

# **COMMUNITY QUESTIONNAIRE ROUND 5 VIETNAM**

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## COMMUNITY IDENTIFICATION

Q.1	Name of village with the biggest share of YL children	_____	
Q.2	ID of sentinel site	__ __	CLUSTID
Q.3	GPS Coordinates of Commune Centre (Commune's Post Office)	__ __ N __ __ E __ ALTITUDE	GPSNRT1
		__ __ N __ __ E __ ALTITUDE	GPSEST1
			GSALT1

**FIELDWORKER:** Selection of informants: Each section has a protocol to be followed to identify one or several informants, as appropriate.

Q.4	Fieldworker code:	[ _ _ _ ]	SURVCODE
Q.5	Supervisor code:	[ _ _ _ ]	SUPCODE
Q.6	Date of Supervision	__ / __ / __ (day / month / year)	SUPRVDAT

Q.7	Interview begins: Date	__ / __ / __ (Day) (Month) (Year)
Q.8	Interview begins: Hour	__ : __

## INFORMANT ROSTER

**FIELDWORKER:** This information should be collected for each person interviewed. In case the person does not want to give information on one of these questions, enter code 79.

	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9
Informant code	Module	Section	Full Name	Age  In completed years	Gender  01=Male 02=Female	Position  <b>FIELDWORKER:</b> Write the name of the job, post or position then enter code from <b>CODEBOX #1</b>		How long have you lived here?  Enter in years	Where can we contact you if needed?  <b>FIELDWORKER:</b> Write out contact information (including mobile number if possible).
(RSID)	(MODULE)	(SECTION)	INFNAME	(AGERES)	(SEXRES)	(CAPAC)	(CAPACODE)	(LIVRES)	(INFCONT)
01	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
02	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
03	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
04	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
05	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
06	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
07	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
08	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
09	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
10	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
11	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
12	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
13	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
14	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
15	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
16	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
17	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	
18	[ _ ]	[ _ ]		[ _ _ ]	[ _ _ ]		[ _ _ ]	[ _ _ ]	

## MODULE 1: GENERAL MODULE

### 1. GENERAL CHARACTERISTICS OF THE LOCALITY

Persons answering this section (RSID) Code established in informant roster	11 [ _____ ]
	12 [ _____ ]
	13 [ _____ ]

#### POPULATION AND LANGUAGE

**FIELDWORKER:** Refer to the name of the commune every time you read 'LOCALITY'.

<b>Q.1</b>	Approximately, how many people (including children) live in [LOCALITY]? Enter number of people. -77 = NK	[ _____ ] POPSIZE
<b>Q.2</b>	Approximately, how many households live in [LOCALITY]? Enter number of households -77 = NK	[ _____ ] FAMLOC

**FIELDWORKER:** Take a village with the biggest share of Young Lives children in this commune (refer to it every time [YL VILLAGE] is named). Ask the following:

	<b>Q.3</b>	<b>Q.4</b>
Language	Normally, local people in this [YL VILLAGE] speak:  <b>FIELDWORKER:</b> Tick all that apply	Which are the three most popular ones? 01=Most popular local language 02=Second most popular local language 03=Third most popular local language 04=Local language (but not among 3 most popular local languages) 05=Not spoken locally  <b>FIELDWORKER:</b> If less than 3 languages, mark the blank ones with 88=NA
01 Vietnamese	<input type="checkbox"/> SPKVNET	[ _____ ]
02 H'Mong	<input type="checkbox"/> SPKHMION	[ _____ ]
03 Dao	<input type="checkbox"/> SPKDAO	[ _____ ]
04 Gai	<input type="checkbox"/> SPKGAIY	[ _____ ]
05 Nung	<input type="checkbox"/> SPKNUNG	[ _____ ]
06 Cham H'Roy	<input type="checkbox"/> SPKHROY	[ _____ ]
07 Ede	<input type="checkbox"/> SPKEDE	[ _____ ]
08 Other language. Please specify: SPECOTH1	<input type="checkbox"/> SPKOTH1	[ _____ ]
09 Other language. Please specify: SPECOTH2	<input type="checkbox"/> SPKOTH2	[ _____ ]

#### ROADS AND MEANS OF TRANSPORT

	<b>Q.5</b>	<b>Q.6</b>
Transport ID	What is the most common means of transportation used to travel to the capital of the district? Enter code from <b>Codebox #2</b> .  <b>FIELDWORKER:</b> Enter UPTO three means of transport, starting with the most common. If there are less than 3 means of transport, fill the blank ones with 88.	How long does it take to travel to the capital of the district using <u>this</u> means of transportation?  Enter in minutes  <b>FIELDWORKER:</b> Record time for each of the means of transport recorded in Q.5.
01	[ _____ ] TRANS1 SPCTRAN1	[ _____ ] HWLGLCL1
02	[ _____ ] TRANS2 SPCTRAN2	[ _____ ] HWLGLCL2
03	[ _____ ] TRANS3 SPCTRAN3	[ _____ ] HWLGLCL3

<b>Q.7</b>	What are currently the main routes/ways to access [LOCALITY]?  <b>FIELDWORKER:</b> Read the alternatives
01 Paved road	<input type="radio"/> No <input type="radio"/> Yes PVEDN
02 Motorised unpaved roads/ tracks	<input type="radio"/> No <input type="radio"/> Yes UNPAVEDN
03 Non-motorised roads/ tracks (footpaths, apt for access by horse, donkeys, and the like, or walking)	<input type="radio"/> No <input type="radio"/> Yes TRACKSN
04 Other, specify: _____	<input type="radio"/> No <input type="radio"/> Yes OTTRANN SPCROUTE

<b>Q.8</b>	Which of these routes is the main route to access the [LOCALITY]? Enter code 01-04 from Q.7. -77=NK  <b>FIELDWORKER:</b> Take into account the characteristics of the last kilometres of the main route used to reach the commune from either the district capital or any urban area, if there is one that is even easier to access from the commune. If it is not clear which route is the main one, consider the most prominent one.	[ _____ ]
<b>Q.9</b>	In the past year, how many months has the main route of access to [LOCALITY] been inaccessible? Enter number of months  <b>FIELDWORKER:</b> If road has not been inaccessible at any point code as "0". -77=NK	[ _____ ]

**FIELDWORKER:** Take a village with the biggest share of Young Lives children in this commune (refer to it every time [YL VILLAGE] is written). Ask the following:

<b>Q.10</b>	Does the commune share the same transportation routes, routes of access and time to reach the district capital to that of [YL VILLAGE]? 00 = No 01 = Yes ► Skip to Q.15	[ _____ ]
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	<b>Q.11</b>	<b>Q.12</b>
Transport ID	What is the most common means of transportation used to travel from [YL VILLAGE] to the capital of the district? Enter code from <b>CODEBOX #2</b> .  <b>FIELDWORKER:</b> Enter UPTO three means of transport, starting with the most common. If there are less than 3 means of transport, fill the blank ones with 88.	How long does it take to travel to the capital of the district using <u>this</u> means of transportation?  Enter in minutes  <b>FIELDWORKER:</b> Record time for each of the means of transport recorded in Q.11.
01	[ _____ ] TRANSV1 SPCTRANV1	[ _____ ] HWLGLCLV1
02	[ _____ ] TRANSV2 SPCTRANV2	[ _____ ] HWLGLCLV2
03	[ _____ ] TRANSV3 SPCTRANV3	[ _____ ] HWLGLCLV3

<b>Q.13</b>	What are currently the main routes/ways to access [YL VILLAGE]?  <b>FIELDWORKER:</b> Read the alternatives
01 Paved road	<input type="radio"/> No <input type="radio"/> Yes PVEDNV
02 Motorised unpaved roads/ tracks	<input type="radio"/> No <input type="radio"/> Yes UNPAVEDNV
03 Non-motorised roads/ tracks (footpaths, apt for access by horse, donkeys, and the like, or walking)	<input type="radio"/> No <input type="radio"/> Yes TRACKSNV
04 Other, specify: _____	<input type="radio"/> No <input type="radio"/> Yes OTTRANNV SPCROUTEV

<b>Q.14</b>	Which of these routes is the main route to access the [YL VILLAGE]? Enter code 01-04 from Q.7. -77=NK  <b>FIELDWORKER:</b> Take into account the characteristics of the last kilometres of the main route used to reach the commune from either the district capital or any urban area, if there is one that is even easier to access from the commune. If it is not clear which route is the main one, consider the most prominent one.	[ _____ ]
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## EMPLOYMENT

Q.15	Are there any factories/big farms in or close to the community that employ community residents? 00=No ► Skip to Q.18 01=Yes, within community 02=Yes, outside community in 5kms radius 77=NK	[ ____ ] FACTORY
Q.16	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	[ ____ ] FACTEMP
Q.17	How many people from the locality does it employ? (Men/Women/Children?) <b>FIELDWORKER:</b> Ask for all factories/ big farms in Q.17. Enter number. 77=NK	
01	Men	[ ____ ] TOTMEN
02	Women	[ ____ ] TOTWOM
03	Children (aged 17 and under)	[ ____ ] TOTCHILD

## NATURAL DISASTERS

SAY: Now I would like to ask you about natural disasters or outbreak of diseases and epidemics that might have occurred in [LOCALITY] since [MONTH AND YEAR OF R4 INTERVIEW].

Q.18	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]? 00=No ► Skip to Q.24 01=Yes 77=NK ► Skip to Q.24	[ ____ ] NTRLDIST
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	Q.19	Q.20	Q.21	Q.22	Q.23
Disaster ID	In the last 4 years, what was the disaster? Enter code from <b>Codebox #3</b> .	Please report year and month of occurrence of the [DISASTER] (i.e. when the disaster first occurred/began)  <b>FIELDWORKER:</b> Allow for multiple occurrences of same event throughout the years. <b>Enter year from 2013 onwards.</b> <b>Enter month from 1-12.</b>	What are the two main effects generated by [DISASTER] in the locality?  <b>FIELDWORKER: Please record effects in order of importance.</b>  Enter code from <b>CODEBOX #4</b> .	Approximately what was the percentage (%) of households affected by the event?  01 = Less than 25% 02 = Between 25 and less than 50% 03 = Between 50 and 90% 04=100% (entire population) 77=NK 88=NA	Did [LOCALITY] receive any help?  <b>FIELDWORKER:</b> Please record up to three in order of importance  00 = No 01=Yes from the Government 02=Yes from NGOs working here in LOCALITY 03=Yes, from family and friends 04=Yes, from other institution 05=Yes, from NGOs NOT working in LOCALITY 77=NK 88=NA
DISASTID	DISASTER OTHDISTR				
01	[ ____ ] _____	[ ____ ] [ ____ ]	[ ____ ] [ ____ ]	[ ____ ]	[ ____ ] [ ____ ] [ ____ ]
02	[ ____ ] _____	[ ____ ] [ ____ ]	[ ____ ] [ ____ ]	[ ____ ]	[ ____ ] [ ____ ] [ ____ ]
03	[ ____ ] _____	[ ____ ] [ ____ ]	[ ____ ] [ ____ ]	[ ____ ]	[ ____ ] [ ____ ] [ ____ ]
04	[ ____ ] _____	[ ____ ] [ ____ ]	[ ____ ] [ ____ ]	[ ____ ]	[ ____ ] [ ____ ] [ ____ ]
05	[ ____ ] _____	[ ____ ] [ ____ ]	[ ____ ] [ ____ ]	[ ____ ]	[ ____ ] [ ____ ] [ ____ ]

## POLLUTION

SAY: Now I am going to ask you about any pollution problems that may exist in the LOCALITY

ID	Pollution Problems <b>FIELDWORKER:</b> Read bold text and follow with each row 01, 02,... with Q.24.	Q.24	Q.25
		Is this a problem in [LOCALITY]? 01=Yes 00=No ► Skip to next row	If so, to what extent does it affect [LOCALITY]? 01=Severely 02=Slightly
<b>Polluted water sources due to:</b>			
01	Industrial waste deposited or dumped at (or in) water sources	[ ____ ] INDWPROB	[ ____ ] INDWAFCT
02	Mining waste deposited or dumped at (or near) water sources	[ ____ ] MINWPROB	[ ____ ] MINWAFCT
03	Local families garbage dumped at (or in) these water sources	[ ____ ] GARWPROB	[ ____ ] GARWAFCT
04	Animal faeces at (or in) water sources	[ ____ ] ANMWPROB	[ ____ ] ANMWAFCT
<b>Polluted lands nearby residential zones, due to the presence of:</b>			
05	Wasteland (non-regulated space) where firms dump garbage	[ ____ ] FRMDUMP	[ ____ ] FRMAFCT
06	Wasteland where local families dump garbage	[ ____ ] FMLYDUMP	[ ____ ] FMLYAFCT
07	Wasteland where families from other localities dump garbage	[ ____ ] LOCLDUMP	[ ____ ] LOCLAFCT
08	Animals' excrements on the streets (of the locality)	[ ____ ] EXCRDUMP	[ ____ ] EXCRAFCT
<b>Air pollution due to:</b>			
09	Garbage burning	[ ____ ] GRBBRNG	[ ____ ] BRNGAFCT
10	Industrial activity	[ ____ ] INDSACTV	[ ____ ] INDSAFCT
11	Trucks, cars, and the like passing by LOCALITY	[ ____ ] CARSPSSG	[ ____ ] CARSAFCT
12	Use of pesticides, fertilisers in local agricultural lands	[ ____ ] PESTICID	[ ____ ] PESTAFACT
<b>Other types of pollution:</b>			
13	Noise pollution (motor vehicles, airports, factories)	[ ____ ] NOISEPLL	[ ____ ] NOISAFCT
14	Standing water, open drains (with the consequent proliferation of mosquitoes, rats and other animals that threaten local population's health)	[ ____ ] STNDWATR	[ ____ ] WATRAFCT
15	Others (specify): _____	[ ____ ] OTHER1	[ ____ ] OTHAFACT1
16	Others (specify): _____	[ ____ ] OTHER2	[ ____ ] OTHAFACT2

## MODULE 1: GENERAL MODULE

### 2. SOCIAL ENVIRONMENT

Persons answering this section (RSID) Code established in informant roster	I1 [ _____ ] 12INF1
	I2 [ _____ ] 12INF2
	I3 [ _____ ] 12INF3

**SAY:** Now I would like to ask you about local social problems that may be affecting the local residents of [LOCALITY].

**FIELDWORKER:** In case the problem does not take place within the local area (but still affects local residents, include it in "Others," specifying where it takes place.)

ID	Social Problems	Q.1 Is this a problem in [LOCALITY]? 00=No 01=Yes
01	Asset Theft / robbery	[ _ _ ] ROBBERY
02	Cattle/livestock theft	[ _ _ ] CTTLTHFT
03	Prostitution in the local area	[ _ _ ] PRSTITN
04	Juvenile gangs	[ _ _ ] GANGS
05	Local adult bands/groups rivalry (political, ethnic, economic-wise)	[ _ _ ] ADLTBNDS
06	Illegal drugs selling in the local area	[ _ _ ] DRUGSLG
07	Drugs-addicts in the local area (either residents or outsiders consuming illegal drugs in the local area)	[ _ _ ] DRUGADCT
08	Alcoholism	[ _ _ ] ALCHLSM
09	Violent crimes	[ _ _ ] VLNTRME
12	Video game shops	[ _ _ ]
10	Others (Specify): _____	[ _ _ ] OTHRPRB1 SPCPRB1
11	Others (Specify): _____	[ _ _ ] OTHRPRB2 SPCPRB2

## MODULE 1: GENERAL MODULE

### 3. ACCESS TO SERVICES

Persons answering this section (RSID) Code established in informant roster	I1 [ _____ ]
	13INF1
	I2 [ _____ ]
	13INF2
	I3 [ _____ ]
	13INF3

Q.1		
ID	Services	Is the following service currently available at [LOCALITY]? 00=No 01=Yes
01	Children's Playgrounds Space exclusively assigned for children to play (it might be an open field as long as it is clean and safe/secure)	[ ____ ] LTTCHLD
02	Football (soccer) field, volleyball field, etc. Space exclusively assigned for children and adolescents to exercise/practice a sport (it might be an open field as long as it is clean and safe/secure)	[ ____ ] ADLSCNT
03	Camping zones of family recreational areas	[ ____ ] FMLYCMPG
04	Movie Theatre / Public place for playing films	[ ____ ] THEATRE
05	Video Games Shop	[ ____ ] VIDEOGMS
10	Public Telephones/ rural phone	[ ____ ] PBLTELE
11	Private telephone	[ ____ ] PRVTELE
12	Public Internet Cabin	[ ____ ] PBLINRNT
13	Electricity	[ ____ ] ELCTRCTY
14	Safe Drinking Water	[ ____ ] DRNKWATR
15	Sewerage	[ ____ ] SEWAGER
16	Police Station/ Police office (rural areas)	[ ____ ] PLCSTTN
17	Bank Branches _____	[ ____ ] BANKBRCH SPECBANK
25	Mobile/cell phone service	[ ____ ] MOBSRVC
23	Other, specify: _____	[ ____ ] OTHSER SPCSERV1

### WASTE MANAGEMENT

Q.2			Q.3
ID	Method of garbage disposal	What are the main places residents of [LOCALITY] dispose of their garbage? 00=No ► Skip to next row 01=Yes	On average, how many days per month is garbage collected? Enter 0 - 30 -77=NK
01	Collected through garbage trucks	[ ____ ] GRBGTRCK	[ ____ ] GRBGCLCT
02	Thrown into street/roads	[ ____ ] STREET	
03	Dumped on wasteland (unregulated spots)	[ ____ ] WASTLAND	
04	Sent to regulated spaces assigned for garbage dumping	[ ____ ] REGULATE	
05	Thrown into river/canal, lake	[ ____ ] RIVERGRB	
06	Buried	[ ____ ] BURIED	
07	Given to clandestine pig feeding businesses	[ ____ ] PIGFEED	
08	Used on crop fields	[ ____ ] CROPFLDS	
09	Burnt	[ ____ ] BURNT	
10	Others: _____	[ ____ ] OTHRGRB SPECGRB	

Q.4	Which are the 3 most common garbage collection methods in order of importance?		
	FIELDWORKER: Enter code 01-10 from IDs in Q.3. If less than 3 methods of garbage disposal, fill the rest with 88.		
	Most common	[ ____ ]	
	Second most common	[ ____ ]	
	Third most common	[ ____ ]	

### PROGRAMS

Persons answering this section (RSID) Code established in informant roster	I1 [ _____ ]
	1PINF1
	I2 [ _____ ]
	1PINF2
	I3 [ _____ ]
	1PINF3

SAY: I would like to ask you about the Programs that are currently operating at [LOCALITY]?

FIELDWORKER: Pay special attention to child and mother's related programs that may fall in the category "others"

		Q.5	Q.6	Q.7
ID	Type of program	Does this program currently operate at [LOCALITY]? 01=Yes ► Skip to next row 00=No 77=NK	Was this programme operational in (MONTH AND YEAR OF R4 INTERVIEW)? 01=Yes 00=No ► Skip to next row 77=NK ► Skip to next row	When did the programme stop operating? Enter year from 2013. 0 = still in operation 77=NK
<b>Food Assistance Programs/Employment Generation Programs</b>				
02	Program 135	[ ____ ] PRG135	[ ____ ]	[ ____ ]
64	Other programs for Poverty Reduction (specify): _____	[ ____ ] PRGPOVRED	[ ____ ]	[ ____ ]
03	Other (specify) _____	[ ____ ] OTHFOOD1 SPCFOOD1	[ ____ ]	[ ____ ]
<b>Education Support Programs</b>				
14	School texts, supplies	[ ____ ] SCHLTEXT	[ ____ ]	[ ____ ]
17	Equipping classrooms (chairs, desks, etc.)	[ ____ ] EQUIPPNG	[ ____ ]	[ ____ ]
<b>Health programs</b>				
18	Health insurance	[ ____ ] HLTHINSR	[ ____ ]	[ ____ ]
34	Other, specify: _____	[ ____ ] HLTHOTH1	[ ____ ]	[ ____ ]
<b>Infrastructure programs</b>				
35	Construction/repair of School Infrastructure / equipping	[ ____ ] RPRSCHL	[ ____ ]	[ ____ ]
36	Construction/repair of health facilities Infrastructure / equipping	[ ____ ] RPRHLTH	[ ____ ]	[ ____ ]
37	Construction/repair water systems	[ ____ ] RPRWTR	[ ____ ]	[ ____ ]
38	Construction/repair sewerage	[ ____ ] RPRSWR	[ ____ ]	[ ____ ]
39	Construction of bridges and roads	[ ____ ] RPRBRDG	[ ____ ]	[ ____ ]
40	Reforestation Programs	[ ____ ] REFOREST	[ ____ ]	[ ____ ]
41	Soil and water conservation programs (terrace, bunds, gully control, stream diversion, etc.)	[ ____ ] SOILWATR	[ ____ ]	[ ____ ]

42	Irrigation development or Dams programs, river diversion, water well, pond, etc.	[ _ _ ] IRRGTN	[ _ _ ]	[ _ _ ]
65	New Rural Development Program	[ _ _ ] PRGNRD	[ _ _ ]	[ _ _ ]
43	Other infrastructure program (Specify): _____	[ _ _ ] INFROTH1 SPCINFR1	[ _ _ ]	[ _ _ ]
<b>Credit programs</b>				
45	Microcredit programs (microfinance)	[ _ _ ] FARMINPT	[ _ _ ]	[ _ _ ]
<b>Other programs</b>				
51	Agricultural extension services	[ _ _ ] AGRIEXTN	[ _ _ ]	[ _ _ ]
63	Other, specify: _____	[ _ _ ] OTHPRG1	[ _ _ ]	[ _ _ ]

#### COUNTRY SPECIFIC POLICY MONITORING

Persons answering this section (RSID) Code established in informant roster	I1 [ _ _ _ _ ] 1PMINF1
	I2 [ _ _ _ _ ] 1PMINF2
	I3 [ _ _ _ _ ] 1PMINF3

#### Free Health Insurance for the Poor

Q.8	How many households in [LOCALITY] have received cards certifying them as poor households that are eligible for free health insurance?		
	Enter number.		
	-77 = NK		
	2016	[ _ ]	
	2015	[ _ ]	
	2014	[ _ ]	



## MODULE 1: GENERAL MODULE

### 4. ECONOMY

Persons answering this section (RSID) Code established in informant roster	I1 [ _____ ]
	14INF1
	I2 [ _____ ]
	14INF2
	I3 [ _____ ]
	14INF3

ID	Type of labour	Q.1	Q.2
		What is the typical daily wage an <b>ADULT MALE</b> earns for this type of work?  Enter amount in '000 VND.  -11 = they do not work in that type of job -22 = they are not paid for that -77 = NK	What is the typical daily wage an <b>ADULT FEMALE</b> earns for this type of work?  Enter amount in '000 VND.  -11 = they do not work in that type of job -22= they are not paid for that -77 = NK
01	Skilled agricultural labour (e.g. machine operator)	[ _ _ _ _ ]	[ _ _ _ _ ]
02	Unskilled agricultural labour (e.g. preparing the ground/ tilling, planting, weeding, harvesting)	[ _ _ _ _ ]	[ _ _ _ _ ]
03	Skilled non-agricultural casual labour (e.g. carpentry, taxi driver)	[ _ _ _ _ ]	[ _ _ _ _ ]
04	Unskilled non-agricultural casual labour (e.g. domestic work, construction)	[ _ _ _ _ ]	[ _ _ _ _ ]

## MODULE 1: GENERAL MODULE

### 5. POVERTY ALLEVIATION AND INFRASTRUCTURE INITIATIVES

Persons answering this section (RSID) Code established in informant roster	I1 [ _____ ] 16INF1
	I2 [ _____ ] 16INF2
	I3 [ _____ ] 16INF3

<b>Q.1</b>	Is this commune classified by the Government as a commune in the most difficult conditions? (i.e. Programme 135)  00=No 01=Yes 77=NK	[ _ _ _ ] COMDIFF
<b>Q.2</b>	Is this commune classified by the Government as a poor commune eligible for the Employment Generation Programme for the period 2011-15?  00=No 01=Yes 77=NK	[ _ _ _ ] COMHEFR

**FIELDWORKER:** If Yes (01) to both or either Q.1 and Q.2 ► Ask Q.3. If No (00) to both Questions Q.1 and Q.2 ► Skip to Question Q.6.

Project ID	Type of Infrastructure Project	<b>Q.3</b> Could you please indicate what types of infrastructure projects have been invested in since 2013 in your commune under these programmes:  00=No 01=Yes, 77=NK	<b>Q.4</b> What role has the local authority had in this infrastructure project?  <b>FIELDWORKER:</b> Read the alternatives  01=Joint Investor 02=Sole Project Manager 03=Participating in Project Management 04=Supervising project 05=Other 77=NK	<b>Q.5</b> How would you evaluate the actual impact of the project on welfare of local people?  01: very good, better than expectation 02: about to meets the expectation 03: not quite meets expectation, but positive 04: negative 05: hard to evaluate
		PRJ###	RLE###	
01 Electricity		[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
02 Roads		[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
03 Preschool/ Kindergarten		[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
04 Primary School		[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
05 Secondary School		[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
06 Combined primary and secondary school		[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
07 Medical Centre		[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
08 Irrigation		[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
09 Clean Water		[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
10 Other, Specify: _____		[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]

Year	<b>Q.6</b> How many households in this commune/ward have been classified as poor according to the criteria of the Government's poverty alleviation programme?  Record number  If 00 or -77 ► Skip to next year  -77=NK -88=N/A	<b>Q.7</b> How many of these households have been granted certificates by the Government as poor households?  Record number  -77=NK -88=N/A
	CERTPOOR	GRNTCERT
2013	[ _ _ _ ]	[ _ _ _ ]
2014	[ _ _ _ ]	[ _ _ _ ]
2015	[ _ _ _ ]	[ _ _ _ ]
2016	[ _ _ _ ]	[ _ _ _ ]

## MODULE 2: CHILD-SPECIFIC MODULE

### 1. ROSTER OF SCHOOLS IN THE COMMUNE OR NEARBY THAT CHILDREN ATTEND

Persons answering this section (RSID) Code established in informant roster	I1 ( _____ ) 21NF1
	I2 ( _____ ) 21NF2
	I3 ( _____ ) 21NF3

**SAY:** Now we would like to get a very full list of all the schools that children aged between 8 and 16 in this LOCALITY/COMMUNE attend; this is all schools available in the community between grades 1 and grade 12- these may be inside the locality or further away

**FIELDWORKER:** For existing schools, only answer Q.2 to check that the school is still open. For new schools, fieldworker should visit each school and get GPS coordinates for each school.

	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8
School code	What is the name of this school?  <b>FIELDWORKER:</b> If school has/ is known by more than one name, ask for the most common name.  NMSCH101 NMSCH102 NMSCH103	Is this school still open and functioning?  <b>FIELDWORKER:</b> Tick if the school still exists  <b>If ticked, skip to next row</b>	Where is this school?  <b>FIELDWORKER:</b> Write out directions  PLSCH01	Is this school inside the LOCALITY?  01= Yes, inside 02= No, outside but people from the locality have access 77= NK	Which best describes this school?  01 =Private 02=NGO/Charity/ Religious (not for profit) 03=Public 04=Others, specify 06=Informal 07=Half public/Half Private 08=Centre for continuing education 77= NK 88= NA  SCHDES01	What is the lowest grade offered by this school?  Enter grade 01-12 or 00 = Preschool	What is the highest grade offered by this school?  Enter grade 01-12 or 00 = Preschool	<b>FIELDWORKER:</b> Enter GPS coordinates for school. Enter altitude in meters
01	Name 1: _____ Name 2: _____ Name 3: _____	<input type="checkbox"/>	[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	_____*_____ _____*_____ _____*_____ [ _____ ] E N
02	Name 1: _____ Name 2: _____ Name 3: _____	<input type="checkbox"/>	[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	_____*_____ _____*_____ _____*_____ [ _____ ] E N
03	Name 1: _____ Name 2: _____ Name 3: _____	<input type="checkbox"/>	[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	_____*_____ _____*_____ _____*_____ [ _____ ] E N
04	Name 1: _____ Name 2: _____ Name 3: _____	<input type="checkbox"/>	[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	_____*_____ _____*_____ _____*_____ [ _____ ] E N
05	Name 1: _____ Name 2: _____ Name 3: _____	<input type="checkbox"/>	[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	_____*_____ _____*_____ _____*_____ [ _____ ] E N
06	Name 1: _____ Name 2: _____ Name 3: _____	<input type="checkbox"/>	[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	_____*_____ _____*_____ _____*_____ [ _____ ] E N
07	Name 1: _____ Name 2: _____ Name 3: _____	<input type="checkbox"/>	[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	_____*_____ _____*_____ _____*_____ [ _____ ] E N
08	Name 1: _____ Name 2: _____ Name 3: _____	<input type="checkbox"/>	[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	_____*_____ _____*_____ _____*_____ [ _____ ] E N
09	Name 1: _____ Name 2: _____ Name 3: _____	<input type="checkbox"/>	[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	_____*_____ _____*_____ _____*_____ [ _____ ] E N
10	Name 1: _____ Name 2: _____ Name 3: _____	<input type="checkbox"/>	[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	_____*_____ _____*_____ _____*_____ [ _____ ] E N

Add rows for new schools

**SAY:** I would like to ask you about the education available to the people in LOCALITY/COMMUNE:

	Q.9	Q.10	Q.11	Q.12	Q.13
ID	Type of Education Facility	Is there a [TYPE OF EDUCATION FACILITY] currently available in [LOCALITY]?  01=Yes ► Skip to next line 02=No, but there is one in a nearby locality 03 = No, and there is no such facility in a nearby locality ► Skip to next line 77= NK ► Skip to next line 88= NA ► Skip to next line	What is the locality (Town) where the closest educational facility is located?  <b>FIELDWORKER:</b> Record locality's name	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?  Record in minutes 77= NK	What means of transportation is commonly used?  Enter code from <b>Codebox #2</b>  77= NK
		#####NAM	#####TIM	#####TRN	
01	Post-secondary technological institute (Government)	[ ____ ] GVPSTTCH	[ _____ ]	[ ____ ]	[ ____ ]
02	Post-secondary technological institute (Private)	[ ____ ] PVPSTTCH	[ _____ ]	[ ____ ]	[ ____ ]
03	Government Junior college	[ ____ ] GOVJNRCL	[ _____ ]	[ ____ ]	[ ____ ]
04	Private Junior college	[ ____ ] PRVJNRCL	[ _____ ]	[ ____ ]	[ ____ ]
05	University	[ ____ ] UNVRSTY	[ _____ ]	[ ____ ]	[ ____ ]
06	Occupational Schools/centres	[ ____ ] CEOS	[ _____ ]	[ ____ ]	[ ____ ]
07	Other (Specify): ____SPECOTHR	[ ____ ] OTHER	[ _____ ]	[ ____ ]	[ ____ ]

## MODULE 2: CHILD-SPECIFIC MODULE

### 2. HEALTH SERVICES

Persons answering this section (RSID) Code established in informant roster	I1 [ _____ ] 22INF1
	I2 [ _____ ] 22INF2
	I3 [ _____ ] 22INF3

		Q.1	Q.2	Q.3	Q.4
ID	Health Facility	Is there a [HEALTH FACILITY] currently available in [LOCALITY]?  02=No, but there is one in a nearby locality 01=Yes ► Skip to next line 03= No, and there is no such facility in a nearby locality ► Skip to next line 77= NK ► Skip to next line 88= NA ► Skip to next line	What is the locality where the closest health facility is located?  Enter name of commune, village.	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?  Enter time in minutes	What means of transportation is commonly used?  Enter code from <b>Codebox #2</b>
01	State Hospital (District, Provincial)	[ ____ ] PBHSPCUR	[ ____ ] PBHSPWHR	[ ____ ] PBHSPTIM	[ ____ ] PBHSPTRN
02	Regional Hospital	[ ____ ] PVHSPCUR	[ ____ ] PVHSPWHR	[ ____ ] PVHSPTIM	[ ____ ] PVHSPTRN
03	State run Health Center (Community)	[ ____ ] STHLTCUR	[ ____ ] STHLTWHR	[ ____ ] STHLTIM	[ ____ ] STHLTRN
04	Private Hospital	[ ____ ] PVDSPCUR	[ ____ ] PVDSPWHR	[ ____ ] PVDSPTIM	[ ____ ] PVDSPTRN
05	Private clinic	[ ____ ] PVCLNCUR	[ ____ ] PVCLNWHR	[ ____ ] PVCLNTIM	[ ____ ] PVCLNTRN
06	Medical Center (private)	[ ____ ] HTLCRCUR	[ ____ ] HTLCRWHR	[ ____ ] HTLCRTIM	[ ____ ] HTLCRTRN
07	State Pharmacy	[ ____ ] PHARMCUR	[ ____ ] PHARMWHR	[ ____ ] PHARMTIM	[ ____ ] PHARMTRN
08	Private Pharmacy	[ ____ ] PRPHRCUR	[ ____ ] PRPHRWHR	[ ____ ] PRPHRTIM	[ ____ ] PRPHTRN
09	State maternity home	[ ____ ] PUBMTRNY	[ ____ ] PBMTRNWR	[ ____ ] PBMTRNTIM	[ ____ ] PBMTRNTR
10	Private maternity home	[ ____ ] MATRNTY	[ ____ ] MATRNWR	[ ____ ] MATRNTIM	[ ____ ] MATRNTTR
11	Family planning clinic	[ ____ ] PVFRTCUR	[ ____ ] PVFRTWHR	[ ____ ] PVFRTTIM	[ ____ ] PVFRTTRN
12	Public clinic	[ ____ ] PBDSPCUR	[ ____ ] PBDSPWHR	[ ____ ] PBDSPTIM	[ ____ ] PBDSPTRN
13	Other	[ ____ ] OTHFCUR	[ ____ ] OTHFWHR	[ ____ ] OTHFTIM	[ ____ ] OTHFTRN

<b>Q.5</b>	Which of the following health workers exist and deliver their services in [LOCALITY]: <b>FIELDWORKER:</b> Read the alternatives	
01	Trained midwife	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK MIDWIFE
02	Traditional birth attendant	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK BIRTHATT
03	Traditional healer	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK TRADHLR
04	Health care assistant/nurse assistant	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK AUXILIAR
05	Trained Nurse	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK NURSE
06	Community Health Worker	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK SOCWRKR
07	Mental health worker	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK MTLHLTH
08	General Physician/medical doctor	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK GENPHYS
09	Specialist Physician (paediatrician, gynaecologists, psychiatrist, etc)	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK SPECPHYS
10	Dentist	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK DENTIST
11	Other (Specify): _____	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK OTHRPERS SPECPRS

#### PRIMARY HEALTH FACILITIES

**FIELDWORKER:** The following questions are about the Primary Health Care Facility Available in [LOCALITY] or outside [LOCALITY]. This is the first point of medical contact for most people in [LOCALITY] when they have health problems

Persons answering this section (RSID) Code established in informant roster	I1 [ _____ ] 23INF1
	I2 [ _____ ] 23INF2
	I3 [ _____ ] 23INF3

<b>Q.6</b>	Write the Name of this Health Establishment:	_____
<b>Q.7</b>	Name of the locality where this center is located (in case it is not located in LOCALITY)	_____
<b>Q.8</b>	What type of Health Establishment is this health facility? 01 = Public/Government 02 = Private 03 = Others (specify) _____	[ ____ ] TYPESTB
<b>Q.9</b>	Which category of Health Establishment does this health facility fall under? 01 = State hospital (district, provincial) 02 = Regional hospital 03 = State run health centre (community) 04 = Private hospital 05 = Private clinic 06 = Medical center (private) 07 = State pharmacy 08 = Private pharmacy 09 = State maternity home 10 = Private maternity home 11 = Family planning clinic 12 = Public clinic 13 = Other, specify: _____ 77=NK 88=NA	[ ____ ]

## MODULE 2: CHILD-SPECIFIC MODULE

### 3. CHILD PROTECTION SERVICES

Persons answering this section (RSID) Code established in informant roster	11 [ _____ ] 24INF1
	12 [ _____ ] 24INF2
	13 [ _____ ] 24INF3

<b>Q.1</b>	Is there any organization that receives reports of child protection concerns, namely violence, abuse or exploitation, at [LOCALITY]?	[ ____ ] CHORGACC
	00=No ► Skip to Q.3 01=Yes 77=NK ► Skip to Q.3	
<b>Q.2</b>	Normally, what institution/organization/person at [LOCALITY] receives and takes care of these reports?	
	<b>FIELDWORKER:</b> Read the alternatives	
01	Police Station (regular)	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK CHPOLICE
02	People's Committee/ Local Government Office	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK CHUBND
03	School	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK CHSCHOOL
04	NGO (Specify): _____	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK CHNGO SPCHNGO
05	Other (Specify): _____	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK CHOTHOR1 CHSPCOR1
06	Other (Specify): _____	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK CHOTHOR2 CHSPCOR2

<b>Q.3</b>	Is there any organization that receives reports of gender-based violence cases against Girls and Women at [LOCALITY] ?	[ ____ ] WMORGACC
	00=No ► Skip to Q.5 01=Yes 77=NK ► Skip to Q.5	
<b>Q.4</b>	Normally, what institution/organization/person at [LOCALITY] receives and takes care of these reports?	
	<b>FIELDWORKER:</b> Read the alternatives	
01	Police Station (regular)	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK WMPOLICE
02	People's Committee/ Local Government Office	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK WMPEOPLE
03	School	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK WMSCHOOL
04	Women union	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK WMWOMUNI
05	Youth union	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK WMYTHUNI
06	NGO (Specify): _____	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK WMNGOOTH SPWMNGO
07	Other (Specify): _____	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK WMOTHOR1 WMSPCOR1
08	Other (Specify): _____	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK WMOTHOR2 WMSPCOR2

<b>Q.5</b>	If a child is found to have been abused, where would you first seek help?	[ ____ ] FRSTHELP
	01= Women's union 02=Medical centre/post 03=Police station 04=People's committee 05=Relatives 06=Other (please specify) 77=NK 88=NA 79=RTA	
<b>Q.6</b>	Is community support provided to children who have been involved in child protection violations?	[ ____ ] COMMSUPP
	00=No ► Finish questionnaire 01=Yes 77=NK ► Finish questionnaire	

Q.7	<p>What types of support are available?</p> <p>You can give up to 3 answers, but please give the most important one first.</p> <p>01=Counselling services 02=Assistance to improve livelihood 03=Symbolic support (a home visit by local authorities or union representatives to express sympathy and listen to victims) 04=Other (please specify) _____</p> <p>77=NK 88=NA 79=RTA</p>	<p>[ __ __ ] TYPSTYP1 [ __ __ ] TYPSTYP2 [ __ __ ] TYPSTYP3</p>
-----	--	---

Interview concludes: Date	____/____/____ (Day) (Month) (Year)	INTENDDT
Interview concludes: Hour	____:____	INTENDH

# CODEBOXES

## CODEBOX #1: JOB, POST, OR POSITION

01 = Elected People's Representative
02 = Non Elected People's representative
03 = Health Worker
04 = Teacher/ School Principal
05 = Religious Leader
06 = Leader Female Organisation
07 = Commune leader/ associate
08 = Others (Specify):
09 = Village Party Secretary
10= Vendor, trader
77 = NK

## CODEBOX #2: MEANS OF TRANSPORT

01 = By foot
02 = Animal (horse, donkey, etc)
03 = Bicycle
04= Motorcycle
05 = Mototaxi
06 = Car
07 = Micro, Combi, minibus
08 = Bus
09 = Truck
10 = Rail/ train
11 = Boat
<b>13 = Other (specify in corresponding cell)</b>
77 = NK, 88=NA, 79=RTA

## CODEBOX #3: NATURAL DISASTERS

01 = Volcanic eruption
02 = Cyclone/tornado /hurricane
03 = Drought
04 = Mud avalanche/ slide
05 = Earthquake
06 = Flood / heavy rainfall
07 = Frost/Cold Front/hailstorm
08 = Forest fire
10= Outbreak of pests/diseases affecting crops (not caused by other natural disasters already mentioned)
11= Outbreak of pests/diseases affecting livestock/animals (not caused by other natural disasters already mentioned)
12= Outbreak of pests/diseases affecting humans (not caused by other natural disasters already mentioned)
13= Erosion, Cracks or landslide (not caused by other natural disasters)
14 = Overflowing of rivers / Surge of the sea (maretazo)
15= Tsunami
16 = storm/lightning storm
09= Other (specify in the corresponding cell) VARIABLE



77=NK
-------

#### CODEBOX #4: TYPES OF INCIDENTS

01 = Population Displacement
08 = Partial housing destruction
09 = Full housing destruction
03 = Change in the land use
04 = Land Loss
05 = Cattle Loss
10 = Crop Loss/Failure
11 = Evacuation (temporary move)
12 = Temporary isolation / Blockage of main routes/ways of access
13 = Breakout of pest/diseases (e.g. dengue, cholera) affecting humans
14 = Breakout of pests/diseases affecting crops
15 = Breakout of pest/diseases affecting livestock
16 = Crime/Violence
17 = Fatalities/ deaths of many people
18 = Storage losses
19 = Erosion, Cracks or landslide
06 = Other (Specify)
07 = Other (Specify)
77 = NK, 88=NA, 79=RTA

# PRELIMINARY INTERVIEW OLDER COHORT VIETNAM ROUND 5

**SAY:** My name is [ ] 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 at the end of 2013 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.

<b>Q.1</b>	Child ID	[VN ____ - 1 - ____]
<b>Q.2</b>	Date of preliminary interview	[ ____ / ____ / ____ ] DD MM YYYY

## IDENTIFICATION OF RELEVANT HOUSEHOLD

**FIELDWORKER:** You will be provided with a pre-printed report which contains the last known contact details of [YL Child]. Please use the address provided there to locate the household.

<b>Q.3</b>	Was [YL Child] residing at the address provided in the <i>Contacts Sheet</i> ?  00=No, more than one attempt of tracking was done to find him/her 01=Yes ► Skip to Q.5	[ ____ ]
------------	---	----------

**FIELDWORKER:** Once you have found the [YL Child]'s household, please update the current details of [YL Child]'s location.

<b>Q.4</b>	New address	_____ _____ _____
<b>Q.5</b>	Phone numbers	
	<b>FIELDWORKER:</b> Enter country and city codes.	
	Landline	[ ____ ] [ ____ ] [ _____ ]
	Mobile	[ ____ ] [ _____ ]

<b>Q.6</b>	How long has [YL Child] been living there?  Enter in years and months.  00=Less than a month -77=NK	[ ____ - ____ ]
<b>Q.7</b>	For how long do you expect [YL Child] to stay there?  01=Temporarily (less than 6 months) 02=Permanently -77=NK	[ ____ ]

**FIELDWORKER:** Prompt the *Contacts Sheet* and refer to Spouse (if YL Child was married in Round 4), biological mother, father, and Round 4 household head to refer to the Round 4 household.

<b>Q.8</b>	<p>Is [YL Child] now living in the same <b>Round 4</b> household?</p> <p><b>FIELDWORKER:</b> Round 4 household is defined as living with the following people: R4 Spouse (if child was married in Round 4), if not: biological mother, biological father, round 4 household head. The names are provided in the <i>Contacts Sheet</i>.</p> <p>00=No  ▶ Skip to Q.10 if Q.7=01  ▶ Skip to Q.9 if Q.7=02</p> <p>01=Yes  ▶ Skip to Q.10 if Q.7=01 or Q.7=02</p>	<input type="radio"/> No <input type="radio"/> Yes
------------	--	--

## Identification of relevant household

**FIELDWORKER:** Based on the information reported, tick on the relevant household to confirm where the **OC Household questionnaire** will be administered.

<b>Q.9</b>	<p>The relevant household is the <u>new household</u>.</p> <p>00=No 01=Yes</p>	[ _ _ ]
<b>Q.10</b>	<p>The relevant household is the <u>Round 4 household</u>.</p> <p>00=No 01=Yes</p>	[ _ _ ]

## HOUSEHOLD ROLES

### Head of the Household

**FIELDWORKER:** Prompt the **Contacts Sheet** and confirm if the current Household Head is the same as in Round 4.

<b>Q.11</b>	<p>Current household head is the same as in Round 4</p> <p>00=No 01=Yes ▶ Tick and skip to Q.14</p>	[ _ _ ]
<b>Q.12</b>	<p>Who is the household head?</p> <p><b>FIELDWORKER:</b> Write down his/her full name. If [YL Child] is living independently, record YL Child as household head.</p>	[ _____ ]
<b>Q.13</b>	<p>What is his/her relationship to [YL Child]?</p> <p>Enter code from the <b>CODEBOX #1</b></p>	[ _ _ ]

## CONSENT FORM

**FIELDWORKER:** Prompt the **Consent Form** and read it thoroughly. If the respondent agrees and signs, continue with next question.

Q.14	What is the preferred language of interview?	41=Vietnamese 42=Chinese 43=Tay 44=H'Mong 45=Nung 46=Ede 47=Thai 48=Dao 49=Giay 50=H'Roi 10=Other, specify 77=NK
01	Household Head	[ __ __ ] If Other, Specify _____
02	Caregiver	[ __ __ ] If Other, Specify _____
03	YL Child	[ __ __ ] If Other, Specify _____

CONTACTS SHEET

**FIELDWORKER:** Prompt the *Contacts Sheet* and ask if each of the contacts and their details are still valid. Update them or add new contacts if necessary.

<b>CODEBOX 1: Relationship to the Index Child</b>
00= YL child
01= Biological parent
02=Step-parent (partner of biological parent)
03= Adoptive parent
04= Foster parent
05= Maternal grandparent
06=Paternal grandparent
07= Brother/Sister (both parents the same)
08= Half-sibling (same father)
09= Half-sibling (same mother)
10= Step-sibling (no parent in common)
11= Adoptive brother/sister
12= Foster brother/sister
13= Uncle/Aunt
14= Cousin (inc. cousin brother & cousin sister)
15= Nephew/Niece
16= Brother/sister-in-law (spouse of sibling)
17= Great-Grandparent (mother's side)
18= Great Grandparent (father's side)
<b>19=Other relative</b>
20= Servant (farm-worker, maid, etc.)
21= Tenant/lodger
<b>22= Other non-related (hostel, residential college, etc.)</b>
23= Nanny (live in)
24= Wife/Husband of YL Child
25= Boyfriend/Girlfriend of YL Child
26= Fiance
27= Child of YL Child
28=Father-in-law/Mother-in-law
29=Brother-in-law/Sister-in-law (sibling of YL Child's spouse)
77=NK
88=NA

**CHILD QUESTIONNAIRE  
OLDER COHORT  
ROUND 5  
VIETNAM**

<b>Section 1</b>	<b>Data Handlers</b>
<b>Section 2</b>	<b>Movement History</b>
<b>Section 3</b>	<b>Subjective wellbeing</b>
	<b>Education</b>
Sub-section 3.1	Current education
Sub-section 3.2	Education history
<b>Section 4</b>	<b>General Perceptions</b>
<b>Section 5</b>	<b>Employment, earnings, and time-use</b>
Sub-section 5.1	Labour force participation
Sub-section 5.2	Work activities
Sub-section 5.3	Main activity
Sub-section 5.4	Training
Sub-section 5.5	Labour market skills
Sub-section 5.6	Time-use
<b>Section 6</b>	<b>Feelings and attitudes</b>
Sub-section 6.1	Feelings and attitudes - Index Individual
Sub-section 6.2	Subjective wellbeing
Sub-section 6.3	GRIT
Sub-section 6.2	Subjective wealth
<b>Section 7</b>	<b>Marital and living arrangements</b>
Sub-section 7.1	Basic information and matching
Sub-section 7.2	Partner's characteristics
<b>Section 8</b>	<b>Household decision making</b>
<b>Section 9</b>	<b>Gender roles and social norms (AWSA)</b>
<b>Section 10</b>	<b>Fertility</b>
Sub-section 10.1	Fertility attitudes
Sub-section 10.2.1	Fertility history - for girls
Sub-section 10.2.2	Fertility history - for boys
Sub-section 10.3	Children of the YL individual
<b>Section 11</b>	<b>Health and nutrition</b>
Sub-section 11.1	Health of the index Individual
Sub-section 11.2	Habits - smoking and drinking
Sub-section 11.3	Access to health insurance
Sub-section 11.4	Dietary diversity
<b>Section 12</b>	<b>Computer, other digital devices, and internet use and skills</b>
<b>Codeboxes</b>	

DATA HANDLERS

DATE OF INTERVIEW

Q.1	Date of interview Enter day, month and year.	[ __ / __ / __ __ __ __ ] DD MM YYYY
Q.2	Fieldworker ID	[ __ __ ]

DATE OF SUPERVISOR CHECK

Q.3	Date of Supervisor Check Enter day, month and year.	[ __ / __ / __ __ __ __ ] DD MM YYYY
Q.4	Supervisor ID	[ __ __ ]

# 1. MIGRATION

## 1.1 MOVEMENT HISTORY

**SAY:** Now I'd like to ask you about the different places in which you have lived since we came to see you in [MONTH AND YEAR OF R4 INTERVIEW] and found you in [R4 CHILD LOCATION]. I would like to know only about moves to a different commune that lasted for at least 1 month (or that are expected to last 1 month or more), excluding holiday trips.

<b>Q.1</b>	Have you moved to a different COMMUNE <u>for at least 1 month (excluding holiday trips) since [MONTH AND YEAR OF R4 INTERVIEW]</u> ?	[ ____ ]
	00=No ► Skip to next section 01=Yes	

**SAY:** I would like to ask you about all your moves to a different commune for the duration of more than one month since [MONTH AND YEAR OF R4 INTERVIEW].

**FIELDWORKER:** The next table should be asked row by row. Start asking for the latest movement first and proceed in chronological order. First register all of the movements and then fill in the information. Add as many rows as necessary.

	Q.2	Q.3	Q.4	Q.5	Q.6		Q.7	Q.8	Q.9
MOVID	In which year did you move?  [CAPI: Limit span of years]	How long did you stay in the location that you moved to?  Enter duration in months  If currently there enter 00  <b>FIELDWORKER:</b> Enter 00 for current location regardless of length of stay or intent of staying further  -77=NK -79=Refused to answer	Where did you move to?  01=another commune in same district 02=another district in same province 03=another province 04=Outside country (specify): ____ 77=NK 88=NA 79=RTA	What type of locality/commune did you move to?  Enter code from <b>CODEBOX #1</b>	Who did you move with?  [CAPI: If code 00 = moved alone is selected, do not enable any of the other codes]  [TICK ALL THAT APPLY]  00=Moved alone 01=Father 02=Mother 04=Siblings 06=Spouse/ partner 07=Spouse/ partner's parent(s) 08=Spouse/ partner's sibling(s) 09=Child of YL Child 10=Other relatives from own family 11=Other relatives from spouse/ partner's family  90=Moved with non-household member(s)	00=No 01=Yes	What were the two most important reasons for moving?  Enter code from <b>CODEBOX #2</b>  Please report up to 2 reasons in order of importance.	Before moving, did you know anyone at the location you were moving to? (for example: friends, relatives, recruiter)  01=Yes 00=No ► Skip to next row.	Who did you know <u>best</u> in the location that you moved to, prior to moving?  Enter code from <b>CODEBOX #3</b>
01	[ ____ ]	[ ____ ] months	Spec. [ ____ ]:	[ ____ ]	00=Moved alone 01=Father 02=Mother 04=Siblings 06=Spouse/ partner 07=Spouse/ partner's parent(s) 08=Spouse/ partner's sibling(s) 09=Child of YL Child 10=Other relatives from own family 11=Other relatives from spouse/ partner's family  90=Moved with non-household member(s)	[ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ]	1. [ ____ ]; Spec. ____ 2. [ ____ ]; Spec. ____	[ ____ ]	Spec. [ ____ ]:
02	[ ____ ]	[ ____ ] months	Spec. [ ____ ]:	[ ____ ]	00=Moved alone 01=Father 02=Mother 04=Siblings 06=Spouse/ partner 07=Spouse/ partner's parent(s) 08=Spouse/ partner's sibling(s) 09=Child of YL Child 10=Other relatives from own family 11=Other relatives from spouse/ partner's family  90=Moved with non-household member(s)	[ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ]	1. [ ____ ]; Spec. ____ 2. [ ____ ]; Spec. ____	[ ____ ]	Spec. [ ____ ]:
03	[ ____ ]	[ ____ ] months	Spec. [ ____ ]:	[ ____ ]	00=Moved alone 01=Father 02=Mother 04=Siblings 06=Spouse/ partner 07=Spouse/ partner's parent(s) 08=Spouse/ partner's sibling(s) 09=Child of YL Child 10=Other relatives from own family 11=Other relatives from spouse/ partner's family  90=Moved with non-household member(s)	[ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ]	1. [ ____ ]; Spec. ____ 2. [ ____ ]; Spec. ____	[ ____ ]	Spec. [ ____ ]:
(...)	[ ____ ]	[ ____ ] months	Spec. [ ____ ]:	[ ____ ]	00=Moved alone 01=Father 02=Mother 04=Siblings 06=Spouse/ partner 07=Spouse/ partner's parent(s) 08=Spouse/ partner's sibling(s) 09=Child of YL Child 10=Other relatives from own family 11=Other relatives from spouse/ partner's family  90=Moved with non-household member(s)	[ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ] [ ____ ]	1. [ ____ ]; Spec. ____ 2. [ ____ ]; Spec. ____	[ ____ ]	Spec. [ ____ ]:



## 2. SUBJECTIVE WELL-BEING

**FIELDWORKER:** The following question is intended to filter administration of following sections without trying to collect any additional information.

**FIELDWORKER:** Observe and record the following question.

<b>Q.1</b>	Sex of [YL Child] 01=Male 02=Female	[ _ _ ]
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**FIELDWORKER:** For reference the name of the area where the respondent lived in [MONTH AND YEAR OF R4 INTERVIEW] is [PREFILLED R4 LOCATION]. Refer to this name every time the questions says [R4 LOCATION]. The [R5 CHILD LOCATION] should correspond to the current location of the child's relevant household.

**SAY:** Now I would like to ask you about your life now and your life back in [MONTH AND YEAR OF R4 INTERVIEW].

<b>Q.2</b>	Are you living in the same location as in [MONTH AND YEAR OF R4 INTERVIEW]? 00= No 01= Yes ► Skip to Q.4	[ _ _ ]
<b>Q.3</b>	How long have you been living in the current location? Enter duration in months.	[ _ _ ]

**FIELDWORKER:** Display the LADDER card and explain how to use it to answer the following questions. Explain that the ninth step, at the very top, represents the best possible score that respondent can assign to any given situation and the bottom represents the worst possible score.

**FIELDWORKER:** Help the child think of his own experience now and back in [MONTH AND YEAR OF R4 INTERVIEW]. The questions are not restricted to the geographic limits of these locations, but to whether s/he is living a better life now in comparison to 3 years ago. For example, [YL Child] may have now better chances for work in his current location because it has better connectivity to a big city where he can find a job more easily than in the place he was living in Round 4 ([MONTH AND YEAR OF R4 INTERVIEW]). Ask the next table row by row. Record the step number from 01 to 09.

**SAY:** I would now like to ask you about different aspects of your life in the locality where you CURRENTLY live and your life back in the locality where you lived THREE YEARS AGO. If you moved, think of your life in the place where you currently live and the one you lived in [MONTH AND YEAR OF R4 INTERVIEW]. If you have not moved, think of the same locality now and three years ago.

**FIELDWORKER.** Next table should be asked row by row

SITUIDR4	Situation	<b>Q.4</b>	<b>Q.5</b>
		Where on the ladder would you place the locality you CURRENTLY live, in terms of:  Step (01-09) -77=NK -79= Refused to answer	Where on the ladder would you place the locality you lived in [MONTH AND YEAR OF R4 INTERVIEW] in terms of:  Step (01-09) -77=NK -79= Refused to answer
01	Opportunities for education	[ _ _ ]	[ _ _ ]
02	Opportunities for work	[ _ _ ]	[ _ _ ]
03	Wealth/Income	[ _ _ ]	[ _ _ ]
04	Access to health services	[ _ _ ]	[ _ _ ]
05	Quality of housing	[ _ _ ]	[ _ _ ]
06	Safety	[ _ _ ]	[ _ _ ]
07	Sanitation facilities	[ _ _ ]	[ _ _ ]
08	Access to safe water	[ _ _ ]	[ _ _ ]
09	General living environment	[ _ _ ]	[ _ _ ]
10	Support from neighbours	[ _ _ ]	[ _ _ ]

11	Support from friends	[ _ _ ]	[ _ _ ]
12	Support from Government	[ _ _ ]	[ _ _ ]
13	Support from NGOs/Local Associations	[ _ _ ]	[ _ _ ]
14	Food Availability	[ _ _ ]	[ _ _ ]

### 3. EDUCATION

#### 3.1 CURRENT EDUCATION AND SCHOOLING EXPENDITURE

**SAY:** I would like to ask you some questions about your current educational status.

<b>Q.1</b>	What is the highest qualification/certificate you have attained (including school leaving certificates/transcripts/report)?  Enter code from <b>CODEBOX #4</b>  77=NK 88=NA	[ _ _ ]
<b>Q.2</b>	Did you attend any preschool, kindergarten, pre-kindergarten, early learning program or similar programs for more than 6 months before attending grade 1?  00 = No 01 = Yes  -77 = NK -79 = Refused to answer	[ _ _ ]
<b>Q.3</b>	Are you currently in full-time education?  00=No, 01=Yes, attending regularly ► Skip to Q.5 02=Yes, but attending irregularly ► Skip to Q.5 79=Refused to answer ► Skip to Q.10	[ _ _ ]
<b>Q.4</b>	Why are you NOT in full-time education?  Enter code from <b>CODEBOX #5</b>  Once answered ► Skip to Q.10	[ _ _ ]  Specify. _____

#### EDUCATION EXPENDITURE

**SAY:** Now we would like to ask you about payments you make and additional costs spent regarding the course you attended during the last academic year at school/ training center/ education institute/ university.

**FIELDWORKER:** Ask first the total expenditure and then prompt the respondent to see if they can remember the amounts paid for each of the individual items (registration, examination, tuition fees & other payments to schools, parents association, donations, etc.)

<b>Q.5</b>	How much did you spend in total on payments to <b>school / institute / university</b> during the last academic year?  <b>FIELDWORKER:</b> This includes matriculation/ registration/ examination, tuition fees, other payments to schools, parents association, donations, etc.	Amount  Enter in '000 VND  -77 = NK -88 = NA  [ _ _ _ _ ]
<b>Q.6</b>	How much of this total did you spend on:	Enter in '000 VND  -77=NK -88=NA
01	Matriculation/registration/examination	[ _ _ _ _ ]
02	Tuition fees	[ _ _ _ _ ]
03	Other payments to schools, parents association, donations, etc.	[ _ _ _ _ ]
<b>Q.7</b>	How much did you spend on other necessary additional costs <b>not paid to school / institute / university</b> during the last academic year?  <b>FIELDWORKER:</b> This includes private tuition, food, transport, equipment, etc.	Amount  Enter in '000 VND  -77 = NK -88 = NA  [ _ _ _ _ ]

Q.8	How much of this total did you spend on:	Enter in '000 VND
		-77=NK -88=NA
01	Payment for private tuition	[ _ _ _ _ ]
02	Food at school / institute / university	[ _ _ _ _ ]
03	Transportation (outward and return)	[ _ _ _ _ ]
04	Special equipment (e.g. laptops, calculator)	[ _ _ _ _ ]
05	Others expenditures (e.g. uniforms, books, stationary)	[ _ _ _ _ ]

## FUNDING

**FIELDWORKER:** The following questions refer to [YL Child]'s last academic year.

Q.9	Who paid for the total cost of your course in the last academic year? <b>FIELDWORKER:</b> Select all that apply.	Tuition fees/ matriculation/ registration	Other education-related costs (e.g. food, transport, materials, equipment, etc)
	01=Self	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	02=Parents	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	03=Other household members	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	04=Any other person who is not a household member	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	05=Scholarship (e.g. from Government, NGOs or private organization)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	06=Tertiary education student loan	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
	07=Public sources of credit or funding (e.g. National Fund for Employment, Loan credit for college students)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

## ABSENTEEISM

**SAY:** Now I would like to know about the times you missed classes in the last academic year 2015-2016.

Q.10	<p><u>During the last academic year (2015-2016)</u>, have you ever missed school educational institute / university continuously for a week or more?</p> <p>(Excluding school holidays, national holidays, etc)</p> <p>00=No ► Skip to next section 01=Yes 02=Child did not attend school last academic year (2015-2016) ► Skip to next section</p>	[ _ _ ]
Q.11	<p>In the last academic year (2015-2016), how long was the longest period of time you were absent from school/ educational institute/ university?</p> <p>Enter number of days</p>	[ _ _ _ ]
Q.12	<p>Which of the following best describes your attendance overall in the <u>last academic year (2015-2016)</u>?</p> <p>Enter code from <b>CODEBOX #6</b></p>	[ _ _ ]

### 3. EDUCATION

#### 3.2. EDUCATION HISTORY

**SAY:** I would like to ask you some questions about your educational history since our last visit in [MONTH AND YEAR OF R4 INTERVIEW].  
In 2012-2013 academic year, [YL Child] was enrolled in [2012-13 GRADE ENROLLED].

Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11
In the year ... when you were ...years old (NB this is just to help work out years and ages in years - you can work from latest year down or youngest age upwards)  Academic Year [PREFILLED]	In what grade/type of programme are/ were you enrolled in?  Enter code from <b>CODEBOX #7</b>  If 00 ► Skip to next row	Did you successfully complete this grade?  01= Yes, completed grade 02= No, failed grade 03= No, dropped out and failed to complete year 04 = Currently attending grade [CAPt: validation rule that option 4 only selected for last year (2016/2017)]  <b>FIELDWORKER:</b> If [YL Child] is repeating a grade previously marked as complete (01), please enquire the reasons for this and include these as a comment.	What type of school/educational institute/university is/ was it?  Enter code from <b>CODEBOX #8</b>	Are/ Were you enrolled in the same school as in the previous year?  00=No 01=Yes ► Skip to next row 77=NAK	Province where the school is located  <b>FIELDWORKER:</b> Select from the drop down menu. Select 98=Not a YL province If the province is not listed	Name of the province  [Enabled only when province is not a YL province]	Commune where the school is located  <b>FIELDWORKER:</b> Select from the drop down menu. Select code 998 if province (Q.7) is 98=Not a YL province	Name of Commune, District  [Enabled only when commune is not a YL commune]	Name of the school  <b>FIELDWORKER:</b> Please choose from the drop down menu or write the name of the school if not found	Specify the name of the school  [Enabled only when school is not in the drop down menu]
2016-2017	[ _ _ _ ] Specify _____	[ _ _ _ ]	[ _ _ _ ] Specify _____	[ _ _ _ ]	[ _ _ _ ]	_____	[ _ _ _ ]	_____ , _____ Commune , District	[ _ _ _ ]	_____
2015-2016	[ _ _ _ ] Specify _____	[ _ _ _ ]	[ _ _ _ ] Specify _____	[ _ _ _ ]	[ _ _ _ ]	_____	[ _ _ _ ]	_____ , _____ Commune , District	[ _ _ _ ]	_____
2014-2015	[ _ _ _ ] Specify _____	[ _ _ _ ]	[ _ _ _ ] Specify _____	[ _ _ _ ]	[ _ _ _ ]	_____	[ _ _ _ ]	_____ , _____ Commune , District	[ _ _ _ ]	_____
2013-2014 [CAPt: always enable]	[ _ _ _ ] Specify _____	[ _ _ _ ]	[ _ _ _ ] Specify _____	[ _ _ _ ]	[ _ _ _ ]	_____	[ _ _ _ ]	_____ , _____ Commune , District	[ _ _ _ ]	_____

**NOTE:** Collect full education history (from 1999-2000 onwards) for those for whom we missed collecting complete education history in Round 4

#### 4. GENERAL PERCEPTIONS

**SAY:** Now I will ask your opinion about different things and I want you to tell me what you think or feel about them. This section intends to ask about your opinion, so there are no right or wrong answers.

**FIELDWORKER:** Prompt Card ##### . Read and explain each of the 5 alternatives: *Strongly disagree*, *Disagree*, *More or less*, *Agree* and *Strongly agree*.

**SAY:** Here you have a card with 5 alternatives that range from Strongly disagree to Strongly agree. Now I will read some comments and statements and 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 opinion.

[illegible]

## 5. EMPLOYMENT, EARNINGS, AND TIME-USE

### 5.1. LABOUR FORCE PARTICIPATION

**SAY.** Now I would like to ask you about your current and previous **paid and unpaid** work activities.

<b>Q.1</b>		At any time during the <b>last 12 months</b> have you done for at least one hour any of the following:  00=No ► Skip to next row [CAPI: skip to next row] 01=Yes  If NO to ALL ► SKIP to Q.4	<b>Q.2 In the last 7 days</b> , have you done for <u>at least one hour</u> any of the following:  00=No; 01=Yes  If NO to ALL ► Continue with Q.3 Otherwise, if at least one Yes ► Skip to Q.6
01	Worked on a <b>farm</b> owned or rented by you or any <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock)	[ _ _ ]	[ _ _ ]
02	Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbours farm) - includes agricultural and non-agricultural work	[ _ _ ]	[ _ _ ]
03	Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper)	[ _ _ ]	[ _ _ ]

<b>Q.3</b>	Do you currently have a job even though you did NOT work <b>in the last 7 days</b> ?  00=No 01=Yes ► Skip to Q.6	[ _ _ ]
<b>Q.4</b>	Did you look for work <b>in the last 7 days</b> ?  00=No 01=Yes ► Skip to Q.6	[ _ _ ]
<b>Q.5</b>	What is the main reason you did NOT look for work <b>in the last 7 days</b> ?  Enter code from <b>CODEBOX #9</b>  Once this question is answered ► Skip to Q.8	[ _ _ ]  Spec. _____

<b>Q.6</b>	How did you find your current job?  <b>FIELDWORKER:</b> Tick all that apply. If the person has more than 1 job, choose the job that the person considers the <u>most important in terms of time spent</u> . Read the options.	
01	Contact Boss/employer	<input type="radio"/> Yes <input type="radio"/> No
02	Contact employment agency/intermediary/broker/ contractor/ recruiter	<input type="radio"/> Yes <input type="radio"/> No
03	Contact friends/relatives	<input type="radio"/> Yes <input type="radio"/> No
04	Read newspaper/ poster/ sign/ leaflet	<input type="radio"/> Yes <input type="radio"/> No
05	Contact union/employee association/group	<input type="radio"/> Yes <input type="radio"/> No
06	Looked in the internet (e.g. Browsing in web pages)	<input type="radio"/> Yes <input type="radio"/> No
07	Sent emails/ contact non-relatives/ non-friends	<input type="radio"/> Yes <input type="radio"/> No
08	Own or household's farm/ business	<input type="radio"/> Yes <input type="radio"/> No
09	Direct offer from employer	<input type="radio"/> Yes <input type="radio"/> No
10	TV/ radio adds	<input type="radio"/> Yes <input type="radio"/> No
11	Other, specify _____	<input type="radio"/> Yes <input type="radio"/> No

<b>Q.7</b>	At any point in the <b>last 12 months</b> were you WITHOUT work for at least one week? (excluding holidays, festivities, etc.)  00=No ► Skip to Q.15 01=Yes	[ _ _ ]
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<b>Q.8</b>	During the time you were WITHOUT work in the <u>last 12 months</u> were you looking for work? 00=No 01=Yes ► Skip to Q.12	[ _ _ ]
<b>Q.9</b>	During the time you were WITHOUT work, what is the main reason you did NOT look for work in the <u>last 12 months</u> ? 01= housewife/childcare 02= Student ► Skip to Q.15 03=disabled ► Skip to Q.15 04=illness ► Skip to Q.15 05=other (specify) _____ ► Skip to Q.15	[ _ _ ]
<b>Q.10</b>	How satisfied are you with this activity? <b>FIELDWORKER:</b> Read the alternatives 01=Very unsatisfied 02=Unsatisfied 03=Normal ► Skip to Q.15 04=Satisfied ► Skip to Q.15 05=Very satisfied ► Skip to Q.15	[ _ _ ]
<b>Q.11</b>	Why are you unsatisfied/very unsatisfied? 01= Want to study 02= Want to work 03= Too tiring 04= Other, specify  Once answered ► Skip to Q.15	[ _ _ ] Specify: _____

<b>Q.12</b>	For how long in the <u>last 12 months</u> have you been without work and looking for work? (Enter number of weeks) <b>FIELDWORKER:</b> If less than a week enter 00	[ _ _ ]
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<b>Q.13</b>	What have you done to look for work? <b>FIELDWORKER:</b> Tick all that apply. Read the options.	
01	Contact Boss/employer	<input type="radio"/> Yes <input type="radio"/> No
02	Contact employment agency/intermediary/ contractor/ recruiter	<input type="radio"/> Yes <input type="radio"/> No
03	Contact friends/relatives	<input type="radio"/> Yes <input type="radio"/> No
04	Read newspaper/ poster/ sign/ leaflet	<input type="radio"/> Yes <input type="radio"/> No
05	Contact union/employee association/group	<input type="radio"/> Yes <input type="radio"/> No
06	Looked in the internet	<input type="radio"/> Yes <input type="radio"/> No
07	Sent emails/ contact non-relatives/non-friends	<input type="radio"/> Yes <input type="radio"/> No
08	Trying to set up a business	<input type="radio"/> Yes <input type="radio"/> No
09	Other (specify) _____	<input type="radio"/> Yes <input type="radio"/> No

<b>Q.14</b>	<b>FIELDWORKER:</b> This question refers to current or previous unemployment periods.  What is (was) the minimum wage/payment for which you would be willing to accept a job offer when you are (were) unemployed?	<b>Amount</b>  [ _ _ _ _ ] (in '000 VND)	<b>Period</b> of time wage/ payment cover  [ _ _ ] Spec _____  Enter code from <b>CODEBOX #10</b>
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<b>Q.15</b>	Have you ever worked at any point BEFORE the <u>last 12 months</u> on a household farm, on your own account, in a household business enterprise or for someone else?	<input type="radio"/> Yes <input type="radio"/> No
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5. EMPLOYMENT, EARNINGS, AND TIME-USE

5.2. WORK ACTIVITIES - PAID AND UNPAID

**FIELDWORKER:** This sub-section will be asked only if [YL Child] reported having worked at least one hour in the last 12 months (at least one Yes to Q.1) in the "Labour force participation" sub-section.

**SAY:** Now I would like to ask you about your three most important paid or unpaid work activities during the last 12 months. This includes work done inside and outside the household, and EXCLUDES non-working activities (e.g. housewife, student, taking care of other household members, such as children, disabled, ill, elderly).

**FIELDWORKER:** Ask [YL CHILD] to report his/her 3 most important paid or unpaid work activities in terms of time spent in the last 12 months beginning with the most important one. The table should be asked row by row.

<b>FIELDWORKER:</b> Enter the number of months in which any of this activity was done during the last 12 months. For irregular periods of work, record the average for the whole year.												
	<b>Q.1</b>	<b>Q.2</b>	<b>Q.3</b>	<b>Q.4</b>	<b>Q.5</b>	<b>Q.6</b>	<b>Q.7</b>		<b>Q.8</b>	<b>Q.9</b>	<b>Q.10</b>	<b>Q.11</b>
	Type of activity Enter code from <b>CODEBOX #11</b>  <b>FIELDWORKER:</b> If less than 3 activities were done, code 88=NA for the rest.	Who do you do this activity for? Enter code from <b>CODEBOX #12</b>  <b>FIELDWORKER:</b> In case of more than one type of employer in the same activity, refer to the most important in terms of time spent.	Months per year Enter 01-12  Enter 01 if less than one month.  -77=NK	Days per month Enter 01-30  -77=NK	Hours per day Enter 01-24  -77=NK	What form of payment was received or is expected from this activity?  Enter code from <b>CODEBOX #13</b> If 00=None or 04= debt relief ► Skip to Q.10.	What are the net earnings from this: In cash (In '000 VND) In kind (cash equivalent) (In '000 VND)  If Q.6=01 ► Enter answer and skip to Q.8		What period of time did this payment cover? 01= hour ► Skip to Q.10 02= day ► Skip to Q.10 04= month ► Skip to Q.10 05= year ► Skip to Q.10 06= Per piece 07= Other, specify ► Skip to Q.10 79=Refused to answer ► Skip to Q.10  <b>FIELDWORKER:</b> If payment is reported in different period, please convert to the most convenient measure.	How many pieces are produced per day?  Enter number of pieces  -77=NK 79=Refused to answer	Do you currently still perform this activity?  00 = No ► Skip to next row 01= Yes 79=Refused to answer ► Skip to next row	During the <u>past 12 months</u> , for how many months would you expect to perform this activity?  Enter number of months (between 0 and 12)  -77=NK 79=Refused to answer  <b>FIELDWORKER:</b> If [YL child] has a long-term contract, enter 12.
01	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ _ _ ] [ _ _ _ _ ]	[ _ _ _ _ ] [ _ _ _ _ ]	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ _ _ ] [ _ _ _ _ ]	[ _ _ _ ] [ _ _ _ ]	[ _ _ _ ] [ _ _ _ ]
02	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ _ _ ] [ _ _ _ _ ]	[ _ _ _ _ ] [ _ _ _ _ ]	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ _ _ ] [ _ _ _ _ ]	[ _ _ _ ] [ _ _ _ ]	[ _ _ _ ] [ _ _ _ ]
03	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ _ _ ] [ _ _ _ _ ]	[ _ _ _ _ ] [ _ _ _ _ ]	[ _ _ _ ] Specify [ _ _ _ ]	[ _ _ _ _ ] [ _ _ _ _ ]	[ _ _ _ ] [ _ _ _ ]	[ _ _ _ ] [ _ _ _ ]
<b>Q.12</b> <b>FIELDWORKER:</b> Please select the activity in which the respondent spends more time in.			<input type="checkbox"/> ACTID 1 <input type="checkbox"/> ACTID 2 <input type="checkbox"/> ACTID 3									

## 5. EMPLOYMENT, EARNINGS, AND TIME-USE

### 5.3. MAIN ACTIVITY

**FIELDWORKER:** This sub-section will be asked only if [YL Child] reported having worked at least one hour in the last 12 months (at least one Yes to Q.1) in sub-section "5.1 Labour force participation".

**FIELDWORKER:** If [YL child] is not currently working in [MAIN ACTIVITY], the following questions refer to the period when they were working in [MAIN ACTIVITY] in the last 12 months.

**SAY:** Now I would like to ask you about [MAIN ACTIVITY] which is your most important paid or unpaid work activity in terms of time spent in the last 12 months.

<b>Q.1</b>	Does [MAIN ACTIVITY] involve any of the following things? <b>FIELDWORKER:</b> Read the alternatives	
01	Carrying heavy loads	<input type="radio"/> Yes <input type="radio"/> No
02	Using dangerous tools such as machetes, knives, sith	<input type="radio"/> Yes <input type="radio"/> No
03	Handling chemicals such as fertilizers, pesticides, solvents or paints	<input type="radio"/> Yes <input type="radio"/> No
04	Working under the hot sun or in the rain	<input type="radio"/> Yes <input type="radio"/> No
05	Working with or close to animals	<input type="radio"/> Yes <input type="radio"/> No
06	Working with insufficient lighting	<input type="radio"/> Yes <input type="radio"/> No
07	Working in very noisy environment	<input type="radio"/> Yes <input type="radio"/> No
08	Working with fumes, gases, dust.	<input type="radio"/> Yes <input type="radio"/> No
09	Being close to moving vehicles or driving (cars, tractors, motorbikes etc.)	<input type="radio"/> Yes <input type="radio"/> No
10	Working in a smelly and/or dirty environment	<input type="radio"/> Yes <input type="radio"/> No
11	Working in heights	<input type="radio"/> Yes <input type="radio"/> No
12	Other, specify _____	<input type="radio"/> Yes <input type="radio"/> No

<b>Q.2</b>	For how long have you worked in [MAIN ACTIVITY] in <b>all your life</b> ? <b>FIELDWORKER:</b> Enter in months. Round to 0 if less than a month.	[ _ _ ]
<b>Q.3</b>	All things considered, how satisfied are you with [MAIN ACTIVITY]? <b>FIELDWORKER:</b> Read the alternatives 01=Very unsatisfied 02=Unsatisfied 03=Normal (more or less satisfied) ► Skip to Q.5 04=Satisfied ► Skip to Q.5 05=Very satisfied ► Skip to Q.5	[ _ _ ]
<b>Q.4</b>	Why are you unsatisfied/very unsatisfied? Enter code from <b>CODEBOX #14</b>	[ _ _ ]

### WORKING ARRANGEMENTS

**FIELDWORKER:** The following questions are asked only to WAGED/SALARIED EMPLOYEES - only if [ACTID1] reported in section 5.2. is:

05 =Wage Employment - Agriculture

06=Annual farm servant

12=Wage employment - unsalaried/ irregular; non-agriculture

13=Regular Salaried Employment

19=Housemaid

<b>Q.5</b>	How many people altogether work at your place of work in [MAIN ACTIVITY]? -77 = NK	[ _ _ _ _ ]
<b>Q.6</b>	Do you have a contract/decision for this work in [MAIN ACTIVITY]? 00 = No ► Skip to Q.8 01 = Yes	[ _ _ ]

<b>Q.7</b>	What is the duration of the contract you have for [MAIN ACTIVITY]?	
	01= less than 3 months	[ _ _ ]
	02= between 3 months and 6 months	
	03= more than 6 months to 1 year	
	04= more than 1 year to 3 years	
	05= more than 3 years	
<b>Q.8</b>	Do you receive any of the following extra benefits from this activity?	
	<b>FIELDWORKER:</b> Read the alternatives	
<b>01</b>	Food	<input type="radio"/> Yes <input type="radio"/> No
<b>02</b>	Housing	<input type="radio"/> Yes <input type="radio"/> No
<b>03</b>	Transportation	<input type="radio"/> Yes <input type="radio"/> No
<b>04</b>	Clothing (excluding uniforms)	<input type="radio"/> Yes <input type="radio"/> No
<b>05</b>	School assistance or supplies	<input type="radio"/> Yes <input type="radio"/> No
<b>06</b>	Debt relief	<input type="radio"/> Yes <input type="radio"/> No
<b>07</b>	Social security	<input type="radio"/> Yes <input type="radio"/> No
<b>08</b>	Health insurance/health expenses	<input type="radio"/> Yes <input type="radio"/> No
<b>09</b>	Paid holidays	<input type="radio"/> Yes <input type="radio"/> No
<b>10</b>	Paid sick leave	<input type="radio"/> Yes <input type="radio"/> No
<b>12</b>	Life insurance	<input type="radio"/> Yes <input type="radio"/> No
<b>13</b>	Loan/credit	<input type="radio"/> Yes <input type="radio"/> No
<b>14</b>	Maternity cover/leave	<input type="radio"/> Yes <input type="radio"/> No

**SAY:** Now I would like to ask you about the employer for whom you work/ have worked in [MAIN ACTIVITY]. This includes all the time that you have worked there (not only the last 12 months).

**FIELDWORKER:** Ask the following question if [YL Child] still works in [MAIN ACTIVITY] - **Q.10** in section **5.2=01**.

<b>Q.9</b>	For how long have you worked in [MAIN ACTIVITY] for the current employer?	[ _ _ ]
	Enter in months	

**FIELDWORKER:** Ask the following question if [YL Child] does NOT work in [MAIN ACTIVITY] anymore - **Q.10** in section **5.2=00**..

<b>Q.10</b>	For how long did you work in [MAIN ACTIVITY] for the latest employer?	[ _ _ ]
	Enter in months	

## 5. EMPLOYMENT, EARNINGS, AND TIME-USE

### 5.4 WORK-RELATED TRAINING

**FIELDWORKER:** This section should be asked to ALL YL children

**SAY:** Now I would like to ask you about any training you are currently receiving or you may have received since [MONTH AND YEAR OF R4 INTERVIEW]. Please include only training that lasted for at least one week and entails skill acquisition (e.g. apprenticeship, formal training course at the workplace, learning by doing, etc.) that helps you conduct or find work but that is/was not part of formal education.

**FIELDWORKER:** Please include only training that lasted for one week or more, but that is NOT part of formal education.

<b>Q.1</b>	<p>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?</p> <p><b>FIELDWORKER:</b> If child is currently attending training that will last for more than one week, it should be included in the next table. Include formal and informal training as well as training under the National Target Program on Employment 2012-2015, and the National Target Program on Education and Training 2012-2015.</p> <p>00=No ► Skip to next section (Labour Market Skills) 01=Yes</p>	[ _ _ ]
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**FIELDWORKER:** Do NOT ask this question for informal training (Q.2=2)

	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9
TRAINID	Type of training  01= formal training 02= informal training 03= apprenticeship 04= public programs (National Target Program on Employment 2012-2015, National Target Program on Education and Training 2012-2015)	Who delivered the training?  Enter code from <b>CODEBOX #15</b>	Did you or any member of your household pay for the training?	Has this training been completed?	Duration of the training?  Enter number of days  After recording ► skip to Q.9	Duration of training attended up to now?  Enter number of days	Expected additional duration?  Enter number of days	Did you receive or do you expect to receive a certificate/ diploma?
1	[ _ _ ] Spec. _____	[ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No ► Skip to Q.7	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
2	[ _ _ ] Spec. _____	[ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No ► Skip to Q.7	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
3	[ _ _ ] Spec. _____	[ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No ► Skip to Q.7	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
(...)	[ _ _ ] Spec. _____	[ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No ► Skip to Q.7	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK

## 5. EMPLOYMENT, EARNINGS AND TIME-USE

### 5.5. SKILLS FOR THE LABOUR MARKET

**FIELDWORKER:** This section will consist of questions about the labour market skills that the index child possesses.

#### DRIVING SKILLS

**SAY:** Now I am going to ask you some questions about whether you can drive.

		Q.1	Q.2
		Can you say you are skilled in driving the following:  00 = No ► skip to next row 01 = Yes 77 = NK ► skip to next row	Do you have a driving license for the following:  00 = No 01 = Yes
01	Motorcycle	[ _ _ ]	[ _ _ ]
02	Car	[ _ _ ]	[ _ _ ]
03	Truck or other heavy vehicles	[ _ _ ]	[ _ _ ]
04	Other, specify: _____	[ _ _ ]	[ _ _ ]

#### LANGUAGES

**SAY:** Now I am going to ask you some questions about the languages you know.

**FIELDWORKER:** Add more rows as necessary.

	Q.3	Q.4	Q.5	Q.6
Language ID	What languages (including your native language) can you speak, read or write?  Enter code from <b>CODEBOX #16</b>	How fluent are you in speaking this language?  <b>FIELDWORKER:</b> Read all the options  01 = Fluent 02 = Good 03 = Intermediate 04 = Poor 05 = Cannot speak 77 = NK	How fluent are you in reading this language?  <b>FIELDWORKER:</b> Read all the options  01 = Fluent 02 = Good 03 = Intermediate 04 = Poor 05 = Cannot read 77 = NK	How fluent are you in writing this language?  <b>FIELDWORKER:</b> Read all the options  01 = Fluent 02 = Good 03 = Intermediate 04 = Poor 05 = Cannot write 77 = NK
01	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
02	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
03	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
...	...	...	...	...

## 5. EMPLOYMENT, EARNINGS, AND TIME-USE

### 5.6 TIME-USE

**FIELDWORKER:** begin by asking the young adult some background questions about his/her activities- for example, do they go to school/college/university, do they help around the household, do they work. Then show him/her the time-allocation card and explain:

**SAY:** I want to know how you spent **the 24 hours of a typical day in the last week** (from Monday to Friday, excluding holidays, festivals, etc.) in the activities I have here, starting with 'sleeping'

<b>Q.1</b>	Sleep	[ _ _ ]
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**SAY:** Now, think about the rest of your day. I want you to tell me how much time you spent on the following activities during a typical day. (i.e. not a weekend or holiday).

**FIELDWORKER:** RECORD IN HOURS

<b>Q.2</b>	Care for others (younger children, ill household members)	[ _ _ ]
<b>Q.3</b>	Domestic tasks (Fetching water, firewood, cleaning, cooking, washing, shopping)	[ _ _ ]
<b>Q.4</b>	Tasks on family farm, cattle herding (household and/or community), other family business, shepherding, piecework or handicrafts done at home (not just farming)	[ _ _ ]
<b>Q.5</b>	Activities for pay or for money outside of household or for someone not in the household (including traveling time or and return)	[ _ _ ]
<b>Q.6</b>	At school/college/University (including all time spent not only attending hours, and travelling time, out and return)	[ _ _ ]
<b>Q.7</b>	Studying at home/ Extra tuition outside the home	[ _ _ ]
<b>Q.8</b>	Leisure: playing, seeing friends, using the internet, etc.	[ _ _ ]

**FIELDWORKER:** After completing the child's activities, ask the child how much time he/she allocates for the following activities:

<b>Q.9</b>	Time used for commuting to the place where the child carries out paid activities (out and return) Enter in minutes [CAPI: Enable if Q.5>0]	[ _ _ ]
<b>Q.10</b>	Time used for commuting to school / educational centre (out and return) Enter in minutes [CAPI: Enable if Q.5>0]	[ _ _ ]

## 6. FEELINGS AND ATTITUDES

### 6.1 FEELINGS AND ATTITUDES OF INDEX INDIVIDUAL

**SAY:** Now I will ask your opinion about different things and I want you to tell me what you think or feel about them. This section intends to ask about your opinion, so there are no right or wrong answers.

**FIELDWORKER:** Prompt the 4-scale card of feelings and attitudes. Read and explain each of the 4 alternatives: **Strongly disagree**, **Disagree**, **Agree** and **Strongly agree**.

**SAY:** Here you have a card with 4 alternatives that range from Strongly disagree to Strongly agree. Now I will read some comments and statements that young people of your age sometimes say, think or feel. 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 opinion.

**FIELDWORKER:** Read the following example:  
I may say that young people of your age think or say "I like to paint".

**SAY:** Now let's practice with another example.  
If I tell you: "All young people of my age like football". Tell me, how much do you agree or disagree with this?

**FIELDWORKER:** Wait until [YL Child] points one of the options. Make sure that s(he) has understood how to properly answer these questions.

**SAY:** Now, think if the following statements somewhat reflect what you think, feel or say. Remember that there are no right or wrong answers; I just want to know your opinion.

Q.1		Strongly disagree	Disagree	Agree	Strongly agree	NK	Refused to answer
01	I like cooperating in a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	I can be a good leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	If someone opposes me, I can find the means and ways to get what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	I make friends easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05	I'm as good as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06	I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07	When I am confronted with a problem, I can usually find several solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08	Overall, I have a lot to be proud of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09	If I am in trouble, I can usually think of a solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I am popular with kids of my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I am confident that I could deal efficiently with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I get a lot of headaches, stomach aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Most other kids like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I can do things as well as most people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I can always manage to solve difficult problems if I try hard enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I cooperate well when working in a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I am capable of being a good leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Other kids want me to be their friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Other people think I am a good person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I am often unhappy, downhearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	It is easy for me to stick to my aims and accomplish my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I have more friends than most other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	A lot of things about me are good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	I have lots of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	I have many fears, you are easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	I can usually handle whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	I do lots of important things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	When I do something, I do it well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	I am easy to like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	I can solve most problems if I invest the necessary effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	In general, I like being the way I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	I am nervous in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	I get along with other kids easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	I am good at cooperating with team members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	I am seen as a capable leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 6.2 SUBJECTIVE WELLBEING

**SAY:** There are nine steps on this ladder. Suppose the ninth step, at the very top, represents the best possible life for you, and the bottom represents

	Where on the ladder do you feel you personally stand at the present time?	
Q.2	Record step number: 01-09 -77=NK -79=Refused to answer	[ ____ ]

### 6.3 GRIT

**FIELDWORKER:** Prompt CARD ### with the five alternatives from Not like me at all, to Very much like me

**SAY:** Now you have a SLIGHTLY different card with 5 alternatives that reflect how much like or unlike you are the characteristics described in the statements. Please respond the following statements by using these alternatives. Remember that there are no right or wrong answers and that you can choose to skip items if you are unsure of how to answer or if you prefer not to answer.

Q.3		Not like me at all	Not much like me	Somewhat like me	Mostly like me	Very much like me	NK	Refused to answer
01	New ideas and projects sometimes distract me from previous ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	Setbacks don't discourage me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	I have been obsessed with a certain idea or project for a short time but later lost interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	I am a hard worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05	I often set a goal but later choose to pursue a different one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06	I have difficulty maintaining my focus on projects that take more than a few months to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07	I finish whatever I begin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08	I am diligent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 6.4 SUBJECTIVE WEALTH

**SAY:** Now think about the area where you live. Think about [NAME OF CURRENT LOCALITY].

Q.4	<p>Compared to other households in your village, would you describe your household at the moment as:</p> <p>01=The richest 02=Among the richest 03=Richer than most households 04=About Average 05=A little poorer than most households 06=Among the poorest 07=The poorest 77=NK 79=Refused to respond</p>	[ _ _ _ ]
Q.5	<p><b>FOUR YEARS AGO:</b> Compared to other households in the village would you describe your household in [MONTH AND YEAR OF R4 INTERVIEW] as:</p> <p>01=The richest 02=Among the richest 03=Richer than most households 04=About Average 05=A little poorer than most households 06=Among the poorest 07=The poorest 77=NK 79=Refused to respond</p>	[ _ _ _ ]

Q.6	<p>Which of the following best describes your household?</p> <p><b>FIELDWORKER:</b> Read the alternatives</p> <p>01=Very rich 02=Rich 03=Comfortable – can manage to get by 04=Never have quite enough, struggle to get by 05=Poor 06=Destitute</p>	[ _ _ _ ]
Q.7	<p><b>FOUR YEARS AGO:</b> How would you describe your household in [MONTH AND YEAR OF R4 INTERVIEW]?</p> <p><b>FIELDWORKER:</b> Read the alternatives</p> <p>01=Very rich 02=Rich 03=Comfortable – can manage to get by 04=Never have quite enough, struggle to get by 05=Poor 06=Destitute</p>	[ _ _ _ ]



## 7. MARITAL AND LIVING ARRANGEMENTS

### 7.1. BASIC INFORMATION AND MATCHING

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

**ROUND 4 RELATIONSHIP STATUS:**

Relationship status: [PREFILLED ROUND 4 RELATIONSHIP STATUS]

Partner / spouse: [PREFILLED NAME OF ROUND 4 PARTNER / SPOUSE]

**SAY:** In [MONTH AND YEAR OF R4 INTERVIEW], when we visited you, your relationship status was [PREFILLED ROUND 4 RELATIONSHIP STATUS] (with [PREFILLED NAME OF ROUND 4 SPOUSE / PARTNER]).

We would like to ask you a few questions about your current relationship status.

<b>Q.1</b>	<p>What is your marital status?</p> <p><b>FIELDWORKER:</b> Cohabitation is included as a type of marital status. In order to make this clear, read the options out.</p> <p>00=Single (never married) ► Skip to section 8 (Household Decision Making)          01= Married (to different person / newly married since Round 4) ► Skip to Q.3          06= Married to same spouse as in Round 4 ► Skip to Q.16          07 = Married since Round 4 to Round 4 partner ► Skip to Q.4          02= Cohabitant (with different person / newly cohabiting since Round 4)          08 = Cohabitant with same partner as in Round 4 ► Skip to Q.10          03= Widow(er)          04= Divorced          05= Separated</p>	[ _ _ ]
<b>Q.2</b>	<p>Have you gotten married with a partner since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?</p> <p>00=No          01=Yes          If R5 marital status is cohabitant (with different person / newly cohabiting since Round 4) (Q.1=2), once answered ► Skip to Q.4</p>	[ _ _ ]
<b>Q.3</b>	<p>Have you cohabited with a partner since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?</p> <p>00=No          01=Yes</p>	[ _ _ ]

**FIELDWORKER:** Number of cohabitations is counted for different partners

		<b>Q.4</b>	<b>Q.5</b>	<b>Q.6</b>
	<b>MARITAL STATUS</b>	<p>How many times have you gotten married/cohabited since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?</p> <p>If 00 ► Skip Q.5 and Q.6            -79 =Refused to answer</p>	<p>Date of first cohabitation / marriage since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]</p> <p>Enter month and year</p>	<p>Date of latest cohabitation / marriage since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]</p> <p>Enter month and year</p> <p>[CAP: Enable if Q.4&gt;1]</p>
01	Cohabitation	[ _ _ ]	[ _ _ ] / [ _ _ _ _ ]	[ _ _ ] / [ _ _ _ _ ]
02	Marriage	[ _ _ ]	[ _ _ ] / [ _ _ _ _ ]	[ _ _ ] / [ _ _ _ _ ]

**FIELDWORKER:** If R5 marital status is cohabitant [Q.1=02, 08] , skip to Q.10

**FIELDWORKER:** Ask the following questions for the current marriage if YL CHILD has been married since [MONTH AND YEAR OF R4 INTERVIEW] (Q.1=01, 07 OR Q.2=01) or for the latest marriage since [MONTH AND YEAR OF R4 INTERVIEW] if YL CHILD is divorced, separated, or widow(er) (Q.1=03, 04, 05 AND Q.2=01).

<b>Q.7</b>	<p>How long had you known your spouse before you married him/her?</p> <p>02 = Less than a month          03 = More than one month but less than one year          04 = More than one year          05 = Since childhood</p>	[ _ _ ]
<b>Q.8</b>	<p>Who chose your spouse?</p> <p>01 = Index child himself/herself ► Skip to Q.10          02 = Index child and other relatives together ► Skip to Q.10          03 = Parents or other relatives alone          05 = Other non-relatives alone          06 = Other non-relatives and child together ► Skip to Q.10          04 = Other, specify _____</p>	<p>[ _ _ ]</p> <p>Specify _____</p>
<b>Q.9</b>	Did you have any say in choosing him/her?	<input type="radio"/> Yes <input type="radio"/> No

**FIELDWORKER:** Ask the following questions for the **current marriage** if YL CHILD has been married since [MONTH AND YEAR OF R4 INTERVIEW] (Q.1=01, 07 OR Q.2=01) or for the **latest marriage** since [MONTH AND YEAR OF R4 INTERVIEW] if YL CHILD is divorced, separated, or widow(er) (Q.1=03, 04, 05 AND Q.2=01) or for the current cohabitation if YL child is cohabiting (Q.1=02, 08)

<b>Q.10</b>	At the time of your marriage/ when you were living together if you compared the economic status of your natal family with your spouse/ partner's family, would you say your natal family was...  <b>FIELDWORKER:</b> Read the alternatives  1 = Same 2 = Better off 3 = Worse off 77=NK	[ _ _ ]
<b>Q.11</b>	Does spouse/ partner's mother live in the household?	<input type="radio"/> Yes ► Skip to Q.13 <input type="radio"/> No
<b>Q.12</b>	What was the highest grade of education completed by your spouse/ partner's mother?  Enter code from <b>CODEBOX #17</b>	[ _ _ ]
<b>Q.13</b>	Does spouse/ partner's father live in the household?	<input type="radio"/> Yes ► Skip to Q.15 <input type="radio"/> No
<b>Q.14</b>	What was the highest grade of education completed by your spouse's/ partner's father?  Enter code from <b>CODEBOX #17</b>	[ _ _ ]
<b>Q.15</b>	Who are you and your spouse/ partner currently living with?  01 = Family of spouse/ partner (joint family) 02 = Family of spouse/ partner (nuclear family) 03 = Own family (joint family) 04 = Own family (nuclear family) 05 = Independent 06 = Other, specify 77=NK 88=NA	[ _ _ ]  Specify _____

<b>Q.16</b>	In terms of time spent in the last 12 months, what is the most important paid or unpaid work activity for your spouse?  Enter code from <b>CODEBOX #11</b>	[ _ _ ]  Other, specify. _____
<b>Q.17</b>	What is your spouse/ partner's ethnic group?  41=Kinh 42=H'Mong 43=Cham 44=Ede 45=Ba Na 46=Nung 47=Tay 48=Dao 10=Other, Specify _____ 79=Refused to answer	[ _ _ ]  Specify _____

## WEDDING SPENDING (FOR INDEX CHILDREN WHO HAVE EVER BEEN MARRIED)

**FIELDWORKER:** If index child has been married more than once, ask the following questions for the **current marriage** if YL CHILD is married (Q.1=1, 6, 7 OR Q.2=1) **or for the latest marriage** if YL CHILD is divorced, separated, or widowed currently or previously (Q.1=03, 04, 05 OR Q.2 = 1).

**SAY:** Now I would like to ask you about spending for your wedding. This should include all spending, no matter how small.

<b>Q.18</b>	How much money was spent by <u>you and your family</u> for your wedding?  -77 = NK -79 = Refused to answer  <b>FIELDWORKER:</b> This should include all spending (however small) on all aspects of the wedding - administrative costs such as the cost of registering a civil marriage should be included.  Enter in '000 VND	[ _ _ ]
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<b>Q.19</b>	<p>How much money was spent by <u>your spouse's family</u> for your wedding?</p> <p>-77 = NK -79 = Refused to answer</p> <p><b>FIELDWORKER:</b> This should include all spending (however small) on all aspects of the wedding - administrative costs such as the cost of registering a civil marriage should be included.</p> <p>Enter in '000 VND</p> <p>Once answered,</p> <ul style="list-style-type: none"><li>• if R5 marital status is married to the same spouse or cohabitant with the same partner [Q.1=06, 07, 08] ► Skip to section 8 (Household Decision Making)</li><li>• If R5 marital status is widowed, divorced, or separated (Q.1 = 03, 04, 05) ► Skip to section 8 Household Decision Making</li></ul>	[ _ _ ]
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## 7. MARITAL AND LIVING ARRANGEMENTS

### 7.2 SPOUSE'S / PARTNER'S CHARACTERISTICS

**FIELDWORKER:** Administer the following questions if YL Child is currently married/ cohabiting and spouse/ partner is NOT living in the household (NOT in the household roster).

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

<b>Q.1</b>	Is your spouse/ partner currently living in the same household?  01=Yes, still lives in household ► Skip to next section 02=No, lives elsewhere temporarily 03=Has died ► Skip to next section 04=No, lives elsewhere permanently 77=NK 88=NA ► Skip to next section 79=RTA ► Skip to next section	[ _ _ ]
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**SAY:** Now I would like to ask you about your spouse/ partner

<b>Q.2</b>	Full Name	[NAME SPOUSE/ PARTNER]
<b>Q.3</b>	Age in completed years of [NAME SPOUSE/ PARTNER]	[ _ _ ]
<b>Q.4</b>	What is [NAME SPOUSE/ PARTNER]'s relationship to the household head?  Enter code from <b>CODEBOX #18</b>	[ _ _ ]
<b>Q.5</b>	What was the highest grade [NAME SPOUSE/ PARTNER] has completed (excluding pre-primary)?  Enter code from <b>CODEBOX #17</b>	[ _ _ ]

7. HOUSEHOLD DECISION-MAKING

TO BE ADMINISTERED TO ALL YL INDEX CHILDREN

FIELDWORKER: This section is related to the main [YL Child]'s household (i.e. the one in which the Household Questionnaire is asked).

SAY: I would like to know how some decisions in your current household are made and how much you are involved in them. I will name some household decisions and some individual decisions. If you or your household have never made one of these decisions, think about what would happen should this decision come up.

FIELDWORKER: The next table should be asked row by row (i.e. first read the decision and then ask Q.1, Q.2 and Q.3). If the decision has not been done (Q.1=No) phrase Q.2 in a hypothetical manner: 'who would take the final decision?'.

Decision		Q.1	Q.2	Q.3
		Have you/your household ever made this decision?	Do you (would you) have any say on this decision?	Who takes (would take) the final decision?  01 = Index child alone 02 = Spouse/partner only 03 = Index child's parents only 04 = Other household members (excl. YL child) 05 = Non-household members 06 = Index child together with spouse/partner 07 = Index child together with his/her parents 08 = Index child together with other household members 09 = Index child together with other household members 77 = NK 79 = Refused to answer
01	To buy your clothes/shoes?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ _ ]
02	To make large household purchases (e.g. house, livestock, etc)?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ _ ]
03	You visiting your parents, relatives or friends outside the community?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ _ ]
04	You disposing of any income earned from own work or assets sold?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ _ ]
05	You joining, changing or leaving school / university?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ _ ]
06	To buy household purchases for daily needs (e.g. groceries, fuel, water, etc)?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ _ ]
07	You seeking health care advice for yourself	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ _ ]
08	You being a member of a group in the community (eg. community leaders, mothers club, cooperatives, music band, sports club, etc)?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ _ ]
09	You migrating to another commune?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ _ ]
10	You getting married?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ _ ]
11	You having children?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ _ ]

## 9. SOCIAL NORMS AND GENDER ROLES

**SAY:** The statements I am now going to read to you describe attitudes toward the roles of women in society which different people have. There are no right or wrong answers, only opinions. Please tell me how you feel about each statement by indicating whether you: Strongly disagree, disagree, agree, or strongly agree. Remember that if you do not want to respond to any questions or you do not know what to answer you have the option to skip a item and pass to the next one.

[illegible]

## 10. FERTILITY

### 10.1 FERTILITY ATTITUDES

**SAY:** Now I would like to ask you about what you think of getting married.

<b>Q.1</b>	<b>ONLY ASKED TO UNMARRIED CHILDREN:</b> At what age do you think you will get married?  Enter age in years. -77 = NK 00 = I will never get married  Once answered ► Skip to Q.3	[ _ _ _ ]
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<b>Q.2</b>	<b>ONLY ASKED TO MARRIED CHILDREN:</b> Do you think you were married:  01 = At the right age 02 = Too young 03 = Older than ordinary  77 = NK	[ _ _ _ ]
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**SAY:** Now I would like to ask you about what you think of having children.

<b>Q.3</b>	Do you want to have children / another child one day?  <b>FIELDWORKER:</b> The question may be introduced as 'Do you like children? Do you want to have children?'  00=No ► Skip to Q.7 01=Yes 77=NK 80=No preference ► Skip to Q.7 88= NA 79=Refused to answer	[ _ _ _ ]
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<b>Q.4</b>	What do you think would be the ideal number of children for you?  <b>SAY:</b> This is independent of the number of children that you already have. [CAPI: If Q.3=1, should not be able to answer 0] 00=None ► Skip to Q.7 01=Just one 02=Two 03=Three 04=Four 05=Five 06=Six or more 77=NK 80=No preference 88= NA 79=Refused to answer	[ _ _ _ ]
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<b>Q.5</b>	What do you think would be the ideal number of <b>sons</b> for you to have?  00=None 01=Just one 02=Two 03=Three 04=Four 05=Five 06=Six or more 77=NK 80=No preference 88= NA 79=Refused to answer	[ _ _ _ ]
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<b>Q.6</b>	What do you think would be the ideal number of <b>daughters</b> for you to have?  00=None 01=Just one 02=Two 03=Three 04=Four 05=Five 06=Six or more 77=NK 80=No preference 79=Refused to answer	[ _ _ _ ]
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<b>Q.7</b>	Ideally, at what age would you like/ have liked to have your first child?  Enter in years.  <b>FIELDWORKER:</b> This is independently from the number of children already born.  00 = I don't want to have children -77 = NK	[ _ _ _ ]
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<b>Q.8</b>	What do you think is the ideal period between child births?  Enter in years.  <b>FIELDWORKER:</b> This is independently from the number of children already born.  00 = I don't want to have children -77 = NK	[ _ _ _ ]
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<b>Q.9</b>	What do you think is the best age for a man to have children?  Enter age in years.	[ _ _ _ ]
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<b>Q.10</b>	What do you think is the best age for a woman to have children?  Enter age in years.	[ _ _ _ ]
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<b>Q.11</b>	Does your (spouse/partner) want the same number of children that you want?  01 = Same number 02 = Fewer 03 = More 77 = NK 88 = NA : I don't have a partner/ spouse	[ _ _ _ ]
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<b>Q.12</b>	Have you ever had sex education classes at school?  00 = No 01 = Yes	[ _ _ _ ]
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10. FERTILITY

10.2.1. FERTILITY HISTORY - GIRLS

SAY: Now I would like to ask you about all the births, whether still alive or not, you have had since our last visit in [MONTH AND YEAR OF R4 INTERVIEW].

Q.1	Have you been pregnant since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]?  00=No ► Skip to Q.3 01=Yes 79=Refused to answer ► Skip to Q.3	[ _ _ ]
Q.2	Are you currently pregnant?  00=No 01=Yes 79=Refused to answer	[ _ _ ]
Q.3	How many births have you given since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]? (including all births, whether still alive or not)  Enter number	[ _ ]

FIELDWORKER: The following table asks for children that were born alive. Start asking for the first born and go ahead in chronological order. Please administer this table row by row. Everytime the question refers to [CHILD], the name of the child of the corresponding row should be mentioned.

SAY: We would now like to ask you about all the children you have had, before and since our last visit in [MONTH AND YEAR OF R4 INTERVIEW] who were born alive.

	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9
CH	What is the name of the child?  Enter name of the child.  [CAPI: Prefill names of existing children, and disable all following questions for children who were not alive in R4]	Is [CHILD] a boy or a girl?  01= Boy 02= Girl  [CAPI: prefill for existing children]	When was CHILD born?  Enter day, month, and year  [CAPI: prefill for existing children]	How is [CHILD] doing?  00= [CHILD] passed away ► Skip to next row 01= [CHILD] is fine, healthy, alive	Does CHILD live with you?  00= No 01= Yes ► Skip to next row	If the child does not live with you, who does CHILD live with?  01=With his/her father 02=with his/her father's family 03=with my relatives 04=Other, (specify)
1		[ _ _ ]	Day [ _ _ ] Month [ _ _ ] Year [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec__
2		[ _ _ ]	Day [ _ _ ] Month [ _ _ ] Year [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec__
3		[ _ _ ]	Day [ _ _ ] Month [ _ _ ] Year [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec__
(...)		[ _ _ ]	Day [ _ _ ] Month [ _ _ ] Year [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec__

FIELDWORKER: The following table only asks for children that are still alive, for whom we have no information. Please administer the next table column by column.  
If [CHILD] was still breastfeeding in R4 (Q24 in R4 had response 99 = still breastfeeding), enable Q.26-Q.28 for this child and then skip to next [CHILD].  
Otherwise, for existing children in R4, disable all questions.

SAY: I want to ask you some questions about your children's birth and delivery.  
CAPI: Prefill following table for existing children from R4



		Child 1	Child 2	Child 3	(...)
Q.11	How much did [CHILD] weigh at birth? <b>FIELDWORKER:</b> Cross check with documentation if available -77 = NK	_____ grams	_____ grams	_____ grams	_____ grams
Q.12	<b>FIELDWORKER:</b> Was the birth weight from documentation? Observe documentation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Q.13	Length of [CHILD] at birth <b>FIELDWORKER:</b> Cross check with documentation available -77 = NK	_____ cms	_____ cms	_____ cms	_____ cms
Q.14	<b>FIELDWORKER:</b> Was the birth length documented? Observe documentation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Q.15	When [CHILD] was born was he/she very large, large, average, small or very small? 01=Very large 02=Large 03=Average 04=Small 05=Very small 77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.16	During your pregnancy with [CHILD], how many months pregnant were you when you <u>first</u> saw somebody for antenatal care? <b>FIELDWORKER:</b> Exclude visits for non-pregnancy related illness. Check documentation if available. -77=NK -88=NA (No antenatal)	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.17	How many antenatal visits did you have during your pregnancy with [CHILD]? 00=No antenatal -77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.18	During your pregnancy with [CHILD] was your health good, average or bad/poor? 01=Good 02=Average 03=Bad/poor	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.19	Did you have a difficult labour with [CHILD]? <b>FIELDWORKER:</b> A difficult labour could be one that lasted more than 12 hours, or when the mother had excessive bleeding after birth, fever with bleeding, or convulsions. 00= No, 01= Yes, 77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.20	Where was [CHILD] born? 01 = At home (own or other's home) 02 = Central hospital ► Skip to Q.22 03 = Provincial hospital ► Skip to Q.22 04 = Dist. hosp./health center ► Skip to Q.22 05 = Comm. Health center ► Skip to Q.22 06 = Delivery house ► Skip to Q.22 08 = Private hospital/clinic ► Skip to Q.22 10 = Other, specify _____	[ ____ ] Specify _____	[ ____ ] Specify _____	[ ____ ] Specify _____	[ ____ ] Specify _____
Q.21	Who assisted with your delivery? <b>FIELDWORKER:</b> Tick all that apply. Read the options. 00 = No 01 = Yes				
01	Doctor	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
02	Nurse	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
03	Midwife	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
04	Traditional birth attendant	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
05	Relative	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
06	Other, specify _____	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Q.22	Was [CHILD] delivered by a caesarean section (CS)?	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Q.23	Was [CHILD] born before you expected? 00= No ► Skip to Q.25 01= Yes 77=NK ► Skip to Q.25	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]

		Child 1	Child 2	Child 3	(...)
Q.24	By how many weeks was the birth early? Enter number in weeks	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
Q.25	Did you ever breastfeed [CHILD]? 00 = No 01 = Yes 77 =NK	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Q.26	How old was [CHILD] when you fed him/her with anything else than breast milk (e.g. water, tea, mushy food)? Enter in months  00= less than one month 99= Still giving only breast milk ► Skip to Q.28	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
Q.27	How old was [CHILD] when you stopped giving him/her any breast milk? Enter age in months  99 = child is still being fed breastmilk	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
Q.28	What was [CHILD] given to drink in the first 2-3 days after birth? Tick all that apply				
01	Milk (other than breast milk) or infant formula milk	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
02	Plain water	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
03	Sugar or glucose water	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
04	Gripe water	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
05	Sugar-salt-water solution	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
06	Fruit juice	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
07	Rice soup	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
08	Tea/ infusions	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
09	Honey	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
10	Other, specify _____	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
11	Colostrum/ first milk	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

10. FERTILITY

10.2.2. FERTILITY HISTORY - BOYS

SAY: Now I would like to ask you about all the births, whether still alive or not, you have had since our last visit in [MONTH AND YEAR OF R4 INTERVIEW].

Q.1	Has your partner/ wife been pregnant since our last visit in [MONTH AND YEAR OF R4 INTERVIEW]? 00=No 01=Yes 79=Refused to answer	[ _ _ _ ]
Q.2	How many children have you had? (including all births, whether still alive or not) If 00	[ _ ]

FIELDWORKER: The following table asks for children that were born alive. Start asking for the first born and go ahead in chronological order. Please administer this table row by row. Everytime the question refers to [CHILD], the name of the child of the corresponding row should be mentioned.

SAY: We would now like to ask you about all the children you have had, before and since our last visit in [MONTH AND YEAR OF R4 INTERVIEW].

	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9		
CH	What is the name of the child? (Write name down)  [CAPI: Prefill names of existing children, and disable all following questions for children who were not alive in R4]	Is CHILD a boy or a girl?  01= Boy 02= Girl  [CAPI: prefill for existing children]	When was CHILD born?  Enter day, month, and year [CAPI: prefill for existing children]	How is [CHILD] doing?  00= [CHILD] passed away ► Skip to next row 01= [CHILD] is fine, healthy, alive	Does CHILD live with you?  00= No 01= Yes ► Skip to next row	If the child does not live with you, who does CHILD live with?  01=With his/her mother 02=with his/her mother's family 03=with my relatives 04=Other, (specify)	Where does [CHILD] live?  Enter Address: Commune, District, Province		
		[ _ _ ]	Day [ _ _ ] Month [ _ _ ] Year [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec_	Commune	District	Province
		[ _ _ ]	Day [ _ _ ] Month [ _ _ ] Year [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec_	[ _ _ ]	[ _ _ ]	[ _ _ ]
		[ _ _ ]	Day [ _ _ ] Month [ _ _ ] Year [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec_	[ _ _ ]	[ _ _ ]	[ _ _ ]
	(...)		[ _ _ ]	Day [ _ _ ] Month [ _ _ ] Year [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec_	[ _ _ ]	[ _ _ ]

**FIELDWORKER:** The following table only asks for children that are still alive, for whom we do not have information. Please administer the next table column by column.

If [CHILD] was still breastfeeding in R4 (Q23 in R4 had response 99 = still breastfeeding), enable Q.25-Q.27 for this child and then skip to next [CHILD]. Otherwise, for existing children in R4, disable all questions.

**SAY:** I want to ask you some questions about your children's birth and delivery.

CAP: Prefill following table for existing children from R4

		Child 1	Child 2	Child 3	(...)
<b>Q.10</b>	How much did [CHILD] weigh at birth? <b>FIELDWORKER:</b> Cross check with documentation if available -77 = NK	_____ grams	_____ grams	_____ grams	_____ grams
<b>Q.11</b>	<b>FIELDWORKER:</b> Was the birth weight from documentation? Observe documentation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
<b>Q.12</b>	Length of [CHILD] at birth <b>FIELDWORKER:</b> Cross check with documentation if available -77 = NK	_____ cms	_____ cms	_____ cms	_____ cms
<b>Q.13</b>	<b>FIELDWORKER:</b> Was the birth length documented? Observe documentation	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
<b>Q.14</b>	When [CHILD] was born was he/she very large, large, average, small or very small? 01=Very large 02=Large 03=Average 04=Small 05=Very small 77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.15</b>	During your wife/partner's pregnancy with [CHILD], how many months pregnant was she when she <u>first</u> saw somebody for antenatal care? <b>FIELDWORKER:</b> Exclude visits for non-pregnancy related illness. Check documentation if available. -77=NK -88=NA (No antenatal)	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.16</b>	How many antenatal visits did your wife/partner have during her pregnancy with [CHILD]? 00=No antenatal -77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.17</b>	During her pregnancy with [CHILD] was her health good/average or bad/poor? 01=Good 02=Average 03=Bad/poor	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.18</b>	Did she have a difficult labour with [CHILD]? <b>FIELDWORKER:</b> A difficult labour could be one that lasted more than 12 hours, or when the mother had excessive bleeding after birth, fever with bleeding, or convulsions. 00= No, 01= Yes, 77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.19</b>	Where was [CHILD] born? 01 = At home (own or other's home) 02 = Central hospital ► Skip to Q.21 03 = Provincial hospital ► Skip to Q.21 04 = Dist. hosp./health center ► Skip to Q.21 05 = Comm. Health center ► Skip to Q.21 06 = Delivery house ► Skip to Q.21 07 = Private hospital/clinic ► Skip to Q.21 08 = Other, specify _____	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.20</b>	Who assisted with her delivery? <b>FIELDWORKER:</b> Tick all that apply. Read the options. 00 = No 01 = Yes 77=NK				
01 Doctor	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
02 Nurse	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
03 Midwife	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
04 Traditional birth attendant	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
05 Relative	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
06 Other, specify _____	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
<b>Q.21</b>	Was [CHILD] delivered by a caesarean section? 00= No, 01= Yes, 77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.22</b>	Was [CHILD] born before you expected? 00= No ► Skip to Q.24 01= Yes 77=NK ► Skip to Q.24	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.23</b>	By how many weeks was the birth early? Enter number	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.24</b>	Did your wife/partner ever breastfeed [CHILD]? 00= No 01= Yes 77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.25</b>	How old was [CHILD] when she fed him/her with anything else than breast milk (e.g. water, tea, mushy food)? (Enter baby's age in months) 00 = less than one month 99 = still giving only breastmilk ► Skip to Q.27	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.26</b>	How old was [CHILD] when she stopped giving him/her any breast milk? Enter age in months 99 = child is still being fed breastmilk	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
<b>Q.27</b>	What was [CHILD] given to drink in the first 2-3 days after birth? Tick all that apply				
01 Milk (other than breast milk) or infant formula milk	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
02 Plain water	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
03 Sugar or glucose water	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
04 Gripe water	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
05 Sugar-salt-water solution	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
06 Fruit juice	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
07 Rice soup	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
08 Teal infusions	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
09 Honey	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
10 Other, specify _____	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
11 Colostrum/ first milk	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK

## 10. FERTILITY

### 10.3. CHILDREN OF THE YOUNG LIVES INDIVIDUAL

**FIELDWORKER:** This section will consist of questions about each of the children of [INDEX CHILD]. For each child, we ask some basic questions on health and education

#### HEALTH

**SAY:** Now I am going to ask you some questions about the health of your children.

**FIELDWORKER:** Ask the whole row for each child, before proceeding to the next child.

		Q.1	Q.2	Q.3
CHILDDID	Name of Child	Compared to other children of this age, would you say this child's health is the same, better, or worse?	Did this child ever receive a BCG vaccination against Tuberculosis, that is, an injection on the shoulder usually given around the time of birth?	Has this child ever been vaccinated against measles, that is, an injection on the shoulder usually given at about 9-12 months?
[Prefilled from Fertility History]	[Prefilled from Fertility History]	01 = Same 02 = Better 03 = Worse 77 = NK	00 = No 01 = Yes	00 = No 01 = Yes
[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]

#### CHILD CARE AND EDUCATION

**SAY:** Now I am going to ask you some questions about how each of your children spent their time aged 0-36 months.

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

		Q.4	Q.5	Q.6	Q.7	Q.8
CHILDDID	Name of Child	Between the ages of 0 and 36 months, was this child 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?	How old was this child in months when he/she first attended a local name for formal or informal creche/ day care/ family day care?	Is this child currently attending a local name for formal or informal creche/ day care/ family day care?	Who runs (ran) this local name for formal or informal creche/ day care/ family day care?	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?
[Prefilled from Fertility History]	[Prefilled from Fertility History]	00 = No ► Skip to Q.9 01 = Yes 77 = NK, 88 = NA	Enter age in months -77 = NK	00 = No 01 = Yes	01 = Private 02 = NGO/ Charity/ Church (not for profit) 03 = Public 04 = Informal community (eg mothers cooperative) 05 = Other, specify _____ 77 = NK	01 = Excellent 02 = Good 03 = Reasonably ok 4 = Bad 05 = Extremely bad 77 = NK 79 = Refused to answer
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

**SAY:** Now I am going to ask you some questions about the attendance of each of your children at preschool or childcare/ creche since the age of three .

**FIELDWORKER:** The following table will only be asked for children older than 36 months.

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

		Q.9	Q.10	Q.11	Q.12	Q.13
CHILDDID	Name of Child	Since the age of 36 months, has this child regularly attended a local name for formal or informal preschool i.e. for a whole morning, afternoon, evening, or night, almost every week?	How old was this child in months when he/she first went to a local name for formal or informal preschool?	Is this child currently attending a local name for formal or informal preschool?	Who runs (ran) this local name for formal or informal preschool?	In your opinion, how good is (was) the quality of the care and teaching at this local name for formal or informal preschool?
[Prefilled from Fertility History]	[Prefilled from Fertility History]	00 = No ► Skip to next section 01 = Yes 77 = NK, 88 = NA	Enter age in months -77 = NK	00 = No 01 = Yes	01 = Private 02 = NGO/ Charity/ Church (not for profit) 03 = Public 04 = Informal community (eg mothers cooperative) 05 = Other, specify _____ 77 = NK	01 = Excellent 02 = Good 03 = Reasonably ok 4 = Bad 05 = Extremely bad 77 = NK 79 = Refused to answer
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

## 11. HEALTH

**SAY:** Now I would like to ask some questions about your health

### 11.1 INDIVIDUAL HEALTH

<b>Q.1</b>	In general, would you say your health is very poor, poor, average, good or very good?  01=very poor 02=poor 03=average 04=good 05=very good 77=NK	[ _ _ ]
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### LONG-TERM HEALTH PROBLEMS

**SAY:** Now I am going to ask you about some long-term health problems.

<b>Q.2</b>	Do you wear eyeglasses?  00= No 01= Yes 77= NK 79 =RA	[ _ _ ]
<b>Q.3</b>	What other long-term health problems do you think you have?  <b>SAY:</b> 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 reoccurring / seasonal problems (e.g.allergy).  Enter up to 3 codes from <b>CODEBOX #19</b>	1. [ _ _ ], Other, specify _____ 2. [ _ _ ], Other, specify _____ 3. [ _ _ ], Other, specify _____

### SERIOUS INJURIES

**SAY:** Tell me about the most serious injury.

**Note:** Ask about the injury and code the replies. Ask the following specific questions if you do not have the answers from the narrative.

<b>Q.4</b>	Since <b>[MONTH AND YEAR OF R4 INTERVIEW]</b> , how many times have you been seriously injured?  <b>SAY:</b> A serious injury is one that prevents the child from doing normal activities and/or that requires medical attention.  00= 0 times, ► Skip to <b>Q.7</b> 01= 1 times, 02= 2 times 03= 3 times 04= 4 times 05= 5 times, 06= 6 times or more, 77=NK	[ _ _ ]
<b>Q.5</b>	What was the <u>most serious</u> injury?  <b>SAY:</b> We want to know what sort of lesion, for instance a cut, a head injury, a burn, drowning etc)  Enter from <b>CODEBOX #20</b>	[ _ _ ]  Spec. _____

<b>Q.6</b>	What were you doing when the most serious injury happened?  Enter code from <b>CODEBOX #21</b>	[ _ _ ]  Spec. _____
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## SERIOUS ILLNESSES

<b>Q.7</b>	<p>Since <u>[MONTH AND YEAR OF R4 INTERVIEW]</u> have you been seriously ill?</p> <p><b>SAY:</b> Serious illnesses are illnesses which prevent [YL Child] from doing normal activities (school, work, etc) and/or require medical attention</p> <p>00=No ► Skip to <b>Q.9</b>  01=Yes  77=NK ► Skip to <b>Q.9</b></p>	[ _ _ ]
<b>Q.8</b>	<p>What was the most serious of these?</p> <p>Enter code from <b>CODEBOX #22</b></p>	<p>[ _ _ ]</p> <p>Specify _____</p>
<b>Q.9</b>	<p><u>During the last 12 months</u>, how many times have you missed school/work due to illness?</p> <p><b>FIELDWORKER:</b> This refers to absences from school / work due to all illnesses, and not just serious illnesses.</p> <p>00= 0 times  01= Between 1 and 5 times  02= More than 5 times  77=NK  79=RTA  88 = NA (Not in school / work in the last 12 months)</p>	[ _ _ ]

**SAY:** The next questions ask about the level of difficulty you may have doing certain activities

<b>Q.12</b>	Do you have difficulty seeing, even if wearing glasses?  00=No, no difficulty 01=Yes, some difficulty 02=Yes, a lot of difficulty 03=Cannot do at all	[ _ _ ]
<b>Q.13</b>	Do you have difficulty hearing, even if using a hearing aid?  00=No, no difficulty 01=Yes, some difficulty 02=Yes, a lot of difficulty 03=Cannot do at all	[ _ _ ]
<b>Q.14</b>	Do you have difficulty walking or climbing steps?  00=No, no difficulty 01=Yes, some difficulty 02=Yes, a lot of difficulty 03=Cannot do at all	[ _ _ ]
<b>Q.15</b>	Do you have difficulty remembering or concentrating?  00=No, no difficulty 01=Yes, some difficulty 02=Yes, a lot of difficulty 03=Cannot do at all	[ _ _ ]
<b>Q.16</b>	Do you have difficulty (with self-care such as) washing all over or dressing?  00=No, no difficulty 01=Yes, some difficulty 02=Yes, a lot of difficulty 03=Cannot do at all	[ _ _ ]
<b>Q.17</b>	Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?  00=No, no difficulty 01=Yes, some difficulty 02=Yes, a lot of difficulty 03=Cannot do at all	[ _ _ ]

<b>Q.10</b>	Do you have a permanent disability that affects your capacity to study, work, or take care of yourself?  00=No ► Skip to next section 01=Yes 77=NK ► Skip to next section	[ _ _ ]
<b>Q.11</b>	How does this disability affect your ability to study, work, or take care of yourself?  Enter code from <b>CODEBOX #23</b>	[ _ _ ]



## 11. HEALTH

**SAY:** Now I would like to ask you about smoking and drinking habits you may have

### 11.2 SMOKING AND DRINKING HABITS

#### SMOKING

<b>Q.1</b>	How old were you when you tried a cigarette for the first time?  01=9 years old or younger 02=10 to 13 years old 03=14 to 16 years old 04=17 to 19 years old 05 = 20 years and above 00=I have never tried a cigarette ► Skip to Q.4	[ _ _ ]
<b>Q.2</b>	How often do you smoke cigarettes now?  01=Every day 02=At least once a week 03=At least once a month 04=Hardly ever 00=I never smoke cigarettes ► Skip to Q.4	[ _ _ ]
<b>Q.3</b>	On the days you smoke, how many cigarettes do you usually smoke?  01=1 cigarette or less per day 02=2 to 5 cigarettes/beedy per day 03=6 or more per day 00=I never smoke cigarettes/ beedy	[ _ _ ]

#### DRINKING

<b>Q.4</b>	How many of your best friends drink alcohol at least once a month?  01=All of my friends 02=Most of my friends 03=A few of my friends 00=None of my friends	[ _ _ ]
<b>Q.5</b>	How often do you usually drink alcohol?  01=Every day 02=At least once a week 03=At least once a month 04=Only on special occasions (for example weddings, funerals) 05=Hardly ever 00=I never drink alcohol ► Skip to next sub-section	[ _ _ ]
<b>Q.6</b>	When you drink alcohol, how much do you usually drink per day?  00=I never drink alcohol 01= 1 cup/glass or less 02= 2 cups/glasses 03= 3 cups/ glasses or more	[ _ _ ]

## 11. HEALTH

**SAY:** Now I would like your about whether you have or not health insurance.

### 11.3. ACCESS TO HEALTH INSURANCE

<b>Q.1</b>	Do you have a free health care certificate?  00=No 01=Yes ► Skip to next sub-section (Food frequency a& Variety)	[ _ _ ]
<b>Q.2</b>	Do YOU have health insurance?  00=No 01=Yes► Skip to Q.4 77=NK ► Skip to next sub-section (Food frequency & Variety)	[ _ _ ]
<b>Q.3</b>	Why don't you have health insurance (select the most important reason)?  01= Too expensive 02= Lack of health insurance information 03= Could not access to buy health insurance 04= Do not trust health insurance service 05= Other (specify)  Once answered ► Skip to next section	[ _ _ ]  Specify. _____
<b>Q.4</b>	What kind of health insurance do you have?  01 = Health insurance for the poor 02 = Health insurance for the policy beneficiary 03 = Required health insurance 04 = Pupil/student health insurance 05 = Optional health insurance 06 = From other organizations 07 = Other (specify)	[ _ _ ]  Specify. _____

## 11. HEALTH

### 11.4 DIETARY DIVERSITY

**SAY:** Now I want to ask about your meals and diet.

<b>Q.1</b>	Are you a vegetarian?  <b>FIELDWORKER:</b> Vegetarian means that [YL Child] does not eat any meat, fish or poultry.  00=No 01=Yes 77=NK	[ _ _ ]
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**FIELDWORKER:** Should first ascertain whether the previous day was a 'usual' or 'normal' day. If it was a special occasion such as a funeral or a feast, another day for the recall should be selected.

<b>Q.2</b>	<b>Food frequency:</b> During the previous 24-hour period did you consume:	00=No 01=Yes 77=NK
1	Any food before a morning meal	[ _ _ ]
2	A morning meal (breakfast)	[ _ _ ]
3	Any food between morning and midday meals	[ _ _ ]
4	A midday meal	[ _ _ ]
5	Any food between midday and evening meals	[ _ _ ]
6	An evening meal	[ _ _ ]
7	Any food after the main evening meal	[ _ _ ]

**FIELDWORKER:** Ask about each possible meal or snack. People often leave out or forget certain meal times.

Skip items 8, 9 and 11 in question Q3. if answer yes (vegetarian) in question Q.1.

<b>Q.3</b>	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)	00=No 01=Yes 77=NK
1	Any noodles (mai fun been hoon, mee suah, laksa), dumplings (banh cuon), pastry, bread or other foods made of rice, wheat, or buckwheat?	[ _ _ ]
2	Any pumpkin, carrots, squash, red or orange peppers or sweet potatoes?	[ _ _ ]
3	Any potatoes, yams, cassava, or any other foods made from starchy roots or tubers?	[ _ _ ]

4	Any dark, green, leafy vegetables such as cassava leaves, bean leaves, pumpkin leaves, spinach?	[ __ __ ]
5	Any other vegetables (onions, egg plants, tomatoes)?	[ __ __ ]
6	Any ripe mangoes, ripe papayas or gac fruit?	[ __ __ ]
7	Any other fruits (citrus fruits, durian, Jack fruit, Lychee, melon, bananas)?	[ __ __ ]
8	Any liver, kidney, heart, or other organ meats? (iron rich)	[ __ __ ]
9	Any other meat (beef, pork, goat, lamb, chicken)?	[ __ __ ]
10	Any eggs?	[ __ __ ]
11	Any fresh or dried fish or shellfish?	[ __ __ ]
12	Any foods made from legumes such as beans, soya beans, lentils, or nuts (pecan nut, peanut etc.)?	[ __ __ ]
13	Any cheese, yogurt, milk or other milk products?	[ __ __ ]
14	Any foods made with oil, fat, or butter?	[ __ __ ]
15	Any sugar, honey, sweets, sugary sweet drinks?	[ __ __ ]

## 12. COMPUTER, OTHER DIGITAL DEVICES, AND INTERNET USAGE AND SKILLS

### USE

**SAY:** Now I would like to ask you questions about the use of computer, certain digital devices, and internet

Look at this [CARD] and choose the option that best reflects how much do you use/have used computers, laptops, tablets, and mobile phones with internet connection. If you have not heard of some of the devices or you don't understand the item, please mark the last option "I do not know what this is"

Q.1	Have you ever used any of the following?	No, never	Yes, a few times in my life	Yes, many times in my life	I do not know what this is
01	Computer or laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	Tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	Mobile phone with internet access (e.g. Smartphone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[CAP] Enable item 01 in Q2 if respondent answers "Yes, many times in my life" to item 01 in Q1

[CAP] Enable item 02 in Q2 if respondent answers "Yes, many times in my life" to item 02 in Q1

[CAP] Enable item 03 in Q2 if respondent answers "Yes, many times in my life" to item 03 in Q1

[CAP] Enable item 04 in Q2 if respondent answers "Yes, many times in my life" to item 04 in Q1

Q.2	In the last 12 months, how often have you been using any of the following:	Never	Less than once a month	Monthly	Weekly	Daily
01	Computer or laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	Tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	Mobile phone with internet access (e.g. Smartphone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[CAP] Enable item 01 in Q3 if respondent answers "Yes, many times in my life" to item 01 in Q1

[CAP] Enable item 02 in Q3 if respondent answers "Yes, many times in my life" to item 02 in Q1

[CAP] Enable item 03 in Q3 if respondent answers "Yes, many times in my life" to item 03 in Q1

[CAP] Enable item 04 in Q3 if respondent answers "Yes, many times in my life" to item 04 in Q1

Q.3	How old were you <u>when you first used</u> each of the following? Enter age in years	Age in years
01	Computer/ laptop	( )
02	Tablet	( )
03	Internet access (e.g. internet cabin, Wi-Fi connection)	( )
04	Mobile phone with internet access (e.g. Smartphone)	( )

[CAP] Enable item 01 in Q4 if respondent answers "Yes, many times in my life" to item 03 or 04 in Q1

[CAP] Enable item 02 in Q4 if respondent answers "Yes, many times in my life" to item 03 or 04 in Q1

Q.4	Which of the following do you currently have?	No	Yes	I do not know what this is
1	E-mail (e.g. john@hotmail.com or john@gmail.com)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	A social network account and/or instant messaging account (e.g. Facebook, LinkedIn, Twitter, WhatsApp, Skype, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### SKILLS

[CAP] Enable Q5 if respondent answers "Yes, many times in my life" to item 01 in Q1

**SAY:** The following questions include 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".

Q.5		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	I do not understand what this means
1	I know how to create a folder on a digital device.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I know how to move a file from one folder to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I know how to delete a file.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I know how to retrieve a deleted file from the recycle bin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I know how to use the undo and redo functions, while working on a digital document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I know how to change the margins (for example using Word).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I know how to bold, italicize or underline text (for example using Word).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I know how to insert a table in a document (for example using Word).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I know how to use a spreadsheet to plot a graph (for example using Excel)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I know how to create a presentation (for example using PowerPoint).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[CAP] Only enable Q.6 if respondent answers "Yes, many times in my life" to item 03 or 04 in Q.1

**SAY:** 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".

Q.6		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	I do not understand what this means
1	I know how to open downloaded files.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I know where to click to go to a different webpage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I know how to complete online forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I know how to connect to a Wi-Fi network.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I find it easy to decide what the best keywords are to use for online searches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I find it easy to find a website I visited before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I know how to create something new from existing online images, music or video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I know which apps or software are safe to download.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.7	Do you use the internet to:	Frequently	From time to time	Not at all
1	Learn from others and/or share your ideas through social media, e.g. Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Search for work-related information or new employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Search for health-related information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Search for goods or services that you want to purchase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CODEBOXES

### ***Movement History***

#### **Codebox #1: Type of locality/commune**

Section 1.1: Movement History, Q.5

01= Urban commune in major city
02= Urban commune in provincial centre
03= Urban commune
04= Rural commune
05= Town
10= Other, specify
77=NK
88=NA
79=Refused to answer

#### **Codebox #2: Reasons for moving**

Section 1.1: Movement History, Q.7

01=Found job
02=To look for work
03=Lost my job
04=Posted on a job
05=To study
06=To do military service
07=To care for a sick person
08=To seek medical treatment
09=Seeking independence
10=Debt burden
11=Marriage
12=Divorce/ separation
13= Better housing facilities
14=To follow inheritance
15=Looking for land
16=Purchase own land
17=Better economic opportunities
18=Parent(s) died
19=Death of a relative (other than parents)
20=To follow spouse/ partner
21=To follow other relatives (excluding spouse/ partner)
22=To join/ to be close to family
23=To visit friends/family
24=Pregnancy/ birth of a child
25=Forced to move by spouse/ partner
26=Forced to move by parents, parents-in-law, siblings, or siblings in law
27=Other family problems
28=To live in a healthier environment
29=To escape war/violence/ crime
30=Escape natural disasters
31 = Hunger/ Lack of food
32=Conflict in the community
33=Urban relocation
34=Rural resettlement
35=Other (specify)
79=Refuse to answer
88=NA

#### **Codebox #3: Person known best in new locality/commune (before moving)**

Section 1.1: Movement History, Q.9

01=Parent
02=Sibling
03=Spouse/fiancée
04=Other relatives
05=Friends/acquaintances
06=Recruiter/ Contractor
07=Other (specify)
79=Refused to answer

### ***Current Education***

#### **Codebox #4: Highest qualification/ certificate**

Section 3.1: Current Education, Q.1

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

#### **Codebox #5: Reasons for not being in full-time education**

Section 3.1: Current Education, Q.3

01=Fees too expensive
02=Books and/or other supplies too expensive
03=Shoes/Clothes/Uniform for school too expensive
04=Transport too expensive
05=School too far from home
06=Not safe to travel to school

07=Lack of transport
08=Truancy, child does not want to go, not interested
09=Banned from school for behaviour reasons
10=Banned from school because away for too long
11=Banned from school because failed to achieve necessary grade/level at school
12=Quality of education at school (teaching and learning) poor
13=Quality of care (food, non-educational care) poor
14=No sanitation facilities at school
15=Bullying/abuse from peers
16=Ill-treatment/abuse from teachers/principal
17= No need for schooling for future job.
18= Need to learn a trade/skill, e.g. through apprenticeship so went to work
19=Need to stay home to look after siblings
20=Needed for domestic and/or agricultural work at home (include chores, farm work, harvest)
21=Have to do paid work to earn money (including agricultural work other than for household)
22= It's not appropriate for girls to go to/continue at school
23=Marriage
24=Disability, Illness
25=Family member ill/disabled/elderly (including care for this family member)
26=Family issues e.g. problems at home – parent disputes/marital conflict
27=Stigma and Discrimination (child was not be welcome because of ethnic group/ caste/ socioeconomic group etc).
28= School not accessible for seasonal reasons: river prohibits access
32= Terminated the course of education in which I was enrolled in
33 = Wanted to start working
31=Other, (specify) _____
79 = Refused to answer

Codebox #6:

#### Attendance in the last academic year

Section 3.1: Current Education, Q.11

1 = Less than 1 day absent per month
2 = 2-5 days absent per month (1 day per week or less)
3 = 6-10 days absent per month ( up to 2 days per week)
4 = More than 10 days absent per month (more than 2 days per week)
88 = NA
79 = Refused to answer

### Education History

Codebox #7:

#### Grade or type of programme

Section 3.2: Education history, Q.2

00 = None
01 - 05 = Primary (Grades 1 - 5)
06 - 09= Lower Secondary Education (Grades 6-9)
10 - 12 = Upper Secondary Education (Grades 10-12)
13 = Short term Vocational Training
14= Vocational Secondary School ( 1 <sup>st</sup> year)
15 = Vocational Secondary School ( 2 <sup>nd</sup> year)
16 = Vocational Secondary School completion
17 = Professional Secondary (1 <sup>st</sup> years)
18 = Professional Secondary (2 <sup>nd</sup> years)
19 = Professional Secondary (3 <sup>rd</sup> years)
20 = Professional Secondary completion
21 = Vocational College (1st year)
22 = Vocational College (2nd year)
23 = Vocational college completion
24 = College education (1 <sup>st</sup> year)
25 = College education (2 <sup>nd</sup> year)
26 = College education completion
27 = In the job, evening/weekend college education
28 = In the job, evening/weekend undergraduate in university
29 = University education (under graduate 1 <sup>st</sup> year )
30 = University education (under graduate 2 <sup>nd</sup> year)
31 = University education (under graduate 3 <sup>rd</sup> year)
32 = University education (under graduate 4 <sup>th</sup> year)
33= University education (under graduate 5 <sup>th</sup> year)
37= Centre for continued education (non-formal student)
50= Any pre-primary grade
38=Other, (specify) _____
77=NK

Codebox #8:

#### Type of school ownership

Section 3.2: Education history, Q.4

01 =Private
02=NGO/Charity/ Religious (not for profit)
03=Public
06=Informal
07=Half public/Half Private
08=Centre for continuing education
05=Others, specify _____
77=NK
88=NA

### Labour Force Participation

Codebox #9:

#### Reason for not looking for work in last 7 days

Section 5.1: Labour Force Participation, Q.5

01=Student
------------



02=housewife/childcare
03=disabled
04=illness
05=waiting for reply from employer
06=waiting for recall by employer
07=waiting for busy season
08=other (specify) _____

**Codebox #10:** Period of payment

Section 5.1: Labour Force Participation, Q.14

01= Per hour
02= Per day
03= Per week
04= Per month
05= Per year
06= Per piece
07= Other, specify _____

## Work Activities

**Codebox #11:** Occupation/activity codes

Section 5.2: Work Activities, Q.1; Section 7.1: Basic information and matching, Q.16

AGRICULTURE & ALLIED AGRICULTURE	
01=Self Employed (Food crops)	
02=Self Employed (Non-food, including horticulture, sericulture and floriculture)	
03 = Self Employed (Aquaculture)	
04 = Self Employed. (Livestock, beekeeping, chicken)	
05=Wage Employment (Agriculture)	
06=Annual Farm Servant	
07=Other (allied) agriculture, specify _____	
NON-AGRICULTURE	
08=Self Employed (Manufacturing)	
09 Self Employed (Services)	
10= Self Employed (Business)	
11 = Self Employed (Other non-Agriculture.)	
12=Wage Employment (Unsalariated/ irregular; Non-agriculture)	
13=Regular Salaried Employment	
19=house maid	
20=Other non- agriculture specify _____	
88= NA	

**Codebox #12:** Type of employer

Section 5.2: Work Activities, Q.2

01= A private company/enterprise or cooperative
02= Household member
03= A private individual/ other household (excl. own household)
04= Public sector/government
05= A rural public works program
06= Own account/ self-employed (own business or farm)
07= Other (specify) _____

**Codebox #13:** Form of payment expected

Section 5.2: Work Activities, Q.6

00=None
01= Cash
02= In kind (non-cash payment)
03= Both in cash and in kind
04= Debt relief
05= Pocket money
06=Other specify _____
77=NK
88=NA
79=Refuse to answer

## Main Activity

**Codebox #14:** Reasons for being unsatisfied

Section 5.3: Main Activity, Q.4

01=Mismatch with profession
02=Low pay/ low income
03=Hard work/ too tiresome
04=Long hours of work
05=Inconvenience of working time
06=Distant work place
07=Routine work
08=Unhealthy/ dangerous work
09=Discriminated at work
10=Treated badly/ harrassed by the employer/ colleagues
11=Not paid what was due/on time/ at all
12=No guarantee of work
13=Un-justly dismissed
15 = Overqualified for job / qualification irrelevant for job
14= Other, (specify) _____

## Training

**Codebox #15:** Entity delivering training

Section 5.4: Training, Q.3

01=Government
02=Educational institute

03=Private company
04=NGO/Church
05=Employer
06=Colleague/peer
07=Other private individual
08 = Parents or other household members
77= NK

Codebox #16:

#### Languages

Section 5.5: Labour Market Skills Q.3

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

### Basic Information and Matching

Codebox #17:

#### Expected grade/level of education

Section 7.1: Basic Information and Matching, Q.12, Q.14; Section 7.2: Spouse's / Partner's Characteristics, Q.5.

00=None (means no more education than the present is expected)
01=Grade 1
02=Grade 2
03=Grade 3
04=Grade 4
05=Grade 5
06=Grade 6
07=Grade 7
08=Grade 8
09=Grade 9
10=Grade 10
11=Grade 11
12=Grade 12
13=Post-secondary technological institute
14=Vocational
15=Degree (graduate)
16=Post-graduate degree (e.g. Masters, PhD.)
17=Other, specify
28=Adult literacy
29=Religious education
77=NK
88=NA
79=Refused to answer

### Spouse's / Partner's Characteristics

Codebox #18:

#### Relationship to household head

Section 7.2: Spouse/ partner's characteristics, Q.4

01=Household head
02=Spouse/Partner
03=Father/mother
04=Brother/sister
05=Daughter/son
06=Son-in-law/Daughter-in-law
07=Grandchild
08=Father-in-law, mother-in-law
09=Other relatives
10=Domestic worker
11=Tenant / lodger
12=Other non-relatives

### Individual Health

Codebox #19:

#### Index child's other long-term health problems

Section 11.1: Child health, Q.3

01=Physical disability (Specify)
03=Fits/Epilepsy
04=Asthma/respiratory problem
05=Malnutrition
06=Skin problems incl Eczema, Acne, Fungal infections, Vitiligo
07=Anaemia
08=HIV/AIDS
09=Digestive problems incl gastritis, gallstones

10= Deafness, hearing problems
11=Sight problems
12=Speech problems
13=Allergies excl eczema/asthma
14=Tooth decay, dental problems
15=Ear ache
16=Congenital illness (Specify)
17=Other (Specify)
18= Orthopedic problems incl Flatfoot
19= Headaches, migraine
20=Other respiratory problem (includes croup, pneumothorax)
21=Gastritis, colic, or other GI problem inc celiac disease
22=Diabetes
23=Obesity
24=Gynecological problem except miscarriage/abortion
25=Male genital problem includes torsion of testis
27=Urinary infection, any renal problem
28=Any mental illness inc depression, psychoses, addiction, alcoholism
29=Blood pressure
30=Cholesterol
77 = NK
88 = NA

**Codebox #20: Most serious injury**

Section 11.1: Child health, Q.5

01= Cut or laceration
02= Head injury or concussion or knocked out
03= Broken bone (fracture)
04= Joint injury, sprain, bruise, muscle injury
05= Burn
06= Stab wound or penetrating injury
07= Animal bite
08= Eye injury
09= Multiple injuries
10= Gun shot wound
11= Drowning or near drowning
12= Electric shock
13= Snake bite
14= Insect or spider bite
15= Internal injury (abdominal, liver, spleen etc)
16=Poisoning/intoxication
17=Loss of limb or part of limb/amputation
18=Abscess or infection
19=Post traumatic shock or mental problem
20= Other (Specify)

**Codebox #21: Activity when most serious injury happened**

Section 11.1: Child health, Q.6

01= Farm work (paid or unpaid)
02= Non farm work (paid or unpaid)
03= Household chores, helping in house
04= At school (except sports)
05= Sports (in or out of school)
06= Playing, except sports
07= Travelling to/from school
08= Travelling (other than to/from school)
09= Nothing
10= Other, Specify.
79= Refused to answer

**Codebox #22: Most serious illness**

Section 11.1: Child health, Q.8

01=Malaria/High fever
02=Pneumonia
03=Diarrhoea & vomiting
04=Asthma/respiratory problem
05=Malnutrition
06=Anaemia
07=Dengue fever
08=Hepatitis/ or jaundice
09=Tuberculosis
10=Epilepsy or convulsions of any type
11=Influenza
12=Typhoid
13=HIV/AIDS
14=Other Infectious disease
15= Any tumour or cancer including brain tumour
17=Heart problem
18= Skin diseases including acne, eczema, urticaria, allergy, fungal etc

19=Problems with drugs and medicines
20=Fatigue
21=Migraine or other headaches
22=Parasitic infection/worms
23=Nose bleed
24=Leech
25=Midge (general name for a number of diseases)
28= Evil eye or any other spell
27=Other specify_____
28=Abortion/miscarriage
29=Apendicitis
30=Chickenpox
31=Other respiratory problem (includes croup, pneumothorax)
32=Gastritis, colic, or other GI problem inc celiac disease
33=Diabetes
34=Obesity

Codebox #23:

#### Disability scale

Section 11.1: Child health, Q.11

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

OLDER COHORT  
ROUND 5  
VIETNAM  
CHILD QUESTIONNAIRE: LOCATION + ANTHROPOMETRY

Section 1	Data Handlers
Section 2	Anthropometry
Sub-section 2.1	Anthropometry of Index Child
Sub-section 2.2	Anthropometry of the Children of the Index Child

## DATA HANDLERS

### DATE OF INTERVIEW

<b>Q.1</b>	Date of interview Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Fieldworker ID	[ ____ ]

### DATE OF SUPERVISOR CHECK

<b>Q.3</b>	Date of Supervisor Check Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.4</b>	Supervisor ID	[ ____ ]

### LOCATION INFORMATION OF CHILD INTERVIEW

**FIELDWORKER:** Please enter manually the GPS coordinates of the [YL CHILD]'s current residence.

<b>Q.5</b>	<b>Geographic coordinates</b>	
	GPS (East):	[ ____ ° ____ . ____ ]
	GPS (North):	[ ____ ° ____ . ____ ]

**FIELDWORKER:** Observe and fill-in the current geographic location of [YL CHILD]'s residence.

<b>Q.6</b>	Cluster ID (Sentinel site): OBSERVE 90=Locality does not belong to YL Sentinel Site	[ ____ ]
<b>Q.7</b>	Community ID - OBSERVE 999=Locality does not belong to YL Community Otherwise ► Skip to <b>Q.10</b>	[VN ____ ]
<b>Q.8</b>	Is this locality urban or rural?  <b>FIELDWORKER:</b> Follow official definition to choose between urban or rural.  01=Urban 02=Rural	[ ____ ] Specify _____
<b>Q.9</b>	Select the Mini Community ID for this locality.  <b>FIELDWORKER:</b> 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: "VNMC ____". VNMC should be followed by a 3-digits number that corresponds to the correlative number (001, 002, 003, etc) uniquely assigned to each mini-community.	[VN - MC - ____ ]
<b>Q.10</b>	Region of residence - OBSERVE  51=Northern Uplands 52=Red River Delta 53=Phu Yen 54=Da Nang 55=Highlands 56=South Eastern 57=Mekong River Delta	[ ____ ]

## 2. ANTHROPOMETRY

### 2.1. INDEX CHILD ANTHROPOMETRY

**SAY:** Now I would like to record [YL Child]'s measurements. I am going to ask you to stand up on the weighing scale / height board.

**FIELDWORKER:** Make sure YL CHILD is wearing only light clothes (if there is a large difference between two measurements measure one more time and take the most common one)

Q.1	SCALE CHECKED (TICK)?	<input type="checkbox"/>
Q.2	First child weight TO NEAREST 0.1 Kg.	___ ___ ___ grams
Q.3	Second child weight TO NEAREST 0.1 Kg.	___ ___ ___ grams
Q.4	Agreed child weight TO NEAREST 0.1 Kg. -99=Child not weighed	___ ___ ___ grams
Q.5	First child height MEASURE TO NEAREST 0.1 CM	___ ___ ___ cms
Q.6	Second child height MEASURE TO NEAREST 0.1 CM	___ ___ ___ cms
Q.7	Agreed child height MEASURE TO NEAREST 0.1 CM -99=Child not measured	___ ___ ___ cms

**FIELDWORKER:** Ask the following quesiton only if Q.4 OR/AND Q.7 =-99

Q.8	Why was [YL Child] not measured?  01 = Child not present 02 = Caretaker refused 03 = Child ill 04 = Child refused 06 = Child could not be found 05 = Other, specify 77=NK	[ ___ ]  Specify _____
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## 2. ANTHROPOMETRY

### 2.2 ANTHROPOMETRY OF THE INDEX CHILD'S CHILDREN

**FIELDWORKER:** Make sure children are wearing only light clothes (if there is a large difference between two measurements measure one more time and take the most common one). **Only measure children if they are older than 2 weeks. Make sure that the parents give consent to the measurement of their children.**

		_____ CHILDID1	_____ CHILDID2	_____ CHILDID3	_____ (...)
<b>Q.1</b>	SCALE CHECKED (TICK)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q.2</b>	First child weight TO NEAREST 0.1 KG -99=Child not weighed	_____ grams	_____ grams	_____ grams	_____ grams
<b>Q.3</b>	Second child weight TO NEAREST 0.1 KG? -99=Child not weighed	_____ grams	_____ grams	_____ grams	_____ grams
<b>Q.4</b>	Agreed child weight TO NEAREST 0.1 KG? -99=Child not weighed	_____ grams	_____ grams	_____ grams	_____ grams
<b>Q.5</b>	First child length/ height MEASURE TO NEAREST 0.1 CM -99=Child not measured	_____ cms	_____ cms	_____ cms	_____ cms
<b>Q.6</b>	Second child length/ height MEASURE TO NEAREST 0.1 CM -99=Child not measured	_____ cms	_____ cms	_____ cms	_____ cms
<b>Q.7</b>	Agreed child length/ height MEASURE TO NEAREST 0.1 CM -99=Child not measured	_____ cms	_____ cms	_____ cms	_____ cms
<b>Q.8</b>	[CAPI: Enable if Q.4=-99 or Q.7=-99] Why was [CHILD OF YL Child] not measured?  01 = Child not present 02 = Caretaker refused 03 = Child ill 04 = Child refused 06 = Child could not be found 05 = Other, specify 07 = Child was too young 77=NK	[ ____ ]  Specify: _____	[ ____ ]  Specify: _____	[ ____ ]  Specify: _____	[ ____ ]  Specify: _____



**YOUNGER COHORT  
ROUND 5  
VIETNAM  
HOUSEHOLD QUESTIONNAIRE: LOCATION**

**CONTENTS**

**Section 1      Data Handlers: Location Information**

## DATA HANDLERS

### DATE OF INTERVIEW

<b>Q.1</b>	Date of interview	[ __ / __ / ____ ] DD MM YYYY
	Enter day, month and year.	
<b>Q.2</b>	Fieldworker ID	[ __ ]

### DATE OF SUPERVISOR CHECK

<b>Q.3</b>	Date of Supervisor Check	[ __ / __ / ____ ] DD MM YYYY
	Enter day, month and year.	
<b>Q.4</b>	Supervisor ID	[ __ ]

### LOCATION INFORMATION

**FIELDWORKER:** Please record the GPS coordinates for the address of [YL Child]'s relevant household. The reference point to read the GPS is located 1 meter in front of the main door of the house.

<b>Q.5</b>	Geographic coordinates	
	GPS (East):	[ ____ ° ____ . ____ ]
	GPS (North):	[ ____ ° ____ . ____ ]

**FIELDWORKER:** Observe and fill-in the current geographic location of [YL Child].

<b>Q.6</b>	Cluster ID (Sentinel site) - OBSERVE 90=Locality does not belong to YL Sentinel Site	[ __ ]
<b>Q.7</b>	Community ID - OBSERVE 999=Locality does not belong to YL Community Otherwise ► Skip to <b>next section</b> .	[VN ____ ]
<b>Q.8</b>	Is this locality urban or rural?  <b>FIELDWORKER:</b> Follow official definition to choose between urban or rural.  01=Urban 02=Rural	[ __ ]
<b>Q.9</b>	Enter the Mini Community ID for this locality.  <b>FIELDWORKER:</b> Do not administer a Community or Mini-Community questionnaire for this locality. Only enter the corresponding ID, after contacting the Survey Coordinator to verify the ID.	[VN - MC - ____ ]
<b>Q.10</b>	Region of residence - OBSERVE  51=Northern Uplands 52=Red River Delta 53=Phu Yen 54=Da Nang 55=Highlands 56=South Eastern 57=Mekong River Delta	[ __ ]

**HOUSEHOLD QUESTIONNAIRE  
OLDER COHORT  
ROUND 5  
VIETNAM**

**Data Handlers**

<b>Section 1</b>	<b>Household Roster</b>
<b>Section 2</b>	<b>Household Education</b>
<b>Section 3</b>	<b>Livelihoods and Asset Framework</b>
Sub-section 3.1	Land Use
Sub-section 3.2	Livestock and Productive Assets
<b>Section 4</b>	<b>Economic Changes and Recent Life History</b>
Sub-section 4.1	Economic Changes
Sub-section 4.2	Shocks
<b>Section 5</b>	<b>Socio-Economic Status</b>
<b>Section 6</b>	<b>Public programs</b>

**Codeboxes**

## DATA HANDLERS

### Date of Interview

<b>Q.1</b>	Date of interview Enter day, month and year.	[ __ __ / __ __ / __ __ __ __ ] DD MM YYYY
<b>Q.2</b>	Fieldworker ID	[ __ __ ]

### Date of Supervisor Check

<b>Q.3</b>	Date of Supervisor Check Enter day, month and year.	[ __ __ / __ __ / __ __ __ __ ] DD MM YYYY
<b>Q.4</b>	Supervisor ID	[ __ __ ]

1. HOUSEHOLD ROSTER

FULL HOUSEHOLD ROSTER

**FIELDWORKER:** Check that prefilled details for previous household members are correct and correct, if necessary. Please administer the following table row by row. After asking for all previous household members (PHM's), add new members at the end of the roster by adding new rows to the table.

<b>Q.1</b>	<b>FIELDWORKER:</b> Is this the R4 Household? 00 = No 01 = Yes ► Skip to Q.4		[...]							
ID of household member  [PREFILLED FOR PHM's]  [CAPI: remaining questions should not be enabled for previously dead HHM's]	<b>Q.2</b> Full name [PREFILLED FOR PHM's]  [CAPI: Enable for all new HHM's]	<b>Q.3</b> Did [HHM] move to the new household? 00 = No 01 = Yes  [CAPI: Enable question only if Q.1 = No; Disable question for new HHM's]	<b>Q.4</b> Does [HHM] still live in the household? 01=Yes, lives in household ► Skip to Q.6 02=No, lives elsewhere temporarily ► Skip to Q.6 03=Person has died 04=No, lives elsewhere permanently ► Skip to Q.6 05=Person not known by the household ► Skip to Q.6 77=HK ► Skip to Q.6 88=NA ► Skip to Q.6 79=RTA ► Skip to Q.6	<b>Q.5</b> Which year did [HHM] die in? 77=HK 79=Refused to answer  ► Skip to next row	<b>PQ.6</b> Age in R4 [PREFILLED FOR PHM's]	<b>Q.6</b> How old is [HHM]? [PREFILLED FOR PHM's] 00=Less than 1 year  Enter in completed years IF 00 (less than 1 year) ask Q.7, otherwise ► Skip to Q.8  -77=HK -88=NA  [CAPI: validation check for age changes between R4 & R5 out of plausible range]	<b>Q.7</b> Age in completed months Enter 00-11. -77=HK	<b>Q.8</b> Sex [PREFILLED FOR PHM's]  01=Male 02=Female	<b>PQ.9</b> Relationship to [YL Child in R4] [PREFILLED FOR PHM's]	<b>Q.9</b> Relationship to [YL Child] [PREFILLED FOR PHM's]  Enter code from CODEBOX #1
[...]	[...]	[...]	[...] Specify _____	[...]	[...]	[...]	[...]	[...]	[...]	[...]
[...]	[...]	[...]	[...] Specify _____	[...]	[...]	[...]	[...]	[...]	[...]	[...]
[...]	[...]	[...]	[...] Specify _____	[...]	[...]	[...]	[...]	[...]	[...]	[...]
(...) <b>Please add new members at the end of the list.</b>										

YL CHILD AND YL CHILD MOTHER'S PLACE OF BIRTH

<b>FIELDWORKER:</b> The following questions ask about YL child & YL child's mother's place of birth [CAPI: enable for [YL CHILD] and [MOTHER] only if information missing from R4]			
	<b>Q.10</b>	<b>Q.11</b>	
ID of household member  [PREFILLED FROM FULL HOUSEHOLD ROSTER]	Household member name [PREFILLED FROM FULL HOUSEHOLD ROSTER]  00=No 01=Yes ► Skip to Q.12 77=HK	Was [YL Child/ YL child's mother] born in this commune?  Where was [YL child/ YL child's mother] born?  <b>FIELDWORKER:</b> Enter PROVINCE, DISTRICT, COMMUNE	
[...]	[...]	[...]	[...]
[...]	[...]	[...]	[...]

**FIELDWORKER:** Ask who is the current head of the household. If different from Round 4, probe the reported response. The household head is defined as the person that has control over the family in the household. If the respondent

	Household head in Round 4 [PREFILLED FROM ROUND 4]	[...]
<b>Q.12</b>	Who is the head of the household? Identify the person from the full household roster. [CAPI: control so only one head per household]	[...]

CURRENT HOUSEHOLD ROSTER

**FIELDWORKER:** These questions refer only to current household members (include all previous household members still living in the household AND the new household members).

<b>FIELDWORKER:</b> Ask the following question to all household members 12 and above .					
	<b>Q.13</b>	<b>Q.14</b>	<b>Q.15</b>	<b>Q.16</b>	<b>Q.17</b>
ID of household member  [PREFILLED FROM FULL HOUSEHOLD ROSTER]	Household member name [PREFILLED FROM FULL HOUSEHOLD ROSTER]  Enter code from CODEBOX #2.	What is [HHM]'s relationship to [HOUSEHOLD HEAD]?  Enter code from CODEBOX #3.	What is [HHM]'s marital status?  Does [HHM] have a permanent disability that affects his/her work capacity?  00=No 01=Yes 77=HK	Does the biological mother live in the household?  If yes, write her ID.  88=Not in household	Does the biological father live in the household?  If yes, write his ID.  98=Not in household
[...]	[...]	[...]	[...]	[...]	[...]
[...]	[...]	[...]	[...]	[...]	[...]
[...]	[...]	[...]	[...]	[...]	[...]

**FIELDWORKER:** The following questions will be answered by you only. Once finished updating the household roster, check with the respondent that all current household members have been included, and correct if necessary.

<b>Q.18</b>	Is the household roster complete?	<input type="radio"/> Yes <input type="radio"/> No
<b>Q.19</b>	ID of respondent for this section Identify the respondent for this section from the household roster.	[...]

## 2. HOUSEHOLD EDUCATION

<b>Q.0</b>	ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ ]
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### FOR AGES 18 AND OVER

**SAY:** First, I am going to ask about the education level of all current household members aged **18 years old and over**, starting with [YL Child].

		<b>Q.1</b>	<b>Q.2</b>	<b>Q.3</b>
ID of current household members roster	Household member name	Has [HHM] ever attended or is he/she attending school?	What was the highest grade that [HHM] completed (excluding pre-primary)?	Is [HHM] currently in full time education?
[PREFILLED FOR PHHM's]	[PREFILLED FOR PHHM's]	<b>FIELDWORKER:</b> School refers to Grade 1 and above	Enter code from <b>CODEBOX #4</b>	00=No 01=Yes, attending regularly 02=Yes, but attending irregularly 77=NK 79=Refused to answer
[ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next person	[ _ _ ]	[ _ _ _ ]
[ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next person	[ _ _ ]	[ _ _ _ ]
[ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next person	[ _ _ ]	[ _ _ _ ]
...	...	...	...	...

### FOR AGES 5 TO LESS THAN 18

**SAY:** Now I will ask about the education of all **5 to less than 18 year** olds.

**FIELDWORKER:** This question is asked if HHM ever attended school (Q.4=1 and Q.6=0 or 77 or 88 or 79)

		<b>Q.4</b>	<b>Q.5</b>	<b>Q.6</b>	<b>Q.7</b>	<b>Q.8</b>	<b>Q.9</b>
ID of current household members roster	Household member name	Has [HHM] ever attended or is he/she attending school?	What was the highest grade that [HHM] completed (excluding pre-primary)?	Is [HHM] currently in full time education?	What type of school is [HHM] currently attending (academic year 2016/2017)?	Why is [HHM] currently NOT in full-time education?	How old was [HHMM] when he/she completed/ stopped full-time education?
[PREFILLED FOR PHHM's]	[PREFILLED FOR PHHM's]	<b>FIELDWORKER:</b> School refers to Grade 1 and above 00 = No ► Skip to Q.8 01 = Yes	Enter code from <b>CODEBOX #4</b>	00=No ► Skip to Q.8 01=Yes, attending regularly 02=Yes, but attending irregularly 77=NK ► Skip to Q.8 88=NA ► Skip to Q.8 79=Refused to answer ► Skip to Q.8	Enter code from <b>CODEBOX #5</b> Once answered ► Skip to next HHM	Enter code from <b>CODEBOX #6</b> <b>FIELDWORKER:</b> If HHM never attend school (Q.4=0) ► Skip to next HHM	Enter age -77=NK
[ _ _ ]	[ _ _ _ _ ]	[ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
[ _ _ ]	[ _ _ _ _ ]	[ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
[ _ _ ]	[ _ _ _ _ ]	[ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]
...	...	...	...	...	...	...	...

### 3. LIVELIHOODS AND ASSET FRAMEWORK

**SAY:** I am going to ask you about what people in this household do to make a living and about the assets that the household has access to.

<b>Q.0</b>	ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ _ ]
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#### 3.1. LAND USE

**SAY:** Now I am going to ask you some questions about any agricultural and non-agricultural land you own, borrow or rent. By agricultural land, we mean

	<b>Q.1</b>	<b>Q.2</b>
Land type	What is the total area of <b>agricultural land</b> ?  Enter in m2  -77=NK -79=Refused to answer If 00=No land	What is the total area of <b>non-agricultural land</b> ?  Enter m2  -77=NK -79=Refused to answer If 00=No land
Owned/ With land-use certificate (incl leased-out)	[ _ . _ . _ ]	[ _ . _ . _ ]
Land that is not owned (including borrowed in, rented in, sharecropped in, common property, etc.)	[ _ . _ . _ ]	[ _ . _ . _ ]

**FIELDWORKER:** Ask Q.3 only if HH OWNS any land

<b>Q.3</b>	What is the total extent of leased-out / sharecropped-out land?  Enter in m2	[ _ . _ . _ ]
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**SAY:** The following questions refer to any of the owned, borrowed or rented land I have just asked you about.

<b>Q.4</b>	Is [OC YL CHILD] the main decision maker about how any of this land is used?	<input type="radio"/> Yes <input type="radio"/> No
<b>Q.5</b>	Is the [OC YL CHILD] the main decision maker about how proceeds from any of this land are used?	<input type="radio"/> Yes <input type="radio"/> No
<b>Q.6</b>	Does [OC YL CHILD] have a land-use certificate for any of this land?	<input type="radio"/> Yes <input type="radio"/> No

### 3. LIVELIHOODS AND ASSET FRAMEWORK

#### 3.2 LIVESTOCK AND PRODUCTIVE ASSETS

##### LIVESTOCK

Q.1	Has anyone in the household owned any livestock in the <u>last 12 months?</u> (Do not include pets)	[ _ _ ]
	00 = No ► Skip to Q.5	
	01 = Yes	
	77 = NK ► Skip to Q.5	

FIELDWORKER: Please administer next table row-by-row

Type of Livestock		Q.2	Q.3	Q.4
		Has anyone in the household owned any of the following animals at any time in the <u>last 12 months?</u>	How many of the following animals does the household <u>currently</u> own?  Enter number  If 0 ► Skip to next animal -77 = NK -79 = Refused to answer	If you were to <u>sell or rent</u> <u>all</u> [NAME OF ANIMAL], can [YL CHILD] dispose entirely or partially of the money obtained?
<b>Milk animals</b>				
1	Cow (modern variety)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
2	Cow (traditional variety)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
3	Calves	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
4	Buffalo (modern variety)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
<b>Draught animals</b>				
7	Bullock	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
8	He-Buffalo	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
9	Donkey/horse/Mule	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
<b>Small ruminants</b>				
13	Sheep	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
14	Goat	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
15	Pigs	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
16	Poultry/birds	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
17	Rabbits	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes
58	Others (Specify)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to Q.6	[ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes

##### PRIMARY OCCUPATION PRODUCTIVE ASSETS

Q.5	Do you have any productive assets (owned, rented, or borrowed) that allow you or the household to work and/or generate income?	[ _ _ ]
	00 = No ► Skip to next section	
	01 = Yes	
	77 = NK ► Skip to next section	

FIELDWORKER: Please administer the next table row by row

Q.6		Q.7	Q.8	Q.9
Can you tell me up to <u>three</u> of the most VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed you (the household) to work, generate income?  Choose code from <b>CODEBOX #7</b>  <b>FIELDWORKER:</b> If less than 3 productive assets, enter 88 in the blank spaces and skip to next section		For what activity is the asset used?  Enter from <b>CODEBOX #8</b>	How many of them do you actually own?  Enter number owned  -77=NK ► Skip to next row  If 00 ► Skip to next row	If you <u>sold it/them</u> <u>today</u> , how much could you get?  Enter in '000 VND  -77 = NK
Assets – Owned, rented or borrowed	Total number of assets -owned rented or borrowed			
1. [ _ _ ]	[ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ]



2. [ _ _ ]	[ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ]
3. [ _ _ ]	[ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ]

## 4. ECONOMIC CHANGES AND RECENT LIFE HISTORY

Q.0	ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ ]
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### 4.1 ECONOMIC CHANGES

**SAY:** I am now going to ask you to think about your current circumstances and how and why they might have changed over recent

Q.1	How would you describe the household you were living in? <b>FIELDWORKER:</b> Read the alternatives	01=Very rich, 02=Rich 03=Comfortable – manage to get by 04=Struggle - never have quite enough 05=Poor 06=Destitute
	01. Currently	[ _ _ ]
	02. <b>THREE</b> years ago (around time of previous visit in [MONTH AND YEAR OF R4 INTERVIEW])	[ _ _ ]

**FIELDWORKER:** If situation has NOT changed (Q.1-01 = Q.1-02) ► Skip to Q.3

Q.2	Please give the two main reasons why your situation has changed compared to the earlier period. Enter code from <b>CODEBOX #9</b>	
	01. Reason 1	[ _ _ ] Other, specify _____
	02. Reason 2	[ _ _ ] Other, specify _____

Q.3	Compared to other households in this village how would you describe your household at the moment?  01=The richest 02=Among the richest 03=Richer than most households 04=About average 05=A little poorer than most households 06=Among the poorest 07=The poorest 77=NK 79=RTA	[ _ _ ]
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## 4. ECONOMIC CHANGES AND RECENT LIFE HISTORY

### 4.2 SHOCKS

**SAY:** Now I am going to ask you about the most important events and changes that have happened (**that negatively affected the household economy**) since the last

**FIELDWORKER:** Ask questions in shaded boxes and record responses that match EVENTS in that section and record responses for Q.1 through to Q.2. Probe if

**FIELDWORKER:** Please fill Q.1. for all events and then collect information for each event row by row

		Q.1	Q.2			
EVENTS		Has [SHOCK NAME] happened since [MONTH AND YEAR OF R4 INTERVIEW]? If NO ► Skip to next event (row)	Indicate if each event happened in any of these years: <b>FIELDWORKER:</b> please tick the year in which the event occurred			
			2013	2014	2015	2016
A.	<b>SAY:</b> Has the household been the victim of any crimes since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW]? (e.g. theft, vandalism) If yes, what were these? Prompt for the listed events. If no, tick in radio button NO, and <b>skip to B.</b>					
1	Theft or destruction? (e.g. cash, crops, livestock, destruction of housing)	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	<b>SAY:</b> Have any regulations or actions had a negative impact on the household since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW]? (e.g. land redistribution, forced eviction or movement, restrictions on movement or forced contributions) If yes, What were these? Prompt for the listed events. If no, Tick in radio button NO and <b>skip to C</b>					
10	Forced contributions or arbitrary taxation or protection money	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	<b>SAY:</b> Have any changes to economic conditions affected the household since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW]? (e.g. changes to prices, employment, asset disputes). If yes, What were these? Prompt for the listed events. If no, tick radio button NO for all events and <b>skip to D.</b>					
12	Large increase in input prices	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Large decrease in output prices	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	Increase in the price of food that I buy	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Livestock died	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Job loss/source of income/family enterprise	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Disputes with neighbours/PA members regarding land or assets	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	<b>SAY:</b> Have you experienced any natural disasters since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW]? For example, weather extremes, changes in land conditions, pests or diseases that may have affected your crops and livestock? If yes, What were these? Prompt for the listed events. If no, tick radio button NO for all events and <b>skip to E</b>					
24	Drought	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Too much rain or flood	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Erosion, Cracks or landslide	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Frosts or hailstorm	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Pests or diseases that affected crops before they were harvested	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Crops failed	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Pests or diseases that led to storage losses	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Pests or diseases that affected livestock	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Storm	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E.	<b>SAY:</b> Has anything happened since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW] that has affected the building you live in? (e.g. fire, collapse) If yes, What were these? Prompt for the listed events. If no, tick radio button NO and <b>skip to F</b>					
32	Fire or collapse of building	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F.	<b>SAY:</b> Have there been any changes within the family since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW] (including births, deaths, illnesses, injuries)? Or other things that have affected members of the family? (starting school, imprisonment, conscription, divorce)? If yes, What were these? Prompt for the following events. If no, tick radio button NO for all events and <b>skip to G</b>					
34	Death of [YL Child]'s father	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Death of [YL Child]'s mother	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Death of another person from the household	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Illness of [YL Child]'s father	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Illness of [YL Child]'s mother	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Illness of other household member	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	Illness of non-household member	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Divorce, separation or abandonment	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Birth/new household member	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	Child's school enrolment – having to pay school fees	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.	<b>SAY:</b> Has anything else happened that has affected the economic situation of your household since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW]? If yes, specify.					
45	Other, Specify: _____	[ ____ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.3		Q.4
Indicate the 3 most important negative events that affected the economic situation of the household.  Enter event codes by importance 88 = NA		Years in which event happened.  [PRE-FILLED FROM Q.2.]
Most important event		How much does this economic loss represent of the income generated by the household in a regular year?  01=less than a quarter 02=between a quarter and a half 03=more than a half 04=all, or almost all income 88 = NA
[ ____ ]		[ ____ ]
Second most important event		[ ____ ]
[ ____ ]		[ ____ ]
Third most important event		[ ____ ]
[ ____ ]		[ ____ ]

	[2016]	[ ]
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## 5. SOCIO-ECONOMIC STATUS

<b>Q.0</b>	ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ ]
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**SAY:** Now I am going to ask some questions about the place where you live.

<b>Q.1</b>	Does you or anyone in your household own your house? 00=No 01=Yes 77=NK	[ _ _ ]
<b>Q.2</b>	Does you or anyone in your household has a mortgage on your house? 00=No 01=Yes 77=NK	[ _ _ ]
<b>Q.3</b>	How many rooms are there in the house? -77=NK	[ _ _ ]
<b>Q.4</b>	Do you have a separate kitchen/cooking area? 00=No 01=Yes 77=NK	[ _ _ ]
<b>Q.5</b>	Do you have electricity? 00=No 01=Yes 77=NK	[ _ _ ]

**FIELDWORKER:** Please observe building material:

<b>Q.6</b>	WALL Enter codes from <b>CODEBOX #10</b>	[ _ _ ] Other, specify _____
<b>Q.7</b>	ROOF Enter codes from <b>CODEBOX #11</b>	[ _ _ ] Other, specify _____
<b>Q.8</b>	FLOOR Enter codes from <b>CODEBOX #12</b>	[ _ _ ] Other, specify _____

**SAY:** Now I would like to ask you about access to services

<b>Q.9</b>	What is the main source of drinking water for members of your household? Enter codes from <b>CODEBOX #13</b>	[ _ _ ] Other, specify _____
<b>Q.10</b>	What kind of main toilet facility does your household use? Enter codes from <b>Codebox #14</b>	[ _ _ ] Other, specify _____
<b>Q.11</b>	What is the <b>main</b> type of fuel you or anyone in your household use for cooking? Enter codes from <b>CODEBOX #15</b>	[ _ _ ] Other, specify _____
<b>Q.12</b>	Is heating used in this house? 01=Yes 00=No ► Skip to Q. 14. 77=NK ► Skip to Q. 14.	[ _ _ ]
<b>Q.13</b>	What is the <b>main</b> type of fuel you or anyone in your household usually use for heating? Enter codes from <b>CODEBOX #15</b>	[ _ _ ] Other, specify _____
<b>Q.14</b>	Have you or anyone in your household invested in the improvement of your dwelling since [MONTH AND YEAR OF R4 INTERVIEW]? 01=Yes 00=No ► Skip to Q. 16 77=NK ► Skip to Q. 16	[ _ _ ]
<b>Q.15</b>	If yes, what have you invested in? Enter up to 3 codes from <b>CODEBOX #16</b> <b>FIELDWORKER:</b> If there are less than 3 improvements, please fill the empty spaces with 88=NA	1. [ _ _ ] Other, specify _____ 2. [ _ _ ] Other, specify _____ 3. [ _ _ ] Other, specify _____

**SAY:** I am now going to ask you whether the household owns specific items.

<b>Q.16</b>	<b>Q.17</b>
-------------	-------------

	Item	Does anyone in the household own this item?  00=No ► Skip to next row 01=Yes 77=NK ► Skip to next row	How many does the household own?  Enter number or -77=NK
1	Working television	[ ]	[ ]
2	Working radio	[ ]	[ ]
3	Working car/ truck/ automobile	[ ]	[ ]
4	Working motorbike/scooter	[ ]	[ ]
5	Working bicycle	[ ]	[ ]
6	Working landline telephone	[ ]	[ ]
7	Working mobile/cell telephone	[ ]	[ ]
8	Table & chair (set)	[ ]	[ ]
9	Sofa	[ ]	[ ]
10	Working Fan	[ ]	[ ]
11	Bedstead	[ ]	[ ]
12	Working refrigerator/fridge	[ ]	[ ]
13	Gas/electric stove	[ ]	[ ]
14	Computer/laptop	[ ]	[ ]
15	Videogames	[ ]	[ ]
16	Other specify	[ ]	[ ]

		Q.18	Q.19
	Item	What are the five most valuable (importance) items owned by the household? Insert ID of items (01-16) as given in Q.16	If you were to sell these items, how much do you think they would fetch? Enter in '000 VND
01	Item #1	[ ]	[ ]
02	Item #2	[ ]	[ ]
03	Item #3	[ ]	[ ]
04	Item #4	[ ]	[ ]
05	Item #5	[ ]	[ ]

## 6. ACCESS TO PUBLIC PROGRAMMES

### MOLISA

<b>Q.0</b>	ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ — — ]
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<b>Q.1</b>	Is your household included on the list of poor households created by Commune Committee on the MOLISA criteria?	Tick years in which you were included in the list
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No

## CODEBOXES

### Codebox #1: Relationship to YL Child

Section 1: Household Roster, Q.9

00= YL child
01=Biological parent
02=Step-parent (partner of biological parent)
03=Adoptive parent
04=Foster parent
05=Maternal grandparent
06=Paternal grandparent
07=Brother/sister (both parents the same)
08=Half-sibling (same father
09=Half-sibling (same mother)
10=Step-sibling (no parent in common)
11=Adoptive brother/sister
12=Foster brother/sister
13=Uncle/Aunt
14=Cousin (inc. cousin brother & cousin sister)
15=Nephew/Niece
16=Brother/sister-in-law (spouse of sibling)
17=Great-grandparent (mother's side)
18=Great grandparent (father's side)
19=Other relative
20=Servant (farm-worker, maid, etc.)
21= Tenant/lodger
22= Other non-related
23=Nanny (live in)
24=Wife/Husband of YL Child
25= Boyfriend/Girlfriend of YL Child
26=Fiance
27= Child of YL Child
28=Father-in-law/Mother-in-law
29=Brother-in-law/Sister-in-law (sibling of YL Child's spouse)
77=NK
88=NA

### Codebox #2: Relationship to household head

Section 1: Household Roster, Q.13

01=Household head
02=Spouse/Partner
03=Daughter/son
04=Son-in-law/daughter-in-law
05=Grandchild
06=Father/mother
07=Other relatives, please specify
08=Domestic worker
09=Tenant / lodger
10=Other non-relatives
11=Father-in-law, mother-in-law
77=NK
88=NA

### Codebox #3: Marital status

Section 1: Household Roster, Q.14

1=Cohabitant
2=Separated



3=Married
4=Widow(er)
5=Divorced
6=Single
77=NK
88=NA

#### Codebox #4: Highest grade

Section 2: Household Education, Q.2, Q.5

00=None
01=Grade 1
02=Grade 2
03=Grade 3
04=Grade 4
05=Grade 5
06=Grade 6
07=Grade 7
08=Grade 8
09=Grade 9
10=Grade 10
11=Grade 11
12=Grade 12
13=Post-secondary, vocational
14=University
15=Post-graduate (e.g. Masters, PhD)
28=Adult literacy
29=Religious education
30=Other (specify)_____
77=NK
79=Refused to answer

#### Codebox #5: Type of school (ownership)

Section 2: Household Education, Q.7

01 =Private
02=NGO/Charity/ Religious (not for profit)
03=Public
06=Informal
07=Half public/Half Private
08=Centre for continuing education
05=Others, specify
77=NK
88=NA

#### Codebox #6: Reasons for not attending school

Section 2: Household Education, Q.8

01=Fees too expensive
02=Books and/or other supplies too expensive
03= Shoes/Clothes/Uniform for school too expensive
04= Transport too expensive
05= School too far from home
06=Not safe to travel to school

07= Lack of transport
08=Truancy, child does not want to go, not interested
09=Banned from school for behaviour reasons
10=Banned from school because away for too long
11= Banned from school because failed to achieve necessary grade/level at school
12= Quality of education at school (teaching and learning) poor
13= Quality of care (food, non-educational care) poor
14= No sanitation facilities at school
15= Bullying/abuse from peers
16= Ill-treatment/abuse from teachers/principal
17= No need for schooling for future job.
18= Need to learn a trade/skill, e.g. through apprenticeship so went to work
19=Need to stay home to look after siblings
20=Needed for domestic and/or agricultural work at home (include chores, farm work, harvest)
21=Have to do paid work to earn money(including agricultural work other than for household)
22= It's not appropriate for girls to go to/continue at school
23=Marriage
24= Disability, Illness
25= Family member ill/disabled/elderly (including care for this family member)
26= Family issues e.g. problems at home – parent disputes/marital conflict
27=Stigma and Discrimination (child was not be welcome because of ethnic group/caste/socioeconomic group etc).
28= School not accessible for seasonal reasons: river prohibits access
31=Other
32 = terminated the course of education in which I was enrolled
33 = wanted to start working
77=NK
79=Refused to answer
88=NA

### Codebox #7: Productive assets

Section 3.2: Livestock and Productive Assets, Q.6

AGRICULTURAL ASSETS	
01=Agricultural tools (e.g. sickle, crowbar, shovels)	
02=Cart/ wheelbarrow	
03=Pesticide sprayer	
05=Pump (motor or engine)	
04=Plough	
06=Thresher	
07=Tractor	
08=Other farm equipment	
NON-AGRICULTURAL ASSETS	
09=Barber tools (scissors, mirror, etc.)	
10=Beauty salon equipment (hair dryer, etc.)	
11=Blacksmith tools	
12=Cleaning/domestic work equipment (mop, iron, etc.)	
13=Construction tools (electrical tools, carpentry tool box, etc.)	
14=Entertainment equipment (musical instruments, speakers, lighting, karaoke machine, etc.)	
15=Food preparation equipment (portable stove, serving bowls, etc.)	
16=Gun	
17=Mechanic equipment (jack, tyres, jumper cables, etc)	

18=Plumbing equipment
19=Pottery equipment (kiln, potters wheel, etc.)
20=Protective clothing (overalls, steel-toed boots, hardhat, etc.)
21=Sewing machine
22=Teaching supplies (books, blackboard, etc.)
23=Trading equipment (display table, weighing machine, money box, etc.)
24=Trading license (e.g. for market stall)
25=Transport (minibus, car, motorbike, bicycle, etc.)
26=Weaving equipment (loom, etc.)
40=Fishing boat
30=Other
77=NK
88=NA
79=Refused to answer

### Codebox #8 : Occupation productive assets

Section 3.2: Livestock and Productive Assets, Q.7

02=Barber shop
03=Beauty salon
04=Blacksmith
05=Casual/ intermittent labour (e.g. road crew)
06=Child care
07=Construction
08=Domestic work/ Cleaning/ Janitorial
09=Entertainment services (DJ, singing, etc.)
10=Factory Work
11=Farming/Agriculture
12=Food/local drink preparation/Restaurant
13=Forestry/Logging
14=Handicrafts or art
15=Hunting
16=Mechanic services
17=Nursing/ Medicinal services
18=Plumbing service
19=Pottery
20=Security guard
21=Tailor/Sewing
22=Teaching
23=Trading (selling commodities)
24=Transportation/ Driver/ Courier/ Taxi
25=Weaving
26=Other specify _____
27= collecting fire wood/dung/fetching water for sell
28= civil servant
29= cash/food for work
30=fishing
31=house renting
88=NA

### Codebox #9: Why situation changed

Section 4.1: Economic Changes, Q.2

Why Situation Improved
01=Harvests have been good
02=Started growing new crops
03=Tried new farming techniques
04=Managed my crops or livestock well
05=Accumulated livestock
06=Accumulated other resources, assets, possessions
07=My own health has improved

08=Spouse's health has improved
09=Spouse works hard
10=Have new spouse
11=Have more children
12=Children older and more able to work
15=More people around to help, advise (Better Networks)
16=Job security (continuous security)
17=Live in a nicer house
18=Managed my business well
19=Worked hard
20=Own business or trade has been profitable
21=Set up a new business or trade
22=Started work or new job/non-farm work
23=Food or Cash aid
24=Involment in safety net programs food for work/cash for work income generation programme
25=Panchyat is providing all facilities
26=Migration
27=Was willing to take risks
28=Prices have risen
33=Government -run employment Programs
34=Spouse started work or a new job
35=Received a raise for current job
36=Both husband and wife work
37=Involment in farmers' union
31=Other
<b>Why Situation Worsened</b>
41=Harvests have been poor
42=Tried new crops but they failed
43=Tried new ways of farming but they failed
44=Managed crops or livestock poorly
45=Has less livestock
46=Managed my business poorly
47=Own business failed or didn't do well
48=Tried new business/trade but it failed
49=Lost job (permanent/temporary)
50=Have fewer other resources, assets, possessions
51=I was lazy
52=Spouse was lazy
53=I have been/got ill/injured/disabled
54=Spouse has been/got ill/injured/disabled
55=Spouse died
56=Children sick or died
57=Children moved away
58=Large family/too many children/ increased family size
61=Less people around to help, advise (Poorer Networks)
62=Theft/robbery
63=Too many loans
64=Did not want to take risks
65=Prices for goods have fallen
66=Increase in price of inputs
67=Increase in food prices
68=House is not as nice as it used to be
69=Old age
72=Other, specify
77=NK, 88=NA

**Codebox #10: Wall material**

01= Adobe/mud
02=Bamboo/Cane
03=Brick/concrete
05=Fibreboard/Chipboard
06= Galvanised /Corrugated iron
07= Matting
08=Mud & bricks
09=Mud & stones
10=Neohouzealla wattle
11=Nipa leaves
12=Plastic sheet
14=Stone
15=Wood/branches
16=Other Specify _____
17=Mud and Wood
21=Cane and mud
22=Wood and mud
23=Wood/Tripley
25=Concrete blocks
77=NK, 88=NA

### Codebox #11: Roof material

Section 5: Socioeconomic Status, Q.7

01=AC Roofing sheets
02=Asbestos sheets
03=Bamboo/Cane
04= Concrete/cement
06= Galvanised /Corrugated iron
09=Palm leaves
10=Plastic sheet
11= Straw/thatch
12=Sugar cane leaves
13=Tar slabs
14=Thuthuri sticks
15=Tiles/slates
16=Wood & mud/adobe
17= Wood & stones
18=Wood/planks
19=Other specify _____
25=Cardboard
20= Leaves (Achon, omiro, chorino, etc.)
23=Cane & mud
24= Mat
77=NK
88=NA
79=Refused to answer

### Codebox #12: Floor material

Section 5: Socioeconomic Status, Q.8

01= Cement/tile
02=Cinder
03= Concrete/cement
04= Earth/Sand
05=Granite stone
06= Laminated material
07=Marble stone
08=Polished stone
09= Stone/brick
10=Tar slabs

11= Wood
12=Other specify
77=NK
88=NA
79=Refused to answer

### Codebox #13: Source of drinking water

Section 5: Socioeconomic Status, Q.9

01=Bore well
02=Bought water (delivery or bottled)
03= Piped into dwelling/yard/plot
04=Piped into neighbours dwelling/yard/plot
05=Piped into relatives' dwelling/yard/plot
06=Protected spring water
07=Protected well
08= Public standpipe/tube well
09=Rain water
10= Tube well in dwelling/yard/plot
11= Unprotected well/spring/pond/river/stream/canal
12=Unprotected water tank
13=Water tank (community/protected)
14=Other
77=NK
88=NA
79=Refused to answer

### Codebox #14: Toilet facility

Section 5: Socioeconomic Status, Q.10

01= Flush toilet/septic tank
02=Forest/field/open place
03=Neighbours toilet
05= Pit latrine (communal)
06= Pit latrine (household's)
07=Relatives toilet
08=Simple latrine on pond
09=Toilet in health post
10=Other specify _____
77=NK
88=NA
79=Refused to answer

### Codebox #15: Fuel for cooking/ heating

Section 5: Socioeconomic Status, Q.11, Q.13

01=Bamboo
02=Bio-gas
03=Branches
04=Charcoal
05=Coal
06=Cow dung
07=Crop residue
08=Gas/electricity
09=Kerosene/paraffin
10=Leaves
11=None
12=Rice husk
13=Shavings/sawdust
14=Straw/dead plants
16=Wood

15=Other specify_____
77=NK
88=NA
79=Refused to answer

### Codebox #16: Dwelling improvement

Section 5: Socioeconomic Status, Q.15

01=New/renovated bedrooms
02=New/renovated kitchen
03=New/renovated bathroom
04=New/renovated living room
05=Improved floor
06=Improved wall finish
07=Improved roof cover
08=Rebuild dwelling
09=Electric re-wiring
10=Central heating/gas servicing
11=Sanitation
12=Water supply
15=Build new house
16=Improve/Build fence/wall around house
17=Improve/New doors/windows
13=Other specify_____
77=NK
88=NA
79=Refused to answer

**PRELIMINARY INTERVIEW  
YOUNGER COHORT  
VIETNAM  
ROUND 5**

**SAY:** My name is [ ] 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 at the end of 2013 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.

<b>Q.1</b>	Child ID	[VN ____ - 0 - ____]
<b>Q.2</b>	Date of preliminary interview	[ ____ / ____ / ____ ] DD MM YYYY

**IDENTIFICATION OF RELEVANT HOUSEHOLD**

**FIELDWORKER:** You will be provided with a pre-printed report which contains the last known contact details of [YL Child]. Please use the address provided there to locate the household.

<b>Q.3</b>	Was [YL Child] residing at the address provided in the <i>Contacts Sheet</i> ? 00=No, more than one attempt of tracking was done to find him/her 01=Yes ► Skip to Q.5	[ ____ ]
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**FIELDWORKER:** Once you have found the [YL Child]'s household, please update the current details of [YL Child]'s location.

<b>Q.4</b>	New address	_____ _____ _____
<b>Q.5</b>	Phone numbers <b>FIELDWORKER:</b> Enter country and city codes. Landline Mobile	_____ [ ____ ] [ ____ ] [ _____ ] [ ____ ] [ _____ ]

<b>Q.6</b>	How long has [YL Child] been living there? Enter in years and months. 00=Less than a month -77=NK	[ ____ - ____ ]
<b>Q.7</b>	For how long do you expect [YL Child] to stay there? 01=Temporarily (less than 6 months) 02=Permanently -77=NK	[ ____ ]

**FIELDWORKER:** Prompt the *Contacts Sheet* and refer to Round 4 caregiver, biological mother, father, and Round 4 household head to refer to the Round 4 household.

<b>Q.8</b>	Is [YC Child] now living in the same <b>Round 4</b> household? <b>FIELDWORKER:</b> Round 4 household is defined as living with the following people: R4 Spouse (if child was married in Round 4), if not: biological mother, biological father, round 4 household head. The names are provided in the <i>Contacts Sheet</i> . 00=No ► Skip to Q.10 if Q.7=01 ► Skip to Q.9 if Q.7=02 01=Yes ► Skip to Q.10 if Q.7=01 or Q.7=02	<input type="radio"/> No <input type="radio"/> Yes
------------	--	--

**Identification of relevant household**

**FIELDWORKER:** Based on the information reported, tick on the relevant household to confirm where the **YC Household questionnaire** will be administered.

<b>Q.9</b>	The relevant household is the <u>current household</u> . 00=No 01=Yes	[ ____ ]
<b>Q.10</b>	The relevant household is the <u>Round 4 household</u> . 00=No 01=Yes ► skip to question Q.18 and then find R4 household to administer household questionnaire.	[ ____ ]



## HOUSEHOLD ROLES

### Head of the Household

**FIELDWORKER:** Prompt the **Contacts Sheet** and confirm if the current Household Head is the same as in Round 4.

Q.11	Current household head is the same as in Round 4 00=No 01=Yes ► Tick and skip to Q.14	[ _ _ ]
Q.12	Who is the household head? <b>FIELDWORKER:</b> Write down his/her full name.	[ _____ ]
Q.13	What is his/her relationship to [YL Child]? Enter code from the <b>CODEBOX #1</b>	[ _ _ ]

### Primary Caregiver

**FIELDWORKER:** Prompt the **Contacts Sheet** and confirm if the current Primary Caregiver is the same as in Round 4.

Q.14	Current primary caregiver is the same as in Round 4 ► Answer Yes if YL Child currently living with R4 caregiver. 00=No 01=Yes ► skip to Q.18	[ _ _ ]
Q.15	Is Round 4 caregiver in full capacity of answering questions about [YL Child] (e.g. their education, health, etc.)? 00=No 01=Yes	[ _ _ ]
Q.16	Who is the best person (respondent) to answer questions about [YL Child] (e.g. their education, health, etc.)? <b>FIELDWORKER:</b> Write down his/her full name.	[ _____ ]
Q.17	What is his/her relationship to [YL Child]? Enter code from <b>Codebox #1</b>	[ _ _ ]

## CONSENT FORM

**FIELDWORKER:** Prompt the **Consent Form** and read it thoroughly. If the caregiver agrees and signs, continue with next question.

Q.18	What is the preferred language of interview?	41=Vietnamese 42=Chinese 43=Tay 44=H'Mong 45=Nung 46=Ede 47=Thai 48=Dao 49=Giay 50=H'Roi 10=Other, specify 77=NK 88=NA 79=RTA
01	Household Head	[ _ _ ] If Other, Specify _____
02	Primary caregiver	[ _ _ ] If Other, Specify _____
03	YL Child	[ _ _ ] If Other, Specify _____

**CONTACTS SHEET**

**FIELDWORKER:** Prompt the ***Contacts Sheet*** and ask if each of the contacts and their details are still valid. Update them or add new contacts if necessary.

<b>CODEBOX 1: Relationship to the Index Child</b>
00= YL child
01= Biological parent
02=Step-parent (partner of biological parent)
03= Adoptive parent
04= Foster parent
05= Maternal grandparent
06=Paternal grandparent
07= Brother/Sister (both parents the same)
08= Half-sibling (same father)
09= Half-sibling (same mother)
10= Step-sibling (no parent in common)
11= Adoptive brother/sister
12= Foster brother/sister
13= Uncle/Aunt
14= Cousin (inc. cousin brother & cousin sister)
15= Nephew/Niece
16= Brother/sister-in-law (spouse of sibling)
17= Great-Grandparent (mother's side)
18= Great Grandparent (father's side)
19=Other relative
20= Servant (farm-worker, maid, etc.)
21= Tenant/lodger
22= Other non-related (hostel, residential college, etc.)
23= Nanny (live in)
24= Wife/Husband of YL Child
25= Boyfriend/Girlfriend of YL Child
26= Fiance
27= Child of YL Child
28=Father-in-law/Mother-in-law
29=Brother-in-law/Sister-in-law (sibling of YL Child's spouse)
77=NK
88=NA

**CHILD QUESTIONNAIRE  
YOUNGER COHORT  
ROUND 5  
VIETNAM**

<b>Data Handlers</b>	
<b>Section 1</b>	<b>Mobility</b>
<b>Section 2</b>	<b>Education</b>
Sub-section 2.1	Education History
Sub-section 2.2	Schooling
<b>Section 3</b>	<b>Time Use and Work Activities</b>
Sub-section 3.1	Time Use
Sub-section 3.2	Work Activities
<b>Section 4</b>	<b>Education and job aspirations and expectations</b>
<b>Section 5</b>	<b>Health</b>
Sub-section 5.1	Individual Health
Sub-section 5.2	Dietary diversity and physical activity
Sub-section 5.3	Puberty
<b>Section 6</b>	<b>Social norms and gender roles (AWSA)</b>
<b>Section 7</b>	<b>Social Networks</b>
<b>Section 8</b>	<b>Marriage and parenthood expectations</b>
<b>Section 9</b>	<b>Feelings and Attitudes</b>
<b>Section 10</b>	<b>Computer, other digital devices, and internet usage &amp; skills</b>
<b>Section 11</b>	<b>Anthropometry of the Index Child</b>
<b>Codeboxes</b>	
<b>Cognitive tests</b>	
Peabody Picture Vocabulary Test (PPVT)	
Reading Comprehension Test	
Mathematics Test	

DATA HANDLERS

DATE OF INTERVIEW

Q.1	Date of interview Enter day, month and year.	[ __ / __ / __ __ __ ] DD MM YYYY
Q.2	Fieldworker ID	[ __ ]

DATE OF SUPERVISOR CHECK

Q.3	Date of Supervisor Check Enter day, month and year.	[ __ / __ / __ __ __ ] DD MM YYYY
Q.4	Supervisor ID	[ __ ]

1. MOVEMENT HISTORY

SAY: I'd like to ask you about the different places in which **you have** lived since we came to see you in [MONTH AND YEAR OF R4 INTERVIEW]. I would like to know only about movements to a different commune since [DATE OF INTERVIEW IN ROUND 4] that lasted for 1 month or more (or that are expected to last 1 month or more), excluding holiday trips.

For reference: In [MONTH AND YEAR OF R4 INTERVIEW], [YL Child] was living in [LOCALITY].

Q.1	Have <b>you</b> ever moved to a <u>different commune</u> for <u>at least 1 month</u> (excluding holiday trips) since our visit in [MONTH AND YEAR OF R4 INTERVIEW]?	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next section
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FIELDWORKER: The next table should be asked row by row. Start asking for the latest movement first and proceed in chronological order to the first movement since Round 4. Add as many rows as necessary.

	Q.2	Q.3	Q.4	Q.5	Q.6		Q.7
	In which year did <b>you</b> move?  -77=NK  [CAPI: limit span of year of movement]	How long did you stay in this location?  Enter in months.  If currently there enter 00  <b>FIELDWORKER:</b> Enter 00 for current location regardless of length of stay or intent of staying further  -77=NK -79=Refused to answer	Where did <b>you</b> move to?  Enter code from <b>CODEBOX #1</b> .  If 06=Other country ► Skip to Q.6.	What type of locality/commune did <b>you</b> move to?  Enter codebox from <b>CODEBOX #2</b> .	Who did <b>you</b> move with?  [CAPI: If code Yes is selection for moved alone, do not enable any of the other codes.]  <b>TICK ALL THAT APPLY</b>  00=NO 01=YES 77=NK 88=NA 79=RTA		Why did <b>you</b> move?  Enter code from <b>CODEBOX #3</b>  <b>FIELDWORKER:</b> If the respondent says that YL Child moved because the parents/caregiver were moving, ask further for the parents/ caregiver's reason for moving and code accordingly.
1	[ _ _ _ _ ]	[ _ _ ]	[ _ _ _ ] Spec. _____	[ _ _ _ ] Spec. _____	00=Moved alone 01=Father 02=Mother 04=Siblings 06=Spouse/Partner 07=Family of Spouse/Partner 05=Another household member 90=Moved with non-household member(s)	[ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ]	[ _ _ _ ]
2	[ _ _ _ _ ]	[ _ _ ]	[ _ _ _ ] Spec. _____	[ _ _ _ ] Spec. _____	00=Moved alone 01=Father 02=Mother 04=Siblings 06=Spouse/Partner 07=Family of Spouse/Partner 05=Another household member 90=Moved with non-household member(s)	[ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ]	[ _ _ _ ]
(...)	[ _ _ _ _ ]	[ _ _ ]	[ _ _ _ ] Spec. _____	[ _ _ _ ] Spec. _____	00=Moved alone 01=Father 02=Mother 04=Siblings 06=Spouse/Partner 07=Family of Spouse/Partner 05=Another household member 90=Moved with non-household member(s)	[ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ] [ _ _ _ ]	[ _ _ _ ]
CAPI: SHOW TWO COLUMNS			CAPI: THIS INFORMATION SHOULD BE ENTERED IN BUTTON				

## 2. EDUCATION

### 2.1 EDUCATION HISTORY

SAY: I would like to ask you some questions about **your** educational history.  
In 2012-2013 academic year, [YL Child] was enrolled in [2012-13 GRADE ENROLLED].

	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11
<p>In the year ... when your child was ...years old (NB this is just to help work out years and ages in years - you can work from latest year down or youngest age upwards)</p> <p>ACADEMIC YEAR [PREFILLED]</p>	<p>Did you attend any school, preschool, kindergarden, pre-kindergarden, early learning program or similar for more than 6 months?</p> <p><b>FIELDWORKER:</b> For academic year 2016/ 2017, SAY: have you <b>continuously attended</b> any school, preschool, kindergarden, pre-kindergarden, early learning program or similar?</p> <p>00=No ► Skip to next row 01=Yes 77=NK; 88=NA ► Skip to next row</p>	<p>What grade <b>are/ were you</b> enrolled in?</p> <p>Enter code from <b>CODEBOX #4</b></p> <p><b>FIELDWORKER:</b> If child was in more than one academic year, record the highest</p>	<p>Did you successfully complete this grade?</p> <p>01= Yes, completed grade 02= No, failed grade 03= No, dropped out and failed to complete year 04 = Currently attending grade [CAP: validation rule that option 4 is only selected for last year (2016/2017)]</p> <p><b>FIELDWORKER:</b> If [YL Child] is repeating a grade previously marked as complete (01), please enquire the reasons for this and include these as a comment.</p>	<p><b>Are/ Were you</b> enrolled in the same school as in the previous year?</p> <p>00=No 01=Yes ► Skip to next row 77=NK</p>	<p>What type of school is/ was it?</p> <p>Enter code from <b>CODEBOX #5</b></p>	<p>Province where the school is located</p> <p><b>FIELDWORKER:</b> Select from the drop down menu. Select 98=Not a YL province if the province is not listed</p>	<p>Name of the province</p> <p>[Enabled only when province is not a YL province]</p>	<p>Commune where the school is located</p> <p><b>FIELDWORKER:</b> Select from the drop down menu. Select code 99 if province (Q.7) is 98=Not a YL province</p>	<p>Name of Commune, District</p> <p>[Enabled only when commune is not a YL commune]</p>	<p>Name of the school</p> <p><b>FIELDWORKER:</b> Please choose from the drop down menu or write the name of the school if not found</p>	<p>Specify the name of the school</p> <p>[Enabled only when school is not in the drop down menu]</p>
2016-17	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Specify.	[ _ _ ]	_____	[ _ _ ]	Commune '____', District	[ _ _ ]	_____
2015-16	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Specify.	[ _ _ ]	_____	[ _ _ ]	Commune '____', District	[ _ _ ]	_____
2014-15	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Specify.	[ _ _ ]	_____	[ _ _ ]	Commune '____', District	[ _ _ ]	_____
2013-14 [CAP: always enable]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Specify.	[ _ _ ]	_____	[ _ _ ]	Commune '____', District	[ _ _ ]	_____

These four questions should show in one screen

These questions should be entered in a button so that it gets disabled once the answer of previous answer is YES

**NOTE:** Collect full education history (from 2005-2006 onwards) for those for whom we missed collecting complete education history in Round 4

## 2. EDUCATION

### 2.2 SCHOOLING

**SAY:** Now I want to ask you some questions about your schooling.

<b>Q.1</b>	Are you currently enrolled in school? 00=No ► Skip to Q.13 01=Yes 77=NK ► Skip to Q.13	[ _ _ ]
<b>Q.2</b>	Do you attend to evening school? (excluding extra classes) 00=No 01=Yes	[ _ _ ]
<b>Q.3</b>	What is the language of instruction in your current school? Enter code from <b>CODEBOX #6</b>	[ _ _ ]
<b>Q.4</b>	How long does it take you to get to school? (In minutes) <b>FIELDWORKER:</b> if the child is in a boarding school, make sure they give the time from their home to school. Record only one way (single trip). -77=NK	[ _ _ _ ]
<b>Q.5</b>	How do you usually travel to school? <b>FIELDWORKER:</b> If more than one mean of transport, record the one in which child takes more time. Enter code from <b>CODEBOX #7</b>	[ _ _ ]
<b>Q.6</b>	Do you have any difficulties in getting to school? 00=No ► Skip to Q.8 01=Yes 77=NK ► Skip to Q.8	[ _ _ ]
<b>Q.7</b>	What is the main difficulty? Enter code from <b>CODEBOX #8</b>	[ _ _ ]
<b>Q.8</b>	During the last school year, have you ever missed school for a week or more? (excluding school holidays, national holidays, etc) 00=No ► Skip to Q.12 01=Yes 77=NK ► Skip to Q.12 88=NA ► Skip to Q.12	[ _ _ ]
<b>Q.9</b>	If yes, how long was the longest period of time you were absent from school? Enter in days	[ _ _ ]
<b>Q.10</b>	What are the main reasons you missed school? You can give UP to three answers. Please give the most important one first. <b>FIELDWORKER:</b> Enter up to 3 code from <b>CODEBOX #9</b> . Do not prompt. If respondent mentions less than 3 answers, fill the blank spaces with 88=NA.	[ _ _ ] Specify, _____ [ _ _ ] Specify, _____ [ _ _ ] Specify, _____



Q.11	<p>In which months did most of these absences (periods away from school) occur, if any?</p> <p><b>FIELDWORKER:</b> Enter up to three possible months based on what children say. Start coding the most important one. This is, the month in which the longest absence from school took place.</p> <p>Enter code from <b>CODEBOX #10</b></p>	<p>[ _ _ ]</p> <p>[ _ _ ]</p> <p>[ _ _ ]</p>
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Q.12	<p>How often in the last 7 days did you come to class without completing your homework or preparation for lessons?</p> <p><b>FIELDWORKER:</b> If there was no class in the previous week, refer to the week before that. Read the alternatives</p> <p>01=Always 02=Usually 03=Sometimes 04=Rarely 05=Never 06=No homework is set 77=NK</p> <p>► Once answered, skip to Q.15</p>	<p>[ _ _ ]</p>
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**For children who are not attending school in 2016**

Q.13	<p>Do you think you will return to education in the future? (including vocational training and professional formation)</p> <p><b>FIELDWORKER:</b> Please read the alternatives</p> <p>00= No, definitely not 01= Maybe (in Vietnamese: Yes, but not very likely) 02= Probably (in Vietnamese: Yes, but not entirely sure) 03= Yes, definitely 77=NK 88=NA</p>	<p>[ _ _ ]</p>
Q.14	<p>Who, in your opinion, played the most important role in deciding that you should leave school?</p> <p>01=Me 02=Mother/ female guardian 03=Father / male guardian 04=Other household member 05=Other 06 = Other relative 77=NK 88=NA</p>	<p>[ _ _ ]</p>

Q.15	<p>How would you score the importance of the following subjects on a scale from 1-10? 1 indicates a subject that is not important and a score of 10 indicates a very important subject.</p> <p><b>FIELDWORKER:</b> Show the respondent the ladder card taking values from 1(not important) to 10(very important), and prompt them to point to the value on the ladder that indicates the value that corresponds to their response.</p>	
01	Mathematics	[ _ _ ]
02	Literature	[ _ _ ]
03	Geography	[ _ _ ]
04	History	[ _ _ ]
05	Physics	[ _ _ ]
06	Chemistry	[ _ _ ]
07	Informatics	[ _ _ ]
08	English Language	[ _ _ ]

## 3. TIME USE AND WORK ACTIVITIES

### 3.1. TIME USE

**FIELDWORKER:** Begin by asking the child some background questions about his/her activities- for example, do they go to school, do they help around the household. Then show him/her the time-use card and explain

**SAY:** I want to know how you spent your time on a typical day in the last school week, not weekends or holidays. Firstly, can you tell me how many hours do you spend asleep in a typical night?

<b>Q.1</b>		
<b>1</b>	Sleep <b>FIELDWORKER:</b> Record in hours -77=NK	[ _ _ ]

**SAY:** Now, think about the rest of your day. I want you to tell me how much time you spent on the following activities during a typical day.

**FIELDWORKER: Record in hours**

<b>2</b>	Care for others (younger children, ill household members)	[ _ _ ]
<b>3</b>	Domestic tasks and chores (fetching water, firewood, cleaning, cooking, washing and shopping)	[ _ _ ]
<b>4</b>	Tasks on family farm, cattle herding, other family business, shepherding (not just farming)	[ _ _ ]
<b>5</b>	Paid (remunerated) work or activities outside of the household or for someone not in the household	[ _ _ ]
<b>6</b>	At school (including travelling time to school)	[ _ _ ]
<b>7</b>	Studying outside of school time (doing homework, extra tuition)	[ _ _ ]
<b>8</b>	Play time / general leisure(including time taken eating, drinking and bathing, visiting friends, etc.)	[ _ _ ]

**FIELDWORKER:** After completing the child's activities, write down separately how much time he/she allocates for the following activities:

<b>9</b>	Time used for commuting to the place where the child carries out paid activities (out and return). Enter in minutes [CAPI: Disable if 5=0]	[ _ _ ]
<b>10</b>	Time used for commuting to school / educational centre (out and return). Enter in minutes [CAPI: Disable if 6=0]	[ _ _ ]

3. TIME USE AND WORK ACTIVITIES

3.2 WORK ACTIVITIES

SAY: I now want you to think about some of your activities in the last 12 months

Q.1	Did you do anything in the last 12 months to help or to get money or things for yourself or your family? These could be paid or unpaid jobs or chores that you do at home. 00=No ▶ Skip to next section 01=Yes 77=NK ▶ Skip to next section	[ ... ]
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SAY: Please give details of these activities.

	Q.2	Q.3	Q.4			Q.5	Q.6		Q.7	Q.8	Q.9	CAPT: Estimate time spent in each activity	
WORKID	What were these activities? FIELDWORKER: Enter each type of activity not each individual job Enter codes from CODEBOX #11	Do you do this activity for your own household or for someone else?  01= Own household 02=Another household or business 77= NK 88=NA 79=RTA	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			What form of payment was received or is expected for this activity?  00=None ▶ Skip to next row 01=Cash 02=In kind (non-cash payment) 03=Both cash and in kind 04=Debt relief ▶ Skip to Q.7 05=Other specify 77= NK ▶ Skip to next row 88=NA ▶ Skip to next row 79=RTA ▶ Skip to next row	How much are you usually paid and how often?  Enter in '000 VND		What period of time does payment cover?  01= Per hour ▶ Skip to Q.9 02= Per day ▶ Skip to Q.9 03= Per week ▶ Skip to Q.9 04= Per month ▶ Skip to Q.9 05= Per year ▶ Skip to Q.9 06= Per piece 07= Other, specify ▶ Skip to Q.9	If per piece, how many pieces produced, on average in a day?	Did you get to keep all or some of the payment for this activity?  00=No, none 01=Yes, all of it 02=Yes, some of it 77= NK		
			Months per year 01-12	Days per month 01-30	Hours per day 01-24		In cash	In kind (cash equivalent)	Frequency				
	01	Specify:											
	02	Specify:											
03	Specify:												
04	Specify:												

Q.10	[CAPT: Enable if response to Q.9 is 01 or 02 at least once] What did you spend most of your money on? Enter up to three uses from CODEBOX #12	[ ... ]
Q.11	FIELWORKER: Select the activity in which YL Child spent most time in the last year based on CAPI estimation. Enter WORKID from previous table	[ ... ]

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?	00= No 01=Yes
01	Carrying heavy loads	[ ... ]
02	Using dangerous tools such as machetes, knives, sif	[ ... ]
03	Handling chemicals such as fertilizers, pesticides, solvents or paints	[ ... ]
04	Working under the hot sun or in the rain	[ ... ]
05	Working with, or close to, animals	[ ... ]
06	Working with insufficient lighting	[ ... ]
07	Working in very noisy environment	[ ... ]
08	Working with fumes, gases, dust	[ ... ]
09	Being close to moving vehicles or driving (cars, tractors, motorcycles etc.)	[ ... ]
10	Working in a smelly and/or dirty environment	[ ... ]
11	Working in heights	[ ... ]
12	Other, specify:	[ ... ]

FIELWORKER: The following question relates to PAID activities performed since [MONTH AND YEAR OF R4 INTERVIEW]

SAY: Now I would like to think of all the paid work activities you've had since [MONTH AND YEAR OF R4 INTERVIEW]

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?	[ ... ]
	00=No 01=Yes 77= NK 88=NA	

## 6. FEELINGS AND ATTITUDES

### 6.2. JOB AND EDUCATION ASPIRATIONS AND EXPECTATIONS

<b>Q.1</b>	When you are about 25 years old, what job would you like to be doing?  Enter code from <b>CODEBOX #16</b>	[ _ _ ]  Specify: _____
<b>Q.2</b>	Given your current situation do you expect you will be able to get that kind of job?  00=No 01=Yes 77=NK 88=NA	[ _ _ ]

<b>Q.3</b>	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 or would have liked to complete?  <b>Enter code from CODEBOX #17</b>  If 00 ► Skip to Q.5 If 77 ► Skip to Q.5 If 79 ► Skip to Q.5	[ _ _ ]
<b>Q.4</b>	Given your current situation do you expect you will reach that level of education?  00=No 01=Yes 77=NK 88=NA	[ _ _ ]

### EXPECTED RETURNS TO SECONDARY EDUCATION

**FIELDWORKER:** Show the child **Card ##** with the ladder taking values from 0 (Not at all likely to happen) to 10 (Very likely to happen).

**SAY:** Please use the ladder to answer to the following questions. We want to know how likely you think is that a certain situation will happen. Select a position on the ladder from 0 to 10 according to how likely is the situation to come true. If you think that the situation is totally likely to happen, for instance that National Day will be on the 2 September next year, select the highest step on the ladder, step 10. If you think the situation is not likely to happen at all, for example seeing a person with 5 heads, select the step 0 on the ladder.

<p><b>Q.5</b></p>	<p><b>SAY:</b> Assume that you complete upper secondary education and that this is your highest schooling.</p> <p>From 0 to 10 how certain are you that you will be working at that age (age 25)? Remember that 0 corresponds to "No chance of happening" and 10 corresponds to "Totally likely to happen".</p> <p><b>FIELDWORKER:</b> Enter a number between 0 and 10 corresponding to what the child points out on the ladder.</p>	<p>[ _ _ _ ]</p>
<p><b>Q.6</b></p>	<p><b>SAY:</b> Now assume that you complete upper secondary education and this is your highest schooling. Assume also that you find a job at age 25.</p> <p>What do you think is the maximum amount you can earn per month at that age (age 25)?</p> <p>Enter in '000 VND</p>	<p>[ _ _ _ _ ]</p>
<p><b>Q.7</b></p>	<p>What do you think is the minimum amount you can earn per month at that age (age 25)?</p> <p>Enter in '000 VND</p> <p>-77 = NK</p>	<p>[ _ _ _ _ ]</p>
<p><b>CAPI:</b> Compute the midpoint earnings by summing the max and the min earnings and dividing by 2: approximate if needed</p>		<p>[ _ _ _ _ ]</p>
<p><b>Q.8</b></p>	<p>What do you think is the probability that your earnings at that age (age 25) will be at least [midpoint between max and min level]? Remember that 0 corresponds to "No chance of happening" and 10 corresponds to "Totally likely to happen"</p> <p><b>FIELDWORKER:</b> Enter a number from 0-10 corresponding to what the child points out on the ladder</p> <p>-77 = NK</p>	<p>[ _ _ _ ]</p>

## EXPECTED RETURNS TO UNIVERSITY

<p><b>Q.9</b></p>	<p><b>SAY:</b> Assume that you complete University, and that this is your highest schooling.</p> <p>From 0 to 10 how certain are you that you will be working at age 25? Remember that 0 corresponds to "No chance of happening" and 10 corresponds to "Totally likely to happen".</p> <p><b>FIELDWORKER:</b> Enter a number from 0-10 corresponding to what the child points out on the ladder</p> <p>-77 = NK</p>	<p>[ _ _ ]</p>
<p><b>Q.10</b></p>	<p><b>SAY:</b> Now assume that you complete University and that is your highest schooling. Assume also that you find a job at age 25.</p> <p>What do you think is the maximum amount you can earn per month at that age (age 25)?</p> <p>Enter in in '000 VND</p> <p>-77 = NK</p>	<p>[ _ _ _ _ ]</p>
<p><b>Q.11</b></p>	<p>What do you think is the minimum amount you can earn per month at that age (age 25)?</p> <p>Enter in in '000 VND</p> <p>-77 = NK</p>	<p>[ _ _ _ _ ]</p>
<p>CAPI: Compute the midpoint earnings by summing the max and the min earnings and dividing by 2: approximate if needed</p>		<p>[ _ _ _ _ ]</p>
<p><b>Q.12</b></p>	<p>What do you think is the probability that your earnings at that age (age 25) will be at least [midpoint between max and min level]? Remember that 0 corresponds to "No chance of happening" and 10 corresponds to "Totally likely to happen"</p> <p><b>FIELDWORKER:</b> Enter a number from 0-10 corresponding to what the child points out on the ladder</p> <p>-77 = NK</p>	<p>[ _ _ _ ]</p>

## 5. HEALTH

### 5.1 INDIVIDUAL HEALTH

**FIELDWORKER:** Observe and tick on the right option.

<b>Q.0</b>	Sex of [YL Child] 01= Male 02= Female	[ _ _ ]
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**SAY:** I would like to ask you about your health

<b>Q.1</b>	In general, how would you say your health is?  <b>FIELDWORKER:</b> Read the options 01=very poor 02=poor 03=average 04= good 05= very good 77= NK 79=RTA	[ _ _ ]
<b>Q.2</b>	Compared with other children of the same age would you say your health is, the same, much better, better, worse or much worse?  <b>FIELDWORKER:</b> Read the options 01=much worse 02=worse 03=same 04=better 05=much better 77=NK 79=RTA	[ _ _ ]

#### LONG-TERM HEALTH PROBLEMS

**SAY:** Now I am going to ask you about some long-term health problems.

<b>Q.3</b>	Do you wear eyeglasses? 00= No 01= Yes 77= NK	[ _ _ ]
<b>Q.4</b>	Do you have any long-term health problems ?  <b>FIELDWORKER:</b> 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 reoccurring / seasonal problems (e.g.allergy).  00=No ► Skip to Q.7 01=Yes 77=NK ► Skip to Q.7	[ _ _ ]
<b>Q.5</b>	Which long-term health problems do you have?  <b>FIELDWORKER:</b> Enter up to 3 long-term health problems in terms of importance. If less than 3, fill the rest with 88=NA  Enter code from <b>CODEBOX #15</b>	1. [ _ _ ] 2. [ _ _ ] 3. [ _ _ ]
<b>Q.6</b>	How long have you suffered from this health problem?  Enter number of years.	1. [ _ _ ] 2. [ _ _ ] 3. [ _ _ ]

#### SERIOUS INJURIES

**SAY:** Tell me about the most serious injury.

**FIELDWORKER:** Ask about the injury and code the replies, ask the following specific questions if you do not have the

Q.7	<p>Since we visited you in [MONTH AND YEAR OF R4 INTERVIEW], how many times have you been seriously injured?</p> <p><b>FIELDWORKER:</b> A serious injury is one that prevents the child from doing normal activities and/or that requires medical attention.</p> <p>00= 0 times ► Skip to Q.10  01= 1 times  02= 2 times  03= 3 times  04= 4 times  05= 5 times  06= 6 times or more  77=NK ► Skip to Q.10</p>	[ _ _ ]
Q.8	<p>What was the <u>most serious</u> injury?</p> <p><b>FIELDWORKER:</b> We want to know what sort of lesion, for instance a cut, a head injury, a burn, drowning, etc. the child suffered.</p> <p>Enter code from <b>CODEBOX #13</b></p>	<p>[ _ _ ]</p> <p>Spec. _____</p>
Q.9	<p>What were you doing when the most serious injury happened?</p> <p>01= Farm work (paid or unpaid)  02= Non farm work (paid or unpaid)  03= Household chores, helping in house  04= At school (except sports)  05= Sports (in or out of school)  06= Playing, except sports  07= Travelling to/from school  08= Travelling (other than to/from school)  09= Nothing  10= Other, Specify.  77=NK  88=NA  79=RTA</p>	<p>[ _ _ ]</p> <p>Spec. _____</p>

## SERIOUS ILLNESSES

Q.10	<p>Since we visited you in [MONTH AND YEAR OF R4 INTERVIEW], have you been seriously ill?</p> <p><b>FIELDWORKER:</b> Serious illnesses are those which prevent the child from doing normal activities (school, work, etc) and/or require medical attention</p> <p>00=No ► Skip to Q.12  01=Yes  77=NK ► Skip to Q.12</p>	[ _ _ ]
Q.11	<p>What was the most serious of these?</p> <p>Enter code from <b>CODEBOX #14</b></p>	[ _ _ ]
Q.12	<p><u>During the last 12 months</u>, how many times did you miss school/work due to illness?</p> <p><b>FIELDWORKER:</b> The question refers to absences due to all illnesses, not just serious illnesses.</p> <p>00= 0 times  01= Between 1 and 5 times  02= More than 5 times  77=NK  88=NA</p>	[ _ _ ]

**FIELDWORKER:** For the following questions, if the child is unable to answer due to physical or mental disability, please ask the caregiver to answer on his/her behalf

**SAY:** The next questions ask about the level of difficulty you may have doing certain activities

Q.13	<p>Do you have difficulty seeing, even if wearing glasses?</p> <p>00=No, no difficulty  01=Yes, some difficulty  02=Yes, a lot of difficulty  03=Cannot do at all</p>	[ _ _ ]
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<b>Q.14</b>	Do you have difficulty hearing, even if using a hearing aid? 00=No, no difficulty 01=Yes, some difficulty 02=Yes, a lot of difficulty 03=Cannot do at all	[ _ _ ]
<b>Q.15</b>	Do you have difficulty walking or climbing steps? 00=No, no difficulty 01=Yes, some difficulty 02=Yes, a lot of difficulty 03=Cannot do at all	[ _ _ ]
<b>Q.16</b>	Do you have difficulty remembering or concentrating? 00=No, no difficulty 01=Yes, some difficulty 02=Yes, a lot of difficulty 03=Cannot do at all	[ _ _ ]
<b>Q.17</b>	Do you have difficulty (with self-care such as) washing all over or dressing? 00=No, no difficulty 01=Yes, some difficulty 02=Yes, a lot of difficulty 03=Cannot do at all	[ _ _ ]
<b>Q.18</b>	Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood? 00=No, no difficulty 01=Yes, some difficulty 02=Yes, a lot of difficulty 03=Cannot do at all	[ _ _ ]

#### SMOKING AND DRINKING HABITS

<b>Q.19</b>	Do you smoke cigarettes? 00=No 01=Yes 79=RA	[ _ _ ]
<b>Q.20</b>	Do you use other form of tobacco such as chewing or snuffing tobacco? 00=No 01=Yes 79=RA	[ _ _ ]
<b>Q.21</b>	How often do you smoke cigarettes? [CAPI: Disable this question if Q.19=No and Q.20=No] 01=Every day 02=At least once a week 03=At least once a month 04=Hardly ever 00=I never smoke cigarettes/ beedy 77 = NK 79 = Refused to answer	[ _ _ ]
<b>Q.22</b>	Do you consume alcohol <u>at least once per week</u> ? 00=No ► Skip to next section 01=Yes 02=Never consumed ► Skip to next section	[ _ _ ]
<b>Q.23</b>	How often do you usually drink alcohol? [CAPI: Disable this question if Q.22=No] 01=Every day 02=At least once a week 03=At least once a month 04=Only on special occasions (for example weddings, funerals) 05=Hardly ever 00=I never drink alcohol	[ _ _ ]

## 5. HEALTH

### 5.2 DIETARY DIVERSITY AND PHYSICAL ACTIVITY

**SAY:** Now I want to ask about your meals and diet.

**FIELDWORKER:** Should first ascertain whether the previous day was a 'usual' or 'normal' day.

If it was a special occasion such as a funeral or a feast, another day for the recall should be selected.

<b>Q.1</b>	<b>Food frequency:</b> During the previous 24-hour period (or on typical day if the child was ill yesterday), did you consume:	00=No, 01=Yes, 77=NK
1	Any food before a morning meal	[ _ _ ]
2	A morning meal (breakfast)	[ _ _ ]
3	Any food between morning and midday meals	[ _ _ ]
4	A midday meal	[ _ _ ]
5	Any food between midday and evening meals	[ _ _ ]
6	An evening meal	[ _ _ ]
7	Any food after the evening meal	[ _ _ ]
	Total added automatically do not fill	[ _ _ ]

**FIELDWORKER:** Ask about each possible meal or snack. People often leave out or forget certain meal times.

<b>Q.2</b>	Are you a vegetarian? (YL Child does not eat any meat, fish or poultry)  00=No 01=Yes 77=NK	[ _ _ ]
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<b>Q.3</b>	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)	00=No 01=Yes 77=NK
<b>01</b>	Any <b>rice</b> , noodles (mai fun been hoon, mee suah, laksa), dumplings (banh cuon), pastry, bread or other foods made of rice, wheat, or buckwheat?	[ _ _ ]
<b>02</b>	Any pumpkin, carrots, squash, red or orange peppers or sweet potatoes?	[ _ _ ]
<b>03</b>	Any potatoes, yams, cassava, or any other foods made from starchy roots or tubers?	[ _ _ ]
<b>04</b>	Any dark, green, leafy vegetables such as cassava leaves, bean leaves, pumpkin leaves, spinach?	[ _ _ ]
<b>05</b>	Any other vegetables (onions, egg plants, tomatoes)?	[ _ _ ]
<b>06</b>	Any ripe mangoes, ripe papayas or gac fruit?	[ _ _ ]

<b>07</b>	Any other fruits (citrus fruits, durian, Jack fruit, Lychee, melon, bananas)?	[ __ __ ]
<b>08</b>	Any liver, kidney, heart, or other organ meats? (iron rich)	[ __ __ ]
<b>09</b>	Any other meat (beef, pork, goat, lamb, chicken)?	[ __ __ ]
<b>10</b>	Any eggs?	[ __ __ ]
<b>11</b>	Any fresh or dried fish or shellfish?	[ __ __ ]
<b>12</b>	Any foods made from legumes such as beans, soya beans, lentils, or nuts (pecan nut, peanut etc.)?	[ __ __ ]
<b>13</b>	Any cheese, yogurt, milk or other milk products?	[ __ __ ]
<b>14</b>	Any foods made with oil, fat, or butter?	[ __ __ ]
<b>15</b>	Any sugar, honey, sweets, sugary sweet drinks?	[ __ __ ]

<b>Q.4</b>	During the past 30 days, how many times did you drink fizzy, sweet soft drinks, such as coke and lemonade? 01=Daily 02=2-3 times a week 03=Once a week 04=Every two weeks 05=less than every 2 weeks 06=Never	[ __ __ ]
<b>Q.5</b>	During the past 30 days, how many times did you eat salty and fatty foods such as crisps or fried snacks? 01=Daily 02=2-3 times a week 03=Once a week 04=Every two weeks 05=less than every 2 weeks 06=Never	[ __ __ ]
<b>Q.6</b>	During the past 30 days, how many times did you eat sweet, sugary, fatty foods such as cakes ? 01=Daily 02=2-3 times a week 03=Once a week 04=Every two weeks 05=less than every 2 weeks 06=Never	[ __ __ ]

<p><b>Q.7</b></p>	<p>During the last 7 days, on how many days were you physically active for at least 60 minutes on one day?</p> <p><b>FIELDWORKER.</b> 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.</p> <p>00= 0 days  01= 1 day  02= 2 days  03= 3 days  04=4 days  05=5 days  06=6 days  07= 7 days (every day)</p>	<p>[ _ _ ]</p>
<p><b>Q.8</b></p>	<p>How much time do you usually spend sitting during a typical day (for example: school, work, watching TV, sitting with friends)?</p> <p>01= Less than 1 hour per day  02= 1 to 2 hours a day  03= 3 to 4 hours a day  04= 5 to 7 hours a day  05= more than 7 hours  77=NK  88=NA</p>	<p>[ _ _ ]</p>

# 5. HEALTH

## 5.3 CHANGES ASSOCIATED WITH PUBERTY

**FIELDWORKER:** These questions may be sensitive to ask in the presence of other adults. If there are other people present, in front of whom the child would not feel comfortable answering these, wait to administer this section until privacy can be guaranteed.

**SAY:** Now I am going to ask you some questions about changes in your body and appearance. If you do not feel comfortable answering any of these questions, you do not have to do so.

[CAPI: the following questions are asked only to those children who did not experience changes associated with puberty in R4]

**For girls only**

<b>Q.1</b>	Have you started your periods yet and if so, at what age did they start? Enter age  00=Haven't started yet -77=NK -79=Refused to answer	[ __ _ ]
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**For boys only**

<b>Q.2</b>	At what age did you notice that your voice was changing (deepening)? Enter age.  00=Haven't started changing yet -77=NK -79=Refused to answer	[ __ _ ]
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**FIELDWORKER:** Observe if the boy has any hair on his chin.

<b>Q.3</b>	[FIELDWORKER OBSERVE] Has hair started growing on YL CHILD chin.	<input type="radio"/> Yes <input type="radio"/> No   ► Skip to next section
<b>Q.4</b>	When has hair started growing on your chin? Enter age  -77=NK -79=Refused to answer	[ __ _ ]

## 6. SOCIAL NORMS AND GENDER ROLES

**SAY:** The statements I am now going to read to you describe attitudes toward the roles of women in society which different people have. There are no right or wrong answers, only opinions. Please tell me how you feel about each statement by indicating whether you: Strongly disagree, disagree, agree, or strongly agree. Remember that if you do not want to respond to any questions or you do not know what to answer you have the option to skip a item and pass to the next one.

[illegible]

# 7. SOCIAL SUPPORT

**SAY:** Now I am going to ask you some questions about the people in your life.

<b>Q.1</b>	Is one or both of your parents alive? 00 = No 01 = Yes	[ _ _ ]
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<b>Q.2</b>	In general, how many people can you rely on in time of need?  00=None 01=1-2 people 02=3-5 people 03=6-10 people 04=11-15 people 05=16-20 people 06=21-30 people 07=Over 30 people 77=NK	[ _ _ ]
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## 8. EXPECTATIONS ABOUT MARRIAGE AND PARENTHOOD

**SAY:** Now I would like to ask you some questions about what you would like for you in the future

**FIELDWORKER:** The following questions apply to unmarried teenagers

<b>Q.1</b>	At what age do you think you will get married?  Enter in years  00= I will never get married -77= NK -79= Refused to answer 90 = I am already married.	[ _ _ ]
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**FIELDWORKER:** The following questions apply to all teenagers

<b>Q.2</b>	Do you want to have children/ another child one day? 00=No ► Skip to Q.5 01=Yes 77=Undecided/ NK	[ _ _ ]
<b>Q.3</b>	Ideally, at what age would you like/have liked to have your first child? Enter in years  <b>FIELDWORKER:</b> this is independent from the number of children already born  -77 = NK	[ _ _ ]
<b>Q.4</b>	What do you think is the ideal period between births? Enter in years  <b>FIELDWORKER:</b> this is independent from the number of children already born  -77 = NK	[ _ _ ]
<b>Q.5</b>	What do you think would be the ideal number of children for you?  <b>FIELDWORKER:</b> this is independent from the number of children already born	[ _ _ ]
<b>Q.6</b>	What do you think would be the ideal number of sons for you to have?  <b>FIELDWORKER:</b> this is independent from the number of children already born	[ _ _ ]
<b>Q.7</b>	What do you think would be the ideal number of daughters for you to have?  <b>FIELDWORKER:</b> this is independent from the number of children already born	[ _ _ ]



## 9. FEELINGS AND ATTITUDES

**SAY:** Now I will ask your opinion about different things and I want you to tell me what you think or feel about them. This section intends to ask about your opinion, so **there are no right or wrong answers.**

**FIELDWORKER:** Prompt Card #2 to the child. Read and explain each of the 4 alternatives: ***Strongly disagree***, ***Disagree***, ***Agree*** and ***Strongly agree***.

**SAY:** Here you have a card with 4 alternatives that range from Strongly disagree to Strongly agree. Now I will read some comments and statements that young people of your age sometimes say, think or feel. 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 opinion.

**FIELDWORKER:** Read the following example:

I may say that young people of your age think or say "I like to paint".

If you like a lot to paint, you should point the option **Strongly agree**.

If you like to paint, you should point the option **Agree**.

If you don't like to paint, you should point the option **Disagree**.

If you don't like to paint at all, you should point the option **Strongly disagree**.

**SAY:** Now let's practice with another example.

If I tell you: "All young people of my age like football". Tell me, how much do you agree or disagree with this?

**FIELDWORKER:** Wait until [YL Child] points one of the options. Make sure that s(he) has understood how to properly answer these questions.

**SAY:** Now, think if the following statements somewhat reflect what you think, feel or say. Remember that there are no right or wrong answers; I just want to know your opinion.

**FIELDWORKER:** Skip items 03, 07, 10, 13, 19, 21, 25, 29 if both parents are dead (Section 7: Q.1=0).

[illegible]

28	Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	My parents and I have a lot of fun together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	When I do something, I do it well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	I am easy to like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	I can solve most problems if I invest the necessary effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	In general, I like being the way I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	I get along with other kids easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## RETAINED YL CHILD'S NON-COGNITIVE SKILLS

**SAY:** I am now going to read some things that young people of your age sometimes say, think or feel. I want you to tell me if you agree or disagree with them. First, I will ask you if you agree or disagree, or you do not have an opinion (or so-so). If you say you agree, I will ask you whether you strongly agree. If you say you disagree, I will ask you how strongly you disagree. **There are no right or wrong answers.**

**SAY:** I am now going to read some things that young people your age sometimes say, think or feel. I want you to tell me if they sound like things you might say, think or feel. Skip items 2 and 4 if the child is currently not working (answered 0 in Q.5 of Section 3.1, Time use); and skip 8, 10 and 11 if the child is currently not studying (answered No in Q.1 of Section 2, Schooling).

Q.2		Strongly disagree	Disagree	More or Less	Agree	Strongly agree	NK	Refused to answer
01	I'm proud of my clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	I am proud of the work I have to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	Other people in my family make all the decisions about how I spend my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	I have no choice about the work I do - I must do this sort of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05	I feel my clothing is right for all occasions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06	If I try hard, I can improve my situation in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07	I like to make plans for my future studies and work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08	I am never embarrassed because I do not have the right books, pencils and other equipment for school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09	I am proud of my shoes or of having shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	If I study hard at school I will be rewarded by a better job in future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I am proud that I have the correct uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**FIELDWORKER:** Display the ladder card and explain: There are nine steps on this ladder. Suppose we say that the ninth step, at the very top, represents the best possible life for you and the bottom represents the worst possible life for you.

<b>Q.3</b>	Where on the ladder do you feel you personally stand at the present time? Record step number: 01-09  77=NK 88=NA	[ _ _ ]
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## CHILD'S SUBJECTIVE WELLBEING

**SAY:** Now I would like you to think about your family

<b>Q.4</b>	How many things does your family have compared to other families in the village?  <b>FIELDWORKER:</b> Read the options 01=Has more things than most families 02=Has about the same amount of things as most families 03=Has less things than most families 77=NK 88=NA	[ _ _ ]
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Q.5	<p><b>THREE YEARS AGO:</b> How many things did your family have compared to others in the village in [MONTH AND YEAR OF R4 INTERVIEW]?</p> <p><b>FIELDWORKER:</b> Read the options</p> <p>01=Has more things than most families 02=Has about the same amount of things as most families 03=Has less things than most families 77=NK 88=NA</p>	[ _ _ ]
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Q.6	<p>Which of the following best describes your household?</p> <p><b>FIELDWORKER:</b> Please read the options</p> <p>01=Very rich 02=Rich 03=Comfortable - manage to get by 04=Never have quite enough, struggle to get by 05=Poor 06=Destitute 77=NK 88=NA</p>	[ _ _ ]
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Q.7	<p><b>THREE YEARS AGO:</b> How would you describe your household in [MONTH AND YEAR OF R4 INTERVIEW]?</p> <p><b>FIELDWORKER:</b> Please read the options</p> <p>01=Very rich 02=Rich 03=Comfortable - manage to get by 04=Never have quite enough, struggle to get by 05=Poor 06=Destitute 77=NK 88=NA</p>	[ _ _ ]
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## 10. COMPUTER, OTHER DIGITAL DEVICES, AND INTERNET USAGE AND SKILLS

### USE

**SAY:** Now I would like to ask you questions about the use of computer, certain digital devices, and internet

Look at this [CARD] and choose the option that best reflects how much do you use/have used computers, laptops, tablets, and mobile phones with internet connection. If you have not heard of some of the devices or you don't understand the item, please mark the last option "I do not know what this is"

Q.1	Have you ever used any of the following?	No, never	Yes, a few times in my life	Yes, many times in my life	I do not know what this is
01	Computer or laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	Tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	Mobile phone with internet access (e.g. Smartphone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[CAPI] Enable item 01 in Q2 if respondent answers "Yes, many times in my life" to item 01 in Q1

[CAPI] Enable item 02 in Q2 if respondent answers "Yes, many times in my life" to item 02 in Q1

[CAPI] Enable item 03 in Q2 if respondent answers "Yes, many times in my life" to item 03 in Q1

[CAPI] Enable item 04 in Q2 if respondent answers "Yes, many times in my life" to item 04 in Q1

Q.2	In the last 12 months, how often have you been using any of the following:	Never	Less than once a month	Monthly	Weekly	Daily
01	Computer or laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	Tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	Mobile phone with internet access (e.g. Smartphone)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[CAPI] Enable item 01 in Q3 if respondent answers "Yes, many times in my life" to item 01 in Q1

[CAPI] Enable item 02 in Q3 if respondent answers "Yes, many times in my life" to item 02 in Q1

[CAPI] Enable item 03 in Q3 if respondent answers "Yes, many times in my life" to item 03 in Q1

[CAPI] Enable item 04 in Q3 if respondent answers "Yes, many times in my life" to item 04 in Q1

Q.3	How old were you <u>when you first used</u> each of the following? Enter age in years	Age in years
01	Computer/ laptop	[ _ _ ]
02	Tablet	[ _ _ ]
03	Internet access (e.g. internet cabin, Wi-Fi connection)	[ _ _ ]
04	Mobile phone with internet access (e.g. Smartphone)	[ _ _ ]

[CAPI] Enable item 01 in Q4 if respondent answers "Yes, many times in my life" to item 03 in Q1

[CAPI] Enable item 02 in Q4 if respondent answers "Yes, many times in my life" to item 03 in Q1

Q.4	Which of the following do you currently have?	No	Yes	I do not know what this is
1	E-mail (e.g. john@hotmail.com or john@gmail.com)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	A social network account and/or instant messaging account (e.g. Facebook, LinkedIn, Twitter, WhatsApp, Skype, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SKILLS

[CAP]: Enable Q5 if respondent answers "Yes, many times in my life" to item 01 in Q.1

**SAY:** The following questions include 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".

Q.5		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I do not understand what this means
1	I know how to create a folder on a digital device.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I know how to move a file from one folder to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I know how to delete a file.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I know how to retrieve a deleted file from the recycle bin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I know how to use the undo and redo functions, while working on a digital document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I know how to change the margins (for example using Word).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I know how to bold, italicize or underline text (for example using Word).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I know how to insert a table in a document (for example using Word).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I know how to use a spreadsheet to plot a graph (for example using Excel).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I know how to create a presentation (for example using PowerPoint).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[CAP]: Only enable Q.6 if respondent answers "Yes, many times in my life" to item 03 in Q.1

**SAY:** 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".

Q.6		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree	I do not understand what this means
1	I know how to open downloaded files.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I know where to click to go to a different webpage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I know how to complete online forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I know how to connect to a Wi-Fi network.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I find it easy to decide what the best keywords are to use for online searches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I find it easy to find a website I visited before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I know how to create something new from existing online images, music or video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I know which apps or software are safe to download.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[CAP]: Only enable Q.7 if respondent answers "Yes, many times in my life" to item 03 in Q.1

Q.7	Do you use the internet to:	Frequently	From time to time	Not at all
1	Search for sample exams and problem sets and their solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Search for open teaching courses and learning materials available in the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Translate materials from Vietnamese into other languages and vice versa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Get connected with other people through social media (e.g. Facebook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CODEBOXES

### ***Movement History***

#### **Codebox #1: Place of YL Child movement**

Section 1: Movement History, Q.4

01=Same commune
02=Another commune within same district
03=Another district in same province
04=Neighbouring province
05=Non-neighbouring province
06=Other country, specify
07=Other, specify
77=NK
79=Refused to answer

#### **Codebox #2: Type of locality**

Section 1: Movement History, Q.5

01= Urban commune in major city
02= Urban commune in provincial Centre
03= Urban commune
04= Rural commune
05= Town
06= Other country, specify
07= Other, specify
77=NK
79=Refused to answer

#### **Codebox #3: Reasons for moving**

Section 1: Movement History, Q.7

01 = Work of the Child
02 = Study of the Child
03 = Health of the Child
04 = To seek independence
05 = Work of parents
06 = Better / more land
07 = Better dwelling conditions
08 = Divorce / Separation of Parents
09 = Family Disputes
10 = Health of a family member
11 = Death of a family member
12 = To be close to relatives
13 = Violence, crime, war
14 = Natural disaster
15 = Other, specify
77 = NK
79 = Refused to answer
88 = NA

### ***Education History***

#### **Codebox #4: Grade or type of programme**

Section 2.1: Education history,Q.2

00 = None
01 - 05 = Primary (Grades 1 - 5)
06 - 09= Lower Secondary Education (Grades 6-9)
10 - 12 = Upper Secondary Education (Grades 10-12)
13 = Short term Vocational Training
14= Vocational Secondary School ( 1 <sup>st</sup> year)
15 = Vocational Secondary School ( 2 <sup>nd</sup> year)
16 = Vocational Secondary School completion
17 = Professional Secondary (1 <sup>st</sup> years)
18 = Professional Secondary (2 <sup>nd</sup> years)
19 = Professional Secondary (3 <sup>rd</sup> years)
20 = Professional Secondary completion
21 = Vocational College (1st year)
22 = Vocational College (2nd year)
23 = Vocational college completion
24 = College education (1 <sup>st</sup> year)
25 = College education (2 <sup>nd</sup> year)
26 = College education completion
27 = In the job, evening/weekend college education
28 = In the job, evening/weekend undergraduate in university
29 = University education (under graduate 1 <sup>st</sup> year )
30 = University education (under graduate 2 <sup>nd</sup> year)
31 = University education (under graduate 3 <sup>rd</sup> year)
32 = University education (under graduate 4 <sup>th</sup> year)
33= University education (under graduate 5 <sup>th</sup> year)
37= Centre for continued education (non-formal student)
50= Any pre-primary grade
38=Other, (specify)
77=NK

#### **Codebox #5: Type of school (ownership)**

Section 2.1: Education history,Q.5

01 =Private
02=NGO/Charity/ Religious (not for profit)
03=Public
06=Informal
07=Half public/Half Private
08=Centre for continuing education
05=Others, specify
77=NK

88=NA

## Schooling

### Codebox #6: Vietnam languages

Section 2.1: Schooling, Q.3

41=Vietnamese
42=Chinese
43=Tay
44=H'Mong,
45=Nung,
46=Ede
47=Thai
48=Dao
49=Giay
50= H' Roi
10=Other,
77=NK

### Codebox #7: Means of transport to school

Section 2.1: Schooling, Q.5

01=Walk
02=Bicycle
03=Family car or motorbike
04=School bus
05=Public bus/coach/shared taxi/motorbike/horse carts
06=Private hire taxi
07=Rickshaw
08= River crossing
09=Other
77=NK, 88=N/A

### Codebox #8: Main difficulty in getting to school

Section 2.1: Schooling, Q.7

01=Traffic
02=Harassment/abuse from other children,
03=Rebels/thieves
04=Harassment from authorities (e.g. police, local officials)
05=Natural hazards (e.g. floods)
06=Other (specify)
07 =Animals
08=kidnapping
09=Sexual violence
10=Fear of having an accident on the way school
11=Spirits / ghosts
12=having to cross dangerous places (rivers, ravines etc)
77=NK
88=NA

### Codebox #9: Reasons for missing school

Section 2.1: Schooling, Q.10

01=Fees too expensive
02=Books and/or other supplies too expensive
03= Shoes/clothes/uniform for school too expensive
04= Transport too expensive/lack of transport
05= Not safe to travel to school
06= Truancy, child did not want to go, not interested, prefer to play
07=Banned from school for behaviour reasons
08=Banned from school because away for too long
10= Banned from school because failed to achieve necessary grade/level at school
11= Bullying/abuse from peers
12= Ill-treatment/abuse from teachers/principal
13=Needed to stay home to look after younger children
14=Needed for domestic and/or agricultural work or family business at home (include chores, farm work, helping with family business, harvest)
15=Had to do paid work to earn money(including agricultural work other than for household)
16=Illness, Injury
17=Family issues e.g. problems at home – parent disputes/marital conflict
18=Family member ill/disabled/elderly (including care for this family member)
19=Family function (e.g. wedding, funeral)
20=Festivals
21=Migration with parents
22= School not accessible for seasonal reasons: river prohibits access
23= Can't understand the language in class
24= Schooling is not useful for getting a job or later life
25= Schooling is of low quality
26= Pregnancy/fatherhood
28= Teacher was absent/there was no teacher
29= Can't understand the content of lessons/can't learn well
31= Couldn't hear or see properly
79=Refused to answer
30=Other
77= NK, 88= NA

### Codebox #10: Months when most absences took place

Section 2.1: Schooling, Q.11

01=January
02=February
03=March
04=April
05=May
06=June (Not a school month)
07=July (Not a school month)
08=August (Not a school month)
09= September
10=October

11=November
12=December
13=None
77=NK

## Work Activities

Codebox #11:

### Paid activities

Section 3.2: Work activities, Q.2

01=Farm work
02=Domestic chores
03= Childcare or care of elders
04=Selling goods or services
05=Making or collecting things to sell (i.e. handicrafts/piece work/making food or drink/collecting groundnuts for sale, not as a domestic chore)
06=Working for wage in non-agricultural activities, e.g. in mine/workshop/factory/construction/making food or drink
07=Other, specify
77=NK
79=Refused to answer
88=N/A

Codebox #12:

### Uses of money earnt

Section 3.2: Work activities, Q.10

01 = My education (including school fees, books, uniform)
02 = Education of others in the household
03 = Food or sweets just for me
04 = Food or sweets for others in the household
05 = Alcohol or tobacco for me
06 = Alcohol or tobacco for other household members
07 = Clothes just for me
08 = Clothes for others in the household
11 = Leisure for me (i.e. cinema tickets, toys, music)
12 = Leisure for other household members
13 = Saved
14 = Sent to relatives living in another community (such as the home community if the child has migrated)
15 = To repay debts
16 = Lent to someone
17 = Other, specify
88=N/A

## Individual Health

Codebox #13:

### Most serious injury

Section 4.1: Child health, Q.4

01= Cut or laceration
02= Head injury or concussion or knocked out
03= Broken bone (fracture)
04= Joint injury, sprain, bruise, muscle injury
05= Burn
06= Stab wound or penetrating injury
07= Animal bite
08= Eye injury
09= Multiple injuries
10= Gun shot wound
11= Drowning or near drowning
12= Electric shock
13= Snake bite
14= Insect or spider bite
15= Internal injury (abdominal, liver, spleen etc)
16=Poisoning/intoxication
17=Loss of limb or part of limb/amputation
18=Abscess or infection
19=Post traumatic shock or mental problem
20= Other, specify
77=NK
79=Refused to answer
88=N/A

Codebox #14:

### Most serious illness

Section 4.1: Child health, Q.7

01=Malaria/High fever
02=Pneumonia
03=Diarrhoea & vomiting
04=Asthma
05=Malnutrition
06=Anaemia
07=Dengue fever
08=Hepatitis
09=Tuberculosis
10=Epilepsy
11=Influenza
12=Typhoid
13=HIV/AIDS
14=Other Infectious disease
15=Brain tumour
16=Other tumour (other than brain)
17=Heart problem
18=Skin diseases
19=Problems with drugs and medicines
20=Fatigue
21=Migraine or other headaches
22=Parasitic infection/worms
23=Nose bleed
24=Leech



25=Mitch (general name for a number of diseases)
26=Allergies
29=Abortion/miscarriage
30=Apendicitis
32=Chickenpox
33=Other respiratory problem (includes croup, pneumothorax)
34=Gastritis, colic, or other GI problem inc celiac disease
35=Diabetes
36=Obesity
37=Gynecological problem except miscarriage/abortion
38=Male genital problem includes torsion of testis
39=Urinary infection, any renal problem
40=Muscle, joint, tendon, orthopedic problem
41=Gallbladder problems
42=Leishmaniasis
43=Evil eye or any other spell
44=Eye problems inc conjunctivitis
45=Any mental problem inc depression, attempted suicide
46=Drug overdose
47=Dental problem
77=NK
79=Refused to answer
88=N/A

Codebox #15: Index child's other long-term health problems

Section 4.1: Child health, Q.12

03=Fits/Epilepsy
05=Malnutrition
06=Skin problems/Eczema
07=Anaemia
08=HIV/AIDS
09=Digestive problems
12=Speech problems
13=Allergies
14=Tooth decay
15=Ear ache
16=Congenital illness
17=Other (Specify)
18= Orthopedic problems incl Flatfoot
19= Headaches, migraine
20=Other respiratory problem (includes croup, pneumothorax)
21=Gastritis, colic, or other GI problem inc celiac disease
22=Diabetes
23=Obesity
24=Gynecological problem except miscarriage/abortion
25=Male genital problem includes torsion of testis
27=Urinary infection, any renal problem
28=Any mental illness inc depression, psychoses, addiction, alcoholism
77=NK, 88=N/A

### Job and Education Aspirations and Expectations

Codebox #16: Aspired / Expected job activities

Section 6.2: Aspirations and Expectations, Q.1

01=Accountant
02=Actor/actress
03=Artist
04=Other civil servants
05=Computer operator
06=Conductor
07=Construction worker
08=Cook
09=Dentist
10=District collector
11=Doctor
12=Domestic Worker/ Housemaid
13=Driver
14=Engineer
15=Farmer
16=Fireman/woman
17=Fisherman
18=Fulltime parent/Housewife
19=Labourer
20=Lawyer
21=Lecturer
22=Market Trader/shop assistant/
23=Mason/carpenter/thatcher
24=Mechanic
25=Nurse
26=Painter/decorator
27=Pilot
28=Policeman/woman
29=Politician
30=President/leader of country
31=Scientist
32=Singer
33=Soldier
34=Sportsman/woman/ athlete
35=Tailor
36=Taxi Driver
37=Teacher
38=Trader/ businessman/woman
39=Traditional occupation
40=University Student/other form of further education
41=Veterinarian (animal doctor)
42=Other, specify
43=Secretary/Administrative assistant

44=Religious leader/priest/sheikh
45=Manager /Management
46=Agricultural Extension Worker
47=Health Extension Worker
48= Factory worker
49=Journalist
50 = Banker/Bank manager
51 = Musician/ dancer
52 = Lab assistant/ lab technician
53 = Pharmacist
54 = Sailor/ seaman
55 = Carpenter
56 = Security guard
57 = Cabin crew/ air hostess
58 = Psychologist
59 = Software programmer
60 = Hair stylist/ beautician
61 = Model
77= NK
88=NA
79=RTA

Codebox #17: Educational grades and levels

00=None
01=Grade 1
02=Grade 2
03=Grade 3
04=Grade 4
05=Grade 5
06=Grade 6
07=Grade 7
08=Grade 8
09=Grade 9
10=Grade 10
11=Grade 11
12=Grade 12
13=Post-secondary, vocational
14=University
15= Post-graduate (e.g. Masters, PhD)
28=Adult literacy
29=Religious education
30=Other (specify)
79=Refused to answer
77=NK

YOUNGER COHORT  
ROUND 5  
VIETNAM

CHILD QUESTIONNAIRE: LOCATION, ANTHROPOMETRY & PPVT

Section 1	Data Handlers: Location Information
Section 2	Anthropometry of the Index Child
Section 3	Peabody Picture Vocabulary Test (PPVT)

## DATA HANDLERS

### DATE OF INTERVIEW

<b>Q.1</b>	Date of interview Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Fieldworker ID	[ ____ ]

### DATE OF SUPERVISOR CHECK

<b>Q.3</b>	Date of Supervisor Check Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.4</b>	Supervisor ID	[ ____ ]

### LOCATION INFORMATION OF CHILD INTERVIEW

**FIELDWORKER:** Please enter manually the GPS coordinates of the [YL CHILD]'s current residence.

<b>Q.5</b>	<b>Geographic coordinates</b>	
	GPS (East):	[ ____ ° ____ . ____ ]
	GPS (North):	[ ____ ° ____ . ____ ]

**FIELDWORKER:** Observe and fill-in the current geographic location of [YL CHILD]'s residence.

<b>Q.6</b>	Cluster ID (Sentinel site): OBSERVE 90=Locality does not belong to YL Sentinel Site	[ ____ ]
<b>Q.7</b>	Community ID - OBSERVE 999=Locality does not belong to YL Community Otherwise ► Skip to <b>next section</b>	[VN ____ ]
<b>Q.8</b>	Is this locality urban or rural?  <b>FIELDWORKER:</b> Follow official definition to choose between urban or rural.  01=Urban 02=Rural	[ ____ ] Specify _____
<b>Q.9</b>	Select the Mini Community ID for this locality.  <b>FIELDWORKER:</b> 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: "VNMC ____". VNMC should be followed by a 3-digits number that corresponds to the correlative number (001, 002, 003, etc) uniquely assigned to each mini-community.	[VN - MC - ____ ]
<b>Q.10</b>	Region of residence - OBSERVE  51=Northern Uplands 52=Red River Delta 53=Phu Yen 54=Da Nang 55=Highlands 56=South Eastern 57=Mekong River Delta	[ ____ ]

## 11. ANTHROPOMETRY OF YL INDIVIDUAL

**SAY:** I have to use this weighing scale/height board to make sure the measurements are right, this won't hurt. I am going to ask you to stand up on the weighing scale / height board.

**FIELDWORKER:** Make sure [YL Child] is wearing only light clothes. If there is a large difference between two measurements, measure one more time and take the most common one.

<b>Q.1</b>	SCALE CHECKED <b>FIELDWORKER:</b> Tick if checked.	<input type="checkbox"/>
<b>Q.2</b>	First child weight TO NEAREST 0.1 KG -9999=Child not weighted	[ ____ . ____ ]
<b>Q.3</b>	Second child weight TO NEAREST 0.1 KG -9999=Child not weighted	[ ____ . ____ ]
<b>Q.4</b>	Agreed child weight TO NEAREST 0.1 KG -9999=Child not weighted	[ ____ . ____ ]
<b>Q.5</b>	First child height MEASURE TO NEAREST 0.1 CM -9999=Child not measured	[ ____ . ____ ]
<b>Q.6</b>	Second child height MEASURE TO NEAREST 0.1 CM -9999=Child not measured	[ ____ . ____ ]
<b>Q.7</b>	Agreed child height MEASURE TO NEAREST 0.1 CM -9999=Child not measured	[ ____ . ____ ]

[CAPI: Enable Q.8 if Q.4=-99 or Q.7=-99]

<b>Q.8</b>	Why was [YL Child] not measured?  01 = Child not present 02 = Caretaker refused 03 = Child ill 04 = Child refused 05 = Other, specify 06= Child could not be found 77=NK 88=NA	[ ____ ]
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## COGNITIVE TEST

**FIELDWORKER:** Please administer the PPVT test to the YC individual.

**YOUNGER COHORT  
ROUND 5  
VIETNAM  
HOUSEHOLD QUESTIONNAIRE**

**CONTENTS**

**DATA HANDLERS**

<b>Section 1</b>	<b>Household roster</b>
<b>Section 2</b>	<b>Household education and time allocation</b>
Sub-section 2.1	Household education
Sub-section 2.2	Time allocation
<b>Section 3</b>	<b>Livelihoods and asset framework</b>
Sub-section 3.1	Land and crops
Sub-section 3.2	Productive assets
Sub-section 3.3	Transfers
<b>Section 4</b>	<b>Food and non-food consumption and expenditure</b>
Sub-section 4.1	Food consumption
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<b>Section 5</b>	<b>Social capital</b>
<b>Section 6</b>	<b>Economic changes and recent life history</b>
Sub-section 6.1	Economic changes
Sub-section 6.2	Shocks
<b>Section 7</b>	<b>Socioeconomic status</b>
<b>Section 8</b>	<b>Health</b>
Sub-section 8.1	Index child health
Sub-section 8.2	Household members health
Sub-section 8.3	Food security
<b>Section 9</b>	<b>Caregiver perceptions</b>

**CODEBOXES**

DATA HANDLERS

DATE OF INTERVIEW

Q.1	Date of interview Enter day, month and year.	[ __ __ / __ __ / __ __ __ __ ] DD MM YYYY
Q.2	Fieldworker ID	[ __ __ ]





## 2. HOUSEHOLD EDUCATION AND TIME ALLOCATION

Q.6	ID of respondent for this section Identify the respondent for this section using the ID from the household roster	[_____]
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### 2.1 HOUSEHOLD EDUCATION

#### FOR AGES 18 AND OVER

SAY: First, I am going to ask about the education level of all household members aged **18 and over**.

ID of current household members roster	Household member name	Q.7	Q.8	Q.9
(PREFILLED)	(PREFILLED FOR PH#4)	Has [PH#] ever attended or is s/he currently attending school? 00=No ► Skip to next row 01=Yes	What was the highest grade that [PH#] completed (excluding pre-primary)? Enter code from <b>CODEBOX #4</b>	Is [PH#] currently in full-time education? 00=No 01=Yes, attending regularly 02=Yes, but attending irregularly 77=NA 88=NA 79=Refused to answer
[_____]	[_____]	[_____]	[_____]	[_____]
[_____]	[_____]	[_____]	[_____]	[_____]
[_____]	[_____]	[_____]	[_____]	[_____]

#### FOR AGES 5 TO 17 ONLY

SAY: Now I will ask about the education of all **5 to less than 18 year olds**, starting with [YL Child].

		FIELDCHECKER: Ask the following question to PH#4 who have ever attended school (Q.4-Q.10).					FIELDCHECKER: Ask these questions if PH#4 ever attended school but is NOT currently in full-time education (Q.4-Q.1 and Q.7-Q.10).					FIELDCHECKER: Ask these questions if PH#4 is currently in full-time education (Q.4-Q.1 and Q.7-Q.10).				
ID of current household members roster	Household member name	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15			
		Has PH#4 ever attended or is s/he currently attending school? 00=No ► Skip to Q.8 01=Yes	At what age did PH#4 start formal school? Enter age in years 77=NA	What was the highest grade that PH#4 completed (excluding pre-primary)? Enter code from CODEBOX #4	Is PH#4 currently in full-time education? 00=No 01=Yes, attending regularly ► Skip to Q.11 02=Yes, but attending irregularly ► Skip to next row 77=NA, 88=NA, 79=RTA ► Skip to next row	Why is PH#4 currently NOT in full-time education? Enter code from CODEBOX #5 ► If PH#4 never attended school (Q.4=0) skip to next person	How old was PH#4 when s/he completed highest full-time education? Enter age in years 77=NA 79=Refused to answer	What type of school did PH#4 last attend? Enter code from CODEBOX #6 Once answered ► Skip to next person	What type of school is PH#4 currently attending (excluding over 2019/2020)? Enter code from CODEBOX #6	Why have you chosen this school for PH#4 to attend? Enter code from CODEBOX #7	How much does the household spend on school fees for PH#4 (in the last academic year (2019/2020))? Enter in '000 VND 77=NA 79=Refused to answer	How much did the household spend on extra tuition for PH#4 (in the last academic year (2019/2020))? Enter in '000 VND 77=NA 79=Refused to answer	How did PH#4 perform in the last academic year (2019/2020)? Enter code from CODEBOX #8 01=Excellent 02=Good 03=Reasonably well 04=Poorly 77=NA 88=NA			
[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]			
[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]			
[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]			
[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]	[_____]			

#### EDUCATION AID

SAY: Now I would like to ask you about aid received for [YL Child] education over the **last 12 months**.

Q.16	Over the <b>last 12 months</b> , has [YL Child] received support in cash or in-kind from government or educational organizations for his/her education? 00=No ► Skip to Q.21 01=Yes	[_____]
Q.17	Has [YL Child] been exempted from tuition by the government? 00=No ► Skip to Q.21 01=Yes	[_____]
Q.18	What is the main reason for [YL Child] being exempted from tuition? 01=Enrolment status 02=Military 03=Household member is disabled or a sick veteran 04=Household's remote location 05=Household's difficult situation 06=Primary paid ► Skip to Q.21 07=School offers free tuition 08=Household has many children 10=Other, Specify _____	Specify _____
Q.19	What is the total amount of tuition exempted for [YL Child] each month? Enter in '000 VND 77=NA	[_____]
Q.20	What percentage of [YL Child]'s education cost does this exemption cover? 01=1%-20% 02=21-50% 03=51-75% 04=76-100%	[_____]

#### CONTRIBUTIONS TO SCHOOL

SAY: Now I would like to ask you about the contributions for education for all the children in the household who are in school, excluding official compulsory fees, in the **last 12 months**.

	Q.21	Q.22	Q.23	Q.24
Type of contribution	Thinking about the schools, how much did your household contribute to the parents of children at these schools contribute in cash towards the following? 00=No ► Skip to next row 01=Yes, compulsory 02=Yes, voluntary	How much did your household contribute over the <b>past 12 months</b> ? Enter in '000 VND If 0 ► Skip to next row 77=NA	What was the value of the exemption your household was granted for its contribution in the <b>past 12 months</b> ? Enter in '000 VND If 0 ► Skip to next row 77=NA	What was the reason for this exemption? Enter codes from <b>CODEBOX #8</b>
01 School construction fees	[_____]	[_____]	[_____]	[_____]
02 Accident insurance	[_____]	[_____]	[_____]	[_____]
03 School security	[_____]	[_____]	[_____]	[_____]
04 School fund	[_____]	[_____]	[_____]	[_____]
05 Pupils' parents' fund	[_____]	[_____]	[_____]	[_____]
06 Health insurance	[_____]	[_____]	[_____]	[_____]
07 Other, specify _____	[_____]	[_____]	[_____]	[_____]
Total contribution	[_____]	[_____]	[_____]	
08 <b>FIELDCHECKER:</b> Ask this question if there is at least one 77 in Q.22 and Q.23.	[_____]	[_____]		

SAY: Now I would like to know about education aid received only for [YL Child] education in the **last 12 months**.

Q.25	Over the <b>last 12 months</b> , what is the total amount that has been received from educational aid organizations for [YL Child]'s education? Enter in '000 VND 01=Nothing 77=NA	[_____]
Q.26	If you had not received education aid and/or tuition exemptions, would you still send [YL Child] to school? 00=No 01=Yes 77=NA	[_____]

#### EXTRA SCHOOLING

SAY: Now I would like to ask you about [YL Child] extra classes in the last academic year.

Q.27	Has [YL Child] participated in extra classes (additional to regular schooling, mostly voluntary & charge a fee) on school premises during the <b>school months of the last academic year</b> ? 00=No ► Skip to Q.32 01=Yes 77=NA ► Skip to Q.32	[_____]
Q.28	During an average week, how many hours has [YL Child] attended extra classes? 77=NA	[_____] Hours/week
Q.29	During the <b>school months of the last academic year</b> , approximately how much money has the household paid on average per month for [YL Child]'s extra classes? Enter in '000 VND 77=NA	[_____]
Q.30	How much difficulty paying for [YL Child]'s extra classes? 00=No 01=Yes	[_____]
Q.31	How would you rate the impacts of extra classes for [YL Child]'s performance in ordinary school classes? <b>FIELDCHECKER:</b> Please read the alternatives 01=Extremely positive 02=Positive 03=No impact 04=Negative 05=Extremely negative 77=NA 88=NA 79=RTA	[_____]
Q.32	Who helps [YL Child] with homework when s/he needs it? Enter codes from <b>CODEBOX #9</b> <b>FIELDCHECKER:</b> If respondent mentions several people, ask him/her to mention that helps [YL Child] most of the time.	[_____]
Q.33	In the last week or the last week [YL Child] had classes (if the preceding week consisted of holidays), on average how many hours per day did [PH#] help [YL Child] with homework? Enter number of hours: 0-24	[_____]

## 2.2 TIME ALLOCATION

**FIELDWORKER:** Show the respondent the 'time allocation card' with each of the 8 activities in a separate circle. Explain the respondent what each activity means (remember Q.4 and Q.6 include travelling times).

[illegible]

### 3. LIVELIHOODS AND ASSET FRAMEWORK

<b>Q.0</b>	ID of respondent for this section Identify the respondent for this section using the ID from the household roster	[ ____ ]
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#### 3.1 LAND AND CROPS GROWN

##### LAND USE

**SAY:** Now I am going to ask you some questions about any agricultural (for example, growing crops and pasture) and non-agricultural (for example, living accommodation, gardening) land you have a certificate of, borrow or rent.

**FIELDWORKER:** Ask Q.1 for all land types of land first and then continue to gather further information (row by row) only for those that were selected (YES)

	<b>Q.1</b>	<b>Q.2</b>	<b>Q.3</b>	<b>Q.4</b>	<b>Q.5</b>	<b>Q.6</b>
Land Type	Household has had any of these types of land in the last 12 months (whether for agricultural or non-agricultural purposes)	Total area of agricultural land Enter in m2 -77=NK -79=Refused to answer If 00 ► Skip to Q.5	What is the main use of this agricultural land?  Enter code from <b>CODEBOX #10</b>  <b>FIELDWORKER:</b> if more than one plot ask for the description of most of the land.	What proportion of the land was irrigated in the last 12 months?  <b>FIELDWORKER:</b> Read the alternatives 01=Less than half 02=Half 03=More than half 04=All 05=No land was irrigated in the last 12 months 77=NK 88=NA	Total area of non-agricultural land Enter in m2 -77=NK -79=Refused to answer If 00 ► Skip to next row  (CAP: at least one type of land (by column) should be greater than zero, show warning if not)	What are the main uses of this non-agricultural land?  Enter code from <b>CODEBOX #11</b>  <b>FIELDWORKER:</b> if more than one plot ask for the description of most of the land.
With land-use certificate (incl leased-out)	<input type="radio"/> Yes <input type="radio"/> No	[ ____ ]	[ ____ ] Specify	[ ____ ]	[ ____ ]	[ ____ ] Specify
Borrowed	<input type="radio"/> Yes <input type="radio"/> No	[ ____ ]	[ ____ ] Specify	[ ____ ]	[ ____ ]	[ ____ ] Specify
Rented-in	<input type="radio"/> Yes <input type="radio"/> No	[ ____ ]	[ ____ ] Specify	[ ____ ]	[ ____ ]	[ ____ ] Specify
Sharecropped-in	<input type="radio"/> Yes <input type="radio"/> No	[ ____ ]	[ ____ ] Specify	[ ____ ]		
Other (e.g. common property, squatted mortgaged)	<input type="radio"/> Yes <input type="radio"/> No	[ ____ ]	[ ____ ] Specify	[ ____ ]	[ ____ ]	[ ____ ] Specify

<b>Q.7</b>	What is the total extent of leased-out / sharecropped-out land?  <b>FIELDWORKER:</b> If more than one plot, ask for the sum of all plots.  Enter amount in m2 -77=NK -79=Refused to answer	[ ____ ]
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##### CROP DIVERSIFICATION

**SAY:** Now I am going to ask you about income and expenditure from crops you have grown in the last 12 months.

<b>Q.8</b>	In the last 12 months has anyone in your household <u>grown and harvested</u> any crop?  00=No ► Skip to next sub-section 01=Yes	[ ____ ]
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**FIELDWORKER:** Please record up to 6 most important crops for the household in terms of household welfare (money/food they produce), starting with the most important.

# Income and expenditure from crops

	Q.9	Q.10	Q.11	Q.12
CROP	<p>Important crops grown in the last 12 months</p> <p>Enter code from <b>CODEBOX #12</b></p> <p><b>FIELDWORKER:</b> If less than 4 crops, fill the remaining empty spaces with 88=NA.</p>	<p>Total Output in the last 12 months</p> <p>Enter In Kilograms</p> <p>-77=NK -88=NA (crop cannot be measured in kilograms - e.g. trees, flowers, etc)</p>	<p>Value of output sold in the last 12 months?</p> <p>Enter in '000 VND</p> <p>- 77=NK</p>	<p>Operational costs incurred in producing this crop in the last 12 months?</p> <p>Enter in '000 VND</p> <p>- 77=NK</p> <p><b>SAY:</b> Operational costs include salaries of workers, expenditure in seeds, fertilizers, pesticides, fuel, irrigation, costs for maintenance of equipment, rent of agricultural land, etc.</p>
Crop 01	[    ] Specify	[       ]	[       ]	[       ]
Crop 02	[    ] Specify	[       ]	[       ]	[       ]
Crop 03	[    ] Specify	[       ]	[       ]	[       ]
Crop 04	[    ] Specify	[       ]	[       ]	[       ]
Crop 05	[    ] Specify	[       ]	[       ]	[       ]
Crop 06	[    ] Specify	[       ]	[       ]	[       ]
Q.13	<p>Net income from leased-out land (for growing agricultural crops) in the last 12 months</p> <p>Enter in '000 VND</p>			[       ]

### 3. LIVELIHOODS AND ASSET FRAMEWORK

#### 3.2 LIVESTOCK AND PRODUCTIVE ASSETS

##### LIVESTOCK

Q.1	Has anyone in the household owned any livestock in the <u>last 12 months?</u> (Do not include pets)	[ _ _ ]
	00 = No ► Skip to Q.4	
	01 = Yes	
	77 = NK ► Skip to Q.4	

Type of Livestock	Q.2	Q.3
	Has anyone in the household owned any of the following animals at any time in the <u>last 12 months?</u>	How many of the following animals does the household currently own?  Enter number  -77 = NK -79 = Refused to answer

<b>Milk animals</b>		
1 Cow (modern variety)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
2 Cow (traditional variety)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
3 Calves	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
4 Buffalo (modern variety)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
<b>Draught animals</b>		
7 Bullock	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
8 He-buffalo	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
9 Donkey/horse/mule	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
<b>Small Ruminants</b>		
13 Sheep	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
14 Goat	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
15 Pigs	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
16 Poultry/birds	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
17 Rabbits	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next animal	[ _ _ _ ]
58 Other _____	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next question	[ _ _ _ ]

##### PRIMARY OCCUPATION PRODUCTIVE ASSETS

**SAY:** Now I will ask you some questions about agricultural and non-agricultural assets (e.g. machinery, equipment, tools, etc.) that the

Q.4	Do you have any assets (owned, rented, or borrowed) that allow you (the household) to work and generate income?	[ _ _ ]
	00=No ► Skip to Q.9	
	01=Yes	

Q.5	Q.6	Q.7	Q.8
Can you tell me up to <b>three</b> of the most VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed you (the household) to work, generate income?  Choose code from <b>CODEBOX #13</b>  <b>FIELDWORKER:</b> If less than <b>three</b> productive assets, enter 88 in the blank spaces and skip to next section Assets – Owned, rented or borrowed	For what activity is the asset used?  Enter code from <b>CODEBOX #14</b>	How many of them do you <b>currently own</b> ? Enter number owned  If 00 ► Skip to next row  -77, -79 = NK ► Skip to next row	If you sold it/them today, how much could you get?  <b>Enter in '000 VND</b>  -77 = NK -79 = Refused to answer
Total number of assets -owned rented or borrowed			
1. [ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ ]
2. [ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ ]
3. [ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ ]

Q.9	In the <u>last 12 months</u> , what was the most important occupation / money-making activity of the household <u>in terms of income</u> ?	[ _ _ ]
	Enter code from <b>CODEBOX #14</b>	
	00= None	

### 3. LIVELIHOODS AND ASSET FRAMEWORK

#### 3.3 TRANSFERS, DEBT & REMITTANCES

**SAY:** Now I am going to ask you some questions about money or goods that people have sent or given you in the last 12 months.

	Source of money / Goods of a household	Q.1 Received from this source over the <u>last 12 months</u> ?	Q.2 What is the total value in cash received in the <u>last 12 months</u> ?  Enter in '000 VND -77=NK	Q.3 What is the total value (in kind) received in the <u>last 12 months</u> ?  (in 1000 VND) -77=NK
	<b>TRANSFERS FROM GOVERNMENT OR ORGANISATIONS</b>			
1	Retirement Pension	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
2	Social security/Social subsidy	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
3	Food or cash aid (direct support programs or other helps)	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
4	Other type of government benefit	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
5	Religious organisation	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
6	Charity groups/NGOs	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
7	Other transfers from groups or organisations	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
	<b>TRANSFERS AND REMITTANCES FROM OTHER HOUSEHOLDS</b>			
8	Individuals outside the household (e.g. family/friends)	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
13	Household members who have temporarily migrated	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
9	Alimony	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
10	Other transfers and remittances	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
	<b>EARNINGS FROM ASSETS AND SAVINGS</b>			
11	Interest from savings	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]
12	Rent from property or other assets	01=Yes 00=No ► Skip to next row 88=NA ► Skip to next row	[ _____ ]	[ _____ ]

**SAY:** Now I am going to ask you some questions about support or assistance you may have received from any programs provided by NGOs or GOs since [MONTH AND YEAR OF R4 INTERVIEW]

**FIELDWORKER:** If necessary, explain what an NGO and a GO are. Record all NGO and GO activity since [MONTH AND YEAR OF R4 INTERVIEW]. If the

Q.4	Has your household received support or assistance through programmes provided by NGOs or GOs <u>since [MONTH AND YEAR OF R4 INTERVIEW]</u> ?  00=No ► Skip to Q.10 01=Yes 77=NK ► Skip to Q.10	[ ____ ]
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Q.5	Q.6	Q.7	Q.8	Q.9
What kind of support was provided?  Enter code from <b>CODEBOX #15</b>	Who provided the support?  01 = Government organisation 02 = Non-government organisation 77 = NK	In which year did the support begin?	When did the support end?  If ongoing enter 0099	How often did you get this support?  Enter code from <b>CODEBOX #16</b>
[ ____ ] Specify _____	[ ____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____

[ _ _ ] Specify _____	[ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ] Specify _____
[ _ _ ] Specify _____	[ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ] Specify _____
[ _ _ ] Specify _____	[ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ] Specify _____
[ _ _ ] Specify _____	[ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ] Specify _____

## MOLISA

Q.10	Has your household been included on the list of poor households created by Commune Committee on the MOLISA criteria since 2013?	Tick the appropriate button for each year
	2016	<input type="radio"/> Yes <input type="radio"/> No
	2015	<input type="radio"/> Yes <input type="radio"/> No
	2014	<input type="radio"/> Yes <input type="radio"/> No

## LOANS, REMITTANCES AND DEBT

**SAY:** I would now like to ask you about the loans your household has borrowed in the last 12 months.

Q.11	Has your household borrowed loans in the <u>last 12 months</u> ?	<input type="radio"/> No <input type="radio"/> Yes ► Skip to Q.13 <input type="radio"/> NK
Q.12	Why has your household NOT borrowed in the <u>last 12 months</u> ?  01 = Did not need to borrow 02 = Unable to get a loan 03 = Loans are too expensive 04 = Other (specify) 77=NK  Once answered ► Skip to Q.21	[ _ _ ]  Specify _____

	Q.13	Q.14	Q.15
LOAN ID	What is the loan source?  Enter code from <b>CODEBOX #17</b>	<b>FIELDWORKER:</b> Review answers in Q.13 and enter code:  01=Formal loan (if answers in Q.13= 01 to 06) 02=Informal loan (if answers in Q.13 = 07 to 10) 77=NK	Is it difficult for your household to repay these loans?  01= Not difficult 02=Somewhat difficult 03=Very difficult 04=Impossible 77=NK
1	[ _ _ ], Other, specify _____	[ _ _ ]	[ _ _ ]
2	[ _ _ ], Other, specify _____	[ _ _ ]	[ _ _ ]
3	[ _ _ ], Other, specify _____	[ _ _ ]	[ _ _ ]
4	[ _ _ ], Other, specify _____	[ _ _ ]	[ _ _ ]
5	[ _ _ ], Other, specify _____	[ _ _ ]	[ _ _ ]

**FIELDWORKER:** Review the answers to question Q.14.

► If the household has any informal loans, ask question Q.16.

► If the household does not have any informal loans, skip to question Q.17.

If household has borrowed an informal loan:

Q.16	What are the main reasons you have borrowed an informal loan? You may provide up to three reasons, but please provide the most important reason first.  Enter codes from <b>CODEBOX #18</b>	
	01 Reason 1	[ _ _ ]  Specify _____
	02 Reason 2	[ _ _ ]  Specify _____



	03 Reason 3	[ _ _ ] Specify _____
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**FIELDWORKER:** Review the answers to question Q.14.

► If the household has any formal loans, ask questions Q.17 - Q.20.

► If the household does not have any formal loans, skip to question Q.21.

If household has borrowed a **formal** loan:

<b>Q.17</b>	For your formal loan(s) do you have a concessionary interest rate? 00=No 01=Yes 77=NK	[ _ _ ]	
<b>Q.18</b>	Did you have to put up any collateral for the loan? 00=No 01=Yes	[ _ _ ]	
<b>Q.19</b>	Has it been easy for your household to be approved for the formal loan(s)? 00=No 01=Yes ► Skip to Q.21 77=NK	[ _ _ ]	
<b>Q.20</b>	Why was it difficult for your household to be approved for the formal loan(s)? You can provide up to two reasons, but please provide the most important first.  <b>FIELDWORKER:</b> If only one reason is provided, or if the respondent answers NK for the first reason fill the second space with 88=NA  01=Complicated procedures 02= Attitude of Bank staff 03= Difficult to obtain poverty certificate from commune authority 04=Other, Specify 77=NK 88=NA		
	01 Reason 1	[ _ _ ]	Specify: _____
	02 Reason 2	[ _ _ ]	Specify: _____

<b>Q.21</b>	During the <u>last 12 months</u> , have you or any other member(s) of the household given money or goods to support individuals outside the household? 00=No ► Skip to Q.23 01=Yes 77=NK ► Skip to Q.23	[ _ _ ]
<b>Q.22</b>	What is the total value (cash and in kind) sent out <u>in the last 12 months</u> ? Enter in '000 VND	[ _ _ ]

<b>Q.23</b>	Would your household be able to raise 1,200,000 VND <u>in one week</u> if you needed it? 01=Yes, very easily 02=Probably 03=Not at all ► Skip to next section 77=NK ► Skip to next section 88=N/A ► Skip to next section	[ _ _ ]
<b>Q.24</b>	How would you or other members of the household try to raise 1,200,000 VND <u>in one week</u> if you needed it? Please list the most important. Enter code from <b>CODEBOX #19</b>	[ _ _ ]

#### 4. FOOD AND NON-FOOD CONSUMPTION

<b>Q.0</b>	ID of respondent for this section Identify the respondent for this section using the ID from the household roster	[ _ _ _ ]
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##### 4.1 FOOD CONSUMPTION AND EXPENDITURE

**SAY:** I am now going to ask some questions about how much food has been consumed by your household in recent times.

**FIELDWORKER:** Ask if there was a major festival, wedding or other feasting/ fasting ceremony in the last 15 days. If there was, specify that the respondent should think about the household's consumption in the 15 days prior to this event.

##### BOUGHT, OWN HARVEST, STOCK AND GIFTS FOOD CONSUMPTION

			Food items bought and consumed	Food items from own harvest or stock	Food items from gifts, transfers, or food aid	
		Q.1	Q.2	Q.3	Q.4	Q.5
	Commodities	Household has consumed this item in the <b>past 15 days?</b>  <b>FIELDWORKER.</b> Please complete column before moving to Q.2	What is the total value in '000 VND of this item <b>bought and consumed</b> in the <b>past 15 days?</b>  Estimated value in '000 VND -77=NK	How much of this commodity did you consume from your <b>own harvest or own stock</b> in the <b>past 15 days?</b>  Estimated value in '000 VND -77=NK  <b>FIELDWORKER:</b> Please consider that <b>STOCK</b> means that the household obtained this item <u>before the last 15 days</u> (could have been bought, from own harvest, or a gift) and consumed it <u>during the last 15 days</u> .	How much of this commodity did you consume from <b>gifts, transfers or food aid received</b> from relatives, friends, neighbours, government or other organisations <u>in the past 15 days?</u>  Estimated value in '000 VND -77=NK	Main Source: 01=Gift from relatives, friends, neighbours 02=Food aid, transfer or direct support 03= Food for work 04=Other specify ____ 77=NK
00	Oil seeds (rape seeds, linseeds, etc.)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
01	Pulses/Lentils/Beans	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
02	Pasta/Rice/	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
03	Bread/Wheat flour (processed)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
04	Cereals (barley, wheat, teff, sorghum, maize, etc.) (unprocessed)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
05	Tubers/Potatoes/Root crops	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
06	Meat Products	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
07	Powdered/Formula Milk	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
08	Milk or milk products (milk, butter, cheese, yoghurt, etc.)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
09	Fresh Fish	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
10	Processed Fish (tinned)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
11	Eggs	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
12	Vegetables	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
13	Fruit	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
14	Salt/Spices	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
15	Oil	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
16	Sugar/Honey	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
17	Prepared food (restaurants, food stalls)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
18	Packaged sweets (biscuits, cakes, candy, etc.)	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
19	Coffee and Tea	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
20	Soft drinks	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
21	Alcohol	<input type="radio"/> Yes <input type="radio"/> No ► Skip to next food item	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____
24	Other, specify _____	<input type="radio"/> Yes <input type="radio"/> No ► Skip to Q.6.	[ _____ ]	[ _____ ]	[ _____ ]	[ ____ ] Specify _____

<b>Q.6</b>	How many people DO NOT consume at least one meal per day in the household?  <b>FIELDWORKER:</b> This refers to the number of people in the household who regularly go without at least one meal a day.	[ _ _ ]
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## 4. FOOD AND NON-FOOD CONSUMPTION

### 4.2 NON-FOOD EXPENDITURE

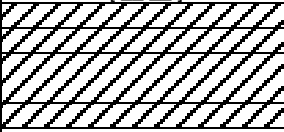
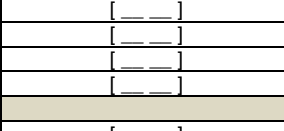
**SAY:** I am now going to ask you how much you have spent on Non-food and other items in the last 30 days. Please give prices at the time of purchase.

Q.1	What is the money value (in '000 VND) of the total amount purchased by the household <u>in the last 30 days</u> on the following items:	Enter value in '000 VND or: 00=Nothing -77=NK
1	Tobacco, cigarettes, etc.	[ _ _ _ _ ]
2	Personal care items (soap, cosmetics, hair oil, perfume, beauty parlour fees, hair cuts)	[ _ _ _ _ ]
3	Firewood, Kerosene, gas, batteries, candles	[ _ _ _ _ ]
4	Petrol for motorcycles / cars	[ _ _ _ _ ]
5	Public transport	[ _ _ _ _ ]
6	Internet use	[ _ _ _ _ ]
7	Security (guards )/house maid	[ _ _ _ _ ]

**SAY:** I am now going to ask you how much you have spent on other non-food and other items in the last 12 months. Please give prices at the time of purchase.

Q.2	How much did you spend on each of these items in <u>the last 12 months?</u>	Enter value in '000 VND or: 00=Nothing -77=NK
1	Rent (house for Residence)	[ _ _ _ _ ]
2	Minor repairs & home maintenance	[ _ _ _ _ ]
3	Major repairs & building new house	[ _ _ _ _ ]
4	Cleaning materials	[ _ _ _ _ ]
5	Rent (business, market stall)	[ _ _ _ _ ]
6	Business license/Tax	[ _ _ _ _ ]
7	Water supply	[ _ _ _ _ ]
8	Electricity rates	[ _ _ _ _ ]
9	Telephone rates, mobile phone plan	[ _ _ _ _ ]
10	Vehicle maintenance	[ _ _ _ _ ]
11	Fees and paperwork	[ _ _ _ _ ]
12	Legal advice, support, aid	[ _ _ _ _ ]
13	Bribes	[ _ _ _ _ ]
14	Festivals/celebrations (regular occurrence)/community contribution	[ _ _ _ _ ]
15	One-off family events (e.g. wedding/funeral, etc.) - Amount spent	[ _ _ _ _ ]
16	One-off family events (e.g. wedding/funeral, etc.) - Amount received	[ _ _ _ _ ]

		Q.3	Q.4
	What is the money value (in '000 VND) of the total amount purchased by the household <u>in the last 12 months</u> for the following items:	How much was spent <u>in the last 12 months?</u>  Enter value in '000 VND or: 00=Nothing ► Skip to next item -77=NK	How much of this was spent on items for [YL Child]?  00=None of it 01=Less than half 02=About half 03=More than half but not all 04=All 77=NK
	Clothing		
01	Clothing (adult men >=18 years old)	[ _ _ _ _ ]	
02	Clothing (adult women >=18 years old)	[ _ _ _ _ ]	
03	Clothing (girls – excluding school uniform - 17 and younger)	[ _ _ _ _ ]	[ _ _ ]
04	Clothing (boys – excluding school uniform - 17 and younger)	[ _ _ _ _ ]	[ _ _ ]
05	Footwear (e.g. shoes, slippers) (adult men >=18 years old)	[ _ _ _ _ ]	
06	Footwear (e.g. shoes, slippers) (adult women >=18 years old)	[ _ _ _ _ ]	
07	Footwear (e.g. shoes, slippers) (girls - 17 and younger)	[ _ _ _ _ ]	[ _ _ ]
08	Footwear (e.g. shoes, slippers) (boys - 17 and younger)	[ _ _ _ _ ]	[ _ _ ]
	Education		

09	School uniform (boys - 17 and younger)	[ _ _ _ _ ]	[ _ _ ]
10	School uniform (girls - 17 and younger)	[ _ _ _ _ ]	[ _ _ ]
11	Payment for schooling fees (registration/examination, official fees for mainstream education) (boys - 17 and younger)	[ _ _ _ _ ]	[ _ _ ]
28	Donations to school (boys - 17 and younger)	[ _ _ _ _ ]	[ _ _ ]
12	Payment for schooling fees (registration/examination, official fees for mainstream education) (girls - 17 and younger)	[ _ _ _ _ ]	[ _ _ ]
29	Donations to school (girls - 17 and younger)	[ _ _ _ _ ]	[ _ _ ]
24	Payment for schooling fees (registration/examination) (adult men)	[ _ _ _ _ ]	
30	Donations to school (adult men >=18 years old)	[ _ _ _ _ ]	
25	Payment for schooling fees (registration/examination) (adult women >=18 years old)	[ _ _ _ _ ]	
31	Donations to school (adult women >=18 years old)	[ _ _ _ _ ]	
13	Payment for extra tuition (for extra classes) (boys - 17 and younger)	[ _ _ _ _ ]	
14	Payment for extra tuition (for extra classes) (girls - 17 and younger)	[ _ _ _ _ ]	
15	School books and stationery (pens, erasers, paper)	[ _ _ _ _ ]	[ _ _ ]
16	Transport to school	[ _ _ _ _ ]	[ _ _ ]
Medical			
17	Payments for medical consultation and treatment	[ _ _ _ _ ]	[ _ _ ]
18	Total payment of (prescribed and non-prescribed) drugs	[ _ _ _ _ ]	[ _ _ ]
32	Voluntary and students' insurance or pooled money with other organizations for health insurance	[ _ _ _ _ ]	[ _ _ ]
19	Receipt of aid for members who were sick, contracted diseases or suffered traumas in the last 12 months (including in-kind transfers)	[ _ _ _ _ ]	[ _ _ ]
20	Any other medical expenditure	[ _ _ _ _ ]	[ _ _ ]
Entertainment			
21	Cinema/entertainment/Video/TV show	[ _ _ _ _ ]	[ _ _ ]
33	Holidays	[ _ _ _ _ ]	[ _ _ ]
Other			
22	Presents or treats for children (non-school related only)	[ _ _ _ _ ]	[ _ _ ]
23	Jewellery (Gold necklace, earrings, etc. for personal use)	[ _ _ _ _ ]	[ _ _ ]
26	Any other transport costs for adults or children	[ _ _ _ _ ]	[ _ _ ]
27	Any other expenditure of non-food consumption	[ _ _ _ _ ]	[ _ _ ]

## 5. SOCIAL CAPITAL

<b>Q.0</b>	ID of respondent for this section Identify the respondent for this section using the ID from the household roster	[ _ _ ]
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### 5.1 SUPPORT NETWORKS

<b>Q.1</b>	Suppose your household is in need of material support. How many people can you rely on in time of need? 01=1-2 people 02=3-5 people 03=6-10 04=11-15 05=16-20 06=21-30 07=over 30 77=NK Write 00 if none	[ _ _ ]
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<b>Q.2</b>	How many relatives live in this community (excluding those in your own household)? 00=None 01=1-5 02=6-10 03=11-20 04=21-30 05=over 30 77=NK	[ _ _ ]
<b>Q.3</b>	How many of these relatives are influential in the community? (e.g. holds a leadership or powerful position in a community group/organisation) 00=None 01=1-5 02=6-10 03=11-20 04=21-30 05=over 30 77=NK	[ _ _ ]

## 6. ECONOMIC CHANGES AND RECENT LIFE HISTORY

<b>Q.0</b>	ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ ]
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### 6.1 ECONOMIC CHANGES

**SAY:** I am now going to ask you to think about your current circumstances and how and why they might have changed over recent periods.

<b>Q.1</b>	How would you describe the household you were living in?  <b>FIELDWORKER:</b> Read the alternatives	01=Very rich 02=Rich 03=Comfortable – manage to get by 04=Struggle - never have quite enough 05=Poor 06=Destitute
01	Currently	[ _ _ ]
02	<b>THREE</b> years ago (around time of previous visit in [MONTH AND YEAR OF R4 INTERVIEW])	[ _ _ ]

**FIELDWORKER:** If situation has NOT changed (Q.1-01 = Q.1-02) ► Skip to Q.3

<b>Q.2</b>	Please give the two main reasons why your situation has changed compared to the earlier period. Enter code from <b>CODEBOX #20</b>	
01	Reason 1	[ _ _ ]; Other, specify: _____
02	Reason 2	[ _ _ ]; Other, specify: _____

<b>Q.3</b>	Compared to other households in this VILLAGE would you describe your household at the moment as:  01=The richest 02=Among the richest 03=Richer than most households 04=About average 05=A little poorer than most households 06=Among the poorest 07=The poorest 77=NK 88=NA	[ _ _ ]
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## 6. ECONOMIC CHANGES

### 6.2 SHOCKS

**SAY:** Now I am going to ask you about the most important events and changes that have happened **(that negatively affected the household economy)** since [MONTH AND YEAR OF R4 INTERVIEW].

		Q.1	Q.2			
EVENTS		Has [SHOCK NAME] happened since [MONTH AND YEAR OF R4 INTERVIEW]?	Indicate if each event happened in any of these years:			
		IF NO ► Skip to next event	2013	2014	2015	2016
A	<b>SAY:</b> Has the household been the victim of any crimes since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW]? (e.g. theft, vandalism) If yes, what were these? Prompt for the listed events. If no, tick in radio button NO, and <b>skip to B.</b>					
1	Theft or destruction? (e.g. cash, crops, livestock, destruction of housing)	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	<b>SAY:</b> Have any regulations or actions had a negative impact on the household since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW]? (e.g. land redistribution, forced eviction or movement, restrictions on movement or forced contributions) If yes, What were these? Prompt for the listed events. If no, Tick in radio button NO and <b>skip to C</b>					
10	Forced contributions or arbitrary taxation or protection money	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	<b>SAY:</b> Have any changes to economic conditions affected the household since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW]? (e.g. changes to prices, employment, asset disputes). If yes, What were these? Prompt for the listed events. If no, tick radio button NO for all events and <b>skip to D.</b>					
12	Large increase in input prices	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Large decrease in output prices	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	Increase in the price of food that I buy	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Livestock died	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Job loss/source of income/family enterprise	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Disputes with neighbours/PA members regarding land or assets	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	<b>SAY:</b> Have you experienced any natural disasters since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW]? For example, weather extremes, changes in land conditions, pests or diseases that may have affected your crops and livestock? If yes, What were these? Prompt for the listed events. If no, tick radio button NO for all events and <b>skip to E</b>					
24	Drought	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Too much rain or flood	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Erosion, Cracks or landslide	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Frosts or hailstorm	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Pests or diseases that affected crops before they were harvested	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Crops failed	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Pests or diseases that led to storage losses	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Pests or diseases that affected livestock	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Storm	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	<b>SAY:</b> Has anything happened since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW] that has affected the building you live in? (e.g. fire, collapse) If yes, What were these? Prompt for the listed events. If no, tick radio button NO and <b>skip to F</b>					
32	Fire or collapse of building	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	<b>SAY:</b> Have there been any changes within the family since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW] (including births, deaths, illnesses, injuries)? Or other things that have affected members of the family? (starting school, imprisonment, conscription, divorce)? If yes, What were these? Prompt for the following events. If no, tick radio button NO for all events and <b>skip to G</b>					
34	Death of [YL Child]'s father	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Death of [YL Child]'s mother	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Death of another person from the household	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Illness of [YL Child]'s father	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Illness of [YL Child]'s mother	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Illness of other household member	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61	Illness of non-household member	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Divorce, separation or abandonment	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Birth/new household member	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	Child's school enrolment – having to pay school fees	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	<b>SAY:</b> Has anything else happened that has affected the economic situation of your household since we last came to see you in [MONTH AND YEAR OF R4 INTERVIEW]? If yes, specify.					
45	Other, Specify:_____	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.3	Q.4
Indicate the 3 most important negative events that affected the economic situation of the household. Enter events by order of importance. 88 = NA	Years in which event happened.  PREFILLED FROM Q.2.  How much does this economic loss represent of the income generated by the household in a regular year?  01=less than a quarter 02=between a quarter and a half 03=more than a half 04=all, almost all income 88=NA
Most important event [ ____ ]	<div>2013</div> <div>2014</div> <div>2015</div> <div>2016</div>
Second most important event [ ____ ]	<div>2013</div> <div>2014</div> <div>2015</div> <div>2016</div>
Third most important event [ ____ ]	<div>2013</div> <div>2014</div> <div>2015</div> <div>2016</div>

## 7. SOCIO-ECONOMIC STATUS

<b>Q.0</b>	ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ ]
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**SAY:** Now I am going to ask some questions about the place where you live.

<b>Q.1</b>	Does anyone in your household own your house? 00=No 01=Yes 77=NK	[ _ _ ]
<b>Q.2</b>	Does anyone in your household have a mortgage on your house? 00=No 01=Yes 77=NK	[ _ _ ]
<b>Q.3</b>	How many rooms are there in the house? Enter number -77=NK	[ _ _ ]
<b>Q.4</b>	Do you have a separate kitchen/cooking area? 00=No 01=Yes 77=NK	[ _ _ ]
<b>Q.5</b>	Do you have electricity? 00=No 01=Yes 77=NK	[ _ _ ]

**FIELDWORKER:** Observe building's main material and answer the following questions.

<b>Q.6</b>	WALL Enter codes from <b>CODEBOX #21</b>	[ _ _ ] Other, specify _____
<b>Q.7</b>	ROOF Enter codes from <b>CODEBOX #22</b>	[ _ _ ] Other, specify _____
<b>Q.8</b>	FLOOR Enter codes from <b>CODEBOX #23</b>	[ _ _ ] Other, specify _____

**SAY:** Now I would like to ask you about access to services

<b>Q.9</b>	What is the main source of drinking water for members of your household? Enter codes from <b>CODEBOX #24</b>	[ _ _ ] Other, specify _____
<b>Q.10</b>	What kind of main toilet facility does your household use? Enter codes from <b>CODEBOX #25</b>	[ _ _ ] Other, specify _____
<b>Q.11</b>	What is the <b>main</b> type of fuel you use for cooking? Enter codes from <b>CODEBOX #26</b>	[ _ _ ] Other, specify _____
<b>Q.12</b>	Is heating used in your house? 00=No ► Skip to Q.14 01=Yes 77=NK ► Skip to Q.14	[ _ _ ]
<b>Q.13</b>	What is the <b>main</b> type of fuel you usually use for heating? Enter codes from <b>CODEBOX #27</b>	[ _ _ ] Other, specify _____
<b>Q.14</b>	Have you invested in the improvement of your dwelling since [MONTH AND YEAR OF R4 INTERVIEW]? 00=No ► Skip to Q.16 01=Yes 77=NK ► Skip to Q.16	[ _ _ ]
	If yes, what have you invested in?	1. [ _ _ ] Other, specify _____



<b>Q.15</b>	Enter codes from <b>CODEBOX #28</b>	2. [ _ _ ] Other, specify _____ 3. [ _ _ ] Other, specify _____
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**SAY:** I am now going to ask you whether the household owns specific items.

		<b>Q.16</b>	<b>Q.17</b>
	Item	Does anyone in the household own this item?  00=No ► Skip to next row 01=Yes 77=NK ► Skip to next row	How many does the household own?  Enter number or -77=NK
1	Working television	[ _ _ ]	[ _ _ ]
2	Working radio	[ _ _ ]	[ _ _ ]
3	Working car/ truck/ automobile	[ _ _ ]	[ _ _ ]
4	Working motorbike/scooter	[ _ _ ]	[ _ _ ]
5	Working bicycle	[ _ _ ]	[ _ _ ]
6	Working landline telephone	[ _ _ ]	[ _ _ ]
7	Working mobile/cell telephone	[ _ _ ]	[ _ _ ]
8	Table & chair (set)	[ _ _ ]	[ _ _ ]
9	Sofa	[ _ _ ]	[ _ _ ]
10	Working Fan	[ _ _ ]	[ _ _ ]
11	Bedstead	[ _ _ ]	[ _ _ ]
12	Working refrigerator/fridge	[ _ _ ]	[ _ _ ]
13	Gas/electric stove	[ _ _ ]	[ _ _ ]
14	Computer/laptop	[ _ _ ]	[ _ _ ]
15	Videogames	[ _ _ ]	[ _ _ ]
16	Other specify _____	[ _ _ ]	[ _ _ ]

		<b>Q.18</b>	<b>Q.19</b>
	Item	What are the five most valuable (importance) items owned by the household? Insert ID of items (01-16).	If you were to sell these items, how much do you think they would fetch? (in '000 VND)
01	Item #1	[ _ _ ]	[ _ _ ]
02	Item #2	[ _ _ ]	[ _ _ ]
03	Item #3	[ _ _ ]	[ _ _ ]
04	Item #4	[ _ _ ]	[ _ _ ]
05	Item #5	[ _ _ ]	[ _ _ ]

## 8. HEALTH

Q.0	ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ ]
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### 8.1 INDEX CHILD HEALTH

#### HEALTH FACILITIES

Q.1	Where do you usually go/would go with [YL Child] if he/she is ill?  <b>FIELDWORKER:</b> Only ask for modern health facilities and don't include traditional facilities. If you need an example say for a chest infection. We are interested in the first contact point facilities.  Enter up to 3 answer codes from <b>CODEBOX #29</b>	1. [ _ _ ] 2. [ _ _ ] 3. [ _ _ ]
Q.2	Since <u>[MONTH AND YEAR OF R4 INTERVIEW]</u> , have you visited a modern health-provider with [YL Child]? 00=No 01=Yes 77=NK	[ _ _ ]
Q.3	During your last visit to this modern healthcare facility how satisfied were you overall with the services provided?  <b>FIELDWORKER:</b> If respondent has not taken [YL Child] to this facility could be another member of the household or her(him)self. Please refer to the facility mentioned in Q.1 01 = very satisfied 02 = satisfied 03= OK, more or less 04 = not satisfied 05= very dissatisfied 77 = NK 88=NA 79=RTA	[ _ _ ]
Q.4	Do you ever use a traditional health provider? (e.g. herbalist, healer) 00=No 01=Yes 77=NK	[ _ _ ]
Q.5	Was there ever a time when [YL Child] was ill or injured and you would have liked to take him/her to a healthcare facility but you did not? 00=No ► Skip to Q.7 01=Yes 77=NK ► Skip to Q.7	[ _ _ ]
Q.6	What was <u>the most important reason</u> for not taking [YL Child] to a healthcare facility?  Enter code from <b>CODEBOX #30</b>	[ _ _ ], Specify: _____

#### DISABILITIES

Q.7	Does [YL Child] have a permanent disability that affects his/her capacity to study or work, or take care of themselves? 00=No ► Skip to next section 01=Yes 77=NK ► Skip to next section	[ _ _ ]
Q.8	How does this disability affect [YL Child]'s ability to study, work, and take care of themselves?  <b>FIELDWORKER:</b> Read the alternatives  Enter code from <b>CODEBOX #31</b>	[ _ _ ]

8. HEALTH

8.2 HOUSEHOLD MEMBER HEALTH

SAY: Now I am going to ask you some questions about the health of some family members

FIELDWORKER: Ask the following questions for biological parents, main caregiver (if different from biological parents), and panel sibling.

								FIELDWORKER: Do not ask these questions to [SIBLING] if he/she is younger than 12.				
	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12
ID from household member roster  (PREFILLED FROM HOUSEHOLD ROSTER)	Does [HHM] have a permanent disability that affects his/her capacity to study, work, or take care of him/herself?  00=No ► Skip to Q.3 01=Yes 77=NA ► Skip to Q.3	How does this disability affect [HHM]'s ability to study, work, or take care of him/herself?  FIELDWORKER: Read the alternatives Enter code from CODEBOX #31	Does [HHM] have any long term health problem that affect his/her daily life?  FIELDWORKER: 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 recurring / seasonal problems (e.g.allergy). 00=No ► Skip to Q.8 01=Yes 77=NA ► Skip to Q.8	What long-term health problem do you think [HHM] has?  FIELDWORKER: If more than one long-term health problem, ask about the most important  Enter code from CODEBOX #32	How long has [HHM] suffered from this health problem?  Enter number of years. Enter 00 if less than 12 months  [CAPT: only allow numbers between 0 and 99]	How often has [HHM] sought treatment or consulted a medical professional for this health problem in the last 12 months?  FIELDWORKER: Ask only for the most important illness  00=None ► Skip to Q.8 01=Once a year, 02=Monthly 03=Weekly 04=Daily 05=Other (specify) 77=NA ► Skip to Q.8 88=NA ► Skip to Q.8 79=RTA ► Skip to Q.8	From where did you seek this treatment/advice (if more than one put in order of attendance)?  FIELDWORKER: Ask only for the most important illness.  Enter code from CODEBOX #28	Does [HHM] smoke cigarettes?  00=No 01=Yes 77=NA 79=RA	Does [HHM] use other form of tobacco such as chewing or snuffing tobacco?  00=No 01=Yes 77=NA 79=RA	How often does [HHM] smoke cigarettes or use other forms of tobacco?  FIELDWORKER: Select only ONE option.  01 = Every day 02 = At least once a week 03 = At least once a month 04 = Hardly ever 05 = [HHM] never smokes cigarettes  77=NA 79=RA  FIELDWORKER: Do not ask this question if Q.8=00 or 77 or 79 or Q.9=00 or 77 or 79 [CAPT: Disable if both Q.8 & Q.9 are 00 or 77 or 79]	Does [HHM] consume alcohol at least once per week?  00= No 01= Yes 77=NA 79=RA	How often does [HHM] usually drink alcohol?  FIELDWORKER: Select only ONE option.  01 = Every day 02 = At least once a week 03 = At least once a month 04 = Only on special occasions (e.g. weddings, funerals) 05 = Hardly ever 06 = [HHM] never drinks alcohol  77=NA 79=RA
[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] specify: _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] specify: _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] specify: _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]

## 8. HEALTH

### 8.3 FOOD SECURITY

**SAY:** Now I am going to ask you some questions about the food you eat at home

<b>Q.1</b>	Which of the following statements best describes the food situation at your home in the <u>last 12 months</u> ?  <b>FIELDWORKER:</b> Read the options 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	[ _ _ ]
<b>Q.2</b>	In the <u>past 12 months</u> , did you <b>ever worry</b> that your household would run out of food before you get money to buy or could acquire more? 00=Not happened ► Skip to Q.4 01=Happened 77=NK ► Skip to Q.4 88=NA ► Skip to Q.4 79=RTA ► Skip to Q.4	[ _ _ ]
<b>Q.3</b>	How often has this happened?  01 = Rarely, one or two months in the year 02 = Sometimes, some months but not always 03 = Always or nearly always or all months 77=NK 88=NA 79=RTA	[ _ _ ]
<b>Q.4</b>	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) 00=Not happened ► Skip to Q.6 01=Happened 77=NK ► Skip to Q.6 88=NA ► Skip to Q.6 79=RTA ► Skip to Q.6	[ _ _ ]
<b>Q.5</b>	How often did this happen?  01 = Rarely, one or two months in the year 02 = Sometimes, some months but not always 03 = Always or nearly always or all months 77=NK 88=NA 79=RTA	[ _ _ ]
<b>Q.6</b>	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) 00=Not happened ► Skip to Q.8 01=Happened 77=NK ► Skip to Q.8 88=NA ► Skip to Q.8 79=RTA ► Skip to Q.8	[ _ _ ]

<p><b>Q.7</b></p>	<p>How often did this happen?</p> <p>01 = Rarely, one or two months in the year  02 = Sometimes, some months but not always  03 = Always or nearly always or all months  77=NK  88=NA  79=RTA</p>	<p>[ _ _ ]</p>
<p><b>Q.8</b></p>	<p>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)</p> <p>00=Not happened ► Skip to Q.10  01=Happened  77=NK ► Skip to Q.10  88=NA ► Skip to Q.10  79=RTA ► Skip to Q.10</p>	<p>[ _ _ ]</p>
<p><b>Q.9</b></p>	<p>How often did this happen?</p> <p>01 = Rarely, one or two months in the year  02 = Sometimes, some months but not always  03 = Always or nearly always or all months  77=NK  88=NA  79=RTA</p>	<p>[ _ _ ]</p>

**FIELDWORKER:** If respondent answers Q.1=01 AND Q.2, Q.4, Q.6, Q.8=00 ► Skip to next section

<b>Q.10</b>	<p>Did you or any household member have to eat less (portion size) in a meal than you wanted because there was not enough food?</p> <p>00=Not happened ► Skip to Q.12  01=Happened  77=NK ► Skip to Q.12  88=NA ► Skip to Q.12  79=RTA ► Skip to Q.12</p>	[ _ _ ]
<b>Q.11</b>	<p>How often did this happen?</p> <p>01 = Rarely, one or two months in the year  02 = Sometimes, some months but not always  03 = Always or nearly always or all months  77=NK  88=NA  79=RTA</p>	[ _ _ ]
<b>Q.12</b>	<p>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)</p> <p>00=Not happened ► Skip to Q.14  01=Happened  77=NK ► Skip to Q.14  88=NA ► Skip to Q.14  79=RTA ► Skip to Q.14</p>	[ _ _ ]
<b>Q.13</b>	<p>How often did this happen?</p> <p>01 = Rarely, one or two months in the year  02 = Sometimes, some months but not always  03 = Always or nearly always or all months  77=NK  88=NA  79=RTA</p>	[ _ _ ]
<b>Q.14</b>	<p>Was there ever no food to eat in your household because of lack of money to get food?</p> <p>00=Not happened ► Finish the section and mark as 00 in Q.16, 18, 20.  01=Happened  77=NK ► skip to Q.16  88=NA ► Skip to Q.16  79=RTA ► Skip to Q.16</p>	[ _ _ ]
<b>Q.15</b>	<p>How often did this happen?</p> <p>01 = Rarely, one or two months in the year  02 = Sometimes, some months but not always  03 = Always or nearly always or all months  77=NK  88=NA  79=RTA</p>	[ _ _ ]

<b>Q.16</b>	<p>Did you or any household member go to sleep at night hungry because there was not enough food?</p> <p>00=Not happened ► Skip to Q.18  01=Happened  77=NK ► Skip to Q.18  88=NA ► Skip to Q.18  79=RTA ► Skip to Q.18</p>	[ _ _ ]
<b>Q.17</b>	<p>How often did this happen?</p> <p>01 = Rarely, one or two months in the year  02 = Sometimes, some months but not always  03 = Always or nearly always or all months  77=NK  88=NA  79=RTA</p>	[ _ _ ]
<b>Q.18</b>	<p>Did you or any household member go a whole day and night without eating anything because there was not enough food?</p> <p>00=Not happened ► Skip to Q.20  01=Happened  77=NK ► Skip to Q.20  88=NA ► Skip to Q.20  79=RTA ► Skip to Q.20</p>	[ _ _ ]
<b>Q.19</b>	<p>How often did this happen?</p> <p>01 = Rarely, one or two months in the year  02 = Sometimes, some months but not always  03 = Always or nearly always or all months  77=NK</p>	[ _ _ ]

**ONLY** for those whose answered "01= Yes" in Q.16 or Q.18.

<b>Q.20</b>	<p>Were the children in the household also affected?</p> <p>00=No  01=Yes  77=NK</p>	[ _ _ ]
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## 9. CAREGIVER'S PERCEPTIONS AND ATTITUDES

**FIELDWORKER:** The respondent for this section must be the **primary caregiver**: **[NAME OF CAREGIVER]**

<b>Q.0</b>	Respondent for this section Enter household member from the household roster.	[ _ _ ]
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**SAY:** I am now going to ask you your opinion on various issues. There are no right and wrong answers. I just want to know what you

<b>Q.1</b>	When [YL Child] is about 25 years old, what job do you think s/he will be doing? Enter code from <b>CODEBOX #33</b>	[ _ _ ] Specify _____
<b>Q.2</b>	Ideally what level of formal education would you like [YL Child] to complete? Enter code from <b>CODEBOX #4</b> 00=None ► Skip to Q.4 77=NK ► Skip to Q.4	[ _ _ ] Specify _____
<b>Q.3</b>	Do you think [YL Child] will reach that level of education?	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NK
<b>Q.4</b>	What job would you most like [YL Child] to do in the future? Enter code from <b>CODEBOX #33</b>	[ _ _ ] Specify _____

**FIELDWORKER:** Show the picture of the ladder.

**SAY:** There are nine steps on this ladder. Suppose that the ninth step, at the very top, represents the best possible life for you and

<b>Q.5</b>	Record step number: 1-9 77=NK 88=NA 79=RTA	[ _ ]
<b>Q.6</b>	Where do you think you will be on the ladder in four years from now? Record step number: 1-9 77=NK 88=NA 79=RTA	[ _ ]

**FIELDWORKER:** Show the five-scale expectations card

**SAY:** Now I would like to know how much you expect from the YL Child when he/she grows up based on this scale (not at all, a little, somewhat, quite a lot, a lot). Please point to your answer.

<b>Q.7</b>	To which extent do you expect the following kinds of help from [YL Child] when s/he is grown-up? <b>FIELDWORKER:</b> Ask items 02 and 05 only if [YL Child] has younger siblings. [CAPI: Enable option 88 = NA for items 02 and 05 if [YL Child] has no younger siblings].	01 = Not at all 02 = A little 03 = Somewhat 04 = Quite a lot 05 = A lot 77=NK 88 = NA 79=RTA
01	that s/he continues living close to you.	[ _ _ ]
02	that s/he provides financial assistance to his/her younger brothers and sisters.	[ _ _ ]
03	that s/he helps you with housework.	[ _ _ ]
04	that s/he provides financial assistance to you.	[ _ _ ]
05	that s/he helps you care for his/her younger siblings.	[ _ _ ]
06	that s/he cares for you when you are old.	[ _ _ ]
07	that s/he provides emotional support to you.	[ _ _ ]

**SAY:** Now I am going to ask you about some of your expectations for [YL Child]'s life specifically.



<b>Q.8</b>	At what age did [YL Child] / do you expect [YL Child] to:	Enter age in years. 00=No expectation -77=NK
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?	[ _ _ ]

**FIELDWORKER:** Show the five-scale card

**SAY:** Now I would like to know how much you agree or disagree with some statements that I am going to read to you, based on this scale (strongly disagree, disagree, more or less, agree, or strongly agree) about your life. Please point to your answer.

<b>Q.9</b>		01= Strongly disagree 02= disagree 03= more or less 04= agree 05=Strongly agree 77=NK 88=NA 79=RTA
01	If I try hard, I can improve my situation in life	[ _ _ ]
02	I like to make plans for my future	[ _ _ ]
03	I am proud of my clothes	[ _ _ ]
04	I feel proud of the job done by my [INSERT HOUSEHOLD HEAD'S RELATIONSHIP TO CAREGIVER]	[ _ _ ]
05	The job I do makes me feel proud	[ _ _ ]
06	I feel proud of my children	[ _ _ ]
07	I can do little to help [YL Child] do well in school, no matter how hard I try	[ _ _ ]

**SAY:** Now I would like to ask you about some questions about YL Child homework

<b>Q.10</b>	<b>FOR CAREGIVER:</b> 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?  00=Not at all 01=Once or twice 03=Every week 04=Many times every week 77=NK 88=NA 79=RTA	[ _ _ ]
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## CODEBOXES

### Codebox #0: Relationship to YL Child

Section 1: Household Roster, Q.3

00= YL child
01= Biological parent
02=Step-parent (partner of biological parent)
03= Adoptive parent
04= Foster parent
05= Maternal grandparent
06=Paternal grandparent
07= Brother/Sister (both parents the same)
08= Half-sibling (same father)
09= Half-sibling (same mother)
10= Step-sibling (no parent in common)
11= Adoptive brother/sister
12= Foster brother/sister
13= Uncle/Aunt
14= Cousin (inc. cousin brother & cousin sister)
15= Nephew/Niece
16= Brother/sister-in-law (spouse of sibling)
17= Great-Grandparent (mother's side)
18= Great Grandparent (father's side)
<b>19=Other relative</b>
20= Servant (farm-worker, maid, etc.)
21= Tenant/lodger
<b>22= Other non-related</b>
23= Nanny (live in)
24= Wife/Husband of YL Child
25= Boyfriend/Girlfriend of YL Child
26= Fiance
27= Child of YL Child
28=Father-in-law/Mother-in-law
29=Brother-in-law/Sister-in-law (sibling of YL Child's spouse)
77=NK
88=NA

### Codebox #1: Place of residence of YL child's parent/ primary caregiver

Section 1: Household Roster, Q.27, Q.34

01=Same commune
02=Another commune within same district
03=Another district in same province
04=Neighbouring province
05=Non-neighbouring province
<b>06=Other country, specify</b>
<b>07=Other, specify</b>
77=NK,
79=Refused to answer

**Codebox #2: Relationship to household head**

Section 1: Household Roster, Q.17

01=Household head
02=Spouse/Partner
03=Father/mother
04=Brother/sister
05=Daughter/son
06=Son-in-law/Daughter-in-law
07=Grandchild
08=Father-in-law, mother-in-law
09=Other relatives
10=Domestic worker
11=Tenant / lodger
12=Other non-relatives
88=NA

**Codebox #3: Marital status**

Section 1: Household Roster, Q.18

0=Single
1=Married
2=Cohabitant
3=Widow(er)
4=Divorced
5=Separated
77=NK
88= NA
79=Refused to answer

**Codebox #4: Highest grade**

Section 2.1: HH Education, Q.2, Q.6

00=None
01=Grade 1
02=Grade 2
03=Grade 3
04=Grade 4
05=Grade 5
06=Grade 6
07=Grade 7
08=Grade 8
09=Grade 9
10=Grade 10
11=Grade 11
12=Grade 12
13=Post-secondary, vocational
14=University
15=Post-graduate (e.g. Masters, PhD)
28=Adult literacy
29=Religious education
30=Other (specify) _____
77=NK
88=NA
79=Refused to answer

**Codebox #5: Reasons not in school**

Section 2.1: HH Education, Q.8

01=Fees too expensive
02=Books and/or other supplies too expensive
03= Shoes/Clothes/Uniform for school too expensive
04= Transport too expensive
05= School too far from home
08=Truancy, child does not want to go, not interested
10=Banned from school because away for too long
11= Banned from school because failed to achieve necessary grade/level at school
12= Quality of education at school (teaching and learning) poor
13= Quality of care (food, non-educational care) poor
15= Bullying/abuse from peers
16= Ill-treatment/abuse from teachers/principal
17= No need for schooling for future job.
19=Need to stay home to look after siblings
20=Needed for domestic and/or agricultural work at home (include chores, farm work, harvest)
21=Have to do paid work to earn money(including agricultural work other than for household)
23=Marriage
24= Disability, Illness
25= Family member ill/disabled/elderly (including care for this family member)
26= Family issues e.g. problems at home – parent disputes/marital conflict
27=Stigma and Discrimination (child was not be welcome because of ethnic group/caste/socioeconomic group etc).
29=Child too young
30=Child Still in preschool
31=Other, specify _____
32 = Completed education program
33 = Want to start working
77= NK
88= NA
79= Refused to answer

**Codebox #6: Type of school (ownership)**

Section 2.1: HH Education, Q.10, Q.11

01 =Private
02=NGO/Charity/ Religious (not for profit)
03=Public
06=Informal
07=Half public/Half Private
08=Centre for continuing education
05=Others, specify
77=NK
88=NA

**Codebox #7: Reasons for choice of school**

Section 2.1: HH Education, Q.12

01=School is near home
02=No other option (only school in area)
03=No school fees
04 =Low school fees
05=Good quality teaching
08 = Receives school meal
09=Other household children attend this school
10 = Other (specify)
11 = Good services
12=Good infrastructure
77=N/k
88=NA

**Codebox #8: Reasons for school fee exemption**

Section 2.1: HH Education, Q.24

2 =Ethnic minority status
3 =Martyr
4 =Household member is disabled or a sick veteran
5 =Household's remote location
6 =Household's difficult situation
7 =Primary pupil
8 =School offers free tuition
9 =Household has many children
10 =Other, specify: _____
88=NA

**Codebox #9: Person who helps Index Child with homework**

Section 2.1: HH Education, Q.32

01= Nobody
02= Father
03= Mother
04= Caregiver (different from mother and father)
05= Older siblings
06= Other family members
07= Paid tutor
08= Other, specify _____
77=NK
88=NA

**Codebox #10: Main use of agricultural land**

Section 3.1: Land and crops grown, Q.3

01=Agriculture/ Farming (arable)
02=Pasture,
03=Sharecropped out
04=Nothing/left fallow
05=Grazing livestock
06=Aquaculture
07=Forestry
08=Other (specify)
77=NK
88=NA
79=Refused to answer

**Codebox #11: Main use of non-agricultural land**

Section 3.1: Land and crops grown, Q.6

01=Living accommodation/resident building
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02=Living accomodation plus garden with produce for consumption and sale
03= Living accomodation plus industry (e.g. industry)
04=Living accomodation plus garden with produce for consumption and sale plus industry
05=Gardening only
06= Industry only
07=Rented out (fixed rent)
08=Nothing/ left fallow
09=Recreation
10=Other, specify
77=NK
79=Refused to answer

## Codebox #12: Crops

Section 3.1: Land and crops grown, Q.9

03= Pear
04=Bananas
09=Black pepper
10=Cabbage
12=Carrot
16=Chillies
18=Cotton
19=Cow peas
21=Eucalyptus
23=Field peas
24=Flowers
25= Other fruits
26=Garlic
28=Ginger
31=Grass
32=Groundnuts
33=Guava
44=Maize
45=Mango
48=Nuts
50=Onions
51=Orange
52= Other cereals
53=Paddy Rice
54=Pineapple
55=Potatoes
56=Pumpkin
60=Sesame
64=Sorghum
65= Flowers
66=Spinach
67= Sugar
68= Other spices
69=Sweet potatoes
71=Tobacco
72=Tomato
74= Other Vegetables
75=Wheat
78=Yam
80=sugarcane
85 = Cassava/ Manioc
111 = Longans / lychees / rambutans
112= Kohlrabi
114= Cashew

116 = Mustard seed
117=Breeding tree
118= Bonsai
122= Coffee
124 = Soya bean
126 = Water spinach / water morning glory
136 = industrial trees
137 = Other forestry (Hoi, que, )
77=NK
88 = NA
96=Other

### Codebox #13: Productive assets

Section 3.2: Livestock and productive assets, Q.5

AGRICULTURAL ASSETS	
01=Agricultural tools (e.g. sickle, crowbar, shovels)	
02=Cart/ wheelbarrow	
03=Pesticide sprayer	
05=Pump (motor or engine)	
04=Plough	
06=Thresher	
07=Tractor	
08=Other farm equipment	
NON-AGRICULTURAL ASSETS	
09=Barber tools (scissors, mirror, etc.)	
10=Beauty salon equipment (hair dryer, etc.)	
11=Blacksmith tools	
12=Cleaning/domestic work equipment (mop, iron, etc.)	
13=Construction tools (electrical tools, carpentry tool box, etc.)	
14=Entertainment equipment (musical instruments, speakers, lighting, karaoke machine, etc.)	
15=Food preparation equipment (portable stove, serving bowls, etc.)	
16=Gun	
17=Mechanic equipment (jack, tyres, jumper cables, etc)	
18=Plumbing equipment	
19=Pottery equipment (kiln, potters wheel, etc.)	
20=Protective clothing (overalls, steel-toed boots, hardhat, etc.)	
21=Sewing machine	
22=Teaching supplies (books, blackboard, etc.)	
23=Trading equipment (display table, weighing machine, money box, etc.)	
24=Trading license (e.g. for market stall)	
25=Transport (minibus, car, motorbike, bicycle, etc.)	
26=Weaving equipment (loom, etc.)	
40=Fishing boat	
30=Other	
77=NK	
88=NA	
79=Refused to answer	

### Codebox #14: Occupation productive assets

Section 3.2: Livestock and productive assets, Q.6, Q.9

02=Barber shop
03=Beauty salon
04=Blacksmith
05=Casual/ intermittent labour (e.g. road crew)
06=Child care
07=Construction
08=Domestic work/ Cleaning/ Janitorial
09=Entertainment services (DJ, singing, etc.)

10=Factory Work
11=Farming/Agriculture
12=Food/local drink preparation/Restaurant
13=Forestry/Logging
14=Handicrafts or art
15=Hunting
16=Mechanic services
17=Nursing/ Medicinal services
18=Plumbing service
19=Pottery
20=Security guard
21=Tailor/Sewing
22=Teaching
23=Trading (selling commodities)
24=Transportation/ Driver/ Courier/ Taxi
25=Weaving
27= collecting fire wood/dung/fetching water for sell
28= civil servant
29= cash/food for work
30=fishing
31=house renting
88=NA
77= NK
26=Other specify _____

#### Codebox #15: Type of support / assistance

Section 3.3: Transfers, debts and remittances, Q.5

01= Agricultural extension
02= Child right protection
03= Public work program for Cash
04= Public work program) for food
17=Provision of sanitation facility like toilet
05=Credit & saving
06= Disability support
07= Education about HIV
08=Family planning
18=Orphan & destitute children support
09= Health extension services
10= Irrigation development
11= Mother to child HIV/AIDS
12= Assistance to child education
13=Training
14= Direct support/food/cash aid
15= Drinking water provision /development
16=Education Support Service
19. Other (specify): _____
77=NK
79=Refused to answer

#### Codebox #16: Frequency of support

Section 3.3: Transfers, debts and remittances, Q.9

01=once in 5 years
02=once in 3 years
03=once in 2 years
04=once in a year
05=twice a year
06=more than twice a year
07=Other (specify) _____
08=Every month in 3-5 years



77=NK
88=NA
79=Refused to answer

### Codebox #17: Loan sources

Section 3.3: Transfers, debts and remittances, Q.13

01=Social Policy Bank
02= Bank for Agricultural and Rural Development
03=Other Commer. Bank
04=Jobs Aid Fund
05=Credit Organizations
06=Political-Social Organizations
07=Private Individual Lenders
08=Friends/Relatives
10=Other, specify

### Codebox #18: Reasons for informal loan

Section 3.3: Transfers, debts and remittances, Q.16

01= Easy to be approved for loan
02= Mortgage not required
03= Low loan value
04= Do not know procedures for loans from formal sources
05= Formal loan procedures are too complicated
06= Interest rates for formal loans are too high
07=Term/Tenure of loans from formal loan sources is not suitable
08= I can repay the loan with products
09=Bank branch is too far away for a formal loan
10= It is more confidential to borrow from informal sources
11= Other (specify)
88=NA

### Codebox #19: How to raise the money

Section 3.3: Transfers, debts and remittances, Q.24

01=From relatives/friends in the same village/town
02=From relatives/friends in different location
03=From savings
04= Micro finance
05=Sell durable goods/equipment
06=Sell land/house
07=Sell livestock
08=Sell stocks or crops
09=Taking a loan (formal)
10=Taking a loan (informal)
11=Taking extra work
77=NK
12= Other (specify), _____

### Codebox #20: Why situation changed

Section 6.1: Economic Changes, Q.2

<b>Why Situation Improved</b>
01=Harvests have been good
02=Started growing new crops
03=Tried new farming techniques
04=Managed my crops or livestock well
05=Accumulated livestock
06=Accumulated other resources, assets, possessions
07=My own health has improved
08=Spouse's health has improved

09=Spouse works hard
10=Have new spouse
11=Have more children
12=Children older and more able to work
15=More people around to help, advise (Better Networks)
16=Job security (continuous security)
17=Live in a nicer house
18=Managed my business well
19=Worked hard
20=Own business or trade has been profitable
21=Set up a new business or trade
22=Started work or new job/non-farm work
23=Food or Cash Aid
24= Involvement in safety net programs;
25=involvement in farmers' union.
26=Migration
27=Was willing to take risks
28=Prices have risen
33=Government-run Employment Programs
34 = Spouse started work or a new job
35=Received a raise for current job
36 = Both husband and wife work
31=Other (Specify)
<b>Why Situation Worsened</b>
41=Harvests have been poor
42=Tried new crops but they failed
43=Tried new ways of farming but they failed
44=Managed my crops or livestock poorly
45=Have less livestock
46=Managed my business poorly
47=Own business failed or didn't do well
48=Tried new business/trade but it failed
49=Lost job (permanent/temporary)
66=increase in price of inputs
67=increase in food prices.
50=Have fewer other resources, assets, possessions
51=I was lazy
52=Spouse was lazy
53=I have been/got ill/injured/disabled
54=Spouse has been/got ill/injured/disabled
55=Spouse died
56=Children sick or died
57=Children moved away
58=Large family/too many children/increased family size
61=Less people around to help, advise (Poorer Networks)
62=Theft/robbery
63=Too many loans
64=Did not want to take risks
65=Prices for goods have fallen
68 = House is not as nice as it used to be
69=Old age
66=Input prices increased
67=Price of foods increased
72=Other (Specify)
77=NK, 88=NA

### Codebox #21: Wall material

Section 7: Socioeconomic Status, Q.6

01= Adobe/mud
---------------

02=Bamboo/Cane
03=Brick/concrete
05=Fibreboard/Chipboard
06= Galvanised /Corrugated iron
07= Matting
08=Mud & bricks
09=Mud & stones
10=Neohouzealla wattle
11=Nipa leaves
12=Plastic sheet
14=Stone
15=Wood/branches
16=Other Specify _____
17=Mud and Wood
21=Cane and mud
22=Wood and mud
23=Wood/Tripley
25=Concrete blocks
77=NK
88=NA
79=Refused to answer

### Codebox #22: Roof material

Section 7: Socioeconomic Status, Q.7

01=AC Roofing sheets
02=Asbestos sheets
03=Bamboo/Cane
04= Concrete/cement
06= Galvanised /Corrugated iron
09=Palm leaves
10=Plastic sheet
11= Straw/thatch
12=Sugar cane leaves
13=Tar slabs
14=Thuthuri sticks
15=Tiles/slats
16=Wood & mud/adobe
17= Wood & stones
18=Wood/planks
19=Other specify _____
25=Cardboard
20= Leaves (Achon, omiro, chorino, etc.)
23=Cane & mud
24= Mat
77=NK
88=NA
79=Refused to answer

### Codebox #23: Floor material

Section 7: Socioeconomic Status, Q.8

01= Cement/tile
02=Cinder
03= Concrete/cement
04= Earth/Sand
05=Granite stone
06= Laminated material
07=Marble stone
08=Polished stone
09= Stone/brick

10=Tar slabs
11= Wood
12=Other specify
77=NK
88=NA
79=Refused to answer

### Codebox #24: Source of drinking water

Section 7: Socioeconomic Status, Q.9

01=Bore well
02=Bought water (delivery or bottled)
03= Piped into dwelling/yard/plot
04=Piped into neighbours dwelling/yard/plot
05=Piped into relatives' dwelling/yard/plot
06=Protected spring water
07=Protected well
08= Public standpipe/tube well
09=Rain water
10= Tube well in dwelling/yard/plot
11= Unprotected well/spring/pond/river/stream/canal
12=Unprotected water tank
13=Water tank (community/protected)
14=Other
77=NK
88=NA
79=Refused to answer

### Codebox #25: Toilet facility

Section 7: Socioeconomic Status, Q.10

01= Flush toilet/septic tank
02=Forest/field/open place
03=Neighbours toilet
05= Pit latrine (communal)
06= Pit latrine (household's)
07=Relatives toilet
08=Simple latrine on pond
09=Toilet in health post
10=Other specify _____
77=NK
88=NA
79=Refused to answer

### Codebox #26: Fuel for cooking

Section 7: Socioeconomic Status, Q.11

01=Bamboo
02=Bio-gas
03=Branches
04=Charcoal
05=Coal
06=Cow dung
07=Crop residue
08=Gas/electricity
09=Kerosene/paraffin
10=Leaves
11=None
12=Rice husk
13=Shavings/sawdust
14=Straw/dead plants

16=Wood
15=Other specify_____
77=NK
88=NA
79=Refused to answer

### Codebox #27: Fuel for heating

Section 7: Socioeconomic Status, Q.13

01=Bamboo
02=Bio-gas
03=Branches
04=Charcoal
05=Coal
06=Cow dung
07=Crop residue
08=Gas/electricity
09=Kerosene/ paraffin
10=Leaves
11=None
12=Rice husk
13=Shavings/sawdust
14=Straw/dead plants
16=Wood
15=Other specify_____
77=NK
88=NA
79=Refused to answer

### Codebox #28: Dwelling improvement

Section 7: Socioeconomic Status, Q.15

01=New/renovated bedrooms
02=New/renovated kitchen
03=New/renovated bathroom
04=New/renovated living room
05=Improved floor
06=Improved wall finish
07=Improved roof cover
08=Rebuild dwelling
09=Electric re-wiring
10=Central heating/gas servicing
11=Sanitation
12=Water supply
15=Build new house
16=Improve/Build fence/wall around house
17=Improve/New doors/windows
13=Other specify_____
77=NK
88=NA
79=Refused to answer

### Codebox #29: First stage medical facility

Section 8.1: Index Child Health, Q.1; Section 7.2: HHM Health, Q.7

01=Government hospital
02=Governement Health Centre
03=Government health clinic
04=Private doctor/clinic
05=Private hospital
06=Other

77=NK
88=NA
79=Refused to answer

### Codebox #30: Reasons for not taking YL Child to healthcare facility

Section 8.1: Index Child Health, Q.6

01=Direct costs (fees, costs analyses, medicine)
02=Indirect costs (costs for transport, loss of salary)
03=Long distance, difficult access
04=Illness was not serious enough
05=Don't trust quality of health-care service
06=Embarrassed about health problem
07=[YL Child] would miss school or work
08=Other, Specify _____
77=NK
88=NA
79=Refused to answer

### Codebox #31: Disability scale

Section 8.1: Index Child Health, Q.8; Section 8.2: HHM Health, Q.2

00=Able to work same as others of this age
01=Capable of most types of full-time work but some difficulty with physical work
02=Able to work full-time but only work requiring no physical activity
03=Can only do light work on a part-time basis
04=Cannot work but able to care for themselves (e.g. dress themselves, etc.)
05=Cannot work and needs help with daily activities such as dressing, washing, etc.
06=Other
77=NK
88=NA
79=Refused to answer

### Codebox #32: Long term health problems

Section 8.2: HHM Health, Q.4

03=Fits/Epilepsy
04=Asthma/respiratory problem
05=Malnutrition
06=Skin problems/Eczema
07=Anaemia
08=HIV/AIDS
09=Digestive problems
10=Hearing problems
11=Sight problems
12=Speech problems
13=Allergies
14=Tooth decay
15=Ear ache
16=Congenital illness
18= Orthopedic problems incl Flatfoot
19= Headaches, migraine
20=Other respiratory problem (includes croup, pneumothorax)
21=Gastritis, colic, or other GI problem inc celiac disease
22=Diabetes
23=Obesity
24=Gynecological problem except miscarriage/abortion
25=Male genital problem includes torsion of testis
27=Urinary infection, any renal problem
28=Any mental illness inc depression, psychoses, addiction, alcoholism

17=Other (Specify)
77=NK, 88=N/A
79=Refused to answer

### Codebox #33: Expectations/ ambitions for child

Section 10: Caregiver perceptions and attitudes, Q.1, Q.4

01=Accountant
02=Actor/actress
03=Artist
04=Civil servant
05=Computer operator
06=Conductor
07=Construction worker
08=Cook
09=Dentist
10=District collector
11=Doctor
12=Domestic Worker/ Housemaid
13=Driver
14=Engineer
15=Farmer
16=Fireman/woman
17=Fisherman
18=Fulltime parent/Housewife
19=labourer
20=Lawyer
21=Lecturer
22=Market Trader/shop assistant/
23=Mason
24=Mechanic
25=Nurse
26=Painter/decorator
27=Pilot
28=Policeman/woman
29=Politician
30=President of country
31=Scientist
32=Singer
33=Military man/woman
34=Sportsman/woman / Athlete
35=Tailor
36=taxi driver
37=Teacher
38=Trader/businessman/woman
39=Traditional occupation
40=Student/University student
41=Veterinarian (animal doctor)
43=Administrative assistant/secretary
44= Religious leader/priest/sheikh
42=Other (specify)
45=Manager /Management
46=Agricultural Extension Worker
47=Health Extension Worker
48= Factory worker
49= Journalist
50 = Banker/Bank manager
51 = Musician/ dancer
52 = Lab assistant/ lab technician
53 = Pharmacist

54 = Sailor/ seaman
55 = Carpenter
56 = Security guard
57 = Cabin crew/ air hostess
58 = Psychologist
59 = Software programmer
60 = Hair stylist/ beautician
61 = Model
77=NK, 88=N/A
79=Refused to answer



**YOUNGER COHORT  
ROUND 5  
VIETNAM  
HOUSEHOLD QUESTIONNAIRE: LOCATION + ANTHROPOMETRY**

**CONTENTS**

<b>Section 1</b>	<b>Data Handlers: Location Information</b>
<b>Section 2</b>	<b>Anthropometry of biological parents</b>

## DATA HANDLERS

### DATE OF INTERVIEW

<b>Q.1</b>	Date of interview	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Fieldworker ID	[ ____ ]

### DATE OF SUPERVISOR CHECK

<b>Q.3</b>	Date of Supervisor Check	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.4</b>	Supervisor ID	[ ____ ]

### LOCATION INFORMATION

**FIELDWORKER:** Please record the GPS coordinates for the address of [YL Child]'s relevant household. The reference point to read the GPS is located 1 meter in front of the main door of the house.

<b>Q.5</b>	Geographic coordinates	
	GPS (East):	[ ____ ° ____ . ____ ]
	GPS (North):	[ ____ ° ____ . ____ ]

**FIELDWORKER:** Observe and fill-in the current geographic location of [YL Child].

<b>Q.6</b>	Cluster ID (Sentinel site) - OBSERVE 90=Locality does not belong to YL Sentinel Site	[ ____ ]
<b>Q.7</b>	Community ID - OBSERVE 999=Locality does not belong to YL Community Otherwise ► Skip to <b>next section</b>	[VN ____ ]
<b>Q.8</b>	Is this locality urban or rural?  <b>FIELDWORKER:</b> Follow official definition to choose between urban or rural.  01=Urban 02=Rural	[ ____ ]
<b>Q.9</b>	Enter the Mini Community ID for this locality.  <b>FIELDWORKER:</b> Do not administer a Community or Mini-Community questionnaire for this locality. Only enter the corresponding ID, after contacting the Survey Coordinator to verify the ID.	[VN - MC - ____ ]
<b>Q.10</b>	Region of residence - OBSERVE  51=Northern Uplands 52=Red River Delta 53=Phu Yen 54=Da Nang 55=Highlands 56=South Eastern 57=Mekong River Delta	[ ____ ]

## 2. PARENT ANTHROPOMETRY

### MOTHER'S ANTHROPOMETRY

**FIELDWORKER:** Now you will take the measurements of [YL Child]'s **biological mother** (if she still lives in the household).

**SAY:** Now I would like to record [YL Child]'s mother's measurements. I have to use this weighing scale/height board to make sure the measurements are right, this won't hurt. I am going to ask you to stand up on the weighing scale / height board.

**FIELDWORKER:** Make sure [YL Child]'s mother is wearing only light clothes. If there is a large difference between two measurements, measure one more time and take the most common one.

#### WEIGHT

<b>Q.1</b>	SCALE CHECKED <b>FIELDWORKER:</b> Tick if checked.	<input type="checkbox"/>
<b>Q.2</b>	First maternal weight TO NEAREST 0.1 KG -9999=Mother not weighed	[ _ _ _ . _ ]
<b>Q.3</b>	Second maternal weight TO NEAREST 0.1 KG -9999=Mother not weighed	[ _ _ _ . _ ]
<b>Q.4</b>	Agreed maternal weight TO NEAREST 0.1 KG -9999=Mother not weighed	[ _ _ _ . _ ]
<b>Q.5</b>	Why was mother not weighed? 01 = Mother not present 02 = Mother refused 03 = Mother ill 04 = Other 05 = Mother could not be found 77=NK	[ _ _ ]
<b>Q.6</b>	Are you currently pregnant or gave birth in the last 2 months?	<input type="radio"/> Yes (01) <input type="radio"/> No (00)

#### HEIGHT

**FIELDWORKER:** Only measure the height for the biological mother of [YL Child] if her height was not measured in previous rounds. [\[CAPL: Reference table of CHILDDIDs for which mother's height is missing\]](#).

<b>Q.7</b>	First maternal height MEASURE TO NEAREST 0.1 CM -9999= Mother not measured	[ _ _ _ . _ ]
<b>Q.8</b>	Second child height MEASURE TO NEAREST 0.1 CM -9999= Mother not measured	[ _ _ _ . _ ]
<b>Q.9</b>	Agreed child height MEASURE TO NEAREST 0.1 CM -9999= Mother not measured	[ _ _ _ . _ ]
<b>Q.10</b>	Why was mother not measured? 01 = Mother not present 02 = Mother refused 03 = Mother ill 04 = Other 05 = Mother could not be found 77=NK	[ _ _ ]

### FATHER'S ANTHROPOMETRY

**FIELDWORKER:** Now you will take the measurements of [YL Child]'s **biological father** (if he still lives in the household).

**SAY:** Now I would like to record [YL Child's] father's measurements. I have to use this weighing scale/height board to make sure the measurements are right, this won't hurt. I am going to ask you to stand up on the weighing scale / height board.

**FIELDWORKER:** Make sure [YL Child]'s father is wearing only light clothes and no socks. If there is a large difference between two measurements, measure one more time and take the most common one.

## HEIGHT

<b>Q.11</b>	SCALE CHECKED <b>FIELDWORKER:</b> Tick if checked.	<input type="checkbox"/>
<b>Q.12</b>	First paternal height MEASURE TO NEAREST 0.1 CM -9999= Father not measured	[ ____ . ____ ]
<b>Q.13</b>	Second paternal height MEASURE TO NEAREST 0.1 CM -9999= Father not measured	[ ____ . ____ ]
<b>Q.14</b>	Agreed paternal height MEASURE TO NEAREST 0.1 CM -9999= Father not measured	[ ____ . ____ ]
<b>Q.15</b>	Why was father not measured?  01 = Father not present 02 = Father refused 03 = Father ill 04 = Other 05 = Father could not be found 06 = Father has a disability that prevents him from being measured 77=NK	[ ____ ]



Mathematics

**R5 VIETNAM**

Write the correct answer in the space:

1. Write the correct answer in the space:

25% of 240 =

2. About 7000 copies of a magazine are sold each week.

Approximately how many magazines are sold each year?

- a. 8400
- b. 35 000
- c. 84 000
- d. 350 000
- e. 3 500 000

3. One year a company reported selling [1426 tons] of fertilizer. The following year the company sold 15% less fertilizer. Which is the closest approximation to the number of [tons] of fertilizer sold in the second year?

a. 200

b. 1200

c. 300

d. 1600

4. The mean age of the 11 members of a football team is 22 years. When one member of the football team was sent off, the mean age of the rest of the team was 21 years. How old was the player who was sent off?

Write your answer in the box

5.  $45 \div 15 =$

6.  $18.23 - 0.2 =$

7.  $\frac{9}{8} \times \frac{2}{3} =$

8. The graph shows the distribution of crops grown in a certain country.



According to the information in the graph, which of these statements is true?

- a) More oats are grown than wheat.
  - b) Corn is more than one-half of the country's crop.
  - c) Oats are more than one third of the country's crop.
  - d) The total crop of oats and wheat is greater than the corn crop.
9. A scoop holds  $\frac{1}{5}$  kg of flour. How many scoops of flour are needed to fill a bag with 6 kg of flour? Answer: \_\_\_\_\_

- 10.** In a school there were 1200 students (boys and girls). A sample of 100 students was selected at random, and 45 boys were found in the sample. Which of these is most likely to be the number of boys in the school?

- a. 450 ☐
- b. 500 ☐
- c. 540 ☐
- d. 600 ☐

- 11.** Tickets for a train cost either 10 [dollars], 15 [dollars], or 30 [dollars]. Of the 900 tickets sold,  $\frac{1}{5}$  cost 30 [dollars] each and  $\frac{2}{3}$  cost 15 [dollars] each. What fraction of the train tickets was sold for 10 [dollars] each?

- a.  $\frac{2}{15}$  ☐
- b.  $\frac{1}{15}$  ☐
- c.  $\frac{12}{15}$  ☐
- d.  $\frac{6}{1}$  ☐



Below is a receipt that [Oscar] received after making a purchase in a cloth shop. There are some blank spaces in the receipt where information is missing. Read carefully.

<b>[Kathy's] Shop</b>			RECEIPT N° 0568	
			Date: [October 4th, 2012]	
No. of items	DESCRIPTION	UNIT PRICE	LINE TOTAL	DISCOUNT
10	Trousers	[\$12]	[\$ 120]	[\$ 24]
25	T-shirts	[\$ 13]	[\$ 325]	No discount
78	Socks	[\$ 4]	[\$ 312]	[\$ 35]
37	Dresses	[\$ 20]	[ \$740]	No discount
49	Skirts	[\$ 8]	[ \$392]	[\$ 33]
			<b>SUBTOTAL</b>	<b>[\$ 92]</b>
			<b>TOTAL</b>	<b>TOTAL DISCOUNT</b>

12. Based on the receipt, answer the following questions by marking the correct answer with an X.

How many items did [Oscar] buy?

- a. 199 ☐
- b. 209 ☐
- c. 198 ☐
- d. 208 ☐

13. [Andrea] wants to buy 38 T-shirts. How much will she pay?

- a. [\$ 325] ☐
- b. [\$ 494] ☐
- c. [\$ 484] ☐
- d. [\$ 304] ☐

**14.** How much did [Oscar] spend in [Kathy's] shop?

a. [\$ 1982]

b. [\$ 1889]

c. [\$ 1981]

d. [\$ 1797]

**15.** [Oscar] bought t-shirts and socks. How much more did [Oscar] spend on t-shirts than on socks?

a. [Oscar] spent [\$ 13] more buying t-shirts than socks

b. [Oscar] spent [\$ 23] more buying t-shirts than socks

c. [Oscar] spent [\$ 58] more buying t-shirts than socks

d. [Oscar] spent [\$ 48] more buying t-shirts than socks

Below is a medicine description. Read it carefully.

Each box costs

**[\$15]**

## **[CIPIRINA]**

INGREDIENTS: Each tablet contains 500 mg *acetaminophen* acid

DOSAGE: ORAL. 1 or 2 tablets every 4 hours, preferably accompanied by food, for not longer than 28 days. In the case of children, only 1 tablet every 8 hours for not longer than 10 days.

INDICATIONS: [Cipirina] is often used to relieve different symptoms. This medication relieves mild to moderate pain in the muscles of the hands and legs. It reduces fever, bone pain and menstrual symptoms.

CAUTION: [Cipirina] may cause drowsiness, gastric pain, allergies or ulcers. Children up to 10 years with chicken pox and asthma should consult with their doctor before taking this medicine.

Based on the text, answer the following questions by marking the correct answer with an X.

**16.** According to the description, how many tablets can a child take in one day?

- a. 2 tablets ☐
- b. 1 tablet ☐
- c. 3 tablets ☐
- d. 8 tablets ☐

**17.** If [Arturo] takes the largest amount of pills recommended for adults, how many more pills can he take compared with a child in two days?

- a. [Arturo] can take 18 pills more than a child ☐
- b. [Arturo] can take 3 pills more than a child ☐
- ☐

c. [Arturo] can take 9 pills more than a child

d. [Arturo] can take 7 pills more than a child

☐

**18.** [Ana's] doctor tells her to take 2 tablets every 12 hours for a week. How many mg of acetaminophen will [Ana] have taken in total by the end of the week?

a. 14 000 mg

☐

b. 7 000 mg

☐

c. 21 000 mg

☐

d. 12 000 mg

☐

**19.** [Mario] wants to buy 7 boxes. When he was going to pay the cashier told him that there was a 25% discount on the tablets he was buying. Which mathematical operation(s) is (are) needed to get the amount of money he paid for his medicine?

a. Only multiplication

☐

b. Multiplication, division and subtraction

☐

c. Division and multiplication

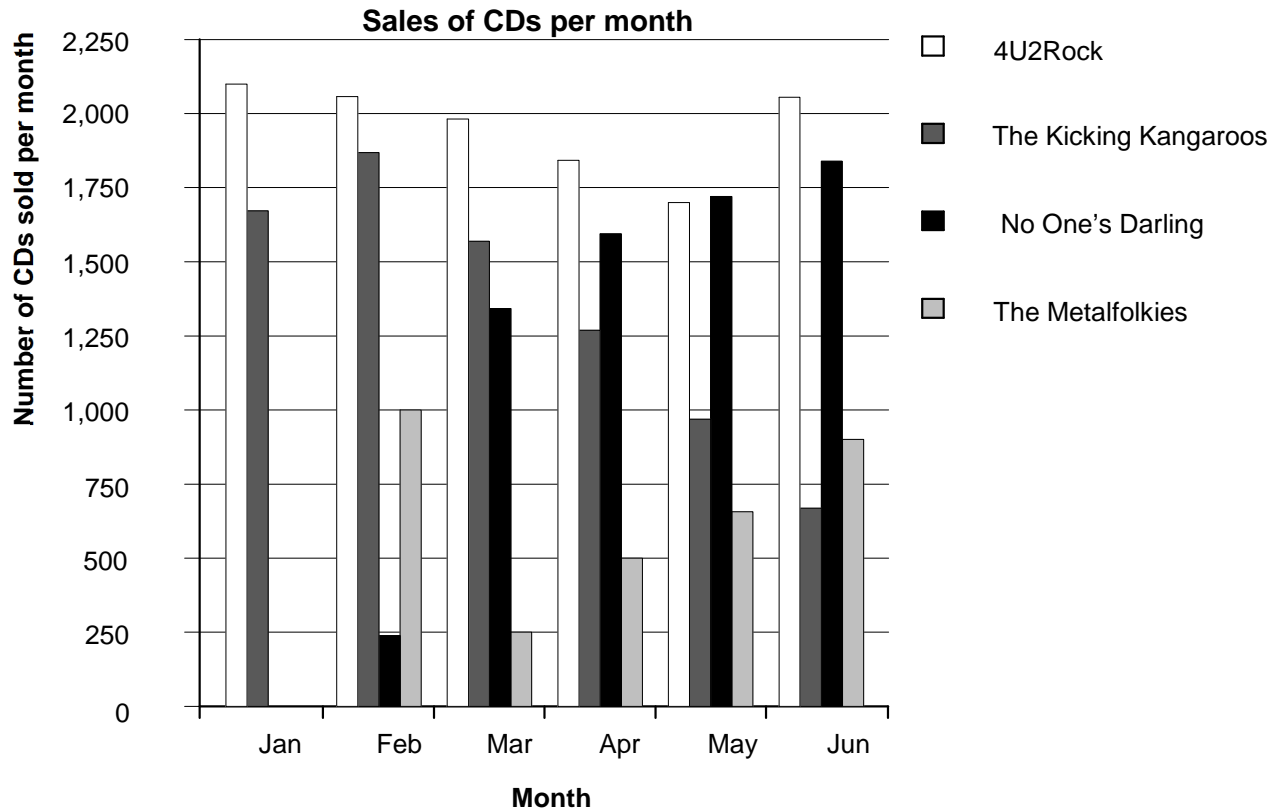
☐

d. Addition and subtraction

☐

## CHARTS

In January, the new CDs of the bands *4U2Rock* and *The Kicking Kangaroos* were released. In February, the CDs of the bands *No One's Darling* and *The Metalfolkies* followed. The following graph shows the sales of the bands' CDs from January to June.



20. How many CDs did the band The Metalfolkies sell in April?
- A. 250
  - B. 500
  - C. 1000
  - D. 1270
21. In Which month did the band NO One's Darling sell more CDs than the ban The Kicking Kangaroos for the first time?
- A. No month
  - B. March
  - C. April
  - D. May
22. The manager of The Kicking Kangaroos is worried because the number of their CDs that sold decreased from February to June. What is the estimate of their sales volume for July if the same negative trend continues?

- A. 70 CDs
- B. 370 CDs
- C. 670 CDs
- D. 1340 CDs

## HELEN THE CYCLIST



Helen has just got a new bike. It has a speedometer which sits on the handlebar.

The speedometer can tell Helen the distance she travels and her average speed for a trip.

- 23.** On one trip, Helen rode 4km in the first 10 minutes and then 2 km in the next 5 minutes. Which one of the following statements is correct?
- A. Helen's average speed was greater in the first 10 minutes than in the next 5 minutes.
  - B. Helen's average speed was the same in the first 10 minutes and in the next 5 minutes.
  - C. Helen's average speed was less in the first 10 minutes than in the next 5 minutes.
  - D. It is not possible to tell anything about Helen's average speed from the information given.
- 24.** Helen rode 6 km to her aunt's house. Her speedometer showed that she had averaged 18 km/h for the whole trip. Which one of the following statements is correct?
- A. It took Helen 20 minutes to get her aunt's house.

- B. It took Helen 30 minutes to get her aunt's house.
- C. It took Helen 3 hours to get her aunt's house.
- D. It is not possible to tell how long it took Helen to get to her aunt's house.

**25.** Helen rode her bike from home to the river, which is 4 km away. It took her 9 minutes. She rode home using a shorter route of 3km. this only took her 6 minutes. What is Helens average, speed, in km/h, for the trip to the river and back?

Average speed for the trip:.....km/h



## WHICH CAR?

Chris has just received her car driving licence and wants to buy her first car.

This table below shows the details of four cars she finds at a local car dealer.

Model	Alpha	Bolte	Castel	Dezal
Year	2003	2000	2001	1999
Advertised price (zeds)	4800	4450	4250	3990
Distance travelled (kilometres)	105 000	115 000	128 000	109 000
Engine capacity (litres)	1.79	1.796	1.82	1.783

Chris wants a car that meets all these conditions:

- The distance travelled is not higher than 120 000 kilometers.
- It was made in the year 2000 or a later year.
- The advertised price is not higher than 4500 zeds.

**26.** Which car meets Chris conditions?

- A. Alpha
- B. Bolte
- C. Castel
- D. Dezal

**27.** Which car's engine is the smallest?

- A. Alpha
- B. Bolte
- C. Castel
- D. Dezal

**28.** Chris will have to pay an extra 2.5% of the advertised cost of the car as taxes.

How much are the extra taxes for the Alpha?

Extra taxes in zeds: .....

## CLIMBING MOUNT FUJI

Mount Fuji is a famous dormant volcano in Japan.



**29.** Mount Fuji is only open to the public for climbing from 1 July to 27 August each year. About 200 000 people climb Mount Fuji during this time. On Average, about how many people climb Mount Fuji each day?

- A. 340
- B. 710
- C. 3400
- D. 7100
- E. 7400

**30.** The Gotemba walking trail up Mount Fuji is about 9 Kilometres (km) long.

Walkers need to return from the 18km walk by 8pm.

Toshi estimates that he can walk up the mountain at 1.5 kilometres per hour on average, and down at twice that speed. These speeds take into account meal breaks and rest times.

Using Toshi's estimated speeds, what is the latest time he can begin his walk so that he can return by 8pm?

**31.** Toshi wore a pedometer to count his steps on his walk along Gotemba trail.

His pedometer showed that he walked 22 500 steps on the way up.

Estimate Toshi's average step length for his walk up the 9 km Gotemba trail. Give your answer in centimetres (cm).

Answer: .....cm



# KIỂM TRA ĐỌC HIỂU

## **BỘ D**

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Việt sống ở một ngôi làng thuộc một tỉnh nhỏ. Việt 12 tuổi và đang học lớp 6. Cậu ấy là một học sinh thông minh, chăm chỉ.

Bố của Việt là một nông dân giỏi. Chú ấy thường thu hoạch được rất nhiều ngô. Mẹ của Việt cũng làm việc rất chăm chỉ. Ngoài làm việc nhà, mỗi khi có thời gian rỗi, cô ấy còn tranh thủ bán muối ở chợ để tăng thêm thu nhập cho gia đình.

Sau giờ học, Việt thường chăn gia súc. Thỉnh thoảng Việt còn phụ giúp mẹ đi lấy nước. Khoa là bạn cùng lớp của Việt. Khoa hay học bài cùng Việt vào mỗi tối.

### **1. Buổi tối, Việt hay học bài cùng ai?**

- A. Mẹ của Việt
- B. Bố của Việt
- C. Không học cùng ai
- D. Khoa

### **2. Việt làm rất nhiều việc mỗi khi đi học về. Câu nào dưới đây liệt kê đầy đủ những việc Việt làm?**

- A. Cậu ấy chăn gia súc, lấy nước và cho dê ăn
- B. Cậu ấy lấy nước, chăn gia súc và ngủ
- C. Cậu ấy lấy nước, chăn gia súc và học bài cùng Khoa
- D. Cậu ấy lấy nước, cho dê ăn và học bài cùng Khoa

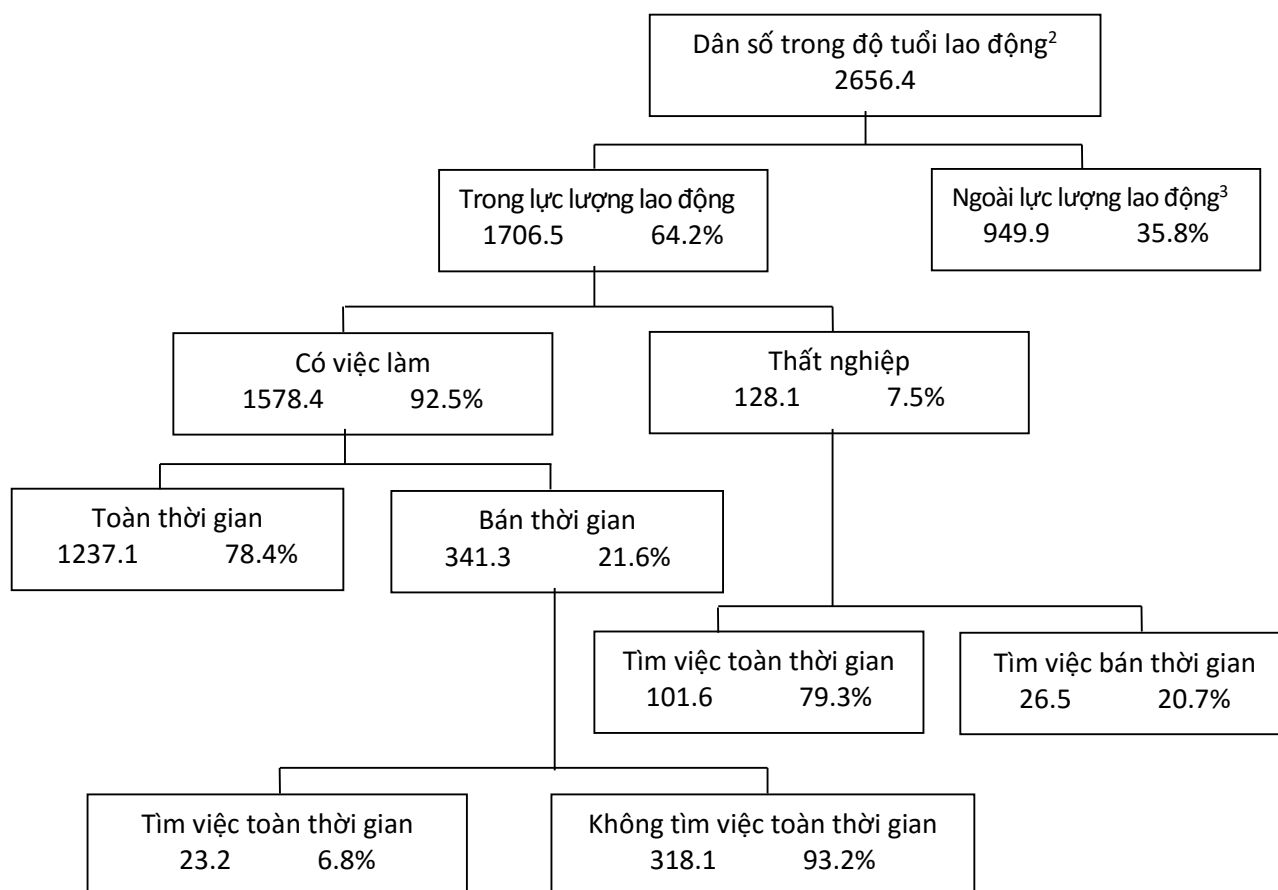
### **3. Thông điệp chính của đoạn văn trên là gì?**

- A. Mọi người trong gia đình Việt chăm chỉ
- B. Mọi người trong gia đình Việt không chăm chỉ làm việc
- C. Việt là bạn tốt của Khoa
- D. Việt là một học sinh thông minh

## BỘ J

Biểu đồ hình cây dưới đây biểu thị cơ cấu dân số trong độ tuổi lao động của một quốc gia. Tổng dân số của quốc gia này vào năm 1995 khoảng 3,4 triệu người. Hãy đọc kỹ biểu đồ và phần chú thích.

Cơ cấu dân số trong độ tuổi lao động tính đến 31 tháng 12 năm 1995 (đơn vị: nghìn người)<sup>1</sup>



1. Đơn vị: nghìn người.
2. Dân số trong độ tuổi lao động được tính từ 15 đến 65 tuổi.
3. Dân số "Ngoài lực lượng lao động" gồm những người không có nhu cầu tìm việc và/hoặc không thể tham gia lao động, bao gồm người bị ốm lâu ngày, người đã nghỉ hưu hoặc đang đi tù.

Dựa vào biểu đồ trên, hãy trả lời các câu hỏi sau.

#### 4. Dân số trong độ tuổi lao động được chia thành hai nhóm chính nào?

- A. Nhóm có việc làm và nhóm thất nghiệp
- B. Nhóm trong độ tuổi lao động và nhóm ngoài độ tuổi lao động
- C. Nhóm làm việc toàn thời gian và nhóm làm việc bán thời gian
- D. Nhóm trong lực lượng lao động và nhóm ngoài lực lượng lao động.

**5. Có bao nhiêu nghìn người trong độ tuổi lao động nhưng ngoài lực lượng lao động?**

- A. 2656.5
- B. 1706.5
- C. 949.9
- D. 1578.4

**6. Một người đàn ông 28 tuổi vừa mới bán cửa hàng của mình và đang tìm việc làm thì thuộc nhóm nào?**

- A. Trong lực lượng lao động: Có việc làm
- B. Trong lực lượng lao động: Thất nghiệp
- C. Ngoài lực lượng lao động
- D. Không thuộc nhóm nào cả

**7. Người “thiếu việc làm” là người đang làm việc bán thời gian nhưng muốn tìm việc làm toàn thời gian. Nhóm này chiếm:**

- A. Nhiều hơn một nửa số người có việc làm
- B. Nhiều hơn một nửa số người đang tìm việc toàn thời gian
- C. Ít hơn một nửa số người đang tìm việc toàn thời gian
- D. Nhiều hơn một nửa số người đang làm việc bán thời gian

**8. Nhóm nào thường được coi là "trong lực lượng lao động"?**

- A. Những người thất nghiệp
- B. Giáo viên về hưu
- C. Những người không thể làm việc vì ốm yếu
- D. Tù nhân

**9. Những nhóm nào thuộc nhóm dân số trong lực lượng lao động, nhưng không làm việc toàn thời gian và *không có nhu cầu tìm* việc làm toàn thời gian?**

- A. Nhóm những người đang làm việc bán thời gian và nhóm những người thất nghiệp
- B. Nhóm những người thất nghiệp và đang tìm việc bán thời gian và nhóm những người đang làm việc bán thời gian.
- C. Nhóm những người thất nghiệp và đang tìm việc bán thời gian và nhóm làm việc bán thời gian và không có nhu cầu tìm việc toàn thời gian
- D. Nhóm thất nghiệp và đang tìm việc bán thời gian.



## **BÔ K**

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Hãy đọc kĩ đoạn văn sau đây:

Một số loài vật thuộc họ Mèo có lông đốm. Bạn có biết sự khác nhau giữa báo hoa mai, báo đốm châu Mỹ, và báo **săn** không? Trông xa chúng có vẻ giống nhau. Tuy nhiên, khi nhìn gần, chúng rõ ràng là những giống báo khác nhau. Chúng khác nhau ở nhiều điểm, khác nhau về nơi sinh sống, kích thước cơ thể, về cách chúng di chuyển và săn mồi và về hình dạng các đốm trên bộ lông của chúng.

Trong số tất cả các loài vật sống hoang dã thuộc họ Mèo, báo hoa mai phân bố rộng nhất. Chúng sống phần lớn ở châu Á và châu Phi. Báo hoa mai leo trèo rất giỏi và có thể săn khỉ trên cây. Chúng cũng có thể nằm chờ và nhảy xuống vồ khi con mồi đi qua. Khi nguồn thức ăn cạn kiệt, chúng có thể ăn hoa quả, chuột đồng, và những con côn trùng lớn. Các vết đốm của loại báo này không phải là những đốm đen đơn giản, mà trông như những vòng tròn đứt đoạn.

Báo đốm châu Mỹ, phân bố từ miền Nam của nước Mỹ đến miền Bắc của Ác-hen-ti-na, trong đó tập trung đông nhất ở Bra-xin và Trung Mỹ. Vẻ đẹp và sức mạnh của báo đốm châu Mỹ khiến những người cổ đại tôn thờ chúng. Báo đốm châu Mỹ có đầu và mình lớn, chân ngắn và to hơn chân báo hoa mai. Báo đốm châu Mỹ leo trèo giỏi, và bơi cũng giỏi. Lông của chúng màu vàng tươi hoặc màu đồng thau. Các đốm trên lông to và màu đen, gồm có một đốm ở giữa và một vòng đốm bao quanh.

Báo săn có đầu nhỏ hơn và mình dài hơn báo hoa mai. Chúng có cấu tạo cơ thể để chạy với vận tốc cực nhanh. Chân báo săn dài hơn chân báo hoa mai khá nhiều, cho phép nó chạy với tốc độ 110 km/giờ! Khả năng phi thường này giúp cho báo săn kiếm được thức ăn, thường là những con sơn dương kém may mắn. Vết đốm của báo săn là những đốm đen hay vòng tròn đen đơn giản.

Điểm chung của các loài báo này, đó là chúng là những động vật hoang dã, mạnh mẽ, rất đẹp và duyên dáng.

Dựa vào đoạn văn trên, hãy trả lời các câu hỏi sau:

**10. Báo đốm châu Mỹ sống tập trung đông nhất ở đâu trên thế giới?**

- A. Vùng hoang vu của châu Phi
- B. Bra-xin và Trung Mỹ
- C. Tây Bắc Ap-ga-ni-xtăng
- D. Bắc Ác-hen-ti-na

**11. Điểm nào sau đây KHÔNG PHẢI điểm khác biệt được nói đến giữa các loài báo đốm?**

- A. kích thước cơ thể
- B. hình dạng các đốm trên bộ lông
- C. nơi sinh sống
- D. vẻ đẹp của chúng

**12. Đặc điểm nào sau đây có CẢ ở báo hoa mai VÀ báo đốm châu Mỹ?**

- A. Chúng leo trèo giỏi
- B. Chúng bơi giỏi
- C. Chúng có cấu tạo cơ thể để chạy với vận tốc cực nhanh
- D. Chúng có thể trèo cây để săn mồi

**13. Những từ nào trong đoạn văn DIỄN TẢ thái độ cảm thông với những động vật là mồi săn của những con báo?**

- A. . . . cách chúng di chuyển và săn mồi . . .
- B. . . . có thể ăn hoa quả, chuột đồng hay những con côn trùng lớn.
- C. . . . thức ăn, thường là những con sơn dương kém may mắn
- D. . . . chúng là những động vật hoang dã, mạnh mẽ . . .

**14. Theo đoạn văn trên thì điểm khác biệt giữa báo săn và báo hoa mai là gì?**

- A. Báo săn nhanh hơn, thân mình báo hoa mai dài hơn
- B. Không giống báo hoa mai, đốm của báo săn chỉ là các đốm đơn giản, không có vòng tròn bao quanh, đầu của báo săn to hơn đầu báo hoa mai
- C. Báo hoa mai có thể leo cây còn báo săn thì không
- D. Đốm của báo săn và báo hoa mai khác nhau về hình dạng và kích cỡ

**15. Câu nào sau đây miêu tả cảm nhận của tác giả đối với các loài báo?**

- A. Tác giả ấn tượng với chế độ ăn uống, khả năng săn mồi và môi trường sống tự nhiên của chúng
- B. Tác giả ấn tượng với vẻ đẹp, sự duyên dáng và sức mạnh của chúng
- C. Tác giả thích so sánh sự khác nhau giữa các loài báo
- D. Tác giả mong muốn người đọc sẽ hiểu kĩ hơn về cuộc sống của loài báo

## **BỒ L**

Một trong những nguồn tài nguyên quan trọng nhất mà thiên nhiên ban tặng cho con người đó là những dòng sông. Trên thế giới có nhiều dòng sông quan trọng, gồm những dòng sông dài nhất thế giới, như sông A-ma-zôn ở Nam Mỹ và sông Nin ở châu Phi. Những dòng sông quan trọng khác có thể kể đến là sông Trường Giang ở Trung Quốc và sông Hằng ở Ấn Độ.

Từ thời cổ đại, các nền văn minh lớn đã phát triển dọc các lưu vực sông màu mỡ. Nền văn minh Hy Lạp cổ đại phát triển ở lưu vực sông Nin. Người Hy Lạp phụ thuộc nhiều vào sông Nin để có các nguồn sinh sống. Họ lấy nước ngọt và đánh cá ở sông Nin, phát triển hệ thống tưới tiêu lấy nước từ sông Nin chuyển đến các cánh đồng. Khi nước sông dâng lên, phù sa bồi lên bờ sông, những người nông dân Hy Lạp đã học cách sử dụng đất phù sa màu mỡ để trồng hoa màu. Họ cũng lấy nước từ sông để chăm gia súc - bò, lạc đà, cừu, lừa và dê. Người Hy Lạp có câu thành ngữ "Hy Lạp là sông Nin và sông Nin là Hy Lạp."

Ở một số nơi trên thế giới, con người còn thu được vàng và kim cương bồi tích từ các dòng sông. Sau khi nước rút, những người sống cạnh bờ sông nạo vét và đãi đất cát bồi tích dưới lòng sông để lấy sạn vàng và kim cương, rồi đem bán cho các hiệu buôn. Ngày nay một số người vẫn còn dùng phương pháp này, nhưng thường dùng máy nạo vét và đãi vàng có công suất lớn.

Một trong những lợi ích lớn nhất mà các dòng sông mang lại là tạo ra năng lượng thủy điện. Để làm được điều đó, người ta phải xây một con đập và một cái hồ nhân tạo đằng sau con đập. Con đập là nguồn cung cấp nước thường xuyên và tin cậy để làm cho các tua bin đặt ở các con đập quay và tạo ra nguồn điện giá rẻ. Ở châu Phi, khi nói về đập thủy điện người ta nghĩ ngay đến những cái tên sau: đập A-xoa trên sông Nin, đập Kai-ni trên sông Nai-giơ, đập A-cô-xôm-bô trên sông Vôn-ta và con đập mới Te-ke-de ở Ê-ti-ô-pi-a.

Hồ A-cô-xôm-bô, được tạo nên trong quá trình xây đập trên sông Vôn-ta ở Ga-na, là hồ nhân tạo dài nhất trên thế giới. Việc đánh bắt cá trong lòng hồ là mang lại lợi nhuận rất lớn. Những người đánh bắt cá sử dụng những con thuyền độc mộc, lưới, giỏ, lưới câu và dây câu để bắt cá. Hàng ngày, lái buôn từ khắp các vùng miền của Ga-na đổ về các bến cảng trên hồ để thu mua cá tươi, cá khô, cá hun khói hay cá muối. Loại cá được ưa thích nhất ở đây là cá rô phi.

Mặc dù sông mang lại những lợi ích to lớn như vậy, nhưng những hoạt động của con người đang hủy hoại nguồn tài nguyên thiên nhiên quan trọng này. Hoạt động xả chất thải và hoạt động trồng trọt khiến cho nhiều dòng sông đang cạn nước. Một số dòng sông cạn nước theo mùa trong năm. Nhiều ngư dân sử dụng một số cách đánh bắt cá không chính thống như dùng hóa chất hay thuốc nổ để bắt cá hàng loạt. Vì thế những dòng sông đang bị ô nhiễm, và điều này sẽ gây nguy hại cho sức khỏe của những người đang sử dụng nước từ các dòng sông.

**16. Thành ngữ "Hy Lạp là sông Nin và sông Nin là Hy Lạp" nói lên điều gì?**

- A. Rằng người Hy Lạp phụ thuộc vào sông Nin để có các nguồn sinh sống
- B. Rằng sông Nin nằm ở Hy Lạp
- C. Rằng con sông chính của Hy Lạp là sông Nin
- D. Rằng sông Nin tạo ra vàng và kim cương trong phù sa

**17. Ngày nay vàng bồi tích từ các dòng sông được khai thác chủ yếu bằng hình thức nào?**

- A. Bằng cách nạo vét và đãi đất phù sa sau các đợt nước lên
- B. Bằng cách mua lại từ các hiệu buôn
- C. Bằng cách dùng các máy nạo vét và máy đãi vàng
- D. Bằng cách nạo vét và đãi cát phù sa sau các đợt nước lên

**18. Hai lợi ích của các con đập là gì?**

- A. Cung cấp đất màu mỡ cho nông nghiệp và cung cấp năng lượng thủy điện
- B. Tạo ra hồ ngăn nước để đánh bắt cá và có thể đãi phù sa lấy vàng và kim cương
- C. Cung cấp năng lượng thủy điện và có thể đãi phù sa lấy vàng và kim cương
- D. Cung cấp năng lượng thủy điện và tạo ra hồ ngăn nước để đánh bắt cá

**19. Hai hoạt động nào của con người làm cho một số dòng sông cạn nước?**

- A. Xả chất thải và trồng trọt
- B. Đánh cá bằng hóa chất và thuốc nổ
- C. Xây dựng các con đập và đánh bắt cá quá nhiều
- D. Nạo vét, đãi phù sa lấy vàng và kim cương và trồng trọt

**20. Tiêu đề nào sau đây phù hợp nhất với đoạn văn trên?**

- A. Đập nước là một biện pháp tốt để sản xuất điện và đánh bắt cá
- B. Sông là nguồn tài nguyên quan trọng cho xã hội loài người dưới nhiều hình thức
- C. Những con sông khác nhau trên thế giới
- D. Sông cung cấp đất đai màu mỡ cho nông nghiệp

**21. Điều nào sau đây nói lên mối quan ngại chính của tác giả bài viết về mối quan hệ đang thay đổi giữa con người và các dòng sông?**

- A. Xây đập ở trên các dòng sông để tạo ra năng lượng thủy điện đang hủy hoại dòng chảy tự nhiên của sông và làm cho sông bị cạn nước theo mùa trong năm
- B. Sự ô nhiễm do sử dụng các phương pháp đánh cá mới đang gây nguy hại cho sức khỏe con người
- C. Trồng trọt và xả chất thải gần khu vực sông đang làm ô nhiễm nước sông, gây nguy hại cho thủy sản và con người.
- D. Sử dụng năng lượng thủy điện khiến cho các con sông bị ô nhiễm, khiến cá chết và hủy hoại sức khỏe con người

## **BỘ N**

### **VỀ THĂM NHÀ BÁC**

Về thăm nhà Bác, làng Sen  
Có hàng râm bụt thấp lên lửa hồng  
Có con bướm trắng lượn vòng  
Có chùm ổi chín vàng ong sắc trời.  
Ngôi nhà Bác thuở thiếu thời  
Nghiêng nghiêng mái lợp bao đời nắng mưa  
Chiếc giường tre quá đơn sơ  
Võng gai ru mát những trưa nắng hè.  
Làng Sen như mọi làng quê  
Ngôi nhà lẩn dưới hàng tre bóng tròn.  
Kìa hàng hoa đỏ màu son,  
Kìa con bướm trắng chập chờn như mơ.

*Nguyễn Đức Mậu*

**22. Những màu sắc nào được nhắc đến trong bài thơ?**

- A. Hồng, trắng, vàng, đỏ, hồng cánh sen.
- B. Vàng ong, trắng, lửa hồng, đỏ màu son.
- C. Trắng, lửa hồng, đỏ màu son, vàng ong.
- D. Lửa đỏ, trắng, vàng ong, hồng màu son.

**23. Câu nào dưới đây thể hiện cảm xúc của tác giả khi thăm nhà Bác?**

- A. Bâng khuâng, khát khao mãnh liệt
- B. Bâng khuâng, nỗi buồn mênh mông
- C. Bâng khuâng, xúc động, trầm ngâm
- D. Bâng khuâng, mong chờ, hi vọng

**24. Tác giả không nhìn thấy cảnh gì khi về thăm nhà Bác?**

- A. Chùm ổi, hoa râm bụt
- B. Bướm trắng, hàng tre
- C. Ngôi nhà, vồng gai, giường tre
- D. Hoa sen, mái ngói

**25. Nhà Bác được miêu tả như thế nào?**

- A. Có giường tre, vồng gai, và mái lợp
- B. Có vồng gai, mái ngói và giường tre
- C. Có giường tre, vồng vải và mái lợp
- D. Có mái lợp, giường gỗ và vồng gai

**26. Bài thơ viết về điều gì?**

- A. Về một khu vườn rất đẹp, có hoa, có bướm và quả chín.
- B. Về một ngôi nhà mái lợp, một chiếc vồng gai, và một chiếc giường tre
- C. Về một ngôi làng dưới bóng tre giống như bao ngôi làng khác
- D. Về nhà Bác, một nơi rất giản dị nhưng vô cùng thân thương với chúng ta



**Reading Comprehension  
Vietnam Round 5**

**(English Version)**



## SET 1 \_\_\_\_\_

[CHILD'S NAME] lives in [NAME OF VILLAGE] in [NAME OF REGION]. He is a grade seven student and is twelve years old [ADJUST grades and age to reflect the official age of entry to the education system in your country]. He is a very clever student and works hard.

[CHILD'S NAME'S] father is a successful farmer. He usually produces a large quantity of maize from his farm. [CHILD'S NAME'S] mother is also a hard worker. In addition to her main domestic work she sells salt at the market in her spare time, to subsidize [or supplement] the income of the family.

After school [CHILD'S NAME] always herds cattle. He sometimes also assists his mother by fetching water. [FRIEND'S NAME] is [CHILD'S NAME'S] classmate. In the evening, [CHILD'S NAME] studies with [FRIEND'S NAME].

### 1. In the evening who does [CHILD'S NAME] study with?

- a) His mother
- b) His father
- c) No-one
- d) [FRIEND'S NAME]

### 2. [CHILD'S NAME] does many things after school. Which is a full list of his activities?

- a) He herds cattle, fetches water and feeds goats
- b) He fetches water, herds cattle and sleeps
- c) He fetches water, herds cattle and studies with [FRIEND'S NAME]
- d) He fetches water, feeds goats and studies with [FRIEND'S NAME]

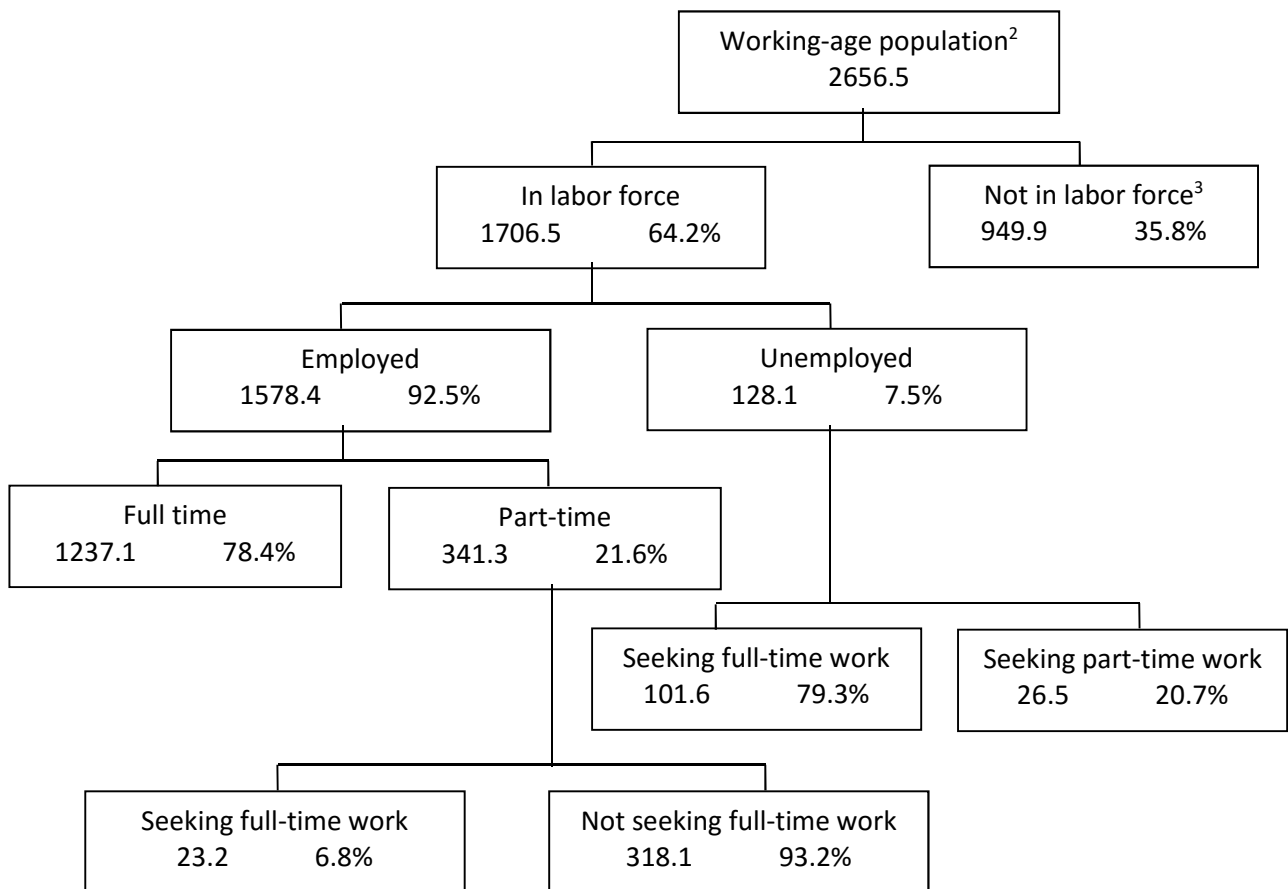
### 3. What is the main message of the story in the passage?

- a) [CHILD'S NAME] family are hard workers
- b) [CHILD'S NAME] family do not work hard
- c) [CHILD'S NAME] is good friends with [FRIEND'S NAME]
- d) [CHILD'S NAME] is a very clever student

## SET 2\_\_\_\_\_

The tree diagram below shows the structure of a country's "working-age population". The total population of the country in 1995 was about 3.4 million. Read the diagram and the footnote carefully.

**The Working Age Population Structure year ended [31 March] 1995 (in thousands)<sup>1</sup>**



1. Numbers of people are given in thousands (000s).
2. The working-age population is defined as people between the ages of 15 and 65.
3. People "Not in labour force" are those not actively seeking work and/or not available for work. This includes people with long term illnesses, retired people and prisoners.

Based on the diagram, answer the following questions.

**4. What are the two main groups into which the working-age population is divided?**

- a) Employed and unemployed
- b) Of working age and not of working age
- c) Full-time workers and part-time workers
- d) In the labour force and not in the labour force

**5. How many thousands of people of working age were not in the labour force?**

- a) 2656.5
- b) 1706.5
- c) 949.9
- d) 1578.4

**6. In which category would a man, aged 28, who recently sold his shop and is looking for work, fall?**

- a) In labour force: Employed
- b) In labour force: Unemployed
- c) Not in labour force
- d) Not included in any category

**7. 'Underemployed' people are people working part-time who would prefer to work full-time. This group is:**

- a) More than half of all employed people
- b) More than half of all those people seeking full-time work
- c) Less than half of those people seeking full-time work
- d) More than half of those people in part-time employment

**8. Which group would normally be counted as “in the labour force”?**

- a) Unemployed soldiers
- b) Retired teachers
- c) Those who cannot work due to illness
- d) People in prison

**9. Which groups make up the total of people in the labour force who are not employed full-time and not looking for full-time work?**

- a) People who are employed part time plus the unemployed
- b) People who are unemployed and looking for part-time work plus those in part-time employment
- c) People who are unemployed and looking for part-time work plus people who are employed part-time and not looking for full-time work
- d) The unemployed who are looking for part-time work

## SET 3

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Read the following text carefully:

Several members of the cat family have spotted fur. Do you know the difference between a leopard, a jaguar, and a cheetah? From a distance they may appear somewhat similar. Examined at closer range, however, they are clearly different cats. They differ in various ways, including where they live, how big they are, how they move and hunt, and how their fur is marked.

Of all the big cats in the wild, the leopard is found across the largest area. Leopards live in much of Asia and Africa. Leopards are skilled climbers that can hunt monkeys in trees. They can also lie in wait and pounce on passing prey. When food sources are scarce, they might eat fruit, field mice, and large insects. Leopard spots are not actually solid spots; they are broken circles.

The jaguar is native to the Americas. Its natural range is from the southern United States to northern Argentina, with the largest concentration of jaguars being in Brazil and Central America. The beauty and power of the jaguar inspired worship among ancient peoples. Possessing a large head and body, the jaguar has legs that are shorter and thicker than a leopard's. Jaguars are excellent climbers and can also swim well. Their fur can be a vivid yellow color or a rusty shade. Each of their spots is large and black, consisting of a middle spot with a circle of spots around it.

The cheetah's head is smaller than the leopard's, and its body is longer. This cat is built for speed. Its legs are much longer than the leopard's, allowing it to run at speeds of up to **[70 miles per hour]**! This incredible ability helps the cheetahs catch their dinner, which is usually an unfortunate antelope. A cheetah's spots are simply black spots or circles.

What all of these cats have in common is that they are wild, powerful animals of tremendous grace and beauty.

Based on the text, answer the following questions by marking the correct answer with an X.

**10. Where in the world is one of the largest concentrations of jaguars?**

- a) The wilds of Africa
- b) Brazil and Central America**
- c) Northwestern Afghanistan
- d) Northern Argentina

**11. Which of the following is NOT a way to tell the difference between spotted cats?**

- a) how big they are
- b) how their fur is marked
- c) where they live
- d) how beautiful they are**

**12. Which of the following is a quality possessed by BOTH leopards and jaguars?**

- a) They are skilled climbers**
- b) They can swim well
- c) They are built for speed
- d) They can hunt by climbing trees

**13. Which words from the passage express an attitude of sympathy for animals that are prey to big cats?**

- a) . . . How they move and hunt . . .
- b) . . . Might eat fruit, field mice, and large insects.
- c) . . . Dinner, which is usually an unfortunate antelope**
- d) . . . That they are wild, powerful animals . . .

**14. What is the difference between a cheetah and a leopard according to the text?**

- a) The cheetah is faster and the leopard's body is longer
- b) Unlike the leopard, the cheetah's spots are just spots not circles and the cheetah's head is larger than the leopard's
- c) The leopard can climb trees while the cheetah cannot
- d) The cheetah and leopards spots are different and they are different in shape and size

**15. Which of the following describes the author's feelings about big cats?**

- a) He is impressed by their diet, hunting and habitat
- b) He is impressed by their beauty, grace and power
- c) He enjoys comparing the differences between the types of big cats
- d) He would like readers to better understand the lives of big cats

## SET 4

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One of the most important natural resources nature has endowed mankind with is rivers. There are many important rivers of the world. They include the world's longest rivers, the Amazon in South America and the Nile in Africa. Others include the Yangtse river in China and the Ganges in India.

In ancient times, great civilisations developed in fertile river valleys. Thus the ancient civilisation of Egypt developed in the fertile Nile river valley. The people of Egypt depended heavily on the Nile for many types of sustenance. They obtained fresh water and fish from it, and developed a system of drawing water from the Nile River to irrigate their lands. When the river was in flood, it deposited alluvial soil on its Banks. The Egyptian farmers learned to use the rich soil to grow their crops. They had water to feed their animals – cows, camels, sheep, donkeys and goats. There is a saying that “Egypt is the Nile and the Nile is Egypt.”

In some parts of the world, rivers provide alluvial gold and diamonds. After floods have subsided, people living near the banks of rivers collect and wash the alluvial soil and the sand of the river beds. Fragments of gold and diamonds are collected and sold to gold and diamond dealers. Some people today still use this method, but more frequently the job is done by powerful dredging machines.

One of the greatest uses that mankind has put rivers to is the production of hydro-electric power. It involves the construction of a dam and the creation of an artificial lake behind the dam. A dam provides a constant and reliable supply of water to turn turbines in the dam to produce cheap electric power. In Africa, the following dams readily come to mind: the Aswan dam on the Nile, the Kainji dam on the Niger, the Akosombo on the Volta and the new Tekeze dam in Ethiopia.

The Akosombo lake, created as a result of the damming of the River Volta in Ghana, is the longest man-made lake in the world. Fishing in the lake is a very lucrative business. Fishermen use dug-out canoes, fish traps, baskets, and hooks and lines to catch the fish, and every day traders from all over Ghana go to various inland ports on the lake where it is sold fresh, fried, smoked or salted. By far the most popular species of fish is the tilapia.

In spite of the immense benefits derived from rivers, human activities are destroying this important natural resource. Lumbering and farming activities have exposed some rivers to massive evaporation. Some rivers dry up in the course of the year. Some fishermen use unorthodox methods in fishing, for example by using very dangerous chemicals to poison the fish, while others use dynamite to kill large quantities. The rivers are thus polluted, which results in health hazards for the people who use the water from the rivers.



**16. What does the saying “Egypt is the Nile and the Nile is Egypt” show?**

- a) The way in which Egypt was dependent on the Nile for sustenance
- b) The fact that the Nile is located in Egypt
- c) The fact that Egypt’s main river is the Nile
- d) The fact that the Nile produces alluvial gold and diamonds

**17. How is most alluvial gold obtained today?**

- a) Through collecting and washing alluvial soil after floods
- b) Through buying it from gold and diamond dealers
- c) Through using dredging machines
- d) Through collecting and washing alluvial sand after floods

**18. What are the two ways that dams are useful?**

- a) The provision of fertile soil for agriculture and the provision of hydro-electric power
- b) The creation of dam lakes to fish in and the ability to dredge for gold and diamonds
- c) The provision of hydro-electric power and the ability to dredge for gold and diamonds
- d) The provision of hydro-electric power and the creation of dam lakes to fish in

**19. Which two activities of man have exposed some rivers to evaporation?**

- a) Lumbering and Farming
- b) Dynamite and chemical fishing
- c) The construction of dams and too much fishing
- d) Dredging for gold and diamonds and agriculture

**20. What is the best title for this article?**

- a) Dams are a good means of producing electricity and fish
- b) Rivers provide an important resource for human society in a variety of ways
- c) The many different rivers around the world
- d) Rivers provide fertile land for agriculture

**21. Which of the following is the author's main concern about the changing relationship between humans and rivers?**

- a) Damming rivers to provide electricity is destroying the natural course of rivers and is causing rivers to dry-up for periods of the year
- b) Pollution from new methods of fishing is causing a danger to human health**
- c) Farming and lumbering near to rivers is polluting the water in rivers, making it unhealthy for fish and humans
- d) The use of hydro-electric power causes pollution in rivers that kills fish and damages human health

## SET 5

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### A VISIT TO UNCLE'S HOME

Visiting Uncle's home, village Sen  
A fence of hibiscus lights up like pink fire  
A white butterfly circles  
A bunch of ripe guavas reflects the sky's honey-colour.  
Uncle's home where he spent childhood  
How life tilted the weathered thatched roof  
A bamboo bed, too simple  
The hemp hammock lulls one to sleep during summer afternoons.  
Sen Village, just as every village  
Houses interlaced with bamboo trees and footballs.  
There the flowers are bright red like lipstick  
There the white butterfly is fluttering like in a dream.

*Nguyen Duc Mau*

#### 22. Which colours are mentioned in the poem?

- a) Pink, white, yellow, red, lotus pink.
- b) Honey, white, pink fire, red lipstick.
- c) White, pink fire, red lipstick, honey.
- d) Red fire, white, honey, pink lipstick.

#### 23. Which of the following options reflects the author's feeling when visiting Uncle's house?

- a) Melancholic, deep longing
- b) Melancholic, immense sadness.
- c) Melancholic, touched, reflective.
- d) Melancholic, expectant, hopeful

**24. What doesn't the author see when visiting Uncle's house?**

- a) A bunch of guavas, hibiscus flowers
- b) White butterfly, bamboo trees
- c) The house, hemp hammock, bamboo bed
- d) Lotus, roof tiles

**25. How is Uncle's house described?**

- a) There are a bamboo bed, a hemp hammock, and a thatched roof
- b) There are a hemp hammock, a tiled roof, and a bamboo bed
- c) There are a bamboo bed, a fabric hammock, and a thatched roof
- d) There are a thatched roof, a wooden bed, and a hemp hammock

**26. What is the poem about?**

- a) About a beautiful garden with flowers, butterflies, and ripe fruits.
- b) About a thatched house, a hemp hammock, and a bamboo bed
- c) About a village under the shade of bamboos as any other village
- d) About Uncle's home, a very simple place, but very dear to us

**PEABODY PICTURE VOCABULARY TEST**  
**(PPVT)**

**[administered to the YC individual (15 year old) and panel sibling]**

**Data Handlers**

Insert Child ID	VN _ _ _ _ _	
Q.1 Fieldworker's name _____	Code: _____	
Q.2 Date of Team Leader check	Day	[ _ _ ]
	Month	[ _ _ ]
	Year	_ _ _ _
	Time:	_ _ : _ _
Q.3 Team Leader's name: _____	Code: _____	

**FIELDWORKER:** Fill out Q.4 **before** you administer the tests.

Q.4	Does the child have a severe visual impairment? 00=No 01=Yes ► Skip to the Sibling section	[    ]
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## **PEABODY PICTURE VOCABULARY TEST (PPVT)**

**FIELDWORKER:** It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

**FIELDWORKER:** Use the PPVT picture easel here. Be sure to read the training items with the child and make sure the child understands what needs to be done before starting the test.

All instructions for introducing the PPVT and using the Training Items are located on the examiner's manual. Use Training Items A and B).

]FIELDWORKER: TRAINING ITEMS				
Plate	Series 1	Series 2	Series 3	Series 4.
	For most subjects under age 8 years		(If necessary)	
A	ball (2)	dog (4)	banana (3)	spoon (1)
B	crying (4)	sleeping (1)	crawling (3)	walking (2)

**FIELDWORKER:** Please administer the full set of items given below to the child. Use numerals (1-4) to record the test taker's response to each item in the blank in the "Response" column.

Item	Word	Response
1	Bus	

PPVT Administration

Date when PPVT was administered	Q.1 Day:	[ __ __ ]
	Q.2 Month:	[ __ __ ]
	Q.3 Year:	__ __ __ __

End Time

Q.6	Test administration: End Time (hour) (07-17)	Hours [ __ __ ]
Q.7	Test administration: End Time (minutes) (00-59)	Minutes [ __ __ ]

Item	Word	Response	Item number in R2,R3
1	Key	[ _____ ]	5
2	Fly	[ _____ ]	12
3	Feather	[ _____ ]	16
4	Painting	[ _____ ]	17
5	Wrapping	[ _____ ]	20
6	Measuring	[ _____ ]	28
7	Peeling	[ _____ ]	31
8	Accident	[ _____ ]	33
9	Decorated	[ _____ ]	35
10	Cactus	[ _____ ]	39
11	Farm	[ _____ ]	40
12	Harp	[ _____ ]	42
13	Astronaut	[ _____ ]	43
14	Raccoon	[ _____ ]	44
15	Juggling	[ _____ ]	45
16	Claw	[ _____ ]	48
17	Delivering	[ _____ ]	50
18	Diving	[ _____ ]	52
19	Drilling	[ _____ ]	57
20	Group	[ _____ ]	59
21	Dripping	[ _____ ]	60
22	Awarding	[ _____ ]	64
23	Hydrant	[ _____ ]	65
24	Swamp	[ _____ ]	66
25	Globe	[ _____ ]	70
26	Gigantic	[ _____ ]	73
27	Nostril	[ _____ ]	74
28	Vase	[ _____ ]	75
29	Knight	[ _____ ]	76
30	Towing	[ _____ ]	77
31	Horrificed	[ _____ ]	78
32	Selecting	[ _____ ]	80
33	Island	[ _____ ]	81
34	Camcorder	[ _____ ]	82
35	Heart	[ _____ ]	83
36	Wrench	[ _____ ]	84
37	Tambourine	[ _____ ]	86
38	Palm	[ _____ ]	87



Item	Word	Response	Item in R3
39	Surprised	[ _____ ]	88
40	Interviewing	[ _____ ]	90
41	Reptile	[ _____ ]	94
42	Polluting	[ _____ ]	95
43	Vine	[ _____ ]	96
44	Pedal	[ _____ ]	97
45	Dissecting	[ _____ ]	98
46	Rodent	[ _____ ]	100
47	Valley	[ _____ ]	102
48	Adjustable	[ _____ ]	106
49	Hurdling	[ _____ ]	108
50	Solo	[ _____ ]	109
51	Inflated	[ _____ ]	111
52	Lecturing	[ _____ ]	112
53	Links	[ _____ ]	115
54	Cooperating	[ _____ ]	116
55	Fragile	[ _____ ]	120
56	Dilapidated	[ _____ ]	122
57	Hazardous	[ _____ ]	123
58	Valve	[ _____ ]	125
59	Wailing	[ _____ ]	128
60	Appliance	[ _____ ]	130
61	Exterior	[ _____ ]	138
62	Lever	[ _____ ]	152
63	Indigent	[ _____ ]	157
64	Oasis	[ _____ ]	158
65	Periodical	[ _____ ]	163
66	Primate	[ _____ ]	165
67	Talon	[ _____ ]	167
68	Octagon	[ _____ ]	168
69	Trajectory	[ _____ ]	171
70	Derrick	[ _____ ]	173
71	Quintet	[ _____ ]	178
72	Nautical	[ _____ ]	179
73	Incarcerating	[ _____ ]	180
74	Wildebeest	[ _____ ]	182
75	Incertitude	[ _____ ]	189
76	Cenotaph	[ _____ ]	197

**PEABODY PICTURE VOCABULARY TEST**  
**(PPVT)**

**[administered to the YC individual (15 year old) and panel sibling]**

**Data Handlers**

Insert Child ID	VN _ _ _ _ _	
Q.1 Fieldworker's name _____	Code: _____	
Q.2 Date of Team Leader check	Day	[ _ _ ]
	Month	[ _ _ ]
	Year	_ _ _ _
	Time:	_ _ : _ _
Q.3 Team Leader's name: _____	Code: _____	

**FIELDWORKER:** Fill out Q.4, Q.5 and Q.6 **before** you administer the tests.

	Is YL child available for PPVT 00=No ► Skip to the Sibling section 01=Yes	
	Is Panel Sibling older than 20? 00=No 01=Yes ► Skip to the Sibling section	
Q.4	Does the child have a severe visual impairment? 00=No 01=Yes ► Skip to the Sibling section	[      ]

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

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Item	Word	Response
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PPVT Administration

Date when PPVT was administered	Q.1 Day:	[ __ __ ]
	Q.2 Month:	[ __ __ ]
	Q.3 Year:	____ _

Start Time

Q.4	Test administration: Start Time (hour) (07-17)	Hours  [ __ __ ]
Q.5	Test administration: Start Time (minutes) (00-59)	Minutes  [ __ __ ]

End Time

Q.6	Test administration: End Time (hour) (07-17)	Hours  [ __ __ ]
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Item	Word	Response	Item number in R2,R3
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65	Periodical	[ _____ ]	163
66	Primate	[ _____ ]	165
67	Talon	[ _____ ]	167
68	Octagon	[ _____ ]	168
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74	Wildebeest	[ _____ ]	182
75	Incertitude	[ _____ ]	189
76	Cenotaph	[ _____ ]	197

# **PANEL SIBLING OF YOUNG LIVES INDIVIDUAL YOUNGER COHORT ROUND 5**

## ***CONTENTS***

<b>Section 1</b>	Tracking of panel sibling
<b>Section 2</b>	Anthropometry of Panel Sibling
<b>Section 3</b>	Cognitive test - PPVT

## 1. TRACKING OF THE PANEL SIBLING

**FIELDWORKER:** Identify the panel sibling for whom information will be collected in Round 5.

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. Note that all panel siblings must be tracked as long as they haven't moved more than **15km away from original YL sites** (assessing from the information provided in the HH roster Q.12).

[CAPI: pre-fill name and id of panel sibling]

Name of panel sibling is **[PANEL SIBLING]**.

<b>Q.1</b>	Has [PANEL SIBLING] been tracked and found?  01=Yes 00=No, specify a reason for not finding/tracking _____ ► Skip section. Thank and end interview.	[ _ _ ] Other, specify _____
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### DATE OF INTERVIEW

<b>Q.1</b>	Date of interview  Enter day, month and year.	[ _ _ / _ _ / _ _ _ _ ] DD MM YYYY
<b>Q.2</b>	Fieldworker ID	[ _ _ ]

### DATE OF SUPERVISOR CHECK

<b>Q.3</b>	Date of Supervisor Check  Enter day, month and year.	[ _ _ / _ _ / _ _ _ _ ] DD MM YYYY
<b>Q.4</b>	Supervisor ID	[ _ _ ]



## 2. SIBLING ANTHROPOMETRY

**SAY:** I would like to record [PANEL SIBLING]'s measurements. I have to use this weighing scale/height board to make sure the measurements are right, this won't hurt. I am going to ask you to stand up on the weighing scale / height board.

**FIELDWORKER:** Make sure [PANEL SIBLING] is wearing only light clothes. If there is a large difference between two measurements, measure one more time and take the most common one.

<b>Q.1</b>	SCALE CHECKED <b>FIELDWORKER:</b> Tick if checked.	<input type="checkbox"/>
<b>Q.2</b>	First child weight TO NEAREST 0.1 KG -99=Child not weighted	[ ____ . __ ]
<b>Q.3</b>	Second child weight TO NEAREST 0.1 KG -99=Child not weighted	[ ____ . __ ]
<b>Q.4</b>	Agreed child weight TO NEAREST 0.1 KG -99=Child not weighted	[ ____ . __ ]
<b>Q.5</b>	First child height MEASURE TO NEAREST 0.1 CM -99=Child not measured	[ ____ . __ ]
<b>Q.6</b>	Second child height MEASURE TO NEAREST 0.1 CM -99=Child not measured	[ ____ . __ ]
<b>Q.7</b>	Agreed child height MEASURE TO NEAREST 0.1 CM -99=Child not measured	[ ____ . __ ]

[CAPI: Enable Q.8 if Q.4=-99 or Q.7=-99]

<b>Q.8</b>	Why was [PANEL SIBLING] not measured?  01 = Child not present 02 = Caretaker refused 03 = Child ill 04 = Child refused 05 = Other, specify 07 = Child could not be found 08 = Child has a disability that prevents him/her from being measured 77 = NK	[ ____ ] Spec. _____
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## COGNITIVE TEST

**FIELDWORKER:** Please administer the PPVT test to [Panel sibling]. This is the same test as for the YC individual

The PPVT test is only administered if the sibling is not older than 20 years old.

# **PANEL SIBLING OF YOUNG LIVES INDIVIDUAL YOUNGER COHORT ROUND 5**

## ***CONTENTS***

<b>Section 1</b>	Tracking of panel sibling
<b>Section 2</b>	Birth Information of Panel Sibling
<b>Section 3</b>	Feelings and Attitudes of Panel Sibling

## 1. TRACKING OF THE PANEL SIBLING

**FIELDWORKER:** Identify the panel sibling for whom information will be collected in Round 5.

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. Note that all panel siblings must be tracked as long as they haven't moved more than **15km away from original YL sites** (assessing from the information provided in the HH roster Q.12).

[CAPI: pre-fill name and id of panel sibling]

Name of panel sibling is [PANEL SIBLING].

Q.1	Has [PANEL SIBLING] been tracked and found?	
	01=Yes	[ _ _ ]
	00=No, specify a reason for not finding/tracking _____ ► Skip section. Thank and end interview.	Other, specify _____

### DATE OF INTERVIEW

Q.1	Date of interview	[ _ _ / _ _ / _ _ _ _ ]
	Enter day, month and year.	DD MM YYYY
Q.2	Fieldworker ID	[ _ _ ]

### DATE OF SUPERVISOR CHECK

Q.3	Date of Supervisor Check	[ _ _ / _ _ / _ _ _ _ ]
	Enter day, month and year.	DD MM YYYY
Q.4	Supervisor ID	[ _ _ ]

## 2. BIRTH INFORMATION

**FIELDWORKER:** The following questions capture birth information about [PANEL SIBLING] ONLY if it was not already collected.

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.

<p><b>Q.1</b></p>	<p>Date of birth of [PANEL SIBLING] not collected in Round 4</p> <p>[CAPI: Reference table of SIBLINGS with missing information]</p> <p><b>FIELDWORKER:</b> Make sure that you ALWAYS collect the date of birth of [PANEL SIBLING] if this was not collected in Round 4 <u>regardless of whether s/he was available for measurement.</u></p>	<p>[ ____ / ____ / ____ ]</p> <p>DD MM YYYY</p>
<p><b>Q.2</b></p>	<p>How much did [PANEL SIBLING] weigh at birth?</p> <p>[CAPI: Reference table of SIBLINGS with missing information]</p> <p><b>FIELDWORKER:</b> Cross check with documentation if available. 77= NK</p>	<p>[ ____ ] grams</p>
<p><b>Q.3</b></p>	<p>Was the birth weight from documentation?</p> <p><b>FIELDWORKER:</b> Observe.</p>	<p><input type="radio"/> No <input type="radio"/> Yes</p>

## 4. FEELINGS AND ATTITUDES OF PANEL SIBLING

**FIELDWORKER:** Administer only for siblings older than 8

**SAY:** I am going to ask you some general questions about whether you study and/or work.

<b>Q.2</b>	Are you currently enrolled in school?  00=No 01=Yes 02=Never enrolled in school 77=NK	[ _ _ ]
<b>Q.3</b>	Have you done any of the following activities in a typical day (from Monday to Friday) during last week?	00=No 01=Yes 77=NK
<b>01</b>	Caring for others (younger siblings, ill household members)	[ _ _ ]
<b>02</b>	Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping, etc)	[ _ _ ]
<b>03</b>	Tasks on family farm, cattle herding, other family business, shepherding (not just farming)	[ _ _ ]
<b>04</b>	Activities for pay/sale outside of household or for someone not in the household	[ _ _ ]

<b>Q.3</b>	Is one or both of your parents alive? 00 = No 01 = Yes	[ _ _ ]
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<b>Q.4</b>	<b>FIELDWORKER:</b> Is [PANEL SIBLING] older than 20? 00 = No 01 = Yes	[ _ _ ]
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**FIELDWORKER:** Prompt Card #2 to the child. Read and explain each of the 4 alternatives: **Strongly disagree**, **Disagree**, **Agree** and **Strongly agree**.

**SAY:** Here you have a card with 4 alternatives that range from Strongly disagree to Strongly agree. Now I will read some comments and statements that young people of your age sometimes say, think or feel. 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 opinion.

**FIELDWORKER:** Read the following example:

I may say that young people of your age think or say "I like to paint".

If you like a lot to paint, you should point the option **Strongly agree**.

If you like to paint, you should point the option **Agree**.

If you don't like to paint, you should point the option **Disagree**.

If you don't like to paint at all, you should point the option **Strongly disagree**.

**SAY:** Now let's practice with another example.

If I tell you: "All young people of my age like football". Tell me, how much do you agree or disagree with this?

**FIELDWORKER:** Wait until [YL Child] points one of the options. Make sure that s(he) has understood how to properly answer these questions.

**SAY:** Now, think if the following statements somewhat reflect what you think, feel or say. Remember that there are no right or wrong answers; I just want to know your opinion.

**FIELDWORKER:** Skip items 02, 06, 08, 11, 15, 17, 20 and 23 if both parents are dead (Q.3=0) or sibling is older than 20 years old (Q.4=1)

Q.5		Strongly disagree	Disagree	Agree	Strongly agree	NK	Refused to answer
01	I make friends easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	I like my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	I'm as good as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	I get along with other kids easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05	Overall, I have a lot to be proud of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06	My parents like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07	I am popular with kids of my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08	My parents and I spend a lot of time together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09	In general, I like being the way I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Most other kids like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I get along well with my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I can do things as well as most people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Other kids want me to be their friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Other people think I am a good person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	My parents understand me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I have more friends than most other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	If I have children of my own, I want to bring them up like my parents raised me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	A lot of things about me are good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I have lots of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	My parents are easy to talk to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I do lots of important things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I am easy to like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	My parents and I have a lot of fun together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	When I do something, I do it well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SAY:** I am now going to read some things that young people of your age sometimes say, think or feel. I want you to tell me if you agree or disagree with them. First, I will ask you if you agree or disagree, or you do not have an opinion (or so-so). If you say you agree, I will ask you whether you strongly agree. If you say you disagree, I will ask you how strongly you disagree. **There are no right or wrong answers.**

**FIELDWORKER:** Skip items 9 and 11 if sibling is older than 20, skip items 2 and 4 if sibling is not doing any "Activities for pay/sale outside of household or for someone not in the househol (answer No or NK in item 4 of Q.3)" and skip items 8, 10 and 11 if sibling has never been enrolled in school (answer 2 of Question Q.2).

[illegible]