



ROUND 5

FIELDWORKER MANUAL

GENERAL GUIDELINES FOR FIELDWORK

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INTRODUCTION

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

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

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

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

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

HOW TO CONDUCT THE INTERVIEW

PRINCIPLES OF FIELDWORK

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

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

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

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

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

2. Never make up answers or any information

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

3. Keep a neutral attitude with the respondents

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

4. Avoid any offense or distress to the respondents

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

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

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

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

5. Treat all respondents' information as confidential

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

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

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

Household questionnaire:

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

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

Child questionnaire:

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

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

In these cases, you may:

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

6. Take informed consent from adults and children

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

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

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

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

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

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

Taking consent from children

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

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

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

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

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

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

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

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

9. Avoid assuming information

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

10. Maintain the pace of the interview

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

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

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

Box 1: : FIELDWORKER'S MANNERS

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

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

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

INTERVIEWING CHILDREN

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

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

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

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

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

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

Box 2: FIELDWORKERS DON'Ts

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

GETTING READY FOR THE FIELD

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

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

Box 3: CHECKLIST OF MATERIALS FOR EACH INTERVIEW

1. Laptop and mouse with CAPI installed and properly working

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

HOW TO FILL IN THE QUESTIONNAIRE

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

TYPES OF INSTRUCTIONS

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

1. SAY

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

Example:

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

2. FIELDWORKER

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

Example:

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

These instructions could be found:

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

Example:

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

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

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

Example:

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

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

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

Example:

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

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

Box 4: SPECIAL CODES

Q.8	How many of these relatives are influential in the community? 00=None 01=1-5 02=6-10 ... 77=NK 79=Refused to answer 88=NA	[___]
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- **Not Known (NK)**

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

- **Refused to answer**

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

- **Not Applicable (NA)**

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

You must fill in the questionnaire during the interview. You must not rely on your memory for filling in any answer after you have left the household or record the answers on scraps of paper with the

intention of entering them later. You should enter an answer in CAPI once you are sure you have correctly understood the respondent's answer; if not, ask again until you fully understand the respondents answer.

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

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

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

1. Option questions

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

Example:

Q.7	Does anyone in your household own your house? 00=No 01=Yes	[___]
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2. Key/code list questions

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

Example:

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

02	Reason 2	[___] Specify _____
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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 accurately. Remember to respect the number of digits allowed for each question. If you have any doubts, refer to the paper questionnaire.

Example:

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

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

Example:

Land ID	Land type	Q.2
		Total area of agricultural land 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)	[_____]
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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 Birr. -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:

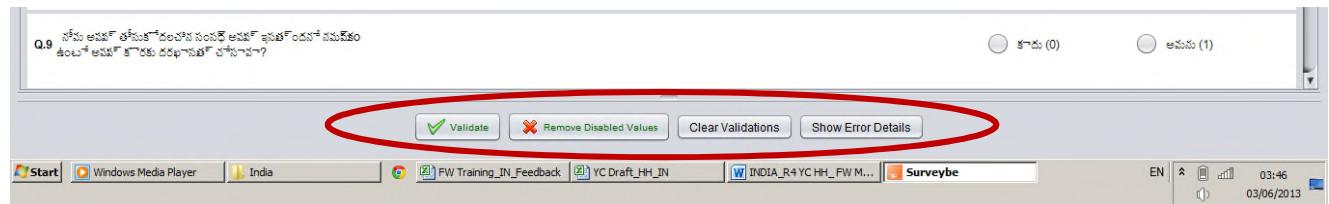
		Q.2
Type of Livestock		Has anyone in the household owned any of the following animals at any time <u>in the last 12 months?</u>
		If NO tick ► Skip to next row
1	Cow (modern variety)	<input type="checkbox"/>
2	Cow (traditional variety)	<input type="checkbox"/>
3	Calves	<input type="checkbox"/>

VALIDATION CHECKS

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

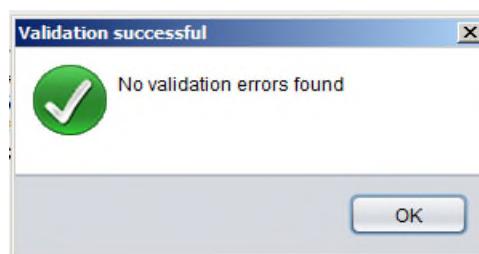
In order to do this, you will find four buttons on the bottom of each screen.

Figure 1: VALIDATION BUTTONS IN CAPI



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

Figure 2: CLEAN SCREEN MESSAGE



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

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

Household Members								
Mem Q.1 Previous ID	Q.2 Name	Q.3 Sex	Q.4 Relationship to the Head of Household	Q.5 Age (years)	Q.6 What is the member's current residential status?	Marital Status	Labor	Delete
1 11	Steven Wise	Male (1)	Head (1)	36	!	Current M	Marital Status	Labor
2 12	Louise Wise	Female (2)	Spouse (2)		Age is more than one year different from last year. Please check your response.			
3 13	Thomas Wise	Male (1)	Own child (3)	4	Current M	Marital Status	Labor	!

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

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

Figure 4: WARNING MESSAGES

Household Members								
Mem Q.1 Previous ID	Q.2 Name	Q.3 Sex	Q.4 Relationship to the Head of Household	Q.5 Age (years)	Q.6 What is the member's current residential status?	Marital Status	Labor	Delete
1 11	Steven Wise	Male (1)	Head (1)	37	Current M	Marital Status	Labor	!
2 12	Louise Wise	Female (2)	Brother / Sister (7)	36	Current M	Marital Status	Labor	!
3 13	Thomas Wise	Male (1)		Relationship to Head of Household is different than last visit. Please check the response for accuracy.				

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

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

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

ENTERING TYPE-IN DATA IN CAPI

- ENTER

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

- TAB

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

WHAT TO DO WHEN YOU HAVE DOUBTS

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

Box 5: FIELD NOTES TEMPLATE

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

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

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

Example:

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

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

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

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

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

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

SUBMITTING COMPLETED INTERVIEWS

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

Figure 5: DATA HANDLERS

The screenshot shows the 'Data Handlers' screen in Surveybe. At the top, there's a navigation bar with 'Surveybe', 'File', 'Font', and 'About'. Below it is a secondary navigation bar with 'Welcome', 'Dashboard', and 'Interview' (which is highlighted). The main area has a title 'Data Handlers' and a section titled 'Date of Interview'. It contains a field labeled 'Q.1' with the text 'ሰኔውንናዚ የተዘጋጀ ቀንናት' and a date input field showing '09/06/2013 04:48:12' with a 'Get time' button. Below this is a field for 'Q.2 Fieldworker ID' with a dropdown menu showing 'Fieldworker Name (1)'. Another section titled 'Date of Supervisor Check' follows, with 'Q.3' showing '09/06/2013 04:48:16' and a 'Get time' button. Finally, there's a field for 'Q.4 Supervisor ID' with a dropdown menu showing 'Supervisor Name (1)'.

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

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

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

THE ROLE OF THE SUPERVISOR

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

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

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

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



ROUND 5

FIELDWORKER MANUAL Ethiopia

COMMUNITY QUESTIONNAIRE

October 2016

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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)
- Local prices (value of main products)
- Poverty alleviation and infrastructure initiatives
- Access to services relevant for children
 - Health Services
 - Education services (including roster of schools in the locality or nearby that children from the locality attend)
 - 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 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 27 communities that belong to 20 sentinel sites selected in Round 1 of the Young Lives Study and also to some non-Young Lives sites where the index children have migrated in later rounds. These include both urban and rural localities.

Temporary coverage: The community survey will be implemented in the months from E.C. Meskerem 2006 to Yekatit 2007 (G.C. October 2013 to February 2014).

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	Local prices
Section 6	Poverty alleviation and infrastructure initiatives

MODULE 2 – Child-specific module

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

Basic definitions

- ➔ **Locality/Community:** “kebeles” in urban and rural areas and “woredas” in Addis Ababa are used as a starting point to define communities (this is an operational definition; in this instrument it is known as “locality”). When administering the questionnaire, it is possible to expand the borders established depending on the topic. For example, in the section of educational services we are collecting information about schools inside the locality, but also further away or outside it, as long as people living in the locality has access to.
- ➔ **Qualified Informant:** Refers to a person with leadership and broad spirit of collaboration who typically resides in the locality. He/she may or may not be a civil servant or head of a community organization, possessing a significant knowledge in the field to inform. Depending on the section of the questionnaire, is the person most acknowledgeable of the locality (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:** 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 EDRI, which guarantees the presence of the fieldworkers in the area. This document will be shown to the informants whenever fieldworkers have to ask for information.
- **Fieldworker manual:** contains definitions and general instructions about the survey, so that the fieldworker can do his job.
- **Questionnaire:** document in which the fieldworker will fill in the information he/she gets about the community/locality.
- **GPS:** measurement equipment that will help the interviewer to have a precise geographical location of the area he/she is visiting.
- **List of communities/localities:** contains the list of places where the fieldworker should canvass a community questionnaire. The list includes 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.
- **School codes:** list of the school code numbers to identify the correct school in section 1 of module 2.

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

GENERAL INSTRUCTIONS FOR CANVASSING THE COMMUNITY SURVEY

How to fill in the questionnaire

The fieldworker can fill in the 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 YC HH questionnaire manual). The interviewer should write any legible note 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 2009.)
- Whenever you see the word **FIELDWORKER**, these are instructions for the fieldworker that should not be read to the respondent. (E.g. Fieldworker: please refer to the biggest factory, the one that employs most people from locality).
- Whenever you see the word LOCALITY, you should mention the **name of the locality** and read the question aloud including that name. (e.g. approximately, how many people (including children) live in LOCALITY?)
- There are some questions that have the instruction **SPECIFY**, generally located where there is a category for "Other" in the questionnaire. Codes for these questions have been the most exhaustive as possible and fieldworker should always try to find an appropriate code from the options available in the questionnaire. However, it may be the case that the fieldworker do not find a suitable code for the answer given by the respondent. If there is no appropriate code, you can use the code "Other", and as the instruction says 'Specify' (enter) the detailed answer.

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

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.

1.7	Since E.C. 2002, have more people moved to this community, or have more people moved away? 01=More arrivals than departures, 02=More departures than arrivals, 03=About the same, 77=NK	[____]	MIGRMOVM
-----	--	----------	----------

Some questions are yes/no answers, for example:

1.3	In the past 2 years, has any Literacy Campaign/Program for Adults been implemented at LOCALITY? 00=No 01=Yes 77=NK	[____]	LTRCYCMP
-----	--	----------	----------

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:

1.6	Are there any factories/big farms in or close to the community that employ community residents? 00=No → Skip to 1.9 01=Yes, within village/kebele 02=Yes, outside kebele in 5kms radius	[____]	FACTORY
1.7	What kind of factory or farm employs the most people from 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 77=NK	[____]	FACTEMP

If question **1.6** shows that there are no factories in the locality, you should **SKIP 1.7**, 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 question **1.3.1** on most common "means of transport" used to travel to the district Capital which is shown below:

1.3.1 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, starting 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:

CODE BOX # 2 – Means of Transportation			
01 = By foot	05 = Mototaxi	09 = Truck	14=Cart
02 = Animal (horse, donkey, etc.)	06 = Car	10 = Rail	15=Bajaj
03 =Bicycle	07 = Micro, Combi, minibus	11 = Boat	77=NK
04=Motorcycle/scooter	08 = Bus	13 = Other(specify)	

Question **1.3.1** 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 check the printed questionnaire, if in doubt, to 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 (AVALRCV)
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:

1.5	In the past year, how many months have the main route of access to LOCALITY been inaccessible? FIELDWORKER: if road has not been inaccessible (i.e. 0 months), skip to question 1.6.	[____]	Months
-----	---	----------	--------

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

1.1	Approximately, how many people (including children) live in LOCALITY (locality)? -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 to fill in these tables and each question usually has a list of codes under it.

ID	Pollution Problems	1.10.1 Is this a problem in [LOCALITY]? 01=Yes 00=No
Polluted water sources due to:		
01	Industrial waste deposited or dumped at (or in) water sources	____ (INDWPROB)
02	Mining waste deposited or dumped at (or near) water sources	____ (MINWPROB)
03	Local families garbage dumped at (or in) these water sources	____ (GARWPROB)
04	Animal faeces at (or in) water sources	____ (ANMWPROB)
17	Human faeces (waste) or urine at (or in) water sources	____ (HUMWPROB)
Polluted lands nearby residential zones, due to the presence of:		
05	Wasteland (non-regulated space) where firms dump garbage	____ (FRMDUMP)
06	Wasteland where local families dump garbage	____ (FMLYFUMP)
07	Wasteland where families from other localities dump garbage	____ (LOCLDUMP)
08	Animals' excrements on the streets (of the locality)	____ (EXCRDUMP)
18	Open toilet areas and leakages from latrines	____ (OPNLT)

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	<p>Are there any factories/big farms in or close to the community that employ community residents (for example, more than 50 people)?</p> <p>00=No → skip to 1.9 01=Yes, within village/kebele 02=Yes, outside kebele in 5kms radius</p>	— —	(FACTORY)
------	---	--------	-----------

In matrix questions, you will find “**skip 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 for specific questions that may be problematic or may require further explanation.

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

77= Don't Know (NK) o -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)

DATA HANDLERS

Q.1 Fieldworker/supervisor code, Fieldworker signature, and Date of interview

Q.2 Verifier code, Verifier signature, and Date of verification

Q.3 Data clerk (1 and 2) code and signature, date of data entry (clerks 1 and 2)

COMMUNITY IDENTIFICATION

Q.1

Community ID (OBSERVE)
Community Name
ID of Kebele (OBSERVE)
Name of Kebele
Wereda ID (OBSERVE)
Name of Wereda (OBSERVE)
Zone ID (OBSERVE)
Zone Name (OBSERVE)
Region (OBSERVE)
01 = Addis Ababa
02 = Amhara
03 = Oromia
04 = SNNP
05 = Tigray

The community ID 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's and their corresponding name of the locality, which so far is being handled.

Q.2 ID of sentinel site in the locality (OBSERVE)

Q.3 GPS coordinates

For taking GPS of the locality, the fieldworker should take into account the Locality's Centre. This is usually, the main square, the postal office, or the locality's official building. In case there is not such place, then the fieldworker should take another place of reference (school, church) and note down in the corresponding space provided **in 0.3.2** the new reference point.

Q.4 FIELDWORKER: In the case that GPS reference point is not the Main Square, please write down the new reference point.

INFORMANT ROSTER

Q.8 Module and section

Q.9 Name

Enter first and last name.

Q.10 Age in years

Q.11 Gender

Q.12 Position

Indicate the post or position that the informant has in the locality.

Q.13 How long have you lived there? Enter in years

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

INSTRUCTIONS FOR 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.

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 How many hamlets/ villages/ Kushet/ Got/ Gandas would you say comprise this locality?

Q.3 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.4 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/**locality** 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 1.3.1.

Q.5 What are currently the main routes/ways to access [LOCALITY]?

This question inquires 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.6 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 1.4). This question enquires 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.

REMEMBER: IN THE CASE OF QUESTIONS 1.4 AND 1.4.1, THE FIELDWORKER SHOULD TAKE INTO ACCOUNT THE CHARACTERISTICS OF THE LAST KILOMETRES OF THE MAIN ROUTE USED TO REACH THE LOCALITY TO DEFINE WHICH IS THE PRINCIPAL ROUTE. THE FIELDWORKER SHOULD NOTE THAT THESE QUESTIONS ARE ONLY ABOUT THE PRINCIPAL ROUTE. IF THERE IS MORE THAN ONE ROUTE IN THE FIRST KILOMETRES, THE FIELDWORKER SHOULD REGISTER THE MOST PREDOMINANT.

Q.7 In the past year, how many months has the main route of access to LOCALITY been inaccessible?

The objective of this question is to know for how many months the principal route has been inaccessible. If the main route was inaccessible for a fraction of a month (i.e. at least a week) you should consider it as if it was the whole month. If the road has not been inaccessible (i.e. 0 months), skip to question **1.6**.

Q.8 Of these [MONTHS IN Q.7], how many were the result of the rainy season?

This question aims to capture the number of months during which the main route of access to the locality was inaccessible due to the rainy season. This means that the number of months reported in this question cannot be greater than the total months reported in question **1.5**.

Q.9 Are there any factories or big farms in or close to the community that employ a lot of community residents?

This question identifies if there is factory of, for example, more than 50 people, which employs many locals.

Q.10 What kind of factory or farm employs 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.11 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 **1.7** employs.

NATURAL DISASTERS

Q.12 Since [MONTH AND YEAR OF R4 INTERVIEW], 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.

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 2012 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 **1.9**, we ask questions about events and effects. These are not the same and may require you to investigate further what respondents are reporting. For example, if the informants mention that a pest affected the locality you should find out, for example, whether the pest was caused by a drought or whether the pest was the spread of a virus such as the swine flu.

In the first case, since the pest is the effect of a drought you should first capture the drought as a DISASTER in question **1.9.1** and only then enter the pest as an effect to the drought under question **1.9.3**. (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 1.9.1.

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

Q.13 Since [MONTH AND YEAR OF R4 INTERVIEW], 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 **Q 1.9.3**.

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

- Do NOT capture more than one event of the same type per calendar year. If more than one events of the same type affected the locality in the same calendar year, capture the one that affected most the locality.

Q.14 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 (Ethiopian calendar)** when the disaster mentioned in **1.9.1** happened.

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

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

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

Q.15 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.16 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 was affected, use code 4 (the entire population 100%).

Q.17 Did LOCALITY receive any help?

This question identifies whether the locality received any support and from whom: the Government, NGOs working inside/outside the locality, family and friends, or other institutions.

POLLUTION

The next question asks about any pollution problems in the locality.

Q.18 Is this a severe problem in the locality?

This table identifies the type of pollution problems in the locality.

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 is organized in some way to address social problems that may exist in their environment.

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

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

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.

WASTE MANAGEMENT

Q.2 Is this means of garbage disposal used by residents of LOCALITY?

The objective of the question is to understand the ways in which residents of the locality get rid of their garbage. Note that only item 1 has a follow up (question **Q.3**) that asks about the frequency in which garbage is collected by garbage trucks.

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.

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.

Daily Wage Table

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

Q.1 What is the average daily wage a MALE ADULT earns for this type of work?

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

Q.2 What is the average daily wage a FEMALE ADULT earns for this type of work?

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

SECTION 5: LOCAL PRICES

Qualified informants recommended for this section: Should only be sellers/vendors of the designated products.

NOTE: THIS SECTION MUST BE COLLECTED THROUGH SELLERS OR VENDORS OF THE PRODUCTS AND NOT THROUGH THE GROUP OF QUALIFIED INFORMANTS ENQUIRED ABOUT THE REST OF THE QUESTIONNAIRE.

5.1 Pricing Table

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

NOTE: IF A PRODUCT FROM THE LIST OF THE QUESTIONNAIRE HAS SEVERAL OPTIONS (E.G. LOOSE RICE, BROWN RICE IN PLASTIC PACKAGE, ETC.) THE FIELDWORKER WILL GO TO HIS FIRST INFORMANT OR VENDOR AND ASK FOR THE PRODUCT THAT IS THE MOST COMMONLY CONSUMED IN THE LOCALITY. THEN, HE/SHE WILL ASK TO THE SECOND INFORMANT OR VENDOR ABOUT THE PRODUCT WITH SIMILAR CHARACTERISTICS.

Price

If the item is **not available** in the community and no one consumes it, enter the code -88='Not available in community' under **Price**.

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

Vendor Code

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

NOTE: THE INTERVIEWER SHOULD ALWAYS KEEP IN MIND THAT IF HE/SHE CONSULTS THE PRICE OF A PRODUCT WITH TWO VENDORS, THE PRODUCT SHOULD BE COMPARABLE IN ITS WEIGHT, QUALITY, BRAND (IF POSSIBLE), ETC. IF THE FIELDWORKER DOES NOT FIND THE PRODUCT OF THE ABOVE FEATURES, THEN HE/SHE SHOULD PROCEED TO REGISTER THE MOST SIMILAR PRODUCT.

SECTION 6: SOCIAL PROTECTION

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: Community leaders, NGO and GOs (such as extension agent, health extension, school directors and others).

PURPOSE

This section aims to identify overall support programs in which YL households participate.

INSTRUCTIONS

Overall support programs Table

Ask if there are support programs provided by NGOs and GOs: list all NGO and GO activity since E.C. 2002 (G.C 2009). In doing so, it is useful to prompt the support programs and NGO support programs provided at the household and community levels in the country.

Make sure that all projects are listed. In CAPI, add as many rows as necessary. If the community gets the same type of assistance from different organisations, use more than one line (i.e. one line for each organisation supporting the household).

Q.1 What kind of support was provided?

Q.2 Who provided the support?

Q.3 What type of activity is done under the support?

Q.4 In which year did the support begin (Ethiopian calendar)?

Q.5 When did the support end (Ethiopian calendar)?

Q.6 How often was support provided?

SECTION 7: MIGRATION

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.

PURPOSE

This section aims to identify the reasons for movement (departures and arrivals) of people in the community.

INSTRUCTIONS

Questions **Q.1-Q.4** ask about migration outside the locality.

Q.1 Do people from this community migrate for work at certain times of the year?

This question aims to capture the seasonal movement outside the locality specifically due to work-related reasons.

Q.2 Where do people usually go?

Please enter the woreda and indicate if it belongs to an urban area.

Q.3 Is this urban?

Q.4 What type of work do they usually look for?

This question refers to whether people that migrate outside the locality usually look for agricultural or non-agricultural work.

Questions **Q.5-Q.6** ask about migration into the locality.

Q.5 Do people from other communities migrate into this community for work at certain times of the year?

This question aims to capture the seasonal movement into the locality specifically due to work-related reasons.

Q.6 What type of work do they usually look for?

This question refers to whether people that migrate outside the locality usually look for agricultural or non-agricultural work.

Q.7 Since [MONTH AND YEAR OF R4 INTERVIEW], have more people moved to this community, or have more people moved away?

This question seeks to capture if overall there is a greater outflow or inflow of migration from/to the locality due to work.

Questions **Q.8-Q.11** ask about resettlement outside the locality.

Q.8 Has anyone in the LOCALITY been offered to be resettled as part of the current resettlement program?

This question refers to any resettlement plan that may take place in the locality.

Q.9 Has anyone in the LOCALITY been resettled outside the Kebele as part of the current resettlement program?

Please only consider if the household has been resettled outside the kebele. If the answer is 00='No', skip to question **Q.12**.

Q.10 Number of households resettled outside the locality

Q.11 Number of households that returned

Q.12 Has anyone arrived in the locality as part of the resettlement program?

This question refers to any resettlement program that may take place anywhere. If the answer is 00='No', skip the next question.

Q.13 Number of households resettled inside the locality

INSTRUCTIONS FOR MODULE 2 – CHILD SPECIFIC MODULE

SECTION 1: EDUCATIONAL SERVICES

Qualified informants recommended for this section: Director of the school, teacher, parents.

INSTRUCTIONS

School information Table

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 they are available in the table.

Q.1 What is the name of the school?

Q.2 Where is the school?

Q.3 Is this school inside the locality?

Q.4 Which best describes this school?

Q.5 What is the lowest grade offered by this school?

Q.6 What is the highest grade offered by this school?

Q.7 FIELDWORKER: Enter GPS coordinates for school. Altitude in meters

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

Q.8 Is this school still open and functioning?

Q.9 Does this school provide free meals for students?

Q.10 Does this school provide eye tests for students?

Q.11 Does this school provide deworming treatments for students?

Post-Secondary Education Table

The objective is to find out the educational services that the locality currently has. This table should be asked row by row.

If the answer to question **Q.12** is 01='Yes', continue with **Q.13** and once answered, go to the next row.

If the answer is 02='No, but there is one in a nearby locality', ask questions **Q.14, Q.15 and Q.16**

If the answer is 03='No, there is no such facility in a nearby locality', go to the next row.

Q.12 Is there a [POST-SECONDARY EDUCATION FACILITY] currently available in LOCALITY?

Q.13 When did service become available?

Q.14 What is the locality (TOWN) where the closest educational facility is located?

Q.15 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.16 What means of transportation is commonly used?

Q.17 Since [MONTH AND YEAR OF R4 INTERVIEW], has any Literacy Campaign/Program for Adults been implemented at LOCALITY?

SECTION 2: HEALTH SERVICES

Qualified informants recommended for this section: Nurses, health promoters, doctors on call, people who make use of the service.

INSTRUCTIONS

Local Health Facilities Table

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

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

DEFINITIONS

For the following health facilities, follow the definition/status provided by the Ministry of Health:

- ➔ Public and Private Hospital
- ➔ Public and Private Health Centre
- ➔ Public and Private Clinic
- ➔ Public and Private Pharmacy
- ➔ Public and Private Family Planning Clinic
- ➔ Private Maternity Home
- ➔ Public Health Post

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

If the answer to question Q.1 is 01='Yes' or 03='No, there is no such facility in a nearby locality', go to the next row.

If the answer is 02='No, but there is one in a nearby locality', continue asking questions Q.2, Q.3 and Q.4.

5.2 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, birth and 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 formal training in midwifery recognised by the local health offices.
- ➔ **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 may or may not receive informal training.
- ➔ **Trained nurse:** is a person who is trained and acquires a first degree in nursery to give care to people who are sick or injured. Like doctors, nurses can specialize in what work they do.



ROUND 5

Ethiopia 2016 (G.C)/ 2009 (Eth.C)

FIELDWORKER MANUAL

OLDER COHORT CHILD QUESTIONNAIRE

Ethiopian Development Research Institute (Ethiopia)

University of Oxford (UK)

Funded by Department for International Development (DFID)

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PART I: INTRODUCTION

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

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

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

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

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

This questionnaire is administered directly to the 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: OLDER COHORT CHILD QUESTIONNAIRE

DATA HANDLERS

Date and time of start of interview

Q.1: Date of start of interview

Enter day, month, and year.

Q.2: Time of start of interview

Location information of child interview

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

Q.3: The child lives with the household where the R5 household questionnaire is being (or going to be) administered.

Q.4: Geographic coordinates

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

Q.5: 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.6: 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.7: Is this locality urban or rural?

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

Q.8: Is it possible to link this urban locality to a nearby urban YL Community?

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

Q.9: Is it possible to link this rural locality to a nearby rural YL Community?

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

Q.10: Select the Community ID of this nearby YL community.

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

Q.11: Enter the name of the new mini-community.

Q.12: Select the Mini-Community ID for this locality.

The relevant mini-community ID will need to be entered here.

FIELDWORKER: Do not administer a Community or Mini-Community questionnaire for this locality. Only enter the corresponding ID, after contacting the Fieldworker Coordinator to verify the ID.

The ID should be entered in the following format: "ETMC____". ETMC should be follow by a 3-digits number that corresponds to the correlative number (001, 002, 003, etc) uniquely assigned to each mini-community.

Q.13: Region of residence – OBSERVE.

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

Q.14: Date of interview

Q.15: Fieldworker ID

FIELDWORKER: You should sign and date the questionnaire (using the 'get time' button on screen) 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.

Q.16: Date of Supervisor Check

Q.17: Supervisor ID

SUPERVISOR: You should sign and date the questionnaire ((using the 'get time' button on screen) only after you have completed and checked the questionnaire thoroughly.

SECTION 1 – MOBILITY

SUB-SECTION 1.1 – MOVEMENT HISTORY

PURPOSE

This section intends to collect information on YL Child's movements to a different kebele since 2006 (E.C.) (equivalent to 20013 G.C.) for more than one month. The only exceptions are the temporary movements that occur during school/college/university's vacations, after which the child returns home. Those vacations/holidays should NOT be registered. This information is then used to analyse migration issues related to YL Child.

DEFINITIONS

Kebele: smallest administrative unit of Ethiopia.

Movement: any change of residence situated in a different kebele for at least one month or that is expected to last for at least 1 month (if the child has moved in the month previous to the survey). This excludes temporary movements which take place during school/college/university's holiday or vacation periods, after which the child returned to his/her original place of residence.

Example:

- 1) The OC Girl got married and moved to her mother-in-law's house located in a different kebele → THIS IS considered a movement.
- 2) The OC Girl got married and moved to her mother-in-law's house located in the same kebele → THIS IS NOT considered a movement
- 3) The OC Child that moved for studying in a different kebele and during the vacation period between academic years returns home → The FIRST movement (out to study) is considered a movement; however, every summer that he returns home is NOT considered a movement (unless he/she completes his/her education and permanently returns home).

INSTRUCTIONS

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

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

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

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

Example: An OC boy has gone to the district capital for temporary work during a time when there is little agricultural work. He left two weeks ago, but plans to stay in the district capital for a total of 3 months. This is considered a movement and the answer to Q1 should be coded "01=Yes". However, if he plans to stay in the district capital for only 3 weeks, and he had not moved for at least one month at any other point since 2013-14, the answer should be coded "00=No", as in total he will not have been away for at least one month when he comes back from this trip.

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

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

REMEMBER: 'MOVEMENT' EXCLUDES TEMPORARY MOVEMENTS OCCURRED DURING SCHOOL/COLLEGE/UNIVERSITY VACATION AND HOLIDAYS PERIODS, AFTER WHICH THE INDEX CHILD RETURNS TO HIS/HER PLACE OF RESIDENCE.

Q.2. In which year did you move?

This question seeks to record the year in which the YL Child moved from one kebele to another kebele. Remember that the range of years is from 2006 to 2009 (E.C.). 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.

Q.3. Where did you move to?

This question intends to capture the distance of each of YL Child movements. The information to be collected includes movements to another kebele within same woreda as well as to other woredas, regions and even outside the country. If the YL Child moved outside the country, you should specify which country.

Q.4. What type of kebele/place did you move to?

This is an approximation to the size of the destination (i.e. rural, town, woreda centre, zonal centre, regional centre, or Addis Ababa). The point of reference in this question is the kebele to which the YL Child moves to. If the destination is a woreda centre and a zonal centre, for example, choose the biggest administrative unit. For sites in Addis Ababa, always choose Addis Ababa even if the destination is regional centre of another region.

Q.5. How long did you stay in the location that you moved to?

Please enter the number of (completed) months. If the YL child answers in years, convert the response into months. If the YL Child still lives in the kebele, enter "00". This means that the last locality entered must be the one in which he/she currently lives.

If the YL Child moved in the month previous to the survey and expects to stay permanently (i.e. at least more than 1 month) code this period as "00". This is the only exception where we capture a movement of less than 1 month.

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

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 why you moved?

Register the two main reasons why the YL 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) (35)” and write (type) down the reasons that the respondent specifies. In case that the respondent only specifies one reason, register “NA=88” in the second option.

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

This question seeks to find out if the YL Child knew in the locality where he/she was going to move BEFORE moving there (support system/network such as friends, relatives, etc.). If he/she answers “No=00”, skip to the next row (i.e. movement); otherwise skip to next section.

REMEMBER: IT IS VERY IMPORTANT THAT THE YL CHILD UNDERSTANDS THAT WE ARE NOT ASKING ABOUT PEOPLE HE/SHE MET AFTER MOVING TO THE NEW LOCATION, BUT RATHER WHO HE/SHE KNEW BEFORE HE/SHE MOVED.

Q.9. Whom 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 YL Child's perceptions of wellbeing in different aspects of his/her life with respect to 2006 EC (2013 GC). This section seeks to capture person's experiences and child's perceptions and NOT the objective situation of where they live. For example, in what respects to the locality in which he/she currently lives compared to that one in which he/she lived in 2013, 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 2006 EC (2013 GC).

INSTRUCTIONS

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

If the answer is "Yes=01", skip to question Q.3. Please make sure that the answer to this question matches the answers in the Movement History section (Section 1.1) i.e. if child is currently living in a different location from 2013 according to the movement history, the answer in this question should be "Yes", and vice versa.

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

Since YL child has moved since 2006 (E.C.) (equivalent to 2013 G.C.), we want to know how long he/she has lived in his/her current home. Register the number of months.

The next group of questions seeks to compare different aspects of the Index Child's life 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).

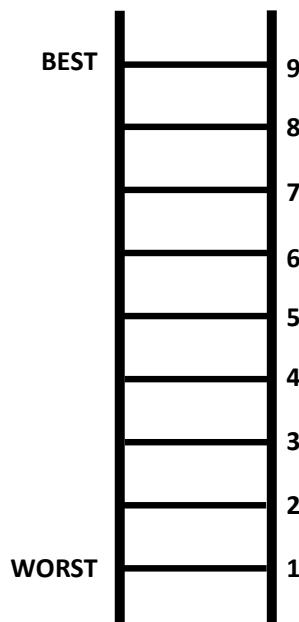
Show the Index Child the Ladder Card, as shown in Figure 1, and explain: that there are nine steps in this ladder. Tell him/her that the ninth step, located in the upper part of the ladder, represents the best

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. Make this exercise row by row.

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

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

Figure 1: Ladder



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 (more jobs available in the market). It can also involve access to better jobs (better working conditions, better salaries, transnational companies, more market competition, etc.).
- 3) **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.), more affordable, etc.
- 4) **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).
- 5) **Safety**
- 6) **Sanitation facilities**
- 7) **Access to safe water**
- 8) **Quality of living environment:** the following aspects are considered in environmental quality:
 - (a) Air quality (for example, presence of pollution, toxic gases, etc.)
 - (b) Noise (for example, presence of noise due to cars in the city, loudspeakers)
 - (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)
- 9) **Support from neighbours/friends:** it implies the provision of help by friends or neighbours of the locality where the YL Child lives. This help may be material or non-material support such as emotional support.
- 10) **Support from Government/NGOs/Local Associations:** it implies whether there are government institutions, NGOs or associations operating in the locality and whose actions benefit the YL Child, his/her family or people considered important to him/her. It may be the case that the YL Child considers that the support given to the whole community is important to him/her.
- 11) **Food availability:** it implies having available sufficient quantities of food on a consistent basis. It also implies having access to a diverse diet or to a better quality of food.

REMEMBER: *The comparisons between the different aspects of life in his/her current locality compared to the locality where he/she used to live in 2006 (E.C.) (access to education, access to jobs, etc.) are made in all cases:*

There are two possible cases:

- 1) *Index Child moved since 2006 (E.C.): the comparison is between the two locations in relation to each of the domains.*
- 2) *Index Child did not move since 2006 (E.C.): the comparison is between how things were in relation to each of the domains in 2006 (E.C.) and how they are now (i.e. same location but change over time).*

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

Read out loud the situation so that the Index Child can think in which step he/she will put him/herself today. Register the number of the step. Remember to administer this table row by row so that the YL Child can compare his current and past situation.

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

With respect to the same aspect covered in Q.3, ask the YL Child where on the ladder he/she would locate his/her experience of it as it was in 2006 (E.C.) (equivalent to 2013 G.C.). Register the number of the step.

NOTE: All of the items have a POSITIVE meaning. This means that a better experience will translate on a higher step of the ladder. When naming each aspect, explain to the respondent the meaning so that he/she can make a better assessment. Remember that these are perceptions and, therefore, there are no correct or incorrect answers.

PLEASE MAKE SURE YL POINTS TO HIS/HER ANSWERS IN THE LADDER CARD, INSTEAD OF JUST SAYING THEM.

SECTION 3 – EDUCATION

DEFINITIONS

- **Community (NGO/Charity/Religious):** a school that relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors
- **Government funded:** a school that relies primarily on government/state funding
- **Public school:** a school that relies partly on government/state funding and part student fees.
- **Private school:** a school that relies primarily on individuals enterprises and/or PLC, share corporation.

SUB-SECTION 3.1 – EDUCATION HISTORY

PURPOSE

The purpose of this section is to register the educational history of the YL Child since the last time that he/she was interviewed in 2006 (E.C.) (equivalent to 2013 G.C.) until the current academic year 2009 (E.C.). For this purpose, we want to know if the YL Child was studying every year on a regular basis (i.e. on average going to school when child is supposed to for at least 6 months of the year), the grade in which he/she was enrolled every year and the school he/she was attending.

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. Age in years

Enter age of child for each academic year, REGARDLESS of whether the child was enrolled or not enrolled in the corresponding academic year.

Q.2. In the ... school year when you wereyears old, in which grade/type of programme were you enrolled?

For each academic year, ask about the grade/level of education in which YL Child was enrolled. To consider a child as enrolled he/she should have attended –when child is supposed to attend—, on average, for more than half of the year.

Differently from other questions related to the grade/level of education, this one has a very detailed Codebox for all the possible types of education that YL child could have had, including vocational and post-secondary education.

If YL Child was not enrolled choose ‘None’ and skip to the next row.

Q.3: Did you successfully complete this grade?

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

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

Q.4: Was [YL Child] enrolled in the same school as in the previous year?

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

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

Q.5. In the ... school year when you wereyears old, what type of school/educational institute/university was it?

This question refers to the ownership of the school or programme. Refer to the definitions provided at the beginning of this section if needed.

Q.6. In the ... school year when you wereyears old, name of the Region, Zone and district in which the school is located

- **Region where school is located:** You need to select the relevant region the drop down menu.
- **Zone where school is located:** You need to select the relevant zone the drop down menu. Code 88=NA for Addis Ababa. Code as ‘other, specify’ if zone is not in the options.
- **Woreda where school is located:** You need to enter the relevant woreda. You are asked to type in the name. Try to avoid spelling errors. Code 88=NA for urban places other than Addis Ababa.
- **Kebele where school is located:** You need to enter the relevant kebele. You are asked to type in the name. Try to avoid spelling errors. Code 88=NA for Addis Ababa

Q.7. In the ... school year when you wereyears old, name of the school/educational institution/training centre/university

Question 6 provides information to pre-populate the dropdown menu with a list of schools in the area. If the school is not found in the list, select: ‘School not on list (9999)’.

Q. Specify name of school/ educational institute/ university

If school is not on the list (9999), write down the name of the school.

SUB-SECTION 3.2 – CURRENT EDUCATION

PURPOSE

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

DEFINITIONS

Full-time education: is when the household member goes to school 5-6 days a week or all working days in a week. The hours per day might be a whole day or just morning, afternoon or evening depending on the school. By evening we refer to evening shifts part of full-time primary education. Full-time education does NOT include part-time or extension programmes such as evening or weekend programmes.

INSTRUCTIONS

Q.1. What is the highest complete 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 = Grade 8 completion/transcript/ national examination report**
- 02 = Ethiopian General secondary education**
- 03 = Ethiopian higher education entrance certificate**
- 04 = Pre school teaching certificate**
- 05 = First cycle of primary teacher training certificate**
- 06 = Completion TVET certificate**
- 07= University Degree**

Q.2. Are you currently in full-time education?

Ask whether the child is currently in full time education (defined at the beginning of the sub-section). If YL Child is in full-time education, choose between *regular* or *irregular attendance*, and then skip to Q.4. If YL Child is supposed to attend to school 4 hours every working day, 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.

Q.3. Why are you NOT in full-time education?

Ask why the child is not in full-time education at the moment. Choose from Codebox 7. If the respondent mentions more than one reason, ask him/her to select the most important reason. Do not prompt the answers. After completing this question, move onto Q.5.

Q.4. How long does it take to get to your school/training centre/educational institution/ university where you are enrolled now?

Enter the total time in minutes of a single trip. The single trip is considered from the moment the child leaves the house to the moment he/she arrives to the school/ training centre/educational institution/ university irrespective of the means of transport he uses for commuting.

Q.5. Were you enrolled in full-time education in the last academic year?

This is a filter question for questions 8 to 12. Ask whether the child was enrolled in full-time education the previous academic year. Last academic year refers to 2008 (E.C.). If YL Child is in full-time education, choose between *regular* or *irregular attendance*, and then skip to Q.7.

Q.6. Why were you NOT in full-time education in the last academic year?

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

The following questions are asked only for those children that were enrolled in school in the last academic year.

Q.7. Amount

This question seeks to find out how much the *Index Child* or his/her family spend on school, institute/college or university-related expenses. These include payments made directly to the education institution, as well as additional necessary costs that are not made directly to the education institution, but are necessary education related expenses.

- ***Payments made directly to the education institution*** may include: registration fees, examination fees, tuition fees, other payments to schools related to for instance parents association, or consolidated education charges.
- ***Necessary payments that are not made directly to the school*** may include: tuition fees, food at the education institution, transportation, accommodation, special equipment (e.g. calculator/laptop), and other expenditures on items such as uniforms, books, or stationary.

Register amount in Birr. Estimate the total expense for the last academic period.

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.

FUNDING AND ABSENTEEISM

Q.8. Who paid the cost of your 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. MNAS is one example of a “scholarship” payment.

Q.9. During the last academic year, did you ever miss school, educational institute/ university for a continuous week or more? (excluding school holidays, vacations, national holidays, etc.)

Ask YL Child if there was ever a time when he/she missed school/ university consecutively for a week or more. If ‘yes’ continue to Q.10; otherwise skip to Q.11.

Q.10. How long was the longest period of time you were absent from school in the last academic year?

Record the length of the longest period of absence in 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.11. Which of the following best describes your attendance overall in the last academic year.

Ask YL child how he/she would describe his/her attendance in the last academic year. This question is independent of question 9. To be more precise, ask him/her how many times on average he/she remembers missing school/ university per month. This question is asked for all children. Read the alternatives to the YL Child and ask him/her which one best describes his attendance during the last academic year.

SECTION 4 – FEELINGS AND ATTITUDES

PURPOSE

This section aims to collect information about YL Child's feelings and attitudes regarding issues that concern young people of his/her age. Additionally, this section gather information to measure YL Child's level of self-esteem and self-efficacy. Self-esteem reflects a person's overall self-evaluation of his/her own worth. Self-esteem, in turn, reflects a person's feeling of control over his/her life. Finally, this section captures YL Child's education and work aspirations, and sense of economic and overall well-being.

INSTRUCTIONS

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

REMEMBER: It is very important that the YL Child understands that there are no right or wrong answers – we just want to know about the feelings, attitudes, hopes and perceptions of the YL 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 YL Child repeatedly that there are no right answers and they should answer in a way that is most true in relation to them personally.

SUB-SECTION 4.1 – FEELINGS AND ATTITUDES OF INDEX INDIVIDUAL

Q.1: [LIST OF STATEMENTS]

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 01-39.

Please take time to explain the answer codes before beginning the exercise. For this, show to the YL Child the ‘feelings and attitudes card (4 point scale) (Figure 2 in this manual):

Figure 2: Feelings and Attitudes (4-point scale)

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

For each sentence, you must ask YL Child to select the alternative that best represents his/her opinion on a certain topic (how much he/she agrees with it). Make sure the respondent fully understands the sentence. Do not influence his/her final decision. If the YL Child does not understand the sentence, you should not try to explain the "meaning" of the sentence: as this could influence his/her opinion. In these situations, 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 feelings and attitudes (4 point scale) card when answering rather than just give you the answer orally.

SUB-SECTION 4.2 – SUBJECTIVE WELLBEING

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

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

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

SUB-SECTION 4.3 – GRIT

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

Figure 3: Grit (5-point scale)

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

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

SUB-SECTION 4.4 – SUBJECTIVE WEALTH

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 YL Child really cannot compare his/her household with others in the locality. Do not prompt the answers, listen to YL Child's response and then code accordingly.

Q.5: THREE YEARS AGO: Compared to other households here in [NAME OF CURRENT LOCALITY], would you describe your household at the time 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 YL Child really cannot compare his/her household with others. If the YL Child has moved, he/she should answer with reference to the village where he/she lived four years ago. Do not prompt the answers, listen to YL Child's response and then code accordingly.

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

Ask the YL 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 other households in the locality.

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

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

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

SECTION 5 – EMPLOYMENT, EARNINGS, AND TIME-USE

SUB-SECTION 5.1 – LABOUR FORCE PARTICIPATION

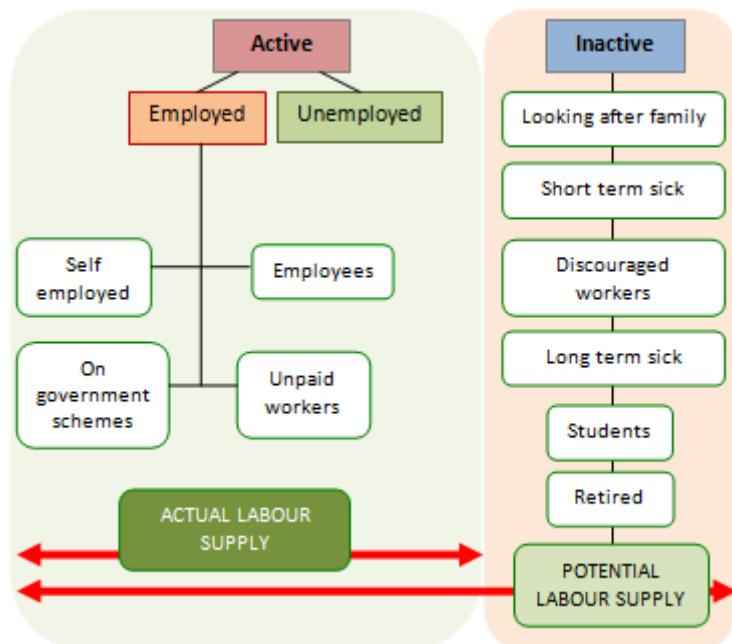
PURPOSE

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

DEFINITIONS

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

Figure 4: Employment Categories



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

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

INSTRUCTIONS

This is a difficult section, both conceptually as well as in terms of the skip patterns. Therefore, it is highly recommended that the fieldworker familiarises him/herself with the most common cases that are likely to appear in the sample. Table 1 below summarises these cases:

Table 1: Cases

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

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

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

Q.1: At any time during the last 12 months have you done for at least one hour any of the following:

Ask YL Child whether he/she worked in any labour activity, either paid or unpaid, in any of the following activities:

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

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

- If the Index Child answers “No=00” for all 3 options (he/she has not worked at any moment during the last 12 months), skip to question Q.4. This is like Case 1 above: Index Child does not work, probably because s/he is a full-time student or housewife (or because s/he has any kind of disability).
- In case Index Child answers “Yes=01” to at least one of the options in Q.1, Q.2. is asked to determine whether s/he has also worked during the last week. If the Index Child has worked during the last week, go to question Q.6 (how he/she found his/her current job). Otherwise, go to question Q.3.

Q.2: During the last 7 days, have you done for at least one hour any of the following:

For the same three activities in Q.1, ask the respondent if he/she worked in any of them in the last 7 days (previous to the interview).

- If YL child answers NO=00 to ALL 3 activities, continue with Q.3.
- If YL Child answers YES=01 to at least one of the three activities, skip to Q.6.

Q.3: Do you currently have a job even though you did NOT work during the last 7 days?

This question is asked (enabled) only if the YL Child answers that s/he worked during the last 12 months, but not at all in the last 7 days. This question seeks to verify if YL Child is unemployed or if he/she is temporarily away from work (e.g. sick leave, holidays, etc.). If the answer is “Yes=01”, skip to Q.6. Otherwise, continue with Q.4.

NOTE: Q.1 to Q.3 identify whether the child has worked and is currently employed or not employed.

Q.4: Have you looked for work during the last 7 days?

If the YL Child is not employed (i.e. did not work in the last 7 days and does not have currently a job), ask the YL Child whether he/she looked for a job in the last 7 days. If the answer is “No=00”, continue with Q.5. If the answer is “Yes=01”, skip to Q.12.

NOTE: This question is asked for not employed, to distinguish between unemployed and inactive.

Q.5: What is the main reason you did NOT look for work during the last 7 days?

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

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

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

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

Q.7: At any point in the last 12 months were you WITHOUT work for at least one week?

This question informs on whether the Index Child was unemployed during the last 12 months. If the answer is “No=00”, skip to Q.16. Please note that WITHOUT work does not mean not working. It means not working AND not having a job. Someone who occasionally works on the family farm, but not all of the time, may have had times in the last 12 months when he/she was not working, but s/he had a job i.e. family farm work. Therefore, the answer for that person would be “No=00”. In contrast, the answer would be “Yes=01” for someone who had a summer job in a shop which then ended and who could not go back to working in that shop even if s/he wanted to.

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

If the YL Child has not been employed 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?

Ask YL child for the main reason for not looking for work in the last 12 months, when he/she was not working. Similarly to Q.5, reasons include being a student or housewife, as well as having a disability. Note that if the child says that he/she is “Housewife/childcare (01)”, you should go to the next question. If s/he reports another reason, skip to Q.16.

Q.10: How satisfied are you with this activity?

This question seeks to measure YL 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 YL Child and let him/her choose one. If the answer is “Ok, more or less (03)”, “Satisfied (04)” or “Very satisfied” (05), skip to Q.16.

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

Ask YL child why he/she does not feel happy with being a housewife or taking care of children. After answering this question, skip to Q.8.

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

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

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

Ask YL Child what means he/she used to look for work when he/she was unemployed at any point in the last 12 months. The codes are the same as for Q.6 -refer to it for some clarification if necessary.

Q.14: What is (was) the minimum wage/payment for which you would be (have been) willing to accept a job offer when you were unemployed?

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 Birr. 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?

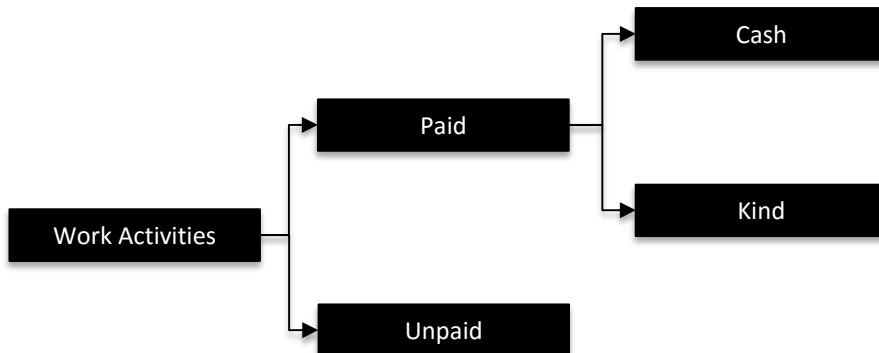
Ask YL Child if he/she ever worked before the past 12 months, in any paid or unpaid activity, for the household or outside the household.

SUB-SECTION 5.2 – WORK ACTIVITIES - PAID AND UNPAID

PURPOSE

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

Figure 5: Work Activities



REMEMBER: THIS SUB-SECTION HAS A DIFFERENT INTENTION THAN THE “INDIVIDUAL ACTIVITIES” SECTION IN THE YOUNGER COHORT HOUSEHOLD QUESTIONNAIRE. HERE WE ARE INTERESTED ONLY IN WORK ACTIVITIES, WHEREAS IN THE YOUNGER COHORT, WE ALSO IDENTIFY THE NON-WORK ACTIVITIES.

DEFINITIONS

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

SAMPLE

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

INSTRUCTIONS

Ask [YL Child] to report her/his 3 most important paid or unpaid work activities in terms of time spent in the last 12 months, regardless of whether he/she is no longer working in that activity. Start with the most important in terms of time spent and administer the table row by row.

Example:

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

REMEMBER: IT IS VERY IMPORTANT THAT YOU REGISTER THE ACTIVITY WHERE [YL CHILD] SPENT MOST OF HER/HIS TIME IN THE FIRST ROW BECAUSE THE NEXT SUB-SECTION IS LINKED TO THIS WORK ACTIVITY. THEREFORE, ALWAYS PROBE WITH THE CHILD THAT THE MOST IMPORTANT ACTIVITY IS BEING REPORTED FIRST

Q.1: Type of work activity

Start by asking [YL Child] what is the activity in which he/she spends most of his/her time and then code accordingly. 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 2: 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 pulses in his own field (payment in kind) → Ex: Helps in farming his 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 traditional scarves at her own home
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 flowers, medicinal herbs, etc. → Ex. Grows her own flowers (payment in cash) → Ex: Grows his father's flowers and gets paid in Kg (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 → Ex: Drives a bajaj
03=Self Employed (Aquaculture) → Rears his/her own/household's fish or seafood.	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 shop
04=Self Employed (Livestock) → Rears his/her own /household's livestock. → Ex: Raises his own cattle (payment in cash)	11=Self Employed (Other non-Agriculture)

<ul style="list-style-type: none"> → Ex: Rears his own poultry and gets paid in units of chicken (payment in kind) → Ex: Helps herding cattle on the weekends (and doesn't get paid) 	<ul style="list-style-type: none"> → 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) <ul style="list-style-type: none"> → 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 barley in neighbours' farms (payment in cash) → Ex: Grows groundnuts in neighbour's farm and gets paid daily in bags of groundnuts (payment in kind) 	12=Wage Employment (Unsalaried / Irregular; Non-agriculture) <ul style="list-style-type: none"> → Works for someone else on a <u>casual</u> basis in a non-agricultural activity. → Ex: Construction worker
06=Annual Farm Servant <ul style="list-style-type: none"> → 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 at someone else's farm (payment in cash) → Ex: Plants and harvests teff at someone else's farm and gets paid in Kg of maize (payment in kind) 	13=Regular Salaried Employment <ul style="list-style-type: none"> → 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 <ul style="list-style-type: none"> → Works in any other agricultural activity not mentioned above. 	19=House maid
	20=Other non-agriculture, specify <ul style="list-style-type: none"> → 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 ALSO WORK on any paid or unpaid activities. Remember to be very careful about entering each work activity starting with the most important in terms of time spent.

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

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

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 in terms of time spent.

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 next question establish the amount of time that YL Child spent working in each of the activities reported in the last 12 months. The information is necessary for the calculation of annual income earned by the respondent.

Q.3: Enter the number of months in which any of this activity was done during the last 12 months, give the typical number of weeks per month, number of days per week and approximate hours per day

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.

Days per month

Enter the average number of weeks worked in the month. Therefore, the range of answers is 1-4. In CAPI, any number outside this range will be displayed as an error when you validate the screen.

Enter the number of days in which the work activity is done per month. Consider the following example:

- 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.

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

Ask YL Child in what form he/she gets paid for each specific activity.

Q.5/6: What are the net earnings from this activity? (excluding extra benefits)

Q.5 – In cash

Register the value in Birr 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).

Q.6 – In kind

For earnings in kind, convert the value in in Birr

Q.7: What period of time did this payment cover?

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

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

Example:

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

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

Q.8: Do you currently/ still perform this activity?

Remember that the activities reported in the table are all those in which YL child spent most time in the last 12 months. Therefore, it could be the case that it is not an activity being performed presently. This question seeks to find out whether YL Child is still undertaking that activity. If the answer is “No=00”, skip to the next activity.

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

In case that the YL Child is still undertaking this activity (Q.10=Yes), ask him/her how much time he/she thinks will perform this activity for (or how much time he/she plans to do it) in the next 12 months. If the YL Child has a long-term contract, register 12 months. If YL Child plans to be in activity for less than a month, enter 0. Remember that the interval of responses should vary between 0 and 12.

SUB-SECTION 5.3 – MAIN ACTIVITY

PURPOSE

The purpose of this sub-section is to collect information about YL Child most important work activity in terms of time spent (i.e. the first activity registered in the sub-section 5.2). This information is collected even if *YL Child* does not work in that activity at the time of the interview. The aspects covered are: time YL Child has worked/worked in the activity, how satisfied he/she is/was with it and, in the case that the activity is/was a paid-activity, the working conditions and the benefits that he/she receives/received.

INSTRUCTIONS

Q.1: For how long have you worked in [MAIN ACTIVITY]?

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

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

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

Q.2: Does (did) working in [MAIN ACTIVITY] involve any of the following things?

Ask YL Child for the conditions in which he/she works/worked in his/her [MAIN ACTIVITY]. The aim is to learn about the working conditions in terms of safety. Read the alternatives and register "Yes=01" if main activity involves the situation in question or "No=00" if otherwise.

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

Ask YL Child how he/she feels (felt) with the main activity. Read the alternatives. These vary from "Very dissatisfied" (01) to "Very satisfied" (05). If the YL Child answers "Normal" (03), "Satisfied" (04) or "Very satisfied" (05), skip to the question Q.5.

Q.4: Why are (were) you dissatisfied / very dissatisfied?

Ask YL child for the reason for his/her dissatisfaction. Enter the most important reason mentioned by the YL Child.

Working Arrangements

This set of questions should be administered if the OC Child has a wage employment (i.e. if [MAIN ACTIVITY] in sub-section 5.2 Work Activities is a waged working activity). In CAPI, this set of questions will be enabled if the first row of the previous sub-section [ACTID1] is coded as:

- 05=Wage Employment (Agriculture)
- 06=Annual Farm Servant
- 12=Wage Employment (Unsalaried/ irregular; Non-agriculture)
- 13=Regular Salaried Employment
- 19=House maid/Yebet Serategna.

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

This question seeks to find out the size of the company/work centre of the YL Child. Register the number of persons. If the YL 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 in the last 12 months. Include the YL Child.

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

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

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

Q.8: Do (did) you have a written contract/decision for this work?

This question seeks to find out if the YL Child has/had a contract/decision for [MAIN ACTIVITY]. In some way, this helps to deduce if the job/company where he/she works/worked is formal or informal.

Q.9: What type of contract do (did) you have?

Ask how long the contract is for. Do not prompt the answers. Listen to YL Child and code accordingly.

Q.10: What is (was) the duration of your contract?

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

Q.11: Do (did) you receive the following extra benefits in [MAIN ACTIVITY]?

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

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

Q.12: For how long have you worked in [MAIN ACTIVITY] for the current employer?

Ask for the total time YL Child has worked in main activity. Enter the amount of time in years and months. If less than one year, enter 0 followed by the number of months.

Q.13: For how long did you work in [MAIN ACTIVITY] for the latest employer?

Ask for the total time YL Child has worked in main activity for the latest employer only. Enter the amount of time in years and months. If less than one year, enter 0 followed by the number of months

SUB-SECTION 5.4 – WORK-RELATED TRAINING

PURPOSE

The purpose of this sub-section is to find out the YL Child has received job training since the last time he/she was visited in 2006 (E.C.) (equivalent to 2013 G.C.). Trainings as part of formal education (Section 3.2) do not count and they must have lasted for, at least, one week entailing skills acquisition. Remember that pre-professional internships also count as a type of training.

REMEMBER: THIS SECTION SHOULD NOT OVERLAP WITH THE EDUCATION SECTION OF THIS QUESTIONNAIRE SINCE IT DOES NOT CAPTURE TRAINING THAT BELONGS TO THE OFFICIAL EDUCATION SYSTEM. THIS APPLIES ESPECIALLY FOR VOCATIONAL TRAINING

DEFINITIONS

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

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

INSTRUCTIONS

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

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

(If the Index Child responds “Yes=01”), a dialogue will pop-up in which you must click **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 YL Child works at company ABC. 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 YL 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 YL Child or any member of his/her household paid for the training.

Q.5: Full duration of training?

Enter the duration of training in weeks. Make sure that the YL Child reports the full scheduled duration of the training, regardless of whether s/he has completed it or not.

Q.6: Has this training been completed?

Ask YL Child whether he/she finished with his/her training. If the answer is NO, skip to Q.8.

Q.7: Duration of training attended up to now?

Ask this question when training has not been completed (Q.5=NO). Enter the number of training up to now in weeks.

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

Ask this question for complete and uncompleted trainings, but only for those that are formal trainings (Q.2=01). This enablement will be done automatically in CAPI.

SUB-SECTION 5.5 – SKILLS FOR THE LABOUR MARKET

PURPOSE

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

Driving skills

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

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

- 1 Motorcycle
- 2 Three-wheeler/bajaj
- 3 Car
- 4 Truck/bus
- 5 Tractor
- 6 Heavy duty machinery

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.

01=Afarigna	13=Siltigna
02=Amarigna	14=Somaligna
03=Agewigna	15=Tigrigna
04=Dawerogna	16=Welayitegna
05=Gedeogna	17=Zayigna (around Zuway)
06=Guraghigna	18=Other specify _____
07=Hadiyigna	19=English
08=Harari	77=NK
09=Kefigna	79=Refuses to answer
10=Kembategna	88=N/A
11=Oromifa	
12=Sidamigna	

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, cannot speak it or not known

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, cannot read it or not known.

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, cannot write in it or not known.

SUB-SECTION 5.6 – TIME USE

PURPOSE

In this sub-section, we want to know how the YL Child administers his /her time in a typical day.

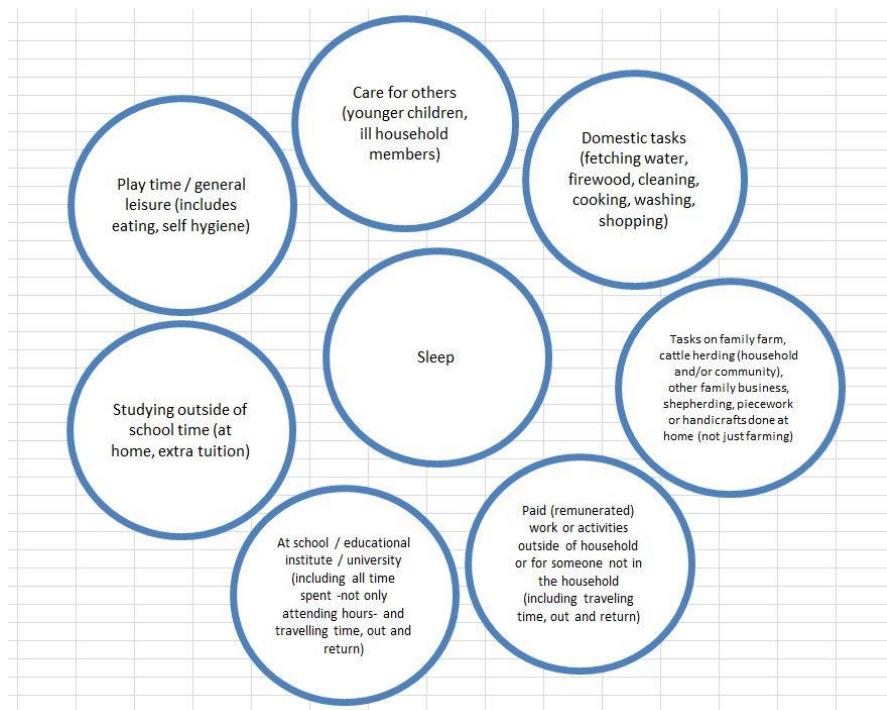
DEFINITIONS

- **Typical day in the last week:** if the last week was an irregular week, for example, where a festivity happened, choose the most recent typical week to the interview to ask this subsection. Once chosen a typical week, ask the child to think about a typical day.
- **Typical day:** typical means ‘usual’, so it does not include something the child does irregularly, for example during festivals. Therefore, a typical day is a day from Monday to Friday, excluding holidays, festivals, days of rest during the weekend, etc.
- **Beans:** you will have 24 beans which you will give to the child so that he plays this game. In case these are not provided, you can ask the child to get 24 beans or maize. It does not matter whether you use beans or maize as long as these are similar and equally sized.

INSTRUCTIONS

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

Figure 6: Time Allocation Card



Make sure all 24 beans are allotted. Let the child distribute the beans as he/she likes. Once the YL Child finished allocating the beans, confirm if they represent his/her typical day and allow him/her to reallocate the beans if needed. Pay special attention to Activity 8 (leisure), make sure he/she has included the time it takes to her/him to have her/his meals or bath. Finally, record the number of beans allocated to each activity.

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 is added only with the purpose of checking that the total addition is equal to 24 (24 hours) (as was done in previous rounds).

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 the time YL 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 already 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)

Record the number of hours that YL Child 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 Activities for pay or for money outside of household or for someone not in the household

If YL Child does activities outside home for other people who are not members of your household, then enter the time in hours that he/she spends on it, 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/college/University (including all time spent -not only attending hours- and travelling time, out and return)

Enter the number of hours that YL Child spends at school on a typical day. This includes the time used to get from home to school and from school to home. If the YL Child does not attend school, you should code as '0'.

Q.7: Studying at home/extracurricular activities outside the home

Enter the amount of hours 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 for them.

Q.8: Leisure: playing, seeing friends, using the internet, etc.

Record the amount of time YL Child spends playing, seeing friends, 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 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.

Q.10. 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.

SECTION 6 – GENERAL PERCEPTIONS

PURPOSE

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

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

This question works in the same way as in the 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 7.

Figure 7: Five-Point Scale card

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

Before starting, carefully go through the CAPI example to make sure that the *Index Child* is comfortable with the answer codes and understands the difference between them. It might be confusing for the *Index Child* that although this question works in the same way as the last question, the answer codes are a little bit different. Please take the time necessary to make sure that the *Index Child* is aware of the change in the answer codes and make sure that s/he is using the full range of answers. Please ask the *Index Child* to point to the relevant option on Prompt Card #3 when answering rather than just give you the answer orally.

SECTION 7 – HOUSEHOLD DECISION MAKING

PURPOSE

This section finds out how decisions are made in the YL Child's household (i.e., the only household in which the Household Questionnaire is conducted), and whether the child is involved in them.

INSTRUCTIONS

Ask about seven decisions that might have been made in the household. Please note that Q.1, Q.2 and Q.3 need to be answered for ALL eight decisions. This means that even if the household has not experienced having made any decision in the list in Q.1, Q.2 and Q.3 should be answered in a hypothetical way (i.e. imagining what would happen if the situation would come up).

For example:

FW: *Have you/your household ever made this decision?: Buying large household purchases (e.g. house, livestock, etc.)?*

YL Child: No

FW: *Would you have a say in this decision?: Buying large household purchases (e.g. house, livestock, etc.)?*

YL Child: No

FW: *If the situation would come up, who would make the final decision about buying large household purchases (e.g. house, livestock, etc.)?*

YL Child: My parents

Then, you should code this situation as:

	Have you/your household ever made this decision?	Q.2. Did you (would you) have a say in this decision?	Q.3. Who takes (would take) the final decision?
02	Buying large household purchases (e.g. house, livestock, etc)?	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No [<u>03</u>]

For each decision, answer the following questions:

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

The question seeks to understand if the Index Child or any current household member has made this decision in their current household. Note that if the YL Chid has made the decision in a previous household, but not in the current household, the answer to this question should be 'NO'. For example, if a YL Child made the decision of leaving school a year before marriage, and she/he is now married in a new household, Q.1 is address to the new household: Have you or your partner ever made this decision?

Q.2. Did you have (would have) a say in 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 had (would have) the final say in this decision?

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

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

NOTE: If the Index Child has never had to take this sort of decision, tell him to imagine what would happen if such situation happened.

SECTION 8 – MARITAL AND LIVING ARRANGEMENTS

PURPOSE

This section aims to find out [YL Child]'s marital status (sub-section 8.1) and to collect the basic information of the spouse/partner (sub-section 8.2). It also aims to estimate the value of the gifts received and given by YL Child and her/his family to the spouse and her/his family before and during her/his wedding (sub-section 8.3).

SUB-SECTION 8.1 – BASIC INFORMATION AND MATCHING

DEFINITION

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

INSTRUCTIONS

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

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

Marital Status in R4: Single (never married)

Month of Marriage: (unanswered)
Year of Marriage: (unanswered)

Spouses Name in R4: (unanswered)

Q.1: What is your marital status?

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

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

- 00=Single (never married) → this code should be used for YL Children who have never married in the past. Skip to Q3.

- 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). Skip to Q3.
- 06= Married to same spouse as in Round 4 → used for individuals married to the same spouse as in Round 4. Skip to Q19.
- 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. Skip to Q4.
- 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. Skip to question 12.
- 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.

This question is asked for children who answered 2, 3, 4, or 5 in Q.1.

Skip to Q4 if answered Q.1=2.

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

Remember to ask this question in a sensitive manner.

This question is asked for children who answered 0, 1, 3, 4, or 5 in Q.1.

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

Questions Q.4 to Q.6 (in COHABITATION) are asked to children if Q.1=2 or if Q.1=0, 1, 3, 4, or 5 AND Q.3=1.

Questions Q.4 to Q.6 (in MARRIAGE) are asked to children if Q.1=1 or 7 or if Q.1=2, 3, 4, or 5 AND Q.2=1.

Q.4: How many times have you cohabited/married since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?

Note that cohabitations/marriages 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]

Ask the YL Child date of first cohabitation/marriage. These refer to different partners when applicable. If the YL Child married for the first time the same person he/she cohabited for the first time, record the date when the couple first cohabited and the date when the couple got married.

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

This question is only enabled when the YL Child has cohabited/married more than once.

Questions Q.7 to Q.11 are asked if:

- (a) Q.1=1 or 7 (currently married since round 4) or
- (b) Q.1= 3, 4, or 5 AND Q.2=1 (married since round 4 but now divorced, separated, or widowed).

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.

Do NOT prompt the answers. If more than one year, enter 12.

Q.8: Who chose your spouse?

Ask YL Child who was the person who had the most important decision in him/her marrying his/her spouse. Do not prompt the answers. If YL Child says he/she was involved in the decision, skip to Q.10.

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

Ask this question only when YL Child was not the one who made the most important decision about him/her marrying his/her spouse.

Q.10: What type of marriage is (was) yours?

Ask YL Child the status of their marriage.

Q.11: Do (did) you have a marriage written contract?

Ask the YL Child whether they have a written marriage contract. Do not include verbal agreements.

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.

Questions Q.12 to Q.21 are asked for:

- (a) Current marriage if Q.1=1 or 7 (currently married since round 4)
- (b) Current cohabitation if Q.1=2 or 8 (currently cohabiting)
- (c) Latest/previous marriage if Q.1= 3, 4, or 5 AND Q.2=1 (married since round 4 but now divorced, separated, or widowed)

Q.12: At the time of your marriage/when you started living together: Was your [SPOUSE/PARTNER]'s mother alive? Skip to Q.15 if answer no.

Q.13: Does your [SPOUSE/PARTNER]'s mother live in the household?

This is a filter question to avoid overlapping information captured already in the OC Household questionnaire. If the mother of the spouse is not in the household, we continue to next question to collect background education information.

Q.14: What (is) was the highest grade of education completed by your [SPOUSE/PARTNER]'s mother?

Please note that this is ALWAYS the highest grade attained, and not the one in which the person stopped studying or the current one, if person is currently studying.

Q.15 At the time of your marriage/when you started living together: Was your [SPOUSE/PARTNER]'s father alive?

Q.16: Does [SPOUSE/PARTNER]'s father live in the household?

This is a filter question to avoid overlapping information captured already in the OC Household questionnaire. If the father of the spouse is not in the household, we continue to next question to collect background education information.

Q.17: What is (was) the highest grade of education completed by your [SPOUSE/PARTNER]'s father?

Please note that this is ALWAYS the highest grade attained, and not the one in which the person stopped studying, or the current one - if person is currently studying.

Q.18: What is (was) the mother tongue of your spouse/partner?

Ask the YL Child the mother tongue of their spouse. Skip to Q.15 if answer no

Q.19: At the time of your marriage/when you started 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...

Ask YL Child his/her perception of his/her own economic conditions of his household compared to that of the spouse. Read the possible answers.

Q.20: Are you currently living:

- 1 = with family of spouse/ partner - same house/flat
- 2 = with family of spouse/ partner separate house
- 3 = with own family - same house/flat
- 4 = with own family - separate house
- 5 = separate house/flat
- 6 = other, specify _____

This question seeks to find out if [YL Child] lives with her/his spouse family, his/her own family or independently with his/her own partner.

Q.21: In terms of time spent in the last 12 months, what is the most important paid or unpaid work activity for your spouse/partner?

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

SUB-SECTION 8.2 – SPOUSE/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/cohabitation.

The section is administered if Q.1=1, 2, 6, 7, 8 in Section 8.1 and SPOUSE OR PARTNER DOES NOT LIVE IN THE HOUSEHOLD AND IS NOT IN THE ROSTER

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

This is a filter question that checks whether information of YL Child spouse has already been collected in the Household Roster. The rest of the questions will be enabled if the answer to this question is: 02=No, lives elsewhere temporarily, and 03=No, lives elsewhere permanently.

Q.2: Full name of spouse/partner

Ask YL Child for the spouse/partner's full name and type in the answer. 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. 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. This means that, for instance, if spouse is currently coursing first year of university, you should code it as 12=12 Grade, as the last grade the person completed.

SUB-SECTION 8.3 – GIFTS AT MARRIAGE

INSTRUCTIONS

This section is enabled if:

- (a) Q.1=1 or 7 (currently married since round 4) or
- (b) Q.1= 3, 4, or 5 AND Q.2=1 (married since round 4 but now divorced, separated, or widowed).

Q.1: How much money was spent by your family for your wedding (excluding gifts to your spouse's family)?

This question refers to the expenditure made by the YL Child's family on the wedding ceremony only.

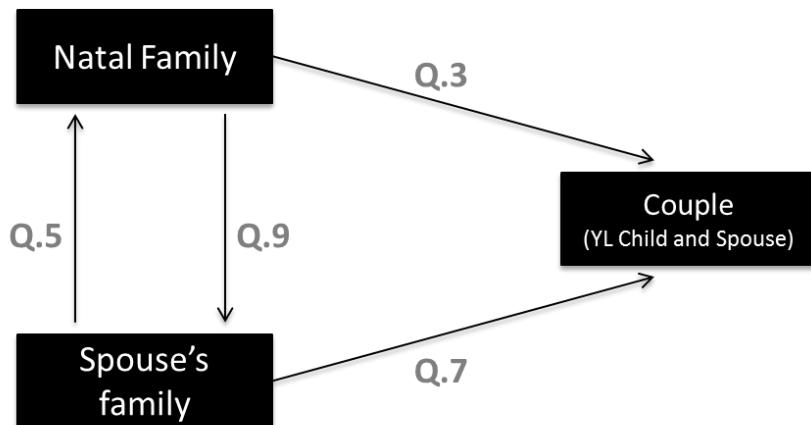
Q.2: How much money was spent by your spouse's family for your wedding (excluding gifts to your natal family)?

This question refers to the expenditure made by the YL Child's family on the wedding ceremony only.

The following set of question asks about exchange of gifts for the marriage arrangements.

Figure 8 summarizes the table with Q.3 to Q.10. Note the exchange of gifts include gifts given at the time of the wedding ceremony and before/after the wedding ceremony for the marriage.

Figure 8: Exchange of Gifts



Q.3. Was this item offered as a gift by your natal family to you or your spouse for your wedding and marriage?

For each item, ask whether the family of the YL Child gave it as a gift to the new marriage (YL Child and spouse). Skip to 4 if answer no.

Q.4. Value of gifts from your natal family to you and/or your spouse

Record the value of the item at the time of the marriage.

Q.5. Was this item offered as a gift by your natal family to your spouse's family for your wedding and marriage?

For each item, ask whether the family of the YL Child gave it as a gift to the family of YL Child's spouse. Skip to next item if answer no.

Q.6. Value of gifts from your natal family to your spouse's family

Record the value of the item at the time of the marriage.

Q.7. Was this item offered as a gift by your spouse's family to you or your spouse for your wedding and marriage?

For each item, ask whether the family of the YL Child's spouse gave it as a gift to the new marriage (YL Child and spouse). Skip to next item if answer no.

Q.8. Value of gifts from your spouse's family to you and/or your spouse

Record the value of the item at the time of the marriage.

Q.9. Was this item offered as a gift by your spouse's family to your natal family for your wedding and marriage?

For each item, ask whether the family of the YL Child's spouse gave it as a gift to the family of YL Child's partner. Skip to next item if answer no.

Q.10. Value of gifts from your spouse's family to your natal family

Record the value of the item at the time of the marriage.

Q.11: Has your family gotten any loan to spend for your wedding?

This question identifies if YL Child's family got indebted due to the wedding. Skip to next item if answer no.

Q.12: What is the amount of the loan that your family got for your wedding?

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

SUB-SECTION 8.4– PRE MARRIAGE ASSETS

PURPOSE

To collect information of land and productive assets the YL Child brought into the marriage. This subsection is to be asked to index children (men and women) who have married since round 4 only.

INSTRUCTIONS

Note that the phrasing of the question varies for the Spouse's pre-marriage assets.

This section is enabled if

- (a) Q.1=1 or 7 (*currently married since round 4*) or
- (b) Q.1= 3, 4, or 5 AND Q.2=1 (*married since round 4 but now divorced, separated, or widowed*).

Q.1: Did you have land of your own which you brought into your marriage?

Ask YL Child if he owned any land before marrying. Include the land where the house is built. Skip to Q4 if answer no.

Q.2: What was the size of the land owned?

Enter the size of the land.

Q.3: Enter the size of the land.**Q.4: Did you receive land when you married?**

The purpose of this question is to understand the bargaining power of the YL Child (control) over the use of land in their marriage. Therefore, in the question 'did YOU receive' refers ONLY to land given DIRECTLY to the YL Child, which gives them control (or certain control) of that land. Skip to Q8 if answer no.

Q.5: What was the size of the land received?

Enter the size of the land. If several plots were received –either by the same household or different individuals—sum them up and enter the total size of land received.

Q.6: Enter the size of the land.**Q.7: Who gave the land received?**

This question intends to find out who are the donors of the land received by the YL child. Tick all that apply.

Q.8 Did you own any livestock before you married? For example, milk animals, draught animals, beehives, or small ruminants such as poultry. Skip to Q10 if answer no.

This question identifies whether the YL Child owned any animal which he/she brought into the marriage. The fieldworker must keep in mind that only the animals that can generate income are relevant. Do not include pets. *Pets are irrelevant for the study.* If the respondent's answer is Yes, continue to the table.

For every type of animal, enter the number and total value of the animals owned at the time of the marriage.

Q.9. Please tell me about the number and value of the livestock that you owned before marriage:

- **Number:** Enter number of livestock owned per category.
- **Total Value in Birr:** Enter number of livestock own per category.

Q.10. Did you bring any utensils and household items when you married?

Ask YL Child if he/she brought any utensils and household items into the marriage. Skip to Q12 if answer no.

Q.11. What was the value of the utensils and household items?

Enter value of items at the time of marriage.

Q.12. Did you bring any grains when you married?

Ask YL Child if he brought any grains into the marriage. Skip to next sub-section if answer no.

Q.13. What was the value of the grains?

Enter value of items at the time of marriage.

SUB-SECTION 8.5 – SPOUSE'S PRE MARRIAGE ASSETS

PURPOSE

To collect information of land and productive assets the Spouse of the YL Child brought into the marriage. This subsection is to be asked to index children (men and women) who have married since round 4 only.

INSTRUCTIONS

This section is enabled if

- (a) *Q.1=1 or 7 (currently married since round 4) or*
- (b) *Q.1= 3, 4, or 5 AND Q.2=1 (married since round 4 but now divorced, separated, or widowed).*

Note that the phrasing of the question varies for the Spouse's pre-marriage assets.

Q.1: Did your spouse have land of his/her own which you brought into your marriage?

Ask YL Child if the spouse owned any land before marrying. Include the land where the house is built. Skip to Q4 if answer no.

Q.2: What was the size of the land your spouse owned?

Q.3: Enter the size of the land.

Q.4: Did your spouse receive any land when you married him/her?

The purpose of this question is to understand the bargaining power of the YL Child's Spouse (control) over the use of land in their marriage. Therefore, in the question 'did YOUR SPOUSE receive' refers ONLY to land given DIRECTLY to the Spouse of the YL Child, which gives them control (or certain control) of that land. Skip to Q8 if answer no.

Q.5: What was the size of the land received?

Enter the size of the land. If several plots were received —either by the same household or different individuals—sum them up and enter the total size of land received.

Q.6: Enter the size of the land.

Q.7: Who gave the land received?

This question intends to find out who are the donors of the land received by the YL child's spouse. Tick all that apply.

Q.8 Did your spouse have any livestock of his/her own before you married him/her? For example, milk animals, draught animals, beehives, or small ruminants such as poultry.

This question identifies whether the spouse of the YL Child owned any animals which he/she brought into the marriage. The fieldworker must keep in mind that only the animals that can generate income are relevant. Do not include pets. *Pets are irrelevant for the study.* If the respondent's answer is Yes, continue to the table.

For every type of animal, enter the number and total value of the animals owned at the time of the marriage.

Skip to Q10 if answer no.

Q.9. If yes, please tell me about the number and value of the livestock your spouse owned:

- **Number:** Enter number of livestock owned per category.
- **Total Value in Birr:** Enter number of livestock own per category.

Q.10. Did your spouse bring any utensils and household items when you married?

Ask YL Child if the spouse brought any utensils and household items into the marriage. Skip to Q12 if answer no.

Q.11. What was the value of the utensils and household items?

Enter value of items at the time of marriage.

Q.12. Did your spouse bring any grains when you married?

Ask YL Child if the spouse brought any grains into the marriage. Skip to next section if answer no.

Q.13. What was the value of the grains?

Enter value of items at the time of marriage.

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 we read 12 sentences and ask the Index Child to indicate whether he/she strongly disagrees, disagrees, agrees or strongly agrees with them. Read the sentences as they are written, don't read them as questions, we need to know what the Index child thinks about each sentence.

If the index child does not want to respond to any of the questions or if s/he doesn't know what to answer, the index child has the option to skip an item and pass to the next one.

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

SECTION 10 – FERTILITY

PURPOSE

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

SUB-SECTION 10.1 – ATTITUDES TOWARD FERTILITY AND MARRIAGE

INSTRUCTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q11: Does your spouse want the same number of children that you want?

SUB-SECTION 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. This sub-section will only be administered if [YL Child] has ever been married or is currently cohabiting.

INSTRUCTIONS

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

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

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

Q.1: How many births have you given since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?
This includes children who are still alive or not. This is a filter question for the rest of the section.

Q.2: Are you currently pregnant?

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

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

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

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

Q.5: When was [CHILD] born?

Q.6: How is [CHILD] doing?

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

Q.7: Does [CHILD] live with you? If yes, skip to next child.

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

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

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

Q.9: 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.10: Was the birth weight from documentation?

If you have checked the birth weight data with any document, enter "Yes = 01".

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

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

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

This question identifies if the YL Child did prenatal controls when she was pregnant with Child's Name. Exclude visits for non-pregnancy related illness. Check documentation if available.

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

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

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

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

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

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

Q.16: Where was [CHILD] born?

Ask the YL Child in which health facility was the child born and code accordingly. Skip to Q.18 if answer 03, 04, 05, 06, 07 or 08.

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

- 01 Doctor

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

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

Q.18: Was [CHILD] delivered by a caesarean section (CS), that is, did they cut your belly open to take the baby out?

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

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

This question wants to find out if delivery was anticipated when the Index Child was pregnant with Child's Name. Skip to Q.21 if answer no.

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

Enter the number of weeks

Q.21: Did you ever breastfeed [CHILD]?

If the answer is "No = 00" skip to Q.24.

Q.22: When did you feed [CHILD] with anything else than breast milk (e.g. water, tea, mushy food)?

Ask how old in months was the [CHILD] when he/she started being fed with other thing than breast milk. For example water, tea, porridge, soup.

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

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

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

Q.24: What was [CHILD] given to drink in the first 2-3 days after birth?

Ask what [CHILD] was given to drink in the first 2-3 days of birth. Tick all that apply.

SUB-SECTION 10.4 – CHILDREN OF THE YL INDIVIDUAL

Health

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

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

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

A long-term health 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).

Q.3: What is the most important long-term health problem that [CHILD NAME] has?

If Q.2=yes (1) select most important long-term health problem.

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

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

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

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

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

Child care and education

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

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

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

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

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

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

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

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

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

Q.12: Is [CHILD NAME] 36 months of age or older?

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

Q.13: 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.14: How old was [CHILD NAME] in months when he/she first went to a [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL]?

Q.15: Is [CHILD NAME] currently attending a [LOCAL NAME FOR FORMAL OR INFORMAL PRESCHOOL]?

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

Q.16: 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.17: 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 ok, bad or extremely bad

SECTION 11 – HEALTH

PURPOSE

This section informs on the general health of the Index Child (sub-section 11.1), his smoking and drinking habits (sub-section 11.2), and his food consumption and diet (sub-section 11.3).

DEFINITIONS

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

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

SUB-SECTION 11.1. INDIVIDUAL HEALTH

INSTRUCTIONS

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

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 glasses?

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

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

Understand if the Index Child has any long-term health problems that can affect his/her daily life. If "Yes = 01", skip to Q.5. If "No = 00", skip to the next problem.

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

A long-term health problem is one that persists because it is incurable or because it is not being treated. It may include physical disability, chronic mental health problems, and/or seasonal or

periodic problems. You can include up to 3 options. If you have less than 3, enter "NA = 88" in the blanks.

Serious injuries

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

Ask YL Child if there was ever a time when he/she was seriously injured (as defined above.) for at least one day AND/OR required medical attention. If so, ask how many times it happened since 2006 (E.C.). If this never happened since 2006 (E.C.) record '0' and skip to Q.8. Otherwise record the number or times using the codes provided.

Q.6: What was the most serious injury?

With this question we want to know what the most serious injury/lesion was. Do not prompt the answers. If the YL Child suffered multiple injuries, input the one the respondent considers the most serious. That means that the severity of the injuries is defined subjectively by the respondent.

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

The purpose of this question is to know what activity YL Child was performing when he/she got injured.

Illnesses

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

Ask YL Child if he/she has had a serious illness in the past four years, since 2006 (E.C.). A serious illness is one that prevents the person from doing his/her normal activities (going to school, work, etc...) and/or requires medical attention (in some cases emergency care). If YL Child has not suffered any serious illness since 2006 (E.C.), skip to Q.10.

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

Ask YL Child what was the most serious illness he/she had since 2006 (E.C.). Enter the code according to the code table shown in CAPI. If the YL Child suffered multiple serious illnesses, take the one the respondent considers to be the most serious: the severity of illnesses is defined subjectively by the respondent.

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

Please note that this question is INDEPENDENT from Q.8 and Q.9. Here we want to know whether the YL Child missed school (or university) due to ANY type of disease (whether serious or not) in the last 12 months. Therefore, this question is asked even if the YL Child does not report suffering from serious illnesses since 2006 (E.C.) (i.e. even if answer to Q.8. is "No").

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

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

This question aims to find out if the index child has a visual impairment, even when the child wears glasses, and the level of difficulty.

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

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

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

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

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

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

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

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

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

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

Disabilities

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

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, mentally retarded, etc. If YL Child does not a permanent disability, skip to next section.

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

This question informs on the severity of the disability in terms of the extent to which it affects the ability of the YL Child to perform his/her daily activities and/or work (if he/she works) relative to someone of the same age.

SUB-SECTION 11.2 – SMOKING AND DRINKING HABITS

INSTRUCTIONS

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.

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

Q.0 : Have you ever smoked a cigarette or other forms of tobacco?

If YL Child has never smoked, skip to Q.4.

Q.1: How old were you when you tried cigarettes for the first time?

Q.2: How often do you smoke cigarettes now?

Q.3: On the days you smoke, how many cigarettes/other forms of local tobacco do you usually smoke?

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

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

If YL Child never drinks alcohol, skip to next subsection *11.3 Dietary diversity*.

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

SUB-SECTION 11.3 – DIETARY DIVERSITY

DEFINTIONS

Last 24 hours: The reference period for the questions in this section is the last 24 hours, as long as the last 24 hours was a normal / typical day. A normal day is a day with no special events, such as celebrations, birthday, funeral, parties, etc. DO NOT INCLUDE FASTING DAYS. 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

The approach for collecting information on dietary diversity is described here according to the most effective way to elicit the information on dietary diversity, which is by allowing the respondent to freely recall what was eaten the previous day.

- Ask the respondent to mention all the foods (meals and snacks) eaten yesterday during the day and night. Start with the first food/drink consumed the previous morning. Record these items in a separate sheet of paper.

- After the respondent recalls all the foods and beverages consumed, enter ‘yes’ to the corresponding foods in the list under the appropriate food group if at least one food in this group has been mentioned.
- Probe for snacks eaten between main meals.
- Probe for added foods such as sugar in tea, oil in mixed dishes or fried foods.
- If a mixed dish was eaten, ask about and underline all the ingredients of the dish.
- Once the recall is finished, probe for food groups where no food was selected. It is not necessary to read out to the respondent the exact name of the food group, but simply ask (for example) about fruits, vegetables or tubers if these groups were not previously indicated. Write “0” in the right hand column of the questionnaire when it is certain that no foods in that group were eaten.

There are several advantages of the recall method compared with reading out all the foods in each group from the questionnaire and asking the person if these foods were eaten:

1. Avoid making the child forget about of the time frame reference (24 hours).
2. It is less tedious for the respondent rather than having to saying Yes or No to each food.
3. It actively involves the respondent in the interview process.
4. It facilitates consideration of the ingredients used in mixed dishes.

Q.1: Food Frequency: During the previous 24-hour period 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.

Q.2: Did you eat anything (meal or snack) outside home yesterday?

This question checks if any meal is consumed outside the household.

Q.3. Do you eat any meat/sega?

The answer should be “NO” if YL Child DOES NOT eat any meat: fish, beef, lamb, or poultry when they have the choice to eat it.

Q.4: During the previous 24-hour period did you consume any of the following?

These questions include all types of food consumed in meals or snacks in the previous 24 hours. You should NOT ask these questions by naming all the options. Rather tell the YL Child to construct what he/she ate during the last 24 hours, from morning to night as is described in the instructions before and the example below.

Example:

YOU: What did you ate yesterday before breakfast?

YL Child: Coffee

YOU: Did you added sugar to your coffee?

YL Child: ‘yes’

YOU: What did you have for breakfast?

YL Child: beans with enjera

YOU: Were the beans cooked with oil? Did they contain onion? Did your mom added salt?

...

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.

Once you have constructed what the YL Child ate, enter into CAPI. If you realise the YL Child does not mention eating any product in one of the categories, for example, any fruit; double check that he did not, before proceeding to the next section.

SECTION 12 – COMPUTER, DIGITAL DEVICES, AND INTERNET USE 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 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 level of contact the index child has with these tools. If the index child answers “no, never”, “yes, a few times in my life” or “I don’t know what that is” for each one of the four devices please move on the next section. If the index child answers “yes, many times in my life” to at least one of the devices, carry on with this section.

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

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

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

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 frequency of use of the device. 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.

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

We ask for 4 specific devices: computer or laptop, tablet, internet and a mobile phone with internet access. The aim of this question is to find out the age in which the index child used the

device for the first time. Again, the question only activates if the index child has used the device many times in his/her life. If the index child doesn't remember the exact age, an approximate age may be given.

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

1 *E-mail*

2 *A social network account and/or instant messaging account*

This question refers to two different types of accounts: email and social media or instant messaging. By “electronic mail” or “email” we refer to accounts in any server such as Gmail, Hotmail, Yahoo, Outlook, etc. By “social media or instant messaging” we refer to an account in any of services such as: Facebook, Twitter, Whatsapp, Skype, LinkedIn, Instagram, etc. The aim of this question is to understand how familiar the index child is with socialising digital media. The question only activates if the index child replied with “yes, many times in my life” in Q.1 for item 03.

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.

Look at this [CARD] with different alternatives that range from “Strongly disagree” to “Strongly agree”. I want you to tell me how much you agree or disagree with them by pointing in this card the option that best reflects your performance while using a computer or laptop. If you don’t understand the item, please mark the last option “I do not understand what this means”. The question only activates if the index child replied with “yes, many times in my life” in Q.1 for item 01.

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

Q.6:

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

Look at this [CARD] with different alternatives that range from “Strongly disagree” to “Strongly agree”. I want you to tell me how much you agree or disagree with them by pointing in this card the option that best reflects your performance in internet. If you don’t understand the item, please mark the last option “I do not understand what this means”. The question only activates if the index child replied with “yes, many times in my life” in Q.1 for item 03.

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

SECTION 13 – SOCIAL CAPITAL

PURPOSE

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

SUB-SECTION 13.1 – SUPPORT NETWORKS

Q.1: Would your household be able to raise 500 Birr in one week if you needed it?

This question informs on the household's ability to raise money in case of an emergency/sudden need. Raising money can mean borrowing or receiving as a gift. What is important is to understand how readily the household can have access to money if it suddenly needs it.

SUB-SECTION 13.2 – COLLECTIVE ACTION AND EXCLUSION

The next seven questions are about politics: how interested and politically active the household is. Ask the respondent to think of the whole household when answering the questions. For each action in the table, ask whether any of the households have done that action since Round 4 (in the last three years). Here there is a code 79 which should be used if the respondent refuses to answer and 77 is the respondent does not know.

Q.2: Talked with other people in your area about a serious problem affecting the community?

Q.3: Voted in the latest (national/local) elections of 2007 EC (2015 GC)?

Q.4: Gave gifts or cash to any community organizations or political groups?

Q.5: Taken action with others about a serious problem affecting the community?

Q.6: Actively participated in an awareness raising campaign?

SECTION 14 – ANTHROPOMETRY

PURPOSE

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

INSTRUCTIONS

PROCEDURES TO MEASURE WEIGHT

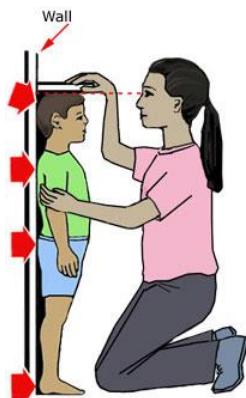
- We will use an electronic balance. Please find an adequate and safe surface. This kind of balance cannot accurately measure if it is on a slope.
- Be sure to record each weight measures in the corresponding spaces of the table. Do not forget to record the final weight.
- Weight the *YL Child / Child* with minimal clothing and no shoes. In this case you will need to type a list of the clothes the child is wearing, and then deduct clothes from total weight. This calculation should be done after you have written the weight marked on the scale.
- Record all weight calculations on the back of the sheet.
- Weigh the *Index Child / Child* and read the weight measurement clearly. Take a second reading, when the Child and the balance are stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different even do the procedure a third time and record the number that is repeated twice.
- If you cannot get the two equal measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- Always thank the mother/YL Child.

PROCEDURES TO MEASURE HEIGHT

- When measuring height, if the Child cannot stand, you will need a wall or a door in order to use them as support when measuring the stature.
- Appropriate clothing: take off your shoes and any bulky clothing like a jacket or bulky pole which may prevent the child's buttocks being in contact with the board.
- Place the child in such a way that he/she is standing on the measuring board 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 child looking straight ahead, not with his

head tilted up or down. The child's arms should be hanging next to him/her. Ask the mother to help if needed.

- Gently lower the horizontal marker of the measuring scale 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 clearly what the measure is 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 similar measures and write the measure in the space for the final height.
- Always thank the mother and child.



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 weights and sizes

- 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 types the measurement
- e) The assistant displays the measurement to the person who wrote it

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* / child's feet.

- The person is not on his/her knees.
 - The person is too far from the scale.
- b) The feet of the *Index Child* / child
- Is tiptoeing.
 - The soles are not perpendicular to the scale.
 - Child is being measured standing on one foot only.
- c) The child's head
- The neck is too stretched
 - The neck is bent.
 - The mother's hand palm completely covers the ear (fingers are not bent)
- d) The position of the *Index Child* / child in the measuring board
- The *Index Child* / child is not in the centre of the scale
 - The *Index Child* / child is wearing a diaper or other bulky clothing, braid or hair accessories so that the head of the *Index Child* / child is not in contact with the measuring scale.

WEIGHT

4) Common mistakes in weighing

- The *Index Child* / *Index Child* 's child can touch a wall or grab other people around
- The *Index Child* / *Index Child* 's child is wearing a lot of clothes

SUB-SECTION 14.1. ANTHROPOMETRY OF INDEX CHILD

INSTRUCTIONS

Q.1: SCALE CHECKED

Make sure that the scale has been tested and is working well. Tick the appropriate space in CAPI if the scale is well calibrated.

Q.2: First child weight TO NEAREST 0.1 KG

Take and record the weight from the first measurement.

Q.3: Second child weight TO NEAREST 0.1 KG

Take and record the weight from the second measurement

Q.4: Agreed child weight TO NEAREST 0.1 KG?

Record agreed final weight following the procedure detailed above

Q.5 - Q.7: Height

Record two height measurements and the agreed measurement

Q.8: Why was child not measured?

If the Index Child was not weighed and/or his/her height was not measured, specify why the measurement did not occur.

SUB-SECTION 14.2. ANTHROPOOMETRY OF THE CHILDREN OF THE INDEX INDIVIDUAL

INSTRUCTIONS

Q.1: SCALE CHECKED

Make sure that the scale has been tested and is working well. Tick the appropriate space in CAPI if the scale is well calibrated.

Q.2: First child weight TO NEAREST 0.1 KG

Take and record the weight from the first measurement

Q.3: Second child weight TO NEAREST 0.1 KG

Take and record the weight from the second measurement

Q.4: Agreed child weight TO NEAREST 0.1 KG

Record agreed final weight following the procedure detailed above

Q.5 – Q.7: Height

Record two height measurements and the agreed measurement

Q.8: Why was child not measured?

If the Index Child's child was not weighed and/or his/her height was not measured, specify why the measurement did not occur.

When taking measurements of children, please make sure to thank the mother when finished.



ROUND 5

Ethiopia 2016 (G.C)/ 2009 (Eth.C)

FIELDWORKER MANUAL

OLDER COHORT

HOUSEHOLD QUESTIONNAIRE

Ethiopian Development Research Institute (Ethiopia)
University of Oxford (UK)

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PART I: INTRODUCTION

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

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

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

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

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

Please refer to the General Guidelines manual for:

- General guidelines on how to conduct the interview
- General guidelines on how to fill in the questionnaire

The Older Cohort Household questionnaire collects similar information to the Younger Cohort Household questionnaire. There are two main differences. Most of the questions that are asked about the Index Child to the caregiver are now asked to the Index Child directly. Some of the sections informing on the household's socio-economic situation have been shortened substantially or dropped. For example, food and non-food consumption, earned income, transfers/debts/remittances.

PART II: HOUSEHOLD QUESTIONNAIRE

TRACKING SCHEDULE

PURPOSE

The purpose of the tracking schedule is, firstly, to locate the YL Child and confirm that his/her family agrees to continue participating in the study; secondly, to identify who is the relevant household where the Older Cohort Household Questionnaire will be administered.

RESPONDENT

The Tracking Schedule can be answered by any adult at least 18 years old that can provide reliable information about the location of YL Child or his/her family. However, once YL Child's family has been found the respondent should be a household member that is familiar with YL Child's affairs – ideally the household head.

DEFINITIONS

Household: A household is defined as a group of individuals that meets three conditions:

1. They live under the same 'roof' or within the same compound/homestead/stand, and
2. They share food from a common source at least once a day (i.e. cook and eat together), and
3. They contribute to or share in, a common resource pool, aside from food and shelter, which means:
 - They **contribute to** the household through wages/salaries or any cash/in-kind income (e.g. parents), or
 - They **benefit from** this income, but do not contribute to it (e.g. children, students, elderly)

Current household: Household in which YL Child is living now in Round 5.

R4 Household: Household in which YL Child was living in Round 4.

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

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

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

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

Primary caregiver: In this round, as well as in Round 4, we no longer interview the primary caregiver of the YL Child (as in previous rounds), since the *Index Child* is now considered to be grown-up and already or soon to become independent. All references to the caregiver in the questionnaires for Older Cohort *Index Child* are referring to the person who was identified as the caregiver in the previous round (Round 3). The name of this person is pre-populated in CAPI everywhere where he/she is mentioned.

Household head: In principle, the definition of household head is left open to the respondent. However, if s/he does not know how to define her/him or mentions more than one person, explain that the household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. There should only be one household head in each household.

INSTRUCTIONS

This form is administered on paper by the supervisors. Only the final attempt – in which YL Child is found – will be entered in CAPI. Each supervisor has already defined from previous rounds their pool of index children under their responsibility within their allocated districts. They will receive from their Field Manager a pre-printed *Contacts Sheet* with the household's last known address collected in the last tracking on August, 2015. This sheet also contains other contacts' addresses and details that may help you find the household (see Figure 1).

Q.1. Child ID

This is the unique number assigned to each YL Child since Round 1, and it should be kept until the last round of the study. Entering an incorrect Child ID means we cannot use the data collected in the questionnaire.

Q.2: Tracking attempt number

In this space, you need to enter the number of times you have tried to find the child. Please note that the maximum number of attempts to find the child is 7. If you cannot find the child after the 7th attempt, report to your FIELD MANAGER to record this child as dropped from this round.

Q.3: Date

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

Step 1: Finding the house

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

Use the physical address of dwelling from R5 tracking (in August 2015) provided in the *Contacts Sheet* (see Figure 1) to find the house where the child was tracked for the last time.

Q.5: Record any tracking information collected. Include new address if possible.

If you could not find the house, talk to neighbours to find out how to get there or where to find YL Child's family and write down all references as this will be useful for tracking the child next round. If unsuccessful, use the phone and postal address provided in the *Contacts Sheet* to contact the household head (usually the child's father) or the primary caregiver (usually the child's mother).

Record any useful information you got, and report to the Field Manager. If a child moved to a YL district where another team is working, inform the Field Manager for him to do the arrangements with the corresponding supervisor.

Step 2: Find the YL Child's family

Q.6: Does [YL Child]'s family live here?

Once you found the house/dwelling, either because you got the correct directions to get there or you obtained a new possible address, you need to ask if YL Child's family is currently living there.

Q.7: Record any tracking information collected. Include new address if possible.

If YL Child's family does not live there, ask to the members of that household for any tracking information or talk to neighbours. If unsuccessful, use the phone and postal address provided in the *Contacts Sheet* to talk to the contacts for YL Child to find as much information as you can about where the family has gone. Record any useful information you got, and report to the Field Manager

Step 3: Check if YL child is alive

Q.8: How is [YL Child] doing?

Once you found YL Child's family, you must find out if s/he is still alive. This is very sensitive, so it is better to ask indirectly to prevent upsetting the respondent. It could be as phrased in this question or by asking "Is the child around / gone for playing / school?". If the child has passed away, you should make appropriate sympathetic statements on behalf of the project.

Q.9: Approximately, how old was [YL Child] when s/he passed away?

Only if possible, try to elicit in a very tactful manner, at what age the child died. For the Younger Cohort, the age of death should be less than 13 years old. You could ask this to a household member or a neighbour. **// End the interview here.//**

Step 4: Find YL Child

Q.10: Where is [YL Child] living?

Q.11: 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.12: Write down the new address where the [YL Child] is living

Q.13: For how long do you expect [YL Child] to stay there?

This question intends to capture whether the child is expected to return to the previous household. Enter "Temporarily" if the child is expected to return at some point, although the respondent does not know exactly when. Leave the definition of "temporary" and "permanent" to the household.

Q.14: Is [YC Child] now living in the same Round 4 household?

This question aims to find out whether the Index Child is living in the same household as in Round 4. For this question we need to use the definition described at the beginning of

this section. In brief, we link the YL Child to Round 4 household if s/he is living with any of the following people: Spouse (if YL Child was married in Round 4), biological mother, biological father, or Round 4 household head – in that order of importance if the child lives with some but not all of these people.

Step 5: Identification of the Relevant Household

The last couple of questions are just for you to mark based on previous questions.

Q.15: The relevant household is in a new household.

Tick this box if the child is not living with the Round 4 household and aims to stay in a new residence permanently.

Q.16: The relevant household in the Round 4 household.

Tick this box if the child:

- is not living with the Round 4 household but plans to return, and
- is living with the Round 4 household

Figure 1: CONTACT SHEET

CHILDID	IN010001		
CHILD NAME	SAI VEDELLA		
GENDER	MALE		
R4 ADDRESS	KARANAM GARI SANDU, NEAR RAJAGARI MEMA D.NO-6D-6-5, SOUTHERN STREET, ELURU		
MARITAL STATUS IN R4	MARRIED		
SPOUSE'S NAME	SAVITA		
R5 TRACKING			
NAME OF HOUSEHOLD HEAD	RAMAMJANEYULU		
FATHERS NAME	RAMAMJANEYULU		
CAREGIVER'S NAME (IN R4)	GANGA BHAVANI		
MOTHER'S NAME	GANGA BHAVANI		
PHYSICAL ADDRESS OF DWELLING (R5 TRACKING)	KARANAM GARI SANDU, NEAR RAJAGARI MEMA; D.NO-6D-6-5, SOUTHERN STREET, ELURU		
PHONE NUMBER	9440130708 ; 9441687670		
POSTAL ADDRESS	V. RAMANJANEYULU, NO. 60-KARAM GARI SANDU SOUTHERN STREET ELURU		
CLUSTER ID	01		
COMMUNITY ID	IN033		
TYPE OF SIT	URBAN		
REGION	21		
CONTACTS FOR YL CHILD FROM R5 TRACKING			
NAME OF CONTACT	ADDRESS	PHONE	IS THIS CONTACT STILL VALID?
RAMANJANEYULU VEDELLA	D.NO.6D-6-5, NEAR HANUMAN TEMPLE, RAJANA GARI MEDA, KARNAM GARI SANDHU, 29 TH WARD, ELURU		<input type="radio"/> YES <input type="radio"/> NO
PULLAIAH VEDELLA	D.NO.6D-6-5, NEAR HANUMAN TEMPLE, RAJANA GARI MEDA, KARNAM GARI SANDHU, 29 TH WARD, ELURU		<input type="radio"/> YES <input type="radio"/> NO
KOTHAMASU KRISHNA RAO	D.NO.6D-6-4, KARNAM GARI SANDHU, SOUTHERN STREET, ELURU		<input type="radio"/> YES <input type="radio"/> NO
NEW CONTACTS FOR YL CHILD			
NAME OF CONTACT	ADDRESS	PHONE	

PRELIMINARY INTERVIEW

PURPOSE

To get consent for keep participating in Young Lives Study and re-introduce Young Lives to all households enrolled since 2002. If successful, you will set appointments with the main respondents of the questionnaires (e.g. the household head, the primary caregiver and YL Child). You should also verify that the contact details in the Contacts Sheet (see Figure 1) are up to date.

RESPONDENTS

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

INSTRUCTIONS

Briefly introduce yourself and the study following the outline of self-introduction set out in the next box:

BOX 1: OUTLINE FOR SELF-INTRODUCTION TO THE HOUSEHOLD

SAY: My name is [FIELDWORKER/SUPERVISOR NAME] and I am part of ‘Young Lives’ project, a study of childhood poverty which has been carried out since 1995 EC (equivalent 2002 GC) in four countries: Ethiopia, India, Peru and Vietnam. You may remember that we first visited you 11 years ago when you kindly answered questions for us on various aspects of your lives. The last time we visited you was in 2006 EC (equivalent 2013 GC) and now we are visiting you again to find out how your life has been over the past 3 years and, in particular, to see how [YL Child] has been developing. Today we would like to check some details with you and then, if you agree, arrange an appointment for a deeper interview with you at a time most convenient to yourselves. Please remember you have the right to withdraw from the study at any time.

Q.1: Child ID

Check that this is the same ID you have from the *Tracking Schedule* and the *Contacts Sheet*.

Q.2: Date of Preliminary Interview

This should always be the same or later than the date of the last attempt of tracking. Enter date using Ethiopian Calendar.

Q.3: FIELDWORKER: Please refer to the Contact Sheet and answer: Is the [YL Child] currently living at the address as in Round 4?

Q.4: FIELDWORKER: Please refer to the Contact Sheet and answer: Is the [YL Child] currently living at the address as in the Round 5 tracking exercise?

Q.5: New address

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

Q.6: Phone numbers

Ask for the landline and mobile, ideally of the household head and/or main respondent of child's affairs.

Q.7: Cluster ID (Sentinel site) - OBSERVE

Choose the appropriate ID of the Sentinel Site in which the child lives. If the child has moved to a locality outside the Young Lives sentinel sites, choose the code '90'.

Q.8: Community ID – OBSERVE

Choose the appropriate ID of the Community in which the child lives. If the child has moved to a locality outside the Young Lives community, choose the ID 'ET999'.

The following questions are administered when the YL Child has moved out of the Young Lives sentinel sites. They intend to identify whether a Supervisors has to canvass a Mini-Community questionnaire or they can avoid so by linking the YL Child to a YL Sentinel Site.

Q.9: Is this locality urban or rural?

Follow the official definition to choose between urban or rural. If in doubt, contact the Kebele/ Town Administration Office.

Q.10: Is it possible to link this urban locality to a nearby urban YL Community?

The purpose of this question is to link children who are living in an urban locality to the nearest urban YL Community—where a Community questionnaire is being administered—, when the latter reflects similar contextual circumstances. In the Ethiopian context, children will experience similar circumstances when:

- The urban YL Community is located within 8 km radius from the locality where the YL Child lives (for urban places).
- The urban YL Community is located in the same sub-city in which the YL Child lives (for Addis Ababa only).

If 'yes' skip to Q.12. Otherwise, skip to Q.13.

Q.11: Is it possible to link this rural locality to a nearby rural YL Community?

The purpose of this question is to link children who are living in a rural locality to the nearest rural YL Community—where a Community questionnaire is being administered—, when that nearest rural YL Community reflects similar contextual circumstances. In the Ethiopian context, children will experience similar circumstances when:

The rural YL Community is within a 5-10 km radius from the locality where the YL Child lives.

If there is a rural YL community within 5 km radius, Supervisors should select 'yes' and continue to Q.12.

If there is a rural YL community within 5-10 km radius, Supervisors should decide whether the rural locality where the child lives is similar in terms of connectivity with the capital of the district, access to services, and education and health facilities to that nearby rural YL Community. If so, Supervisors should select 'yes' and continue to Q.12. Otherwise, skip to Q.13.

Q.12: Select the Community ID of this nearby community.

Check the sheet with the list of communities that you were provided with and select the Community ID of the YL Community which is within 5-10 km radius from the place where the child lives if rural and within 8 km ratio or within the same sub-city (for Addis Ababa) if urban. In CAPI, the drop-down menu for this question will show only the ID's of rural communities. Once answered, skip to Q.15.

Q.13: Enter the NAME of the new mini-community.

If it is not possible to link urban/rural community to a nearby urban/rural community, write down the name of the community.

Q.14. Select the Mini Community ID for this locality.

Enter the new ID from the correlative list assigned to you. Contact the Fieldworker Coordinator to verify that the ID is correct.

Q.15: Region of residence

Specify the name of the region

Q.16: GPS is the same as in R4

Q.17: Geographic coordinates

The GPS coordinates should only be taken if the current location is different from the one in Round 4.

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.18: 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.

Q.19: 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.20: What is his/her relationship to [YL Child]?

Be careful with the coding. Remember that the reference point is YL Child and not the 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.

Once you have identified the key household roles for the child, prompt the *Consent Form* (see Box #9). If the respondent 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 respondent 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 #9: 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: _____

Region: _____ Zone: _____

Woreda: _____ Kebele: _____

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.21: What is the preferred language of interview?

This should be asked for the household head, the most informed person about YL Child's affairs (Older Cohort) and the YL Child, in order to arrange for a translator if needed.

Appointments for main interview

Arrange an appointment with the family for conducting the main interview. Ideally the primary caregiver (or the person who answered the questionnaire last time), the household head and [YL Child] will need to be present at the main interview. If necessary, set more than one appointment. Inform the respondent that the interview will take approximately 3 hours.

These questions will not be entered in CAPI, but remember that you need to keep record of them in the corresponding monitoring sheet – *Template 1 for Investigator*.

Q.22: Date of First Appointment. Enter using Ethiopian Calendar

Q.23: Time of First Appointment. Enter using Ethiopian Time.

Q.24: Date of Second Appointment. Enter using Ethiopian Calendar

Q.25: Time of Second Appointment. Enter using Ethiopian Time.

Q.26: Date of Third Appointment. Enter using Ethiopian Calendar

Q.27: Time of Third Appointment. Enter using Ethiopian Time.

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).

RESPONDENTS

The preferred respondent for this section is the household head or the household head partner.

DEFINITIONS

ID of Household Member: The ID is a unique number assigned to each household member since the beginning of the study. 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 assigned. 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 UNIQUE 6-DIGIT CODE ASSIGNED TO EACH YL CHILD OF THE 2 COHORTS FROM THE 4 COUNTRIES. THEREFORE, NO YL CHILD WILL HAVE THE SAME CHILD ID AS ANY OTHER YL CHILD IN THE SAMPLE. THE CODE IS COMPOSED OF: COUNTRY / CLUSTER / COHORT / CHILD NUMBER

Example: IN 01 0 011, where

ET = 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

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 [HJM] 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 [HJM] 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 [HJM] die in?

Remember to be sensitive when asking this question. This question is enabled only when Q.4=03 (Household member has died).

Age in R4

The ages of PHHM's appear pre-filled, so you are not able to modify it. Use it as a reference when the respondent reports the current ages of the household members. Please do not correct the respondent even if the pre-filled age and current age do not match.

Q.6: How old is [HJM]?

You have to enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12 in this question. Enter "0" if the HJM is less than 1 year old.

Q.7: Age in completed months

If the HJM 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 HJM. 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.

Relationship to [YL Child] in R4

The relationship of the PHHM's to [YL Child] in Round 4 is pre-filled for reference.

Q.9: Relationship to YL Child

Be careful with the coding. Remember that the reference point is YL Child and not the caregiver. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

YL Child and YL Child Mother's Place of Birth

Q.10: Was [YL Child] or [YL Child]'s mother born in this kebele?

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: Was [YL Child]/[YL Child's mother]'s place of birth urban or rural?

Enter the type of place in which the YL Child was born.

Q.12-Q.17:

Choose the region, zone, city/town, sub-city/keftgna, woreda, and kebele from the drop-down menu.

Once this information is filled in for all PHHM's, you should ask the respondent if there are any other people currently living in the household permanently and/or are hosted in the household. This would be the case, for example, of a younger sibling of YL Child that was born at any point after Round 4. In that case, add this person to the Roster and record the same information that was recorded for previous members. By definition the new household member must live in the household. Once you have filled in the details of all – previous and new – household members, you will ask the following questions only to the *current* household members.

Household head in Round 4

You will see the name of the household head in Round 4 as a label only for reference.

Q.15: Who is the head of the household?

Ask who the current head of the household is. If different from Round 4 (see *Contacts Sheet*), probe the reported response. The household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask who controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. Enter the ID of the household member identified as the household head.

Current Household Members 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.19: What is [HJM] 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.20: What is [HJM]'s marital status?

Ask to all household members 12 and above. Remember that single means that the person has never been married.

Q.21: Does [HJM] 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.22: Who is [HJM]'s biological mother?

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. 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. 23: Who is [HJM]'s biological father?

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. 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. 24: Tick if the current household roster is complete.

Once finished updating the household roster, check with the respondent that all current household members have been included, and correct if necessary.

Q. 25: Tick if this is a polygamous household.

This question is for you to answer based on information in the household roster; do not ask the respondent. This refers if the household head has more than one spouse – check the roster to see if more than one HHM is entered as the wife of the HH head (Q.19).

Q. 26: ID of respondent for this section

Identify the respondent for this section from the household roster and enter the ID.

SECTION 2 – HOUSEHOLD EDUCATION

PURPOSE

The purpose for this section is to identify the educational level and educational degree of each household member and the YL Child, as well as in-depth information about her/his educational experience.

RESPONDENT(S)

The preferred respondent for this section is 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 of the information.

DEFINITIONS

- ➔ **Full-time education:** is when the household member goes to school 5-6 days a week or all working days in a week. The hours per day might be a whole day or just morning, afternoon or evening depending on the school. By evening we refer to evening shifts part of full-time primary education. Full-time education does NOT includes part-time or extension programmes such as evening or weekend programmes.
- ➔ **Religious education:** person learns to read or write in religious institution.
- ➔ **Public school:** a school that relies partly on government/state funding and part student fees.
- ➔ **Private school:** a school that relies primarily on individuals enterprises and/or PLC, share corporation
- ➔ **Government funded:** a school that relies primarily on government/state funding

INSTRUCTIONS

This section is divided in 2 tables: one for adults (18 years old and above) and another for children (5 to 17 years old).

In CAPI, names of each household member who are in these age ranges will be filled in automatically based on the information recorded in the Household Roster.

Q.1: Respondent for this section

Enter household member from the household roster.

For ages 18 and over

Q. 2: Has [HHM] ever attended or is he/she currently attending school?

It seeks to differentiate between the HHM that have ever attended school and those who haven't.
If No, skip to the next HHM.

Q.3: What was the highest grade that [HHM] completed (excluding pre-primary)?

Enter the highest educational degree obtained so far, or the degree of education still studying today for each adult. For those household members whose current educational level is not higher than secondary, 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), enter the codes that match this level (e.g. post-secondary, vocational, university, etc.).

Remember that we are looking for the highest educational grade the person achieved –if s/he is no longer enrolled in school- or the current grade/level –if s/he is still studying. For instance, for someone who is currently in 10th grade of secondary school, you must enter 9th secondary school.

Religious education - person learns to read or write in religious institution.

TVET programmes and diplomas/TTI/TTC should be captured under code 13 (post-secondary; vocational).

Q. 4: Is [HHM] currently in full-time education?

It seeks to establish whether the individual is in full time education, which refers mainly to formal education programmes. See definition of full-time education at the beginning of this section. Answers distinguish between attending regularly or irregularly. If an individual is supposed to attend to school 4 hours every working day, 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 ages 5-17 only

Q.5: Has [HHM] ever attended or is he/she currently attending school?

It seeks to differentiate between the HHM that have ever attended formal school (i.e. formal primary/ first grade) and those who haven't. If No, skip to the next HHM. This question excludes pre-primary education.

Q.6: What was the highest grade that [HHM] completed (excluding pre-primary)?

Enter the highest educational grade attained so far, or the current grade if the person is still studying today. For educational levels lower than completed secondary, the information is disaggregated by grades (i.e. grades 1 to 12). For our specific age group, we expect almost all of them to be in this educational level. However, for exceptional circumstances the codes allow for levels of education (post-secondary, university, adult literacy, and religious education).

Q.7: 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.

Q.8: What type of school is [HHM] currently attending?

We are interested in this question because the type of school is mostly linked to the source of funding of the tuition fees (e.g. public, private, etc.)

Q.9: Why is [HHM] currently NOT in full-time education?

For all those of school-going age (i.e. age 5-17) we would like to know the reason why they are not attending school.

Q.10: If [HHM] has ever been in full time education, how old was [HHM] when s/he completed/ stopped full time education?

This question examines the age (in years) at which the household member completed his/her studies or left school altogether.

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 EXTENSION AND USE

PURPOSE

The purpose of this section is to find out about the possession / use of agricultural and non-agricultural land by the household. We will collect the size and use of all land used by the household in the last agricultural year. The non-agricultural land include areas used for housing (such as house, flat, either owned, leased or borrowed), for business (such as if the household rents / has a place to sell or produce goods) or both (such as a house where the ground floor is a business / an orchard). In the case of agricultural land we also need information about the types of crops grown.

DEFINITIONS

Owned (includes sharecropped-out and leased-out)	The land is owned by the household and is not mortgaged with the bank or other financial institution. Also could be that 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	<p>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.</p> <p><u>Warning:</u> If the household owns the land and is share-cropping it, then it will be “sharecropped-out” land, and it will fit in the first category.</p>
Common property	Example: communal land
Squatted	Includes invasion / illegal occupation. If the land is the product of an invasion and now the household has the land title, consider this land as

	their own, however if the household is in the process of getting that title, the family does not own the land, and is considered an illegal invasion.
Leased from state	Land rented from the state on lease basis.
Mortgaged	A land that is held as collateral for loan.

INSTRUCTIONS

Agricultural land

Q.1: Total area of agricultural land

Enter the total area of all agricultural land used by the household during the last 12 months. For example, if the household has a plot of 2 acres and another one of 3 acres, the total area of agricultural land is 5. Help the respondent make the calculations by listing the area of each plot and adding them up.

Q.2: Units of land area

Enter the local unit in which the size of the plot is reported.

Q.3: What proportion of the land was irrigated in the last dry season?

Please refer to agricultural land only. Let the respondent make an estimate and then code appropriately.

Non-agricultural land

Q.4: Total area of non-agricultural land

Record the area of land used for living accommodation as well as industry and other uses. If there is more than one property, you must report the sum of the total area of the land. If the household has a business in the house (e.g. a warehouse on the ground floor), include it in the total area of the land. If the household moved from one house to another during the last agricultural year, only consider the current house.

Note that since this question includes land used for accommodation, there should be at least one land type (owned or not owned) greater than zero recorded in this question.

Q.5: Units of land area

Enter the local unit in which the size of the plot is reported.

Q.6: What is the total area of leased-out / sharecropped-out land?

This refers to land owned by the household which is leased to someone else. This could be agricultural and/or non-agricultural land.

Q.7: Local units of land

Enter the local unit in which the size of the plot is reported.

REMEMBER: If the household has more than one plot of land, please enter the sum of all plots when recording the area of the land (Q.3, Q.8 and Q.12), and refer to the description of most of the land when asking for the use of the land (Q.5, Q.10 and Q.14).

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

Q.8: 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.9: Is [OC YL CHILD] the main decision maker about how proceeds from any of this land are used?

That is proceeds from the way in which the land is used, and/or if the land was sold.

Q.10: Does [OC YL CHILD] have a land certificate for any of this land?

This question informs on whether the *Index Child* officially owns any of the household land.

SUB-SECTION 3.2 – LIVESTOCK AND PRODUCTIVE ASSETS

PURPOSE

The purpose of this section is to gain information about productive assets (animals, tools, utensils, agricultural and non-agricultural machinery) owned by the household in the past 12 months. Further, the value of these assets is of interest.

DEFINITIONS

Productive asset: any tangible good, utensil, machinery, or tool employed in production processes and income generation. It may be agricultural or non-agricultural. Tractors, wheelbarrows, and axes are productive assets used in agriculture while spinning machines, drills, and sewing machines are non-agricultural productive assets.

INSTRUCTIONS

Livestock

Q.1: Has anyone in the household owned any livestock in the last 12 months? (Do not include pets)

This question identifies whether a member of the household owns or owned any animal in the past 12 months. The fieldworker must keep in mind that only the animals that can generate income are relevant. *Pets are irrelevant for the study.* If the respondent's answer is 'Yes', then the table 'type of livestock' will be enabled.

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?

Ask this question first for all animal types in the table. Tick all that apply. In CAPI, if 'Other' type of animal is ticked, the next column ('Specify animal') will be enabled. In the space provided you should write the type of animal that the household owns.

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 do the household currently own?

The answer here can be "00" even if this animal is ticked in Q.2, because the household could have sold it.

Q.4: If you were to sell or rent all of these animals today, can [OC 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 of Productive Assets

Q.5: Do you have any assets (owned, rented, or borrowed) that allow your household to work and generate income?

This is a filter question to identify whether the household utilises productive assets. These do not necessarily have to be owned by the household; they can also be borrowed or rented. If the respondent does not understand what is meant by the term "productive asset", please clarify that these are implements that allow/help the household to generate income.

Some of the productive assets mentioned here may also be reported in the Socioeconomic Status section. For example, if the household uses a car as a taxi, the car will be reported here. However, if the car is owned by the household, the car will be reported again in the Socioeconomic Status section. This is correct. In these cases, the fieldworker is advised to leave a comment.

If the household responds 'yes' to Q.5, then the Productive Assets table is enabled.

Q.7: Can you tell me up to three of the most **VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed you (the 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 the codebox 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.8: Total number of assets

Enter the number of assets that the household have owned, rented, or borrowed in the last 12 months.

Q.9: For what activity is the asset used?

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

Q.10: How many of them do you currently own?

Consider only owned assets. If all the productive assets of the same type in question are rented or borrowed, enter 0.

Q.11: For how much could you sell all of this kind of asset that you own?

Ask how much the household would obtain if the respondent sold these assets. If there are different assets captured under the same group, ask for the value of each asset within the group and capture the total value of the assets in the group.

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 their ID from the household roster)

SUB-SECTION 4.1 – ECONOMIC CHANGES

INSTRUCTIONS

Q.1-Q.2: How would you describe the household you were living in?

The answers that we get are of perception. Note what the respondent says. If the answer is very different from what you can see, you could add a comment. 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.

Currently, respondent is asked how s/he would describe the economic situation of the home in which currently is living in. For this the fieldworker should read the alternatives and put the relevant code. You must ensure that the person’s answer is one of the alternatives. In this question, the code 03 = "We have enough, we managed" means average.

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 three years ago.

As in the previous case the interviewer should read the alternatives and place the code. You must ensure that the person's answer is one of the alternatives.

These questions are of perception. If the answer is very different from what you can see, just add a comment but do not try to change the respondents' answer or record your own.

If the answers to Q1 and Q2 are different, meaning that situation has changed, ask Q.2. In CAPI the enablement of Q.2 will be automatic. If the situation has not changed (answers to Q1 and Q2 are the same) skip to Q.3. Again, in CAPI, this will be done automatically for you.

Q.3-Q.4: Please give the two main reasons why your situation has changed 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.5-Q.6: During this period, compared to other households in this LOCALITY, how would you describe your household?

Ask the respondent to compare his/her household to others in the locality. 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 28 events that may have affected the household economy, including natural disasters, changes in the economy, changes in regulation, theft, fire, etc. It is not always enough that the event has occurred, but the home must determine whether the event had a negative economic consequence for the home. For example while asking about stolen money. In principle it is expected that the household will report only those thefts that had a significant economic impact on the family. Typically a "small" robbery will not be reported by the household. By their nature, the events for which you are inquiring are transitory events (events that occur in one specific moment of time). If these events occurred more than 1 time in recent years, one must register the years in which they occurred.

Another 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.

The fieldworker should not impose their views and decide whether an event is counted as a shock or not.

- **Number of occurrences of the event:** since the nature of the events that are being captured is short term (i.e. duration is of less than one year), it may be the case that the event occurs more than once since 2014. For example, the "frost" on the mountain can occur several times over a period of four years. In this case the fieldworker should record the occurrence of the event in each of those years (assuming that frosts cannot last for more than one year consecutively).

If an event occurred several times during the past four years, each year in which this event occurred must be reported.

- **Reporting the year of occurrence:** as a rule, the same event is reported only once in the year it occurred. This rule should be followed even if the event has permanent effects -beyond the year of occurrence- (for example, in the case of a fire). 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 2015, 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 diseases like cancer.

- **Correlated Events:** It may be possible that the household reports events that are correlated. For example, the household could report that it was affected by frost; they lost all their crops and their cattle. It is possible that the last two events are the result of the first event. If so, it is right to note 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 *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 2006 (E.C.) (2013 equivalent (G.C.). You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2006 (E.C.) (2013 equivalent (G.C.) (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.

The purpose of this question is to find out which negative events, out of the ones reported in Q.1 and Q.2 generated the greatest economic loss. In CAPI you will have a drop-down menu that has all the relevant information based on the information provided in Q.1. Please enter these in terms of importance (i.e. the one that affected the most or had the greater economic loss for the household should go first). If there are less than three responses, input 88 = NA in the remaining spaces. CAPI will then automatically prefill the years in which the shock happened based on answers to Q.2.

Among the occurred events, the respondent is asked to name the three most damaging events to the household in terms of greater economic loss (arranged in order of importance). Write the code of the First, Second and Third event in the order of importance given by the respondent. If there are less than three responses, input 88 = NA in the remaining spaces,

Q.4: Years in which the event happened

Q.5: 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 respondent approximately how much of the income generated by the household the economic loss associated with the events represents. Do not prompt the answers. Listen to the respondent and code in the most relevant loss category.

Q.6: What did your household do in response to this event?

Ask what the household did in response to the event. The respondent may give up to three answers. Ask them to list them in order of importance.

SECTION 5 – SOCIO-ECONOMIC STATUS

PURPOSE

This section is about the household's socioeconomic environment. This includes questions about conditions where people live (i.e. the house the household live in), household possessions, and access to public services.

RESPONDENT

This section may be answered by the primary caregiver of YL Child, the head of household or by the member of the household who knows about housing conditions (infrastructure) and ownership of consumer durables.

INSTRUCTIONS

Q.0: 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?

This is to know if any member of the household owns the house and the land where the house is built on. This includes situations in which the house is still being paid (e.g. mortgage), but for which a HHM has a title accrediting the ownership of the house. If the house is rented, the answer should be 'No'.

If the answer is 'No', skip to Q.4. The rationale is that someone may only use the house as collateral if they own it; in other words, someone cannot have a mortgage on a house that they do not own.

Q.2: Does anyone in your household have a mortgage on your house?

Ask whether anyone in the household has a mortgage on the house. A mortgage is an agreement by which the household borrows money from a money-lending organization such as a bank *and gives that organization the right to take possession of house which was given as security if the money is not repaid*. In other words, the house is being used as collateral for a loan, which is used to pay for the house. The mortgage is usually paid back to the money-lending organisation with specified payment periods and interest rates.

Q.3: How many rooms are there in the house?

Establish how many rooms there are in the house. Do not include kitchen, bathrooms, passage, corridor, garage, warehouses or rooms divided with non-permanent items such as a curtain. Enter the number of rooms that you mentioned in the space provided.

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. A separate kitchen could be a kitchen outside the house, an open-air kitchen or a kitchen in a separate room with window inside the house. We ask this question to find out whether the household members might be affected by cooking smoke from a non-separate kitchen.

Q.5: Do you have electricity?

This question refers to both legal and illegal electricity connections. Enter yes if electricity comes from a generator, including wind and solar ones, but NOT if it is generated by a car battery. Before

asking this question you should try to observe if the household has light bulbs, fans, or any devices that need electricity and whether they are working at the time of the interview.

The following three questions seek to collect information about the main material of the house. In this case, the fieldworker should observe the construction materials and record the category from the drop-down menus. If the materials are not visible, ask a member of the household. If the ceiling, floor, and/or wall are made of different materials record the type of material that covers at least 50% of the construction. If the same proportion prevails, record the material of the highest quality. If the compound has more than one building (separate kitchen, toilet, etc.) take the building material of either the living room or any of the bedrooms.

OBSERVATION

Q.6: Wall Observe the material. If it is not immediately clear what these are made of, ask the respondent.

Q.7: Roof Observe the material. If it is not immediately clear what these are made of, ask the respondent.

Q.8: Floor Observe the material. If it is not immediately clear what these are made of, ask the respondent.

If the roof, floor or wall is made of several different materials, record the main type of material (e.g. that which covers at least 50%). If there is more than one building in the household (e.g. a separate kitchen or bathroom) record the material used in the main section of the house where the living room and the bedrooms are.

Q.9: What is the main source of drinking water for members of your household?

Ask about the main source of drinking water for members of the household. If different members have different drinking water sources, then ask about the source used by the majority of members.

NOTE: If the home is supplied with piped water that comes from springs, rivers, etc., should be recorded in others and type that it is tube piped water supply. For a source to be considered "public" it must have a minimum treatment (Chlorine).

Q.10: What kind of toilet facility does your household use?

Ask about the main toilet facility used by members of the household.

Septic tank is a device where human waste is sent through a pipe directly into a covered sediment tank, where is treated with lime, ash, etc.

If the home shows that the ultimate destination of human waste is directly the field (even through hanging latrines), farm, paddock, bucket, 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 this area?

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 answer put "No = 00" and skip to question Q.14. Skip to Q.14 if answers "NK = 77"

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. Choose the appropriate code from Codebox #16. 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 2006 (E.C.) (equivalent to 2013 G.C.)?

We want to know if anyone in the home has invested in infrastructure improvements to the house since 2013. Improvements could be a renovated kitchen, a new toilet, new windows or similar. If the answer is "No = 00" or "NK = 77" skip to Q.16.

Note: If the household has a workshop inside the house, it is considered part of the home, unless the respondent considers the

Q.15: What have you invested in?

Ask the respondent to report the 3 most important improvements to the house since 2009. You can mark up to three investments. If the respondent mentions more than three, then choose the three that demanded the most spending. Conversely, if less than three investments are mentioned, input the ones mentioned and fill the other spaces with 88 = NA.

Household Items

This section is about the welfare of the household in relation to the equipment and facilities they have for the normal development of their activities. The interest is on the equipment owned by the household. For each item, ask Q.16 and Q.17.

Q.16: Does anyone in the household own this item?

Establish whether someone in the household owns any of the 18 items listed. To own an article means that the article could be sold by the household member. Make sure you also include all items that are being paid in instalments, or items that are not in the house at the time of the interview (e.g. because they have been borrowed by someone). Also, keep in mind that the item should be in working condition.

Mark "Yes = 01" for all those items owned by the household. If the household does not have the item or do not know, mark "No = 00" as appropriate and skip to the next item.

Home artefacts bought in instalments and still not finished paying for are considered household property. This includes home appliances and cars.

Some of the items mentioned in this section may have already been reported in the Productive Assets section (Section 3.2, Q.6). This may happen for example if a woman sells home-made food 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.

The ownership of an item listed here should be reported irrespective of whether it had already been reported in Section 3.

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 (item 08), which should be counted independently. For instance, if the household has a dining table with 6 chairs around it, it should be counted as 7 items (1 table + 6 chairs). A sofa set, on the other hand, should be counted as 1 item.

Q.18: How much do you think you would be paid if you sold this item?

Enter the amount in Birr. If the respondent has more than one item of a type (e.g. three TVs) add all items and report the total value. If the respondent cannot estimate the value of the item(s) enter code "NK = -77", but try your best to help the respondent with the estimations if necessary.

SECTION 6 – PUBLIC PROGRAMS

PURPOSE

This informs on some of the key public programmes that the household may be accessing.

INSTRUCTIONS

Q.0: ID of respondent for this section (identify the respondent for this section using the ID from the household roster).

SUB-SECTION 6.1 – GENERAL ACCESS TO PUBLIC PROGRAMS

Q.1: Has your household received support or assistance through programmes provided by NGOs or GOs since 2006 (E.C.) (equivalent to 2013 G.C.)?

Ask the respondent if the household received any support or assistance from governmental and non-governmental organisations since 2006 (E.C.) (equivalent to 2013 G.C.). If the answer is NO, skip to Q. 8.

Q.2: What kind of support was provided?

Please do not prompt the answers. Remember that if the household receives the same type of assistance from different organisations, the support received from each organisation should be entered separately.

Q.3: Who provided the support?

Q.4: In which year did the support begin?

Please use Eth. C. This question refers to the year when the household received the support/assistance for the first time from the specific organization.

Q.5: When did the support end?

Identify the year in which the support ended (the year when household last received support from the specific organization). If the household still receives support, you should enter 9999. It may be that the benefits of the support are still being felt, but the active interaction with the programme has finished (e.g. if a programme provided a household with a toilet). In that case, enter the year in which the active interaction with the programme ended. If the programme offered a “one-off” type of support, the years when the support began and ended should be the same.

Q.6: How often did you get this support?

Please identify the frequency in which the support was received. It may be that the support was provided as a one-off. In that case, please code as “08=Irregular, specify number of times received in the last 4 years” and enter the number of times.

Q.7: Which particular member of the household did the program target in particular?

For example, a training programme could be aimed at the head of the household. Other programmes, such as provision of better sanitation facilities would aim to benefit the whole household.

Enter 70="None" if the programme addresses the whole household and not a specific person.

Enter 90="Non-household member" if the targeted person is not part of the current household (temporarily/permanently away or has died).

SUB-SECTION 6.2 – ACCESS TO HEALTH EXTENSION PROGRAM

Q.8: Is any household member a beneficiary/member of the Health Extension Programme (HEP)?

If the answer is NO, skip to Q.14.

Q.9: In which year did the support begin?

Please enter the year in Eth. C.

Q.10: When did the support end?

Please enter the year in Eth. C. If the support is ongoing, enter "9999".

Q.11: How often did you get this support?

Q.12: Did the program target any particular member of the household?

If yes, please enter the ID of the household member.

Enter 70="None" if the programme addresses the whole household and not a specific person.

Enter 90="Non-household member" if the targeted person is not part of the current household (temporarily/permanently away or has died).

Q.13: Has this programme met your expectations?

This question is about the respondent's perception. Please do not question the respondent's answer.

SUB-SECTION 6.3 – PRODUCTIVE SAFETY NET PROGRAM (PSNP)

Q.14: Were you or any member of household registered as a beneficiary of the PSNP – Public Works program in the past 12 (13 Ethiopian) months?

Q.15: Were you or any household member registered as beneficiary of Direct Support (transfers of cash, food or other goods without requiring individuals to work) in the past 12 (13 Ethiopian) months?

Q.16: Have you graduated from public works program component of PSNP?

If the answer is NO and Q.14==01, skip to Q.19. If the answer is NO and Q.14==00, skip to Q.20. If the answer is NK or NA, skip to Q.20.

Q.17: If so, when did you graduate? (Month and Year).

Please use Ethiopian calendar.

Q.18: What was the most important immediate effect of graduation?

Q.19: If you have not graduated from PSNP so far, do you know when you will graduate from the PSNP public works program?

If the answer is YES, please write the month and year. Please use Ethiopian calendar.

SUB-SECTION 6.4 – OTHER PROGRAMS

Q.20: Were you or any member of household registered as beneficiary of Emergency Aid Programme since 2006 (EC) (2013 equivalent (GC))?

Q.21: Has the household received support from Other Security Programmes such as household asset building programs (HAB) over the past 12 (13 Ethiopian) months – this might include access to improved seeds, improvements in water/irrigation, land or pastures, as well as provision of credit, livestock or beehives?

Q.22: Has anyone in the family or the whole household got resettled by the government since 2006 (EC) (2013 equivalent (GC))?

If the answer is NO, skip to Q.25.

Q.23: If yes, when was the household/ member resettled by the government? (Month and Year)

Please use Ethiopian calendar.

Q.24: What type of resettlement was this?

SUB-SECTION 6.5 – CREDIT SUPPORT PROGRAMS

Q.25: Have you or any of your household members taken out credit since 2006 (E.C) (2013 equivalent (G.C))?

This question informs on whether the respondent or any other member of the household took out a loan or credit. This includes banks, financial institutions, insurance companies, commercial companies, municipal and rural banks, savings cooperatives, etc. If the answer is NO, skip to the next section.

Please record only credits or loans for 100 Birr or more.

Q.26: Who gave you or any of your household members the credit?

Q.27: Who received the credit?

Please enter the household member ID from the roster.

Q.28: Why did you or any of your household members take out the credit?

Q.29: When did you or any of your household members take out the credit? Enter month and year.

Please use the Ethiopian calendar.

Q.30: What was the amount of the credit? (in Birr)

If the credit was given in kind, please ask the respondent to estimate or convert the equivalent amount to cash.

Q.31: What was the interest rate paid for this loan per year? (in %)

Enter the interest rate in percentage. If the interest rate was variable, ask for the average. If the payment is not expressed in terms of percentage, please calculate the percentage.

Q.32: What was the amount of interest paid per year?

Enter value in Birr. This question is enabled if Q.31=-77 (NK).

Q.33: Have you or any household member finished making payments?

If the answer is NO, skip to the next line.

Q.34: Did you or any household member pay back in time?

If the answer is YES, skip to the next line.

Q.35: Why did you not pay back the credit in time?



ROUND 5

FIELDWORKER MANUAL

YOUNGER COHORT SIBLING QUESTIONNAIRE

August 2016

Ethiopian Development Research Institute (Ethiopia)

University of Oxford (UK)

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Introduction

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

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

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

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

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

This questionnaire is administered directly to the Panel Sibling of the Younger Cohort Index Child. The purpose of this questionnaire is mainly to gather information on the panel sibling's experiences (e.g. of schooling, work), as well as to get their perspective and feelings in relation to their family and community.

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

The topics covered in this questionnaire include:

- Identification of the panel sibling
- Sibling anthropometry
- Feelings and attitudes of panel sibling

Section 1: Tracking of the Panel Sibling

PURPOSE

The aim of this section is to identify the panel sibling for whom information will be collected in Round 5.

INSTRUCTIONS

If the panel sibling is not available at the time of the household/ child interview, make all reasonable efforts to track him/her and collect his/her information.

This sibling should be the same sibling that was measured in Round 3 and Round 4. If the sibling in Round 3 and the sibling in Round 4 are different people, select the Round 4 sibling if available. Only if the Round 4 sibling is not available, select the Round 3 sibling.

If both Round 4 or Round 3 sibling is not available, make all reasonable efforts to track him/her and measure his/her weight and height. If it is not possible to find the sibling or the sibling now lives too far away from the household, please keep a log of the reasons why siblings have not been found. The data is continually monitored and we may ask for clarifications as to why certain siblings were not found.

If both siblings are not available, make sure to still ask for birth information for the panel sibling (Round 4 sibling if both siblings are not available in Round 5) and record it accordingly if this information was not collected in Round 4.

Q.1: Has [PANEL SIBLING] been tracked and found?

If "00=No", exit interview.

Section 2: Birth Information

PURPOSE

The following questions capture birth information about [PANEL SIBLING] ONLY if it was not already collected in Round 4.

INSTRUCTIONS

If the information is missing for [PANEL SIBLING], ask the following questions to the household even if the sibling is not available or cannot be found.

Q.1: Date of birth of [PANEL SIBLING] not collected in Round 4

It is vital that IRRESPECTIVE of whether the sibling is available for measurement or not, the date of birth is recorded. Please ask the mother/caregiver of the *Index Child* to get this information. Please make sure that the 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 not present
- (2) Caretaker refused
- (3) Child ill
- (4) Child refused
- (5) Other, specify
- (6) Child is younger than 2 years old
- (7) Child could not be found
- (8) Child has a disability that prevents him/her from being measured
- (9) Not Known

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

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

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.

Self-efficacy: the feeling that one is able to perform in a certain way and to achieve certain goals. In other words, it is the belief that one has the skills to act in the ways necessary to manage different situations.

Self-esteem: general self-assessment of the person's own worth, resulting from his/her thoughts, evaluations, feelings and behavioural tendencies.

This question works in the same way as in the previous section. HOWEVER, there is an important difference in the answer codes. In the previous question there were four answer options, while in this question there are five: in the previous question there was no "neutral" option, while in this question there is. The answer codes relevant for this question are shown in Prompt Card #3, represented in Figure #2.

Figure #2: Feelings and Attitudes (5-Point Scale)

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

Before starting, carefully go through the CAPI example to make sure that the *Panel Sibling* is comfortable with the answer codes and understands the difference between them. It might be confusing for the *Panel Sibling* that although this question works in the same way as the last question, the answer codes are a little bit different. Please take the time necessary to make sure that the *Panel Sibling* is aware of the change in the answer codes and make sure that s/he is using the full range of answers. Please ask the *Panel Sibling* to point to the relevant option on Prompt Card #3 when answering rather than just give you the answer orally.

Items 02 and 04 are only administered to children who are engaged in some kind of paid or un-paid activities. 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 maths. For this purpose, the panel sibling should be administered the same test that the index child will take. Please refer to the cognitive testing protocols.



ROUND 5

FIELDWORKER MANUAL YOUNGER COHORT CHILD QUESTIONNAIRE

AUGUST 2016

Ethiopian Development Research Institute (Ethiopia)

University of Oxford (UK)

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PART I: INTRODUCTION

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

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

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

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

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

This questionnaire is administered directly to the Younger Cohort Index Child. The respondent for the great majority of the section is the *Index Child*. The purpose of this questionnaire is mainly to gather information on children's experiences (e.g. of schooling, work), as well as to get their activities and life-history (e.g. time use, work activities, mobility, etc.).

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

The topics covered in this questionnaire include:

- Mobility
- Education
- Time use and work activities
- Education and job aspiration and expectations
- Health
- Social norms and gender roles
- Social networks
- Marriage and parenthood expectations
- Feelings and attitudes
- Computer, digital devices, and internet usage
- Anthropometry

PART II: CHILD QUESTIONNAIRE

DATA HANDLERS

Date and time of start of interview

Q.1: Date of start of interview

Q.2: Time of start of interview

Location information of child interview

Q.3: The child lives with the household where the R5 household questionnaire is being (or going to be) administered.

Q.4: Geographic coordinates

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

Q.5: 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.6: 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.7: Is this locality urban or rural?

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

Q.8: Is it possible to link this urban locality to a nearby urban YL Community?

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

Q.9: Is it possible to link this rural locality to a nearby rural YL Community?

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

Q.10: Select the Community ID of this nearby YL community.

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

Q.11: Enter the name of the new mini-community.

Q.12: Select the 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.13: Region of residence – OBSERVE.

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

Q.14: Date of interview

Q.15: Fieldworker ID

Q.16: Date of Supervisor Check

Q.17: Supervisor ID

SECTION 1: MOVEMENT HISTORY

PURPOSE

This section intends to collect information about all of YL Child's movements to a different kebele since 2006 (E.C.) (equivalent to 2013/14 G.C.) for a period of 1 month or more (or that is expected to last 1 month or more). This information is then used to analyse migration issues related to YL Child.

INSTRUCTIONS

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

Q.1: Have you ever moved to a different kebele for at least one month since our visit in [DATE OF R4 INTERVIEW]?

This is a filter question: it will enable the Mobility History table if the answer is 'yes'.

The only exception to the one month rule is the following: a child that has moved to the location where the interview takes place less than one month ago BUT expects to stay there for a long time or permanently. These cases you should be coded as "01=Yes", even if the child moved less than a month ago.

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

Q. 2: In which year did you move?

The range of years is from 2013 to 2016. Enter the year in a four-digit format: YYYY

Q. 3: Where did you move to?

This question intends to capture the distance of each of YL Child movements. The information to be collected includes movements to another kebele within same woreda as well as to other woredas, regions and even outside the country. If the YL Child moved outside the country, you should specify which country.

Q. 4: What type of kebele/place did you move to?

This is an approximation to the size of the destination (i.e. rural, town, woreda centre, zonal centre, regional centre, or Addis Ababa). The point of reference in this question is the kebele to which the YL Child moves to. If the destination is a woreda centre as well as a zonal centre, for example, choose the biggest administrative unit. Always prioritize Addis Ababa over other types, if applicable.

Q. 5: How long did you stay in this location?

Please enter the number of (completed) months. If the YL child answers in years, convert the response into months. If the YL Child still lives in the kebele, enter "0". This means that the last locality entered must be the one in which he/she currently lives

If the YL Child moved in the month previous to the survey and expects to stay permanently (i.e. at least more than 2 months) code this period as "0". This is the only exception where we capture a movement of less than 1 month.

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 report the child's educational history since Grade 1. For this purpose, we want to know for each year whether the YL Child was studying on a regular basis (for more than 6 months), the grade courses, the type of school programme, and the school where s/he was enrolled.

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.

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. The fieldworker should place the respondent in the academic year 2009 in order to know what is the grade and school that s/he is attending. Then, work out backwards to the following years.

Q.1. Did you attend any formal school, preschool, early learning program or kindergarten 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.

		Did you attend school for more than 6 months? FIELDWORKER: If the academic year started less than 6 months ago, ask if YL Child has fully attended during that period.	
4	2016-2017	<input checked="" type="radio"/> ଅନ୍ତର୍ଗତ (0) <input type="radio"/> ଅମୁଖୀଁ (1)	Enter Education History For Year
3	2015-2016	<input type="radio"/> ଅନ୍ତର୍ଗତ (0) <input checked="" type="radio"/> ଅମୁଖୀଁ (1)	Enter Education History For Year
2	2014-2015	<input type="radio"/> ଅନ୍ତର୍ଗତ (0) <input checked="" type="radio"/> ଅମୁଖୀଁ (1)	Enter Education History For Year
1	2013-2014	<input type="radio"/> ଅନ୍ତର୍ଗତ (0) <input checked="" type="radio"/> ଅମୁଖୀଁ (1)	Enter Education History For Year

Q.2: In which grade were you enrolled in?

This question refers to formal education only, but includes pre-school levels. For any pre-school education, fieldworker should enter the codes available accordingly. If child was in more than one academic year, record the highest grade enrolled.

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: Tick if same school as previous row

This is a filter to facilitate the collection of school data. If the school is the same as the one entered in the previous row, tick this question to reduce the time of administration.

Q. 5: What type of school did you attend?

Enter the type of school, based on the definition provided at the beginning of the section.

Q. 6: Location of the school – Region

This information will be pre-filled information. Select the region from the drop down menu.

Q. 7: Location of the school – Zone

This information will be pre-filled information. Select the zone from the drop down menu.

Q. 8: Location of the school – Wereda

Woredas will only be available in drop-down list for schools belonging to YL sites.

Q. 9: Kebele/PA where school is located

Kebeles will only be available in drop-down list for schools belonging to YL sites.

Q. 10: Name of the 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 11. 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 the school.

If the school is not found in the list, write the name of school.

SUB-SECTION 2.2: SCHOOLING

INSTRUCTIONS

Q.1: Are you currently enrolled in school?

Ask YL Child if he/she is attending any course in the current academic year (2006 E.C.) (Equivalent to 2013 G.C.). If child is not attending, skip to Q.10. If YL Child has never been enrolled, skip to Q.17.

Q.2: Do you attend to evening school?

Ask the child if he/she is attending evening school. This is, an evening school program aimed at helping children to catch up with others of their age or provide vocational training/instruction.

Q.3: Is this a single-sex school?

A single-sex school is one that only accepts children of the same gender.

Q.4: What is the language of instruction in your current grade (most important)?

If the child was taught in more than one language during primary school, please ask which one was the most important language.

Q.5: What is the language of instruction in your current grade (second most important)?

If the child was taught in more than one language during primary school, please ask which one was the second most important language.

Q.6: How long does it take you to get to school? (In minutes)

Ask the child to estimate how long it takes him/her to get to school, from the moment he/she leaves his/her house. Please ask the child to answer this question even if s/he is in boarding school. Please make sure that if the child is in boarding school s/he estimates the time from home to school (rather than e.g. the time from dorms to class).

Q.7: 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.8: Do you have any difficulties in getting to school?

Ask the child if he/she faces any obstacles or if there are any things that make it difficult for him/her to get to school. If child does not have any difficulties, skip to Q.10.

Q.9: What is the main difficulty?

Ask about the difficulties that the child faces in getting to school. If s/he mentions more than one difficulty, ask for the biggest one. Do not prompt the answers.

School Absences

Q.10: During the last academic year, did you ever miss school for a week or more? (excluding school holidays, national holidays, etc.)

Ask YL Child if he/she ever missed school for 5 consecutive day or more in the last academic year (2008 E.C.). If not enrolled in last academic year, ask about last academic year the child attended school. If the child did not miss school for more than 5 consecutive days in the last academic year, skip to Q.14.

Q.11: How long was the longest period of time you were absent from school?

Record the number of days in which the child missed school for the longest time in the last academic year. Logically, the number of days cannot be less than 5 days. CAPI will show an error message if this situation occurs and you will have to correct your answer. By last academic year we mean academic year 2008 E.C. However, if the child was not in school during the 2008 E.C. year, ask about the last year in which the child attended school.

Q.12: What are the main reasons you missed school? You can give up to three answers. Please give the most important one first.

Ask child why he/she missed school in the previous academic year. Record up to three reasons, but if the child mentions less than 3, fill in the empty spaces with 88=NA. By last academic year we mean academic year 2008 E.C. However, if the child was not in school during the 2008 E.C. year, ask about the last year in which the child attended school.

Q.13: 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 places. Remember that here we are interested in absences that took place during the time when the child should have been at school i.e. during the months when school is open the whole month. Please enter up to three months.

The next 3 questions are for children who are currently attending school.

Q.14: In that week, did you see a teacher use physical punishment on other students? (Physical punishment includes spanking, beating, punching, twisting child's ears or any other hitting, by using hand or an implement.)

Q.15 In that week did the teacher use physical punishment on you?

Q.16: How often in the last 7 days did you go to class without completing your homework or preparation for lessons?

Ask the child how often in the last week s/he went to school unprepared. If the child was not in school in the last 7 days, please ask about the last 7 days during which the child attended school.

The following questions are for children who do not attend school in the current academic year in 2009 (E.C.) (equivalent to 2016 G.C.)"

Q.17: Do you think you will return to education in the future? (Including vocational training)

Ask child to tell you whether he/she thinks he/she will ever go back to school. Please make sure the child understands that this question is about what he/she really thinks is going to happen rather than what he/she wants/ wishes. Also please make it clear that there is no right or wrong answer.

Q.18: Who, in your opinion, played the most important role in deciding that you should leave (not start) school?

Ask the child to tell you who was the person who decided that he/she should leave (not start) school.

SECTION 3: TIME USE AND WORK ACTIVITIES

PURPOSE

The purpose of this section is to collect information on how YL child spends his/her time. For this purpose, for all questions we should refer to a *typical* day or, in other words, any day during the school/work week.

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.

SUB-SECTION 3.1: TIME USE

INSTRUCTIONS

Q.1: Typical day time-allocation:

Start by asking the child some background questions about his/her daily activities – for example: does he/she help around the house, go to school, do homework, look after younger siblings etc. Then talk a bit about the amount of time that these activities take – for example – which of the activities takes the most time, what time he/she goes to sleep and what time he/she wakes up. Once a picture of the typical day starts emerging, display the time-allocations card to the child (Prompt Card with 8 circles) and the 24 beans. Explain that the 24 beans represent 24 hours on the typical day that you had just been discussing. Ask the child to allocate the 24 beans across the 8 activities on the Prompt Card in a way that most closely represents the typical day that you had just been discussing. Go through each of the listed activities on the prompt card and help the child think about which categories the specific activities that he/she mentioned would fit under. Make sure the Prompt Card and the pebbles are placed on a flat surface so that the child has the ability to move the pebbles around with ease. Please start by asking the child when he/she goes to bed and wakes up and allocating the relevant number of pebbles to the “Sleep” category.

It is very important that the child takes as much time as he/she needs and feels free to try out different pebble arrangements. Please make sure that you do not enter anything in CAPI until the child has finished and is totally happy with the pebble arrangement. If you start entering the information before the child is finished, s/he may feel unable to change his/her mind and make alterations. Once the child has stopped moving the pebbles around, ask

him/her to look at the arrangement one last time and make sure that it looks like his/her typical day. Only when the child has confirmed that it does, enter the number of pebbles allocated to each activity.

Note that CAPI provides the possibility of having a counter that adds together the number of hours reported by child. It is crucial that fieldworkers use this tool correctly. The counter was added only with the purpose of checking that the addition is equal to 24 (24 hours) (as was done in previous rounds). Therefore, it cannot be used to record (without asking the child) the remaining hours to the last activities being reported by him/her.

1: Sleep

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: Care 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

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)

Enter the number of hours that YL child spends at school on a typical day. This includes the time used to get from home to school and return. If the child does not attend school, enter '0'.

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

Enter the amount of hours that HHM spends studying, doing homework, or getting particular classes / tutorials OUTSIDE SCHOOL HOURS. If the YL Child is attending English classes, for instance, consider this time and the time he/she spends studying for it.

8: Play time / general leisure

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) or to the plot or land where he carries agricultural activities or herds cattle. Enter the time in minutes. Please make sure that this time is included in the time estimated for this activity above.

The following question is for children who reported at least one hour in activity 6

B. Time used for commuting to school / educational centre (out and return)

Ask the child how long it usually takes him/her to get to his/her school (both ways). Enter the time in minutes. Please make sure that this time is included in the time estimated for this activity above.

SUB-SECTION 3.2: WORK ACTIVITIES

Q.1: In the last 12 months, did you do anything to get money or things for yourself or your family?

Please remember that we are interested in both paid and unpaid jobs or chores.

Example: Helping with the dishes, or taking care of someone in the household, are examples of activities that could be unpaid and should be included.

In CAPI, if the answer is YES, a table of activities will be enabled.

Activities table

Q.2: What were these activities?

Please do not prompt and code the child's response. Make sure you code the activity and not each individual job. This means that if the child works in the farm for his/her own household and for another household, you should code these two jobs under the same activity: code 01=Farm work.

Q.3: Do you do this activity for your own household or for someone else?

Ask the YL child about the person he works for.

- If working for a family member living in the same household code as 01. For example if the child works in his/her dad's shop, the answer should be "01=Own household".
- If the YL is working for someone who is not member of the household, regardless of whether this person may be related to the child, code as 02. For example, 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".
- If the YL Child is doing the same type of activity for a household member and a non-household member, code as 03. For example, a YL Child may be herding his father's cattle but also someone else cattle.

Q.4: Enter the number of months in which this activity was done, give the typical number of days per month during these months and approximate hours per day.

Please make sure you fill out all three time periods. For example, for someone who worked irregular times in agriculture in January, May, and in July, for an average of 5 days per month, and approximately 8 hours per day; you will have to fill:

- Months per year: 3
- Days per month: 5 (average of days per month)
- Hours per day: 8
- You will have to calculate the number of hours per year by multiplying:
- $3 \times 5 \times 8 = 120$ hours/year.

Q.5: What form of payment was received or is expected from this activity?

This question is about the reward expected for this activity. For example, if the child gets free meals while s/he works and then gets some pocket money, the answer should be "03=Both in cash and in kind". If no payment is received or expected, enter 00=None and skip to next row.

Q.6: How much are you usually paid and how often?

In cash

Estimate the amount earned in cash. Notice that you will be able to note down the frequency of the payment in the following question.

In kind

You should estimate the amount earned in-kind and convert it into the cash equivalent. Notice that you will be able to note down the frequency of the payment in the following question.

Q.7: What period of time does payment cover?

In this question you should enter the frequency in which the cash/kind 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=Yes, 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 based on CAPI estimation.

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?

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
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	Working in a risky or unsafe environments (e.g. bars, street)

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?

Ask the YL Child whether he/she failed to attend classes because he has been involved in paid activities.

SECTION 4: JOB AND EDUCATION ASPIRATIONS AND EXPECTATIONS

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* wants to do in the future. This is not about the work s/he expects to do, but rather would like to do if there were no constraints.

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

Q.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.1 is "None" (00), then go to Q.5.

Q.4: Given your current situation, do you expect you will reach that level of education?

This question informs on whether the *Index Child* has the means necessary to reach the desired level of education. Be careful when asking this question, because it can cause discomfort to the respondent. For example, do not say "Realistically, do you think you can reach that level of education?"

Expected returns to secondary education

This section works with the concept of probability (for example, what is the probability that someone will be working at a certain age?) Since the actual concept of probability may be difficult to grasp for the Index Child, we use a system of pebbles where a higher number of pebbles will mean a

higher probability of an event occurring. The Index Child will need to select a number of pebbles from 0 to 10 depending on how probable he/she thinks the situation is likely to happen and place them into a cup. The fieldworker will then count the amount of pebbles inside the cup and enter the number in the space provided.

It is important that fieldworkers familiarise themselves with the usage of the pebbles and that they are able to explain it to the Index Child with clear examples and in a way that it makes it easier for them to complete the task. If you think that the situation is totally likely to happen, for instance that National Day will be on the 28 May next year, put 10 pebbles in the cup. The fieldworker must be confident that the Index Child has a clear understanding of the task and how to use the pebbles.

Q.5: Assume that you complete secondary education and that this is your highest schooling. From 0 to 10 how certain are you that you will be working at age 25 with this qualification? Remember that 0 corresponds to “No chance to happening” and 10 corresponds to “Totally likely to happen”.

Ask to the child to select a number of pebbles between 0 and 10 according with his/her expectations about the likelihood of realizing the outcome. Enter a number between 0 and 10 according with the number of pebbles selected by the child.

Q.6: Now assume that you complete secondary education and this is your highest schooling. Also assume that you find a job at age 25. What do you think is the maximum amount you can earn per month at that age (age 25)?

This question aims to find out the maximum amount in Rupees that the Index Child thinks s/he will be able to earn at the age of 25, assuming s/he finishes secondary school by then. If the child is unable to answer, enter -77=NK and skip to Q.9.

Remember to code the expected monthly earnings. This may be difficult for index children as they would normally gauge their earnings per hour or per day, however, an effort must be made to express the expected earning in monthly terms.

Q.7: What do you think is the minimum amount you can earn per month at that age (age 25)?

This question aims to find out the minimum amount in Rupees that the Index Child thinks s/he will be able to earn at the age of 25, assuming they finish secondary school by then. Remember that the question is looking for a monthly salary. This is important because it may be tricky for index children to quantify this amount as they would normally gauge their earnings by the hour or day. In these cases you need to make the effort to code in the data in monthly terms. If the child is unable to answer, enter -77=NK and skip to Q.9.

Q.8: What do you think is the probability that your earnings at that age (age 25) will be at least x (midpoint between max and min level)? Remember that 0 corresponds to “No chance to happening” and 10 corresponds to “Totally likely to happen”.

This question aims to find out the probability of earning the mean value between the minimum and maximum quantities defined earlier. This value will be automatically calculated by SurveyBe and the number will be prefilled in the question accordingly. Remember that 0 corresponds to “it cannot happen” and 10 to “it will happen”. This question requires the usage of the pebbles - used previously for question Q.5. In those instances in which SurveyBe is not being utilised and a physical (paper) version of the questionnaire is necessary; the average value must be found and filled up by the fieldworker (using a calculator if available). This may generate some difficulties so it's suggested that numbers are round up to avoid decimals (expressed in Rupees and without decimals)

Expected returns to university

Q.9: Assume that you complete University, and that this is your highest schooling. From 0 to 10 how certain are you that you will be working at age 25 with this qualification? Remember that 0 corresponds to “No chance to happen” and 10 corresponds to “Totally likely to happen”.

Ask the child to select a number of beans between 0 and 10 according with his/her expectations about the likelihood of realizing the outcome. Enter a number between 0 and 10 according with the number of pebbles selected by the child.

Q.10: Now assume that you complete University and that is your highest schooling. Assume also that you find a job at age 25. What do you think is the maximum amount you can earn per month at that age (age 25)?

This question aims to find out the maximum amount in Rupees that the Index Child thinks s/he will be able to earn at the age of 25, assuming s/he finishes university by then.

Q.11: What do you think is the minimum amount you can earn per month at that age (age 25)?

This question aims to find out the minimum amount in Rupees the Index Child thinks s/he will be able to earn at the age of 25, assuming s/he finishes university by then.

Q.12: What do you think is the probability that your earnings at that age (age 25) will be at least x (midpoint between max and min level)? Remember that 0 corresponds to “No chance to happen” and 10 corresponds to “Totally likely to happen”.

This question aims to find out the probability of earning the mean value between the minimum and maximum quantities defined earlier. This value will be automatically calculated by SurveyBe and the number will be prefilled in the question accordingly. Remember that 0 corresponds to “it cannot happen” and 10 to “it will happen”. This question requires the usage of the pebbles - used previously in Q.9.

SECTION 5: HEALTH

PURPOSE

This section informs on the *Index Child's* general health, whether s/he suffers from long-term health problems, has had any serious illnesses or injuries in the last 3 years and the level of difficulty they have in performing certain activities. In addition, the section also gathers information on the frequency of food consumption and diet. It asks about frequency of meals during the last 24 hours, as well as the foods s/he consumed in the last 24 hours (or the last typical day). Finally, the section gathers basic information about physical activity in the last 7 days.

DEFINITIONS

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

Serious Injury: A serious injury is one that prevents the child from doing normal activities (school/work) and/or that requires medical attention.

Serious illness: Serious illnesses are illnesses which prevent you from doing your normal activities (school, work, etc.) and/or require medical attention. For example, diarrhoea and vomiting.

INSTRUCTIONS

SUB-SECTION 5.1: INDIVIDUAL HEALTH

Q.0: Sex of [YL Child]

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

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

This is a perception question that aims to know how the YL child perceives his/her health. It is important that you DO NOT prompt the answers beyond stating the answer options as part of the question, as this could introduce systematic response bias.

Q.2: Compared with other children of the same age, would you say your health is, the same, much better, better, worse, or much worse?

In this question we want to find out the index child's own perception about his/her own health compared to other adolescents of their age.

Long-term health problems

The next questions refer to any long-term health problems that the index child might have.

Q.3 Do you wear eyeglasses?

Q.4: Do you have any long-term health problem?

A long-term health problem is one that persists for a long time either because it is incurable or because it is not being treated. It can include chronic and mental health problems, as well as reoccurring / seasonal problems (e.g. Allergy).

Q.5: Which long-term health problems do you have?

Ask this question if YL child reports that he/she has other long-term health problems. Here, establish what these other long-term health problems are. Enter UP to three health problems using Codebox 11 in order of importance. If less than 3 long-term problems, enter "NA = 88" in the blank spaces.

Q.6: How long have you suffered from this health problem?

Enter number of years for each long-term health problem. Enter 00 if less than 12 months.

In CAPI you will see that the long-term health problem selected in Q.5 will be pre-populated next to the respective question.

Serious injuries

Q.7: Since we visited in 2006 (E.C.) (equivalent to 2013 G.C.), have you been seriously injured?

Ask the child if he/she has had a serious injury since our last visit in 2006 (E.C.) (equivalent to 2013 (G.C.). Make it clear to the child that a serious injury is one that prevents the child from doing normal activities (e.g. studying, working) and/or that requires medical attention. Please make sure that the child understands that this question is about injuries that took place *at any point*, not just while the child was working.

Q.8: What was the most serious injury?

Please confirm with the child that all of the injuries they mention meet the criteria for "serious injuries": i.e. one that prevents the child from doing normal activities (e.g. studying, working) and/or that requires medical attention. Ask the YL Child which one was the most serious and code. Please do not prompt the answers.

Q.9: What were you doing when the most serious injury happened?

Ask the YL Child what he/she was exactly doing when he/she got injured. If the YL child got hurt while he was commuting to school or any other activity (e.g. fall out of a cart), code this as 07= Travelling to/from school or 08= Travelling (other than to/from school).

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?

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

Please note that this question refers to ANY illness (whether serious or not) that prevented YL child from attending school or working in the last 12 months. If the child missed school or work on different occasions due to different illnesses, both situations need be recorded. This question is INDEPENDENT of the two previous questions.

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

Q.13: Do you have difficulty seeing, even if wearing glasses?

This question aims to find out if the index child has a visual impairment, even when the child wears glasses, and the level of difficulty.

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 question 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 question 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

Q.19: Do you smoke cigarettes?

Q.20: Do you use other form of tobacco such as such as chewing or snuffing tobacco?

Q.21: How often do you smoke cigarettes now?

Q.22: Do you consume alcohol at least once per week?

Q.23: How often do you usually drink alcohol?

SUB-SECTION 5.2: FOOD FREQUENCY AND DIETARY DIVERSITY

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

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

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

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

Q.2: Do you eat sega?

The answer should be “Yes” if the child does eat fish, meat, or poultry.

Q.3: During the previous 24-hour period did you consume any of the following? (Including food you ate at home or outside your home and food you bought, for example on the street)

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:

01	Any injera, spaghetti, or any other foods made from teff, millet, sorghum, maize, rice, or wheat?
02	Any pumpkin, carrots, squash, red or orange sweet potatoes?
03	Any potatoes, yams, taro, cassava, kocho/enset or any other foods made from starchy roots or tubers?
04	Any dark, green, leafy vegetables such as cassava leaves, bean leaves kale, spinach, pepper leaves, taro leaves, and amaranth leaves?
05	Any other vegetables (onions, cabbage, tomatoes)?
06	Any ripe mangoes, ripe papayas?
07	Any other fruits (citrus fruit, bananas, cactus)?

08	Any liver, kidney, heart, or other organ meats?
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, peas, lentils, or nuts?
13	Any cheese, yogurt, milk or other milk products?
14	Any foods made with oil, fat, or butter?
15	Any sugar, honey, sweets, sugary sweet drinks?

Q.4: During the past 30 days, how many times did you drink fizzy, sweet soft drinks, such as coke and lemonade?

Enter the frequency using the codes provided: Daily, 2-3 times a week, once a week, every two weeks, less than every 2 weeks, Never.

Q.5: During the past 30 days, how many times did you eat salty and fatty foods such as pakodas/Murukulu, crisps or fried snacks?

Enter the frequency using the codes provided: Daily, 2-3 times a week, once a week, every two weeks, less than every 2 weeks, Never.

Q.6: During the past 30 days, how many times did you eat sweet, sugary, fatty foods such as cakes?

Enter the frequency using the codes provided: Daily, 2-3 times a week, once a week, every two weeks, less than every 2 weeks, Never.

Q.7: During the last 7 days, on how many days were you physically active for at least 60 minutes on one day?

Examples for physical activity would be running, biking, dancing, football, digging, carrying water, or other activities which make you breathe hard and/or increase your heart beat. Yoga does not count in here.

Q.8: How much time do you usually spend sitting during a typical day (for example: school, work, watching TV, sitting with friends)?

SUB-SECTION 5.3: CHANGES ASSOCIATED WITH PUBERTY

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

Q.1: At what age did your periods start?

This question is only enabled for girls. Please be sensitive when asking it (especially male fieldworkers) and make sure that other people are not around so that the answer remains confidential. You will see that the information from R4 is pre-filled, you should only ask the question to girls that did not start menstruating in R4.

Q.2: At what age did you notice that your voice was changing (deepening)?

This question is only enabled for boys. You should only ask to boys who answered NO in Round 4. You will be able to see Round 4 response.

Q.3: Child has hair in his chin

This question is only enabled for boys. Please observe whether the boy has any hair on his chin. Put a tick in the answer box and ask the next question only if this is the case. This question will only be asked to boys who did not grow any hair on their chin in Round 4.

Q.4: At what age has hair started growing on your chin?

This question is only enabled for boys who have some hair growing on their chins (based on fieldworker's observations). Please be sensitive when asking this question – some children may find it a bit embarrassing.

SECTION 6: SOCIAL NORMS AND GENDER ROLES

PURPOSE

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

INSTRUCTIONS

In this section, 12 statements are read and the Index Child must indicate by pointing in the card whether s/he strongly disagree, disagree, agree, or strongly disagree (see Figure 1). You must read the statements exactly as they are written. Do not read them as questions. We aim to find out the index child's thoughts about each statement.

If the index child does not want to respond to any of the questions or if s/he doesn't know what to answer, s/he has the option to skip an item and pass to the next one.

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

How much do you agree or disagree with the following statement?

I like rainy days

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

FIGURE 1: FOUR-POINT SCALE CARD

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: 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.

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.

If the answer is 00=No (for teenagers who do not have children) skip to the next section (Feelings and Attitudes).

The next five (5) questions are independent from the number of children already born to the index child.

Q.3: Ideally, at what age would you like/have liked to have your first child?

This question is independent from the number of children already born at the time of the survey. If the index child doesn't want any children, the answer is 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.

Q.5: 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.

Q.6: 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.

Q.7: 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.

SECTION 9: FEELINGS AND ATTITUDES

PURPOSE

We would like to know about the feelings and attitudes of the *Index Child* and his/her sibling regarding issues that concern young people of their age. We also want to measure his/her level of self-esteem and self-efficacy. Self-esteem reflects a person's overall self-evaluation of his/her own worth. Someone who has a high level of self-efficacy feels that s/he has a high level of control over life. These two indicators have been used and widely discussed in psychology literature. The sub-section administered to the *Index Child* further captures his/her education and work aspirations and sense of economic and overall well-being.

INSTRUCTIONS

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

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

Q.1:

This question asks the *Index Child*'s opinion on issues that concern young people his/her age: we want to know what the *Index Child* thinks or feels about them. This question concerns issues 01-34.

Please take time to explain the answer codes before starting. For this, show Prompt Card to the *Index Child*. Figure 1 shows this card.

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

Before starting, carefully go through the CAPI example to make sure that the *Index Child* is comfortable with the answer codes and understands the difference between them. Please

ask the *Index Child* to point to the relevant option on Prompt Card #4 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 7 "Social Support".

Q.2:

The items in this question inform on the *Index Child's* sense of self-esteem and self-efficacy.

Self-efficacy: the feeling that one is able to perform in a certain way and to achieve certain goals. In other words, it is the belief that one has the skills to act in the ways necessary to manage different situations.

Self-esteem: general self-assessment of the person's own worth, resulting from his/her thoughts, evaluations, feelings and behavioural tendencies.

This question works in the same way as in the previous section. HOWEVER, there is an important difference in the answer codes. In the previous question there were four answer options, while in this question there are five: in the previous question there was no "neutral" option, while in this question there is. The answer codes relevant for this question are shown in Prompt Card, represented in Figure 2.

FIGURE 2: FIVE-POINT SCALE CARD

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

Before starting, carefully go through the CAPI example to make sure that the *Index Child* is comfortable with the answer codes and understands the difference between them. It might be confusing for the *Index Child* that although this question works in the same way as the last question, the answer codes are a little bit different. Please take the time necessary to make sure that the *Index Child* is aware of the change in the answer codes and make sure that s/he is using the full range of answers. Please ask the *Index Child* to point to the relevant option on Prompt Card #3 when answering rather than just give you the answer orally.

Items 02 and 04 are only administered to children who are engaged in some kind of paid or un-paid activities. Items 08, 10, and 11 are only enabled for children who are currently at school.

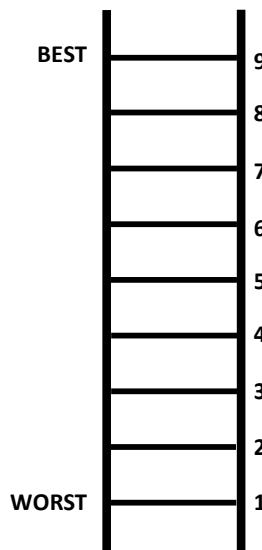
Subjective wellbeing

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

Q.3: Where on the ladder do you feel you personally stand at the present time?

This question is about the *Index Child*'s overall assessment of his/her well-being. Please go through the instructions on how to answer this type of question with the *Index Child* very carefully. Display the image of the ladder with 9 steps (Prompt Card 1). Explain that the ninth step, the highest, represents the best possible life that the *Index Child* can have, and the lowest is the worst possible life. Make sure the *Index Child* understands that the ladder is about all aspects of life (economic, health, social, personal, etc.), and is a subjective measure of how the *Index Child* feels about his/her life in general. This must not be confused with a simple measure of economic wellbeing. Be very clear about the goal of the stairs.

FIGURE 3: 9-STEP LADDER



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

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

Q.4: Compared to other families here in [NAME OF CURRENT LOCALITY], how many things does your family have?

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

Q.5: THREE YEARS AGO: Compared with other families here in [NAME OF CURRENT LOCALITY] in [MONTH AND YEAR OF R4 INTERVIEW], how many things did your family have?

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

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

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

Ask the *Index Child* about the household's economic situation 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 *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 three years ago – irrespective of whether it is the same household as today.

SECTION 10: COMPUTER, DIGITAL DEVICES, AND INTERNET USAGE

PURPOSE

This section asks the index child questions about the use of computer, certain digital devices, and internet.

INSTRUCTIONS

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. 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.

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.

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

The aim of this question is to find out the frequency of use of the device by the index child. For each of the 4 cases the question only activates if the index child replied with “yes, many times in my life” in Q.1. You need to show and read to the index child the alternatives on the ‘frequency card’. The following figure displays the options in the card.

FIGURE 4: FREQUENCY CARD

Never	Less than once a month	Monthly	Weekly	Daily
-------	------------------------	---------	--------	-------

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

The aim of this question is to find out the age in which the index child used the device for the first time. Again, the question only activates if the index child has used the device many

times in his/her life (Q.1). If the index child doesn't remember the exact age, an approximate age may be given. However, if the child does not know, you should enter -77.

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

This question refers to two different types of accounts: email and social media or instant messaging.

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

SECTION 11: INDIVIDUAL ANTHROPOMETRY

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

Record two height measurements and the agreed measurement. Enter -9999 if the child is not measured.

Q.8: Why was child not measured?

If the *Index Child* was not weighed and/or his/her height was not measured, specify why the measurement did not occur.



ROUND 5

FIELDWORKER MANUAL Ethiopia

YOUNGER COHORT HOUSEHOLD QUESTIONNAIRE

AUGUST 2016

Ethiopian Development Research Institute (Ethiopia)
University of Oxford (UK)

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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:

Administering the questionnaires to adults and children using a Computer-Assisted Personal Interviewing (CAPI) programme.

Assisting your supervisor with anthropometric measurements of children and mothers.

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. There are two main differences. Most of the questions that are asked about the *Index Child* to the caregiver are now asked to the *Index Child* directly. Some of the sections informing on the household's socio-economic situation have been shortened substantially or dropped.

PART II: ARRANGEMENTS FOR THE MAIN INTERVIEW

TRACKING SCHEDULE

PURPOSE

The purpose of the tracking schedule is, firstly, to locate the YL Child and confirm that his/her family agrees to continue participating in the study; secondly, to **identify who is the relevant household where the Younger Cohort or Older Cohort Household Questionnaire will be administered.**

RESPONDENT

The Tracking Schedule can be answered by any adult at least 18 years old that can provide reliable information about the location of YL Child or his/her family. However, once YL Child's family has been found the respondent should be a household member that is familiar with YL Child's affairs – ideally the primary caregiver (Younger Cohort) or the household head (both cohorts).

DEFINITIONS

Household: A household is defined as a group of individuals that meets three conditions:

1. They live under the same 'roof' or within the same compound/homestead/stand, and
2. They share food from a common source at least once a day (i.e. cook and eat together), and
3. They contribute to or share in, a common resource pool, aside from food and shelter, which means:
 - They **contribute to** the household through wages/salaries or any cash/in-kind income (e.g. parents), or
 - They **benefit from** this income, but do not contribute to it (e.g. children, students, elderly)

New household: Household in which YL Child is living now in Round 5.

Previous household/ Round 4 household: Household surveyed in Round 4. In the Indian context, it is likely that the Younger Cohort children still belong to their previous/R4 household despite they may be physically living somewhere else (e.g. students living in hostels).

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

1. R4 caregiver
2. Biological mother
3. Biological father

4. R4 household head

For complex living arrangements, we will take the four household members in the same order of importance as shown in the list. This means that, for instance, if the child is living with the R4 caregiver and the biological father is living away, the YL CHILD will still be considered as living in the Round 4 household.

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

Primary caregiver: In this round, the primary caregiver of the YL Child is defined as the person responsible for making most of the decisions related to her/his health and education. For example, the primary caregiver decides whether the child should be taken to the hospital in case of illness or whether s/he should attend full time education. This person is usually the mother, but could be another household member or even someone not living in the household. There should be only one primary caregiver for each index child.

REMEMBER: IN PREVIOUS ROUNDS, THE PRIMARY CAREGIVER WAS DEFINED AS THE PERSON WHO SPENT MOST TIME TAKING CARE OF YL CHILD. THEREFORE, IT WAS ASSUMED THAT THEY LIVED IN THE HOUSEHOLD. BEGINNING IN ROUND 4 AND THIS CURRENT ROUND 5, WE DO NOT ASSUME THIS ANYMORE, SO THE CAREGIVER MAY NOW LIVE OUTSIDE THE HOUSEHOLD. FOR EXAMPLE, IF YL CHILD'S MOTHER WORKS IN ANOTHER VILLAGE AND SHE STILL MAKES THE KEY DECISIONS ABOUT THE CHILD SUCH AS WHICH SCHOOL S/HE SHOULD ATTEND THEN SHE IS THE CURRENT PRIMARY CAREGIVER. IN THAT CASE THE FIELDWORKER NEEDS TO MAKE ALL POSSIBLE EFFORT TO FIND HER IN ORDER TO ADMINISTER THE FEELINGS AND ATTITUDES SECTION OF THE HOUSEHOLD QUESTIONNAIRE. HOWEVER, IF IT IS NOT POSSIBLE TO FIND HER, THEN PLEASE IDENTIFY AN ALTERNATIVE PERSON IN THE HOUSEHOLD WHO KNOWS THE MOST ABOUT THE YL CHILD AND MAKES SOME EVERYDAY DECISIONS. THIS PERSON SHOULD THEN BE IDENTIFIED AS THE PRIMARY CAREGIVER IN THE ROSTER. YOU SHOULD NEVER ADMINISTER THE FEELINGS AND ATTITUDES SECTION OF THE HOUSEHOLD QUESTIONNAIRE TO SOMEONE WHO IS NOT CATEGORISED AS THE YL CHILD CAREGIVER IN THE ROSTER.

Household head: In principle, the definition of household head is left open to the respondent. However, if s/he does not know how to define her/him or mentions more than one person, explain that the household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. There should only be one household head in each household.

INSTRUCTIONS

The tracking of the YL Child is done by supervisors. Each supervisor will receive a pre-printed *Contact Sheet* with the household's last known address collected in the last tracking on October 2015 and other details that may help them find the YL Child and his/her family.

The Tracking Sheet is administered on paper. Only the final attempt – in which YL Child is found – will be entered in CAPI. Supervisors will provide you with the last tracking attempt so that you can enter it in

CAPI. If Supervisor's cannot track the YL Child after the 7th attempt, they will report to the Survey Coordinator to record him/her as dropped in this round.

REMEMBER: FIELDWORKERS/SUPERVISORS SHOULD NOT FILL IN ANY ATTEMPT IN CAPI IF THE YL CHILD IS NOT FOUND, AS THIS WILL OPEN A NEW INTERVIEW THAT WILL NOT BE CONDUCTED.

The following explanations are mainly for Supervisors as they will conduct the tracking. However, you should understand the underlying principle for selecting the relevant household, as this will become relevant in several sections of the Household and Child questionnaires.

Q.1. Child ID

This is the unique number assigned to each YL Child since Round 1, and it should be kept until the last round of the study. Entering an incorrect Child ID means we cannot use the data collected in the questionnaire.

Q.2: Tracking attempt number

In this space, you need to enter the number of times you have tried to find the child. Please note that the maximum number of attempts to find the child is 7. If you cannot find the child after the 7th attempt, report to your FIELD MANAGER to record this child as dropped from this round.

Q.3: Date

Record the starting date of each attempt, even if unsuccessful. Please use Ethiopian Calendar.

Step 1: Finding the house

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

Use the physical address of dwelling from R5 tracking (in October 2015) provided in the *Contacts Sheet* (see **Error! Reference source not found.**) to find the house where the child was tracked for the last time.

Q.5: Record any tracking information collected. Include new address if possible.

If you could not find the house, talk to neighbours to find out how to get there or where to find YL Child's family and write down all references as this will be useful for tracking the child next round. If unsuccessful, use the phone and postal address provided in the *Contacts Sheet* to contact the household head (usually the child's father) or the primary caregiver (usually the child's mother). Record any useful information you got, and report to the Field Manager. If a child moved to a YL district where another team is working, inform the Field Manager for him to do the arrangements with the corresponding supervisor.

Step 2: Find the YL Child's family

Q.6: Does [YL Child]'s family live here?

Once you found the house/dwelling, either because you got the correct directions to get there or you obtained a new possible address, you need to ask if YL Child's family is currently living there.

Q.7: Record any tracking information of where [YL Child]'s family lives. Include new address if possible.

If YL Child's family does not live there, ask to the members of that household for any tracking information or talk to neighbours. If unsuccessful, use the phone and postal address provided in the *Contacts Sheet* to talk to the contacts for YL Child to find as much information as you can about where the family has gone. Record any useful information you got, and report to the Field Manager

Step 3: Check if YL child is alive

Q.8: How is [YL Child] doing?

Once you found YL Child's family, you must find out if s/he is still alive. This is very sensitive, so it is better to ask indirectly to prevent upsetting the respondent. It could be as phrased in this question or by asking "Is the child around / gone for playing / school?". If the child has passed away, you should make appropriate sympathetic statements on behalf of the project.

Q.9: Approximately, how old was [YL Child] when s/he passed away?

Only if possible, try to elicit in a very tactful manner, at what age the child died. For the Younger Cohort, the age of death should be less than 13 years old. You could ask this to a household member or a neighbour. **// End the interview here.//**

Step 4: Find YL Child

Q.10: Where is YL Child living?

Once you confirmed that YL Child is alive, ask if s/he is still living in this same residence or in a different one. If YL Child is living in the same residence skip to Q.14. If not, ask for the new address where the YL Child can be found.

Q.11: Write down the new address where the [YL Child] is living

Q.12: How long has [YL Child] been living there?

Record the length of time the child has been living there in years and months. If YL Child has been living there for less than a month, enter 00.

Q.13: For how long do you expect [YL Child] to stay there?

This question intends to capture whether the child is expected to return to the previous household. Enter "Temporarily" if the child is expected to return at some point, although the respondent does not know exactly when. Leave the definition of "temporary" and "permanent" to the household.

Step 5: Identification of the Relevant Household

Q.14: Is [YC Child] now living in the same Round 4 household?

This question aims to find out whether the Index Child is living in the same household as in Round 4. For this question, we need to use the definition described at the beginning of this section. In brief, we link the YL Child to Round 4 household if s/he is living with any of the following people: Spouse (if YL Child was married in Round 4), biological mother, biological father, or Round 4 household head – in that order of importance if the child lives with some but not all of these people. Skip to Q.16 if answer No and answered "temporarily" in Q.13. Continue to Q15 if answer

No and answered “permanently” in Q.13. Skip to Q.16 if answer Yes and answered “temporarily” or “permanently” in Q.13.

Q.15: The relevant household is the current household.

Tick this box if the child is not living with the Round 4 household and aims to stay in a new residence permanently.

Q.16: The relevant household is the Round 4 household.

Tick this box if the child:

- is not living with the Round 4 household but plans to return, and
- is living with the Round 4 household

FIGURE 1: CONTACT SHEET

CHILDID	IN010001
CHILD NAME	SAI VEDELLA
GENDER	MALE
R4 ADDRESS	KARANAM GARI SANDU, NEAR RAJAGARI MEMA D.NO-6D-6-5, SOUTHERN STREET, ELURU

R5 TRACKING

NAME OF HOUSEHOLD HEAD	RAMAMJANEYULU
FATHERS NAME	RAMAMJANEYULU
CAREGIVER'S NAME (IN R4)	GANGA BHAVANI
MOTHER'S NAME	GANGA BHAVANI
PHYSICAL ADDRESS OF DWELLING (R5 TRACKING)	KARANAM GARI SANDU, NEAR RAJAGARI MEMA; D.NO-6D-6-5, SOUTHERN STREET, ELURU
PHONE NUMBER	9440130708 , 9441687670
POSTAL ADDRESS	V. RAMANJANEYULU, NO. 60-KARAM GARI SANDU SOUTHERN STREET ELURU
CLUSTER ID	01
COMMUNITY ID	IN033
TYPE OF SIT	URBAN
REGION	21

CONTACTS FOR YL CHILD FROM R5 TRACKING

NAME OF CONTACT	ADDRESS	PHONE	IS THIS CONTACT STILL VALID?
RAMANJANEYULU VEDELLA	D.NO.6D-6-5, NEAR HANUMAN TEMPLE, RAJA GARI MEDA, KARNAM GARI SANDHU, 29 TH WARD, ELURU	NA	<input type="radio"/> YES <input type="radio"/> NO
PULLAIAH VEDELLA	D.NO.6D-6-5, NEAR HANUMAN TEMPLE, RAJA GARI MEDA, KARNAM GARI SANDHU, 29 TH WARD, ELURU	NA	<input type="radio"/> YES <input type="radio"/> NO
KOTHAMASU RAO KRISHNA	D.NO.6D-6-4, KARNAM GARI SANDHU, SOUTHERN STREET, ELURU	NA	<input type="radio"/> YES <input type="radio"/> NO

NEW CONTACTS FOR YL CHILD

NAME OF CONTACT	ADDRESS	PHONE

PRELIMINARY INTERVIEW

PURPOSE

To get consent for keep participating in Young Lives Study and re-introduce Young Lives to all households enrolled since 2002. If successful, you will set appointments with the main respondents of the questionnaires (e.g. the household head, the primary caregiver and YL Child). You should also verify that the contact details in the *Contacts Sheet* (see Figure #1) are up to date.

RESPONDENTS

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

INSTRUCTIONS

Briefly introduce yourself and the study following the outline below:

Box 1: OUTLINE FOR SELF-INTRODUCTION TO THE HOUSEHOLD

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

Q.1: Child ID

Check that this is the same ID you have from the *Tracking Schedule* and the *Contacts Sheet*.

Q.2: Date of Preliminary Interview

This should always be the same or later than the date of the last attempt of tracking. Enter date using Ethiopian Calendar.

Locating Information

Q.3: FIELDWORKER: Please refer to the Contact Sheet and answer: Is the [YL Child] currently living at the address as in Round 4?

Q.4: FIELDWORKER: Please refer to the Contact Sheet and answer: Is the [YL Child] currently living at the address as in the Round 5 tracking exercise?

Q.5: New address

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

Q.6: Phone numbers

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

The following questions intend to identify what type of context information (Community/Mini-Community Questionnaire) will be collected in the locality where the YL Child is currently living.

Q.7: Cluster ID (Sentinel site) - OBSERVE

Choose the appropriate ID of the Sentinel Site in which the child lives. If the child has moved to a locality outside the Young Lives sentinel sites, choose the code '90'.

Q.8: Community ID – OBSERVE

Choose the appropriate ID of the Community in which the child lives. Once answered, skip to Q.15. If the child has moved to a locality outside the Young Lives community, choose the ID 'ET999' and continue with Q.9.

The following questions are administered when the YL Child has moved out of the Young Lives sentinel sites. They intend to identify whether a Supervisors has to canvass a Mini-Community questionnaire or they can avoid so by linking the YL Child to a YL Sentinel Site.

Q.9: Is this locality urban or rural?

Follow the official definition to choose between urban or rural. If in doubt, contact the Kebele/Town Administration Office. If rural, skip to Q.11.

Q.10: Is it possible to link this urban locality to a nearby urban YL Community?

The purpose of this question is to link children who are living in an urban locality to the nearest urban YL Community—where a Community questionnaire is being administered—, when that nearest urban YL Community reflects similar contextual circumstances. In the Ethiopian context, children will experience similar circumstances when:

- The urban YL Community is within 8 km radius from the locality where the YL Child lives (for urban places).
- The urban YL Community is in the same sub-city in which the YL Child lives (for Addis Ababa).

If there is an urban YL Community within an 8 km radius or within the same sub-city (for Addis Ababa) from the urban place where the child lives, select 'yes' and continue to Q.12. Otherwise, skip to Q.13.

Q.11: Is it possible to link this rural locality to a nearby rural YL Community?

Nearby rural YL Community refers to a rural YL locality within a 5 km radius, where a Community questionnaire has been administered in previous rounds or is being administered in this round. I answer No, skip to Q.13.

Q.12: Select the Community ID of this nearby community.

Check the sheet with the list of communities that you were provided with and select the Community ID of the YL Community which is within 5-10 km radius from the place where the child lives if rural and within 8 km ratio or within the same sub-city (for Addis Ababa) if urban. In CAPI, the drop-down menu for this question will show only the ID's of rural communities. Once answered, skip to Q.15.

Q.13: Enter the NAME of the new mini-community.

If it is not possible to link urban/rural community to a nearby urban/rural community, write down the name of the community.

Q.14. Select the Mini Community ID for this locality.

Contact the Fieldworker Coordinator to verify the ID you should assign for this new locality. Enter the correct ID and administer a Mini-Community questionnaire for this locality. The Mini-Community ID (ET - MC - ___) entered here should match exactly the ID given to Mini-Community questionnaire for this locality.

Q.15: Region of residence - OBSERVE

Specify the name of the region

Q.16: GPS is the same as in R4

Q.17: Geographic coordinates

The GPS coordinates should only be taken if the current location is different from the one in Round 4. The reference point to read the GPS (East and North points) is located 1 meter in front of the main door of the house.

Household Roles

Q.18: 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.

Q.19: 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.20: What is his/her relationship to [YL Child]?

Enter the relationship to the YL Child. Remember that the reference point is the 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.21: Current primary caregiver is the same as in Round 4?

Check the *Contacts Sheet*.

Q.22: 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.23: 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 #7) and read it to YL Child's caregiver. If the person is illiterate, it is essential to have a witness that could be a relative or any other person who can read it. You must inform the caregiver that the child will be assessed and interviewed. [Explain about the Child Questionnaire, and the Achievement and Anthropometry Tests). Provide explanation to all her/his queries and doubts, if any. Remind her/him that their participation is voluntary, so either the caregiver or YL Child may leave the study anytime. If s/he needs more time to think or consult anyone, kindly offer to come back any other time that may suit her/him.

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

BOX #9: CONSENT FORM

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

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

I have been informed about what the data collected in this investigation will be used for, to whom it may be disclosed, and how long it will be retained

I understand that my personal involvement and my particular data from this study will remain strictly confidential. Only researchers involved in the investigation will have access.

I have had the opportunity to discuss the details and ask questions about this information. My questions have been answered by _____. I received satisfactory answers to all my questions.

I understand that participation is entirely voluntary and that I may withdraw from this study at any time without giving a reason and that this will be without detriment to any care or services I may be receiving or may receive in the future.

I agree to the arrangements described in the information sheet so far as they relate to my participation and hereby fully and freely consent to participate in the study which has been fully explained to me.

I have received a copy of this consent form and the accompanying information sheet.

Participant's signature/thumbprint or other sign: _____

District: _____ Village: _____ Mandal: _____

Signature of project staff: _____

Date: ____ / ____ / ____ (day/month/year)

Only after YL Child's caregiver agrees and signs the *Consent Form*, you may proceed with the next questions.

Q.24: What is the preferred language of interview?

This should be asked for the household head, the primary caregiver (Younger Cohort) or most informed person about YL Child's affairs (Older Cohort) and the YL Child, in order to arrange for a translator if needed.

Appointments for main interview

Arrange an appointment with the family for conducting the main interview. Ideally the primary caregiver (or the person who answered the questionnaire last time), the household head and [YL Child] will need to be present at the main interview. If necessary, set more than one appointment. Inform the respondent that the interview will take approximately 3 hours.

These questions will not be entered in CAPI, but remember that you need to keep record of them in the corresponding monitoring sheet – *Template 1 for Investigator*.

Q.25: Date of First Appointment. Enter using Ethiopian Calendar

Q.26: Time of First Appointment. Enter using Ethiopian Time.

Q.27: Date of Second Appointment. Enter using Ethiopian Calendar

Q.28: Time of Second Appointment. Enter using Ethiopian Time.

Q.29: Date of Third Appointment. Enter using Ethiopian Calendar

Q.30: Time of Third Appointment. Enter using Ethiopian Time.

PART III: HOUSEHOLD QUESTIONNAIRE

DATA HANDLERS

Q.1: Date of interview

Q.2: Fieldworker ID

Q.3: Date of Supervisor Check

Q.4: Supervisor ID

SECTION 1 – HOUSEHOLD ROSTER

PURPOSE

The purpose of this section is to identify the members of the household. It starts prompting the list of household members (*HHMs* hereafter) reported in Round 4 and probes if each of them is still living in the household, as well as if there are new members. For all household members (previous and new), basic demographic information is collected, as well as the relationship of each household member with the index child or Young Lives child (*YL Child*, hereafter). This section is crucial because their personal characteristics (e.g. age, sex, etc.) will determine which questions and sections will be asked to each household member (e.g. education level, employment status, etc.). Additional questions are asked only for the case of YL Child's parents and primary caregiver (if s/he is different from any of the parents).

In this section, information about the history of the biological parents of the YL Child and information about the YL child's and YL child's mother's place of birth are also obtained.

RESPONDENT(S)

Household head or primary caregiver of the YL Child.

DEFINITIONS

ID of Household Member: The ID is a unique number assigned to each household member since the beginning of the study and, therefore, two members of the same household cannot have the same ID. The YL Child's ID is always "0" ("00" in the paper questionnaire). The remaining household members may

have an ID of 1 onwards, and the new members added will have new IDs that will be automatically created in CAPI, so you don't have to enter it.

REMEMBER: The Household Member ID is different from the **Child ID**, which is the unique 6-digit code assigned to each YL Child of the 2 cohorts from the 4 countries. Therefore, no YL Child will have the same Child ID as any other YL Child in the sample. The code is composed of: **Country / Cluster / Cohort / Child number**

Example: IN 01 0 011, where

IN = Country

01 = Cluster

0 = Younger Cohort

011 = Child number

In CAPI, the Child ID is shown without the country pre-fix (IN) and without the leading "0". For the example given above, you will see "10011."

Round 4 household: As defined in the Tracking Schedule, Round 4 household is defined by the following people:

- Round 4 caregiver
- Biological mother
- Biological father
- Round 4 household head

Note the difference between the living place and household. Household members may have moved to a different living place or migrated to another region, but this does not necessarily have a relation to whether it is the same household or not. Members of a household may have moved (some may have left or some may have arrived) but this doesn't necessarily have a relation to whether it is the same household or not either

Some examples of the criterion above:

In round 4... Alberto (Index Child) lives with his older sister (Sandra), his mother, his father and his grandmother from his father's side in their house in Huaraz. His dad is the household head and his mother is the primary caregiver.		When we reach out for round 5	Is it the same as R4 household?
... Alberto's father has now moved to Lima for work and Alberto remains living at their home in Huaraz alongside his mother, and grandmother.			Yes.
... Both Alberto's mother and father have now moved to Lima for work and Alberto remains living at their home in Huaraz alongside his grandmother and older sister who was Alberto's caregiver in Round 4.			Yes. (and we should conduct the interview in Huaraz)
... Alberto's father has abandoned them. His mother has decided to move to Lima for work and Alberto has moved to an Aunt's household in Chimbote.			No. (and we should conduct the

	questionnaire in Chimbote)
...After some difficulties Alberto's parents have decided to split and after some time his mother has found a new partner (Ricardo), they move together to Chiclayo and take Alberto with them (Sandra , his sister, moves on to live on her own).	Yes. (and we should conduct the questionnaire in Chiclayo)
... After some difficulties Alberto's parents have decided to split and Sandra (his older sister who was R4 caregiver) and Alberto's move to another house in the outskirts of Huaraz	Yes. (and we should conduct the questionnaire in the new location outside Huaraz)

Another possible scenario in which it becomes a new household is if the index child has become independent and has moved to live on his own or with a partner. These cases are not common amongst the younger cohort but do happen regularly in the older cohort.

INSTRUCTIONS

In CAPI, the household roster shows a first table with pre-filled basic information of previous household members. Check that the names are spelled correctly and amend if necessary. The YL child ID is always "0". The roster should be administered row by row. Once you finish asking for all previous household members (PHHM's hereafter) add all new members at the end of the roster by adding new rows to the table.

Full Household Roster

Q.1: Is this the Round 4 household?

The question aims to find out whether this household is the same as the one surveyed in Round 4. This is done using the definition of Round 4 household above. Skip to Q.3 if answer Yes.

Full name

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

Q.2: Did [HHM] move to the new household?

Relationship to [YL Child] in R4

The relationship of the PHHM's to [YL Child] in Round 4 is pre-filled for reference.

Q.3: Relationship to YL Child

Be careful with the coding. Remember that the reference point is YL Child and not the caregiver. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

Q.4: Is [HHM] the primary caregiver of [YL Child]?

As explained previously, the primary caregiver is the person in charge of making decisions on the child's health and education and someone who looks after them. When coding this question make sure that only ONE household member is selected as the primary caregiver.

Q.5: Does [HHM] still live in the household?

This records whether the member lives at home or not, and whether s/he is alive or not. This is a key question because all questions in later sections refer to current household members (only those who are still living in the household). 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 practical purposes.

In cases where HHM has died (code 03), Q.6 will be enabled.

Q.6: Which year did [HHM] die in?

Only enabled if answer to Q.5 is 03=Person has died. Please remember being sensitive when asking this question. Skip to Q.13, for YL child's parents and/or primary caregiver, skip to the next household member for other household members.

Age in R4

The ages of the PHHM's in Round 4 are pre-filled.

Q.7: How old is [HHM]?

Enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12 in this question. For PHHM's, 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). If a HHM has not had his/her first birthday, you should record 00. Only in this situation, Q.8 will be automatically enabled. This is only asked when member is still alive.

Q.8: Age in completed months

This question is enabled only if HHM is less than 1 year old. Because the age is recorded in completed months, answers are limited to the range 00-11. CAPI will show an error message at the time of the validation if the number is greater than 11. Remember that in CAPI you do not need to enter the preceding 0.

Q.9: Sex

The gender of the HHM appears pre-filled from Round 4. If you spot any mistakes, you may modify it. This is only asked when member is still alive.

Q.10: How many children have been born alive to [YL CHILD'S MOTHER] since [MONTH AND YEAR OF R4 INTERVIEW]?

Enter number of children. 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". This is only asked when biological mother is still alive.

Please Note: the caregiver is the only person on the roster who will appear in the rosters in the education and health sections irrespective of whether he/she is a current household member or not. For the rest of the people on the roster, only current household members will appear in all the subsequent rosters throughout the questionnaire. Note also the caregiver will not appear in the employment roster.

The following set of questions intends to capture more information about YL Child's biological parents or caregiver in case they don't live in the household anymore, but might still have contact with her/him.

Q.11: Where is [HHM] living now?

This is asked only to the father/mother/caregiver when they are living away temporarily or permanently and when they are still alive.

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 and when they are still alive.

Q.13: Has [YL Child] ever lived with [HHM]?

This is asked only to the father/mother/caregiver when he/she is NOT living in the household. This can happen when father/mother/caregiver is either living away temporarily or permanently or has died. Therefore, this is asked REGARDLESS of whether [YL Child]'s father, mother and/or primary caregiver is DEAD or ALIVE.

Q.14: How long did [YL Child] live with [HHM]?

This is asked only to the father/mother/caregiver when he/she is NOT living in the household. This can happen when father/mother/caregiver is either living away temporarily or permanently or has died. Therefore, this is asked REGARDLESS of whether [YL Child]'s father, mother and/or primary caregiver is DEAD or ALIVE.

The question refers to the number of years that YL child lived with HHM who is biological parent or primary caregiver who is temporarily or permanently away from the household or has died. If the child lived with this person for less than one year, you should enter 0.

Once this information is filled in for all household members (previous and current), 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.

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.

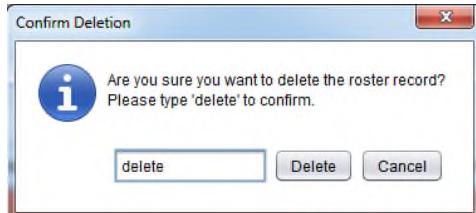
In all these cases the new member must be added to the household roster and all the information registered for previous members must be registered for new ones too. By definition the new member must live in the household. Note you can add a new line to enter a new household member by clicking on **Add Row**, which is located in the lower part of the frame.

FIGURE 2: HOUSEHOLD ROSTER

Household Member Roster						
ID	Q.2 Household Member Name	Q.3 Existing HH Member from R4	Q.4 Was the HH member alive in R4	Q.5 Has HHM moved to the new household?	Enter Information About the Individual	Delete
0	SAI	Yes (1)	Yes (1)	Please select	Enter Information About the Individual	X
1	RAMAN	Yes (1)	Yes (1)	Please select	Enter Information About the Individual	X
2	GANGA	Yes (1)	Yes (1)	Please select	Enter Information About the Individual	X
3	VINYA	Yes (1)	Yes (1)	Please select	Enter Information About the Individual	X

Furthermore, you can delete a row of a correspondent household member with the option **Delete**, by clicking on the **X** 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.

The household head in Round 4 is pre-filled.

Q.15: Who is the head of the household?

Ask who the current head of the household is. If different from Round 4 (see *Contacts Sheet*), probe the reported response. The household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. Please enter the household member ID of the person identified as the household head. In CAPI, you will have to select from a drop down menu the ID of the household member who is the head of the household

Current Household Members Roster

This table shows all previous household members identified as current household members above as well as all of the new household members.

Household member name

Prefilled from full household roster.

Q.16: 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 father is the household head, when you ask this question for the YL Child, the respondent might say: “[HOUSEHOLD HEAD] is her father”. In this case, you should enter the code 02=Son/Daughter, since the relationship is defined taking the household head as point of reference, and not the YL Child, the respondent or any other household member.

Q.17: 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.18: Who is [HHM]'s biological mother?

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. If the biological mother lives in the household, enter the ID from the household roster drop-down list. If she does not live in the household, enter 98. If she has passed away, enter 99.

Q. 19: Who is [HHM]'s biological father?

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. If the biological father lives in the household, enter the ID from the household roster drop-down list. If he does not live in the household, enter 98. If he has passed away, enter 99.

Q. 21: Tick if the current household roster is complete.

Once finished updating the household roster, check with the respondent that all current household members have been included, and correct if necessary.

Q. 22: Tick if this is a polygamous household.

This question is for you to answer based on information in the household roster; do not ask the respondent. This refers if the household head has more than one spouse – check the roster to see if more than one HHM is entered as the wife of the HH head (Q.16).

Q. 23: ID of respondent for this section

Identify the respondent for this section from the household roster.

YL Child and YL Child mother's place of birth

These questions are only for a pre-filled list of index children and mothers for whom this information was not possible to gather on previous rounds.

Q.24: Was [YL Child]/ [YL Child's mother] born in this kebele?

This question aims to capture information of the place of birth of the YL Child/ YL child's mother. If child/mother was not born in the kebele where the interview takes place, continue with Q.25, otherwise skip to Q.32.

Q.25: Was [YL Child] / [YL Child's mother]'s place of birth urban or rural?

Enter the type of place in which the YL Child was born.

Q.26 – Q.31

Enter the region, zone, city/town, sub-city/keftgna, woreda, kebele.

Q.32: Was [YL CHILD MOTHER] in this kebele during the famine of 1977 EC? Skip to Q.40 if answer Yes.

Q.33: Was [YL Child/YL child mother]'s place of birth urban or rural?

Q.34 – Q.39: Where was [YL child's mother] during the 1977 EC famine?

Enter the region, zone, city/town, sub-city/keftgna, woreda, kebele.

Parental Background Information

The following questions are enabled only if any of the biological parents are NOT in the full household roster i.e. the mother, father, or both parents of the YL Child were not living in the household in any of the previous rounds.

Q.40: Is the biological father of [YL Child] alive?

Remember being sensitive when asking this question. Skip to Q.42 if answer Yes.

Q.41: Which year did [YL Child]'s biological father die in?

Remember being sensitive when asking this question. Skip to Q.44 once answered.

Q.42: Where is biological father of [YL Child] living now?

This is asked only if the biological father is alive.

Q.43: How often does [YL Child] see his/her biological father?

This is asked only if the biological father is alive.

Q.44: Has [YL Child] ever lived with his/her biological father?

This is asked regardless of whether the biological father is alive or has passed away. Skip to Q.46 if answer No.

Q.45: How long did [YL Child] live with his/her biological father?

This is asked regardless of whether the biological father is alive or has passed away.

Enter in years. Enter 00 if less than 1 year.

Q.46: How many children have been born alive to [YL CHILD'S MOTHER] since [YL Child]?

This question is enabled only for the biological mother of YL Child. If she hasn't had any children after YL Child was born, enter "0".

Q.47: Is the biological mother of [YL Child] alive?

Remember being sensitive when asking this question. Skip to Q.49 if answer No.

Q.48: Which year did [YL Child]'s biological mother die in?

Remember being sensitive when asking this question. Skip to Q.51 once answered.

Q.49: Where is biological mother of [YL Child] living now?

This is asked only if the biological mother is alive.

Q.50: How often does [YL Child] see his/her biological mother?

This is asked only if the biological mother is alive.

Q.51: Has [YL Child] ever lived with his/her biological mother?

This is asked regardless of whether the biological mother is alive or has passed away. Skip to next section if answer No.

Q.52: How long did [YL Child] live with his/her biological mother?

This is asked regardless of whether the biological mother is alive or has passed away.

Enter in years. Enter 00 if less than 1 year.

SECTION 2 – HOUSEHOLD EDUCATION AND TIME ALLOCATION

RESPONDENT(S)

Preferably the primary caregiver since he/she is supposed to be more aware about the Young Lives child's education. However, other family members can help if the respondent does not know some information.

SUB-SECTION 2.1. HOUSEHOLD EDUCATION

PURPOSE

The purpose for this section is to identify the educational level / degree of each the YL Child's household (including her/himself), as well as in-depth information about her/his educational experience.

DEFINITIONS

- **Full-time education:** is when the household member goes to school 5-6 days a week or all working days in a week. The hours per day might be a whole day or just morning, afternoon or evening depending on the school. By evening, we refer to evening shifts part of full-time primary education. Full-time education does NOT include part-time or extension programmes such as evening or weekend programmes.
- **Religious education:** person learns to read or write in religious institution.
- **Public school:** a school that relies partly on government/state funding and part student fees.
- **Private school:** a school that relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.
- **Government funded:** a school that relies primarily on government/state funding

INSTRUCTIONS

This section is divided in 2 tables: one for adults (18 years old and above) and another for children (5 to 17 years old).

Q.1: Respondent for this section

Enter household member from the household roster.

For ages 18 and over

Q. 2: Has [HHM] ever attended or is he/she currently attending school?

It seeks to differentiate between the HHM that have ever attended formal school (i.e. formal primary/ first grade) and those who haven't. If No, skip to the next HHM. This question excludes pre-primary education.

Q.3: What was the highest grade that [HHM] completed (excluding pre-primary)?

Enter the highest educational degree obtained so far, or the degree of education still studying today for each adult. For those household members whose current educational level is not higher than secondary, 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), enter the codes that match this level (e.g. post-secondary, vocational, university, etc.).

Remember that we are looking for the highest educational grade the person achieved –if s/he is no longer enrolled in school- or the current grade/level –if s/he is still studying. For instance, for someone who is currently in secondary school 5th grade, you must enter 5th secondary school.

Religious education - person learns to read or write in religious institution.

TVET programmes and diplomas/TTI/TTC should be captured under code 13 (post-secondary; vocational)

Q. 4: Is [HHM] currently in full-time education?

This question seeks to establish whether the individual is in full time education, which refers mainly to formal education programmes. The codes in this question allow differentiating between attending regularly, irregularly or attending part time. See definition of full-time education above.

From ages 5-17 only

Q.5: Has [HHM] ever attended or is he/she currently attending school?

See instructions for Q.2

The next 2 questions are only for [panel sibling].

Q.6: Has [HHM] ever attended or is he/she currently attending preschool?

Q.7: Why did [HHM] not attend preschool?

The next question is for new HHM or PHHM who have ever attended school.

Q.8: In which year did [HHM] start formal school?

This question seeks to establish the year in which the child started first grade of primary school.

Q.9: What was the highest grade that [HHM] completed (excluding pre-primary)?

See instructions for Q.3.

Q.10: Is [HHM] currently in full-time education?

See definition of full-time education above. Skip to Q.12 if answer yes.

Q. 11: 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.

Questions 12 – 13 are asked if HHM is currently NOT in school but attended earlier (i.e. not for HHMs who never attended formal school). In CAPI, these questions will be enabled automatically.

Q. 12: How old was [HHM] when s/he completed/ stopped full time education?

This question examines the age (in years) at which the household member completed his/her studies or left school altogether.

Q. 13: What type of school did [HHM] last attend?

We are interested in this question because the type of school is mostly linked to the source of funding of the tuition fees (e.g. public, private, etc.)

The following are questions only to YL child and panel sibling.

Q.14: How would you say [HHM] is performing?

You should prompt this question according to the evaluation that school makes every year, not about the perception of the respondent.

Q. 15: What type of school is [HHM] currently attending?

We are interested in this question because the type of school is mostly linked to the source of funding of the tuition fees (e.g. public, private, etc.)

Q.16: Why have you chosen this school for [YL Child] to attend?

Ask this question only for [YL Child] currently in school. This question inquires about the main reason for choosing primary/secondary school for YL child.

Q.17: How much does the household spend on school fees for [HHM] in the last academic year?

This is an approximation. Please note that expenses on uniforms, books, stationary, transport, and extra classes should NOT be included here.

Q.18: How much do you spend on extra tuition for [HHM] in the last academic year?

This is an approximation.

SUB-SECTION 2.2. TIME ALLOCATION

PURPOSE

The purpose of this section is to collect information on how each individual in the household between the ages of 5 and 17 years spends his/her time. For this purpose, for all questions we should refer to a *typical* day or, in other words, any day during the school/work week.

DEFINITIONS

- **Typical day in the last week:** if the last week was an irregular week, for example, where a festivity happened, choose the most recent typical week to the interview to ask this sub-section. Once chosen a typical week, ask the child to think about a typical day.
- **Typical day:** typical means ‘usual’, so it does not include something the child does irregularly, for example during festivals. Therefore, a typical day is a day from Monday to Friday or a normal day class, excluding holidays, festivals, days of rest during the weekend, etc.
- **Beans:** you will have 24 beans which you will give to the child so that he plays this game. In case these are not provided, you can ask the child to get 24 beans or maize. It does not matter whether you use beans or maize as long as these are similar and equally sized.

INSTRUCTIONS

Each of the rows in this section represents an activity possibly performed any child. We want to know how much time each child spent on the following activities. In CAPI, all HHM in the age range will appear on the table automatically, based on the information provided in the household roster.

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 17 – for example: does he/she help around the house, go to school, do homework, look after younger siblings etc. Then talk a bit about the amount of time that these activities take – for example – which of the activities takes the most time, what time he/she goes to sleep and what time he/she wakes up. Once a picture of the typical day starts emerging, display the time-allocations card to the respondent (prompt card with cup labels) and the 24 pebbles. Explain that the 24 pebbles represent 24 hours on the typical day that you had just been discussing. Ask the child to allocate the 24 pebbles across the 8 activities on the Prompt Card in a way that most closely represents the typical day that you had just been discussing. Go through each of the listed activities on the prompt card and help the respondent think about which categories the specific activities that he/she mentioned would fit under. Make sure the Prompt Card and the pebbles are placed on a flat surface so that the respondent has the ability to move the pebbles around with ease. Please start by asking the respondent when each of the household members on the time-allocation roster goes to bed and wakes up and allocate the relevant number of pebbles to the “Sleep” category.

It is very important that the respondent takes as much time as he/she needs and feels free to try out different pebble arrangements. Please make sure that you do not enter anything in CAPI until the respondent has finished and is totally happy with the pebble arrangement. If you start entering the information before the respondent is finished, s/he may feel unable to change his/her mind and make alterations. Once the respondent has stopped moving the pebbles around, ask him/her to look at the arrangement one last time and make sure that it looks like his/her typical day. Only when the respondent has confirmed that it does, enter the number of pebbles allocated to each activity.

Please wait for the respondent to allocate all of the pebbles remaining after the hours of sleep have been accounted for before entering the number of pebbles for each category.

Q.1: Sleeping

Includes time child 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)

If any child member of the household contributes with activities that generate income, this time should be recorded here. For example, these could be working at the farm, grazing animals, helping sell in the family shop, at a stall, etc.

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

If child 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 takes on that, including (if applicable) the time he/she takes to get from home to the workplace and vice versa.

Q.6: At school (including travelling time to school, out and return)

We want to know how long each child is at school. This includes also the time used to get from home to school and from school to home. If the child does not attend school, you should code it as "0".

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

Time at home child HHM spends studying, doing homework, or getting particular classes / tutorials OUTSIDE SCHOOL CLASS HOURS. If the 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 time taken eating, drinking and bathing)

Time child 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.

There are some exceptional cases in which some household members are seriously disabled and for whom it's difficult to have activities. In these cases, we have been inputting the amount of hours they sleep and the rest of the time as "leisure". This is obviously not accurate so it's quite important to include a comment specifying the reason as to why the household member has so many hours logged as "leisure".

SECTION 3 – LIVELIHOODS AND ASSET FRAMEWORK

RESPONDENT

Choose the household member who knows best about the household's land and productive assets, most probably the head of household.

Q.1 Respondent for this section

Enter household member from the household roster.

SUB-SECTION 3.1. LAND AND CROPS

PURPOSE

The purpose of this section is to find out about the possession / use of agricultural and non-agricultural land by the household. We will collect the size, use and monetary value of all land used by the household in the last agricultural year. The non-agricultural land include areas used for housing (such as house, flat, either owned, leased or borrowed), for business (such as if the household rents / has a place to sell or produce goods) or both (such as a house where the ground floor is a business / an orchard). In the case of agricultural land we also need information about the types of crops they grow.

DEFINITIONS

- **Own land:** The land is owned by the household and is NOT mortgaged with a bank or other financial institution (i.e. it is not used as collateral). This includes sharecropped-out land. Remember that if the land is rented out, borrowed or shared with/to someone else, it still belongs to the household.
- **Rented land:** The land belongs to someone else who rents it to the household.
- **Borrowed land:** The land belongs to someone else who is lending it to the household.
- **Sharecropped-in land:** The land belongs to someone else who allows the household to work on a part of it and keep an agreed percentage of the output. This arrangement is stated in a contract that specifies the percentage of the crop and/or a monetary payment that the household would receive as a compensation of their work.

REMEMBER: IF THE HOUSEHOLD OWNS THE LAND AND IS SHARE-CROPPING IT WITH SOMEONE ELSE, THEN IT WOULD BE “SHARECROPPED-OUT” AND WILL BE CONSIDERED AS “OWN LAND”.

- **Other land:** This includes invasion / illegal occupation –when the land is the result of an invasion and the household does NOT have the land title or is in the process of getting it, then it is considered under “Others”. But if the household has the land title, consider this land as their own.

REMEMBER: IF THE HOUSEHOLD OWNS HAS THE LAND TITLE, IT WILL BE CONSIDERED AS “OWN LAND”

Land Use

Q.2 In the last 12 months has anyone in your household owned, sharecropped-in, borrowed or rented-in any agricultural land? Include plots that are sharecropped-in and sharecropped-out.

Include plots that are sharecropped-in and sharecropped-out. This question identifies those households that use or have used some land over the past 12 months, so in practice all households must complete this section because non-agricultural land used for housing is included (regardless of whether it was owned, leased, rented, loaned, shared, etc.). Skip to Q.7 if answer no.

Q. 3: Size

Enter the size of the plot in local units. Skip to Q.7 if answer 0.

Q.4: Units of land area

Enter the local unit in which the size of the plot is reported.

Q.5: What are the main uses of this agricultural land?

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

- | |
|--|
| 05=Agriculture/Farming (arable), |
| 06= Pasture |
| 16=Garden with Produce for Consumption or Sale |
| 10=Sharecropped out |
| 11=Nothing/left fallow, |
| 13=Grazing livestock |
| 14=Aquaculture |
| 20=Other, specify |
| 77 = NK |
| 79=Refused to Answer |
| 88=NA |

Q.6: What proportion of the land was irrigated in the last dry season?

Ask which proportion of the land has been irrigated in the last dry season.

Q.7: Size (total area) of non-agricultural land

Record the area of land. This includes both land used for living accommodation as well as industry and other uses. Includes if land is used for accommodation plus other uses. If more than one plot, ask for the sum of all plots. If the household moved from one house to another during the last agricultural year, only consider the current house.

Note that since this question includes land used for accommodation, there should be at least one land type (owned or not owned) greater than zero recorded in this question.

Q.8: Units of land area

Enter the local unit in which the size of the plot is reported.

Q.9: What is the main use of this land?

Here you must enter only one code, but be aware that the codes allow for another use aside from accommodation. If the household has a business within the house, you can use the codes from 02 to 05 depending on the type of business, as shown in the following table.

01= Living Accommodation
02= Living Accommodation plus garden/terrace
03=Living Accommodation plus Garden with produce for consumption or sale
04= Living accommodation plus industry (e.g. industry)
05=Living accommodation plus garden with produce for consumption and sale plus industry
07=Gardening only
08=Industry (e.g. business, etc.) only
09=Rented-out (fixed rent)
11=Nothing / Left fallow
12=Recreation
20=Other (specify)
77=NK
79=Refused to Answer

Q.10: What is the total area of leased-out/sharecropped-out land?

This refers to land owned by the household which is leased to someone else.

Q.11: Units of land area

Enter the local unit in which the size of the plot is reported.

Crops Grown and Harvested**Q.1: In the last agricultural year, has anyone in your household grown and harvested any crop?**

This is a filter question that will enable the Crops table. Keep in mind that this refers only to crops grown AND harvested by the household in the last agricultural year. If the household has grown, but not yet harvested a crop, do NOT include it. Skip to next subsection if answer no.

Q.2: Important crops grown and harvested

Enter the code of the crops cultivated by the household in the last agricultural. Add all remaining crops in each of the rows below. Remember that you should only record crops grown and harvested on the last agricultural year.

Q.3: What is the total quantity of this crop harvested in the last agricultural year?

Determine the total quantity of this crop harvested in the last agricultural year. Please record the quantity in local units. The NK code for this question is -77.

Q.4: Local unit used

Establish the measurement unit based on the options provided. If you see unfamiliar measurement units, try transforming them to a common measure. If it is difficult to find an equivalent for the unit provided by the respondent, write down the original measure.

Q.5: What is the value of the total harvest of this crop produced in the last agricultural year?

Enter value in Birr.

Q.6: What is the value of the total harvest of this crop sold in the last agricultural year?

Ask the estimated value of total harvest for the last agricultural year. Enter value in Birr.

Q.7: What were your estimated operational costs incurred in producing this crop in the last agricultural year?

Ask what the estimated operational costs were for producing this crop in the last agricultural year.
Write down the amount in birr. The NK code for this question is -77.

Operational costs include salaries of workers, expenditure in seeds, fertilizers, pesticides, fuel, irrigation, costs for maintenance of equipment, rent of agricultural land, etc.

SUB-SECTION 3.2. LIVESTOCK AND PRODUCTIVE ASSETS

PURPOSE

The purpose of this section is to gain information about productive assets (animals, tools, utensils, agricultural and non-agricultural machinery) owned by respondents in the past 12 months. Further, the value of these assets is of interest.

DEFINITIONS

Productive asset: any tangible good, utensil, machinery, or tool employed in production processes and income generation. It may be agricultural or non-agricultural. Tractors, wheelbarrows, and axes are productive assets used in agriculture while spinning machines, drills, and sewing machines are non-agricultural productive assets. A car can be a non-agricultural productive asset if it is used to generate income (e.g. driver, necessary to drive to place of work).

Livestock

Q.1: Has anyone in the household owned any livestock in the last 12 months? (Do not include pets)

This question identifies whether a member of the household owns or owned any animal in the past 12 months. The fieldworker must keep in mind that only the animals that can generate income are relevant. *Pets are irrelevant for the study.* If the respondent's answer is 'Yes', then the table 'type of livestock' will be enabled.

For each type of animal, establish whether someone in the household owns or has owned that specific type in the past 12 months. This includes animals that were sold during the last 12 months. The way of administering the table is as follows: ask Q.2 for each animal type. Once you have established which ones are/were owned by the household, continue to ask Q.3-Q.5 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?

This includes animals that had been sold and are currently no longer in the household's possession.

Q.3: How many of the following animals does the household currently own?

The answer here can be "00" even if this animal is ticked in Q.2.

Q.4: If you were to sell ALL your currently owned [NAME OF ANIMAL] today, how much would people pay for them?

If the respondent cannot calculate the total, ask for an estimate of how much one animal is worth and then multiply by the total number of animals to get the total value. An animal may vary in terms of characteristics and quality (e.g. cows, calves, and heifers) and prices may differ. In this case, the fieldworker must calculate the value for the different varieties and add the subtotals to find the total value. The same criteria will be used in the case of households that own different animals belonging to the same group, e.g. poultry, which includes chickens, ducks, etc. Once again, the fieldworker must calculate the value for the different animals and add the subtotals to find the total value of the group.

Some notes about this question:

- Note that the appraisal (Q.4) must be made on animals the household possess at the time of the questionnaire (how many animals they have now)
- The household must own the animals (do not include any animals that are not property of the household)
- An animal may vary in terms of characteristics and quality (e.g. cows, calves, and heifers) and prices may differ. In this case, the fieldworker must calculate the value for the different varieties and add the subtotals to find the total value.
- The same criteria will be used in the case of households that own different animals belonging to the same group, e.g. poultry, which includes chickens, ducks, etc. Once again, the fieldworker must calculate the value for the different animals and add the subtotals to find the total value of the group.

Productive Assets

Q.5: Do you have any assets (owned, rented, or borrowed) that allow your household to work and generate income?

This is a filter question to identify whether the household utilises productive assets. These do not necessarily have to be owned by the household; they can also be borrowed or rented. If the respondent does not understand what is meant by the term "productive asset", please clarify that these are implements 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. Otherwise, skip to Q.11.

Q.6: Can you tell me up to three of the most VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed you (the 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 separately in the box. The fieldworker can read the alternative in the event that the respondent does not understand.

Note that productive assets do not include land or livestock. These have already been captured in previous sections.

Note that all of the assets in this section should be currently working assets

Q.7: Total number of assets

Enter the number of assets that the household have owned, rented, or borrowed in the last 12 months.

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

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

Q.9: How many of them do you actually own?

Consider only owned assets. If all the productive assets of the same type in question are rented or borrowed, enter 00.

Q.10: For how much could you sell all of this kind of asset that you own??

Ask how much the household would obtain if the respondent sold these assets. If there are different assets captured under the same group, ask for the value of each asset within the group and capture the total value of the assets in the group.

Q.11: In the last 12 months, what was the most important occupation/money-making activity of your household in terms of income?

The purpose of this questions is to obtain a perception of the most important economic activity for the household; and to gather basic information about it, such as whether it is a dependent (salaried) or independent activity, and whether the activity is performed for agricultural or non-agricultural sectors.

Note that code 15 = "food preparation equipment" includes equipment used for local drink preparations.

SUB-SECTION 3.3. TRANSFERS & REMITTANCES

PURPOSE

The purpose of this section is to get information about money, goods and/or products received from and sent to the household in the last twelve months. Additionally, we collect information about debts the household may have and about holdings of bank accounts in the household.

INSTRUCTIONS

Source of money/goods: in this table we collect information of all transfers received by the household in the last twelve months, from either people that are not member of their household or institutions. Such transfers can be in cash or in kind.

Q.1: Received from this source over the last 12 months?

For each source of transfer, ask if the household has received something from it. In CAPI you will have to tick the box if the household reports having received money or goods from such source. You will see that following questions will get enabled for the sources of transfers that you have ticked.

Q.2: What is the total value (cash) received in the last 12 months? (in Birr)?

Ask the respondent to estimate the amount of money received from each source in the last 12 months in Birr. 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.

Q.3: What is the total value (in kind) received in the last 12 months (in Birr)?

If the transfer received was in kind, you should ask the respondent to estimate the total amount received in kind from each source in the last 12 months in Birr. 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.

Q.4: 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 00=NO or 77=NK, you should skip to Q.6.

The fieldworker should be aware not to report money sent to people who, according the current roster, are members of this household.

Q.5: What is the total value (cash and in kind) sent out in the last 12 months?

Ask this question only if the respondent or any other household member has sent money or goods to support individuals outside the household.

Ask the respondent to estimate the total amount sent out and enter the amount in Birr. 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.6: Would your household be able to raise 550 Birr in one week if you needed it?

Ask the respondent if he/she would be able to get 550 Birr in a week (7 days) if the household suddenly needed it. This is a hypothetical question, therefore ask the respondent to imagine a scenario where they need to get this amount unexpectedly. If the answer is NOT AT ALL, meaning that it would be impossible to raise the 550 Birr in one week, skip to next section.

Q.7: How would you or other members of the household try to raise 550 Birr in one week if you needed it? Please list the most important one.

Please ask about the main way in which the respondent would try to raise this money and use Codebox 14 to find an appropriate code. Do not prompt.

SUB-SECTION 3.4. PUBLIC PROGRAMMES

General Access to Public Programmes

Q.1: Has your household received support or assistance through programmes provided by NGOs or GOs since 2006 (E.C.) (equivalent to 2013 G.C.)?

Ask the respondent if the household received any support or assistance from governmental and non-governmental organisations since 2006 (E.C.) (equivalent to 2013 G.C.). Prompt from Codebox. If the answer is NO, skip to Q. 8.

Q.2: What kind of support was provided?

Use Codebox 30 to code the responses. Please do not prompt the answers. Remember that if the household receives the same type of assistance from different organisations, the support received from each organisation should be entered separately.

Q.3: Who provided the support?

Please use Codebox 31, or Other (specify).

Q.4: In which year did the support begin?

Please use Eth. C. This question refers to the year when the household received the support/assistance for the first time from the specific organization.

Q.5: When did the support end?

Identify the year in which the support ended (the year when household last received support from the specific organization). If the household still receives support, you should enter 9999. It may be that the benefits of the support are still being felt, but the active interaction with the programme has finished (e.g. if a programme provided a household with a toilet). In that case, enter the year in which the active interaction with the programme ended. If the programme offered a “one-off” type of support, the years when the support began and ended should be the same.

Q.6: How often did you get this support?

Please identify the frequency in which the support was received, using Codebox 32. It may be that the support was provided as a one-off. In that case, please code as “00=Once in four years”.

Q.7: Which household member(s) did the programme target in particular?

Ask if the programme address a specific person in the household. For example, a training programme could be aimed at the head of the household. Other programmes, such as provision of better sanitation facilities would aim to benefit the whole household.

Enter 70=“None” if the programme addresses the whole household and not a specific person.

Enter 80= if the programme addresses “More than one household member”

Enter 90=“Non-household member” if the targeted person is not part of the current household (temporarily/permanently away or has died).

Health Extension Programme

Q.8: Is any household member a beneficiary/member of the Health Extension Programme (HEP)?

If the answer is NO or not known, skip to Q.14.

Q.9: In which year did the support begin?

Please enter the year in Eth. C. This question refers to the year when the household received the support/assistance for the first time from the HEP.

Q.10: When did the support end?

Please enter the year in Eth. C. If the support is ongoing, enter “9999”.

Q.11: How often did you get this support?

Please use code from Codebox 32. It may be that the support was provided as a one-off. In that case, please code as “00=Once in four years”.

Q.12: Which household member(s) did the programme target in particular?

Please enter the ID of the household member.

Enter 70=“None” if the programme address the whole household and not a specific person.

Enter 80= if the programme addresses “More than one household member”

Enter 90=“Non-household member” if the targeted person is not part of the current household (temporarily/permanently away or has died).

Q.13: Has this programme met your expectations?

This question is about the respondent’s perception. Please do not prompt the respondent’s answer.

Productive Safety Net Programme (PSNP)

We would like to know more about the participation of Young Lives’ households in the PSNP. This sub-section asks questions on who in the household benefits from the program, what benefits they received.

Q.14: Were you or any member of household registered as a beneficiary of the PSNP – Public Works program in the past 12 (13 Ethiopian) months?

Ask if any member of the household has registered as a beneficiary of the public works program of the PSNP in the last 12 months (or 13 ET months).

Q.15: Were you or any household member registered as beneficiary of Direct Support (transfers of cash, food or other goods without requiring individuals to work) in the past 12 (13 Ethiopian) months?

Find out if any member of the household registered as a beneficiary of the direct support program (where cash and/or other transfers are made to individuals without having to work) in the last 12 months (or 13 ET months).

Q.16: Have you graduated from public works program component of PSNP?

Ask whether the respondent has graduated from the PSNP public works programme. If the answer is NO and answer NO in Q.14, skip to Q.20 (skip to Q.19 if answer NO and answer Yes in Q.14). If the answer is NA, skip to Q.20.

Q.17: If so, when did you graduate? (Month and Year).

Please use Ethiopian calendar. Enter month and year.

Q.18: What was the most important immediate effect of graduation?

Ask the respondent what the most important immediate effect of graduation was. Skip to Q.20, once answered.

Q.19: If you have not graduated from PSNP so far, do you know when you will graduate from the PSNP public works program?

Ask whether the respondent knows when they will graduate from the PSNP public works programme. If the answer is YES, please write the month and year. Please use Ethiopian calendar.

Other Programmes

Q.20: Were you or any member of household registered as beneficiary of Emergency Aid Programme?

Q.21: Has the household received support from Other Security Programmes such as household asset building programs (HAB) over the past 12 (13 Ethiopian) months – this might include access to improved seeds, improvements in water/irrigation, land or pastures, as well as provision of credit, livestock or beehives?

Ask whether the household has received support from the Other Food Security Program (OFSP) in the last 12 months (or 13 ET months). This might include access to improved seeds, improvements in water/irrigation facilities, land or pastures as well as provision of credit, livestock, beehives.

Q.22: Has anyone in the family or the whole household got resettled by the government since 2006 (E.C) (equivalent to 2013 GC)?

If the answer is NO, skip to Q.25.

Q.23: If yes, when was the household/ member resettled by the government? (Month and Year)

Please use Ethiopian calendar. Enter month and year.

Q.24: What type of resettlement was this?

Ask the household about the type of resettlement.

Credit Support Program

Q.25: Have you or any of your household members taken out credit since 2006 (E.C) (2013 equivalent (G.C))?

This question informs on whether the respondent or any other member of the household took out a loan or credit. This includes banks, financial institutions, insurance companies, commercial companies, municipal and rural banks, savings cooperatives, etc. If the answer is NO, skip to the next section.

Please record only credits or loans for 100 Birr or more.

Q.26: Who gave you or any of your household members the credit?

Please use codes from Codebox 33. Include formal source of credit such as banks, financial institutions, insurance companies, commercial companies; as well as informal such as moneylender, friends/neighbours, relatives, etc.

Q.27: Who received the credit?

Please enter the household member ID from the roster who received the credit under his/her name.

Q.28: Why did you or any of your household members take out the credit?

Ask the respondent what the purpose of the credit was. Please use codes from Codebox 34.

Q29: When did you or any of your household members take out the credit? Enter month and year.

Ask the date in months and year when the credit was asked. Please use the Ethiopian calendar.

Q.30: What was the amount of the credit? (in Birr)

If the credit was given in kind, please ask the respondent to estimate or convert the equivalent amount to cash. Do not record credit or loans for less than 100 Birr.

Q.31: What was the interest rate paid for this loan per year? (enter in percent)

Q.32 : What was the amount of interest paid per year?

Enter value in Birr. This question is enabled if Q.31=-77 (NK).

Q.33: Have you or any household member finished making payments?

If the answer is NO, skip to the next row.

Q.34: Did you or any household member pay back in time?

Ask the respondent if the credit was paid back in time. If the credit or loan was taken from friends and relatives, when there is not a clear or set deadline for paying back, ask whether the household member paid back when he/she had the money to do so.

If the answer is YES, skip to the next row.

Q.35: Why did you not pay back the credit in time?

SECTION 4 -FOOD AND NON-FOOD CONSUMPTION AND EXPENDITURE

RESPONDENT

The ideal respondent is the person who is in charge of purchases for the household or that one who decides which food is to be consumed in the household. Generally, this person is the caregiver of the *YL child*. In the case that the ideal person to answer this section is NOT present the day of the interview and that there is no possibility to conduct the interview when this person is present at home, the fieldworker should “persuade” the person they are interviewing to give precise information about the household consumption (in market value).

Q.1: Respondent for this section

Enter household member 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 vegetarian feasts that could have affected the normal food consumption in the household, you should refer to the previous 15 days to the last 2 weeks.

Rounding up: for those questions where a quantity in Birr is requested, if the amount is equal to or more than fifty cents (0.50), the amount should be rounded up to 1 birr. If the amount is less than fifty cents enter cero Birr (e.g. 1.5 birr should be rounded up to 2 Birr, whereas 1.4. should be entered as 1 Birr).

REMEMBER: When the fieldworker adds up the prices of several products of a type (for example, option "03 barley, wheat, teff, sorghum, maize, etc), rounding is done at the end of the operation.

Bought, own harvest, stock and gifts food consumption

Q.2: Household has consumed this item in the last 15 days?

Ask this question for all food items first, before continuing with the rest of the questions. Mark the radio buttons Yes/ No accordingly. The answer should be yes for all items consumed at some point in the last 15 days.

In CAPI, if you select YES, the button 'Enter information about the Item' will get enabled.

Once you have selected all the food items that were consumed in the household in the past 15 days. Ask the following questions row by row (i.e. for each consumed food item).

Q.3: What is the total value (in Birr) of this item bought and consumed in the last 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, what was consumed only.

For instance, if the household bought a total of 15 kilograms of teff in the past 15 days at 300 Birr, but has only consumed 10 kilograms, you should estimate the value of the 10 kilograms consumed.

Q.4: How much of this commodity did you and your household 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, which means that the commodity was produced by the household and consumed in the last 15 days.
- Own stock, which mean the commodity could be from own harvest or stock previously bought. However, this questions refers to stock that was consumed in the last 15 days. If the household bought the item before the last 15 days or has stock from own harvest from before the last 15 days, and only consumed a part of it in the past 15 days, estimate the value of what was consumed.

You may need to estimate the **value (in Birr) of food consumed** in the last 15 days as explained in the example of the previous question.

Foods from own harvest include:

- Foods that are a product of animal husbandry. For example, consumption of eggs, milk, meat (e.g. chicken, pork, etc.)
- Foods that are directly extracted from nature, such as fishing in the river, hunting or gathering wild fruits from the field / forest.
- Fruits or vegetables grown by the household.

Q.5: How much of this commodity did you and your household consume from gifts, transfers or food aid received from relatives, friends, neighbours, government or other organisations in the past 15 days?

Ask for the total value of food that was consumed from gifts, donations, transfers in the past 15 days. This category includes food received as in-kind payment for work done. For example, donations given as a benefit of the PSNP programme.

You may need to estimate the value of food consumed in the last 15 days as explained in the example given in Q.3.

Q.6: Main Source

Ask the respondent to identify the main source of the transfers, gifts, aid from which the household consumed food in the last 15 days.

Q.7: Which household members do NOT consume at least one meal per day in the house?

This question is in line with the household definition. It aims to identify which household members do not consume food regularly in the household. In CAPI, you will be able to select the household members from a drop down menu.

SUB-SECTION 4.2. NON-FOOD EXPENDITURE

PURPOSE

Estimate household expenditure in other areas in order to contribute to the calculation of the estimated household consumption in monetary value. In addition, we are interested to know how much of the expenditure in certain categories is dedicated exclusively for the Young Lives child. The sub-section is divided into expenditure during the last 30 days and costs incurred during the past 12 months.

- Expenses made during the last 30 days include payment for non-food items that households are likely to buy regularly, such as personal care items (soap, cosmetics etc.), batteries, and transport.
- Expenses incurred during the last 12 months encompass expenditures that do not necessarily have a monthly frequency, and are likely to be one-off payments or payments during the year with an undefined frequency. For example, buying clothes, education expenses, medical expenses, family events etc.

Note that while in the previous section “Food Consumption and Expenditure” we were interested in amount spent on goods consumed in the last 15 days, in this section we are interested in amount spent on all goods (in the relevant categories) purchased (even if not consumed/used).

INSTRUCTIONS

It is important that the fieldworker clarifies the household that the purpose of this sub-section is to capture expenses made by the household for their support and comfort. Therefore, this section should NOT capture costs incurred for sales from family businesses (with the exception of licenses for business).

For example, the purchase of fertilizers and pesticides for crops or vaccines for farm animals -by a household who depends on agriculture or livestock- should not be captured in this section. However, it is

often difficult to separate "shared expenses". For example, if a household has an Internet cabin as a business but household members also access Internet (for personal use), it is very difficult to separate how much of the total Internet expenses is for personal use only. In such cases it is best to record the total spending as it comes in the bill. The same applies to other similar cases (e.g. water, electricity, telephone, etc.).

For all cases, please refer to the prices at the time of the purchase.

Household expenditure on last 30 days

Q.1: What is the money value (in Birr) of the total amount purchased by the household in the last 30 days on the following items?

Ask for the total value spent on each of the items listed in the last 30 days (last month). Report the amounts in Birr. Fieldworker should go about asking item by item in this section. If the household did not make expenditures, enter "0" in the space provided ("00" in the paper questionnaire). If the household does not know the amount, enter -77.

For items that can be bought in advanced and used during several months (e.g. pre-paid internet, period transport tickets, etc.) estimate the amount relevant to the previous month by dividing the total value by the number of months in which the item is used.

REMEMBER THE FOLLOWING PRACTICAL RULES:

- Recharges made to the use of portable Internet (USB) must be reported within the Internet category.

Household expenditure on last 12 months

Q.2: How much did your household spend in the last 12 months on each of these items?

This question refers to expenses in goods and services in the last 12 months. Record the amount in Birr. Help the respondent estimate the annual equivalent of the amount if it is reported in a different time unit (for instance with monthly bills).

Make sure the decimal point is in the right place. As in the food section, the fieldworker should ask item by item in this section. If the household did not make expenditures, enter "0" in the blank space provided ("00" in the paper questionnaire). If the respondent is more confident reporting expenses for some categories for the last month, work with them to figure out whether they pay the same amount every month, and if not, what the annual pattern is to calculate expenditure over the 12 month.

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 3 services or by 2 if it is a package of 2 services. Then assign the resulting estimate to each item.
- Recharges made to the use of portable Internet (USB) must be reported within the Internet category.
- In the case that the cost of some services (such as telephone, Internet, water, electricity, etc.) is also used for the household business, help the respondent -if possible- to estimate the corresponding household consumption (in other words, avoid placing the cost of sales itself of these services). However, if this is very difficult, enter the total consumption (the one that comes on the receipt) and ADD A COMMENT.
- The cost generated by installation of telephone equipment, installation of modem and internet wiring or installation of cable TV are NOT INCLUDED in the areas of telephone, Internet or cable TV. These items are included in the section OTHER expenses in the last 12 months, in line 27 of next table.
- Cleaning materials include detergents, dishwasher, laundry soap, wax, cleaning tools (broom, mop, dusters, etc.).
- Telephone rates and mobile phone card purchase: The use of wireless telephone must be captured in the category of landline telephone. 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.

Household and Child Expenditure on the Last 12 Months

Q.3: Has the household purchased this item on the last 12 months?

Ask the respondent if the household spent money in the last 12 months on each of the categories detailed in this question.

Q.4 How much was spent in these items in the last 12 months?

For all cases where the item is ticked in Q.3., ask the total value of what was spent. Enter the amount in Rupees. If the household has not spent any money (item not ticked in Q.3., enter '0'). In CAPI this should disable the next question, whenever is relevant.

Q.5. How much of this was spent on items for the [YL Child]?

Determine what proportion of the expenditure in Q.4 was made for the Young Lives child. Do not prompt the answers. Listen and then code accordingly. Sometimes you may need to make some calculations to know how much the amount given by the respondent represents of the total (in Q.4).

REMEMBER THE FOLLOWING PRACTICAL RULES:

- In the categories related to expenditure on clothing (categories 1 to 8), other clothing item not mentioned (such as hats or caps) should go under "Other" (category 27). In the

case of garments self-manufactured, consider the expense of raw materials used. If no expenditure was done (raw material from own animal stock), enter it as a comment.

- In the categories related to education expenditure (categories from 9 to 16 + category 24 and 25), school-related expenses are recorded, as appropriate. All expenses related to higher education must be recorded under category 24 and 25. Extraordinary expenses such as school promotional trips are also recorded in the category 29.
- In the categories related to medical expenses (categories 17 to 20), expenses related to a visit to a doctor, clinic or hospital go under category 17, while self-medication goes under category 18. Expenses related to surgery or a serious illness should be recorded under category 17. If expenditure was considerable for the household, ADD A COMMENT.
- Vacation expenses that imply a considerable amount to travel are included in the category 26 (other transport expenses), including the cost of travel and accommodation. If the trip is short, you could report this expenditure in the category 21 (Entertainment).

SECTION 5 – SOCIAL CAPITAL

PURPOSE

This section is designed to obtain information from the household support system/network, their participation in formal and informal groups, information networks, as well as the access or exclusion to different services. This section is about the social capital of the household, the primary caregiver and the YL Child.

RESPONDENT

Primary caregiver of the index YL Child, or any other member of the household who knows about the social connectedness and support system of the household.

DEFINITIONS

- ➔ **Active group member:** This is someone who currently participates in activities, attends meetings, etc. of a particular group or organization (for example, self-help groups, women's group, caste group, etc.).
- ➔ **Leadership/power position:** This is a position which someone holds which has a degree of influence and leadership within a particular group. This position might be as a State representative, non-official positions or a community based position. The aim is to understand the degree of influence and leadership that the household member exercises in the community. It is important to consider that someone who had a power position in the past might still have power and influence over the rest of the community.

Q.0: Respondent for this section

Enter household member from the household roster.

SUB-SECTION 5.1 – SUPPORT NETWORKS

Q.1: Suppose you are in need of material support. How many people can you rely on in time of need?

Ask the respondent how many people s/he thinks the household can count on for material (economic) need. Material support means the household is in need of money. Ask for the number of people with which they could count on in times of need. Enter the code from the list. If the household has not gone through an experience of material need, the fieldworker has to ask the respondent to imagine a similar situation (hypothetical case); hence there should always be an answer to this question.

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 (including by marriage) who live in the same community excluding those relatives who live in the household (i.e. those who are household members). If there are no family members living in the community enter 0 and skip to Q.4. Please record the number of families rather than individuals, unless an individual lives by him/herself in order to have consistency with the way this question was asked in the previous round.

Q.3: How many of these relatives are influential in the community? (e.g. holds a leadership or powerful position in a community group/ association)

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).

While Q.2 records the number of families, this question asks for the number of individuals.

Q.4: Do you have friends that would help you who are living in this community?

This question is about the respondent's friends or acquaintances (non-relatives) who live in the same community and would be willing to help her/him. Ask whether the respondent has any friend living in this community who would help him/her. It could be material support, provision of labour or any other help deemed necessary.

SUB-SECTION 5.2 – COLLECTIVE ACTION AND EXCLUSION

The next six questions are about politics: how interested and politically active the household is. Ask the respondent to think of the whole household when answering the questions. For each action in the table, ask whether any of the households have done that action since Round 4 (in the last three years). Here there is a code 79 which should be used if the respondent refuses to answer and 77 if the respondent does not know.

In the last three years have you or any members of your household done any of the following:

Read out each of the items on the list and ask the respondent whether s/he or any other member of the household has done any of these things in the last four years.

Q.5: Talked with other people in your area about a serious problem affecting the community

Q.6: Voted in the national/local elections in 2015 (2007 E.C.)

Q.7: Gave gifts or cash to any community organizations or political groups?

Q.8: Taken action with others about a serious problem affecting the community

Q.9: Actively participated in an awareness raising campaign

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.

INSTRUCTIONS

Q.0: Respondent for this section

Enter household member from the household roster.

SUB-SECTION 6.1. ECONOMIC CHANGES

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

The answers that we get are of perception. Note what the respondent says. If the answer is very different from what you can see, you could add a comment. 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.

Currently

Respondent is asked how s/he would describe the economic situation of the home in which currently is living in. For this the fieldworker should read the alternatives and put the relevant code. You must ensure that the person's answer

is one of the alternatives. In this question, the code 03 = "We have enough, we managed" means average.

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 three years ago. As in the previous case the interviewer should read the alternatives and place the code. You must ensure that the person's answer is one of the alternatives.

If the answers to Q1 and Q2 are different, meaning that situation has changed, ask Q.2. In CAPI the enablement of Q.2 will be automatic. If the situation has not changed (answers to Q1 and Q2 are the same) skip to Q.3. Again, in CAPI, this will be done automatically for you.

Q.2: Please give the two main reasons why your situation has changed compared to three years ago (around the time of previous visit in [MONTH AND YEAR OF R4 INTERVIEW]).

Ask about the two most important reasons for this change: [Reason 1] and [Reason 2]. Try as much as possible (but not force) that the reasons reported by the household fit the existing response categories reported in the dropdown menu. Up to two reasons can be mentioned. Try to record them in order of importance. If there is only one reason, enter 88 = NA in the box on the second answer.

Q.3: During this period, compared to other households in this LOCALITY, how would you describe your household?

Ask the respondent to compare his/her household to others in the village. This is a question of perception so you should try to avoid answers like NK, unless the respondent really cannot compare his/her household with others. If the answer is far from what you can observe, make a comment, but do not try to change the answer/mind of the respondent – just make sure s/he understands the question.

SUB-SECTION 6.2. SHOCKS

This sub-section is intended to pick the events that have had a negative effect for the household. It is important to understand that this section DOES NOT aim to capture the occurrence of an event, but whether they had a negative impact. For instance: hard rains in the last three months. You should only report it if the hard rains have had a negative effect for the household and not whether it has occurred or not.

The fieldworker should not impose their views and decide whether an event is counted as a shock or not.

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; the household must determine whether the event had a negative economic consequence for them. This means that, for example, when asking about droughts, is possible that if one occurred, all households within a

community would report it. However, not all household may have been affected negatively by it – the drought should only be recorded as a shock for the households that were negatively affected by it.

Some clarifications:

- ➔ Number of occurrences of the event: Most of the events that are being captured is short term (i.e. duration is of less than one year). Therefore it may be that the event occurs more than once since 2013. For instance, if frost has affected the household's cash crops year after year since 2013, you should record the occurrence of the event in each of those years (assuming that frosts cannot last for more than one year consecutively).

If an event occurred several times during the past four years, each year in which this event occurred must be reported

- ➔ Reporting the year of occurrence: as a rule, the same event is reported only once in the year it occurred. This rule should be followed even if the event has permanent effects (beyond the year of occurrence). Note that if an event lasts continuously from more than one year, you are supposed to record only the year in which the event first happened. The case of a building collapsing is a clear example. If the building collapsed in 2011, for instance, you should record ONLY this year, even if the building is still being built, affecting the household's economic situation, in the following years.

The only exception to this rule is the case of a family member suffering from an illness that needs of long term special treatment, and has a strong burden in the family budget each year (e.g. cancer). In this case you should record all the years in which the illness affected the household's economy. Do not forget to write a comment for these cases.

A single event with permanent effects should be reported only once. The only exception to this rule is long term illnesses such as cancer

- ➔ Correlated Events: It is possible for the household to report events that are correlated. This means, for example, that the respondent could report that the household was affected by frost and also that it lost all the crops and the cattle. It is possible that the last two events are the result of the first event. If so, it is correct to record the three events. However, the fieldworker should add a comment stating that the events are correlated.

It might be that among the reported events, some events are consequences of others. For example, loss of livestock and crop could be the result of a frost. In these cases it is correct to record all 3 events. Add a comment mentioning which event caused the others.

Please complete the table by asking for all the shocks first (by column – in Q.1) and continue row by row (collecting information for each shock).

Q.1 Has [SHOCK NAME] happened since [MONTH AND YEAR OF R4 INTERVIEW]?

This question determines the occurrence of the event *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 2006 (E.C.) (2013 equivalent (G.C). You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2006 (E.C.) (2013 equivalent (G.C) (all that were previously identified in Q.1.)

Table: Three events that affected the economic situation of the household most negatively

Q.3: Indicate the 3 most important negative events that affected the economic situation of the household.

The purpose of this question is to find out which negative events, out of the ones reported in Q.1 and Q.2 generated the greatest economic loss. In CAPI you will have a drop-down menu that has all the relevant information based on the information provided in Q.1. Please enter these in terms of importance (i.e. the one that affected the most or had the greater economic loss for the household should go first). If there are less than three responses, input 88 = NA in the remaining spaces. CAPI will then automatically prefill the years in which the shock happened based on answers to Q.2.

IMPORTANT CONSIDERATION: In the list of the three most important events there may be some that are a result of another (i.e. correlated events). For example, in rural areas in the highlands a home could have reported the following events: "frost", "death of cattle" and "loss of harvest" as the three events that affected him most. In these cases it would be preferable to only report the "dead cattle" and "loss of harvest" as the main events because the table is about the events that affected the economic situation of the household, therefore we are talking about effects rather than causes.

Q.4: How much does this economic loss represent of the income generated by the household in this year?

For each of the three most important events that affected the economic situation of the household, and for each of the years in which they occurred, ask the respondent approximately how much of the income generated by the household the economic loss associated with the events represents. Do not prompt the answers. Listen to the respondent and code in the most relevant loss category.

Q.5: What did your household do in response to this event?

Choose up to 3 responses per shock but list in order of importance. An example of code 03=destruction of livestock is when livestock got a disease and it had to be destroyed to avoid any further contagion. Enter code 88=NA if there are less than three responses to the shock. Remember not to leave any questions blank or CAPI will recognise this as an error.

SECTION 7 – SOCIO-ECONOMIC STATUS

PURPOSE

This section is about the household's socioeconomic environment. This includes questions about conditions where people live (i.e. the house the household live in), household possessions, and access to public services.

RESPONDENT

This section may be answered by the primary caregiver of YL Child, the head of household or by the member of the household who knows about housing conditions (infrastructure) and ownership of consumer durables.

INSTRUCTIONS

Q.0: Respondent for this section

Enter household member from the household roster.

Q.1: Does anyone in your household own your house?

This is to know if any member of the household owns the house and the land where the house is built on. This includes situations in which the house is still being paid (e.g. mortgage) but for which a HHM has a title accrediting the ownership of the house. If the house is rented, the answer should be 'No'. Skip to question Q.3 if answer No.

Q.2: Does anyone in your household have a mortgage on your house?

Ask whether anyone in the household has a mortgage on the house. A mortgage is an agreement by which the household borrows money from a money-lending organization such as a bank *and gives that organization the right to take possession of house which was given as security if the money is not repaid*. In other words, the house is being used as collateral for a loan, which is used to pay for the house. The mortgage is usually paid back to the money-lending organisation with specified payment periods and interest rates.

Q.3: How many rooms are there in the house?

Establish how many rooms there are in the house. Do not include kitchen, bathrooms, passage, corridor, garage, warehouses or rooms divided with non-permanent items such as a curtain. Enter the number of rooms that you mentioned in the space provided.

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. A separate kitchen could be a kitchen outside the house, an open-air kitchen or a kitchen in a separate room with window inside the house. We ask this question to find out whether the household members might be affected by cooking smoke from a non-separate kitchen.

Q.5: Do you have electricity?

This question refers to both legal and illegal electricity connections. Enter yes if electricity comes from a generator, including wind, solar, and biogas ones, but NOT if it is generated by a car battery. Before asking this question you should try to observe if the household has light bulbs,

fans, or any devices that need electricity and whether they are working at the time of the interview.

The following three questions seek to collect information about the main material of the house. In this case, the fieldworker should observe the construction materials and record the category from the drop-down menus. If the materials are not visible, ask a member of the household. If the ceiling, floor, and/or wall are made of different materials record the type of material that covers at least 50% of the construction. If the same proportion prevails, record the material of the highest quality. If the compound has more than one building (separate kitchen, toilet, etc.) take the building material of either the living room or any of the bedrooms.

Q.6: Wall – [recorded by observation]

Q.7: Roof – [recorded by observation]

Q.8: Floor – [recorded by observation]

If the roof, floor or wall is made of several different materials, record the main type of material (e.g. that which covers at least 50%). If there is more than one building in the household (e.g. a separate kitchen or bathroom) record the material used in the main section of the house where the living room and the bedrooms are.

Q.9: What is the main source of drinking water for members of your household?

Ask about the main source of drinking water for members of the household. If different members have different drinking water sources, then ask about the source used by the majority of members.

Q.10: What kind of toilet facility does your household use?

Ask about the main toilet facility used by members of the household.

Septic tank is a device where human waste is sent through a pipe directly into a covered sediment tank, where it is treated with lime, ash, etc.

If the home shows that the ultimate destination of human waste is directly the field (even through hanging latrines), farm, paddock, bucket, 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 this area?

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 answer put "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 invested in the improvement of your dwelling during the last 3 years?

We want to know if anyone in the home has invested in infrastructure improvements to the house since 2009. Improvements could be a renovated kitchen, a new toilet, new windows or similar. If the answer is "No = 00" or "NK = 77" skip to Q.16.

Note: If the household has a workshop inside the house, it is considered part of the home, unless the respondent considers the

Q.15: What have you invested in?

Ask the respondent to report the 3 most important improvements to the house since 2013. You can mark up to three investments. If the respondent mentions more than three, then choose the three that demanded the most spending. Conversely, if less than three investments are mentioned, input the ones mentioned and fill the other spaces with 88 = NA.

Household Items

Q.16: Does anyone in the household own this item?

Establish whether someone in the household owns any of the 19 items listed. To own an article means that the article could be sold by the household member. Make sure you also include all items that are being paid in instalments, or items that are not in the house at the time of the interview (e.g. because they have been borrowed by someone). Also, keep in mind that the item should be in working condition.

Mark "Yes = 01" for all those items owned by the household. If the household does not have the item or do not know, mark "No = 00" or "NK = 77" as appropriate and skip to the next article.

Some of the items mentioned in this section may have already been reported in the Productive Assets section. This may happen for example if a woman sells food made at home or a head of household drives a taxi which he owns. In this case, the kitchen, the refrigerator and/or the vehicle should have been reported as productive and valued assets, AND should also be listed here. In other words, the ownership of an item listed here should be reported irrespective of whether it had already been reported in Section 3.

Q.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 (item 08), which should be counted independently. For instance, if the household has a dining table with 6 chairs around it, it should be counted as 7 items (1 table + 6 chairs). A sofa set, on the other hand, should be counted as 1 item.

Q.18: How much do you think you would be paid if you sold this item?

Enter the amount in Birr. If the respondent has more than one item of a type (e.g. three TVs) add all items and report the total value. If the respondent cannot estimate the value of the item(s) enter code "NK = -77", but try your best to help the respondent with the estimations if necessary.

SECTION 8 – HEALTH

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 undesired event, which results in injury to persons.
- **Injury:** harm done to an individual's 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).
- **Chronic Health Problem:** long-term health illness.
- **Modern Health Facility:** refers to private or public, or community health post, clinic, centre, hospital and referral hospitals
- **Traditional Health Facility:** are facilities not recognized by ministry of health such wizard, holy water, traditional healers, people who provide unprocessed leaves, woods and flower to heal patients.
- **Disability or permanent disability:** is a continued health alteration that precludes or limits the sufferer to perform a work activity, academic or personal care (as doing daily activities by yourself). In other words, is the degree of disability that occurs when the person has suffered an accident or illness (physical or mental). A reduction in their ability to function by themselves in certain areas of life (like leaving to work, study, etc.). A paralyzed person, blind, lame, maimed or mentally retarded are examples of permanent disability.

Q.0: Respondent for this section

Enter household member from the household roster.

SUB-SECTION 8.1. YL INDIVIDUAL HEALTH

Health facilities

Q.1: Do you usually go/would go with [YL Child] to modern/official health facilities if he/she is ill?

Ask the respondent if YL Child would be taken to a modern/official health facility (according to the definition above) when s/he is ill. If necessary, provide an example such as where would s/he be taken in case of a chest infection. Skip to question 4 if answer NO.

Q.2: 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). 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.3: In the last 3 years, 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 2013. These visits exclude all those that are not related to YL child health.

Q.4: Do you usually go/would go with [YL Child] to non-modern/non-official/traditional health facilities if he/she is ill?

Ask the respondent if YL Child would be taken to a non-modern/non-official/traditional health facility (according to the definition above) when s/he is ill. If necessary, provide an example such as where would s/he be taken in case of a chest infection. Skip to question 6 if answer NO.

Q.5: Where do you usually go/would go with [YL Child] if he/she is ill?

This question refers to non-modern/traditional health facilities. We are interested in knowing the first contact point facilities where YL child is taken when he/she is ill. Include visits to a pharmacy for self-medication or any other visits in which examinations were done by someone different from medical staff such as an herbalist, healer or wizard. Do not prompt the answers.

Q.6: 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?

Refer to modern health facilities exclusively. 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. In this case, medical services include medical consultation to a private doctor, a pharmacy, a private health facility (hospital or private clinics), and a public health establishment. Note that this can be a sensitive question. The respondent may think that a positive answer may imply that he/she does not care about YL child. To avoid this, make sure you explain clearly the purpose of the question. Skip to question 8 if answer NO.

Q.7: 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)

School Feeding

Q.8: Does [YL Child] receive meal at school?

Skip to question 10 if answer NO.

Q.9: For how long has [YL Child] been receiving a meal at school?

Disabilities and long-term health problems

Q.10: Does [YL Child] have a permanent disability that affects his/her study/work capacity or ability to take care of him/herself?

Permanent disability is a continuing health alteration that prevents or limits the sufferer from performing work or academic activities, or taking care of him/herself. It can be a result of an accident or an illness (physical or mental). Examples are: paralysis, visual impairment, mental problems, etc. Skip to question 10 if answer NO.

Q.11: 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 MEMBERS' HEALTH

INSTRUCTIONS

This section is administered for biological parents, main caregiver (if different from biological parents), and panel sibling.

If any of these household members is no longer living in the household, either temporarily or permanently, as 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 part of the household) and for a maximum of four household members (i.e. caregiver, biological mother, biological father, and panel sibling).

Q.1: Does [HHM] have a permanent disability that affects his/her work capacity?

Permanent disability is a continuing health alteration that prevents or limits the sufferer from performing work or academic activities, or taking care of him/herself. It can be a result of an accident or an illness (physical or mental). Examples are: paralysis, visual impairment, mental problems, etc. If the answer is "No = 00" skip to Q.3.

Q.2: How does this disability affect [HHM]'s ability to work and take care of themselves?

This question informs on the extent to which the disability affects HHM in the performance of his/her daily activities, such as study, work or take care of him/herself. You should read the possible answers to the respondent.

00=Able to work same as others of this age

01=Capable of most types of full-time work but some difficulty with physical work

02=Able to work full-time but only work requiring no physical activity

03=Can only do light work on a part-time basis

04=Cannot work but able to care for themselves (e.g. dress themselves, etc.)
05=Cannot work and needs help with daily activities such as dressing, washing, etc.
06=Other (specify)
77= NK
79=Refused to answer
88=NA

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: Which long-term health problems do you think [HHM] has?

This question seeks to identify whether the household member suffers from a chronic health problem. The definition of which disease is most important is subjective to the respondent. If the household member has more than one long-term health problem, ask about the most important.

Q.5: How long has [HHM] suffered from this health problem?

This question asks the number of years that the household member has suffered from the illness. If respondent reports less than 12 months, enter 00.

Q.6: How often do you seek treatment or advice for this health problem in the last 12 months?

Ask this question with reference to the most important long-term health problem. 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 among the non-modern facilities?

Ask this question in relation to the most important long-term health problem. Ask the respondent to report where HHM sought treatment. If there is more than one health facility where HHM sought treatment or advice for health problem, ask which one was the one visited the most.

Do not ask the next four questions to [PANEL SIBLING] if he/she is younger than 12 years old.

Q.8: Does [HHM] smoke cigarettes?

This question seeks to determine whether the household member smokes cigarettes. Other forms of tobacco should NOT be included here.

Q.9: Does [HHM] use other form of tobacco such as 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. This question is not asked if answered No in both Q.8. and Q.9.

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. Skip to next section if answer NO.

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.

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 did this happen?

If the answer to previous question (Q.2) is yes, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.4: Were you or any household member not able to eat the kinds of foods you want because of lack of money? (For example, no meat, no fish, no fruit, no deserts)

We want to know if it happened in the last 12 months that the household could not afford to buy any kind of food that they wanted. If NO, skip to Q.6.

Q.5: How often did this happen?

If the answer to previous question (Q.4) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

**Q.6: Did you or any household member have to eat a limited variety of foods due to a lack of money?
(For example, only rice and beans no vegetables or meat, only potatoes)**

Ask the respondent if there was ever a time when the household had to limit the variety of foods bought for the household because there was not enough money. Make sure that the respondent understands that this question refers to the variety of foods that they can buy rather than having to buy un-wanted foods.

Q.7: How often did this happen?

If the answer to previous question (Q.6) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.8: Did you or any household member have to eat some foods that you did not want to eat because of a lack of money to obtain other types of food? (for example, wild foods, immature crops, broken rice, discarded food)

Here we are interested in knowing whether anyone in the household had to eat something considered ‘undesirable’, due to lack of money in the last 12 months. You may want to think of examples that are region specific. However, because different people have different opinions of what is desirable or not, give examples ONLY when respondent does not understand the question.

Example: eating other people’s left-overs.

Q.9: How often did this happen?

We want to know if the household did not eat what they wanted to eat due to lack of resources or some other circumstance. Enter the codes according to the given frequencies.

Fieldworker: review the answers to questions 1, 2, 4, 6, 8. If the answers are: Q.1=01 AND Q.2, Q.4, Q.6, Q.8=00, you should skip to next section. Otherwise, continue with the following questions. In CAPI, the enablement of following questions will be done automatically. If there are enabled, it means you should continue asking the questions for this section.

Q.10: Did you or any household member have to eat less (portion size) in a meal than you wanted because there was not enough food?

This question refers to the time when household member had to eat less in any of the meals (i.e. breakfast, lunch, dinner) because there not enough money to buy more food. Note that this question does not refer to not being able to eat a meal, but rather it refers to the sizes of the portions of each of the meals.

Q.11: How often 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.

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.

Q.15: How often did this happen?

If the answer to previous question (Q.14) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.16: Did you or any household member go to sleep at night hungry because there was not enough food?

This question refers to the actual experience of hunger due to lack of economic resources to buy food.

Q.17: How often did this happen?

If the answer to previous question (Q.16) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.18: Did you or any household member go a whole day and night without eating anything because there was not enough food?

Ask the respondent if there was ever a time when he/she or any other household member went for 24hrs or more without eating anything because there was not enough money to buy food.

Q.19: How often 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 must be the person identified as the primary caregiver in the household roster. In cases where the caregiver does not live in the household, s/he must be found and interviewed for this section.

INSTRUCTIONS

Q.0: Identify the respondent for this section using their ID from the household roster

Remember the respondent must be the primary caregiver.

The following questions reflect the attitude of the caregiver towards the future education and employment of the YL Child. Ensure that the caregiver has heard and understood the sentence. Do not force a reply. Please emphasise that there are no right and wrong answers for these questions and that we just want to know what the caregiver thinks.

Q.1: When [YL Child] is about 25 years old, what job do you think s/he will be doing?

Ask what work the caregiver believes the YL Child will be doing at the age of 25, both paid and unpaid. The fieldworker should NOT suggest an answer. Please listen and code the answer of the respondent. This response should reflect what the caregiver is currently thinking about what the YL Child is likely to be doing when s/he is 25 years old – given possible constraints and current socio-economic situation.

Q.2: Ideally what level of formal education would you like [YL Child] to complete?

Ask the primary caregiver about what level of education s/he would IDEALLY like the YL Child to complete if there were no constraints. The answer should reflect the wish of the caregiver in terms of the education of the child, and should not be restricted by what the respondents believes is going to happen. Do not read the options; listen to the answer of the respondent and code. If s/he says "None = 00" or that s/he does not know "NS = -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 expect [YL Child] will reach that level of education?

Ask the primary caregiver whether he/she believes YL Child will reach the level of education he/she indicated as ideal in the previous question. In this question, the respondent is asked to consider all factors that may constrain the child to access the level of education desired, such as lack of economic resources, lack of child interest, etc.

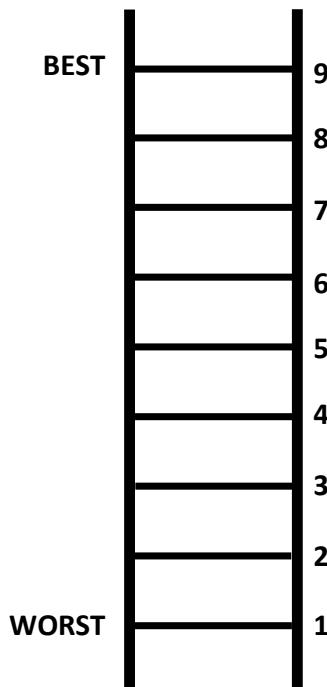
Q.4: What job would you most like [YL Child] to do in the future?

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. Explain that the ninth step, at the very top, represents the best possible life for the caregiver and the bottom represents the worst possible life for. Make sure that the caregiver understands that the ladder refers to all aspects of his/her life (economic, health, social, personal, etc.) and that it is a subjective measure of how he/she feels about his/her life in general. It should not be confused with a measure of economic wellbeing only. Be very clear about what the aim of the ladder is. Enter the step number indicated in the space provided.

It is very important that you allow the caregiver to point to the ladder on card with the ladder (Prompt Card 1) rather than just saying a step. PLEASE DO NOT RECORD THE STEP UNTIL THE CAREGIVER HAS POINTED TO THE STEP ON THE PROMPT CARD.

FIGURE 4: LADDER CARD



Q.5: Where on the ladder do you feel you personally stand at the present time?

Ask the caregiver where on the ladder s/he thinks currently is. Remember to ask the respondent to point to the relevant step on the Prompt 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 **Prompt Card** (Figure 5) and ask the respondent which of the options best reflects his/her opinion. Make sure the respondent fully understands the sentence and remind the respondent that there are no right and wrong answers – we just want to know his/her opinion. Do not influence the final decision of the respondent.

FIGURE 5: CAREGIVER EXPECTATIONS CARD

Not at all	A little	Somewhat	Quite a lot	A lot
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01. that s/he continues living close to you

It may be considered to live in the same house in which the respondent lives or close to it (within the same locality).

02. that s/he provides financial assistance to his/her younger brothers and sisters.

That is, the YL Child provides material support (money or property) for the support of his/her younger brothers (including studies of younger siblings, food, etc.). If there are no younger siblings at the time of the interview, put "NA = 88".

03. that s/he helps you with housework

In case of rural areas this includes agricultural work or 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

That is to say that the YL Child provides material support (money or property) for the maintenance of other household members other than younger siblings, for example the respondent.

05. that s/he helps you care for his/her younger siblings

Refers to personal care for younger siblings. If there are not younger siblings at the time of the interview, put "NA = 88".

06. that s/he cares for you when you are old

Refers to the YL Child taking care of the respondent when she is elderly.

07. that s/he provides emotional support to you

Refers to both for the respondent and for other household members.

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: Do you strongly disagree, disagree, more or less, agree or strongly agree with the statements below

Now display the 5-scale feelings and attitudes card. Explain that for each of the statements you are about to read, the respondent should select the option that best represents how much he/she agrees or disagrees with the statement. Please emphasise again that there are no right or wrong answers and we just want to know about the caregivers opinions. Ensure that the caregiver has heard and understood the sentence and if not you should repeat it and / or add additional explanation if necessary. However, it is important not to change the meaning of the sentence. Do not force the respondent to choose an answer. However, it is common that the fieldworkers, if they hear that the respondent answers "agree", to ask "Ma'am, do you agree or strongly agree?" Depending on the answer, put the final answer. Do the same when the respondent answers "disagree".

Note that for statement *06 I feel proud of my children*, you are able to select code 88=NA if the caregiver does not have any children.

If the household head is the caregiver or is the respondent for this section, then items 04 and 05 should have the same response.

FIGURE 6: FEELINGS AND ATTITUDES (5-POINT SCALE)

Strongly disagree	Disagree	More or less	Agree	Strongly agree

01	If I try hard, I can improve my situation in life
02	I like to make plans for my future
03	I am proud of my clothes,
04	I feel proud of the job done by my [HOUSEHOLD HEAD]
05	The job I do makes me feel proud
06	I feel proud of my children
07	I can do little to help [YL Child] do well in school, no matter how hard I try

Ask the next three questions only if YL Child is in education. Otherwise enter 88 in the remaining spaces and skip to the following section.

Q.10: Who helps [YL Child] with homework when s/he needs it?

This question seeks to find out if someone, (whether a household member or someone outside the household) helps YL Child to do his/her homework when he/she needs it. If the caregiver mentions more than one person, ask who is the person who helps the YL Child most of the times, or most often.

Q.11: In the last week or the last week [YL Child] had classes (if the preceding week consisted of holidays), how many days did you help [YL Child] with homework?

Record the NUMBER OF DAYS in which child had homework in the last week, taking as a reference a normal school week (i.e. week with no public holidays) and when child was attending regularly.

Q.12: 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.

SECTION 10 – PARENT ANTHROPOMETRY

PURPOSE

To record the height and weight measurements of the *Index Child* and his/her biological mother as accurately as possible, following the procedures detailed below.

PROCEDURES TO MEASURE WEIGHT

- We will use a digital weighting scale. Please find an adequate and safe surface. This kind of balance cannot accurately measure if it is on a slope.
- Be sure to record each weight measures in the corresponding spaces of the table. Do not forget to record the final weight.
- Weigh the *YL Child* mother with minimal clothing and no shoes. In this case you will need to type a list of the clothes the child/mother is wearing, and then deduct clothes from total weight. This calculation should be done after you have written the weight marked on the scale.
- Record all weight calculations on the back of the sheet.
- Weigh the *Index Child* mother and read the weight measurement clearly. Take a second reading, when the Child/mother and the balance are stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different even do the procedure a third time and record the number that is repeated twice.
- If you cannot get the two equal measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- Always thank the *YL Child* and mother. When weighing a child who is living with his/her parents always thank the mother.

PROCEDURES TO MEASURE HEIGHT

- When measuring height, if the Child cannot stand, you will need a wall or a door in order to use them as support when measuring the stature.
- Appropriate clothing: take off shoes and any bulky clothing like a jacket or bulky pole which may prevent the child/mother's buttocks being in contact with the board.
- Place the child/mother in such a way that he/she is standing on the measuring board 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 child/mother looking straight ahead, not with his head tilted up or down. The child/mother's arms should be hanging next to him/her. Ask the mother to help in taking the measurement of the child if needed.
- Gently lower the horizontal slab of the measuring scale and place it on the child/mother'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 clearly what the measure is and write it down immediately.
- Raise the head of the board, check the alignment and measure the child/mother again. If the two measures are the same, accept this measure. If the measures are different, measure again until you get two similar measures and write the measure in the space for the final height.

- Always thank the mother and child.

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 weights and sizes
 - 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.
 - Child/mother is being measured standing on one foot only.
 - c) The head of the person being measured
 - The neck is too stretched
 - The neck is bent / cramped.
 - The mother's hand palm 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 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 the scale has been tested and is working well. Place a check if the scale is well calibrated.

Q.2: First maternal 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 maternal 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 maternal 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 was not measured, specify why the measurement did not occur.

FATHER'S ANTHROPOMETRY

Please follow the procedures detailed above. Please emphasise to the father 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.

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 - COGNITIVE TESTS

FIELDWORKER MANUAL

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COGNITIVE TESTS

PURPOSE

The purpose of this section is to assess the child's cognitive development and achievement through tests of vocabulary, mathematics, reading comprehension and basic reading in Amharic and English. In addition to these tests, Younger Cohort Index Child and his/her sibling will also play the Executive Functioning games. These are administered using a separate programme on the tablet.

RESPONDENTS

The respondent for this section must be the Index Child (older cohort and younger cohort) and, for a sub-set of tests, the sibling of the Younger Cohort child. Please remember that the sibling is the one who was measured and tested in round 3; the name will be pre-filled in the Pre-Test section of the cognitive tests CAPI programme (explained below).

INSTRUCTIONS

Material the fieldworker needs:

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

- (a) PPVT templates (booklet)
- (b) PPVT response sheet
- (c) Mathematics Test
- (d) Reading comprehension test

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

- (a) PPVT templates (booklet)
- (b) PPVT response sheet

No test will be administered to the Older Cohort Child in Round 5

To administer the cognitive tests the fieldworker should have:

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

It is important that the procedure described here is followed by all fieldworkers to ensure a standardized administration of the cognitive development and achievement instruments in Round 5 of the Young Lives project.

Location of Administration

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

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

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

Conditions of administration

It is very important that the fieldworker guarantees appropriate conditions for assessment. This means that the child had the necessary conditions and responded to the best of his/her abilities. Make sure the child has taken his/her meal and has enough time to take the tests in one go.

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

Order of Administration

Before starting the tests, fieldworkers must fill in the "Pre-Test" Section of the Cognitive Tests programme in CAPI. The answers to questions in these sections will then inform on the appropriate language for the administration of each of the tests.

After completing the "Pre-Test" Section of the Cognitive Tests programme in CAPI, please follow the specified order of administration:

- Younger cohort child:
 - o PPVT
 - o Mathematics
 - o Reading Comprehension
- Younger cohort sibling:
 - o PPVT

Language used for administration

Language used for administration is different for the different tests. Please read the instructions for each test separately. Please refer to the Pre-Test section of the Cognitive Tests CAPI programme which informs on the appropriate language for the administration of each of the tests (at the end of this manual).

Duration of administration.

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

The maximum time that each test should take is:

- PPVT – untimed
- Mathematics test – 50 minutes
- Reading comprehension test – 30 minutes

DATA ENTRY

After you administered all the tests to the child, you will enter the answers in CAPI. Please take into account the following guidelines when you are entering the answers of the Maths Test.

- Please type the answer that the child wrote inside the box, regardless of whether it is right or wrong.

Example 1: Correct answer inside the box

A handwritten subtraction problem inside a black-bordered box. The problem is $34 - 26 = 8$. The numbers 34 and 8 are written in green. The number 26 is written in blue and orange. The subtraction symbol is a blue minus sign. The equals sign is an orange minus sign. The result 8 is written below the line in blue and orange. There is a small red mark at the bottom right corner of the box.

In CAPI, you will type '34'.

Example 2: Wrong answer inside the box

A handwritten subtraction problem inside a black-bordered box. The problem is $33 - 26 = 6$. The numbers 33 and 6 are written in green. The number 26 is written in blue and orange. The subtraction symbol is a blue minus sign. The equals sign is an orange minus sign. The result 6 is written below the line in blue and orange.

In CAPI, you will type '33'.

- However, it may be the case that the child did not write the answer inside the box, but there is an obvious final answer outside the box. In those cases, please type in CAPI the final answer despite it was written outside the box.

Example 3: Correct answer outside the box

Example 4: Wrong answer outside the box

$$\begin{array}{r} 34 \\ 2) \overline{68} \\ -6 \\ \hline 08 \\ -8 \\ \hline 0 \end{array}$$

In CAPI, you will type '34'.

Example 5: Incomplete procedure with final answer

$$\begin{array}{r} 33 \\ 2) \overline{68} \\ -6 \\ \hline 06 \end{array}$$

In CAPI, you will type '33'.

- For the cases in which there is an obvious final answer despite the procedure is not complete, please type in CAPI this answer.

Example 6: Incomplete procedure – Incorrect answer

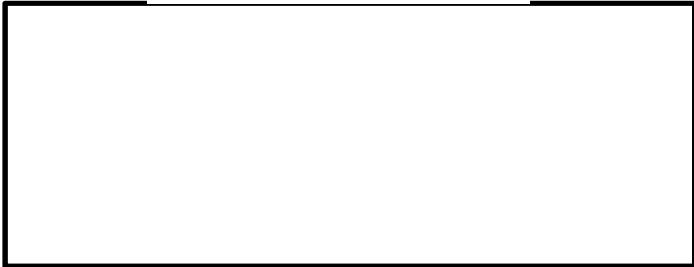
Example 6: Incomplete procedure – Incorrect answer

In CAPI, you will type '34'.

- However, if the child leaves an incomplete procedure with no final answer, then you should code it with -77=NK.

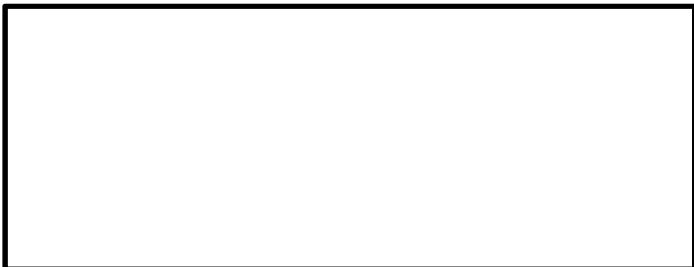
2) 68

*In CAPI, you will type '**-77**'.*



- If the child leaves the box blank, then enter **-99=Missing**.

Example 7: Blank question



*In CAPI, you will type '**-99**'.*

- Finally, if the child has a physical or mental health problem or disability and you could not administer the tests, please still open a CAPI interview with the child ID and code all the questions of the test(s) that was not administered with **-88=Not applicable**.

Please note that in CAPI, you will find the paper Maths and Literacy tests numbering in parenthesis in blue color and bold before each question. This will facilitate you when entering the answers in the program.

PEABODY PICTURE VOCABULARY TEST (PPVT-III)

DEFINITION

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

NOTE THAT WHILST THIS HAS BEEN ADMINISTERED IN PREVIOUS ROUNDS, THE RULES FOR ADMINISTRATION ARE DIFFERENT FOR ROUND 4. IT IS THEREFORE ESSENTIAL THAT YOU STUDY THE FOLLOWING RULES.

RESPONDENT

PPVT is being administered to the Younger Cohort Index Child and the sibling of the Younger Cohort Index Child aged 19 or under only.

MATERIALS

- PPVT easel (booklet)
- PPVT response sheet
- Pencil and eraser

TESTING TIME

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

TEST LANGUAGE

The languages in which PPVT can be administered in this round are Amharic, Oromifa, and Tigrinya. The test should not be administered to children who are unable to take the test in any of these languages. When filling in the Pre-Test section fieldworkers should ask the child about the language in which he/she is comfortable taking the test (question 1). *If that language is not Amharic, Oromifa, or Tigrinya, PPVT should not be administered and children should not be asked to complete it in a language in which they are not comfortable.* Please note that fieldworkers should have tests in all 3 languages with them at the interview.

INTRODUCING THE TEST AND USING TRAINING ITEMS

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

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

RULES FOR ADMINISTRATION

To obtain valid results, carefully follow the rules below:

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

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

Keep in mind the following:

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

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

MATHEMATICS TEST

DEFINITION

The mathematics test measures various numerical abilities appropriate for different ages.

RESPONDENT

Younger Cohort Index Child

MATERIALS

- Mathematics test + instructions
- Pencil and eraser
- Stopwatch

TESTING TIME

The testing time should not exceed 50 minutes.

TEST LANGUAGE

The mathematics test should be administered in the language in which the child is most comfortable. The test booklet is available in English, Amharic, Hadiya, Oromifa, Wolayta, Sidamigna, and Tigrinya. The child should feel free to use the language in which he/she is most comfortable. This is likely to be the mother-tongue or the language in which he/she is/was taught mathematics at school. Please check response to question 3 of the Pre-Test section of the Cognitive Tests CAPI programme. Please note that fieldworkers should have tests in all 7 languages available during the interview.

INTRODUCING THE TEST

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

ADMINISTRATION RULES

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

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

READING COMPREHENSION TEST

DEFINITION

The Reading Comprehension Test measures the ability to read and understand stimuli of different levels of difficulty (e.g. single words, sentences and passages of varying complexity). It is intended to test functional literacy (i.e. literacy which helps the individual function in his/her environment), this is the language which is routinely used for written communication in such as for administration, signs etc. Be aware that this may not be the mother tongue (which could be a primarily spoken language) and might not be the language of instruction in school (which could be English for example).

RESPONDENT

Younger Cohort Index Child and Older Cohort Index Child.

MATERIALS

- Reading Comprehension test+ instructions
- Pencil and eraser
- Stopwatch

TESTING TIME

The testing time should not exceed 30 minutes.

TEST LANGUAGE

The reading comprehension test should be administered in the language that is most relevant for the context in which the child is living. This is the language which is routinely used for written communication in the community used for administration, signs etc. For many children we would expect this to be the mother tongue. However, in some case, mother tongue may not be relevant to functioning within the current environment. For example, if the child has migrated to Addis, then literacy in Amharic/English is probably a more relevant indicator of "functional literacy" than literacy in the language of the place where the child was born. In other places, mother-tongue might not be a widely written language.

The languages which serve for 'functional literacy' in each community should be fixed by the field supervisor (usually one) and when there is more than one a list of permitted languages (usually not more than two) should be made and the respondent should be allowed to choose.

Please fill in question 4 of the Pre-Test section of the Cognitive Tests CAPI programme. This question is not asked to the respondents. The answer requires a pre-informed decision from your supervisor.

INTRODUCING THE TEST

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

ADMINISTRATION RULES

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

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

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

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

PRE-TEST SECTION

PURPOSE

The purpose of this section is to inform on the appropriate language for the administration of each of the tests described in this manual. Reading Items in Amharic and English, which are administered to all children in those languages; and the Executive Functioning Games, which are administered in the language that the YL Child can speak, are not described here.

INSTRUCTIONS

Before administering any test, you will have to complete the Pre-Test section in order to know in which languages you will administer the following tests: PPVT, Maths, Reading Items (Mother Tongue) and Reading Comprehension (Literacy).

Please make the necessary arrangements and consider all the languages in which the tests could be potentially administered in each site you are going to.

PPVT

1. In which language are you most comfortable in taking a vocabulary test?

Fieldworker: do not administer this test if YL Child's answer is different from Amharic, Oromifa, and Tigrinya.

MATHS

2. In which language are you most comfortable with solving a math test like the one you usually take in school?

Use codebox #1

READING COMPREHENSION TEST (Literacy)

3. What is the main language routinely used for written communication in this locality?

Fieldworker: take into account the language used for administration, signs etc. Be aware that this may not be the mother tongue (which could be a primarily spoken language) and might not be the language of instruction in school (which could be English for example).

Use codebox #1 for non-YL sites. Otherwise, refer to the table provided below.

Codebox #1	
01=English	05=Wolayta
02=Amharic	06=Sidamigna
03=Hadiya	07=Tigrinya
04=Oromifa	

The following table summarizes the information given in this manual.

Order	Cognitive Tests	Administration to:	Language (defined in pre-test section)	Duration (in minutes)
1	PPVT	Younger Cohort; Younger Cohort Sibling	Amharic, Oromifa, and Tigrinya	untimed
2	Mathematics Test	Younger Cohort	Language in which child is most comfortable: English, Amharic, Hadiya, Oromifa, Wolayta, Sidamigna, and Tigrinya.	50
3	Reading Comprehension Test (Literacy)	Younger Cohort	Most relevant language for the context in which the child is living. Pre-defined for YL communities	30

Languages for Literacy Test in Young Lives sites

1	Kirkos	Amharic
2	Akaki	Amharic
3	Sendeda	Tigrigna
4	Firewyni	Tigrigna
5	Hawasa	Amharic
6	Megara	Sidamigna
7	Fonko	Hadiya

8	Boditi	Wolayita
9	Bochessa	Oromiffa
10	Ibseta	Oromiffa
11	Libo-kemkem	Amharic
12	yedro	Amharic
13	Muketuri	Oromiffa
14	Ude	Oromiffa
15	Semeha	Tigrigna
16	Abreha Atsebeha	Tigrigna
17	Lalibella	Amharic
18	Bilballa	Amharic
19	Addis Ababa	Amharic
20	Inurib	Amharic



Reading Comprehension

Younger Cohort

Respondent Information

Names and Surnames: _____

Child ID: ET _____

General Data

(To be filled by fieldworker)

Fieldworker's name: _____

Fieldworker's code: ____

Location: _____

Date (dd/mm/yy): ____ / ____ / ____

Start time: ____ : ____ Finish time: ____ : ____

INSTRUCTIONS

- Read each question carefully and answer the best you can.
- If you take too long on a question, go to the next one. When you finish you can go back to the ones you haven't answered.
- Remember to mark all your answers in the booklet.
- In each question there is only one correct answer.
- You will have up to 30 minutes to answer these questions.

You will find several types of questions in the booklet. Let's take a look:

Question 1

There are questions in which you will have to read a word and then mark the picture that matches the word.

Example:

Mark with an X the picture that matches the word.

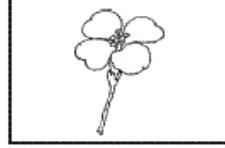
Book



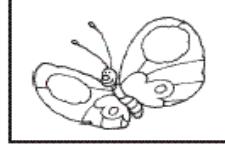
a.



b.



c.



Question 2

There are also questions in which you will have to read a text carefully and then answer some questions marking the correct answer with an X.

Example:

Read carefully the following text:

Adiam is a girl who likes to play outside. After school each day, her mother lets her play outside which makes Adiam feel very happy.

Now, mark with an X the correct answer to each question (there is only one correct answer).

When does Adiam get to play outside?

- a. In the morning
- b. At lunchtime
- c. After school

STOP, WAIT DIRECTIONS TO BEGIN.



Mathematics

Younger Cohort

Respondent Information

Names and Surnames: _____

Child ID: ET _____

General Data

(To be filled by fieldworker)

Fieldworker's name: _____

Fieldworker's code: _____

Location: _____

Date (dd/mm/yy): ____ / ____ / ____

Start time: ____ : ____ Finish time: ____ : ____

INSTRUCTIONS

- Read each question carefully and answer the best you can.
- If you take too long on a question, go to the next one. When you finish you can go back to the ones you haven't answered.
- Remember to mark all your answers in the booklet.
- In each question there is only one correct answer.
- You may use the extra space on the side to make your calculations.
- You will have up to 50 minutes to answer these questions.

You will find several types of questions in the booklet.

Let's take a look:

Question 1

There are questions in which you will have to solve the exercise and then write the correct answer in the blank space.

Example:

Solve the exercise and write the correct answer in the blank space.

$$1 + 1 =$$

2

$$1+1=2$$

Question 2

There are questions in which you will have to solve the exercise and then mark the option that has the correct answer with an X.

Example:

Solve $2 + 2$. Mark with an X the correct answer.

- a. 2
- b. 3
- c. 4
- d. 5

$$2+2=4$$

Question 3

Finally, there are questions where you have to read carefully a math problem, solve it and then mark the correct answer with an X.

Example:

Abeyot and Tirsit bought pencils. Abeyot bought 1 pencil and Tirsit bought 2. How many pencils do they have between the both of them?

a. 3 pencils

b. 2 pencils

$$1 + 2 = 3$$

c. 5 pencils

d. 1 pencil

STOP, WAIT DIRECTIONS TO BEGIN.