị chảy máu	Chấn thương vùng đầu	Ngã	Chơi (với pháo)	Vô ý tự gây ra
Trẻ đi đến nhà bà ngoại bằng ngựa. Ngựa lồng vì hoảng sợ, Trẻ bị ngã ngựa và gãy chân	Gãy xương	Ngã	Giao thông, không phải đi học	Gia súc (bao gồm ngã từ lưng gia súc)
Trẻ đập lúa cho nhà hàng xóm. Một cơn gió mạnh	Chấn thương	Sử dụng công cụ	Lao động nông nghiệp	Vô ý tự gây tai nạn

làm bay dụng cụ trẻ đang cầm, đập vào đầu trẻ và làm trẻ ngã xuống	đầu	nguy hiểm		
Trẻ bị chấn thương khi cô giáo yêu cầu hướng dẫn bạn chơi bóng chày. Trẻ làm theo vì muốn làm vì muốn làm vui lòng cô giáo. Tuy nhiên, bạn của trẻ lại không muốn chơi bóng chày. Bạn vung cây gậy đánh bóng đập vào đầu trẻ gây chấn thương.	Chấn thương đầu	Cú đánh tấn công	Thể thao	Ai đó cố ý gây ra
Trẻ chơi trốn tìm trong nhà và rơi từ cầu thang xuống, gãy tay	Gãy xương	Ngã	Chơi	Vô ý tự gây tai nạn
Trẻ nấu ăn trong khi mẹ đang làm việc, bị bỏng tay	Bỏng	Cháy	Việc nhà	Vô ý tự gây tai nạn
Trẻ đi kiếm củi. Đang chặt cây thì bị một cành cây nhọn đâm vào chân, gây ra vết cắt sâu	Cắt	Sử dụng công cụ nguy hiểm	Việc nhà	Vô ý tự gây tai nạn
Trẻ đang trên đường đi học thì bị một con chó tấn công và cắn vào mặt	Gia súc cắn	Tai nạn do gia súc	Đi học	Gia súc
Hai trẻ em chơi đùa với 2 que cứng. Một trẻ vô tình chọc que vào mắt trẻ kia, gây thương tích nặng và bị mất thị lực của con mắt đó	Chấn thương mắt	Sử dụng công cụ nguy hiểm	Chơi	Ai đó vô ý gây ra
Trẻ bị ngã từ trên xe buýt xuống khi đang đi đến trường và chấn thương ở đầu	Chấn thương đầu	Ngã	Đi học	Ai đó vô ý gây ra
Trẻ bị trật khớp mắt cá chân khi đang chơi thể	Chấn thương	Ngã	Thể thao	Vô ý tự gây ra

thao	khớp			
Trẻ đang rán đồ ăn để bán (nhà bán hàng ăn) thì bị mỡ sôi bắn vào mặt và làm bỏng ở mặt	Bỏng	Bỏng	Lao động phi nông nghiệp	Vô ý tự gây ra
Trẻ bị chó tấn công khi đang thu nhặt củi trong vườn	Gia súc cắn	Tai nạn do gia súc	Việc nhà	Gia súc
Trẻ bị gãy chân khi đang buộc 2 con trâu vào gọng để kéo cày. 2 con trâu đánh nhau và một con bước đè vào trẻ	Gãy xương	Tai nạn do gia súc	Lao động trên đồng ruộng	Gia súc
Trẻ đang chơi gần bếp lò và chảo nước sôi đổ vào người gây bỏng	Bỏng	Bỏng	Chơi	Vô ý tự gây tai nạn
Trẻ chơi với bạn trên đường và bị một xe taxi cán phải	Chấn thương đa chiều?	Tai nạn trên đường giao thông	Chơi	Ai đó vô tình gây ra
Trẻ cắm điện tivi và bị điện giật, phải vào bệnh viện cấp cứu	Điện giật	Điện	Việc nhà	Vô ý tự gây tai nạn
Trẻ uống thuốc chuột định tự tử. Trẻ không chết nhưng miệng và thực quản bị bỏng nặng	Độc dược	Cố ý tự sát	Không làm gì cả	Có ý tự gây thương tích
Trẻ đang đợi ở bến xe buýt, một chiếc ô tô đi quá sát chỗ đứng, trẻ vội lùi lại bị ngã, đầu đập vào một hòn đá	Chấn thương ở đầu	Tai nạn trên đường giao thông	Đi lại	Ai đó vô ý gây ra
Trẻ đang tưới cây trên nóc nhà 2 tầng, bị vướng chân vào ống dây dẫn nước, bị ngã đập đầu.	Chấn thương ở đầu	Ngã	Việc nhà	Vô ý tự gây tai nạn

Trẻ đang giúp cha làm cồng việchàn thì bị điện giật nặng làm trẻ bị ngã.	Điện giật	Điện	Lao động phi nông nghiệp	Vô ý tự gây tai nạn
Trẻ đang tắm có bình nước nóng và bị điện giật trong khảong 5 giây và bị đau ở ngực	Điện giật	Điện	Không làm gì	Vô ý tự gây tai nạn
Trẻ đang chơi với bạn. Xô đẩy nhau và trẻ bị ngã, bịchấn thương ở đầu	Chấn thương ở đầu	Ngã	Chơi	Ai đó vô ý gây ra
Trong cuộc tranh cãi của hai đứa trẻ trên sân trường, trẻ thứ nhất (Trẻ 1) chửi trẻ thứ 2 (Trẻ 2), trẻ 2 đẩy trẻ 1 ngã và làm trẻ 1 trẹo mắt cá chân (Trẻ 1: chấn thương 1). Khi ngã, trẻ 1 tóm lấy trẻ 2 và làm trẻ 2 đập đầu xuống đất (Trẻ 2: chấn thương 1). Một cuộc đánh nhau xảy ra sau đó. Một giáo viên đi đến và đánh cả 2 trẻ bằng gậy, làm trẻ 1 có vết thâm tím và cả 2 trẻ bị vết cắt (chấn thương 3 cho cả 2 trẻ) Trong ví dụ này, ĐTV cần phải xác định xem người trả lời coi loại chấn thương nào là quan trọng nhất.	Trẻ1: Chấn thương khớp/bong gân Thâm tím Trẻ2: Chấn thương đầu Trẻ1 và 2: vết cắt	Trẻ1: ngã Trẻ2: ngã Trẻ 1 và 2: Bị trừng phạt đánh đập	Trẻ1: Ở trường Trẻ2: Ở trường Trẻ1 và 2: Ở trường	Trẻ1: Ai đó cố ý gây ra Trẻ2: Ai đó vô ý gây ra Trẻ 1 và 2: Ai đó cố ý gây ra
Một bé gái đang chơi trên một chiếc ghế dài và trượt chân rơi xuống, bị thương ở vùng kín và phải khâu.	Vết cắt/xé rách	Ngã	Chơi	Vô ý tự gây tai nạn
Trẻ đang cắt cỏ trong vườn nhà và bị rắn cắn	Rắn cắn	Chấn thương do	Lao động nông nghiệp	Động vật

		động vật gây ra		
Trẻ đi xe đạp đến trường và bị một ô tô phóng nhanh va phải, làm chấn thương bả vai	Chấn thương khớp	Tai nạn giao thông	Đi học	Ai đó vô ý gây ra
Trẻ chơi pháo nổ. Một quả nổ ngay trên tay làm chấn thương nặng 2 ngón tay. Trẻ được đưa đến bệnh viện và phải phẫu thuật cắt bỏ 2 ngón tay.	Mất chi/ngón tay	Chơi pháo nổ/vật dụng nguy hiểm	Chơi	Vô ý tự gây ra
Trẻ đi cùng bố mẹ đến thăm họ hàng ở địa phương khác. Họ đi vào nhà thờ và gặp một trận động đất. Mái vòm nhà thờ đổ xuống và giết chết bố mẹ, đè lên trẻ những trẻ vẫn còn sống.	Chân thương đa chiều	Nhà đổ	Khác	Thảm hoạ tự nhiên
Trẻ đang đi trên một chuyến xe khách. Do lỗi của lái xe, xe bị đâm vào sườn núi. Nhiều người bị chết.Trẻ không bị thương những bị ảnh hưởng tâm lý rất nặng và trở nên sợ hãi	Tổn thương tâm lý	Tai nạn giao thông	Đi lại	Ai đó vô ý gây ra
Trẻ đi về nhà buổi tối, bị một bọn cướp giật mất túi xách. Trẻ bị nãg và bị kéo lê trên nền đường, bị thâm tím khắp người	Ngã hoặc chấn thương đa chiều	Tấn công	Đi lại	Ai đó cố ý gây ra
Trẻ đang được phỏng vấn YL thì có một nhóm người định lấy PDA của ĐTV, trẻ cố gắng ngăn lại và bị đá, đánh đập	Chấn thương đa chiều	Bị tấn công	Khác	Ai đó cố ý gây ra

PART III: CHILD LOCATION AND ANTHROPOMETRY

SECTION 1: LOCATION INFORMATION

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

Q.1: Date of interview
Q.2: Fieldworker ID

Q.3: Date of supervisor check
Q.4: Supervisor ID

Q.5: Geographic coordinates

> The GPS coordinates should be taken for ALL Index Children. The reference point to read the GPS (East and North points) is located 1 meter in front of the main door of the house where the Index Child resides or is being interviewed.

Q.6: Cluster ID (Sentinel site): OBSERVE

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

Q.7: Community ID: OBSERVE

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

Q.8: Is this LOCALITY urban or rural?

> This question is answered by observation and can be filled-in later after consulting with the supervisor/ Field Coordinator when s/he has access to the official definition of urban and rural areas.

Q.9: Select the new Mini-Community ID for this locality.

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

Q.10: Region of residence – OBSERVE.

> Please make sure you specify correctly the name of the region or state.

SECTION 2 – ANTHROPOMETRY OF THE YL INDIVIDUAL

PURPOSE

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

PROCEDURES TO MEASURE WEIGHT

- We will use an electronic scale. Please find an adequate and safe surface. This kind of scale cannot accurately measure if it is on a slope.
- Be sure to record each weight measure in the corresponding spaces of the table. Do not forget to record the final weight.
- Weigh individuals with minimal clothing and no shoes.
- Record all weight calculations on the back of the sheet.
- Weigh the individual and read the weight measurement clearly. Take a second reading, when the scale is stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different do the procedure a third time and record the number that is repeated twice.
- If you cannot get two identical measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- When weighing a child who is living with his/her parents always thank the mother.

PROCEDURES TO MEASURE HEIGHT

- If the person being measured cannot stand, use a wall or a door as support when measuring stature.
- Appropriate clothing: the person being measured should take off his/her shoes and any bulky clothing like a jacket or bulky jumper which may prevent the person being in contact with the measuring board.
- Place the person in such a way that s/he is standing on the measuring board with his/her feet parallel, and with heels, buttocks, shoulders and back touching the surface of the measuring board. The head should be held comfortably with the person looking straight ahead, not with his head tilted up or down. The arms should be hanging next to him/her. If measuring a child, ask the mother to help if needed.
- Gently lower the movable stop of the measuring board and place it on the child's head. Press down if necessary to ensure contact, but only to ensure soft contact.
- Read length within 0.1cm. Ensure that your vision is aligned with the position of the marker, not higher or lower. If the measurement is between two markers of 2 mm, take the lowest value.
- Say the measurement clearly and write it down immediately.
- Raise the head of the board, check the alignment and measure the child again. If the two measures are the same, accept this measure. IF the measures are different, measure again until you get two measures that are the same and write the measure in the space for the final height.
- When weighing a child living with his/her parents always thank the mother.

CONTROLLING QUALITY OF WEIGHT AND HEIGHT

1) Read the measures
   a) If the marker indicates a precise measure (mm. or g.) then take this as the measure.
   b) If it falls between two markers, then take the lower value.
2) Read and record the weight and height

a) The person who is measuring should read the measurement

b) The assistant repeats what has been read

c) The person being measured says "yes" or "good"

d) The assistant says "yes" or "good" and enters the measurement into CAPI.

e) The assistant displays the measurement to the person measuring.

Height

3) Common errors in measuring the height/size

a) Position of the person taking the measure
- The person is too far from the feet of the person being measured.
- The person is not on his/her knees (when measuring a child).
- The person is too far from the measuring board.

b) The feet of the person being measured
- Is tiptoeing.
- The soles are not perpendicular to the board's wood.
- Only has one foot on the board.

c) The head of the person being measured
- The neck is too stretched
- The neck is cramped.
- The mother's hand completely covers the ear (fingers are not bent)

d) The position of the person being measured on the measuring board
- Not in the centre of the board
- Wearing bulky clothing (nappy in the case of a baby), braid or hair accessories so that the head is not in contact with the measuring board.

Weight

4) Common mistakes in weighing
- The person being measured can touch a wall or grab other people around
- The person being measured is wearing a lot of clothes

Q.1: SCALE CHECKED

Make sure that the scale has been tested and is working well. Tick the appropriate space in CAPI if the scale is well calibrated.

Q.2-Q.4: Weight (TO NEAREST 0.1 KG)

Take and record two weight measurements and the agreed weight measurement. For each question enter -9999 if the child is not weighed

Q.5 – Q.7: Height

Take and record two height measurements and the agreed measurement. In each question enter -9999 if the child is not measured.

Q.8: Why was child not measured?

If the Index Child was not weighed and/or his/her height was not measured, specify why the measurement did not occur

ROUND 5

FIELDWORKER MANUAL
Vietnam

HOUSEHOLD QUESTIONNAIRE
Younger (and Older) Cohort

August 2016

CONTENTS

List of Figures

PART I: INTRODUCTION

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

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

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

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

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

Please refer to the General Guidelines for Fieldwork document for:

- *General guidelines on how to conduct the interview*
- *General guidelines on how to fill in the questionnaire*

The Older Cohort Household questionnaire collects similar information to the Younger Cohort Household questionnaire.

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, <u>aside from food and shelter</u>, which means:

   ▪ They **contribute to** the household through wages/salaries or any cash/in-kind income (e.g. parents), or

   ▪ They **benefit from** this income, but do not contribute to it (e.g. children, students, elderly)

New household: Household in which YL Child is living now in <u>Round 5</u>.

Previous household/ Round 4 household: Household surveyed in <u>Round 4</u>.

To identify whether the child is still living with the Round 4 household, s/he will have to live with either of the following household members:

1. R4 household head

2. Biological mother

3. Biological father

4. R4 caregiver

For complex living arrangements, we will take the four household members in the same order of importance as shown in the list. This means that, for instance, if the child is living with the R4 household head and the biological father is living away, the YL CHILD will still be considered as living in the Round 4 household.

Remember that household does not refer to a place of residence or dwelling, but to sharing the roof, food, and income with any of the household members listed above. A YL Child who was moved does not necessarily live in a new household and could be still live in the Round 4 household.

Primary caregiver: In this round, the primary caregiver of the YL Child is defined as the person responsible for making most of the decisions related to her/his health and education. For example, the primary caregiver decides whether the child should be taken to the hospital in case of illness or whether s/he should attend full time education. This person is usually the mother, but could be another household member or even someone not living in the household. There should be only one primary caregiver for each index child.

> **REMEMBER:** IN PREVIOUS ROUNDS, THE PRIMARY CAREGIVER WAS DEFINED AS THE PERSON WHO SPENT MOST TIME TAKING CARE OF YL CHILD. THEREFORE, IT WAS ASSUMED THAT THEY LIVED IN THE HOUSEHOLD. BEGINNING IN ROUND 4 AND THIS CURRENT ROUND 5, WE DO NOT ASSUME THIS ANYMORE, SO THE CAREGIVER MAY NOW LIVE OUTSIDE THE HOUSEHOLD. FOR EXAMPLE, IF YL CHILD'S MOTHER WORKS IN ANOTHER VILLAGE AND SHE STILL MAKES THE KEY DECISIONS ABOUT THE CHILD SUCH AS WHICH SCHOOL S/HE SHOULD ATTEND THEN SHE IS THE CURRENT PRIMARY CAREGIVER. IN THAT CASE THE FIELDWORKER NEEDS TO MAKE ALL POSSIBLE EFFORT TO FIND HER IN ORDER TO ADMINISTER THE FEELINGS AND ATTITUDES SECTION OF THE HOUSEHOLD QUESTIONNAIRE. HOWEVER, IF IT IS NOT POSSIBLE TO FIND HER, THEN PLEASE IDENTIFY AN ALTERNATIVE PERSON IN THE HOUSEHOLD WHO KNOWS THE MOST ABOUT THE YL CHILD AND MAKES SOME EVERYDAY DECISIONS. THIS PERSON SHOULD THEN BE IDENTIFIED AS THE PRIMARY CAREGIVER IN THE ROSTER. <u>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</u>.

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 <u>one</u> household head in each household.

PART II: 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 **Error! Reference source not found.**) are up to date.

RESPONDENTS

Preferably the respondent should be the same as in Round 4; otherwise, any adult (18 years old or more) in the household that knows well the rest of household members, especially YL Child (i.e. not a visitor). If no one with these characteristics is present, ask when you could come back to meet the most suitable respondent.

INSTRUCTIONS

Briefly introduce yourself and the study following the outline below:

Box 1: OUTLINE FOR SELF-INTRODUCTION TO THE HOUSEHOLD

SAY: *My name is [SUPERVISOR NAME] and I am part of 'Young Lives' project, a study of childhood poverty which has been carried out since 2002 in four countries: Ethiopia, India, Peru and Vietnam. You may remember that we first visited you 14 years ago when you kindly answered questions for us on various aspects of your lives. The last time we visited you was in 2013/2014 and now we are visiting you again to find out how your life has been over the past 3 years and, in particular, to see how [YL Child] has been developing. Today we would like to check some details with you and then, if you agree, arrange an appointment for a deeper interview with you at a time most convenient to yourselves. Please remember you have the right to withdraw from the study at any time.*

CHILDID	VN11005
CHILD NAME	NGUYỄN THỊ NGỌC
GENDER	FEMALE

R4 ADDRESS	THÔN PHƯỚC NÔNG, XÃ HÒA BÌNH 1
	TÂY HÒA, PHÚ YÊN

R5 TRACKING

NAME OF HOUSEHOLD HEAD	NGUYỄN VĂN HUẤN
FATHERS NAME	NGUYỄN VĂN HUẤN
CAREGIVER'S NAME (IN R4)	LƯƠNG THỊ SIÊM
MOTHER'S NAME	LƯƠNG THỊ SIÊM
PHYSICAL ADDRESS OF DWELLING (R5 TRACKING)	#14, THÔN PHƯỚC NÔNG, XÃ HÒA BÌNH 1, TÂY HÒA, PHÚ YÊN
PHONE NUMBER	90 306 06 95 ; 57 3851 453
POSTAL ADRESS	NGUYỄN VĂN HUẤN, NO. 14, THÔN PHƯỚC NÔNG, XÃ HÒA BÌNH 1, TÂY HÒA, PHÚ YÊN
CLUSTER ID	01
COMMUNITY ID	VN001
TYPE OF SIT	RURAL
REGION	53 = CENTRAL COASTAL

CONTACTS FOR YL CHILD FROM R5 TRACKING

NAME OF CONTACT	ADDRESS	PHONE	IS THIS CONTACT STILL VALID?
NGUYỄN VĂN HUẤN	#14, THÔN PHƯỚC NÔNG, XÃ HÒA BÌNH 1, TÂY HÒA, PHÚ YÊN	NA	O YES O NO
NGUYỄN TẤN DŨNG	QL29, XÃ HÒA BÌNH 1, TÂY HÒA, PHÚ YÊN	NA	O YES O NO
PHAN THANH HƯNG	ẤP PHƯỚC NÔNG, XÃ HÒA BÌNH 1, HUYỆN TÂY HÒA, PHÚ YÊN	NA	O YES O NO

NEW CONTACTS FOR YL CHILD

NAME OF CONTACT	ADDRESS	PHONE

Q.1: Child ID

Check that this is the same ID you have from 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.

Identification of Relevant Household

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

Use the physical address of dwelling from R5 tracking (in May 2016) provided in the *Contacts Sheet* (see **Error! Reference source not found.**) to find the house where the child was tracked for the last time. Skip to Q.5 if answer Yes.

Q.4: New address

Once you found the [YL Child]'s household, enter the new address.

Q.5: Phone numbers

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

Q.6: How long has [YL Child] been living there?

Record the length of time the child has been living there in years and months. If YL Child has been living there for less than a month, enter 00.

Q.7: For how long do you expect [YL Child] to stay there?

This question intends to capture whether the child is expected to return to the previous household. Enter "Temporarily" if the child is expected to return at some point, although the respondent does not know exactly when. As reference use a 6-month period as the definition for 'temporary' stay. Enter "Permanently" if the child is NOT expected to return to the previous household or intends to stay more than 6 months.

Q.8: Is [YL Child] now living with the same Round 4 household?

Tick in the appropriate answer: Yes or No.

This question aims to find out whether the Index Child is living in the same household as in Round 4. For this question we need to use the definition described at the beginning of this section. In brief, we link the YL Child to Round 4 household if s/he is living with any of the following people: Round 4 caregiver, biological mother, biological father, or Round 4 household head – in that order of importance if the child lives with some but not all of these people. Continue to question Q.9 if answer No and the YL child is permanently living there (answer 02 in question Q.7). Skip to question Q.10 if answer Yes or if answer No and the YL child is temporarily living there (answer 1 in question Q.7).

Based on the information reported, tick on one of the following:

Q.9: The relevant household is the current household.

Answer Yes or No. Is the child living with the Round 4 household and aims to stay in a new residence permanently.

Q.10: The relevant household is the Round 4 household.

Answer Yes or No.

Answer Yes if the child:

- is not living with the Round 4 household but plans to return, and

- is living with the Round 4 household

If Q.10 is ticked, skip to question Q.18 and then find the R4 household to administer the household questionnaire.

Household Roles

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

Q.11: Current household head is the same as in Round 4

Check the *Contacts Sheet*. If the household head is the same as in the previous round, verify that the name provided in the *Contacts Sheet* is written correctly and amend if necessary. Skip to question Q.14 if answer Yes.

Q.12: 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.13: 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.14: Current primary caregiver is the same as in Round 4

Check the *Contacts Sheet*. If the primary caregiver is the same as in the previous round, verify that the name provided in the *Contacts Sheet* is written correctly and amend if necessary. Skip to question Q.18 if answer Yes.

Q.15: Is Round 4 caregiver in full capacity of answering questions about [YL Child] (e.g. their education, health, etc.)?

Q.16: Who is the best person (respondent) to answer questions about [YL Child] (e.g. their education, health, etc.)?

If the primary caregiver is different from before, write her/his name only –there is no need to enter the ID at this stage as more details will be asked in depth during the main interview. The purpose of this question is to identify the key respondents for the main questionnaire. Try as much as possible to involve the same person as in Round 4.

Q.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 caregiver. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

Consent form

Once you have identified the key household roles for the child, prompt the *Consent Form* (see Box 2) and read it to YL Child's caregiver and to the YL child. If the person is illiterate, it is essential to have a witness that could be a relative or any other person who can read it. You must inform the caregiver that the child will be assessed and interviewed. [Explain about the Child Questionnaire, and the Achievement and Anthropometry Tests]. Provide explanation to all her/his queries and doubts, if any. Remind her/him that their participation is voluntary, so either the caregiver or YL Child may leave the study anytime. If s/he needs more time to think or consult anyone, kindly offer to come back any other time that may suit her/him.

Bear in mind that this time, the respondent may not be the same person who gave consent in previous rounds. Then, you may have to explain the study to this person, so prepare yourself for this and bring all the necessary information with you. If they are unsure ask if they are happy to answer a few questions (i.e. the preliminary interview). Otherwise ask if they need more time to consider and say that you will come back later. If they do consent then you can continue with the preliminary interview. Either way this is just a verbal consent at this stage – you must reconfirm consent at the start of the main interview and ask them to sign the consent form at that stage. If they clearly refuse consent at this point then you must not pressurise them to continue and you should stop the interview.

Box 2: CONSENT FORM

I have read and had explained to me by _____ the information sheet concerning the study on children and young adults' welfare in which I have been asked to participate.

I have had the nature and purpose of the research explained. I believe that I understand what is being proposed and what will be required of me if I take part in this study.

I have been informed about what the data collected in this investigation will be used for, to whom it may be disclosed, and how long it will be retained

I understand that my personal involvement and my particular data from this study will remain strictly confidential. Only researchers involved in the investigation will have access.

I have had the opportunity to discuss the details and ask questions about this information. My questions have been answered by _____. I received satisfactory answers to all my questions.

I understand that participation is entirely voluntary and that I may withdraw from this study at any time without giving a reason and that this will be without detriment to any care or services I may be receiving or may receive in the future.

I agree to the arrangements described in the information sheet so far as they relate to my participation and hereby fully and freely consent to participate in the study which has been fully explained to me.

I have received a copy of this consent form and the accompanying information sheet.

Participant's signature/thumbprint or other sign: _____

Province:_____ District:_____ Commune:_____

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.18: 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.

PART III: YOUNGER COHORT HOUSEHOLD QUESTIONNAIRE

DATA HANDLERS

Q.1: Date of interview

Q.2: Fieldworker ID

Q.3: Date of Supervisor Check

Q.4: Supervisor ID

SECTION 1 – HOUSEHOLD ROSTER

PURPOSE

The purpose of this section is to identify the members of the household. It starts prompting the list of household members (*HHMs* hereafter) reported in Round 4 and probes if each of them is still living in the household, as well as if there are new members. For all household members (previous and new), basic demographic information is collected, as well as the relationship of each household member with the index child or Young Lives child (*YL Child*, hereafter). This section is crucial because their personal characteristics (e.g. age, sex, etc.) will determine which questions and sections will be asked to each household member (e.g. education level, employment status, etc.). Additional questions are asked only for the case of YL Child's parents and primary caregiver (if s/he is different from any of the parents). Information about the history of the biological parents of YL Child, if they did not live in the household in any of the previous rounds and are not members of the household at the time of the survey (i.e. do not appear on the roster) is also gathered in this section.

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 <u>unique</u> 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: VN 01 0 011, where

VN = Country

01 = Cluster

0 = Younger Cohort

011 = Child number

In CAPI, the Child ID is shown without the country pre-fix (IN) and without the leading "0". For the example given above, you will see "10011.

Round 4 household: As defined in the Introduction, Round 4 household is defined by the following people:

- Round 4 caregiver
- Biological mother
- Biological father
- Round 4 household head

Note the difference between the living place and household. Household members may have moved to a different living place or migrated to another region, but this doesn't necessarily have a relation to whether it is the same household or not. Members of a household may have moved (some may have left or some may have arrived) but this doesn't necessarily have a relation to whether it is the same household or not.

Some examples of the criterion above:

In round 4… Binh (Index Child) lives with his older sister (Hang), his mother, his father and his grandmother from his father's side in their house in Hoi An. Hi dad is the household head and his mother is the primary caregiver.	
When we reach out for round 5	**Is it the same as R4 household?**
… Binh's father has now moved to Hanoi for work and Binh remains living at their home in Hoi An alongside his mother, and grandmother.	**Yes**.
… Both Binh's mother and father have now moved to Hanoi for work and Binh remains living at their home in Hoi An alongside his grandmother and older sister who was Binh's caregiver in Round 4.	**Yes.** (and we should conduct the interview in Hoi An)
… Binh's father has abandoned them. His mother has decided to move to Hanoi for work and Binh has moved to an Aunt's household in Danang.	**No**. (and we should

	conduct the questionnaire in Danang)
…After some difficulties Binh's parents have decided to split and after some time his mother has found a new partner (Minh), they move together to Nha Trang and take Binh with them (Hang, his sister, moves on to live on her own).	**Yes**. (and we should conduct the questionnaire in Nha Trang)
… After some difficulties Binh's parents have decided to split and Hang (his older sister who was R4 caregiver) and Binh's move to another house in the outskirts of Hoi An	**Yes**. (and we should conduct the questionnaire in the new location outside Hoi An)

Another possible scenario in which it becomes a new household is if the index child has become independent and has moved to live on his own or with a partner. These cases are not common amongst the younger cohort but do happen regularly in the older cohort.

INSTRUCTIONS

In CAPI, the household roster shows a first table with pre-filled basic information of previous household members. Check that the names are spelled correctly and amend if necessary. The YL child ID is always "0". The roster should be administered row by row. Once you finish asking for all previous household members (*PHHM's* hereafter) add all new members at the end of the roster by adding new rows to the table.

FULL HOUSEHOLD ROSTER

Q.1: FIELDWORKER: Is this the Round 4 household?

The question aims to find out whether this household is the same as the one surveyed in Round 4. This is done using the definition of Round 4 household above.

Full name

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

Q.2: Has [HHM] moved to the new household?

Q.3: Relationship to [YL Child]

Be careful when coding the answer for this question. Remember that the <u>reference point is YL Child</u> and not the respondent. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

Q.4: Does [HHM] still live in the household?

This records whether the member lives at home or not, and whether s/he is alive or not. This is a key question because all questions in later sections refer to <u>current</u> household members. It is important that those household members that have moved are entered properly as "No, he/she moved permanently" or "No, he/she moved temporarily". For these household members no further questions will be asked in the questionnaire and will not be considered part of the household for all practical purposes.

Two important points for household members that have moved away:

- There will be no further questions for household members that have moved away permanently and they will not be considered as part of the household for any other practical means.

- There will be no further questions for household members that have moved temporarily either. WITH THE EXCEPTION OF THE INDEX CHILD (IF HE/SHE HAS MOVED AWAY). A typical situation in which the index child must be reported as moved away temporarily is if he/she has moved away somewhere else during most part of the schooling year to go to school in another district and doesn't come back to sleep in the household for the weekends, however they will eventually come back.

Q.5: Which year did [HHM] die in?

Remember to be sensitive when asking this question.

Q.6: Is HHM the primary caregiver of [YL Child]?

As explained previously, the primary caregiver is the person in charge of making decisions on the child's health and education and someone who looks after them. When coding this question make sure that only ONE household member is selected as the primary caregiver.

Age in R4

The ages of PHHM's appear pre-filled, so you are not able to modify it. Use it as a reference when the respondent reports the current ages of the household members.

Q.7: How old is [HHM]?

You have to enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12 in this question. Check with the pre-filled age from Round 4 to ensure that there is some consistency in the age difference between both rounds (e.g. it cannot be more than 3 years).

Q.8: Age in completed months

If the HHM is less than 1 year old, you should enter "0" in Q.7 and the number of months here. Note that the values should be between 1 and 11.

Q.9: Sex

Please enter the gender of the HHM. In CAPI this question is prefilled for previous household members, but you still have a chance to amend any mistakes.

Q.10: How many children have been born alive to [YL CHILD'S MOTHER] since [MONTH AND YEAR OF R4 INTERVIEW]?

This question is enabled only for the mother of YL Child. If she hasn't had any children after YL Child was born, enter "0".

NOTE THAT: the caregiver is the only person on the roster who will appear in the rosters in the education and health sections irrespective of whether he/she is a <u>current</u> household member or not. For the rest of the people on the roster, only <u>current</u> household members will appear in all the subsequent rosters throughout the questionnaire. Note also the caregiver <u>will not</u> appear in the employment roster.

Q.11. Where is [HHM] living now?

This question is enabled only when YL Child R3 sibling is living away temporarily or permanently. This is information is important as it will be the basis of the decision of whether to track the child. If the new address of the Panel Sibling is within 15 km of an original YL site then information for the Panel sibling will be collected by setting up another appointment. Otherwise, the fieldworker should make a note on the template provided as to why the child was not tracked.

Ask questions Q.12 to Q.15 only if [HHM] is the biological parent or primary caregiver of [YL Child] and this person is now living elsewhere temporarily (answer 2 in Q.4) or is living elsewhere permanently (answer 4 in Q.4).

Q.12: How often does [HHM] see [YL Child]?

This is asked only to the father/mother/caregiver when they are living away temporarily or permanently.

Q.13: Where is [HHM] living now?

This is asked only to the father/mother/caregiver when they are living away temporarily or permanently.

Q.14: Has [YL Child] ever lived with [HHM]?

This is asked only to the father/mother/caregiver when they are living away temporarily or permanently. It refers to a period of time of at least 30 consecutive days. This is asked regardless of whether the father/mother/caregiver is alive or has passed away.

Q.15: How long did [YL Child] live with [HHM]?

This question refers to the number of years that YL Child lived with HHM who is biological parent and/or primary caregiver and who are temporarily or permanently away from the household. If the child lived with this person for less than one year, enter 0. This is asked regardless of whether the father/mother/caregiver is alive or has passed away.

Once this information is filled in, you should ask the respondent if there are any other people currently living in the household permanently and/or are hosted in the household. This would be the case, for example, of a younger sibling of YL Child that was born at any point after Round 4. In that case, add this person to the Roster and record the same information that was recorded for previous members. By definition the new household member must live in the household. Once you have filled in the details of all – previous and new – household members, you will ask the following questions only to the current household members.

NEW HOUSEHOLD MEMBERS

Once this information is completed the fieldworker must ask if there are any other people living permanently in the household and/or if there's anyone lodging there. This would be the case in the following examples:

- A younger sibling of the index child who was born after the previous round
- A family member who has moved in with the index child's family
- An index child who has moved away and gotten married and had a child; in this case the partner and the child would be new members of their household.
- A new domestic worker
- Etc.

In all these cases the new member must be added to the household roster and all the information registered for previous members must be registered for new ones too. By definition the new member must live in the household. Note you can add a new line to enter a new household member by clicking on Add Row , which is located in the lower part of the frame.

Figure 2: Household Roster

Furthermore, you can delete a row of a correspondent household member with the option Delete , by clicking on the ✖ button. Once you click, a new window will pop up (see Figure 3). You must type the word "delete" on the blank space in this window. Once this is done you need to click on Delete for the row to disappear.

Figure 3: Deleting Rows in CAPI

Note that for both new and old household members, there is the possibility that the household reports a domestic worker and/or a lodger or pensioner. Even though there aren't any further questions for them on the questionnaire (e.g. no questions about their income), their presence as household members must be registered.

Household head in Round 4
Prefilled from round 4.

Q.16: Who is the head of the household?
Ask who the current head of the household is. If different from Round 4 (see *Contacts Sheet*), probe the reported response. The household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. Please enter the household member ID of the person identified as the household head. In CAPI, you will have to select from a drop down menu the ID of the household member who is the head of the household

Current Household Members Roster

This table shows all previous household members identified as current household members above as well as all of the new household members.

Household member name

Prefilled from full household roster.

Q.17: What is [HHM] relationship to the household head?

Be careful with the coding. Remember that the reference point is now the household head and not the respondent. For instance, if the respondent is the mother of the household head, when you ask this for the respondent, she might say: "[HOUSEHOLD HEAD] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the household head as point of reference, the respondent or any other household member.

Q.18: What is [HHM]'s marital status?

Ask the question to all household members 12 years old and above. Remember that single means that the person has never been married.

Q.19: Does [HHM]'s biological mother live in the household? If yes, write her ID.

This question intends to capture the links among other household members different than the YL Child. In CAPI all the female HHMs will be displayed in a drop down menu and you will be able to select one directly from there.

Q.20: Does [HHM]'s biological father live in the household? If yes, write his ID.

This question intends to capture the links among other household members different than the YL Child. In CAPI, all the male HHMs will be displayed in a drop down menu and you will be able to select one directly from there.

Q.21: Is the household roster complete?

Once you finish updating the household roster, check with the respondent that ALL current household members have been included, and correct if necessary.

Q.22: ID of respondent for this section (identify the respondent for this section using the ID from the household roster).

Once this screen is completed, enter the ID of the respondent for this section. Differently from all other sections in the questionnaire, when we identify the respondent at the very beginning, this question is placed here because the information collected in the roster allows us to have a list and IDs of ALL persons that live in the household. In CAPI this list will be pre-filled automatically in a drop-down menu.

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.

Questions Q.23 to Q.28 are about [YL Child]'s biological father.

Q.23: Is the biological father of [YL Child] alive?

Remember to be sensitive when asking this question.

Q.24: Which year did [YL Child]'s biological father die in?

Remember to be sensitive when asking this question.

Q.25: Where is biological father of [YL Child] living now?

This is asked only if the biological father is alive. Do not prompt the answers.

Q.26: How often does biological father of [YL Child] see [YL Child]?

This is asked only if the biological father is alive. Do not prompt the possible answers. Listen to the respondent and choose a code that best fits the answer.

Q.27: Has biological father of [YL Child] ever lived with [HHM]?

This is asked regardless of whether the biological father is alive or has passed away. It refers to a period of time of at least 30 consecutive days.

Q.28: How long did biological father of [YL Child] live with [HHM]?

This is asked regardless of whether the biological father is alive or has passed away. This question refers to the number of years that YL Child lived biological father. If the child lived with this person for less than a year, enter 0.

Questions Q.29 to Q.35 are about [YL Child]'s biological mother.

Q.29: How many children have been born alive to [YL CHILD'S MOTHER] since [MONTH AND YEAR OF R4 INTERVIEW]?

This question is enabled only for the biological mother of YL Child. If she hasn't had any children after R4 interview, enter '0'.

Q.30: Is the biological mother of [YL Child] alive?

Remember to be sensitive when asking this question.

Q.31: Which year did [YL Child]'s biological mother die in?

Remember to be sensitive when asking this question.

Q.32: Where is biological mother of [YL Child] living now?

This is asked only if the biological mother is <u>alive</u>.

Q.33: How often does biological mother of [YL Child] see [YL Child]?

This is asked only if the biological mother is <u>alive</u>.

Q.34: Has [YL Child] ever lived with biological mother of [YL Child]?

This is asked regardless of whether the biological mother is alive or has passed away.

Q.35: How long did [YL Child] live with biological mother of [YL Child]?

This is asked regardless of whether the biological mother is alive or has passed away.

Index Child and [YL Child] Child Mother's Place of Birth

These questions are only for a pre-filled list of index children and mothers for whom this information was not possible to gather in previous rounds.

Q.36: Was [YL child/mother of YL child] born in this commune?

For faster pace in the administration, we start by asking if the YL Child was born in the place where the interview is taking place. If not, you should ask the details as follows in Q.38-Q.41.

Q.37 – Q.39: Where was [YL Child] / mother of [YL Child] born?

Enter the province, district, and commune.

SECTION 2 – HOUSEHOLD EDUCATION AND TIME ALLOCATION

RESPONDENT(S)

Preferably the primary caregiver since he/she is supposed to be more aware about the Young Lives child's education. However, other family members can help if the respondent does not know some information.

Q.0: ID of respondent for this section

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

SUB-SECTION 2.1 – HOUSEHOLD EDUCATION

PURPOSE

The purpose for this section is to identify the educational level and educational degree of each household member and the YL Child, as well as to gather in-depth information about YL Child educational experience.

DEFINITIONS

Public school: Depends on state funding.

Private school: Depends mainly on non-governmental funds and sources, including parents, NGOs, religious organizations or donors.

Informal school: Education is imparted to children, but it is not recognized by the government.

Mixed public - private school: Includes private and public funding, related to tuition fees only. Do not confuse with schools that receive meals from the government, but are privately owned.

Not-for-profit school: Includes schools that are owned by NGOs, churches, charitable institutions, etc.

Full-time education: Refers to the minimum attendance requirements established by schools (5 – 6 days a week). Teaching hours may not necessarily be a whole day; they could be morning, afternoon or evening shifts, depending on school curricula.

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).

In CAPI, the names of each household member who is in these age ranges will be filled in automatically based on the information recorded in the Household Roster

For 18 years old and over

Q.1: Has [HHM] ever attended or is he/she currently attending school?

Ask the respondent if each household member, in the age range, has ever attended any form of education. This question refers to all levels of schooling, including early learning centres, kindergarten, pre-school, etc.

Q.2: What was the highest grade that [HHM] completed (excluding pre-primary)?

Enter the highest educational degree obtained so far. For those household members whose current educational level is not higher than secondary, we distinguish between specific grades (primary school: 1st through 6th grade; secondary (high) school: 6th through 12th). If the household member has completed secondary education and has continued studying (or is studying), the codes refer to levels of education (e.g. Higher / College, Vocational, etc.).

Remember that we are looking for the highest educational grade the person achieved. This means that, for instance, for someone who is currently in 4th grade, you must enter 3th third as the highest completed (because the 4th grade has not been achieved yet).

Similarly, if someone dropped out during grade 12th, you should record 11th grade as the highest achieved.

Just as clarification: Religious education refers to situation in which a person learns to read and write in a religious institution

Q.3: Is [HHM] currently in full-time education?

Establish whether the individual is in full time education (defined at the beginning of the section). Answers distinguish between attending regularly or irregularly. This means that, for instance, if HHM is enrolled in a course that runs 4 hours every Monday, Tuesday, and Friday, and he/she attends every time, then he/she is in full-time education and attends regularly; therefore you should enter code 01. Contrarily, if he/she does not attend every class, he/she attends irregularly, and you should enter code 02.

For ages 5 to 17 only

Q.4: Has [HHM] ever attended or is he/she currently attending school?

See instructions for Q.1.

Q.5: At what age did [HHM] start formal school?

Ask this question only to <u>new household members</u> who ever attended school. This question seeks to establish the age in completed years of the HHM when he/she started first grade. For example, if HHM was 6 years old when he/she began first grade in October (start of academic year) and then s/he turned 7 in December, you should enter "6" in the space provided.

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 5-17) we would like to know the reason why they are not attending school. If the respondent provides more than one reason, ask for the most important one and code this answer.

Ask questions Q.9 to Q.15 only about [YL Child] and [PANEL SIBLING].

Q.9: 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.10: What type of school did [HHM] last attend?

Enter the type of school, based on the definition provided at the beginning of the section.

The following three questions are asked if [YL Child] and/or [PANEL SIBLING] are <u>currently</u> in full-time education. In CAPI, these questions will be enabled automatically.

Q.11: What type of school is [HHM] currently attending (academic year 2016/2017)?

Enter the type of school, based on the definition provided at the beginning of the section.

Q.12: Why have you chosen this school for [HHM] to attend?

Q.13: How much does the household spend on school fees for [HHM] in the last academic year (2015/2016)?

This is an approximation of the total expenditure on school fees per year. If the respondent finds difficult to estimate, refer to the last academic year (2015/2016). Please note that expenses on uniforms, books, stationary, transport, and extra classes should NOT be included here.

Q.14: How much did the household spend on extra tuition for [HHM] in the last academic year (2015/2016)?

This is an approximation of the total expenditure on extra classes in the last academic year (2015/2016). Tuition fees should NOT be included here.

Q.15: How did [HHM] perform in the last academic year (2015/2016)?

This question aims to gather information on the performance of HHM based on the yearly school evaluation. For this purpose, the codes reflect the scales in which the evaluation is made.

Education Aid

Questions in this section ask about education aid/assistance received for YL Child in <u>the last 12 months.</u>

Q.16: Over the last 12 months, has [YL Child] received support cash or in-kind support from government or educational organisations for his/her schooling?

This question examines possible sources of funding (public or private) that the child might have got for his/her studies in the last 12 months. This support can be in kind (e.g. uniforms, books, stationary, etc.) or in cash (to cover any expense related to schooling) and could come from the government or other educational institutions. Skip to Q.21 if answer No.

Q.17: Has [YL Child] been exempted from tuition by the government?

This question is specific about government's support for YL child tuition. If answer is NO, skip to Q.21.

Q.18: What is the reason for [YL Child] being exempted from tuition?

If YL Child is exempted from tuition fees, ask the respondent to name the main reason for being exempted. Fieldworker, do NOT prompt the possible answers. Listen and then code accordingly. Skip to Q.21 if answer "primary pupil" (answer 7).

Q.19: What is the total amount of tuition exempted for [YL Child] each month?

Ask the respondent to estimate the total amount of the exemption that was granted per month. As all questions related to currency, the answer should be entered in thousands of Vietnamese Dong (VND).

Q.20: What percentage of [YL Child]'s education cost does this exemption cover?

Asks for the percentage of the total education cost that the exemption covers. Fieldworker, select the code that matches the answer using the drop-down menu.

Contributions to school

This section asks about detailed contributions made to the school in the last 12 months for all children in the household attending school. These contributions do not include compulsory school fees. The specific contributions we ask about are:

01	School construction fee
02	Accident insurance
03	School security
04	Class's fund
05	Pupils' parents' fund
06	Health Insurance
07	Other contribution, specify
08	**Total contribution**

Please note that Item 08=Total contribution, is asked only when the respondent cannot provide information for each contribution in detail but can give an amount for the total contribution as a whole. This also applies to cases where the respondent knows some, but not all contributions. In this case, we want to know the contributions he/she gives to school, and the total amount. This means that in CAPI, this item will be enabled anytime -77=is coded in Q.22 and/or Q.23.

Q.21: Thinking about the school(s) attended by children (aged 5-17) from your household – Do the parents of children at these schools contribute in cash towards the following?

This question refers to contributions in cash that most parents of children who attend same school as children in the household pay. These can be contributions made voluntarily or compulsory. Skip to the next row if answer No.

Q.22: How much did your household contribute over the past 12 months?

This question refers to the total amount of all cash contributions made by the household to the school in each of the 6 domains (school construction fee, accident insurance, school security, class' fund, pupils' parents' find, or other) for all children in the household who are in school. The unit of measurement is thousands of VND.

Q.23: What was the value of the exemption your household was granted for this contribution in the past 12 months?

Ask for the amount of the exemption that the household received for each contribution made. Remember that this question refers to all contribution made for all children in the household who attend school. Therefore, this should be total amount of exemption that household received for all these children. If no exemption was granted, you should enter '0' and skip to next row.

Q.24: What was the reason for this exemption?

Ask why the exemption was granted for all contributions made for all children in the household who attend school. If there is more than one reason for exemption, ask for the reason for the largest exemption.

The following two questions refer to aid received only for YL child education.

Q.25: Over the past 12 months, what is the total amount that has been received from educational aid organizations for [YL Child]'s education?

Ask the respondent to estimate the amount of aid that was received for YL child education in the last 12 months (or last academic year if it is too difficult to estimate). Enter amount on thousands of VND.

Q.26: If you had not received education aid and/or tuition exemptions, would you still send [YL Child] to school?

Ask the respondent to assess what the decision would be regarding YL Child studies if the aids and exemptions were not granted. You can ask whether the household would be able to afford to send the child to school without this support.

Extra schooling

Q.27: Has [YL Child] participated in extra classes (additional to regular schooling, mostly voluntary & charge a fee) on school premises during the school months of the last academic year?

Ask if YL child has attended any extra schooling in the school months of the last academic year. If the answer is NO, skip to Q.32.

Q.28. During an average week, how many hours has [YL Child] attended extra classes?

Ask (approximately) how many hours per week in the last academic year YL Child attended extra classes. Use code -77=NK if the respondent does not know the answer, but help him/her estimating if he/she finds it difficult.

Q.29. During the school months of the last academic year, approximately how much money has the household paid on average per month, for [YL Child]'s extra classes?

Ask the respondent to estimate how much money per month was spent on average in YL Child extra classes in the last academic year. Enter amount in thousands of VND.

Q.30. Have you had any difficulty paying for [YL Child]'s extra classes?

Ask the respondent if the HH ever had any problems paying for YL child extra classes. You can also ask if there was ever a time when respondent thought there was not enough money to pay for YL Child extra schooling (with reference to the last academic year).

Q.31. How would you rate the impacts of extra classes for [YL Child]'s performance in ordinary school classes?

Ask the respondent to assess the impact of attending extra classes on YL Child's performance at school. Read the possible answers.

Q.32: 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 respondent mentions more than one person, ask who the person who helps most of the times, or more often is.

Q.33: In the last week or the last week [YL Child] had classes (if the preceding week consisted of holidays), on average how many hours per day did [HHM] help [YL Child] with homework?

Record the AVERAGE NUMBER OF HOURS PER DAY in which child was assisted with 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.

SUB-SECTION 2.2 – TIME ALLOCATION

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 *typical* day or, in other words, any day during a school 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

Start by showing the respondent the 'time allocation card' (Figure 4) so that he/she takes into account the activities being considered for the exercise. The exercise should not follow the order of the questions in the paper questionnaire (or CAPI), except for 'sleeping' that is ALWAYS asked first. By showing the 'time allocation card' the respondent is free to allocate hours spent in whichever order he/she wants, which will commonly be in terms of importance.

Figure 4: **Time allocation card**

In CAPI all HHM in the age range of 5-17 will appear automatically in the table based on the information provided in the household roster.

Note that CAPI provides the possibility of having a counter that adds together the number of hours reported. It is crucial that fieldworkers use this tool correctly. The counter was added only with the purpose of checking that the total addition is equal to 24 (24 hours) (as was done in previous rounds). Therefore, it cannot be used to record (without asking the respondent) the remaining hours to the last activities being reported.

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). Ask the child to allocate the 24 hours in a typical day 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. 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 hours to the "Sleep" category.

Please wait for the respondent to allocate <u>all</u> of the hours remaining after the hours of sleep have been accounted for before entering the number of hours for each category.

Q.1: Sleeping

Includes time he/she takes a nap. Always ask this activity first and then continue with the rest of the activities in no particular order.

Q.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.

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

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

Q.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.

Q.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 HHM does activities outside home for other people who are not members of your household, then enter here the time in hours that he/she spends on that, including the time it takes him/her to get from home to the workplace and vice versa. If HHM does not work, code as '0'.

Q.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. <u>This includes the time used to get from home to school and from school to home</u>. If the HHM does not attend school, you should code as '0'.

Q.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 CLASS HOURS. If the HHM is attending English classes or another language institute, also consider the time he/she spends studying for them.

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

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

SECTION 3 – LIVELIHOODS AND ASSET FRAMEWORK

RESPONDENT

Household member who knows best about land extension and value, agricultural products, product prices, and market prices of crops; most probably the head of household.

Q.0: ID of respondent for this section
> Identify the respondent for this section using their ID from the household roster.

SUB-SECTION 3.1 – LAND AND CROPS GROWN

PURPOSE

The purpose of this section is to gather information about the access, ownership, and use of agricultural and non-agricultural lands by the household. Specifically, we examine the land size, the uses of the land, and its monetary value. Non-agricultural lands include areas used for housing (for example house, apartment, either owned, leased or borrowed) for a business (for example, if the household rents / has a place to sell / manufacture products) or both (for example, a house whose first floor is a business / an orchard). In the case of agricultural land we also collect information about the types of crops grown.

DEFINITIONS

- **Land with land-use certificate (includes sharecropped-out and leased-out)** - The household has a land-use certificate for the land. If the land is rented out, borrowed out y/o shared out, it will be recorded in this category.
- **Rented-in** - The household rents land that belongs to someone else (not a household member).
- **Borrowed** - The household borrows land that belongs to someone else (not a household member).
- **Sharecropped-in** – The land is being shared with another person (usually the owner of the land) who allows part of the land to be worked under a contract that specifies the percentage of the crop and / or a monetary payment in exchange for 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 types of land** - Includes all other types of land not included in the previous groups.

INSTRUCTIONS

The next table should be administered as follows:
1. Ask question 1 for all land types (as a column).
2. Then continue asking the rest of the questions (row by row) for all the types of land that were marked as YES in Q.1.

Q.1. Household has had any of these types of land in the last 12 months (whether for agricultural or non-agricultural purposes).

Ask this question making sure the respondent understands that it refers to agricultural and non-agricultural (i.e. living accommodation, industry, etc). Ask this question for the list of land-types and then continue asking the rest of the questions only for those which the household has had access to in the last 12 months.

Q.2: Total area of agricultural land (Enter in m2)

Enter the **total sum** of all agricultural land used by the household during the last 12 months in squared meters. For example, if the household has a plot of 2 m^2 and another one of 3 m^2, the total area of agricultural land is 5. If the household uses local units for different land plots, transform them in squared meters and add them together. You can take a conversion chart with the most common area units to make transformations easier.

1 mẫu Bắc bộ = 10 sào	= 3600 m2
1 sào Bắc bộ = 15 thước	= 360 m2.
1 thước (Bắc bộ)é	= 24 m2.
1 miếng (Bắc bộ)	= 36 m2
1 thước (Trung bộ)	= 33,33 m2
1 miếng (Trung bộ)	= 24 m2
1 sào Trung bộ	= 500m2
1 công nhà nước	= 1000 m2
1 công tầm lớn	= 1200 m2 (công tầm cấy)

If the household does not have any agricultural land, enter '0' and skip to Q.5. In CAPI this will disable all questions related to agricultural land.

Q.3: What is the main use of this agricultural land?

Ask the respondent to tell you what he/she uses the specific type of land for and then code accordingly. If the respondent mentions more than one use for the plot, you should ask for the use of most of the land (i.e. main use in terms of extension). Please remember not to prompt the answers.

Q.4: What proportion of the land was irrigated in the last 12 months?

Irrigation should be understood as any artificial application of water to the land or soil, such as by pumps, pipes, etc. If the household has many plots of land, and only one is irrigated, it should be taken into account in the answer. Read the alternatives to the respondent and explain if necessary

Q.5. Total area of non-agricultural land?

It refers to land used for housing (including the possibility of a business within the house) or for business. Enter total land 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 land area. If you have a business in the house (e.g. a

warehouse on the first floor), this should also be included in the total area of the land. If the household has moved from one house to another during the last 12 months, only consider the current house.

If the household does not have any non-agricultural land, enter '0'. This will disable all questions related to non-agricultural land.

Q.6: What are the main uses of this non-agricultural land?

The codes have been designed to allow for more than one use by combining them (e.g. 03=Living accommodation plus Industry (e.g. shop, rented-out accommodation)).

If the household has a business **within** the house, you can use the codes from 02 to 04 depending on the nature of the business (02 for agricultural business, 03 for commerce and industry, 04 for a mix of agricultural and non-agricultural business). For businesses **outside** the household, codes 06 and 07 will be appropriate, depending on the type of business.

Q.7: What is the total extent of leased-out/ sharecropped-out land?

Enter the total extension of all share-cropped out land (defined at the beginning of the section) in the last 12 months in squared meters.

Crop diversification

The purpose of this section is to inform on the crops grown and harvested by the household in the last 12 months. <u>If the household has grown, but not yet harvested crops, do not consider them in the table</u>.

Q.8: In the last 12 months, 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 <u>crops grown AND harvested</u> by the household in the last 12 months. If the household has grown, but not yet harvested a crop, do NOT include it.

Q.9: Important crops grown and harvested in the last 12 months.

Ask the respondent to name the 4 most important crops that were grown and harvested in the agricultural land in the last 12 months. The importance is in terms of household welfare (i.e. money/ revenue/food they produce). If there are less than 4 crops grown and harvested, fill the remaining with 88=NA.

Q.10: Total output in the last 12 months (Enter in kilograms).

Ask the respondent to estimate the total output of crops in kilograms. He/she may use different units, in which case you should convert them in Kg and then introduce the total amount in the relevant space.

Q.11: Value of output sold in the last 12 months.

Enter value in '000 VND.

Q.12: Operational costs incurred in producing this crop in the last 12 months?

Enter value in '000 VND. Operational costs include salaries of workers, expenditure in seeds, fertilizers, pesticides, fuel, irrigation, costs for maintenance of equipment, rent of agricultural land, etc.

Q.13: Net income from leased-out land (for growing agricultural crops) in the last 12 months.

Ask about the total income the household got from leasing-out land. This is, land that was rented to other people to grow crops

SUB-SECTION 3.2 – LIVESTOCK AND PRODUCTIVE ASSETS

PURPOSE

The purpose of this section is to get information about productive assets (animals, tools, utensils, agricultural and non-agricultural machinery) owned or used by household members in the past 12 month, as well as the value of these assets.

DEFINITIONS

Productive asset: any tangible good, utensil, machinery, or tool employed in production processes and activities that generate income. 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.

INSTRUCTIONS

<u>Livestock</u>

Q.1: Has anyone in the household owned any livestock in the last 12 months? (Do not include pets)

Do not include pets. This question identifies whether a member of the household owns or owned any animal in the past 12 months. The fieldworker must keep in mind that only the animals that can generate income are relevant. *Pets should not be included in this section.* If the respondent's answer is Yes, then continue with the table listing the different types of animals.

For every type of animal in the table, establish whether someone in the household owns or owned that specific type in the past 12 months. This includes animals that were sold during the last 12 months. Go through every row. For every type of animal owned by the household, ask the following:

The way of administering the table is as follows:
1. Ask Q.2 for each animal type.
2. Once you have established which ones are/were owned by the household, continue to ask Q.3-Q.4 row by row (only for those animals owned by the household).

Q.2: Has anyone in the household owned any of the following animals at any time in the last 12 months?

Ask this question first for all animal types in the table and tick on the relevant radio button (Yes/No). This includes animals that had been sold and are currently no longer in the household's possession

In CAPI, if 'Other' type of animal is ticket as owned by the household, the next column ('Specify animal') will be enabled. In the space provided you need to type in the name of the animal the household owns.

Q.3: How many of the following animals does the household <u>currently</u> own?

This question refers to all animals which are owned by the household at the time of the interview. If no animals are owned at the time of the interview, enter '0' and skip to the next animal owned by the household. In CAPI this translates as Q.4 being disabled.

Primary occupation of productive assets

Q.4: 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. <u>These do not necessarily have to be owned by the household; they can also be borrowed or rented.</u> If the respondent does not understand what is meant by the term "productive asset", please clarify that these are implements/ tools/ utensils that allow/help the household to generate income.
>
> Some of the productive assets mentioned here may also be reported in the Socioeconomic Status section. For example, if the household uses a car as a taxi, the car will be reported here. However, if the car is owned by the household, the car will be reported again in the Socioeconomic Status section. This is correct. In these cases, the fieldworker is advised to leave a comment.
>
> If the household responds 'yes', then the Productive Assets table is enabled.

Q.5 Can you tell me up to three of the most VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed your household to work/generate income?

> For this question the fieldworker will have to add rows to report the three most important productive assets by clicking in the ADD ROW button. Remember to enter UP TO THREE. This means that the table should have a maximum of three rows.
>
> The fieldworker should be aware that the codebox table of productive assets includes both agricultural and non-agricultural assets. If the assets mentioned by the respondent belong to the same code, these should not be entered as separate assets. Instead, the total number column should inform on the total number of individual asserts in each category. Please read the codes out loud if the respondent does not understand the question.

> Note that productive assets do not include land or livestock. These have already been captured in previous sections.

> Note that all of the assets in this section should be currently working assets

Q.6: For what activity is this asset used?

Enter economic industry according to the categories shown in Codebox 13. This question applies to any asset, whether owned or not. Some examples of the activities are:

> 11= Farming/ agriculture → tractor
> 12=Food preparation/ restaurant → stove
> 16=Mechanic services → hydraulic jack
> 18=Plumbing service → pipe wrench
> 19=Pottery → kiln

Q.7: How many of them do you <u>currently</u> own?

> Consider only owned assets. If all the productive assets of the same type are rented or borrowed, enter '0' and skip to next sub-section.

Q.8: If you sold it/them <u>today</u>, how much could you get?

> Ask the respondent to estimate the amount of money he/she would get if he/she would sell ALL OWNED assets. If there are different assets captured under the same group, ask for the value of each asset within the group, aggregate them, and enter this amount in the relevant space.

SUB-SECTION 3.3 – TRANSFERS, DEBT, AND REMITTANCES

PURPOSE

The purpose of this section is to get information about money, goods, and/or products received and sent out in the last 12 months, in the form of either transfers or remittances. Additionally, we collect information about support and assistance got from NGOs and GOs since 2010. And, finally, we are interested in collecting information about loans the household may have acquired in the last 12 months, and the source of such loans.

DEFINITIONS

> **Debt:** Debt is a loan / borrowing from someone (i.e. informal lender) or organizations (such as banks, financial institutions, non-governmental organizations), or other lending institution to another person.

INSTRUCTIONS

Source of money/goods: In this table we collect information of all transfers <u>received</u> by the household in the last twelve months, from people who are not household members or from other institutions. Such transfers can be in cash or in kind.

Q.1: Received from this source in the last 12 months?

> For each source of transfer listed, ask if the household has received something from it. If the answer is 'No', skip to next row.

Q.2: What is the total value in cash received in the last 12 months?

> Ask the respondent to estimate the amount of money received from each source. The respondent may give you an estimate for a distinct time frame. In this case you should annualise it and enter this amount in the space provided. The unit is thousands of VND.

Q.3: What is the total value in kind received in the last 12 months?

> If the transfer received was in kind, you should ask the respondent to give an equivalent in thousands of VND. Enter -77=NK if the respondent does not know the amount, however, you should try to be persuasive and have the ability to convince the respondent to give an approximate estimate. Provide help estimating the amounts if necessary.

The next questions ask about support or assistance the household may have received from any programs provided by NGOs or GOs since last round.

Q.4: Has your household received support or assistance through programmes provided by NGOs or GOs since [MONTH AND YEAR OF R4 INTERVIEW]?

The support listed here should not be the same as in the previous section. Please explain clearly what NGO's and GO's are. 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.5: What kind of support was provided?

Remember that if the household receives the same type of assistance from different organisations, the support received from each organisation should be entered separately.

In CAPI, you need to click on the button: Enter Support Information to start collecting the respective information.

Q.6: Who provided the support?

This question differentiates between governmental and non-governmental organizations. The option of NK is also allowed.

Q.7: In which year did the support begin?

Enter the year in which the support began. Enter the year in a four digit form: YYYY

Q.8: When did the support end?

Please enter 0099 if the support is on-going. Note that it may be that the benefits of the programme are still being felt, but the active interaction with the programme has finished (e.g. if a programme provided a household with a toilet). In that case, enter the year in which the active interaction with the programme ended. If the programme offered a "one-off" type of support, the years when the support began and ended should be the same. Enter the year in a four digit form: YYYY

Q.9: 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.

MOLISA

Q.10: Has your household been included on the list of poor households created by Commune Committee on the MOLISA criteria since 2013?

Fieldworker, please determine whether household was included in MOLISA year by year, since 2013 and enter this information by ticking the appropriate radio buttons (yes/no)

Loans, remittances, and debt

Q.11: Has your household borrowed loans in the last 12 months?

Ask the respondent if him/her or someone in the household has acquired any loan either from formal (e.g. banks) or informal (e.g. friends) institutions in the last 12 months. Please note that the question refers only to loans that were acquired and not to those that were applied/asked for, and denied – situation which will be captured in the next question. Skip to question Q.13 if answer Yes.

Q.12: Why has your household NOT borrowed in the last 12 months?

This question informs on the reason why the respondent or any other member of his/her household did not ask for 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.

The following questions are asked to those households that have borrowed in the last 12 months.

Q.13: What is the loan source?

Ask the respondent who granted the loan for each loan that was acquired in the last 12 months.

Q.14: FIELDWORKER: Review answers in Q.13 and enter code:

01=Formal loan (if answers in Q.13= 01 to 06)
02=Informal loan (if answers in Q.13 = 07 to 10)

This question is for you only. Here you are asked to revise the answers in the previous questions and enter a code signalling whether the source of loan is formal or informal.

Q.15: Is it difficult for your household to repay these loans?

Ask the respondent if the household has had any difficulties in re-paying the loans in the last 12 months (e.g. not having enough money to make the loan payment).

Q.16. What are the main reasons you have borrowed an informal loan? *[For informal loans only]*

This question is asked only if household has at least 1 loan from an informal source. This is determined based on your observation in Q.14. You can enter UP to three reasons in order of importance (i.e. starting with the most important one).

Q.17. For your formal loan(s) do you have a concessionary interest rate? *[For formal loans only]*

This question is asked only if household has at least 1 loan from a formal source. This is determined based on your observation in Q.14.

Ask the respondent whether household was granted a concessionary interest rate for any of the formal loans acquired in the last 12 months.

Q.18: Did you have to put a collateral for the loan? *[For formal loans only]*

Ask respondent whether he/she had to put any collateral for any of the formal loans. Collateral refers to any property/assets that you promised to give in case you could not pay for the loan.

Q.19: Has it been easy for your household to be approved for the loan(s)? *[For formal loans only]*

Ask respondent his/her perception on how easy was for them to get formal loans. Is the answer is Yes, you should skip the next question.

Q.20: Why was it difficult for your household to be approved for the formal loan(s)? You can provide up to two reasons, but please provide the most important first. *[For formal loans only]*

Ask respondent to give UP to two reasons, in terms of importance, of why being approved for formal loans was difficult. Do not prompt the answers. If only one reason is given, code the second space as 88=NA. Similarly, if the respondent does not know the answer, you should enter 77=NK and then 88=NA in the second space.

Q.21: During the last 12 months, have you or any other member(s) of the household 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.

If the answer to this question is NO, you should skip the next question.

Q.22. What is the total value (cash and in kind) sent out in the last 12 months?

Ask this question only if respondent or any other household member has sent money or goods to support individuals outside the household.

Ask respondent to estimate the total amount sent out and enter the amount in thousands of VND. You may need to help him/her aggregating different amounts, or estimating values of remittances sent in kind. Please note that all in-kind remittances should take as reference prices at the time of reception.

Q.23: Would your household be able to raise 1,200,000 VND in one week if you needed it?

Ask whether it would be possible to gather 1,200,000 in a week (7 days) if the household is in need. If the answer is NOT AT ALL, meaning that it would be impossible to raise the 1,200,000 VND in one week, skip to next section (Food and non-food consumption).

Q.24: How would you or other members of the household try to raise 1,200,000 VND in one week if you needed it?

If household could raise 1,200,000 VND in one week, ask the respondent how the household would go about it. Please record the most important strategy only.

SECTION 4 – FOOD AND NON-FOOD CONSUMPTION

RESPONDENT

The ideal respondent is the person who is in charge of the household purchases or the one who decides which food is to be consumed in the household or the one responsible for the payments and expenses of the household. Generally, this person is the household head or the caregiver of the *Young Lives child*. In the case that the ideal person to answer this section is NOT present the day of the interview and it is not possible to conduct the interview when this person is at home, the fieldworker should try his/her best to get precise information about the household consumption and expenditure from the second-best respondent (having as reference market values) in the last 15 days.

Q.0: Respondent for this section

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

SUB-SECTION 4.1 – FOOD CONSUMPTION AND EXPENDITURE

PURPOSE

Estimate food consumption and expenditure in the household in order to contribute to the calculation of the estimated expenditure of the family. In addition, this section helps identify the food consumption pattern of the households.

INSTRUCTIONS

All questions in this section refer to all food items **consumed in the past 15 days**, whether bought, or consumed from stock, own harvest, or gifts or transfers. If there was a major or unusual event in the past 15 days, such as festivities, weddings, or 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

> REMEMBER: When the fieldworker adds up the prices of several products of a type (for example, option "04 barley, wheat, teff, sorghum, maize, etc.), rounding is done <u>at the end</u> of the operation.

Q.1: Household has consumed this item in the past 15 days?

Ask this question for all food items first, before continuing with the rest of the questions. Mark the radio buttons Yes/ No accordingly. The answer should be yes for all items consumed at some point in the last 15 days.

In CAPI, if you select YES, the button 'Enter information about the Item' will get enabled.

Once you have selected all the food items that were consumed in the household in the past 15 days. Ask the following questions row by row (i.e. for each consumed food item).

Q.2: What is the total value in '000 VND of this item bought and consumed in the past 15 days?

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 only.

For instance, if the household bought a total of 15 kilograms of rice in the past 15 days at 300,000 VND, but has only consumed 10 kilograms, you should estimate the value of the 10 kilograms consumed as 20,000 VND/kg*10kg=200,000 VND.

Q.3: 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:
- Own household harvest, meaning that was produced by the household
- Own stock, meaning that the household bought the item before the last 15 days, 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.4: 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.2.

Q.5: 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.6: How many people DO NOT consume at least one meal per day in the household?

This question is in line with the household definition. It aims to identify which household members do not consume food regularly in the household. Household members who should be included in the response are those that, on a regular basis, do not consume meals in the household, either because of a lack of food, or because they eat meals outside the household.

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).

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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 (in '000 VND) 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 <u>in the last 30 days (last month)</u>. Report the amounts in thousands of VND. Fieldworker should go about asking item by item in this section. If the household did not made 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 120,000 VND.
>   120,000VND/3 months=40,000VND/month.

Q.2: How much did you spend on each of these items in the last 12 months?

This question refers to expenses in goods and services in the last 12 months. Record the amount in thousands of VND. Help the respondent estimating the amount if it is 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.
- The use of wireless telephone must be captured in the category of landline telephone.
- 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.).
- Events such as weddings and funerals that involve large amounts of money being either received or spent should be included in items 15-16 (one off family events). However, events

that do not represent large amounts of spending, and are more frequent, such as neighbourhood events, should be included in item 14 (festivals/ celebrations).

Q.3: How much was spent in the last 12 months?

Ask the respondent how much the household spent in the last 12 months in each of the categories listed in the table. Enter the amount in thousands of VND. If the household has not spent any money, enter '0'. In CAPI this should disabled the next question, whenever is relevant.

Q.4: How much of this was spent on items for the YL Child?

Determine what proportion of this expenditure 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,3).

Remember the following practical rules:
- Clothing items not mentioned in the list (such as hats or caps) should go under "Any other expenditure (line 27)". In the case of garments self- manufactured, consider the expense in the raw materials used. If no expenditure was done (raw material from own animal stock), enter 0 and add a comment.
- In the categories related to education, extraordinary expenses such as school promotional trips should be recorded in the category relative to donations to school.
- In the categories related to medical expenses, all those related to surgery or a serious illness should be recorded under category 17. If expenditure was considerable (very large amount), ADD A COMMENT.
- The category 'holidays' include transport costs relative to the holiday. This is, for instance, flights, bus, etc. taken to get to the holiday destination.

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.

RESPONDENT

Primary caregiver of the index child, or any other household member who knows best about the household's support networks.

DEFINITIONS

Active group member: This is someone who participates in activities, attends meetings, etc. of a particular group or organization.

Leadership/power position: A position in which the person who holds it has a degree of influence and leadership within the group.

INSTRUCTIONS

Q.0: Respondent for this section

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

SUB-SECTION 5.1 – SUPPORT NETWORKS

Q.1: Suppose your household is 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.

The following questions are about the connectedness with close family

Q.2: How many relatives live in this community (excluding those in 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.

Q.3: How many of these relatives are influential in the community? (e.g. holds a leadership or powerful position in a community group/organisation)

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 relatives that are influential in the community cannot be larger than the actual number of 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.

SECTION 6 – ECONOMIC CHANGES AND RECENT LIFE HISTORY

PURPOSE

Combined the information collected in this section informs on the economic changes and unanticipated adverse economic events that have affected the household of the *Index Child* in the last 3 years, since 2013.

This section also records the history of economic events affecting the family since 2013 (shocks). We think of these events as "shocks" since most of them are by their nature unexpected (i.e. not necessarily caused or sought by the decision of the family). An election is not an unexpected event. On the other hand, fire, theft, natural disaster, being fired, illness, a business that generated economic losses are typically unexpected events.

RESPONDENT

The respondent must be the person who knows most about the events or economic circumstances that occurred in the home in the last four years. Commonly it will be the caregiver or the head of the household.

Q.0: Respondent for this section
Identify the respondent for this section using their ID from the household roster.

SUB-SECTION 6.1. ECONOMIC CHANGES

INSTRUCTIONS

Q.1. How would you describe the economic situation of your household?
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 located in any of the alternatives. In this question, the code 03 = "comfortable – manage to get by" means average.

02. 3 years ago (around the time of previous visit in [MONTH AND YEAR OF R4 INTERVIEW])

    The respondent is asked about the household 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 located in any of the alternatives. In this question, the code 03 = "comfortable – manage to get by" means average.

These questions are of perception. If the answer is very different from what you can see, just add a comment but do not try to change the respondents' answer or record your own.

If the answers to 01 and 02 are different, meaning that situation has changed, ask Q.2. In CAPI the enablement of Q.2 will be automatic. If the situation has not changed (answers to 01 and 02 are the same) skip to Q.3. Again, in CAPI, this will be done automatically for you.

Q.2: Please give two important reasons why your household situation change compared to the earlier period.

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 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.

SUB-SECTION 6.2 – SHOCKS

This sub-section is intended to pick the events that have had a negative effect for the household. It is important to understand that this section DOES NOT aim to capture the occurrence of an event, but whether they had a negative impact. For instance: hard rains in the last three months. You should only report it if the hard rains have had a negative effect for the household and not whether it has occurred or not.

The fieldworker should not impose their views and decide whether an event is counted as a shock or not

DEFINITION

Event (shock): there is a predefined list of about 29 events that may have affected negatively the household economy, including natural disasters, changes in the economy, changes in regulation, theft, fire, etc. Note that it is not enough that the event has occurred; instead the household must determine whether the event affected the household's economic situation adversely. This means that, for example, when asking about droughts, is possible that if they occurred, all households within a community would report it. However, not all household may have been affected negatively by it, and thus it should not be recorded as a shock for them.

Some clarifications:

<u>Number of occurrences of the event</u>: 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*

<u>Reporting the year of occurrence</u>: as a rule, the same event is reported <u>only once</u> 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*

<u>Correlated Events</u>: It is possible for the household to report events that are correlated. This means, for example, that the respondent could report that the household was affected by frost and also that it lost all the crops and the cattle. It is possible that the last two events are the result of the first event. If so, it is correct to record the three events. However, the fieldworker should add a comment stating that the events are correlated.

> *It might be that among the reported events, some events are consequences of others. For example, loss of livestock and crop could be the result of a frost. In these cases it is correct to record all 3 events. Add a comment mentioning which event caused the others.*

> **Please complete the table by asking for all the shocks first (by column – in Q.1) and continue row by row (collecting information for each shock).**

Q.1: Has [SHOCK NAME] happened since [MONTH AND YEAR OF R4 INTERVIEW]?

This question determines each of the event occurred *and had negative economic consequences for the household*. This question is asked for each event first. Once all of the events have been asked about, you can move onto asking when the specific events that affected the households occurred.

Q.2: Indicate if each event happened in any of these years:

For this question you have a column for each year since 2013. You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2013 (all were previously identified in Q.1.).

Table: Three events that affected most negatively the economic situation of the household

Q.3: Indicate the 3 most important negative events that affected the economic situation of the household. Enter events by order of importance.

For all the events that affected negatively the household economic situation (i.e. shocks) since 2013, select the ones that affected the household the most. 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 them 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.

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 a regular 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 responded how much of the income generated the household the economic loss associated with the events represents. Do not prompt the answers. Listen to the respondent and code accordingly.

SECTION 7 – SOCIO-ECONOMIC STATUS

PURPOSE

This section is about the household's socio-economic environment. This includes questions about the conditions of where people live, household possessions, and access to basic services.

RESPONDENT

This section may be answered by the principal caregiver of the index YL Child, the head of household or by any household member who knows about housing conditions (infrastructure) and ownership of consumer durables.

INSTRUCTIONS

Q.0: ID of respondent for this section

Identify the respondent for this section using the ID 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. 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, corridors, garage, or rooms that are not divided by a wall.

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 electric connections that are in work. It includes electric generators, wind and solar generators, but not those geared by a car battery. Before asking this question you should try to observe if the household has light bulbs, fans, or any device that needs electricity or that 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

Q.10: What kind of main 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.

<u>NOTE</u>: 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: What is the main type of fuel you use for cooking?
This question is about home fuel usually used for cooking. If they use multiple sources, ask for the most frequent.
Q.12: Is heating used in your house?
Ask the respondent if heating is used in the household, for instance, in winter. If NO, skip to Q.14.
Q.13: What is the main type of fuel you usually use for heating?
If heating is used in the house, ask what the most common material / fuel to heat the house is.
Q.14: Have you invested in the improvement of your dwelling since [MONTH AND YEAR OF R4 INTERVIEW]?
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.16.
Q.15: If yes, 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 more spending. Conversely, if less than three investments are mentioned, input the ones mentioned and fill the other spaces with 88 = NA.

Household Items

Q.16: Does anyone in the household own this item?
Establish whether someone in the household owns any of the 23 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 (because they are borrowed to someone else). Also, keep in mind that the item should be in working condition.

Mark "Yes = 01" for all those items owned by the household. If you 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. 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 <u>irrespective</u> of whether it had already been reported in Section 3.

If the household owns other consumer durables apart from those that are listed, pick the most valuable ones and include them in 'other' items.

Q.17: How many 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 1 items (set of 1 table + 6 chairs).

Q.18: What are the five most valuable (important) items owned by the household? Insert IDs of items (01-16)

Please indicate the 5 items, amongst those mentioned in the previous table, that have most <u>economic</u> value or would be worth most if sold. Make sure the respondent understands that the term' valuable' refer solely to economic value and not sentimental value. Enter item IDs in order of importance. In the case of table/chair consider the total value of all tables and chairs together.

NOTE: If the respondent mentions that they own less than 5 items, then the interviewer should consider these as the most valuable in economic terms.

Q.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. In the case of table/chair consider the total value of all tables and chairs together.

SECTION 8 – HEALTH

PURPOSE

This section informs on the general health of the *Index Child* and the health of the other household members. It also collects information about the household's access to safe and nutritious food necessary to have a healthy and active life over the past 12 months.

RESPONDENT

Determined by the previous interview, but most likely the principal caregiver.

DEFINITIONS

Accident: an unpleasant event 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).

Q.0: ID of respondent for this section
Identify the respondent for this section using the ID from the household roster.

SUB-SECTION 8.1 – INDEX CHILD'S HEALTH

INSTRUCTIONS

Health Facilities

Q.1: Where do you usually go/would go with [YL Child] if he/she is ill?
This question refers to modern health facilities (i.e. excludes traditional health facilities, such as acupuncture). We are interested in knowing the first contact point facilities where YL child is taken when he/she is ill. Do not include visits to a pharmacy for self-medication or any other visits in which examinations were done by someone different from a doctor or related medical staff. Do not prompt the answers.

Q.2: Since [MONTH AND YEAR OF R4 INTERVIEW], have you visited a modern health-provider with [YL Child]?
This question refers to modern health facilities (i.e. excludes traditional facilities) which YL child was taken to for consultation, care, treatment, etc. since the last visit in 2013/2014. These visits exclude all those that are not related to YL child health.

Q.3: During your last visit to this modern healthcare facility how satisfied were you overall with the services provided?

Ask the respondent how satisfied he/she was during his/her last visit to the health facility that he/she most attends taking YL Child.

Q.4: Do you ever use a traditional health provider? (e.g. herbalist, healer)

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.5: Was there ever a time when [YL Child] was ill or injured and you would have liked to take him/her to a healthcare facility but you did not?

Ask the respondent whether he/she faced a situation of not being able to take YL child to a health facility when YL child was injured or ill since our last visit in 2013-2014. Note that this is a very 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. Skip to question 7 if answer NO.

Q.6: What was the most important reason for not taking [YL Child] to a healthcare facility?

This question wants to determine the specific socio-economic barriers for the use of health care. Do not prompt the answers.

Remember that:
- **Direct costs** are those associated directly with the treatment
- **Indirect costs** are those not associated directly with the treatment. For instance: travel expenses, or loss of salary (not getting paid for the time that takes taking YL child to a health facility)

Disabilities

Q.7: Does [YL Child] have a permanent disability that affects his/her capacity to study or work, or 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.8: How does this disability affect [YL Child]'s ability to study, work, and take care of him/herself?

This question aims to find out the extent to which the disability affects the development of the YL Child in daily activities or work (if he/she works).

SUB-SECTION 8.2 – HOUSEHOLD MEMBER HEALTH

INSTRUCTIONS

This section is administered for biological parents, main caregiver (if different from biological parents), and panel sibling.

If any of these household members is no longer living in the household, either temporarily or permanently, as recoded in the household roster, fieldworkers should not ask these questions for them. This also applies to the panel sibling. This means that fieldworkers will collect this information at the very least for the caregiver (always included, even if they are not currently living in the household) and for a maximum of four household members (i.e. caregiver, biological mother, biological father, and panel sibling).

Q.1: Does [HHM] have a permanent disability that affects his/her capacity to study, work, or 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. If the answer is "No = 00" skip to Q.3.

Q.2: How does this disability affect [HHM]'s ability to study, work, or take care of him/herself?

> This question informs on the extent to which the disability affects HHM in the performance of his/her daily activities, such as study, work or take care of him/herself. You should read the possible answers to the respondent.

00=Able to work same as others of this age
01=Capable of most types of full-time work but some difficulty with physical work
02=Able to work full-time but only work requiring no physical activity
03=Can only do light work on a part-time basis
04=Cannot work but able to care for themselves (e.g. dress themselves, etc.)
05=Cannot work and needs help with daily activities such as dressing, washing, etc.
06=Other
77= NK

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 problem do you think [HHM] has?

> This question seeks to identify whether the household member suffers from a chronic health problem. The codes are the same as those that apply to the YL Child in the previous subsection, which includes ALL health problems.

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 has [HHM] sought treatment or consulted a medical professional for this health problem in the last 12 months?

Ask this question with reference to the long-term health problem 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. If you have doubts about the different health facilities, refer to **Q.23** in the previous sub-section.

Do not ask the next four questions to [PANEL SIBLING] if he/she is younger than 12 years old.

Q.8: Does [HHM] smoke cigarettes?

This question seeks to determine whether the household member <u>smokes</u> cigarettes. Other forms of tobacco should not be included here.

Q.9: Does [HHM] use other form of tobacco such as chewing or snuffing tobacco?

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: How often does [HHM] smoke cigarettes or use other forms of tobacco?

This question aims to determine the frequency in which each [HHM] smokes or uses any other form of tobacco. Please make sure you code the frequencies correctly.

Q.11: Does [HHM] consume alcohol at least once per week?

This question refers to any alcoholic drink that is consumed at least once per week.

Q.12: How often does [HHM] usually drink alcohol?

This question aims to determine the frequency in which each [HHM] drinks an alcoholic drink. Please make sure you code the frequencies correctly. The HHM may nor consume alcohol once per week on a regular basis, but may still consume alcohol irregularly. To clarify, options 04 = Only on special occasions AND option 05 = hardly ever should be selected when the HHM consumes alcohol less frequently than once a month e.g. HHM consumes alcohol only when there are infrequently occurring large celebrations .e.g. family weddings.

SUB-SECTION 8.3 – FOOD SECURITY

INSTRUCTIONS

All questions refer to the last 12 months and include ALL household members.

Q.1: Which of the following statements best describes the food situation at your home in the last 12 months?

You should read out the alternatives and ask the respondent to select the one that describe the best the food situation in the household.

In CAPI you will have to click on the drop down menu to read the alternatives:

01=We always eat enough of what we want

| 02=We eat enough but not always what we would like |
| 03=We sometimes do not eat enough |
| 04=We frequently do not eat enough |

The next set of questions refers more specifically to what the family eats and some problems they may have.

Q.2: In the past 12 months, did you ever worry that your household would run out of food before you get money to buy or could acquire more?

> This question aims to find out if the respondent was ever concerned about lacking of food in the last 12 months. If NO, skip to Q.4. Note that this is a subjective question. It could be that the respondent worried about lack of food, even if the situation never occurred.

Q.3: How often has this happened?

> If the answer to previous question (Q.2) is yes, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.4: Were you or any household member not able to eat the kinds of foods you want because of lack of money? (For example, no meat, no fish, no fruit, no deserts)

> We want to know if the household could not afford to buy any kind of food that they wanted (i.e. not quotidian food). If NO, skip to Q.6.

Q.5: How often did this happen?

> If the answer to previous question (Q.4) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.6: Did you or any household member have to eat a limited variety of foods due to a lack of money? (For example, only rice and beans no vegetables or meat, only potatoes)

> Ask the respondent if there was ever a time when the household had to limit the variety of foods bought for the household because there was not enough money. Make sure that the respondent understands that this question refers to the variety of foods that they can buy rather than having to buy un-wanted foods. If NO, skip to Q.8.

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. If NO, skip to Q.10.

> Example: eating other people's left-overs.

Q.9: How often did this happen?

If the answer to previous question (Q.8) 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 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. If NO, skip to Q.12.

Q.11: How often did this happen?

> 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. If NO, skip to Q.14.

Q.13: How often did this happen?

> 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. If NO, skip to Q.16.

Q.15: How often did this happen?

> If the answer to previous question (Q.14) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.16: Did you or any household member go to sleep at night hungry because there was not enough food?

> This question refers to the actual experience of hunger due to lack of economic resources to buy food. If NO, skip to Q.18.

Q.17: How often did this happen?

> If the answer to previous question (Q.16) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.18: Did you or any household member go a whole day and night without eating anything because there was not enough food?

Ask the respondent if there was ever a time when he/she or any other household member went for 24hrs or more without eating anything because there was not enough money to buy food. If NO, skip to Q.20.

Q.19: How often did this happen?

If the answer to previous question (Q.18) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Fieldworker: review Q.16 and Q.18 and if answers to any of these is YES, ask the following question, otherwise skip to next section. In CAPI this skip will be done automatically.

Q.20: Were the children in the household also affected?

This question asks whether, in situations when a household member went to sleep at night hungry because there was not enough food AND/OR when a household member went a whole day and night without eating anything because there was not enough food, children of the household were affected too.

SECTION 9 – CAREGIVER'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 <u>must be</u> the person identified as the primary caregiver in the household roster. In cases where the caregiver does not live in the household, s/he must be found and interviewed for this section.

INSTRUCTIONS

Q.0: Respondent for this section: enter household member from the household roster.
   Remember the respondent must be the primary caregiver.

The following questions reflect the attitude of the caregiver towards the future education and employment of the YL Child. Ensure that the caregiver has heard and understood the sentence. Do not force a reply. Please emphasise that there are no right and wrong answers for these questions and that we just want to know what the caregiver thinks.

Q.1: When <u>YL Child</u> is 25 years, 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 <u>should NOT suggest</u> an answer. Please listen and code the answer of the respondent. This response should reflect what the caregiver is <u>currently</u> thinking about what the YL Child is likely to achieve when s/he is 25 years old – given possible constraints and current socio-economic situation.

Q.2: Ideally what level of formal education would you like [YL Child] to complete?
   Ask the primary caregiver about what level of education s/he would IDEALLY like the YL Child to complete if there were no constrains. The answer should reflect the wish of the caregiver in terms of the education of the child, and should not be restricted by what the respondents believes is going to happen. Do not read the options; listen to the answer of the respondent and code. If s/he says "None = 00" or that s/he does not know "NK = -77" skip to Q.4.

   If the level of education aspired by the caregiver coincides with the highest level of education achieved by the YL Child at the time of the interview, the fieldworker should report the latter (highest grade achieved by the YL Child). This is the case when, for instance, the caregiver says that she is satisfied with

the level of education reached by the child and the child has achieved Grade 9. In this case you should enter Grade 9.

Q.3: Do you think [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.4: What job would you most like [YL Child] to do in the future?**

This question asks specifically about the job that the caregiver **wishes** YL child to have in the future. Differently from Q.1, this question asks about the IDEAL job for YL child in the future. Do not prompt the answers, listen to the respondent and code accordingly.

Now, display the card of the ladder with 9 steps (It is very important that you allow the caregiver to point to the step on the ladder rather than just saying a step. PLEASE DO NOT RECORD THE STEP UNTIL THE CAREGIVER HAS POINTED TO THE STEP ON THE PROMPT CARD.

5). Explain that the ninth step, at the very top, represents the best possible life for you and the bottom represents the worst possible life for you. Make sure the caregiver understands the ladder refers to all aspects of his/her life (economic, health, social, personal, etc.) and that it is a subjective measure of he/she respondents feels about his/her life in general. It should not be confused with a measure of economic wellbeing only. Be very clear about what the aim of the ladder is. Enter the step number indicated in the space provided.

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

Figure 5**: Ladder**
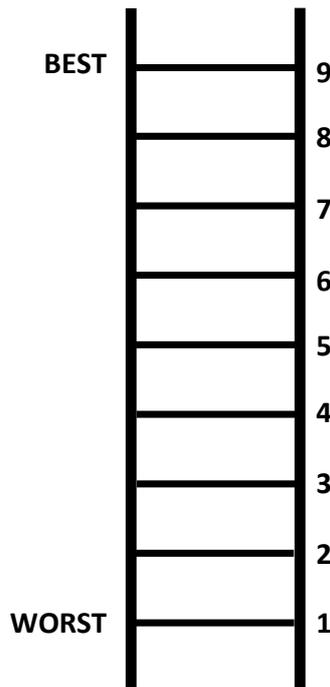
Q.5: Where on the ladder do you feel you personally stand at the present time?

Ask the caregiver where on the ladder s/he thinks currently is. Remember to ask the respondent to point to the relevant step on the Ladder Card. Only enter the step once the respondent has pointed to it.

Q.6: Where do you think you will be on the ladder in four years from now?

Ask the caregiver where on the ladder s/he thinks s/he will be in four years. Remember to ask the respondent to point to the relevant step on the Prompt Card. Only enter the step once the respondent has pointed to it.

Q.7: To which extent do you expect the following kinds of help from [YL Child] when s/he is grown-up?

This question seeks to find out what kind of help is expected from the index YL Child. There are seven expectations and for each we would like to know the degree to which they reflect the caregiver's expectations. For each expectation, please show the Expectations Card (see Figure 6) 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 6: **Expectations**

Not at all	A little	Somewhat	Quite a lot	A lot

01 that s/he continues living close to you.

This may be in the same house or in a nearby house.

02 that s/he provides financial assistance to his/her younger brothers and sisters.

Notice that this refers exclusively to financial, economic or material assistance. If the YL Child has no younger siblings enter "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.

This refers to providing material support (money or property) for the caregiver only.

05 that s/he helps you care for his/her younger siblings.

This refers specifically to taking care of younger siblings. If the YL Child has no younger siblings enter "NA = 88".

06 that s/he cares for you when you are old.

This refers specifically to taking care of specifically the primary caregiver.

07 that s/he provides emotional support to you.

This refers to moral or emotional support rather than to economic/ material support to the caregiver.

Q.8: At what age did [YL Child] / do you expect [YL Child] to:

This question informs on the expectation of the caregiver regarding the age at which the *Index Child* should reach key stages in his/her life as h/she grows up. For each sentence, enter the age in years in which the respondent expects the YL Child meets what is asked. Make sure the respondent understands each sentence well. If s/he does not expect any of the events to occur, place 00. If any of the events has already happened, the fieldworker should enter the age at which the event occurred.

01	Start earning money to support your household?
02	Leave full-time education?
03	Be financially independent of HIS/HER parents?
04	Leave this household?
05	Get married and start living together?
06	Have a child?

Q.9: Caregiver's feelings and attitudes.

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.

Figure 7: Feelings and attitudes (5-scale card)

Strongly disagree	Disagree	More or less	Agree	Strongly agree

Do not force the respondent to choose an answer. However, if you hear "agree", you can ask: "Ma'am, do you agree or strongly agree?"

Each of the scales has a code that you will need to record for each of the answers.

01	If I try hard, I can improve my situation in life
02	I like to make plans for my future
03	I am proud of my clothes
04	I feel proud of the job done by my [INSERT HOUSEHOLD HEAD'S RELATIONSHIP TO CAREGIVER]
05	The job I do makes me feel proud
06	I feel proud of my children
07	I can do little to help [YL Child] do well in school, no matter how hard I try

Ask the next question only if YL Child is in education. Otherwise enter 88 in the remaining spaces and skip to the following section.

Q.10: 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. Please make sure to refer to the last month with regular school; this is a month when there were not holidays, or school closures.

PART IV: YOUNGER COHORT HOUSEHOLD QUESTIONNAIRE LOCATION INFORMATION & ANTHROPOMETRY

SECTION 1: LOCATION INFORMATION

Q.1: Date of interview

Q.2: Fieldworker ID

Q.3: Date of Supervisor Check

Q.4: Supervisor ID

Q.5: Geographic coordinates

> The reference point to read the GPS (East and North points) is located 1 meter in front of the main door of the house.

Q.6: 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 locality.

Q.7: 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.8: Is this locality urban or rural?

> This question is answered by observation and can be filled-in later after discussion with supervisor/ Field Coordinator when s/he has access to the official definition of urban and rural areas.

Q.9: Enter the new Mini-Community ID for this locality.

> If the household is located in a community which is not an original YL community, a relevant mini-community ID will need to be entered here, but there will be no mini-community administered here.

> IT IS THE JOB OF THE SUPERVISOR TO ENTER THE APPROPRIATE MINI-COMMUNITY ID IN THIS FIELD.

Q.10: Region of residence - OBSERVE

> Please make sure you specify correctly the name of the region or state.

SECTION 2 – ANTHROPOMETRY OF PARENTS

PURPOSE

To record the height and weight measurements of the *Index Child's biological* mother and father as accurately as possible, following the procedure detailed below. This information is only collected if the biological mother and/or father are found in the relevant household.

PROCEDURES TO MEASURE WEIGHT

- We will use an electronic scale. Please find an adequate and safe surface. This kind of scale cannot accurately measure if it is on a slope.
- Be sure to record each weight measure in the corresponding spaces of the table. Do not forget to record the final weight.
- Weigh individuals with minimal clothing and no shoes.
- Record all weight calculations on the back of the sheet.
- Weigh the individual and read the weight measurement clearly. Take a second reading, when the scale is stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different do the procedure a third time and record the number that is repeated twice.
- If you cannot get two identical measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- When weighing a child who is living with his/her parents always thank the mother.

PROCEDURES TO MEASURE HEIGHT

- If the person being measured cannot stand, use a wall or a door as support when measuring stature.
- Appropriate clothing: the person being measured should take off his/her shoes and any bulky clothing like a jacket or bulky jumper which may prevent the person being in contact with the measuring board.
- Place the person in such a way that s/he is standing on the measuring board with his/her feet parallel, and with heels, buttocks, shoulders and back touching the surface of the measuring board. The head should be held comfortably with the person looking straight ahead, not with his head tilted up or down. The arms should be hanging next to him/her. If measuring a child, ask the mother to help if needed.
- Gently lower the movable stop of the measuring board and place it on the child's head. Press down if necessary to ensure contact, but only to ensure soft contact.
- Read length within 0.1cm. Ensure that your vision is aligned with the position of the marker, not higher or lower. If the measurement is between two markers of 2 mm, take the lowest value.
- Say the measurement clearly and write it down immediately.
- Raise the head of the board, check the alignment and measure the child again. If the two measures are the same, accept this measure. IF the measures are different, measure again until you get two measures that are the same and write the measure in the space for the final height.
- When weighing a child living with his/her parents always thank the mother.

CONTROLLING QUALITY OF WEIGHT AND HEIGHT

1) Read the measures

    a) If the marker indicates a precise measure (mm. or g.) then take this as the measure.

    b) If it falls between two markers, then take the lower value.

2) Read and record the weight and height

    a) The person who is measuring should read the measurement

    b) The assistant repeats what has been read

    c) The person being measured says "yes" or "good"

    d) The assistant says "yes" or "good" and enters the measurement into CAPI.

    e) The assistant displays the measurement to the person measuring.

Height

3) Common errors in measuring the height/size

    a) Position of the person taking the measure

- The person is too far from the feet of the person being measured.
- The person is not on his/her knees (when measuring a child).
- The person is too far from the measuring board.

    b) The feet of the person being measured

- Is tiptoeing.
- The soles are not perpendicular to the board's wood.
- Only has one foot on the board.

    c) The head of the person being measured

- The neck is too stretched
- The neck is cramped.
- The mother's hand completely covers the ear (fingers are not bent)

    d) The position of the person being measured on the measuring board

- Not in the centre of the board
- Wearing bulky clothing (nappy in the case of a baby), braid or hair accessories so that the head is not in contact with the measuring board.

Weight

4) Common mistakes in weighing

- The person being measured can touch a wall or grab other people around
- The person being measured is wearing a lot of clothes

Mother's anthropometry

Please follow the procedures detailed above. Please emphasise to the mother that you will be using a weighing scale and height board to make sure that the measurements are right, but that the measurement will not hurt.

Q.1: SCALE CHECKED

Make sure that the scale has been tested and is working well. Tick the appropriate space in CAPI if the scale is well calibrated.

Q.2: First weight TO NEAREST 0.1 KG

Take and record the weight from the first measurement. Enter -9999 if the mother is not weighed.

Q.3: Second weight TO NEAREST 0.1 KG

Take and record the weight from the second measurement. Enter -9999 if the mother is not weighed.

Q.4: Agreed weight TO NEAREST 0.1 KG?

Record agreed final weight following the procedure detailed above. Enter -9999 if the mother is not weighed.

Q.5: Why was mother not weighed?

If the mother was not weighed, specify why the measurement did not occur.

Q.6: Are you currently pregnant or gave birth in the last 2 months?

This information will help researchers interpret the anthropometric measures for the mother more accurately.

Q.7 – Q.9: Height

Only measure the height for the biological mother of [YL Child] if height was not measured in previous rounds. Record two height measurements and the agreed measurement. Enter -9999 if the mother is not measured.

Q.10: Why was mother not measured?

If the mother's height was not measured, specify why the measurement did not occur.

Father's height

Please follow the procedures detailed above. Please emphasise to the father that you will be using a height board to make sure that the measurements are right, but that the measurement will not hurt.

NOTE: If the father is not in the household at the time of the interview, the fieldworker SHOULD NOT DO any additional efforts to track and measure the YL Child biological father.

Q.11 – Q.14: Height

Record two height measurements and the agreed measurement. Enter -9999 if the father is not measured.

Q.15: Why was father not measured?

If the father's height was not measured, specify why the measurement did not occur.

ROUND 5

FIELDWORKER MANUAL

YOUNGER COHORT SIBLING QUESTIONNAIRE

August 2016

Table of Contents

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 Panel Sibling of the Younger Cohort Index Child. The purpose of this questionnaire is mainly to gather information on the panel sibling's experiences (e.g. of schooling, work), as well as to get their perspective and feelings in relation to their family and community.

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

The topics covered in this questionnaire include:
- Identification of the panel sibling
- Sibling anthropometry
- Feelings and attitudes of panel sibling

Section 1: Tracking of the Panel Sibling

PURPOSE

The aim of this section is to identify the panel sibling for whom information will be collected in Round 5.

INSTRUCTIONS

If the panel sibling is not available at the time of the household/ child interview, make all reasonable efforts to track him/her and collect his/her information.

This sibling should be the same sibling that was measured in Round 3 and Round 4.

If the panel 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 within 15km of original YL sites. If it is not possible to find the sibling or the sibling now lives too far away from the household, please keep a log of the reasons why siblings have not been found. The data is continually monitored and we may ask for clarifications as to why certain siblings we not found.

Q.1: Has [PANEL SIBLING] been tracked and found?

> If "00=No", exit interview.

Section 2: Birth Information

PURPOSE

The following questions capture birth information about [PANEL SIBLING] ONLY if it was not already collected in Round 4.

INSTRUCTIONS

If the information is missing for [PANEL SIBLING], ask the following questions to the household even if the sibling is not available or cannot be found.

Q.1: Date of birth of [PANEL SIBLING] not collected in Round 4

> It is vital that IRRESPECTIVE of whether the sibling is available for measurement or not, the date of birth is recorded. Please ask the mother/caregiver of the *Index Child* to get this information. Please make sure that they day, month, and year are entered. This is a very important piece of information.

Q.2: How much did [PANEL SIBLING] weigh at birth?

> If possible look at documentation to find this out. If there is no documentation, ask the respondent to give the best possible estimate. Perhaps the respondent has documentation for some of the other children in the household and would be able to say whether the sibling

was bigger or smaller than those kids. Try to help the respondent as much as possible to come up with a good estimate of the sibling weight.

Q.3: Was the birth weight from documentation?

If you record the birth-weight from documentation, please answer "Yes" here. In this way data users will know that the birth-weight recorded is likely to be accurate.

Section 3: Sibling Anthropometry

PURPOSE

To record the height and weight measurements of the sibling of the *Index Child* as accurately as possible. The sibling measurements must be for the same sibling as the one measured in Round 4 (name pre-populated in CAPI). We are not interested in collecting measurements for any other sibling.

PROCEDURES TO MEASURE WEIGHT

- We will use an electronic scale. Please find an adequate and safe surface. This kind of scale cannot accurately measure if it is on a slope.
- Be sure to record each weight measure in the corresponding spaces of the table. Do not forget to record the final weight.
- Weigh individuals with minimal clothing and no shoes.
- Record all weight calculations on the back of the sheet.
- Weigh the individual and read the weight measurement clearly. Take a second reading, when the scale is stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different do the procedure a third time and record the number that is repeated twice.
- If you cannot get two identical measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- When weighing a child who is living with his/her parents always thank the mother.

PROCEDURES TO MEASURE HEIGHT

- If the person being measured cannot stand, use a wall or a door as support when measuring stature.
- Appropriate clothing: the person being measured should take off his/her shoes and any bulky clothing like a jacket or bulky jumper which may prevent the person being in contact with the measuring board.
- Place the person in such a way that s/he is standing on the measuring board with his/her feet parallel, and with heels, buttocks, shoulders and back touching the surface of the measuring board. The head should be held comfortably with the person looking straight ahead, not with his head tilted up or down. The arms should be hanging next to him/her. If measuring a child, ask the mother to help if needed.
- Gently lower the movable stop of the measuring board and place it on the child's head. Press down if necessary to ensure contact, but only to ensure soft contact.

- Read length within 0.1cm. Ensure that your vision is aligned with the position of the marker, not higher or lower. If the measurement is between two markers of 2 mm, take the lowest value.
- Say the measurement clearly and write it down immediately.
- Raise the head of the board, check the alignment and measure the child again. If the two measures are the same, accept this measure. If the measures are different, measure again until you get two measures that are the same and write the measure in the space for the final height.
- When weighing a child living with his/her parents always thank the mother.

CONTROLLING QUALITY OF WEIGHT AND HEIGHT

1) Read the measures
   a) If the marker indicates a precise measure (mm. or g.) then take this as the measure.
   b) If it falls between two markers, then take the lower value.
2) Read and record the weight and height
   a) The person who is measuring should read the measurement
   b) The assistant repeats what has been read
   c) The person being measured says "yes" or "good"
   d) The assistant says "yes" or "good" and enters the measurement into CAPI.
   e) The assistant displays the measurement to the person measuring.

Height

3) Common errors in measuring the height/size
   a) Position of the person taking the measure
- The person is too far from the feet of the person being measured.
- The person is not on his/her knees (when measuring a child).
- The person is too far from the measuring board.

   b) The feet of the person being measured
- Is tiptoeing.
- The soles are not perpendicular to the board's wood.
- Only has one foot on the board.

   c) The head of the person being measured
- The neck is too stretched
- The neck is cramped.
- The mother's hand completely covers the ear (fingers are not bent)

   d) The position of the person being measured on the measuring board
- Not in the centre of the board
- Wearing bulky clothing (nappy in the case of a baby), braid or hair accessories so that the head is not in contact with the measuring board.

Weight

4) Common mistakes in weighing
- The person being measured can touch a wall or grab other people around
- The person being measured is wearing a lot of clothes

INSTRUCTIONS

Q.1: SCALE CHECKED

Make sure that the scale has been tested and is working well. Tick the appropriate space in CAPI if the scale is well calibrated.

Q.2: First child weight TO NEAREST 0.1 KG

Please check that the scales are working well before taking the first measurement. Once you are happy with the scales, please take and record the weight from the first measurement. Enter -9999 if the child is not weighed.

Q.3: Second child weight TO NEAREST 0.1 KG

Take and record the weight from the second measurement. Enter -9999 if the child is not weighed.

Q.4: Agreed child weight TO NEAREST 0.1 KG?

Record agreed final weight following the procedure detailed above. Enter -9999 if the child is not weighed.

Q.5 – Q.7: Height

Record two height measurements and the agreed measurement. Enter -9999 if the child is not measured.

Q.8: Why was [PANEL SIBLING] not measured?

If the sibling was not weighed and/or his/her height was not measured, specify why the measurement did not occur. Note we expect very few cases where it is not possible to find and measure the sibling. This question should be enabled in 3 cases:

(1) Child weight is missing
(2) Child height is missing

Section 4: Feelings and Attitudes of the Panel Sibling

PURPOSE

The purpose of this section is to know about feelings and attitudes that the PANEL SIBLING has in relation to his/her family, himself/herself, and his/her community.

INSTRUCTIONS

Administer this section only for siblings older than 8.

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

Q.1: Are you currently enrolled in school?

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

Q.2: Have you done any of the following activities in a typical day (from Monday to Friday) during last week?

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

01	Caring for others (younger siblings, ill household members)
02	Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping, etc)
03	Tasks on family farm, cattle herding, other family business, shepherding (not just farming)
04	Activities for pay/sale outside of household or for someone not in the household

Q.3: Is one or both of your parents alive?

Q.4: Is [PANEL SIBLING] older than 20?

The following questions can be quite unusual for the Panel Sibling, so please make sure that you pay careful attention and re-read the confusing sentences to the Panel sibling.

Q.5:

This question asks the *Panel Sibling* opinion on issues that concern young people his/her age: we want to know what the *Panel Sibling* thinks or feels about them. This question concerns issues 01-24.

Please take time to explain the answer codes before starting. For this, show Prompt Card #2 to the *Panel Sibling*. Figure #1 shows this card, which has 4 alternatives:

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

Strongly disagree	Disagree	Agree	Strongly agree

For each sentence, you must show the card to the *Panel Sibling*, so that s/he can select the alternative that best represents his/her opinion on a certain topic (how much does the s/he

agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *Panel Sibling* does not understand the sentence, <u>you should not try to explain the "meaning" of the sentence</u>: we do not want to influence his/her opinion. If this happens, please re-read the sentence until the *Panel Sibling* gets the idea.

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

Skip items 02, 06, 08, 11, 15, 17, 20 and 23 if both parents are dead or if sibling is older than 20 years old.

Q.6:

The items in this question inform on the *Panel Sibling's* sense of self-esteem and self-efficacy.

<u>**Self-efficacy:**</u> 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.

<u>**Self-esteem:**</u> 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 *Panel Sibling*, so that s/he can select the alternative that best represents his/her opinion on a certain topic (how much does the s/he agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *Panel Sibling* does not understand the sentence, <u>you should not try</u>

to explain the "meaning" of the sentence: we do not want to influence his/her opinion. If this happens, please re-read the sentence until the *Panel Sibling* gets the idea.

Before starting, carefully go through the CAPI example to make sure that the *Panel Sibling* is comfortable with the answer codes and understands the difference between them. It might be confusing for the *Panel Sibling* that although this question works in the same way as the last question, the answer codes are a little bit different. Please take the time necessary to make sure that the *Panel Sibling* is aware of the change in the answer codes and make sure that s/he is using the full range of answers. Please ask the *Panel Sibling* to point to the relevant option on Prompt Card #3 when answering rather than just give you the answer orally.

Items 02 and 04 are only administered to children who are engaged in some kind of paid or un-paid activities. Items 08, 10, and 11 are only enabled for children who are currently at school.

Items 09 and 11 are only administered to siblings 20 years old or younger.

Section 5: Cognitive test

PURPOSE

To test the panel sibling in PPVT. For this purpose, the panel sibling should be administered the same test that the index child will take. Please refer to the cognitive testing protocols. The PPVT test should not be administered if the panel sibling is older than 20 years old.