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FIELDWORKER INSTRUCTION HANDBOOK

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PART 1 FIELD PREPARATIONS

1: INTRODUCTION

BACKGROUND OF STUDY

Young Lives: An International Study of Childhood Poverty is a collaborative project investigating the changing nature of childhood poverty in selected developing countries. The UK's Department for International Development (DFID) is funding the project.

Young Lives involves collaboration between Non Governmental Organisations (NGOs) and the academic sector. In the UK, the project is being run by Save the Children-UK together with an academic consortium that is led by Oxford University.

The Young Lives study is being conducted in Vietnam, Peru, Ethiopia and the Indian State of Andhra Pradesh. **Countries to add a paragraph about the collaborating institutions in their country.**

OBJECTIVES OF THE STUDY

The Young Lives study (YLS) has three broad objectives:

- ***producing good quality panel data*** about the changing nature of the lives of children in poverty;
- ***tracing linkages between key policy changes and child poverty; and***
- ***influencing policy makers, planners and other stakeholders to improve child-focused and poverty reduction policies.***

There will also be a ***strong communications, education and media element***, both in the countries where the project takes place, and in the UK.

The study takes a broad approach to child poverty, exploring not only household economic indicators such as assets and wealth, but also child centred poverty measures such as the child's physical and mental health, growth, development and education. These child centred measures are age specific so the information collected by the study will change as the children get older.

The YLS uses a mixed methodology combining large-scale quantitative studies with a number of smaller quantitative and qualitative sub-studies; to enable the further investigation of issues that cannot easily be explored through large-scale quantitative surveys.

This training manual focuses only on the household and child components of the large-scale quantitative study.

METHODOLOGY

The Young Lives study is a 15 year study that is following the same 2000 children (from age 6-17.9 months) and 1000 children (from age 7.5–8.5 years) in each country. The study was started in 2002 and the second round of interviews is planned for 2006; the younger children now being around 5 years old¹ and the older children about 12 years old¹. The caregiver and, when the child is old enough, both the caregiver and the child are being interviewed every three to four years with a quantitative survey. The height and weight of each child (and mother) is also being measured and community level questionnaires are being completed at every data collection round.

There are a number of questionnaires used in the YLS:

1. Tracking (5yr & 12yr old)
2. Preliminary interview (5yr & 12yr old)
3. Core household questionnaire (5yr & 12yr old)
4. Child specific questionnaire (12yr old only)
5. Community questionnaire

The community questionnaire training manual is a separate document since those involved in data collection here may well be different from the other quantitative survey data collection.

TIMINGS

In general the community questionnaire should always be carried out before the household questionnaire.

The household questionnaire should be done when most of the household members are available, so not during the migration season, and not during school vacations. Also interviews need to be carried out so they are convenient for the household and not the interviewer.

All quantitative questionnaires should be done at the same of time year each round to control for seasonal variation.

1. Tracking

There is a short tracking schedule to help fieldworkers locate the child and confirm that they have the correct address and household. For each child there will be a sheet showing details of the child – Name, date of birth, sex, nickname if applicable; names of the caregiver and household head from round 1; and the address of the household. The sheet also shows names and addresses of contacts that may be used to help locate the household and the child. These data were taken from the round 1 and tracking databases.

For each child fieldworkers will also have one or more tracking schedules. These are not pre-printed so the fieldworker must fill in the details starting with the CHILDDID. There are 13 questions in the tracking schedule. Not all questions will be completed for all children.

¹ This is the average age group of the current sample and will be referred to as such throughout this document for ease.

Details of the questions are found in PART 3. The tracking schedule assumes you locate the child by first locating the dwelling, then locating the household/family then finally locating the child.

2. Preliminary interview

The preliminary interview consists of a number of sections:

- Appointment(s) for main interview
- Household roster (pre-printed roster)
- Locating information
- Tracking information

3. Core household interviews

The core elements of the questionnaire are shown in Box 1. Each questionnaire will include a number of country-specific questions that will focus on particularly important policy issues of interest to each country.

Box 1: Core 5 & 12 year old household questionnaire

- Section 1: Parental background
- Section 2: Household education
- Section 3: Livelihoods and asset framework
 - Section 3a: Land & crops
 - Section 3b: Time allocation
 - Section 3c: Productive assets
 - Section 3d: Non-agricultural earnings
 - Section 3e: Transfers
- Section 4: Consumption/Expenditure
 - Section 4a: Food consumption/expenditure
 - Section 4b: Non-food consumption/expenditure
- Section 5: Social capital
 - Section 5a: Support networks
 - Section 5b: Family, group and political capital
 - Section 5c: Collective action and exclusion
 - Section 5d: Information networks
- Section 6: Economic changes and recent life history
- Section 7: Socio-economic status
- Section 8: Child care, education & activities (blank in 12yr old household)
- Section 9: Child health
- Section 10: Child development (blank in 12yr old household)
- Section 11: Anthropometry
- Section 12: Caregiver perceptions & attitudes

Note that the 12 year olds' questions on education and activities and the child development questionnaires will be asked in the Child questionnaire. The section headers and a note to this effect remain in the 12yr old household questionnaire in order to keep

consistency of section numbering across the two household questionnaires. For example Section 11 is the Anthropometry section in both household questionnaires.

4. 12 year old Child questionnaire

The 12 year old child questionnaire is asked directly to the child by trained interviewers.

Box 2: 12 year old child questionnaire

- Section 1: School and activities
- Section 2: Child health
- Section 3: Social networks, social skills and social support
- Section 4: Feelings and attitudes
- Section 5: Parents and household issues
- Section 6: Perceptions of household wealth and future
- Section 7: Child Development

FIELDWORK SCHEDULE...TO BE DECIDED

Countries to adapt this section for their fieldwork schedule/procedures. Remember there must be a 24-hour gap between the preliminary interview and the administration of the main household questionnaire to allow households time to consider participating. Also remember to factor into your time plan:

1. *Introducing and reporting back the project to the community,*
2. *Completion of the community questionnaire,*
3. *Return visits to empty households/households where the caregiver was absent.*
4. *Return visits to recollect incorrect or missing data,*
5. *The completion of household questionnaires and child questionnaires for the 12yr olds*

Starting in [MONTH], the length of each fieldwork round will be X months. During this time the 3000 selected households from Round 1 will be interviewed by X survey teams. Each team will be responsible for surveying X sentinel sites and will spend X weeks in each sentinel site working X days per week. In each sentinel site the same 100 households with 5 year old children will be interviewed and 50 households with 12 year old children will be interviewed. After the interviews in each sentinel site are completed you will have X days break before moving to the next site, the average travel time between sentinel sites is X days. Your supervisor will be responsible for your transport and lodgings in each sentinel site. You must take care not to return to households where we know from tracking that the child has died. Please check your schedules carefully to ensure this does not happen.

Interviews should take an average of X hours. The child specific questionnaire will be shorter and can be done in one sitting (if agreed by the household) but please remember to factor in a break. The household questionnaire, especially in rural areas, is much longer and countries need to decide on how they will do these interviews: e.g. whether in two or more sittings or using two or more interviewers at the same time. You will be expected to undertake X-X interviews each day (more if non-contact). If you make any errors, this will create more work for you to resolve them, **so please be careful in your work.**

In the case of households with 12 year olds there should be two interviewers present. One will collect data on the household and the other will interview the child. The latter interviewer will be well rehearsed in child interviewing techniques and in the case of girl children the interviewer MUST be a woman.

At the end of each interview you should check the questionnaire for consistency and completeness; use the check list provided. *(This checklist will be provided once the questionnaires are finalised)*. Once you have done the checks you must sign and date the front of the questionnaire in the space provided. You should then pass the questionnaire to your supervisor who will run a similar set of checks. If there are any mistakes identified then you will be expected to go back to the household to correct the information.

PROJECT MANAGEMENT

In each country, a Principal Investigator (PI) has been appointed to lead the fieldwork and data management activities. The PI works closely with the UK consortium and with the National Co-ordinator (NC), based in SC UK offices in each participating country. The NC's function is to make links with and between the academic teams, government and civil society, and to ensure the involvement of different stakeholders, the local dissemination of outputs, and to devise advocacy strategies and organise media coverage.

The Policy Research Manager (PCM) for the project is based at Save the Children UK in London. The PCM is responsible for overall co-ordination of the project, working with country partners the academic institutions, DFID and other partners with a particular focus on ensuring linkages to policy and dissemination of outputs.

Countries to add the details of the organisational structure, line management and main responsibilities in their country and should adapt the following section.

The Young Lives Survey is being overseen by an in-country **management committee** who have the responsibility to co-ordinate the survey according to the set schedule. The committee works with a staff of fieldwork co-ordinators who supervise the survey teams, who are based in regional offices. **A microcomputer is installed in each of the regional offices for the immediate entry of data from all questionnaires that are completed by each team.** Data entry is carried out at HQ. The survey team that the fieldwork co-ordinators oversee consists of:

X Supervisors: Responsible for overseeing, monitoring and, where necessary, correcting the work of the interviewers. In addition, s/he is responsible for managing the team's equipment, vehicle and funds and completing the community questionnaire. S/he represents the project co-ordinator at the sentinel site level.

X Fieldworkers: Responsible for collecting and recording information from households in the household questionnaire.

X Data managers: Responsible for supervising the entry of data from the questionnaires into the data entry programme, carrying out consistency checks, ensuring the security of the data and managing the completed questionnaires and diskettes containing entered data including making backup copies.

Ethiopia to add bit on Verifiers they are using

X Anthropometrists: Responsible for measuring the height and weight of the index child and mothers. (Countries delete this if fieldworkers are the anthropometrists and add the following sentence to the above fieldworker instruction: They will also be responsible for measuring the height and weight of the index child and mother).

IMPORTANT: MAKE SURE EQUIPMENT IS IN FULL WORKING ORDER BEFORE YOU LEAVE.

X Child development measurers: Responsible for implementing the child development tests.

2: ETHICS AND CONSENT

Young Lives and its entire staff must ensure that they act in an ethical way towards everyone involved in the study. Essential factors to consider as you perform your work are:

RESPECT

It is important that everyone the project encounters is treated with respect, from community leaders and local officials, to parents and children. This will be important in every aspect of the study from engaging people in the study, to the way interviews are conducted, and in the importance of providing feedback to the participants and communities involved. It also entails crediting people for providing ideas or information – with identities masked if necessary.

BENEFIT TO RESPONDENTS

As the community questionnaire will be carried out first we expect that the community interviewers would have identified any services/referral systems that are in place for the protection of children. Countries to add specific services. If it is the case that when fieldworkers doing the household questionnaire may suspect that a child's safety is at risk then the fieldworker needs to contact the supervisor to alert them of the situation. Countries to add content regarding referral procedures.

Policy influencing/ change: The primary purpose of this study is to collect data to inform policy and programmes. It is not attached to a development project and has little of direct benefit to offer to participants. It is important to be clear about this up-front. It may be possible to link with organisations working in study areas that can use the information collected to support processes of empowerment, and in the delivery of improved services or other programmes.

Feeding back to communities and respondents: Research results will be related to the communities concerned, probably in summary form. This will be in the form of a newsletter in the local language, as well as presentations and discussions of findings in the communities. It is important that you let your supervisor know about any respondents who request information about the results of the study.

Small incentives (Countries to adapt but should remember that these incentives should not be used to pressurise caregivers to participate and it may be better not to mention them during enrolment. They could be given mid-interview to break up the interview into two parts): The project will offer small incentives e.g. a photo, a bag of sugar, a t-shirt to the participating child and family to maintain their interest over a fifteen year period and in recognition of the time they have spent answering questions. It may also give donations to community facilities, e.g. school or health post.

Specific practical assistance (Countries to adapt considering the most appropriate response to different types of requests and in different settings, e.g. rural and urban sites): Fieldworkers may be asked for assistance from participating households, e.g. transporting a sick person to a health facility etc. In principle, Young Lives encourages fieldworkers to respond positively to such requests. However, there are limits as to what is practical; each survey team will need to decide this with reference to the local context. **Do not make any promises you cannot keep.**

If the caregiver tells you or you suspect that any of the children in the household are suffering from sexual or other abuse you must tell your supervisor who will follow the issue up. Countries to add to/adapt this and add specific details for referral procedures.

AVOIDING HARM TO RESPONDENTS

You **must** ensure that you:

- Are **sensitive to the timing and procedures for interviewing.** For example, organise data collection so that it is at convenient times for respondents, even if this is inconvenient for interviewers.
- Ensuring that male interviewers do not visit women alone at home if this is unacceptable locally.
- **Avoid asking intrusive questions** that are not in the questionnaire and that may be upsetting to respondents. All questions in the questionnaire **must** be asked with sensitivity and when asking these questions be prepared to react appropriately if respondents become upset (distressed, angry or silent). This may require leaving that section and moving on to another or stopping the interview.
- Are prepared to **answer all the questions about the project honestly and openly** as far as you can and refer to the supervisor any question you cannot answer.
- Do everything possible to ensure that project **findings cannot be used to justify action that would make the lives of certain individuals, groups or communities worse.** For example, if it becomes clear that children of a certain ethnic minority have notably worse nutritional status than the majority population, it will be important to avoid stereotyping, such as ‘these people don’t look after their children properly’.

CONFIDENTIALITY

You must treat anything the respondent tells you as confidential. You should keep your completed interviews safe and only show them to Young lives employees. You can and should discuss interviews with your supervisor and other members of the survey team. Sometimes you may hear stories that make you so sad (or angry) and you may feel the need to talk about it. If this is the case you should do so only with team members and in a way that does not easily identify the respondent. Interviewers must sign the confidentiality form.

CONSENT

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

Although consent was received in the first round this doesn't mean that the household is still in consent to continue. It is vital to get consent for the next round.

If the mother/caregiver is under 18yrs you must also obtain consent from their legal guardian who is usually their mother, father or spouse.

If you also interview other members of the household you must make sure that they are individually informed of the project and know what is being asked of them. They must know that answering the questions is voluntary and give verbal consent. It is not acceptable that any respondents are instructed to answer your questions by the child's parent/legal guardian or by the head of the household. *Countries to adapt e.g. add that consent should be gained from the household head if this is appropriate.*

No project staff should pressurise, coerce or deceive respondents in an effort to ensure their participation and staff should also try to ensure that respondents are not pressurised by other family or community members. Staff should not make any promises they cannot or are unlikely to keep. The mother/caregiver will have at least 24 hours to consider whether they want to take part and will be free to withdraw from the study at any time.

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

INTERVIEWING 12 YEAR OLDS

There are some special considerations to take into account when obtaining informed consent from children. Children are less likely than adults to understand what research is, what the purpose of the interview is, or why you are asking them questions and entering

their answers in a form. Hence, it is vital to take extra care to explain in ways that they can understand why you are there, why you are interviewing them and what the information is to be used for. It is also important to bear in mind that children are generally taught from a very young age that they must obey adults. This makes it very difficult for them to refuse you. So you must make every effort not to put any pressure on them to participate in the study and to make it clear that there will be no adverse consequences for them if they refuse to take part. Similarly, you should explain the concept of anonymity in words they can understand. They should know that their identity will be kept a secret and that the information will not be used to identify them or to describe their life in particular, but rather to explain the typical life of a child in their community.

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

Children may not be used to talking to adults and it is very important to put them at their ease by talking to them in a relaxed, conversational style, by sitting down with them rather than standing over them and by using any other appropriate means to reduce their discomfort. It is fine to pause an interview in order to give the child time to think, to address any concerns s/he may have or simply to make the exchange seem more natural and less intimidating. If you have children of your own, or there are children in your family, it may help create an informal atmosphere if you show them family photos and talk about them. Even a photo of your home can be used as a way of introducing yourself and making you seem less intimidating.

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

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

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

3: FIELDWORKER'S TASK

Your role as a fieldworker is crucial to the survey. The quality of the data to be collected will be determined by the quality of your work. This is a big responsibility because we hope that the data from this study will be used to help formulate national policy and help the government make important decisions. You should keep in constant touch with your supervisor and inform her/him of any problems you encounter in your work in the field. *Countries to add in how they might do this. E.g. use of pre-paid mobile phones??Other ideas?.* The supervisor, on her/his part, will provide you with all the necessary materials and instructions and will also collect and check your work and help you resolve any problems that may arise.

INTERVIEW AT THE SURVEY HOUSEHOLDS

Your principal task is to conduct interviews with households at the rate of at **X-X** interviews a day during the survey period. You must return to households where the caregiver or child was absent at least **twice** and should attempt to trace children who have moved. If households or children have moved then you must inform your supervisor and pass on any information about their whereabouts or contacts. You can use the tracking schedule to do this. Remember you may have more than one tracking schedule before you find a child. You will need to plan your work (see Preliminary Interview) so you visit households at appropriate times and make appointments with caregivers/respondents/children as needed. You must follow strictly all instructions contained in this manual and read all questions **exactly** as they appear in the questionnaire.

You will be provided with the following materials for use in carrying out the interviews:

Countries to adapt

- Briefcase/satchel
- Instruction manual
- Writing pad
- Red pens to correct data
- Raincoat
- Black indelible biro.
- Identification card which identifies you as an employee of the Young Lives Study
- Letter from national or national authorities approving the study

You are the only person responsible for keeping these working materials in order.

CHECKING THE COMPLETED QUESTIONNAIRE

After finishing each interview, you must verify that all the sections have been filled out correctly and legibly and that there is no missing information. If there was something which was unclear during the interview, or after completing the survey you want to double check something, make sure you ask and have everything clear before you leave the house. You are encouraged to make notes, and if necessary jot down the information to ask the supervisor how this should be coded if you have a doubt.

Your checking must be done immediately after the interview before you hand in the questionnaires to your supervisor and, most importantly, before leaving the sentinel site. Although you may correct places you wrote in an unclear manner during the interview, you must never under any circumstance make any other changes in the completed questionnaire without consulting with your supervisor or returning to the household to ask the respondents the same questions again. After carrying out these checks you must sign and date the questionnaire. You will have been provided with a unique code identifying you as a fieldworker – please enter this code on the questionnaire in the appropriate box.

Do not copy the information you have collected onto a new questionnaire. At the end of each day's work, all filled questionnaires must be submitted to your supervisor for editing. Errors detected must be corrected by revisiting the household.

RELATIONS WITH THE SUPERVISOR

You should always follow the instructions given to you by your supervisor, who is the representative of the Young Lives Project research co-ordinator. S/he will assign you work at the beginning of each sentinel site. In order to satisfy her/himself that the data collected is up to standard, the supervisor will carry out the following checks in the field:

- S/he will examine in detail all questionnaires filled out by you to verify that each interview has been carried out properly and in full. S/he will then ask you to return to the household to recollect any missing or wrong data if this is possible.
- S/he will make random visits to some of the households that you have already interviewed to make sure that you went to the correct addresses and to re-ask a few questions in the questionnaire as a basis to assess the reliability of the data we are collecting. *Countries must factor in that a random sample of 5% of households will be re-interviewed by the supervisors. Each re-interview will take a maximum of 15 minutes during which the supervisor will re-administer a selection of the stable parts of the questionnaire e.g. parental background and the household roster.*
- S/he will observe X or more of your interviews per sentinel site to evaluate your method of asking questions. You will not be informed of this in advance. *Countries note you have been provided with a supervisor checklist for anthropometry.*
- Each day s/he will meet with the team to discuss the work and will make regular reports to the fieldwork co-ordinator on the results of the work.

Your supervisor is the link between you and the survey organisation and you should work closely together. Just as you will receive instructions from her/him, you must inform her/him of any difficulties or problems that you encounter. For instance, if you do not understand a procedure or the meaning of a question in the questionnaire, you should ask your supervisor for an explanation.

Only when the supervisor is satisfied with your work will s/he sign the data handler form to say so.

RECOLLECTING INFORMATION REJECTED DURING DATA ENTRY - (This assumes data is entered and checked in the field. If this is not possible, especially where data is only entered back at HQ, then supervisors should carry out some consistency checks when reviewing the questionnaires).

For data entered in the field: Your work will also be reviewed by the data entry programme, which will carry out checks on the answers to various questions, parts and sections of the questionnaire.

After reviewing the data entry logs, your supervisor will circle in red ink all the answers in the questionnaire that were rejected by the data entry programme and return the questionnaire to you so you can return to the household to recollect the missing or wrong data if this is possible. Interviewers are forbidden to change or repair data without consulting their supervisor or re-interviewing the household.

4: INTERVIEWING PROCEDURES

ARRIVAL IN THE COMMUNITY (*Countries to adapt this section*)

Community questionnaire will be done first

The team will arrive in the community a day before the start of the survey. Accompanied by the fieldworkers, the supervisor will visit the community leaders and local authorities to explain the purpose of the survey, and introduce the members of the team and discuss the plan of work in that area.

RE-CONTACTING THE RESPONDENTS (*Countries to adapt this section in line with their own procedures.*)

Tracking

Your supervisor will give you the pre-printed address and contact sheets for households enrolled in the study. These sheets, together with the tracking schedule (detailed in PART 3) should be used to help you locate first the dwelling, then the household, and finally the child. If the dwelling and/or family cannot be found then you will need to obtain information from others in the neighbourhood or from the contacts on the sheet. In all cases you must be polite, explain who you are and what you are doing. Fill in all information you find out on the tracking schedules and remember to start a new tracking schedule for each attempt you make to find each child. If any of the contacts on the address and contacts sheet were used to help you locate the child, please indicate this on the sheet by completing the columns headed:

- Used contact to find child? 00=No, 01=Yes (did you use this contact to help you locate the child?)
- Located contact? 00=No, 01=Yes (did you find this person at the address given?)
- Date used (complete the date when this contact was used)

- Was contact helpful? (00=No, 01=Yes (did information received from this person help you locate the YL child?))

Preliminary interview

The preliminary interview assumes you have located the YL child and before starting the preliminary interview you should have a tracking schedule for this child with question T13 completed.

Your supervisor will tell you which area in the sentinel site you are working in, and will give you the pre-printed household rosters for households enrolled in the study. When you arrive at each house you must greet people in the traditional manner, introduce yourself, show your fieldworker's card and re-explain the purpose of the survey to the head of the household and other important household members. Give them several opportunities to ask you questions, if you do not know the answer to any question tell them that you will ask a supervisor. Never promise anything you cannot guarantee to do.

You must first follow the consent procedure. If the household does not give consent then ask them briefly why (do not probe). You may ask, depending on how consent was denied, if it is possible to return the following day to give them more time to think about it. For those who agree to continue with the study you should arrange a convenient time to return the next day to complete the consent procedure and conduct the interview. During this visit find out whether an interpreter will be needed when you return for the interview the next day and make the necessary arrangements. When you have completed the interview, thank all the members of the household who took part in the interview and inform them of the date for the next visit.

The preliminary interview consists of a number of sections:

- Appointment(s) for main interview
 - This section allows the interviewer to make an appointment with the household respondent(s). It may be that more than one appointment is necessary and that the interview is done in two parts to avoid disruption to the household. Each appointment should not normally take more than 90 minutes.
 - The interviewer can also check that all the child's details are correct (name, age, address etc)
- Household roster (pre-printed roster)
 - Changes to the household during the second round can be amended on the pre-printed household roster containing details of the household that were collected from the last survey. There are spaces for new household members that have joined the household since the last survey. There is also a code [RELATIONSHIP] that has been added in order to determine the relationship of the household members to the index child. Please do not simply copy the relationship recorded in round 1 as many additional codes have been added for this round one of which may be more appropriate.

- Locating information
 - This section allows the interviewer to document with more detail the child's physical and geographical location, including GPS co-ordinates. **Countries delete if not using.**
- Tracking information
 - This information has replaced the previous section on tracking. Using the address and contact sheets provided by your supervisor the interviewer needs to ask whether existing contacts are still valid (final column in the contacts table). Check that the names and addresses are correct. If existing contacts are no longer valid then establish the name and address of TWO people that could be contacted in the future to help locate the child and record these details in the blank table headed "*New contacts for this child*". Where possible these should be relatives with permanent addresses.

During your household visits you may be offered gifts or food by the household, whilst you should try not to accept gifts or food that are precious resources for the household you must also be courteous and follow local customs. Try to refuse food or gifts politely, for example, by saying that you have already made arrangements for food that day, that you have an upset stomach or by accepting a smaller offering such as a glass of water.

EXPLANATION OF THE SURVEY

Explanations play a great part in the willingness of people to reply to questions, and during the consent procedure you will give a detailed explanation of the study to the caregiver, household head and other important household members. You should give this explanation by reading the information sheet provided, checking if the respondent has understood the points and re-phrasing if they have not. When interviewing children, you will need to explain the study in more simple terms, using words and ideas that children will understand.

During the consent procedure and at the beginning of every visit you should frequently remind the respondent of the purpose of the survey, the fact that participation is voluntary, that the data obtained will be kept confidential and give the respondent the chance to ask questions. If you are accompanied by a supervisor or a member of the management committee, you should introduce her/him at the beginning of each interview.

USE OF INTERPRETERS

In this round we would like to establish the interpretation needs of each site and of all households so that we can meet these requirements in advance of the next round.

IMPORTANT: Your supervisor should have established before you go to the field whether there is going to be a need for interpreters and hopefully should have identified suitable people for this job and trained them in the requirements of this role. However, in the

absence of such an arrangement, when you first enter a household, you must find out whether you will need an interpreter or not.

If, for any reason, none of the survey team speaks the language of the household and no one in the household speaks the interview language well enough to interpret you must ask the household to choose someone (for instance, a friend, a neighbour or a relative) to interpret for the fieldworker. This person should be someone who speaks the interview language well and is trusted by the household, since the questions are confidential. You should be aware that in either case certain problems can arise from the use of an interpreter:

- It is difficult to know how good the translation is. It is possible that the respondent's friend who speaks the interview language does not speak it well enough, or isn't familiar with jargon/concepts of the study, to translate everything said during the interview, and s/he will not want to admit it. If you find that the replies do not correspond to the questions, try tactfully to help the interpreter or to replace her/him. You could for instance, suggest that interpreting is a very tiring job, and that the interpreter should take a rest while someone else carry on. Or you might say that you have already taken up too much of his (interpreter's) time, and that the job should be shared among a number of people.
- Another difficulty often encountered is that the interpreter is so familiar with the household that he starts to answer for the respondent without directing the question to her/him (respondent). In such a situation you must politely remind the interpreter that it is the respondent that has been chosen for the interview, and that it is only his/her answers that you can write in the questionnaire.
- On the other hand you should also avoid engaging interpreters who could pose any kind of threat, e.g. linked to a political party or government.

PRIVATE NATURE OF THE INTERVIEW

All the data collected are strictly confidential. Any breach of the confidentiality is forbidden by your oath of secrecy. In principle, all the questions should be asked in complete privacy to ensure that the answers remain confidential but this is not always possible. The presence of other people during the interview may cause the respondent embarrassment and influence some of her/his answers. This could especially be true for the child interviews.

There are some sections, which are very sensitive and might require more privacy. These are:

Household questionnaires'

- Livelihoods and asset framework (section 3 which asks some questions on earnings);
- Economic changes (section 6 which asks about economic difficulties in the household);
- Socio economic status (section 7 where questions on assets are asked); and
- Caregiver perceptions & attitudes (section 12 in the 5yr old and section 10 in the 12yr old; which asks caregivers to reflect on their feelings and views on a number of personal issues.

When you get to these sections you should explain to the respondents that some questions are confidential and ask her/him for the best place in the house where s/he is least likely to be disturbed. If another adult does not understand and refuses to leave, you must use tact and imagination to try and get him/her to leave.

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

CHILD INTERVIEWS

Most communities have very clear ideas about the appropriate manner for treating children and how children themselves should behave. Ideas about what is appropriate for boys and girls will most likely be very different, especially once they have reached age 12. Therefore, so that you do not cause offence, it is very important to be aware of and follow local customs that determine the different ways in which adults treat boys and girls, as well as the manner in which young people are expected to behave towards adults. It is because of these kinds of customs that our study requires all interviews with girls to be conducted by female fieldworkers. We also recommend that fieldworkers who interview children should be fairly young, as children tend to be less shy with adults who are nearer their own age than with older adults.

In your contact with children it is essential that you are respectful, patient and sympathetic at all times and that you allow them sufficient time to answer your questions. You can be encouraging and supportive but should avoid providing children with answers when they do not respond immediately to your questions or find it hard to express themselves clearly. It is important that you are able to understand their answers, but if you provide the answers for them you may adversely affect the results of the study. If a child becomes distressed, you should act as naturally as possible, offering comfort as appropriate and ceasing the interview if you think it is necessary.

When interviewing children the following behaviour is unacceptable:

Fieldworkers must **not**:

1. Spend time alone with children – always make sure to be within sight of another adult.
2. Physically assault children.
3. Develop an abusive relationship with children.
4. Engage in any form of physical contact beyond the strictly necessary for the purpose of the data collection.
5. Act in a way that may place a child at risk of abuse.
6. Use language, make suggestions or give advice which is inappropriate, offensive or abusive.
7. Behave physically in an inappropriate or sexually provocative manner.
8. Sleep in the same room or bed as a child.
9. Condone/participate in behaviour that is illegal, unsafe or abusive.
10. Act in ways intended to shame, humiliate, belittle or degrade children.

11. Discriminate against or exclude children.

Countries to add a section about how fieldworkers' safety will be ensured in difficult/unsafe areas.

CONDUCT OF THE FIELDWORKER

The fieldworker must observe the following rules:

1. You must be courteous towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and everyone else involved). Your behaviour can have an enormous influence on people's opinions in the localities covered by the survey.
2. You must avoid disturbing or upsetting anyone by your behaviour.
3. You must be properly dressed, so that the respondent will be inclined to trust you, as a reliable and responsible person.
4. You must arrive at the stated time, and never keep the respondents waiting.
5. You must exercise patience and tact in conducting the interview, to avoid antagonising the respondent or leading her/him to give answers that are not in conformity with the facts. Be tactful about asking questions to which you have just been given the answer, if necessary say that 'you just need to be sure' to avoid giving the impression that you were not listening to what the respondent just said. For instance, if the mother tells you that her child is very well and has no illness and then you have to ask specifically about symptoms
6. You must not attempt to sell anything to the child or family.
7. You must not lend or borrow money or goods from the family
8. You must not bribe the child or family in order to get them to cooperate

PART 2 THE INDEX CHILD/HOUSEHOLD QUESTIONNAIRE

5: HOW TO CONDUCT THE INTERVIEW

There are a number of basic principles that the fieldworker must observe throughout the interview. You must be careful to follow all the instructions set out in this manual, you must:

1. Ask the questions exactly in the form in which they appear on the questionnaire. Each question has been carefully designed and tested in order to collect precise information to satisfy the requirements of analysis. The interviewer should read the question as it is written in the questionnaire. After reading the question clearly and fluently the first time, the interviewer should wait for the response. If the respondent doesn't answer in a short period of time, this could be because the respondent:

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

With each case, the interviewer should repeat the question. If the respondent still doesn't answer the question, ask to find out if the respondent understood the question. If the respondent didn't understand the question the interviewer should rephrase the question in a different way, while maintaining the meaning of the question. Try to avoid accepting the answer "I don't know" by helping the respondent to estimate or find an answer close to correct. If there are whole sections the respondent cannot answer, politely ask if there is anyone else in the household who can answer the questions. If the named person is not physically in the household you may have to make a return visit to complete the section with the named person.

2. **In the case that the interviewer already knows some simple information**, such as that this person is the wife of some other person, it is not necessary to ask marital status of those two people, only to write that information down. However, if you are not clear, or only suspect that this is the situation it is still necessary to ask.
3. All forms will be checked and will be sent back to you if they are not satisfactory. You must realise that the information on these questionnaires is essential and under **no circumstances should you make information up**. This is the worst thing an interviewer can do. You will be dismissed immediately if you make any information up.
4. **Maintain the pace of the interview**. Avoid discussing too much with the respondent. If you receive an inappropriate or complicated response, do not break in too suddenly, but listen to what the respondent is saying and then lead her/him back to the original question. It is important to pay attention and listen attentively to the respondent and avoid offending or suggesting answers to the respondent.
5. **Keep a neutral attitude with the interview subjects**. It is extremely important that you should remain absolutely NEUTRAL about the subject of the interview. Most people are naturally polite, particularly with visitors, and they tend to give answers and adopt attitudes that they think will please the visitor. You must not express surprise, approval or disapproval about the answers given by the respondent and you must not

- If you don't understand a question or procedure, first read this handbook, then ask the supervisor to clarify further if necessary. It is very important that you **write detailed notes** about problem questions, answers where you are unsure of the code and surprising answers. You should write any notes legibly on the back of the page clearly labelled with the correct question number. After the interview you should discuss your notes with your supervisor, good notes may save you having to return to the household to resolve the query.

INTERVIEWER COMMENTS

Fieldworkers should be encouraged to write down their personal observations about the primary caregiver, the index child and the interview itself (was the caregiver distracted, happy, engaged). Qualitative information about the socio-economic and physical context of the household will be valuable to researchers when they try to interpret results.

6. HOW TO FILL OUT THE QUESTIONNAIRE

Fill out the questionnaire during the interview. You should not enter an answer onto the form until you are sure you have understood the answer correctly. You must not record the answers on scraps of paper with the intention of transferring them to the questionnaire later or count on your memory for filling in the answers once you have left the household.

Most answers in the questionnaire are pre-coded with a given number. You must mark the code corresponding to the answer given by the respondent by writing in the WHOLE number clearly with a black indelible biro in the space given. For example, in completing the question below, if NAME is male then you must write in 01. If you make a mistake then cancel it by putting two clear horizontal lines and enter the correct response. The example below shows you how to record the answer:

E.g.	Is 'NAME' male or female?		
	<i>01=Male 02=Female</i>	[_ _]	[SEX]

To the right of each question you will see a word also in capitals, in the example above this is [SEX], these small capitals are not instructions but codes for data entry. You should ignore them.

INSTRUCTION IN THE QUESTIONNAIRE

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




- To improve the flow of the questionnaire and to keep the respondents informed of what is going on the questionnaire also contains several linking phrases, these are marked by

‘**SAY:**’ and should be read exactly as they are. (E.g. **SAY:** “Now I am going to ask you some questions about the education level of each individual in the household.”)

2. Where you see the word **FIELDWORKER** then these are instructions for you that should not be read to the respondent. (E.g. **FIELDWORKER:** Place the household roster card over the ‘ID’ and ‘name of household member’ columns of this table. Work through the columns in the table asking questions 1.1.1 to 1.1.5 for each individual identified in the household roster card.)

3. Whenever you see the word **[NAME]** then you need to insert the child’s name and read out the question including this name. (E.g. **SAY:** I am now going to ask you some questions about **NAME’S** care arrangements, education and activities.)

4. Words in **CAPITALS** are there to guide the interviewer and should not be read out loud, for example, in table XXXX below:

XXX	What are main reasons [NAME] is most likely to drop out of school early? You can give up to three answers but please give the most important one first.	
	(ENTER ALL CODES THAT APPLY. DO NOT PROMPT)	If other, please SPECIFY
YNOID	SCHWHY	SPECYNO
1	[_ _]	 _____
2	[_ _]	 _____
3	[_ _]	 _____

5. Another instruction you will find in the questionnaire is ‘PROMPT’ or ‘DO NOT PROMPT’. Generally you **should not read out the response codes** to the respondent unless the instruction tells you to ‘PROMPT’ or the question is one with a stem (see section on types of questions below). In some questions you will find an instruction ‘DO NOT PROMPT’, this instruction is a reminder and is found for questions where fieldworkers often forget that they should not read out the response codes.

6. There are some questions that have the instruction **[SPECIFY]** and are found wherever there is an ‘Other’ category in the questionnaire (see table above). The number of ‘Other, SPECIFY’ has been reduced and codes for these questions have been made as comprehensive as possible. However, it may be the case that there is no code for the answer given. You should always try and find the most appropriate code for the response of the interviewee or the observation you have made. If there is no appropriate code you can use the code ‘Other’, and as the ‘SPECIFY’ instruction tells you write down the details of the actual response. **Please write the answers in clear capital letters.**

It may be the case that there is no code and no ‘Other, SPECIFY’ box’ although a code for ‘other’ will be given. In this case the interviewer is requested to write the answer in the margin, or on the reverse of the questionnaire, clearly indicating the question it is referring to.

TYPES OF QUESTIONS

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

1. **Option questions:** Where each of the questions is followed by a series of options, of which only one option should be indicated. Some of these questions are simple yes/no responses such as:

7.1	Does anyone in your household own your house? 00=No, 01=Yes, 77=NK	[_ _]	(OWNHOUSE)
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In this example the interviewer would record '00' for no or '01' for yes. You will see some other codes here. If the respondent doesn't know the answer (even after further enquiry) then the interviewer must enter the code '77' (NK).

Some questions have other types of responses, such as in the examples below:

5.9	How many of these relatives are influential in the community? (00=none, 01=1-5, 02=6-10, 03=11-20, 04=21-30, 05=over 30, 77=NK, 88=N/A)	[_ _]	(INFREL)
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You will notice here the code '88' (N/A). This means that the question is 'not applicable' to the household. This generally depends on the response to an earlier question. So in this case the household may have already answered that they do not have any relatives (excluding those of the household) who live in the community and therefore question 5.9 is not applicable.

2. **Key/code list questions:** Sometimes you will encounter a question that requires you to refer to a code box to identify the response code. This happens when the possible responses are too many to list in the available space or the same response options apply to different question. An example is question 3.18 on 'planning for hard times' shown below:

3.21	What would you or other members of your household do in case of hard times and/or misfortune caused by, e.g., natural disaster, crop failure, someone losing their job? (ENTER CODES FROM CODE BOX #9)	[_ _]	(PLAN1)
		[_ _]	(PLAN2)
		[_ _]	(PLAN3)

In question 3.21 there are so many potential answers that a code box is need. The instructions tell you to '**ENTER CODES FROM BOX #9**'. Code boxes will either be in a

separate Code Book or embedded in the questionnaire close to the question/s that refers to them. They are clearly labelled. In this example Code box # 9 (shown below) contains a list of 'plans for hard times' and their two digit codes. This question allows for up to three different answers. The appropriate codes should be entered on the two lines '[___]' for example if the most important plan was to 'look for work' then you would enter the code 04 like this 0 4 for PLAN1, and a second most important plan was 'food for work' then you enter 1 1 for Plan2. If there are no other plans then enter 8 8 (not applicable N/A) for PLAN3.

Do not circle the codes in the box.

Where there are spaces for more than one answer then it is required that you enter the MOST IMPORTANT one first.

Some of the questions are asked in such a way as to capture the appropriate codes from narrative. Such as Question 6.3 on economic changes where the respondent is asked about what has happened in the last 12 months. Here the interviewer must make a note of all the responses. At other times the respondent will be asked about the three most important 'events' and the interviewer must put into the correct order.

CODEBOX 9 - PLANS FOR HARD TIMES			
<i>01=Nothing</i>	<i>07=Use formal credit</i>	<i>13=Send children to work</i>	<i>19=Borrow from farmers</i>
<i>02=Ask relatives for help</i>	<i>08=Borrow from money lender</i>	<i>14=Take children out of school</i>	<i>20=Other</i>
<i>03=Ask friends/neighbours for help</i>	<i>09=Get credit from informal loan system (e.g. rotating funds)</i>	<i>15=Emigrate to another country</i>	<i>21=Borrow from neighbours (cash or in kind)</i>
<i>04=Look for work</i>	<i>10=Migrate to another part of the country</i>	<i>16=Faith/pray to God/Allah</i>	<i>22=Borrow from family (cash or in kind)</i>
<i>05=Use formal savings</i>	<i>11=Food for work</i>	<i>17=Sell properties or assets</i>	
<i>06=Use informal savings</i>	<i>12=Work longer hours (take extra work)</i>	<i>18=Mortgage assets</i>	

- 3. Write in questions:** Some questions, such as those asking for names or addresses will require you to write in the answer rather than tick a box or enter a code, you will be provided with space to write; marked by '_____'. Always write clearly in capitals, if you are not sure of the spelling of a place or name see the supervisor.
- 4. Numerical questions:** Some questions require that the respondents provide you with a number or an amount such as a date of birth, the child's birth weight or the number of animals the household owns. You must write the numbers clearly and should use [Arabic] numbers i.e. you must write 6 instead of VI. You will always be provided with boxes or lines to write numbers in, for example question 7.3, shown below, provides space for two digits as there may be more than 9 rooms in the house, if there are 9 or

fewer rooms you must record the answer using a leading zero, that is you would record an answer of 6 months as '0 6.' Whenever you find the respondent's answer has fewer numbers than the space provides you must use leading zeros.

7.3	How many rooms are there in the house? 77=NK	[_ _]	(NUMROOM)
7.4	Do you have electricity? 00=No, 01=Yes, 77=NK	[_ _]	(ELEC)

For questions that allow the space for a decimal point then the necessary format will be as follows:

You will see here that the codes for NK has become -77. This is to guard against confusion that the actual figure may indeed be 77. It is VERY important that the minus sign (-) is written clearly.

4.2	What is the money value (in local currency) of the total amount purchased by the household in the last 30 days on the following items: (Enter value in local currency or codes 00=Nothing, -77=NK)		
01	Tobacco, cigarettes, etc.	[_____ . ____]	(SPEND01)
02	Personal care items (cosmetics, hair oil, perfume, beauty parlour fees, hair cuts)	[_____ . ____]	(SPEND02)
03	Firewood, kerosene, electricity, gas, batteries, candles	[_____ . ____]	(SPEND03)

Most of the numerical questions do not require you to write in the units used as you are instructed to use standard units. However, where local units might be used (because they are preferred) you will be clearly instructed in these places and we would like you to write down the units.

- Pre-printed responses:** You will be provided with a household roster that has a pre-printed list of household member details and of member ID numbers. Where there have been any changes to the roster then they need to be clearly indicated by the interviewer. This is very important! From the household roster a household roster card will be drawn up and this will be used to identify the correct household member by ID number for household questions that ask for details of all household members.
- Matrix questions:** Several questions are in the form of a matrix or table. This is usually the case when we are asking the same questions about several different people or things (e.g. household education). The questionnaire includes instructions on how to fill in the tables and each question usually has a list of codes underneath it.

SKIP PATTERNS

Some questions have skip patterns, if there is no skip pattern when you have completed the question and can simply move on to the next question. The indicator '➤ skip to' after a response indicates the next question to be asked. For example, if the response to 3.1, shown below, is 'Yes' you should record the answer and move onto 3.2, if the answer is 'No' you should record the answer and follow the skip pattern, which tells you the next question you should ask is 3.10. It is suggested that the interviewers mark through the questions that have been skipped to indicate that they have understood the skip.

3.1	In the last 12 months has anyone in your household owned, borrowed or rented any land? 00=No, 01=Yes, 77=NK If No or NK (77), ➤ skip to 3.10	[_ _]	(OWNLAND)
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PART 3 THE QUESTIONNAIRES

7. 5YR OLD HOUSEHOLD QUESTIONNAIRE

TRACKING SCHEDULE

The main purpose of the tracking is to locate the child and check that s/he is still alive. The Preliminary Interview assumes the child has been located. There may be several tracking schedules completed for any one child but each child should have at most one Preliminary Interview form. It is possible that the child has died since the first survey and we were unaware. If this is the case then the interviewer must make appropriate sympathetic statements on behalf of the project. With care not to upset the person, if it is possible the interviewer should try to learn at what age the child died by asking a member of the household or a neighbour (see T5 and T6 below).

The tracking schedule has the following questions:-

T1: Tracking attempt number

Several attempts may be needed to find the child. Record here the number of times you have tried to find the child.

T2: Date

Record the date of each attempt.

T3: Can you find the house/dwelling? 00=No, 01=Yes

This is whether or not you have managed to find the physical dwelling for the family. If Yes then record 01 and skip to T4, otherwise talk to neighbours or use the contact details on your contact sheet to find as much information as you can about where the family has gone. Record this information clearly in the box provided. Include

the new address if possible. Other questions on this schedule must be left blank – start a new schedule for your next attempt to find this child.

T4: Does the YL family live here? 00=No, 01=Yes

This question assumes you have found the dwelling and you want to know if the child's family is still living here – you may need to come back later if there is no one at home to ask. If the YL family does live there then record 01 (Yes) and move to T5. Otherwise record 00 (No) and ask neighbours and/or contacts for information about the family's current location. Refer back to your supervisor for further instructions. Start a new tracking schedule for your next attempt to find this child.

T5: Is NAME still alive? 00=No, 01=Yes

This question is probably very sensitive but we need to determine whether the YL child is still alive. Ask this question in a sensitive manner so as not to upset the respondent. If the child has died since the tracking round in 2004 then ask question T6 otherwise skip to T7.

T6: Approximately what age was NAME when he/she died?

Record the age in years and months if possible – use missing value codes where appropriate. Please be very sensitive here and do not pressurise the respondent. Remember for 5yr olds the age recorded must be less than 6yrs and for the 12yr olds the age must be less than 13yrs. Don't forget to express your sympathies for the family's loss and thank them for their time. End the interview here.

T7: Does NAME live in this household? 00=No, 01=Yes

This question assumes you have found the family/household from round 1 and the child is still alive. The question is to determine whether the child is still living in the same household or whether they have moved away. If yes, (i.e. yes the child does live here) record 01 and skip to T13. Otherwise ask questions T8 through to T12 – these are to try to find out where the child is now living, who they are living with and why they have moved away.

T8: Where is NAME living?

Record the address and if possible the name of someone the child is living with.

T9: Who is NAME living with?

Use one of the codes from the code box. It is likely that the child is living with several people so here we are looking for the main person. For example, the parents may have separated and the child may now be living with the father, or s/he may have moved to live with the grandmother. Exact details of the child's new household will be recorded in the household roster in the preliminary interview. Information here is just to help locate the child. Note the codes include a code for "Other, related" and a code for "Other, non-related".

T10: How long has NAME been living there?

Record the length of time the child has been living there in years and months. Record years as 00 if the child has lived there for less than one year. If the respondent does not know use missing values codes of -77 for both years and months. Note: the child was not living in this new location at the time of the last survey round so the number of years cannot be greater than 04.

T11: For how long do you expect NAME to stay there? 01=Temporarily, 02=Permanently

This question is to try and determine whether or not the child is expected to return to the current household. “Temporarily” implies that the child is expected to return at some time though exactly when might not be known. “Permanently” means the child is not expected to return to live in the current household. NB: If the child is away for a very short time such as a holiday with relatives, then s/he should be considered as part of the current household and recorded as “living in this household” in question T7.

T12: Why is NAME living elsewhere?

Try to find out why the child is living somewhere else. This could be because the parents have separated, or the new location is nearer to better schools, etc. Record as much information as you can. For all these text answers you must write clearly using capital letters throughout. Refer back to your supervisor for further instructions about this child – it may be possible to track him/her at the new location in which case you should start a new tracking schedule for that attempt.

T13: Are you still happy to be part of the study? 00=No, 01=Yes

Remember that the respondent here may not be the same person who gave consent in round 1. You may have to explain the study to this person – be prepared for this and take all the necessary information with you. If they are unsure ask if they are happy to answer a few questions (i.e. the preliminary interview). Otherwise ask if they need more time to consider and say that you will come back later. If they do consent then you can continue with the preliminary interview. Either way this is just a verbal consent at this stage – you must reconfirm consent at the start of the main interview and ask them to sign the consent form at that stage. If they clearly refuse consent at this point then you must not pressurise them to continue and you should stop the interview.

PRELIMINARY INTERVIEW

The main purpose of the preliminary interview is to re-introduce the study to all households enrolled in 2002. The Preliminary Interview will be used to make appointments, and to get consent for participation in the next round. Here the child's details, such as name, nickname, age, date of birth will be checked, as well as up-dating the household roster; some members may have left and others joined e.g. births and deaths. The interviewer can also collect here the names of two people who can be contacted in further rounds to help locate the child if the child has moved.

RESPONDENTS:

Preferably the previous respondent, or in their absence, any adult in the household can answer the preliminary interview questions, but they should be somebody who knows the household members well (i.e. not a visitor). Appointments should be made with the necessary respondents.

INSTRUCTIONS:

Introduce yourself and the study briefly using the outline provided to you.

I am from the 'Young Lives' project, a study of childhood poverty which is being carried out in four countries (Ethiopia, India, Peru and Vietnam). You may remember that we first visited you 4 years ago when you kindly answered questions for us on various aspects of your lives. We are visiting you again now to find out how your life has been over the past 4 years and in particular to see how NAME is developing. For today we would like to check some details with you and then make an appointment for a longer interview with you at a time convenient to yourselves. Please remember you have the right to withdraw from the study at any time.

It may be possible that the household members want to know why the same child. They may appear upset that the other children are not involved. It may be that you can placate the family if they are still upset by getting all the children to do the child development tests (after the index child) or the anthropometric....

Check the name of the index child against the name on the preliminary interview form. It is essential that the caregiver is answering questions about the correct child. If you are sure the child is the same but the names are different clarify which is correct and make the appropriate changes. If the child is not the same, ask for the identified child and start the questionnaire again.

PQ0: Fill in the child's ID number from the information given to you by your supervisor. Check this also with the child ID number which will be pre-printed on the household roster.

PQ1: Fill in the date of the preliminary interview. **Ethiopia team to use the Julian calendar.**

MAKING THE APPOINTMENT:

PQ2-4: Make an appointment with the family for conducting the main interview. Ideally the caregiver (or the person who answered the questionnaire last time), the household head and the Young Lives child will be present at the main interview. If necessary, make more than one appointment. Inform the respondent that the interview will take approximately **X minutes.**

CONFIRMING THE CHILD'S DETAILS:

PQ5: Check that you have the correct name and surname(s) for the child. Especially check the spelling and write these carefully in the space given. If the parents are illiterate, ask if there is any documentation with the spelling of the name. If there is no documentation then the parents should say the name slowly while you write it down as it sounds (phonetically).

PQ6: Check the child's nickname (the name that the child is called on a day-to-day basis) from the last round and write it carefully in the space provided. It may be that the nickname is different from the last round. In such a case record the new nickname as well as the old one. This information is to help you ensure that in this round, and in future rounds, you have the correct child. If the child has more than one nickname, write down the one that is most frequently used.

PQ7: Check the child's date of birth. Make sure that you enter at least a month and year for the child's date of birth. If the family members do not know how old the child is in months then ask for documentation such as The Road to Health Card, Birth Certificate, Vaccination Card, Affidavit of Birth or Baptismal Certificate and copy out the exact date of birth. You can also use informal ways of prompting for age such as relating the time of the birth to events such as seasonal changes and local or national events or by comparing the child with other children whose ages are known. If there is no way to find the month of birth, (e.g. the child was abandoned) please write a note describing the situation and continue with the questionnaire.

PQ8: Check the child's gender. If a mistake was made last time then correct this on the new questionnaire.

PQ8.1: Ask the respondent to tell you the number of household members, including the index child. Check that this also equals the numbers on the household roster.

HOUSEHOLD ROSTER:

The household roster is pre-printed with household members from round 1. The index child is first in the list and has an ID of 00. For each person in the list check the name (including the spelling). If the name is correct tick the box below the name. If the name has the wrong spelling, enter the correct spelling in the space below the pre-printed name. If a person in the list is not known to anyone in the current household then cross through that row – do NOT reuse that row for new household members, there are spaces for new members on the next page of the roster sheet.

The next column is age in completed years. This is the age recorded in round 1 plus 4. Check these ages – if correct then tick the box under the age column, otherwise enter the correct age next to the box.

Next check the sex of each household member in the list. Tick the box if the sex given is correct or record the correct value (using the codes 01=Male, 02=Female).

The column headed "**Relationship to YL child**" is the relationship that was recorded in round 1. For this round we have a more comprehensive list of codes. The code box is shown on the second page of the roster sheets. The column headed "**New Relationship Code**" is for entering one of the new set of codes. For the YL child enter the code 00 in this column. For other household members ask for the relationship of this person to the YL child and enter the appropriate code – do not assume it is the same as in round 1.

The final column asks "Does this person still live in the household?" Codes are 01=Yes, still lives in household, 02=No, lives elsewhere, 03=Person has died. For the YL child the code should be 01 in this column – if the child lives elsewhere you should not be interviewing this household. For all other household members ask the question of the respondent and fill in the appropriate codes.

On page 2 of the roster sheet there is a blank table for adding individuals who have joined the household since the last survey round. Remember it may be that the YL child has moved households and is the only person from the round 1 roster list in the current household. However, for our purposes we consider other household members to be "new" and they should all be added here.

A unique ID must be assigned to each person. For new members start the ID numbers as one higher than the highest ID used in round 1. For example if in round 1 ID numbers 00, 01, 02 and 15 were used, the first new member should be given an ID of 16. You must NOT reuse ID numbers from household members who have left the household.

Record (in capitals) the full name of each new household member. Record the ages in completed years. If the age is unknown use -77 as the missing value. Record the sex of each member (using the codes 01=Male, 02=Female) and their relationship to the YL child.

There were lots of problems with relationship codes in round 1. In some cases the relationships appeared to be the “wrong way round” – e.g. Aunt instead of niece. If a household member is the sister of the child’s mother then this is the child’s aunt and should be assigned the relationship code of 13. On the other hand, the daughter of the child’s sister is the child’s niece and should be assigned the code 15. Always keep in mind that this is the relationship to the YL child and NOT the relationship to the respondent.

You should check that ages and relationships are feasible. It is not possible, for example, to have a 12yr old grandmother. (While the term ‘grandmother’ may be used by the YL child to refer to this other child, please ask for an explanation of this relationship and record the genealogical rather than the social relationship between the child and the relation.) Between the preliminary interview and the main household questionnaire you should check for consistency in the household roster. If in doubt about any of the recorded data this must be checked with the family at the next visit.

PQ9: Ask the respondent who they consider to be the head of the household, it is up to them to define headship, but if they name somebody outside the household remind them that we are interested in the head of the household not the head of the family. If the respondent reports more than one person as head of the household ask which of the people they named controls the household resources, if they still list more than one person ask which of the people contributes the most to the household resources. Enter the ID number that identifies the household head in the roster.

PQ10: QUESTIONS ABOUT BEST RESPONDENT HERE – TRY AS MUCH AS POSSIBLE TO USE THE SAME RESPONDENT AS LAST TIME.

We are trying to find out who is the primary caregiver (or guardian) for the child. This is the person who lives in the same household as the child and can best answer questions about the index child. This will usually be the mother. This question refers to all people who live in the household not only the people who are physically present when you visit. If the respondent names more than one person remind them that you are interested in the person who can BEST answer questions and ask them to choose between the people they mentioned.

The primary caregiver should not be intellectually handicapped (you should use your discretion to determine whether you feel the named caregiver is capable of answering questions) or under 13 years of age. In the rare cases that you feel the caregiver cannot provide good quality data or they are under 13 years write a note on the questionnaire and

politely ask if there is anyone else in the household who can answer questions about the child, be sure you do this in a way that does not offend or upset the named caregiver.

Write down the ID that identifies the caregiver in the household roster.

IF CAREGIVER NOT AT HOME: If the identified primary caregiver is not at home you must never use proxy respondents, you must establish where the caregiver has gone to, how long the caregiver will be away, and when will s/he be back. You must try and find her/him at least 2 more times. You should try and make an appointment and work out the best time and best place to see the caregiver. Where possible, take a telephone number and ask for the best time to phone the caregiver for an appointment.

You must also remember that it is your job to work around the primary caregiver's schedule and not for her/him to fit in with yours. You should avoid encouraging the caregiver to stay home from work or losing money by not going out to work in order to wait for you to come and interview her/him. In this type of situation you should either come early to the household or come late after s/he has returned home from work. You should also discourage elders in the community from coercing people into waiting for you at home and losing money because they could not go to work.

CAREGIVER AT HOME: If you find the caregiver at home, please discuss the information sheet with her/him. You should read the statement on the information sheet and follow the consent procedure. You should ask the caregiver and other household members if they want to ask any questions or need any clarification. The caregiver then has 24 hours to make a decision about whether they want to participate in the study. You should remember that the primary caregiver is not necessarily the only person who needs to give consent for participation in the study.

After 24-hours you will return to the household read the introduction on the first page of the questionnaire and complete the consent form for the primary caregiver and other household members for whom consent is needed. You should also make sure that you have the permission of any gatekeepers.

In case of illiteracy, and where a thumbprint is not desirable, please ask the respondent to make an **X** next to her/his name on the consent form.

PQ10.1: This question is about translation needs. You need to establish the translation needs before you go to a household so that there is time to select and train a suitable person for translation. SEE SECTION ON TRANSLATORS.

Record the preferred language for the household head, the caregiver and the child in that order.

PQ11: Write down the complete physical address for the household. If there is no easy way to find a physical address, such as a house number, record very specific directions to the physical location of the household. This should include features that are unlikely to change over time. Someone else should be able to follow your directions after three years and find the same place. You will also need this to relocate the household when you return to complete the interview.

PQ12: Record the household's telephone number if they have one, including all codes as necessary. In the case of the household having a mobile telephone then also record this number, but make sure you say which number is the landline and which is the mobile.

PQ13: If this is different from the physical address write down the complete postal address, for the primary caregiver. The postal address does not have to be to a house address or post office box address, it is merely where the household receives written communications.

PQ14: Record the sentinel site ID. If the child has not moved since the first round, this ID should remain the same as it was in the first round.

PQ15: Enter the community ID. As above, this should be the same as it was in the first round if the child has not moved.

PQ16: Establish whether the household is in a rural or urban site (according to the country definition). In all countries except Peru all houses within each site should be assigned the same code.

PQ17: Record the region of residence.

TRACKING INFORMATION:

Using the address and contact sheets provided by your supervisor and then ask whether existing contacts are still valid (final column in the contacts table). Check that the names and addresses are correct. If existing contacts are no longer valid then establish the names and addresses of TWO people that could be contacted in the future to help locate the child and record these details in the blank table headed "*New contacts for this child*". Where possible these should be relatives with permanent addresses.

SUGGESTION: Countries could plot the co-ordinates of households by using a Global Information System. This does not mean that the co-ordinates have to be plotted onto a map. They can just be attached to the household physical address and used for hard to find cases.

CHILD ID AND DATA HANDLERS:

You should complete this section preferably before you conduct the interview. Your supervisor will have the IDs for each child and you should insert your own ID and the ID of your supervisor in the appropriate places. Make sure that you fill in the correct date of the interview and the correct ID. An incorrect ID will mean we cannot use the data collected in the questionnaire.

You should sign this section on the fieldworker signature line only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems, and that the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire.

The supervisor will sign and date the questionnaire once s/he has carried out a set of consistency and completeness checks. The data entry staff will also sign and date the questionnaire after they have done the data entry.

SECTION 1 – PARENTAL BACKGROUND

PURPOSE:

The purpose of this section is to collect background information about the biological parents of the index child, the caregiver if not the biological parent, and on the child.

RESPONDENT:

Same as last survey

DEFINITIONS:

The primary caregiver is defined as the person who spends the most time looking after the child, which could be the mother, or the father or another member of the household, or someone outside the household. If any of the individuals are not members of the household then use code “90”.

Community has different meanings for each country. E.g. in Ethiopia a ‘community’ is a Kebele or Peasants Association (PA). In India it may be a Mandal or Panchyat. In Vietnam reference is made to the commune.

Age refers to completed years, that is, age as at last birthday.

INSTRUCTIONS:

For questions Q 1.1 to Q 1.12 in this section, ask the family to identify the father, the mother and the primary caregiver (the person who spends the most time looking after the child). The mother or father could be the primary caregiver, in which case there is no need to enter any details in the last column (Primary caregiver column). In this case you may ‘strike through’ this column - to show that you have understood the instructions. If neither mother nor father is the primary caregiver then identify who is the primary caregiver and fill in the details for this person in the last column - starting from Q 1.2. If any of the individuals are not members of the household then use code “90”.

Questions Q 1.1 to Q 1.14 are about the mother, father and/or primary caregiver. Questions Q 1.15 to Q 1.21 are about the INDEX child.

QUESTIONS ABOUT THE MOTHER, FATHER AND/OR PRIMARY CAREGIVER:

Q1.0: Enter the ID from the household roster of the respondent.

Q1.1: Determine whether the ‘mother’ and ‘father’ are still alive. If either the mother or the father is not alive then skip to question 1.10 for that person/s. For those still alive continue to answer all the questions. There is no option for an answer to be put in the ‘caregiver’ column since the primary caregiver, if not the mother or father, will be the one answering the questions.

Q1.2: Determine whether the mother or father is the biological parent.

Q1.3: Determine whether the mother or father is the primary caregiver. If the mother or father is the primary caregiver then there is no need to fill out the third (caregiver) column.

There can only be one primary caregiver so make sure that this is so – You cannot fill in ‘Yes’ to this question for more than one person. If a respondent says more than one then try to establish which of them spends the most time with the child.

Q1.4: Enter the ID number of the person from the Household roster. Remember to use the code ‘90’ if the person is not a member of the household.

Q1.5: Establish how often the person sees the child. This may be daily for people living within the household. For those parents living away from the household then this may well be different. For the respondent rephrase the question: *‘how often do you see him/her?’* You must ask this question even if the respondent lives in the household. Include any contact, however brief, for example a biological mother who sees the index child every day but doesn’t take care or play with the child should still be recorded as daily contact.

Q1.6: Establish how long the person has lived within the ‘community’. See the definitions above to determine what a ‘community’ is in your own context. Enter the number of years. In the case of half years then round to the nearest completed year. If a person has lived there for less than a year then use the code 00. There is a code to indicate that a person has lived there all their lives -66. Remember to put negative (-) numbers for NK and ‘all their life’.

Q1.7: Determine the first language that these people learnt as a child from the codes given. The first language may also be referred to as the mother tongue.

Q1.8: Determine how well each person can read and understand a letter, newspaper in the most ‘IMPORTANT LOCAL LANGUAGE’ using the codes given. This is often the language that is most widely used in the community. In the case that the most important language is a non-written one then use the code 04=verbal language. If they can read in Telugu, skip to **Q1.10**

Q1.9: Determine how well each person can read and understand a letter, newspaper in ‘any’ language using the codes given. Where there is no written language then use the code 88=N/A.

Q1.10: Determine whether each person can speak the most ‘IMPORTANT LOCAL LANGUAGE’. This should be the language that is referred to in Q 1.7. If the answer is ‘No’, meaning that they speak nothing at all of the language, then skip to Q 1.10. However, it may be that the person speaks ‘a little’ of the language, in which case ask Q 1.9.

Q1.11: Determine how well each person can speak the most ‘IMPORTANT LOCAL LANGUAGE’ from Q 1.8 using the codes given.

Q1.12: This question is asking about ‘ethnicity’ or ‘origin’. Ask about each person’s ethnicity. You should also ask this, and the following questions, of the parent if they are no longer living. Read the list of codes given to help the respondent to decide.

Q1.13: Establish what is, or was, each person’s religion.

Q1.14: Determine what is, or was, the highest completed education grade completed by each person. Record the number in years [00 -11] for primary and secondary school, use

the other codes for completed education above secondary school, e.g. 13=Post secondary vocational; 14=University.

QUESTIONS ABOUT THE INDEX CHILD:

Q1.15: Determine where the index child lived when he/she was first born using the codes given. We are not interested in the exact location where they were born if, for example, the mother went to the next town to give birth. Instead, we want to know the location of NAME's first home.

Q1.16: Establish how long the index child has lived there. Write in the number of years and months that the child has lived there.

Q1.17: Ask whether NAME has ever left this locality. We are really interested in their mobility here so do include holidays outside of the area.

Q1.18: Ask how many children have been born **before** the index child and write in this number. Don't forget to include children who are still alive. Don't forget to count all children, including twins etc. *We are interested in all live births but have used 24 hours as a guide, although in translation this may be different [if different, please write in your own definition here].*

Q1.19: Ask how many children have been born **since** the index child and write in this number. Don't forget to include children who are still alive. Don't forget to count all children, including twins etc. *We are interested in all live births but have used 24 hours as a guide, although in translation this may be different [if different, please write in your own definition here]*

Q1.20: Establish the index child's ethnicity or origins. It may be possible that is different from the either of the biological parents. It is worth checking that the information is correct.

Q1.21: Establish the index child's religion.

SECTION 2 - HOUSEHOLD EDUCATION

PURPOSE:

The purpose of this section is to:

Q 2.1 Identify the education levels of every household member who is 18 years and over.

Q 2.2 Establish the education levels and quality of education received by siblings & other children within the household between the ages of 5-17 years. This is to determine whether there are any intra-household dynamics between different children regarding quality of education. NAME should be included in this table.

RESPONDENTS

The ideal respondent is the household head. However, other members of the household can help by adding information.

DEFINITIONS

A public school relies primarily on government/state funding.

A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.

The term full time education is used to refer to attendance requirements set by the school. The hours of attendance may not necessarily be a whole day, but may be during the morning, afternoon or evening.

INSTRUCTIONS

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

FIELDWORKER INSTRUCTION: Place the household roster card over the 'ID' and 'name of household member' columns of this table. Work through the columns in the table asking questions 2.1.1 to 2.1.2 for each individual identified in the household roster card and aged 18 years and over.

Q2.0: Enter the ID from the household roster of the respondent.

Q2.1.1: Establish the highest educational grade obtained by the household member aged over 18 years. If they are still in education, record the highest grade completed so far. This question should be completed for all household members regardless of age. If they have not completed any grades, record 00. If they have completed secondary education and gone on to further education, enter the codes that match this level (13=Post secondary vocational; 14=University - NB these codes may vary slightly between countries). If the household members have not done formal grades, but have gone to religious school, enter 29; if they have not completed formal grades but have attended an adult literacy programme, this should be coded as 28.

Q2.1.2: Ask whether the person is currently in full time or adult education. Probe to find out if they are attending regularly or are absent sometimes. In the case of adults, record whether they are in adult education, since this may not be full time but is still important to know. This question must be answered for every household member.

FIELDWORKER INSTRUCTION: Enter the IDs from the household roster of ALL children (5-17) in the household, even if they are not currently enrolled in school. If a child is not currently enrolled in school then only answer Q 2.2.5 for this child (put 88=N/A for Q2.2.1- 2.2.4).

Q2.2.1: Establish the highest educational grade obtained by the household member aged over 18 years. If they are still in education, record the highest grade completed so far. This question should be completed for all household members regardless of age. If they have not completed any grades, record 00. If they have completed secondary education and gone on to further education, enter the codes that match this level (13=Post secondary vocational; 14=University; NB these codes may vary slightly between countries). If they have not done formal grades, but have gone to religious school, enter 29; if they have not completed formal grades but have attended an adult literacy programme, this should be coded as 28.

Q2.2.2: Ask whether the child is currently in full time education. Probe to find out if they are attending regularly or are absent sometimes. If they are currently attending, **skip to 2.2.5.**

Q2.2.3: If the child is not currently in full time education, establish why. Enter the code from CODEBOX #1. Remember that if the child is too young then there is a code for this. If the child has never been enrolled, fill in 2.2.3 and skip to the next child. Put 88=N/A if they are currently receiving full time education.

Q2.2.4: If the child used to be in full time education and has stopped, establish the age when s/he completed full time education.

Q2.2.5: For all children who have ever been in full time education, ask how old s/he was when s/he first started.

Q2.2.6 Determine the type of school that each child is attending using the education codes given.

Q2.2.7: Ask for and write in the name of the school. This will allow for further information about the child's education to be gathered by comparison with the community questionnaire.

Q2.2.8: From the codes given determine how well the child is performing at school. You may need to prompt the respondent by asking him/her to compare to how well other children of the same age are doing at the same school.

Q2.2.9: From the codes given determine what the respondent thinks about the school's teaching and infrastructure. It is a broad measure of their perception of the quality of the school.

SECTION 3 – LIVELIHOODS & ASSET FRAMEWORK

3A – LAND AND CROP AGRICULTURE

PURPOSE:

The purpose of this section is to find out about the land belonging to the household and how it is used.

DEFINITIONS:

Sharecropped in/ rented in refers to the household sharecropping or renting land *from* someone else. Sharecropped out/ rented out refers to the household sharecropping/renting their land *to* someone else.

Bequest means inheritance.

RESPONDENTS

Determined from preliminary interview, but probably the household head (or the person who knows most about sale of crops, crop prices, market prices etc).

INSTRUCTIONS:

Q3.0: Identify the respondent of this section in the household roster, and record their roster ID.

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.”

Q3.1: This question is a filter to identify those households which did borrow or rent any land. If they did not, or if the answer is NK ➤ **skip to 3.10**. If the answer is Yes, you will have to ask Q3.2-3.9. This question includes the land the dwelling (house) is on.

FIELDWORKER: Starting with the house and then asking about the largest plot and finishing with the smallest (or what makes sense culturally), get the respondent to provide the information asked in Q3.2.1-3.2.15. You should write the names (eg. Local names) of the plot corresponding to each plot ID in a notebook so that you can refer to the relevant plot by name when you move on to Q3.2.9, 3.2.12, 3.2.15, 3.3 and 3.4. The specific plots' ID numbers in the first table (3.2.1-3.2.6) must match the specific plots' ID numbers in the second table (3.3.1-3.3.3) and third table (3.4.1-3.4.4) so that we can attribute uses, crops and earnings to specific plots.

Q3.2.1: Record the size of each plot in **local units**.

Q3.2.1.1: Record the unit of measurement used. Make sure the unit you record is the one in which the size was given. Do not attempt to convert the size to a different unit. The community questionnaire will be used to collect information on how to convert these units.

Q3.2.2: Ask which of the codes best describes the land. In this question “sharecropped in” refers to whether the household is sharecropping on someone else’s land and “rented in” means the household rents land from someone else and does not, therefore, own this plot.

Q3.2.3: Starting with the plot with the household’s living accommodation, establish what each plot is used for. Record the appropriate code from the list. Probe to find out if the plot with the house on it also has other uses and consider codes 02-04 if there is more than just the household’s living accommodation on the plot. In this question “sharecropped out” refers to whether the household has other people sharecropping on their land [so the code 01 should have been put in the previous question] and “rented out” means that the land that is “owned” [so the code 01 should have been put in the previous question] is rented out.

Q3.2.4: Establish whether the household would be able to transfer the full use of this plot to anyone else through sale, gift or bequest. If they answer that they would not be able to transfer the land to someone else, record 00 for “No”. If they answer that they could transfer it without consulting anyone else or asking for approval, enter 01 for “Full transfer rights”. Record 02 for “Only bequest” if the land can only be transferred to someone else via inheritance. If community approval is needed before the household can transfer the land to someone else, enter 03 for “Transfer only with formal community approval.”

Q3.2.5: Establish whether (in the last 12 months) anyone in the household would have been able to use this plot as collateral. If No or NK, ask about the other plots and then skip to Q3.2.7.

Q3.2.6: Ask who would be able to do this transfer OR use the plot as collateral. If the respondent says that this is two different people, ask who would be able to TRANSFER the land. If this person is someone from the household, enter their roster ID from the household roster. If the person is someone from outside the household, enter 90.

Q3.2.7: Identify the main person responsible for making decisions about most of the plots (over the last 12 months). If the respondent answers that different people would be responsible for making decisions about different plots, ask who is responsible for the most. If this person is someone from the household, enter their roster ID from the household roster. If the person is someone from outside the household, enter 90. If the answer is the household as a whole, enter 80. If the caregiver is identified, skip to Q3.2.10.

Q3.2.8: Ask whether the caregiver is responsible for making any of the key decisions about any of the plots. If they are not, skip to Q3.2.10

Q3.2.9: Ask which plots the caregiver is responsible for. You can enter up to three plot IDs. If less than three are identified, enter 88 in the remaining boxes.

Q3.2.10: Establish the main person responsible for looking after/farming most of the land (over the last 12 months). The same instructions apply as those for Q3.2.7. Enter 88 for N/A if the household does not farm this plot (eg. If all the land is left fallow or rented out). If the caregiver is identified, skip to Q3.2.13.

Q3.2.11 Ask whether the caregiver is responsible for looking after/farming any of the land. If they are not, skip to Q3.2.13.

Q3.2.12 Ask which plots the caregiver is responsible for looking after/farming. You can enter up to three plot IDs. If less than three are identified, enter 88 in the remaining boxes.

Q3.2.13 Establish the main person who controls the use of the earnings from the sale of goods or rent from most of the plots (over the last 12 months). The same instructions apply as those for Q3.2.7. If the caregiver is identified, skip to Q3.3.

Q3.2.14 Ask whether the caregiver controls the use of earnings from the sale of goods or rent from any of the land. If they are not, skip to Q3.3

Q3.2.15 Ask which plots the caregiver controls the earnings from. You can enter up to three plot IDs. If less than three are identified, enter 88 in the remaining boxes.

INSTRUCTION TO FIELDWORKER: Refer back to the table Q3.2 and insert the codes for all the plots that are not being used by the household for growing crops (i.e. All those with codes in column 3.2.3 that are NOT 05). Insert all the non-crop plots into table 3.3. For each plot that is not used for growing crops, ask Q3.3.1-Q3.3.3.

Q3.3.1: For each plot not used for growing crops, ask if the household received any income, in cash or in-kind from this land. If no income was received, skip to Q3.3.3.

Q3.3.2: For each plot on which income was received in the last 12 months, ask the respondent for the total (gross) value of this income.

Q3.3.3: For all (non-crop) plots, ask how much money was spent on this plot, including maintenance and improvements (buildings, services, repairs).

INSTRUCTION TO FIELDWORKER: Refer back to the table Q3.2 and insert the codes for all the plots that are being used by the household for growing crops (05 codes in column 3.2.3), insert the codes for these plots into table 3.4. For each plot that is used for growing crops, ask Q3.4.1-Q3.4.4. Then ask questions 3.5- 3.8. For respondents who do not grow crops on any of their land, skip to section 3B.

Q3.4.1: Ask the respondent what the main crops are that are grown in the rainy season (*country specific*). Enter the codes from CODEBOX #3. If there are more than two crops, enter the two most important. If the answer is less than two, enter 88 in the second box. If no crops were grown in this season, enter 88.

Q3.4.2: Repeat Q3.4.1 for the dry season.

Q3.4.3: Establish whether any of this plot was irrigated in the last 12 months.

Q3.4.4: Establish the proportion of this plot that was irrigated during the last dry season. Enter the code from the list given. Enter 88 if the household has not irrigated any land. This is the proportion of ALL land used, but does not include land that is rented out.

Q3.5: Ask whether the household has used any chemical fertiliser on that plot of land in the last 12 months.

Q3.6: Ask the respondent whether anyone in the household has used any methods to increase the yield of their commercial crops in the last 12 months. For example, if HYV or improved variety seeds were used.

Q3.7: Establish if, in the last 12 months, the respondent or anyone in the household has ever shared a tractor or other farming vehicle with other people in the community. This does not include owning it.

Q3.8: Establish if, in the last 12 months, the respondent or anyone in the household has ever shared labour (agricultural labour) with other people in the community. E.g. sharing labour between farms.

FIELDWORKER: Ask the respondent to provide the information on each crop cultivated by the household in the last agricultural year.

Q3.9.1: Enter the crops cultivated by the household this year according to the codes provided in questions 3.4.1 and 3.4.2 (taken from Code Box #3).

Q3.9.2: Enter the total quantity of this crop harvested in the last agricultural year using the given quantity unit. Make sure to get the decimal point in the correct place.

Q3.9.3: Establish the total value of the harvest for each crop in the last agricultural year. This should be entered in the local currency. Make sure to get the decimal point in the correct place.

Q3.9.4: Establish the operational costs incurred in producing this crop in the last agricultural year.

3B – TIME ALLOCATION OF ADULTS AND CHILDREN

PURPOSE:

The purpose of this section is to find out the paid and unpaid work activities performed by each member of the household. This should be entered in the local currency. Make sure to get the decimal point in the correct place.

DEFINITIONS:

Typical means usual. A typical day during the week is more likely to be a week day or a day on which the person performs the activities that they do most often.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

FIELDWORKER: For each member of the household, enter their ID in Table 3.10. Q3.10.1 - 3.10.7 continue over three tables. Before you ask any of the questions, enter the ID of each household member in to all three of these tables. Then of each household member you will have to ask Q3.10.1 - 3.10.10. Use the household roster card to refer to each person by name. Make sure the person you are asking about corresponds to the ID for which you are filling in information.

Q3.10.1: Establish whether the person has a permanent disability that may affect work output. The nature of the disability does not matter; we are just concerned with whether or not it affects their work compared to someone of the same age without a disability. Enter the appropriate code from CODEBOX #4.

Q3.10.2: Enter the most important work activity of each person (in terms of time spent in the last 12 months) from CODEBOX #5. Unpaid activities such as household chores should be included here. If a person has not done any work activities (eg. they are very young or very old) record code 17 to indicate that the person is not doing anything and that they are dependent.

Q3.10.3: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. Make sure the respondent does NOT give you the number of months in terms of total time spent; we are interested in months during which ANY of this work was done. If you have recorded 17 for Q3.7.2, enter -88=N/A for the months, days and hours.

Q3.10.4: Establish the second most important work activity of each person in the last 12 months. Enter the code from CODEBOX #5. If the person has done fewer than two activities (none or one), enter 88 for N/A.

Q3.10.5: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. If you have recorded 88 for Q3.7.5, enter -88 for N/A for the months, days and hours.

Q3.10.6: Establish the third most important work activity of each person in the last 12 months. Enter the code from CODEBOX #5. If the person has done fewer than three work activities (or none at all), enter 88 for N/A.

Q3.10.9: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. If you have recorded 88 for Q3.7.8, enter -88 for N/A for the months, days and hours.

Table 3.11:

SAY: Now I am going to ask you some questions about the activities carried out by each individual in the household between the ages of 5 and 17yrs.

FIELDWORKER: Take the household roster card and for each household member between 5 and 17 years old record their roster ID.

For each child, ask each of questions 3.11.1-3.11.8. Enter the number of approximate HOURS for each activity. Round up or down to the nearest hour.

3C – PRODUCTIVE ASSETS

PURPOSE:

The purpose of this section is to find out about animals, farm and non-farm assets owned or used the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

SAY: Now I am going to ask you some questions about animals owned by household members in the last 12 months.

Q3.12: This is a filter question to identify whether or not anyone in the household owns any livestock. If the answer is No or NK to this question, record 00 or 77 and skip to Q3.14.1. If the answer is Yes, record 01 and progress to Q3.13.

FIELDWORKER: For each of the animals listed in the table, ask Q3.12.1. If no one in the household has owned any of those animals, enter 00 in the answer box and skip to the next animal. You should fill in N/A (88 or -88) for Q3.12.2-Q3.12.6. If the answer to Q3.12.1 is Yes, ask Q3.12.2 and Q3.12.3.

Q3.12.1: For each animal, establish whether anyone in the household has owned any in the last 12 months. This includes any animal that has been sold during the last year. If No, enter the code 00 and then put a line through the rest of the questions using a ruler. Skip to the next line of the table. If Yes, continue asking Q3.10.2-3.10.6. All animals in this question are regarded as livestock (productive assets) and not as pets, so for example, a 'dog' does not refer to a family pet or a guard dog.

Q3.12.2: Record how many of the animals the household currently owns. If the respondent cannot say exactly then ask them to estimate the number.

Q3.12.3: Ask how much they would get (in local currency) if the household were to sell all of these animals today. If the respondent cannot answer, ask them to estimate how much they would get for each animal, and you will then have to multiply this by the number of animals they have in order to calculate the total value. Make sure to get the decimal point in the correct place.

Q3.12.4: Ask who the **main** person is who can make decisions about **most** of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people make decisions about different animals, ask who makes the decisions about the majority of the animals. If the caregiver is identified, skip to Q3.12.6.

Q3.12.5: Ask whether the caregiver can make decisions about any of the animals.

Q3.12.6: Ask whether NAME can make decisions about any of the animals.

Q3.12.7: Ask who the **main** person is who is responsible for looking after most of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people look after different animals, ask who looks after the majority of the animals. If the caregiver is identified, skip to Q3.12.9.

Q3.12.8: Ask whether the caregiver is responsible for looking after any of the animals.

Q3.12.9: Ask whether NAME is responsible for looking after any of the animals.

Q3.12.10: Ask who the **main** person is who controls the use of earnings from the sale of goods or rent from most of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people controls the earnings of different animals, ask who controls the earnings of the majority of animals. If the caregiver is identified, skip to Q3.12.12.

Q3.12.11: Ask whether the caregiver controls the use of earnings from the sale of goods or rent from any of the animals.

Q3.12.12: Ask whether NAME controls the use of earnings from the sale of goods or rent from any of the animals.

Q3.13: For each item on the list in the table, ask the money value (in local currency) of the total amount of that item purchased by the household in the last 12 months. Make sure to put the decimal point in the correct place. The NK code for this question is -77.

SAY: Now I am going to ask you some questions about productive assets owned, rented or accessed by household members in the last 12 months:

Q3.14.1: Ask what the primary occupation or money making activity of the household was in the last 12 months. Insert a code from CODEBOX #6.

Q3.14.2: Ask for the three most valuable assets, which can be owned, rented or borrowed, that allow the household to do this activity. Enter codes from CODEBOX #7. If less than three are mentioned, insert 88.

Q3.14.3: Ask how many the household actually own (ie do not include those that are rented or borrowed). Enter 00 for none.

Q3.14.4: Ask how much they would get if they were to sell that asset today. Enter the value in the local currency. Make sure to get the decimal point in the correct place. (Record -88 if the answer to Q3.13.1 was No.)

Q3.14.5: Establish who the main person is who decides whether to sell or give away this asset. Enter the ID of this person from the household roster. If it is the whole family who makes the decision enter 80. If the decision-maker is not a member of the household enter 90. (Record 88 if the answer to Q3.13.1 was No.)

Q3.14.1: Ask what the secondary occupation or money making activity of the household was in the last 12 months. Insert a code from CODEBOX #6.

Q3.14.7-Q3.14.10: Follow the instructions for 3.14.2-3.14.5 above, completing the asset table for the secondary occupation.

3D – EARNINGS FROM OTHER ACTIVITIES

PURPOSE:

The purpose of this section is to find out about earnings from activities other than work with crops in the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

FIELDWORKERS: In this section you must provide details of earnings from working on the activities listed in the table. In principle these earnings should be 'net' earning or profits – net of costs, net of taxes. This can be time-consuming but for larger earnings (such as urban wage earners) please ensure that the figures are 'NET'. Since we are mainly interested in the more substantial earnings, do not spend too much time chasing small amounts 'exactly'.

Q3.15.1: Establish if anyone in the household has earned any income from each activity in the last 12 months. If the answer is No, skip to the next line of the table. If Yes ask Q3.15.2 for this activity.

Q3.15.2: Record the total earnings from this activity in the last 12 months. This should be recorded in the local currency. Make sure to get the decimal point in the correct place. If the respondent does not know, enter -77 for NK, but try to get them to provide an estimate. (Enter -88 if the answer to Q3.14.1 was No.)

FIELDWORKERS: If the household does any activities in the livestock section, ask **Q3.15.3-Q3.15.6**.

If the household does any activities in the work for wages section, ask **Q3.15.7-Q3.15.10**.

If the household does any activities in the business/self-employment section, ask **Q3.15.11-Q3.15.14**.

FIELDWORKER: If the household does any activities in the livestock section, ask **Q3.15.3-Q3.15.6**. Otherwise, skip to **Q3.15.7**.

Q3.15.3: Establish who the **main** person responsible for making the key decisions about livestock activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different livestock activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.5**.

Q3.14.4: Ask whether the caregiver is responsible for making the key decisions about any of the livestock activities.

Q3.14.5: Establish who the **main** person responsible for controlling the earnings from livestock activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different livestock activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.7**.

Q3.14.6 Ask whether the caregiver is responsible for controlling the earnings from any of the livestock activities.

Fieldworker: If the household does any activities in the work for wages section, ask **Q3.15.7-Q3.15.10**. Otherwise, skip to **Q3.15.11**.

Q3.15.7: Establish who the **main** person responsible for making the key decisions about Work for Wages activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different Work for Wages activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.9**.

Q3.15.8: Ask whether the caregiver is responsible for making the key decisions about any of the Work for Wages activities.

Q3.15.9: Establish who the **main** person responsible for controlling the earnings from Work for Wages activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different Work for Wages activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.11**.

Q3.15.10 Ask whether the caregiver is responsible for controlling the earnings from any of the Work for Wages activities.

Fieldworker: If household does any activities in the business/self-employment section, ask **Q3.15.11-Q3.15.14**. Otherwise, skip to **Q3.16**.

Q3.15.11: Establish who the **main** person responsible for making the key decisions about Business/Self-Employment activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different Business/Self-Employment activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.3**.

Q3.15.12: Ask whether the caregiver is responsible for making the key decisions about any of the Business/Self-Employment activities.

Q3.15.13: Establish who the **main** person responsible for controlling the earnings from Business/Self-Employment activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different Business/Self-Employment activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.16**.

Q3.15.14 Ask whether the caregiver is responsible for controlling the earnings from any of the Business/Self-Employment activities.

3E – TRANSFERS, REMITTANCES AND DEBT

PURPOSE:

The purpose of this section is to find out about money/goods received by and sent from the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

Say: Now I am going to ask you some questions about money or goods that people send or give you and that you send and give others.

Q3.16.1: For each source of money/goods, ask whether the household has received anything from this source. If the answer is No, fill in 00 and skip to the next line. If the answer is Yes, continue with Q3.15.2-3.15.4.

Q3.16.2: Ask the total value (cash and 'in kind') received from this source in the last 12 months. 'In kind' should be recorded as a cash amount. Make sure to put the decimal point in the correct place. Enter -77 if the respondent doesn't know the amount, but try and get them to give you an estimate. (Use 88 if the answer to Q3.15.1 was No.)

Q3.16.3: Establish who the **main** person is who decides about the use of the money or goods received from this source. If there is more than one person, ask the respondent to identify the main one. Enter the person's ID from the household roster. If the whole household makes the decision use code 80. If the decision maker is not from the household, enter code 90. (Use 88 if the answer to Q3.15.1 was No.)

Q3.16.4: Ask if any of this money or these goods go directly to the index child. (Use 88 if the answer to Q3.15.1 was No.)

Q3.17: INDIA SPECIFIC

Q3.18: This is a filter question to establish whether any member of the household has given money or goods to support individuals outside the household. If the answer is No, skip to Q3.20. If Yes, fill in Table 3.19.

Q3.19.1: For each recipient ask how they are related to the index child. Enter the code from CODEBOX #8. Make sure to get their relationship to the child, not the other way around. For example, the aunt of the index child should be entered as the code for 'aunt', NOT 'niece/nephew'.

Q3.19.2: Ask the total value of money sent to this recipient in the last 12 months. This should be the total of everything sent, not the value of individual transfers. Enter the value in the local currency and make sure to get the decimal point in the correct place. Enter -77 if the respondent doesn't know the value, but try and get them to estimate the amount. If the household sent only goods and not money, use code -88.

Q3.19.3: Ask the total value of goods sent to this recipient in the last 12 months. Enter the cash value in the local currency, making sure to get the decimal point in the correct place. Enter -77 if the respondent doesn't know the value, but try and get them to estimate the amount. If the household sent only money and not goods, use code -88.

Q3.20: Ask whether the household has any serious debts. The term serious is used to refer to any debt that affects their life. This is a subjective question and any debt regarded as serious by the respondent should be treated as such. You should NOT use your own judgement to decide whether or not a debt is serious.

Q3.21: Ask what the household would do in case of hard times and/or misfortune caused by e.g., natural disaster, crop failure, someone losing their job. Enter codes from CODEBOX #9. There is space for three answers here, and the responses should be listed in order of importance. If there are fewer than three responses, fill in as many codes as apply and enter 88 for N/A in the remaining answer boxes. If the first response is 01=Nothing, you should enter 88 in the remaining answer boxes as 'Nothing' implies that they have no plans of what they would do.

Q3.22: Ask the respondent whether the household would be able to raise **XXX** amount (in local currency) if they suddenly needed to. This is a hypothetical question, so you are asking the respondent to imagine a scenario where they do need to raise the money; there should not be any N/A responses.

Q3.23: Ask how they/other members of the household would try and raise this money. Enter codes from CODEBOX #10. There is space for three answers and they should be listed in order of importance. If there are fewer than three answers, enter as many codes as apply and enter 88 for N/A in the remaining answer boxes.

Section 3F and 3G: INDIA SPECIFIC

SECTION 4 – HOUSEHOLD FOOD AND NON-FOOD CONSUMPTION AND EXPENDITURE

4A – FOOD CONSUMPTION AND EXPENDITURE

PURPOSE:

To estimate household food consumption and expenditure in order to contribute to calculation of household income estimate.

RESPONDENTS:

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

Q4.0: Identify the respondent for this section using their ID from the household roster.

SAY: I am now going to ask some questions to get information on how much food has been consumed by your family in recent times.

FIELDWORKER: The first part of the table refers to purchases that have also been eaten. The second part refers to what has been eaten from the household's own production and what has been eaten from gifts/transfers/etc from other people.

Table 4.1: Ask the respondent to think about the food consumed by their family in the last two weeks (15 days). Ask if there was a major festival, wedding or other feasting or fasting ceremony that may have impacted the household's typical feeding patterns over the past 15 days. If there was, ask the respondent to think about the household's consumption during a recent typical 15 day period.

For each commodity, collect the estimated value (in local currency) of the amount bought and consumed in the past two weeks. It may be necessary to work out quantities, frequency of purchase, and value of each item for some respondents, in which case the shaded boxes can be used for these calculations. The important column to fill in, as accurately as possible is 4.1.1, representing the total value purchased and consumed for each of these food categories over the previous two weeks (15 days). If the value is NK, the code is -77.

Q4.1.2: Enter the total estimated value (in local currency) of this commodity that was consumed from the household's own harvest or stock. If the quantity or value is NK, the code is -77. Use the shaded boxes for calculation as explained in Q4.1.1.

Q4.1.3: Enter the total estimated value (in local currency) of this commodity that was consumed from the household's own harvest or stock. This includes consumption of this commodity that was purchased more than 2 weeks (15 days) ago

4B – NON-FOOD EXPENDITURE

PURPOSE:

To estimate household non-food consumption and expenditure in order to contribute to calculation of household income estimate.

RESPONDENTS:

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

SAY: I am now going to ask you how much you have spent on other items. Please give prices at the time of purchase.

Q4.2: Go through each item listed in the table and ask the money value (in local currency) of the total amount of that item purchased by the household in the last 30 days. Make sure to put the decimal point in the correct place. The NK code for this question is -77.

Q4.3: Go through the items in the table and ask the money value (in local currency) of the total amount of that item purchased by the household in the last 12 months. Make sure to put the decimal point in the correct place. The NK code for this question is -77.

Q4.4: For each item, ask how much of the total value was spent on items for the index child. Enter this amount in local currency, making sure to put the decimal point in the correct place. The NK code for this question is -77. This question should not be asked about clothing or footwear for adult men and adult women, and therefore these cells of the table are shaded out on the questionnaire.

SECTION 5 – SOCIAL CAPITAL

PURPOSE:

This section is designed to obtain information on the household's support networks, membership of groups, participation in and access to services in the community, and information networks.

DEFINITIONS:

An active member of a group participates in activities, attends meetings, etc.

RESPONDENTS:

The respondent of this section should be the caregiver. This section is about both household social capital, and that of the caregiver themselves.

INSTRUCTIONS:

Q5.0: Identify the respondent for this section using their ID from the household roster.

5A – SUPPORT NETWORKS

Q5.1: Ask if the respondent had a problem, if there is someone who would help them. If No, skip to Q5.3. If Yes, continue to the next question. This a hypothetical question; you are asking the respondent to imagine that they had a problem, so there should be no N/A responses to this question. If the respondent cannot answer this should be entered as 77 for NK.

Q5.2: Ask who would be most likely to help them in this situation. Enter the code from CODEBOX #11. There is space for three answers here. If there are fewer than three people identified, enter as many codes as apply and put 88 for N/A in the remaining answer boxes. (Put 88 in all of the boxes if the answer to Q5.1 was No).

Q5.3: Ask the respondent to suppose that they were in need of material support. Ask the number of people they could rely on in such times of need, and record this number (with a leading 0 if just one digit). If the answer is none, record 00. This is a hypothetical question so there should be no N/A responses. If the respondent cannot answer this should be entered as 77 for NK.

Q5.4: Ask the respondent to think back to 4 years ago, and ask whether there more, less or about the same number of people that the household can rely on in times of need. Enter the code from the list.

5B – FAMILY, GROUP AND POLITICAL CAPITAL

SAY: I now want to ask about organisations, groups or informal associations to which you or members of your household belong.

Q5.5.1: Ask whether in the last 12 months any member of the household has been an active member of an organisation, group or informal association? Active member means that they actually participate in the group activities, attend meetings, or do something else related to being a member of that group. For example, even if the person contributes to a group savings scheme, but does not regularly attend meetings, count them as an “active member” and record their meeting participation in question 5.5.5. If the answer is No, skip to Q5.6.

FIELDWORKER: Q5.5.1-5.9.10 are split over two tables. In the first column of each table is a column headed ‘GRPID’. Q5.5.1 identifies the groups which members of the household belong to. Work through the columns in both tables asking questions 5.5.2 to 5.5.10 for each group listed. Make sure that the ‘GRPID’ in the second table matches the ‘GRPID’ in the first table; i.e. that all the questions asked about a specific group have the same ‘GRPID’ number in both tables.

Q5.5.1: Identify the groups which members of the household belong to and enter the codes for these groups from CODEBOX #12.

Q5.5.2: For each group, identify the main person in the household who is a member of the group. Enter their ID from the household roster. If the whole family belongs to the group, enter 80.

Q5.5.3: For each main person, establish since when they have been a member of that group. Enter the last two digits of the year. **Ethiopia should enter the Julian date.** Use -77 if the answer is unknown (NK).

Q5.5.4: Determine what the main benefits from the group are. This question refers to things which are *perceived* to be benefits by the respondent. Enter codes from CODEBOX #13. There is space to record two benefits here. If there is only one benefit, record 88 in the second box.

Q5.5.5: For each main person, establish how often the person attends the group - more than once per week, weekly, monthly, twice per year, annually or less than once per year. Enter 77 for NK.

FIELDWORKER: Remember to make sure that the 'GRPID' in the second table matches the 'GRPID' in the first table; i.e. that all the questions asked about a specific group have the same 'GRPID' number in both tables.

Q5.5.6: For each main person, establish whether they hold a leadership or powerful position in the group. This question refers to current positions held, NOT past positions. If no or NK, **skip to Q5.6.**

Q5.5.7: Establish since when the person has held this leadership/powerful position. Enter the last two digits of the year. **Ethiopia should enter the Julian date.** Enter -88 for N/A if the answer to Q5.5.6 was No. Enter -77 if the answer is unknown (NK).

Q5.5.8: Ask whether a parent or close relative of the person held this position before. Enter 88 for N/A if the answer to Q5.5.6 was No.

Q5.5.9: Ask what the main outcome from holding the position is. Enter code from CODEBOX #14. If NK, enter 77. Enter 88 for N/A if the answer to Q5.5.6 was No.

Q5.5.10: Ask whether the position has allowed the person to influence decisions and activities and list the possible codes (no, never; somewhat, occasionally; yes, often). If NK, enter 77. Enter 88 for N/A if the answer to Q5.5.6 was No.

Q5.6: Establish whether anyone in the household has ever held or currently holds a position of responsibility, authority or power. If no, skip to Q5.11. If yes, ask question Q5.6.1-Q5.6.8.

FIELDWORKER: Record the household roster ID of each household member who has held a powerful position (Q5.6.1). Then, for each of these people, ask Q5.6.1-5.6.8.

Q5.6.1: Enter the household roster ID of each household member who has held a powerful position.

Q5.6.2: For each person identified, enter the position held from CODEBOX #15.

Q5.6.3: Establish when the person first obtained this position. Record the last two digits of the year. **Ethiopia should record the Julian date.** Use -77 if the answer is unknown (NK).

Q5.6.4: Ask for how long s/he (has) held this position. Enter the number of years. If they have held the position for less than one year, enter 00.

Q5.6.5: Establish whether the person still holds this position.

Q5.6.6: Ask whether a parent or close relative of this person held the post before.

Q5.6.7: Ask what the main outcome from holding this position is. Enter the code from CODEBOX #14. If NK, enter 77.

Q5.6.8: Ask whether the position has allowed the person to influence decisions and activities and list the possible codes (no, never; somewhat, occasionally; yes, often). If NK, enter 77.

Q5.7: Ask whether the household has relatives (outside the household) living in the community. If No, **skip to 5.10**.

Q5.8: Establish how many relatives are living in the community. If the respondent gives a number, insert the relevant code. If the respondent finds it difficult to estimate a number, give them the choices in the codes: none, 1-5, 6-10, 11-20, 21-30, over 30). Record -77 if NK. Record 88=NA if the answer to 5.7 was No.

Q5.9: Establish how many of these relatives are influential. This means that they are an influential figure in the community. If the respondent gives a number, insert the relevant code. If the respondent finds it difficult to estimate a number, give them the choices in the codes: none, 1-5, 6-10, 11-20, 21-30, over 30). Record -77 if NK. Record 88=NA if the answer to 5.7 was No.

5C - COLLECTIVE ACTION AND EXCLUSION

Q5.10: For each action in the table, ask whether any of the households have done that action in the last four years. Here there is a code 79 which should be used if the respondent refuses to answer. This is different from them not knowing the answer (code 77).

Q5.11.1: For each service in Table 5.11, ask whether the household has had access to this service when it has been needed or wanted. If the answer is no, ask question 5.11.2. If the answer is yes, skip to the next line (service) of the table.

Q5.11.2: Establish the **main** reason why the household has no access to this service. Enter the code from the list. If the respondent gives more than one reason, ask them to identify the main one. (Enter 88 if they answered 01=Access to Q5.14.1.) If the answer to Q5.11.2 is code 04 ask **Q5.11.3**, otherwise skip to section 6.

Q5.11.3: If the answer to Q5.11.2 is code 04, ask what the respondent thinks the reason for being denied access.

5D - INFORMATION NETWORKS

Say: I am now going to ask you some questions about where you get information from.

Q5.12.1: Go through each of the topics listed in Table 5.12 asking if anyone in the household would be able to get information on them. If the answer is anything other than Yes, skip to the next line in the table. If Yes, continue to Q5.12.2.

Q5.12.2: Using codes from CODEBOX #16, record their most important source of information on this topic.

Q5.12.3: Record their second most important source of information on this topic (using the same codes). If there is only one source of information, put 88 for N/A in this answer box.

Q5.12.4: Ask whether anyone in the household has sought information on this topic in the last 4 years.

Q5.12.5: Establish whether this information helped (in the way that it was intended to).

SECTION 6 – ECONOMIC CHANGES

PURPOSE:

This section is designed to obtain information on changes to household circumstances (specifically on important events) since the first round of YL.

DEFINITIONS:

Events and shocks do not need to be events which are in themselves negative. The questions relating to shocks aim to pick up events which have had negative economic consequences for the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head (or the person who knows most about the household's economic circumstances).

INSTRUCTIONS:

Q6.0: Identify the respondent for this section using their ID from the household roster.

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.

Q6.1: Ask the respondent how they would describe the household they are living in currently, and the household in which they were living in four years ago (around the time of the first round survey). For households of 12 year olds only, you need to also ask what the situation was the year before NAME was born. This is a perception question. Read the codes listed under 6.1.1 and enter the one identified. 'Comfortable' is used here to mean average.

Q6.1.2: If the situation now is different to what it was four years ago or the year before NAME was born, ask up to two main reasons for this change. Note: there are two different code boxes, one code box is for improved situations and one code box is for worsened situations. Enter codes from either CODEBOX #17 for improved situations or CODEBOX #18 for worsened situations, in order of importance. If there are more than two reasons, ask the respondent to identify the two most important ones. If there is only one reason, enter 88 for N/A in the second answer box.

Q6.2: Ask the respondent whether compared to other households in the village/suburb they would describe their household as: The richest; Among the richest; Richer than most households; About Average; A little poorer than most households; Among the poorest; or The poorest. This is a perception question so try and avoid respondents giving an answer of NK unless they really cannot make an attempt to compare their household to others. Enter the code corresponding to their answer.

SAY: Now I am going to ask you about the most important events and changes that have happened since the last time we came to see you. Has this household been affected by a serious event that led, for example, to a serious reduction in assets, or that caused your household income to fall substantially or resulted in significantly reduced consumption.

FIELDWORKER: Ask each of the questions (A-G). Asking these questions prompts the respondent to think about different areas in which they might have experienced shocks. If the answer is positive, ask what the event was and prompt for the events listed under 6.3.1. If the answer is negative, skip to the next question. This question aims to pick up events which the respondent identifies as having had negative economic consequences for the household. You should not impose your own views as to whether or not something counts as an important event or change. For each event identified, answer 6.3.1 to 6.3.3. After questions A-G have been asked and all relevant shocks have been coded, ask Q6.3.4-Q6.3.5.

Q6.3.1: Indicate which of the events and changes listed in Table 6.3.1 have happened in the last 4 years by filling in the code for 'Yes' in the relevant answer boxes. After you have finished this question (or at the end of the questionnaire), you should go back and fill in the 'No' codes for the remaining lines of the table.

Q6.3.2: For each event identified, establish how widely people were affected by this event using the codes from CODEBOX #19.

Q6.3.3: For each event identified, establish what the household did about the event. There is space for up to three responses, and these should be filled in order of importance. If fewer than three responses are cited, fill in as many codes as apply and put 88 for N/A in the remaining answer boxes.

Q6.3.4: Ask the respondent to indicate the three most important events (in order) from those they identified in Q6.3.1. In the table, enter 01 next to the most important event, 02 next to the next important event and 03 next to the third important event. After the interview, enter 00 in all the other rows of this column. If the respondent has identified three events or fewer, ask the respondent to put these in order of importance.

SECTION 7 - SOCIO-ECONOMIC STATUS

PURPOSE:

In this section we would like to find out more about the socio-economic environment of the caregiver. It includes questions about the place where he/she lives, household possessions, land ownership and animals.

RESPONDENTS:

Head of household or primary caregiver of the index child.

INSTRUCTIONS:

Q7.0: Identify the respondent for this section using their ID from the household roster.

Q7.1: Ask if anybody in the household owns the house. The land that the house is built on should have been discussed in question 3.2. This now refers to the actual building. If the building is mortgaged, answer yes to this question.

Q7.2: Ask whether anyone in the household has a mortgage on the house.

Q7.3: Establish how many rooms there are in the house. Do not include kitchens, bathrooms, passages, garages or store-rooms or room partitions such as curtains. Enter the number of rooms in the space provided.

Q7.4 This question includes both legal and illegal connections to electricity. The connection must however be functioning most days. Include electrical generators, wind and solar generators but not car batteries. You should look for obvious evidence of an electricity supply (e.g. electric light) as respondents may not want to admit to having an illegal supply.

Q7.5-Q7.7: You must observe the building material used for the wall of the house (7.5), the roof of the house, (7.6) and the floor of the house, (7.7). If it is not immediately clear what these are made of, ask a household member. Enter the appropriate codes from CODEBOXES #21 - #23. If the roof/floor/wall is made of several different materials record the main type of material (e.g that which covers at least 50%). If there is more than one building in the household (e.g a separate kitchen or bathroom) record the material used in the main section of the house.

Q7.8: Ask about the main source of drinking water for members of the household. If different members have different sources of drinking water ask about the source for the majority of members. Enter the appropriate code from CODEBOX #24. An unprotected well is any type of well that is not a tubewell.

Q7.9: Ask about the main toilet facility used by members of the household. Enter the appropriate code from CODEBOX #25. A septic tank is a toilet that flushes with the effluence going via a pipe into a covered sediment tank. Buckets, fields, hanging latrines or canals do not count as toilets– classify them as none.

Q7.10: This question asks about the main fuel the household usually uses for cooking. Enter the code from CODEBOX #26.

Q7.11: You will be pre-informed if households in the sentinel site do not use fuel for heating their houses and in this case you will not ask this question. For those sites where heating is used by at least some people in the site, establish whether heating is used in the household.

Q7.12: Only ask this question if the household uses fuel for heating. Establish the main type of fuel usually used by the household for heating. Enter the code from CODEBOX #27.

FIELDWORKER: For each item, ask Q7.13.1-Q7.13.2. After asking these questions for all items, ask Q7.13.3 and Q7.13.4.

Q7.13.1 Establish whether anyone in the household owns each of these items. Ownership of the item means that it could be sold by the household member; you can include items that are not presently in the household because they are on short term loan to someone else. The item must be functioning.

Q7.13.2: For each item, ask how many are owned.

Q7.13.3: Ask the respondent which are the five most valuable things in the list. If the item is one of the five most valuable, enter a 01 in column 7.13.3. At the end of the interview, add 00=No into the other rows in this column.

Q7.13.4: If the item is one of the five most valuable, ask how much it would fetch if they were to sell it. Enter the amount (in the local currency). If the respondent does not know, enter 77. If the household does not own a particular item or if it is not one of the five most valuable, enter -88 for N/A in this column.

Q7.14: Ask the respondent if they have invested in any improvements to their dwelling in the last four years. If the response is negative, skip to Section 8.

Q7.14.1: If the response to Q7.14 is positive, ask the respondent what kinds of improvements were invested in. You can enter up to three codes from Code Box #28.

SECTION 8 – CHILD CARE, EDUCATION AND ACTIVITIES (5 YEAR OLD HH ONLY)

PURPOSE:

In this section we would like to find out more about child's early care arrangements, schooling and daily activities (including work).

RESPONDENTS:

Primary caregiver of the index child.

DEFINITIONS:

A creche is a place providing day-care for young children. We are interested in informal as well as formal arrangements.

School is a formal general education establishment usually recognised by the government. In this section it refers to primary school.

A public school relies primarily on government/state funding.

A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.

Typical means usual. A typical day during the week is more likely to be a week day or a day on which the person performs the activities that they do most often.

RESPONDENTS:

Primary caregiver of the index child.

INSTRUCTIONS:

Q8.0: Identify the respondent for this section using their ID from the household roster.

CHILD CARE AND PRESCHOOL EDUCATION

FIELDWORKER: Q8.1-8.4 relate to the child's crèche/day care attendance between the ages of 0 and 36 months. Q8.6-8.12 relate to pre-school attendance since the age of 36 months.

SAY: First I am going to ask you some questions about how NAME spent his/her time age 0-36 months.

Q8.1: Establish whether the index child was regularly looked after by a crèche/day care/family day-care/baby-sitter for a whole morning, afternoon, evening or night almost every week. (COUNTRIES TO INSERT LOCAL NAME(S) FOR FORMAL OR INFORMAL CENTRES/ARRANGEMENT OPERATING IN THEIR COUNTRIES.) In this question we are trying to capture regular users of these child care groups and you should include children who attend in blocks (e.g. every day for one week and not at all for the other weeks in the month). The minimum attendance should be twice a month, this should not include unsuccessful trial of child care groups where there is no intention to return. If the child did not attend any child care groups, skip to Q8.4.

FIELDWORKER: For each crèche attended between the ages of 0 to 36 months, go through the columns of Table 8.2 asking Q8.2.1-8.2.8. If the child is still attending this crèche, ask the remaining questions in the present tense. If they have stopped attending, ask in the past tense.

Q8.2.1: Establish how old the index child was when s/he first went to the crèche/daycare centre. Enter the age in months.

Q8.2.2: Establish how long he/she attended for. Enter the appropriate code from the list. If the child is still attending, ask the remaining questions in the table the present tense. If they have stopped attending, ask the remaining questions in the past tense.

Q8.2.3: Establish who runs/ran the crèche/daycare centre. Enter the code from the list.

Q8.2.4: Ask whether they have/had to pay to send the index child to this crèche/daycare centre.

Q8.2.5: Ask the respondent how good they think the care service was. Enter the code from the list. This is a subjective question; we are interested in the respondent's opinion of the standard of care/service.

Q8.2.6: Ask for how many days per week the child attends/attended this crèche/daycare centre. This should be the average number of days. Record this number in the answer box.

Q8.2.7: Ask for how many hours per day the child attends/attended (during those days on which he/she went to crèche). Record this number in the answer box.

Q8.2.8 Determine whether the respondent/caregiver was/is able to visit the child at the creche (e.g. for breastfeeding).

Q8.3: Ask the respondent for the main reasons that the index child attended a crèche/daycare centre before the age of 36 months. Enter the codes from CODEBOX #29. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

FIELDWORKER: If you asked Q8.3, now skip to Q8.5 (as Q8.4 only applies to those children who never attended a crèche/daycare centre).

Q8.4: For those children who never attended a crèche/daycare centre before the age of 36 months, ask the respondent what the main reasons for this were. Enter the codes from CODEBOX #30. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

Q8.5: Establish the main people caring for the index child (between 0 and 36 months) on a day to day basis (when he/she was not in the crèches already mentioned). Enter the relevant codes from the list. There is space for three answers here and these should be entered in order of importance (in terms of time spent caring for the child). If fewer than three answers are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

Say: Now I am going to ask you some questions about NAME'S attendance at preschool or child care/crèche since the age of three.

Q8.6: Establish whether, since the age of 36 months, the index child has attended a formal or informal preschool for a whole morning, afternoon, evening or night almost every week. (COUNTRIES TO INSERT LOCAL NAME(S) FOR FORMAL OR INFORMAL PRESCHOOLS THAT EXIST IN THEIR COUNTRIES.) In this question we are trying to capture regular attendance at preschool. This should not include unsuccessful trial of preschools where there is no intention to return. Children who have just started attending a preschool but for whom there is the intention for regular attendance in the future should be included. If the child has never attended a preschool, skip to Q8.12.

FIELDWORKER: For each preschool attended since the age of 36 months, go through the columns of Table 8.7 asking Q8.7.2-8.7.9.

Q8.7.1: Establish how old the index child was when s/he first went to the preschool. Enter the age in months.

Q8.7.2: Establish how long he/she has attended for. Enter the appropriate code from the list. If the child is still attending, ask the questions in the present tense. If the child is no longer attending, ask the questions in the table in the past tense.

Q8.7.3: Establish who runs/ran the preschool. Enter the code from the list.

Q8.7.4: Ask whether they have/had to pay to send the index child to this preschool.

Q8.7.5: Ask the respondent how good they think the standard of care and teaching is/was at this preschool. Enter the code from the list. This is a subjective question; we are interested in the respondent's opinion of the standard of care.

Q8.7.6: Establish the number of days per week the child attends/attended the preschool. This should be the average number of hours. Record this number in the answer box.

Q8.7.7: Ask for how many hours per day the child attends/attended (during those days on which he/she went to preschool). Record this number in the answer box.

Q8.7.8: Determine whether the respondent/caregiver is/was able to visit the child at the preschool (e.g. to check the quality of care or for any other reason).

Q8.8: Ask the respondent for the main reasons that the index child attends/attended a preschool. Enter the codes from CODEBOX #29. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer-boxes.

Q8.9: Using the information from Q8.7.2, establish whether the index child is currently attending a preschool. If they are not, skip to Q8.11.

Q8.10: If the index child is still attending at preschool, ask how well they think he/she is faring or getting on. This question refers to the respondent's perception of the child's progress in all spheres: social, educational and physical. It should be in relation to other children the child's age.

FIELDWORKER: If you asked Q8.10, now skip to Q8.14 (as Q8.11-Q8.13 only apply to those children who are not currently attending preschool).

Q8.11: If the child is no longer attending a preschool, ask how old s/he was when s/he stopped attending. Record the age in months.

Q8.12: Ask why s/he stopped attending. Enter the codes from CODEBOX #31. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

FIELDWORKER: If you asked Q8.12, now skip to Q8.14 (as Q8.13 only applies to those children who have never attended a preschool).

Q8.13: For those children who have never attended a preschool, ask the respondent what the main reasons for this are. Enter the codes from CODEBOX #32. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

SCHOOL ATTENDANCE

SAY: Now I want to ask you about NAME starting school

Q8.14: Ask whether the index child has begun school yet. School here refers to formal primary school/first grade. If No or NK, skip to Q8.16.

Q8.15 Ask how old the child was when s/he began school. Enter the age in years and months (e.g. 5 YRS and 2 MTHS).

Fieldworker: If asked Q8.15, skip to Q8.18 because Q8.16-Q8.17 refer to children who have not yet started school.

Q8.16: If the index child has not yet begun formal school (i.e. primary/first grade), ask at what age the respondent expects the child to begin school. Enter the age in years. If the respondent does not expect that the child will ever go to school, record 66 for 'Never'.

FIELDWORKER: If the answer to Q8.16 is an age over the official starting age for primary school (countries to insert country specific age) or if they answer 'never', then ask Q8.17. If the answer is an age which would not indicate a delayed start to primary school, skip to Q8.18.

Q8.17: Ask the respondent why they expect that the index child will begin school later than the official starting age for primary school (COUNTRIES TO INSERT COUNTRY SPECIFIC AGE), or why they expect they will never go to school (depending on the answer to Q8.18). Enter the codes from CODEBOX #33. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

FIELDWORKER: Ask Q8.18-Q8.25 of all respondents, whether their child is in school or not. If their child is not in school, ask the questions about the school that NAME is most likely to attend.

Q8.18: Ask what type of school NAME attends or is likely to attend.

Q8.19: Establish whether the school is single sex.

Q8.20: Ask why the respondent has chosen this school for NAME or would choose this school. Enter the code from CODEBOX #34

Q8.21: Ask how long it takes/would take for the child to get to school. Enter the time in minutes.

Q8.22: Establish how the child gets to school. Enter the code from the list.

Q8.23: Ask whether the child feels in danger when traveling to school. If No, skip to Q8.25.

Q8.24: If the respondent has answered 'Yes' to Q8.24, ask what the main risks are on the child's journey to school. Enter the codes from the list. There is space for three answers here and these should be entered in order of importance (in terms of time spent caring for the child). If fewer than three answers are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

Q8.25: Ask whether the child normally goes alone or with other people. If they go with other people, find out who these people are and enter the appropriate code from the list.

CHILD WORK AND ACTIVITIES

Say: I am now going to ask you about how NAME spent his/her time yesterday/on xxxday (last working day). **Do not say 'last working day', instead use the name of the day you are referring to, if yesterday was a holiday or a rest day.**

Q8.26.1: Ask what activities the index child did yesterday/on the last working day. Enter each of the activities mentioned on a separate line of the table. Use the codes from CODEBOX #35.

Q8.26.2: For each activity, ask who the child was with while they were doing this activity. Enter the code from CODEBOX #36.

Q8.26.3: Ask if the child was able to choose whether or not s/he did this activity. This question aims to explore whether the child has autonomy over what they do, or whether others tell them what they must do.

Say: I now want you to think about the last year of NAME's life.

Q8.27: Establish whether the index child has done anything in the last 12 months to get money or things for him/herself or their family. We are interested here in activities that the child has done to earn money/goods rather than things they have done for enjoyment (such as school plays) that have then resulted in some kind of payment. If the answer to this question is No, skip to Q8.29.

Q8.28.1: If the child has done activities in the last 12 months to get money/things, ask what these activities were. Enter each activity on a separate line using codes from CODEBOX #37. Enter each type of activity, not each individual job.

Q8.28.2: For each activity mentioned, ask what form of payment was received/is expected for this activity. Enter the code from the list.

Q8.28.3: Ask whether the child got to keep all or some of the payment for each activity. Enter the code from the list.

Q8.28.4: Of all the activities mentioned in Q8.28.1, ask which the child spent most time on during the year. Enter 01 in the line corresponding to the activity identified by the respondent. Ask which activity the child spent the next most time on. At the end of the interview, enter 00 on all other rows in this column.

SECTION 9 – CHILD HEALTH

PURPOSE:

We would like to find out more about the child's general health and well-being.

RESPONDENT:

Determined from preliminary interview, but probably the primary caregiver of the index child.

DEFINITIONS:

Traffic accidents (serious injury code) include any accidents in or caused by any mode of transport including bicycles, horses and cars.

INSTRUCTIONS:

Q9.0: Identify the respondent for this section using their ID from the household roster.

SAY: Now I am going to ask you some questions about 'NAME's' health.

Q9.1: Ask the respondent whether they think the index child's health is the same, better or worse compared to other children of this age. If the caregiver asks compared to who tell them to think of other children of the same age as the index child that they know well, and to make a comparison between their health and that of the index child. If the caregiver tells you the child is currently ill prompt him/her to tell you about the child's health in general. Enter the relevant code from the list.

Q9.2: Ask whether the index child has had one or more serious illnesses or injuries in the last three years when the respondent really thought s/he might die. You should stress that the focus of this question is on severe illnesses or injuries where the caregiver **really** thought the child would die (this includes illnesses where they thought the child might die if they did not receive treatment). If it is culturally inappropriate to talk about dying in this way, ask about a time when the child may not have recovered. This is a perception question, and you should accept the answer the respondent gives without imposing your own views as to what counts as a serious illness/injury. If the answer is No, skip to Q9.5.

Q9.3: If the child had one or more serious illnesses, ask what the illnesses were. If the child had an injury but did not have any illnesses, skip to Q9.4.

Q9.3.1: Enter as many illness codes as apply from CODEBOX #38, putting each on a new line of the table. Do not prompt for specific illnesses and do not interpret what the caregiver reports; if they describe symptoms rather than a specific illness record the symptoms under 'Other'. If the caregiver reports a specific illness and then describes the

symptoms, only record the specific illness (e.g. if they report a traditional illness that had diarrhoea as a symptom only record the traditional illness).

Q9.3.2: For each illness identified, ask whether they sought treatment or advice for this illness at any point. We are interested in all types of treatment and advice (e.g. visit to a health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next illness (or next question if there are no more illnesses).

Q9.3.3: For each illness for which they sought treatment/advice, ask where they sought treatment/advice from. Enter the codes from CODEBOX #39. There is space for three answers here; fill in as many codes as apply in order of attendance. If fewer than three answers are given, put 88 for N/A in the remaining answer-boxes.

Q9.3.4: Ask whether they had to pay for any of this treatment. This question applies to ANY of the treatment that they sought for this particular illness. Payment may be for any aspect of treatment (e.g. consultation, clinic fees, drug charges, etc).

Q9.3.5: Establish the time it took for them to get to the first treatment place (for each illness). We are interested in the actual time taken here; it is not important what mode of transport they used to get there. Time should be recorded in minutes.

Q9.4: If the child had one or more serious injury, ask what the injuries were. If the child had an injury but did not have any injuries, skip to Q9.5.

Q9.4.1: Enter as many injury codes as apply from CODEBOX #40, putting each on a new line of the table. Do not prompt for specific accidents and do not interpret what the caregiver reports.

Q9.4.2: Ask the cause of the injury. Enter the code from CODEBOX #41. This includes injuries obtained while working or doing domestic chores.

Q9.4.3: For each injury identified, ask whether they sought treatment or advice for this injury at any point. We are interested in all types of treatment and advice (e.g. visit to a health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next injury (or next question if there are no more injury).

Q9.4.4: For each injury for which they sought treatment/advice, ask where they sought treatment/advice from. Enter the codes from CODEBOX #39. There is space for three answers here; fill in as many codes as apply in order of attendance. If fewer than three answers are given, put 88 for N/A in the remaining answer-boxes.

Q9.4.5: Ask whether they had to pay for any of this treatment. This question applies to ANY of the treatment that they sought for this particular injury. Payment may be for any aspect of treatment (e.g. consultation, clinic fees, drug charges, etc).

Q9.4.6: Establish the time it took for them to get to the first treatment place (for each illness). We are interested in the actual time taken here; it is not important what mode of transport they used to get there. Time should be recorded in minutes.

Q9.5: Establish if the index child has any long term health problems that affect their daily life. A long term health problem is a health problem that is likely to persist for a long time either because it is incurable or because it is not being treated. It can include physical disability, chronic and mental health problems as well as recurring/seasonal problems. This question refers to the perception of the caregiver so you should not prompt for specific health problems. If there are no long term health problems, skip to Q9.7.

Q9.6: If the caregiver reports that the child has a long term health problem, ask what these problems are.

Q9.6.1: Enter as many health problem codes as apply from CODEBOX #42, putting each on a new line of the table. Do not prompt for specific health problems and do not interpret what the caregiver reports; if they describe symptoms rather than a specific illness record the symptoms under 'Other'. If the caregiver reports a specific illness and then describes the symptoms, only record the specific illness. If the caregiver reports two linked problems such as HIV/AIDS and TB record both.

Q9.6.2: For each health problem identified, ask how much treatment NAME has had in the last year. We are interested in all types of treatment and advice (e.g. visit to a health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next health problem (or next question if there are no more health problems).

Q9.6.3: Ask how much has been spent on treatment for this health problem in the last 12 months.

Q9.7: Ask the nine disability and development questions in Table 9.7. For each item, record whether the index child is not able to do it at all, is able to do it with great difficulty, is able to do it with some difficulty, or is able to do it easily. For the first question, if NAME is present, it should be observable whether he/she can walk. If the caregiver is having difficulty in answering these questions, ask him/her to think of other children that are the same age as the index child, and compare the index child to them with respect to the abilities explored in these questions.

REMAINING 9.7 QUESTIONS: INDIA SPECIFIC

Q9.8: Ask whether the index child has a vaccination card.

Q9.9: If they do have a vaccination card, use this card to fill in whether the index child has had any of the vaccinations listed (BCG, Measles, 3 courses of DPT, Polio and HIB (flu). Check with the caregiver whether the child has had any vaccinations not recorded on the vaccination card. If they do not have a vaccination card, ask the caregiver whether or not the child has had each of these vaccinations. You may ask about events such as national immunisation days in the area in order to help them remember.

Q9.10.1-Q9.10.7: (5 year old HH only) Ask whether the index child consumed each of the meals/snacks mentioned in these questions during the last 24-hour period. Make sure to word the questions to reflect the last 24 hours rather than referring to what the child

'usually' does. If the child was ill during this time, ask the questions of the last 24 hour period in which the child was well. Items such as a glass of milk or breastfeeding may be counted as items between meals.

Q9.11.1-Q9.11.11: (5 year old HH only) Ask whether the index child consumed any of each of the food-types listed during the last 24 hours. We are interested in the generic categories and not just those specific foods listed in parentheses as examples. Make sure to word the questions to reflect the last 24 hours rather than referring to what the child 'usually' does. If the child was ill during this time, ask the questions of the last 24-hour period in which the child was well. In the case of oil/fat, you may need to prompt as to whether they consumed fried food, sauces with oil, etc. Similarly, prompt as to whether they consumed sugar in drinks, etc.

Q9.12: Ask whether the household has had any periods of food shortages in the last 12 months. If no, skip to section 10.

Q9.13.1: For each of the strategies listed, ask whether anyone in the household does this. If yes, ask Q9.13.2. If no, skip to the next strategy, on the next line.

Q9.13.2: For each strategy employed during a food shortage, ask who it affects the most. Enter the code from CODEBOX #44.

SECTION 10- ANTHROPOMETRY

PURPOSE:

To measure the height and weight of the index child and mother.

RESPONDENT:

Mother and index child will be measured.

INSTRUCTIONS:

Q10.0: Identify the main respondent for this section using their ID from the household roster.

Q10.1-Q10.2: Ask for the caregiver's perception of the child's weight and height health compared to other children his/her age. If the caregiver asks compared to who tell them to think of other children of the same age as the index child that they know well, and to make a comparison between their weight and height and that of the index child.

MEASURING THE CHILD:

SAY: I have to use XXXX to make sure the measurements are right, this won't hurt. I am going to ask you to XXXX.

Q10.3: Make sure the scale has been checked and is working. Tick the box to indicate that this check has taken place.

Q10.4-Q10.6: Take two weight measurements, enter each one in Q10.4 and Q10.6, and then enter the agreed weight in Q10.6.

Q10.7-Q10.9: Take two weight measurements, enter each one in Q10.4 and Q10.6, and then enter the agreed weight in Q10.6.

Q10.10: If the child was not measured, record the reason why not using the appropriate code from the list.

PROCEDURES FOR MEASURING HEIGHT

For height you need a wall or door frame to support the height measure if it is not free standing.

1. Appropriate clothing: remove shoes and any bulky clothing like a coat or bulky skirt which would prevent the child's buttocks being in contact with the board.

2. Position the child so that they stand by the height stick with their feet parallel, and with their heels, buttocks, shoulders and back of the head touching the upright stick. The head should be held comfortably with the child looking straight ahead, not with their head tipping up or down. The arms should hang loosely at the child's side. Ask the mother to help if necessary.

3. Gently lower the headpiece of the measuring stick to make contact with the top of the head. Press the hair down if necessary to make this contact but only enough to make contact.

4. Read the length to within 0.1cm, making sure your vision is aligned with the position of the marker, not lower or higher. If the measurement is in between 2 millimetre markers, take the lowest value.

5. Say clearly what the measurement is and note it down immediately.

Lift the head board, check the alignment and measure the child again. If the two measurements are the same accept this measurement. If the measures are different, measure again until you get two similar measures and write this measure in the agreed child height space.

6. Always thank the mother and the child.

PROCEDURES FOR MEASURING WEIGHT

1. If using a clock (spring) balance, hang the scales so the dial is in the direct line of sight of the person doing the weighing (that is, not too high or too low).

Make sure that when the child is suspended they cannot touch anything such as a wall. Make sure that whatever the balance is hung from is strong enough, you do not want the child to fall or to break the roof of the house. You must hang the balance from something, don't attempt to weigh with someone holding up the balance. In general children do not like being weighed on clock balances if they do not feel secure or comfortable, for instance if dangling in an insubstantial weighing trouser. So think about this before you start and check that your children of the age you are measuring are comfortable in your equipment. It may be better to have a larger sack or make your own bucket type swing.

If using a balance that you stand on then find a level and secure surface. Balances do not measure accurately if they are on a slope. Ordinary bathroom balances are not sufficiently robust, precise and accurate but there are now more precise standing balances which could be used. For children who are very upset by weighing or if you have a sufficiently precise balance, you can weigh the child with the mother and then the mother alone. In such cases, make sure that your forms are designed to allow you to write down the measurements as you read them off the balance and do the calculations later step by step.

2. Calibrate the scales with the weighing sack trousers before measuring each child. If you are going to weigh with a blanket, calibrate the sack with the blanket to zero.

3. Appropriate clothing: nude or with the blanket used in calibration. If it is impossible to weigh children nude, as in cold weather, then weigh the child with the minimum of clothing possible. In this case you will need to construct a list of the weights of typical articles of clothing. Note down the clothing the child was wearing and later deduct from the weight. Do not make general estimates to allow for clothing and don't try and do the calculations at the same time as the weighing. Write down the weight as you actually read it off the balance and do the adjustment later. If you are going to have to do this make sure your form is designed to facilitate the procedure.

4. Ask the mother for her help and explain to her about the importance of measuring weight precisely and that is why it is best to weigh her child without clothes.

5. Weigh the child and call out the measurement clearly. If the weight falls between two markers on the dial, take the lower measure. Register the weight immediately.

Take a second reading, either steadying the child and balance again or getting the child to step onto the balance again. If the two measures are the same note this measure as the agreed weight, if not weigh again and take the measure for which you have two the same. If you can't get two measures the same and you are sure that you have done the procedure correctly each time, take the average of the measures.

6. Always thank the mother for her help.

QUALITY CONTROL FOR WEIGHING AND MEASURING

1. Reading the measurements

- a. if the indicator falls exactly on a marker (mm or g) then take this as the measurement
- b. if it falls between two markers, then take the lower value

2. Writing the measurements

- a. it is very important to write the numbers very clearly
- b. if the wrong number is written down, do not erase it or change it – cross it out and write the correct one at the side.

3. Reading and registering the weights and heights

- a. the person measuring calls out the measurement
- b. the assistant repeats what is called out
- c. the person measuring says “yes” or “fine”
- d. the assistant says “yes” or “fine” and writes down the measurement
- e. the assistant shows the person measuring what they have written down

4. Common errors in measuring length

- a. position of the person taking the measurement
 - they are too far from the child's feet
 - they are not kneeling down
 - they are too far from the board
- b. the child's feet
 - the toes are pointed
 - the soles of the feet are not perpendicular to the board
 - measuring only one foot
- c. the child's head
 - the neck is stretched too much
 - the neck is tucked in too much
 - the palm of the mother's hand totally covers the ear (the fingers are not flexed)
- d. the child's position on the board

- the child is not in the centre of the board
- The child is wearing a nappy or other bulky item, plaits or hair accessories so that the head board is not in contact with the child's head.

1. Common errors in measuring weight

- The balance was not zeroed with the weighing sack
- The balance is not at eye level
- The child can touch a wall or grabs at nearby people
- The child is wearing clothes

Check the equipment every two weeks or when you get back to base.

Length:

- use a stick of known length and check the measurement
- the gap between the foot-base and the board should be less than 2mm

Weight

- use standard weights of 5kg and 10kg to check the scales

check each time that the scales are set to zero

SUPERVISOR CHECKLIST WHEN OBSERVING ANTHROPOMETRIC MEASUREMENTS

	Yes	No	No observation
1. Did the anthropometrist introduce themselves and explain what they intended to do?			
2. Length board			
a) Did the anthropometrist put the board on a flat surface with sufficient space in which to work?			
b) Did the anthropometrist put the sliding bar in an appropriate place before measuring the child?			
c) Did the anthropometrist ensure the child was wearing appropriate clothing?			
d) Who was the assistant?			
e) Did the assistant hold the child's head?			
f) Did the anthropometrist push down to make the child's knee a straight line lying in the middle of the board?			
g) Were the feet of the child in the right place(both feet lying straight and both heels placed against the sliding bar)?			
h) Did the anthropometrist stand in the correct place to read the length?			
i) Did the anthropometrist and the assistant follow the procedure for reading and registering the length?			
3. Height stick			
a) Did the anthropometrist put the stick on a flat surface			

	Yes	No	No observation
with sufficient space in which to work?			
b) Did the anthropometrist put the sliding bar in an appropriate place before measuring the child?			
c) Did the anthropometrist ensure the child's shoes were removed and that hair accessories, hats etc were removed?			
d) Who was the assistant?			
e) Did the anthropometrist ensure the child was standing in the correct position?			
f) Did the anthropometrist bring the sliding bar to the top of the head and push the hair down?			
g) Did the anthropometrist stand in the correct position to read the height?			
h) Did the anthropometrist and the assistant follow the procedure for reading and registering the height?			
4. Weight			
a) Did the anthropometrist ensure the weighing scales were hanging correctly and in a place with sufficient space to work?			
b) Did the anthropometrist calibrate the scales before weighing the child?			
c) Did the anthropometrist ensure the child was wearing appropriate clothing?			
d) Who was the assistant?			
e) Did the anthropometrist stand in the correct position to read the weight?			
e) Did the anthropometrist and the assistant follow the procedure for reading and registering the height?			
5. At the end of the session			
a) Did the anthropometrist put away the equipment in an appropriate manner?			
b) Did the anthropometrist thank the household members for their cooperation?			

MEASURING THE MOTHER:

SAY: Now I would like to record your [the mother's] measurements. I have to use XXXX to make sure the measurements are right. This won't hurt. I am going to ask you to XXXX.

Q10.11: Make sure the scale has been checked and is working. Tick the box to indicate that this check has taken place.

Q10.12-Q10.14: Take two weight measurements, enter each one in Q10.4 and Q10.6, and then enter the agreed weight in Q10.6.

Q10.15-Q10.17: Take two weight measurements, enter each one in Q10.4 and Q10.6, and then enter the agreed weight in Q10.6.

Q10.18: If the child was not measured, record the reason why not using the appropriate code from the list.

SECTION 11 – CAREGIVER PERCEPTIONS AND ATTITUDES

PURPOSE:

We would like to find out about the caregiver's feelings and attitudes towards their family, children, themselves and their community.

RESPONDENTS:

The respondent for this section must be the primary caregiver.

DEFINITIONS:

INSTRUCTIONS

FIELDWORKER INSTRUCTION: Do practise questions until respondent understands task – up to 3 times.

SAY: I am going to read some things that people sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

Say: 'I like XXXX'

'I can run fast'

'I like eating XXXX'

(Countries to adapt this with examples appropriate to their setting)

Say: First, I want you to think about the area in which you live.

Q11.1.1-11.1.10: For each of the statements in Table 11.1, read the sentence aloud and ask the caregiver to indicate the appropriate tick or cross. Make sure that the respondent has heard and understood the statement and if s/he has not you must repeat it and/or add further explanation as necessary. However, it is important not to change the meaning of the question. (NB There are only 9 questions in the 12 year old household questionnaire)

Say: Now, I want you to think about other aspects of your life.

Q11.2.1-11.1.12: For each of the statements in Table 11.1, read the sentence aloud and ask the caregiver to indicate the appropriate tick or cross. Make sure that the respondent has heard and understood the statement and if s/he has not you must repeat it and/or add further explanation as necessary. However, it is important not to change the meaning of the question.

FIELDWORKER: If the child is in school, ask Q11.2.13-11.2.14. If not, skip to Q11.3.

Q11.2.13-11.2.14: As above, read each of the sentences aloud and ask the respondent to indicate the appropriate tick or cross.

FIELDWORKER: Show the child the 'LADDER OF LIFE' picture.

Q11.3: Say: "There are nine steps on this ladder. Suppose we say that the ninth step (09), at the very top represents the best possible life for you and the bottom step (01) represents the worst possible life for you. Where on the ladder do you feel you personally stand at the present time?" Make sure the respondent understands that the ladder refers to all aspects of life (eg. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general – it should not be confused with, for example, a measure of purely economic wellbeing. Be very clear about which direction the ladder goes in (ie. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided. If the respondent answers 09, skip to Q11.5. Otherwise, continue on to the next question.

Q11.4: Ask the respondent did where s/he thinks that he/she will be on the ladder in four years. Enter the step on which they will be.

Q11.5: If the respondent answered 09 to 11.3, enter 88=NA and skip to 11.6.

Ask the respondent what s/he thinks would *help* them to move up the ladder (whether or not they think they actually will move up or down). This is asking for perceptions of services and/or circumstances that could lead to an improvement. Record up to three responses with the most important listed first using CODEBOX #45. If the respondent only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

Q11.6: If the respondent answered 01 to 11.3, enter 88=NA and skip to 11.7.

For all respondents, ask what might cause them to move down the ladder. This is the opposite of Q11.5 and refers to circumstances or events that may lead to life getting worse. Record up to three responses with the most important listed first using CODEBOX #46.

SAY: I am now going to ask your opinion on various issues. There are no right and wrong answers; I just want to know what you think.

Q11.7: Ask the respondent to imagine that a family in the village/suburb has a 12 year old son who is attending school full-time, and the family badly needs to increase the household income. Read out the options that the family faces. Ask the respondent to choose from the list of possible responses of what the family should do. Enter the code corresponding to the option that they choose.

FIELDWORKER: Check whether the respondent went to school. If they did, ask Q11.8. If not, skip to Q11.9

Q11.8: For those respondents who went to school, ask whether they think that formal schooling was useful in their current life. Now skip to Q11.10.

Q11.9: For those respondents who did not go to school, ask whether they think that formal schooling would have been useful to them in their current life.

Q11.10: Ask the respondent what job s/he thinks NAME will be doing when NAME is about 20 years old. Do not prompt. Enter the code from CODEBOX #47. This answer should reflect what they think NAME will *actually* be doing.

FIELDWORKER: For HH questionnaire for 12 year old child, check whether NAME is still in school. If so, ask Q11.11 to Q11.13. If not, SKIP to Q11.14.

Q11.11: Ask the respondent what level of education they would ideally like the index child to complete. The answer should reflect their hopes for the child, not be restricted by what they think will actually happen. Enter the highest grade if the level is not higher than secondary education; otherwise enter the appropriate code from the types of post-secondary education.

Q11.12: Ask the respondent whether they think the index child will actually reach the level of education that they indicated in Q11.11. If No, skip to Q11.14.

Q11.13: If the respondent answered No to Q11.12, ask what they think are the main reasons that NAME is likely to drop out of school before they have reached the level indicated in Q11.11. Enter the codes from CODEBOX #48 in order of importance. There is space for three answers here; if fewer than three reasons are given, enter as many codes as apply and fill in 88 in the remaining answer-boxes.

Q11.14: Ask the respondent what would be the ideal number of sons for her/him to have or to have had. We are asking what they think would be/have been best for them rather than just how many they have now. The number may be smaller than, larger than or the same as the actual number. Use code 80 if they answer that they did/do not mind.

Q11.15: Ask the respondent what would be the ideal number of daughters for her/him to have or to have had. We are asking what they think would be/have been best for them rather than just how many they have now. The number may be smaller than, larger than or the same as the actual number. Use code 80 if they answer that they did/do not mind.

Q11.16: Ask the respondent to imagine that a family in the village/suburb has a 12 year old daughter who is attending school full-time, and the family badly needs to increase the household income. Read out the options that the family faces. Ask the respondent to choose from the list of possible responses of what the family should do. Enter the code corresponding to the option that they choose.

Q11.17.1-11.17.13: Read the list of qualities and ask whether they think this is important for children to learn at home. Make sure the respondent understands what each of the qualities mean. You may have to explain some of the concepts but be careful not to change the meaning of any of the items.

Q11.18: Ask the respondent which three of these qualities they consider to be the most important. Enter the quality ID from the first column of table 11.17.

SAY: Here is a scale for rating beliefs about reasons for having children according to how important you think they are (SHOW SCALE). If you think it is “Very important”, indicate by pointing to this end; if you think it is “Not important at all”, point to this end of the scale. These three points in the middle mean “Not very important”, “Moderately important” and “Important”.

FIELDWORKER: Do practise questions until respondent understands task – up to three times.

Say: ‘I like XXXX’

‘I can run fast’

‘I like eating XXXX’

(Countries to adapt this with examples appropriate to their setting)

SAY: I have a list here of reasons people may give for wanting to have children. Please use this scale as a guide. Think about your experience with your own child/children and tell me how important the following reasons for wanting to have children are to you personally.

Q11.19.1-11.19.14: Read the list of reasons for having children and fill in the codes corresponding to the answers given. Make sure the respondent understands each item on the list. You may have to offer further explanation where necessary, but be careful not to change the meaning of any of the items.

SAY: Please tell me the extent to which you expect the following kinds of help from ‘NAME’ when s/he is grown-up.

Q11.20.1-11.20.7: Read through the kinds of help listed in the table, and for each one ask whether the respondent expects this help from NAME. Inform the respondent of the possible responses: “Not at all”, “A little”, “Somewhat”, “Quite a lot”, or “A lot”.

SAY: I am now going to ask you about some of your expectations for NAME’s life specifically.

Q11.21: Ask at what age NAME did or at what age the respondent expects NAME to do each of the things listed in Table 11.21. Enter the age given by the respondent. If they don’t know, enter NK. If they do not expect NAME to do this, enter 00.

Q11.22: Ask the respondent what job they would most like NAME to do in the future. Do not prompt. Enter the code from CODEBOX #47. Their answer should reflect what they *want* for NAME, not necessarily what they think is realistic.

SECTION 12 – CHILD DEVELOPMENT

PURPOSE:

The purpose of this section is to assess the child’s cognitive development and achievement through tests of vocabulary, literacy and numeracy.

RESPONDENTS:

The respondent for this section must be the index child.

DEFINITIONS:

Peabody Picture Vocabulary Test (PPVT) is a test to measure the vocabulary of children and will be used with both cohorts.

Cognitive Development Assessment (CDA) is test to measure notions of quantity and will be used with the younger cohort only.

Achievement test includes questions on literacy (reading and writing items from round 1) and mathematics items and will be used with the older cohort only.

INSTRUCTIONS

Materials needed

For testing the younger cohort each field worker should have: a) a copy of the Peabody Picture Vocabulary Test (PPVT), b) a copy of the Cognitive Development Assessment CDA, c) a survey for the home (the relevant section is 12).

For testing the older cohort each field worker should have: a) a copy of the PPVT, b) a copy of the achievement test, c) a copy of the literacy card (which should be inserted in a plastic, transparent envelope so that it is not spoiled), d) the survey for the children (section 1.c), and e) a pencil and an eraser to give the child (he will keep these after testing).

For all children the field workers need a copy of this manual so that the instructions are delivered verbatim.

Time for administration

All children in either cohort should be able to complete the two tests in one session of less than an hour. If the child is too tired or distracted the field worker may cut the test administration and return for a second session to complete the remaining tests (and make a note of this). However, every effort should be made to finish a test once it has started; in other words the second session should retake a test only if conditions in the first test were inadequate. If not the second session should start with a new test. Also, during a session it is possible to take breaks only between tests for the child to rest.

Any given test section should not start before 7 a.m. or after 6 p.m. to avoid the child being too tired and not able to give his best performance.

Place of administration

The test should be administered in a place that is as private as possible (e.g. far from interferences coming from street sounds, siblings, TV or radio) and has a chair (or equivalent for the child to sit on), a table or flat surface for the child to write on and for the

field worker to show the items, not excessive wind and good light. Children from the older cohort only should have a pen or pencil and eraser (provided by the fieldworker and kept afterwards by the child).

Evaluation of administration

It is important to remember that the language of administration used by the field worker and by the child and time of start and end of each test should be registered for all children. If more than one language is used for administration please mark the one that was used the most but make a note of the use of multiple languages in your comments. Also the field workers must mark if they consider that the administration was adequate. This means that the child had the conditions and responded to the best of his abilities. Inadequate conditions may come from within the child (e.g. seemed sick, tired, sleepy, or unmotivated to work) or from the outside (e.g. there was no flat surface to work on, the light was dim, too many distractions). If not adequate the field workers must choose a code in the questionnaire and elaborate in their comments.

For the younger cohort, the tests should be administered after the parent has completed the questionnaire. The PPVT should be administered first, followed by the CDA.

For the older cohort, sections 1a and 1b of the questionnaire should be administered first, followed by the PPVT and achievement tests and then completing the questionnaire.

In both cohorts it is important that the field worker establishes a friendly relation with the child before posing the questions (especially with very shy or untrusting children). This could be done by engaging in a conversation with the child about the purpose of the visit, their name, age and favourite activities. The situation should not be presented as an evaluation of the child but only as a series of questions where the child should try its best, with no consequences attached.

Instructions for the Cognitive Development Assessment-Quantity, CDA (Younger cohort only)

This test is part of a study developed by the International Association for the Evaluation of Educational Achievement (IEA). Hence the material is confidential and should not be shared freely. It has several subtests, but we will include only the quantity items.

Important: You need to work with a copy of the booklet of the CDA.

General Instructions

- All the items are to be administered to all children.
- Allow the child enough time to respond to each item before going on to the next.
- Each area presents specific instructions that must be read carefully.
- Write each of the child's answers in the answer sheet.

Quantity subtest

1. Materials

The materials required for this test include one set of Picture cards. Each card represents a single test item.

2. Specific Instructions

- The key phrases in each item should be read twice (if necessary).
- Make emphasis on the underlined words.
- Tell the child:
"I am going to show you some pictures. We are going to do different kinds of things with the pictures. Listen and do just what I say."

Items

- Q1. "Look at the plates of cupcakes. Point to the plate that has a few cupcakes... Point to the plate that has a few cupcakes"
- Q2. "Look at the bowls of eggs. Point to the bowl that has the most eggs... Point to the bowl that has the most eggs."
- Q3. "Look at the bottles. Point to the one that is almost empty... Point to the one that is almost empty."
- Q4. "Look at the apples. Point to the apple that is half gone... Point to the apple that is half gone."
- Q5. "Look at the box of marbles and groups of marbles. Point to the group that has as many marbles as the box... Point to the group that has as many marbles as the box."
- Q6. "Look at the pictures of the bowls and spoons. Point to the picture that shows a spoon in every bowl... Point to the picture that shows a spoon in every bowl."
- Q7. "Look at the pictures of gloves. Point to the picture that shows a pair of gloves... Point to the picture that shows a pair of gloves."
- Q8. "Look at the boy with the balloons and these groups of balloons. Point to the group that has an equal number of balloons as the boy... Point to the group that has an equal number of balloons as the boy."
- Q9. "Look at the groups of stars. Point to the group that has the fewest stars... Point to the group that has the fewest stars."
- Q10. "Look at the bowls. Point to the bowl that is full... Point to the bowl that is full."
- Q11. "Look at the blocks. Point to the picture that has a lot of blocks... Point to the picture that has a lot of blocks."
- Q12. "Look at the circles. Point to the circle that is whole... Point the circle that is whole."
- Q13. "Look at the birds. Point to the bird that has nothing in his mouth... Point to the bird that has nothing in his mouth."

Q14. "Look at the coats. Point to the coat that has all of its buttons... Point to the coat that has all of its buttons."

Q15. "Look at the dogs and cats. Point to the picture where the dog has less food than the cat... Point to the picture where the dog has less food than the cat."

Instructions for the PPVT (Both Cohorts)

The administration of the Peabody Picture Vocabulary Test (PPVT) requires the reading of PART 2 of the Manual, which correspond to the "Instructions for the Administration of the Test". This section describes a series of procedures that should be followed very carefully during the administration. These procedures are:

1. Preparation for the Test
2. Filling of the first page of the answer sheet
3. Examination in the critical margin (includes examples)
4. Introduction to the Test and use of the example images
5. Rules for the administration of the items

Be sure to read the example items with the child and make sure he understands what needs to be done before starting the actual test.

The answer sheet provided in the survey should be used for recording the answers of the child. After the administration is over and the child is not present the field worker will write the ceiling item, subtract the errors, and get the raw score. The field workers should not complete the standard scores. The standard scores will be calculated centrally by a few people (preferably psychologists with experience in using the PPVT) who will: a) check that the chronological age, ceiling item, number of errors and raw score are correct, and b) estimate and enter the standard score based on the tables provided in the manual.

Instructions for the Achievement test (Older cohort only)

The instructions for this are included within the booklets and should be read to the children, making sure that they understand what they are expected to do. From then on the test administrator should not read any of the sentences or alternatives given to the child but only encourage her to continue and reinforce the correct ways to answer the questions if necessary.

For the mathematics test the child may write on the booklet for notes or calculations. If the child seems not to be able to read or write at all the field worker should make sure of this by showing some of the items. If he can't do any of them the test should not be administered and all item responses left blank but other information on the test administration entered. The child should not be rushed to finish but if necessary the field worker should encourage him to finish after 60 minutes of work and terminate the session 10 minutes after that. If the child can do some of the beginning mathematics items and then can't do any of the more difficult items the field tester should encourage him to continue but stop test administration if it is obvious the child can't do any more items. If the child is frustrated by the items the field worker should try to calm him down by saying

“Don’t worry if you don’t know an item, why don’t you move to the next one” or “This is a difficult test, do your best but don’t feel bad if you don’t know some of the answers”.

Scoring Keys

The following material is mostly for reference. The field worker will not score the tests but only transcribe the answers of children onto the answer sheet, except for the PPVT where the raw score needs to be calculated.

I. Answers for the Cognitive Development Assessment – Quantity

- Q1. Middle
- Q2. Right
- Q3. Left
- Q4. Right
- Q5. Middle
- Q6. Left
- Q7. Right
- Q8. Bottom right
- Q9. Left
- Q10. Bottom right
- Q11. Top right
- Q12. Bottom left
- Q13. Top left
- Q14. Bottom right
- Q15. Top right

II. Answers for the achievement test

Section A and B (reading and writing):

See instructions for scoring on the literacy test.

Section C (mathematics)

- 1. 419
- 2. 45
- 3. 8
- 4. 2
- 5. 2
- 6. 1
- 7. 2
- 8. 4
- 9. 7
- 10. 400

III. Answers for the PPVT

The answers to each PPVT question are on the answer sheet, which is in the survey.

8. CHILD QUESTIONNAIRE

CHILD ID AND DATA HANDLERS:

You should complete this section preferably before you conduct the interview. Your supervisor will have the IDs for each child and you should insert your own ID and the ID of your supervisor in the appropriate places. Make sure that you fill in the correct date of the interview and the correct ID. An incorrect ID will mean we cannot use the data collected in the questionnaire.

You should sign this section on the fieldworker signature line only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems, and that the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire.

The supervisor will sign and date the questionnaire once s/he has carried out a set of consistency and completeness checks. The data entry staff will also sign and date the questionnaire after they have done the data entry.

SECTION 1 – SCHOOL AND ACTIVITIES

PURPOSE: The purpose of this section is to ask a number of questions about the index child's previous and current schooling as well as work activities.

RESPONDENT: The 12 year old child. If the child does not know the answer and the question is a factual question, ask the caregiver at the end of the interview. All such questions are identified. Always ask the caregiver at the end of the interview so that the flow of the interview with the child is not interrupted. If you do ask the question of the caregiver and not the child, please indicate this in the comments section at the end of the questionnaire.

DEFINITIONS:

School is a formal general education establishment usually recognised by the government.

A public school relies primarily on government/state funding.

A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.

Full time means attendance requirements set by the school and does not necessarily mean a whole day. It may also mean mornings or afternoons only if this is what the school means by full time.

Typical means 'usual' and so does not include something the child does irregularly.

INSTRUCTIONS:

Q1.1: Ask whether the index child has ever attended a 'formal' school. Include children who went or go to school very irregularly but do not include children who are/were enrolled but have NEVER attended school. Do not include children who only attended a pre-school such as a nursery school or crèche. If the child never attended school **skip to Q1.25**.

Q1.2: Ask if the child is currently attending a 'formal' school. Include children who attend irregularly but do not include children who are enrolled but NEVER attend. NOTE: This question is not asking if the child is physically attending school at the time of the interview. If the child is not currently attending school **skip to Q1.16**.

Q1.3 Determine whether the school is a single sex school, i.e. boys only or girls only.

Q1.4: If the child is attending school ask if the school is public or private (see definitions above). If the child doesn't know the answer, ask the parent/guardian at the end of the interview. *Countries should change the examples in these definitions according to local conditions, if necessary. However, the categories and codes should not be changed.*

Q1.5: Record the grade or class that the child is currently in. Enter grade 01-12; where 01 is the first grade of [primary] school.

Q1.6: Record, in MINUTES, the time that it usually takes the child to get to school. This is by the usual means of getting there from door to door and may mean having to combine different journey times if the child uses different modes of transport.

Q1.7: Ask the child how they usually get to school. If the child says that they walk and also get a bus in the same journey then record the journey which takes the longest time.

Q1.8: Ask the child whether or not they feel in danger when travelling to school. If the answer is no then **skip to Q1.10**.

Q1.9: Only answer this if the child answered 'yes' to the previous question (Q1.8). Ask the child why they feel in danger when going to school and record up to three responses, recording the most important first, using the codes given in the question. If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A.

Q1.10: Establish whether the child has missed one or more COMPLETE week of school during the last 12 months. Do not include time missed due to school holidays, national holidays for example. If the answer is no then **skip to Q1.13**.

Q1.11: From CODEBOX #1 record up to three main reasons why the child missed school. If there are more than three reasons, record the ones which resulted in the longest amount of times missed (in order). If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A.

Q1.12: Enter the months during which most of the absences occurred. If a single period crossed into two months then enter them both in month order.

Q1.13: Establish the best things that the child likes about school. From CODEBOX #2, record up to three main 'likes' about school but do not prompt using codes or suggestions. It is still ok to encourage the child to think around the question. If there are more than three reasons, only record the most important ones, in order of importance. If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A. If the child says that they can not think of anything then ask Q1.15 and return to Q1.14 after; sometimes it is easier to say what they dislike rather than like.

Q1.14: Establish the things that the child most dislikes about school. Enter the codes that apply from CODEBOX #3 but do not prompt using codes or suggestions. It is still ok to encourage the child to think around the question.

FIELDWORKER INSTRUCTION: If the child is still attending school then **skip to Q1.24**. Only answer questions Q1.15 to Q1.23 if the child is **no longer** attending school (the questions should be asked in the past tense – except Q1.23). If the child doesn't remember some of the factual information required in questions 1.15-1.20, they can be asked of the caregiver at the end of the interview. However, ensure that you give the child priority in answering this question, and encourage them to try to remember. Questions 1.21-1.23 should not be asked of the caregiver as they do not refer to factual information and 1.23 is already included in the caregiver questionnaire.

Q1.15: Record the last grade that the child successfully completed before s/he left school. So even if they are, for example, in year 10 the last year that they would have successfully completed is most likely year 9. In this year the code would be 09.

Q1.16: Record the age (IN YEARS) of the child when s/he stopped attending school. This is the actual age that the child was when s/he stopped attending.

Q1.17 Determine whether the school was a single sex school, i.e. boys only or girls only.

Q1.18: Establish whether the last school attended was public or private. *Countries should change the examples in these definitions according to local conditions, if necessary. However, the categories and codes should not be changed.*

Q1.19: Record, in MINUTES, the time that it usually took the child to get to school. This is by the usual means of getting there from door to door and may mean having to combine different journey times if the child uses different modes of transport.

Q1.20: Ask the child how they usually travelled to school. If the child says that they walked and also took a bus in the same journey then record the journey which took the longest time.

Q1.21: Ask the child whether or not they felt in danger when travelling to school. If the answer is no then **skip to Q1.23**.

Q1.22: Only answer this if the child answered 'yes' to the previous question (Q1.23). Ask the child why they felt in danger when going to school using the codes given in the question.

Q1.23: Establish the main reasons why s/he is no longer attending school. Record up to three reasons in order of importance using CODEBOX #4. Do not prompt using codes or suggestions but it is still ok to encourage the child to think around the question. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

Q1.24: We would like to know what the child does on a typical (see definition above) day that is not a weekend day or a holiday. The best way to find this out is to ask about what the child did yesterday, providing that this was a 'typical' day and not a holiday.

Say: I am now going to ask you about how you spent your time yesterday/on xxxday (last working day). If 'yesterday' was a weekend, holiday or day-off then ask him/her about the last working day.

Q1.24.1: Enter all the codes corresponding to all the activities that the child did yesterday (or the last working day) from CODEBOX #5. The activities include up to eight things the child did whether, for example, paid or unpaid work, caring for other people or livestock, studying, leisure activities etc.

Q1.24.2: Ask the child whether or not they were supervised during any of these activities. This means supervised by an adult and where the adult is present at all times or checks upon the child frequently/at regular intervals. This could include adults who are instructing the child in their work or playground supervisors, for example, who are indirectly supervising the child. It may be that the child doesn't know that s/he is being supervised, in which case you may need to prompt further about whether anyone else was there and who those people were and what they were doing.

Q1.24.3: Ask the child whether or not they were responsible for supervising other younger children during this activity; so watching, instructing or checking on other children constantly or at regular intervals/frequently.

Q1.24.4: Ask the child whether or not s/he had any choice in whether they did this activity. This means whether or not they could have said 'no' to doing this activity or not.

Q1.25: We want to know how much time the child spent on the following activities. For all countries, start by asking children to say how many hours they sleep, then move on to discuss what they do with the rest of their waking hours.

Enter the number of approximate HOURS. Round up or down to the nearest hour. If the child does an activity for 30 minutes or less, use the code -30.

Q1.25.1-Q1.25.8: Enter the number of hours spent on each activity. If no time was allocated on an activity then record the response as 00. Emphasise that 26.3, domestic tasks, includes any jobs or chores or other things done to help out at home *except* caring for others in the household.

Q1.26: Determine whether the child has done anything in the last 12 months where they were either given money or things for their family or themselves as payment. Things here could be physical things such as food, sweets, other gifts etc, or it could be payment where a favour is re-paid but nothing 'physical' is given. If nothing was done or the child could not remember (NK=77) then **skip to 1.30**.

Q1.27: We want to know the details of what the child did to earn money or things. Record the responses in the table.

Q1.27.1: Use CODEBOX #6 to record the type of activity. Remember to include here **all** activities where payment was given, even if this was given by the family for doing domestic and household chores.

Q1.27.2: Establish what kind of payment was received (or will be received if not yet received from an activity already done).

Q1.27.3: Establish whether the child got (or will get) to keep 'all' or 'some' of this payment or not. We are more concerned with whether the child gets to keep some/all of this payment rather than the actual amount.

Q1.27.4: Ask the child which activity they spent most time on over the year. Do this **only** for the activity they spent most time on. In this row, insert 01. For the other activities record 88=N/A.

Q1.28: Ask the child what they most like about the paid activity that they spent the most time on, ranked 01 in 1.28.4. You can record up to three responses (using CODEBOX #7); record the responses in order of importance with the most important one first. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

Q1.29: Ask the child what they most dislike about the paid activity that they spent the most time on, ranked 01 in 1.28.4.. You can record up to three responses (using CODEBOX #8); record the responses in order of importance with the most important one first. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

Q1.30: Ask the child what his/her feelings are about working and schooling in their present situation and which if the following choices they would like to make. We want to know whether the child feels that they would be better off just going to school and not working, just working and not going to school or doing both work and going to school. The code 03, mixing work and school, should only apply to term time situations. It doesn't mean working at the weekend or during holidays and going to school full time. It means combining work with school on a day to day basis during the school period. (For example, this may include going to afternoon or evening school and working the rest of the day).

Q1.31: Ask the child if they have missed any school in the last four years because they were working. If the child has NOT been in school during the last four years then record 88=N/A.

Q1.32.1: Ask the child whether they have had any serious injuries or illnesses while working or doing domestic work. If no, skip to section 2.

Q1.32.2: Ask what these were. Enter code from CODEBOX #9. If no illnesses or injuries while working, enter 88=NA.

SECTION 2 – CHILD HEALTH

PURPOSE

We would like to find out more about the child's general health and well-being.

RESPONDENT

The 12 year old child (Questions 2.2, 2.3 and 2.6-2.8 can be asked of the caregiver if the child does not know or is too embarrassed to answer. If you do ask the question of the caregiver and not the child, please indicate this on the questionnaire.)

DEFINITIONS

Food is defined as anything that has calorific value and includes food in liquid form such as milk or milkshakes. If the child is having a milky tea at the start of the day where most of the tea is milk then include as a food.

INSTRUCTIONS

Q2.1: Ask for the child's perception of his/her health compared to other children his/her age. If the child asks compared to who tell them to think of other children of the same age that they know well, and to make a comparison between their health and that of other children the same age. If the child tells you that s/he is currently ill prompt him/her to tell you about his/her health in general.

Q2.2: We would like to know the frequency of **all** food consumption during the previous 24 hour period. If the child was ill during the **previous 24 hours** then ask the child to recall the frequency of food consumption just before they were ill. The questions should be asked as they appear even if it is not usual that the child ate before breakfast. We are trying to determine if the child is eating between meals and this includes snacks. Asking the questions as they appear will hopefully cover snacks that might ordinarily be forgotten. It may not be culturally usual for anything to be eaten before breakfast but do **not** assume that this is the case. Do not fill in the last row as this will be done automatically in the database.

Q2.3: We want to know the general types of food that the child has eaten during the **previous 24 hours**. You can change these to be more in context with what is usually eaten in the area but the food groups need to stay the same. Do not fill in the last row as this will be done automatically in the database.

Q2.4-Q2.6: These are sensitive questions to be asked or observed, e.g. it should be fairly easy to observe hair growth on the chin. If the child is too embarrassed it may be better to ask the mother or caregiver at the end of the interview.

SECTION 3 – SOCIAL NETWORKS, SOCIAL SKILLS & SOCIAL SUPPORT

PURPOSE

We would like to find out about the child's social networks, social skills and social support.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Q3.1: Ask the child who is the main person that they confide in generally. For example, if they have a problem who would be the first or main person they would turn to. If the child says that there is no one then record none and **skip to Q3.3**. If the child says that they have never had a problem and have never had to confide in anyone ask them to think that if a problem came up tomorrow then who might they turn to. It maybe that the child is having difficulty imagining any kind of problem that they might face. In this case the child should be prompted.

Q3.2: Record the code of the person from Q3.1 using CODEBOX #10.

Q3.3: Ask the child whether there is anyone that they could confide in for the situations that follow.

Q3.3.1-Q3.3.6: If the child says that they have never faced a problem of this nature and have, therefore, never had to confide in anyone, ask him/her to think about whom they would turn to if they faced that particular problem tomorrow. If the child is having difficulties thinking of a problem, you can give them the following examples:

If you were having problems with your studies at school? *E.g. If you did not have a good relationship with your teacher*

If you were worried about something at home? *E.g. If your parents were arguing.*

If you were being teased or bullied by another child? *E.g. If a child was calling you names.*

If you needed advice about a religious matter? **Country Specific**

(The country specific examples need to remain the same across the country: choose something that makes sense in all contexts and do not allow fieldworkers to give their own examples.)

Q3.4: Ask the child to recall the names of all his/her friends that he has spoken to in the last week (seven days). Ensure the child understands that this means close friends that they care about, not just peers. Keep a tab of all the names so to record the number of friends. The reason why we ask the question this way is because it is easier for the child to recall the number of friends by name rather than counting how many they have (and possibly therefore forgetting some). After finishing the list of names, count how many friends were listed and enter the number of friends listed.

FIELDWORKER INSTRUCTION: Answer the following questions [Q3.5-Q3.13] with 'always', 'sometimes' or 'never'.

Say: Please answer the following questions with 'always', 'sometimes' or 'never'.

Q3.5: Ask the child if they think that their friends look up to them as a leader.

FIELDWORKER INSTRUCTION: If the child is currently attending school, ask 3.6 - 3.14. If not **skip to 3.15**

Say: I'm now going to ask you some questions about school.

Q3.6: Ask the child if other children include them in games during break time at school.

Q3.7: Ask the child if s/he finds it hard to talk to other children in their class (with their class mates); whether the child initiated the conversation or not. The topic of conversation is not as important as being able to talk (about anything).

Q3.8: Ask the child whether they help other children who have a problem at school. If the child needs an example, say if the other child was being teased by others.

FIELDWORKER INSTRUCTION: If the child does **paid** work, ask 3.9 - 3.13. If not, **skip to 3.14.**

Say: I'm now going to ask you some questions about the work that you do.

Q3.9: Ask the child whether they work along side other children (less than 15 years old) when at work. If never or NK (77) ➤ **skip to 3.14.**

Q3.10: Ask the child whether they find it easy to work alongside other children. This means are they comfortable working alongside other children.

Q3.11: Ask the child whether they find it difficult to talk to other children at work; whether the child initiated the conversation or not. The topic of conversation is not as important as being able to talk (about anything).

Q3.12: Ask the child whether they help other children who have a problem at work. If the child needs an example, say if the other child was being teased by others.

Q3.13: Ask the child whether it is possible for him/her to talk to the person responsible for paying him/her in money or goods if s/he does not get paid on time or is paid less than expected.

Q3.14: Say: We are now going to ask you some questions about groups in your local area that you may be a member of.

Q3.14.1: Ask the child whether they are a member of the groups listed under Q3.21.

Q3.14.2: Ask the child how often they attend these meetings.

SECTION 4 – FEELINGS AND ATTITUDES

PURPOSE

We would like to find out more about the child's feelings and attitudes to various things.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Say: Now I am going to ask you your opinion on various things. I want you to say how you think or feel about them.

Q4.1, Q4.6: These are hypothetical questions which may need to be explained beforehand, and in more depth. The two questions are very nearly the same so make sure that you are asking the correct question: this one is about a family and their son.

Q4.2: Using the diagram of the 'ladder' explain as simply as you can, to the child, what the ladder represents; i.e. explain that the ladder represents the best possible life but is not restricted to one aspect but combines all aspects of life such as economic, health, social, personal etc aspects. Say that the bottom step (01) represents the worst possible life and the top step (09) represents the best possible life. Ask the child which step that they think that they are on in their current situation. Make sure that the respondent fully understands what is being asked of them before starting.

Make sure the respondent understands that the ladder refers to all aspects of life (eg. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general – it should not be confused with, for example, a measure of purely economic wellbeing. Be very clear about which direction the ladder goes in (ie. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided. If the respondent answers 09, skip to Q12.5. Otherwise, continue on to the next question.

Q4.3: Ask the child where s/he thinks that he/she will be on the ladder in four years. Enter the step on which they will be.

Q4.4: If the child answered 09 to 4.2, skip to 4.5. Ask the child what s/he thinks would *help* them to move up the ladder (whether or not they think they actually will move up or down). This is asking for perceptions of services and/or circumstances that could lead to an improvement. Record up to three responses, the most important first, using CODEBOX #11. If the child only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

Q4.5: If the child answered 01 to 4.2, skip to 4.6. For all children, ask what might cause them to move down the ladder. This is the opposite of Q12.5 and refers to circumstances or events that may lead to life getting worse. Record up to three responses, the most important first, using CODEBOX #12. If the child only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

Q4.6: See comment for Q4.1. This question asks about a family and their daughter.

FIELDWORKER INSTRUCTION: If the child has received some schooling, ask Q4.7. If the child has **not**, ask Q4.8. There is a subtle difference in these two questions so make sure that you ask the right question.

NOTE: ONLY ANSWER ONE OF THE TWO FOLLOWING QUESTIONS.

Q4.7: Ask the child, who has attended formal school, whether or not they think that their schooling will be useful in their future life.

Q4.8: Ask the child, who has NOT attended formal school, whether or not they think that, had they attended school, it would have been useful in their future life.

Q4.9: Ask the child what type of job that s/he thinks they might be doing when they are 20 years old. It is possible that the child cannot envisage being 20 years old so it is fine to use another member of the family of the same age as a gauge or to use some *country specific measure e.g. when they are married if people usually marry by 20 years old*. Encourage the child to think about being grown up but DO NOT PROMPT with specific examples. Try to match this answer with the codes in CODEBOX #13.

Q4.10: This is a hypothetical question. Ask the child to imagine that they could stay at school as long as they liked and had no other constraints, what level of [formal] education they would like to complete. Enter the grade from the codes given in the question.

Q4.11: Ask the child whether or not they expect to be able to finish the level of education reported in Q4.11 given his/her current situation [meaning given the life that s/he is living now and assuming it will not change]. If yes or 77=NK, **Skip to Q4.14**.

Q4.12: If the child has answered no to the question above ask him/her to give up to three reasons [most important first] why s/he is most likely to drop out of education early. Enter all codes that apply from CODEBOX #14 but DO NOT PROMPT.

FIELDWORKER INSTRUCTION: For all children ask question 4.13 and 4.14. If the child is currently attending school ask 4.15. If the child does any paid work ask 4.16.

Say: I am going to read some things that young people your age sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

Say: 'I like XXXX'
'I can run fast'
'I like eating XXXX'

FIELDWORKER INSTRUCTION: Do practise questions until child understands task – up to 3 times.

Q4.13: Explain that you want to know whether the following statements are things they would say, feel or think about their neighbourhood and people around them. Read out all the questions that follow in Q4.13 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

Q4.14: Explain that you want to know whether the following statements are things they might say, feel or think about themselves and other aspects of their lives. Read out all the questions that follow in Q4.13 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

Q4.14.1: Only answer this question if the child AGREED with the last question in Q4.14 [question 17]. The response box is shaded to alert you to this fact. Ask the child why s/he thinks an adult, or adults, in his/her village treats him/her worse than other children. Give up to three answers from CODEBOX #14, recording the most important reasons first. **DO NOT PROMPT. THESE QUESTIONS MAYBE HIGHLY SENSITIVE. DO NOT PRESSURISE FOR A RESPONSE.**

FIELDWORKER INSTRUCTION: If the child is in school, ask 4.15, if not, **skip to 4.16.**

Q4.15: Read out all the questions that follow in Q4.15 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions it may be necessary to prompt. For example, question 6 says 'I am proud of my achievements at school' If the child is unsure of what achievements are then you may prompt with 'In Reading/Maths/Science/Sport'. It is important not to change the meaning of the question.

Q4.15.1: Only answer this question if the child AGREED with the last question in Q4.16 [question 6]. The response box is shaded to alert you to this fact. Ask the child why s/he thinks that a teacher(s) treats him/her worse than other children. Give up to three answers from CODEBOX #, recording the most important reasons first. **DO NOT PROMPT. THESE QUESTIONS MAYBE HIGHLY SENSITIVE. DO NOT PRESSURISE FOR A RESPONSE.**

FIELDWORKER INSTRUCTION: If the child does any work, ask 4.16, if not, **skip to Section 5.**

Q4.16: Read out all the questions that follow in Q4.17 and ask the child to respond using the ticks and crosses.

SECTION 5 – PARENTS AND INTRA-HOUSEHOLD ISSUES

PURPOSE

We would like to find out more about the child's feelings about their family and home.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Say: I am now going to ask you some questions about your parents and about what things are like at home. I am going to read some things that young people might say, think or feel and I want you to tell me how much they sound like things you might say, think or feel.

Say: I am going to read some things that young people your age sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

Say: 'I like XXXX'
'I can run fast'
'I like eating XXXX'

FIELDWORKER INSTRUCTION: Do practise questions until child understands task – up to 3 times.

Q5.1: Read out all the questions that follow in Q5.1 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

Q5.2: Ask the child if they think that his/her parents have ever made a major decision about his/her life that s/he (the child) was not happy about (such as taking him/her out of school or sending him/her to live with somebody else). If No or NK (77) **skip to Section 6.**

Q5.3: Only ask this question if the answer to the previous question was yes. Ask the child who made the decision in the previous question - Q5.3 - and code using the codes given in the question.

Q5.4: Ask the child what the decision was about using the codes given in CODEBOX #16.

Q5.5: Ask the child whether or not s/he felt able to change the mind of the person(s) who made the decision.

SECTION 6 – PERCEPTIONS OF FUTURE, ENVIRONMENT AND HOUSEHOLD WEALTH

PURPOSE

We would like to find out more about the child's thoughts about his/her life now and in the future.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Say: I am now going to ask you some more questions about your life now and in the future.

Q6.1: Ask the child what kind of job s/he would most like to do in the future. This may not necessarily mean the type of job that they will end up doing or think that they will end up doing. Enter the code from CODEBOX #13 but DO NOT PROMPT. It maybe necessary to help a child think up an answer, especially as this is a question that some children may never have thought about. For example, if a child responds 'I would like a good job' it would be fine to say 'What type of job do you consider to be a good job?'

Q6.2: Say: I now want you to think about the household you are living in. Ask which of the following best describes their household. List the codes and ask them to choose. Enter the code. 'Comfortable' is used here to mean average. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

Q6.3: Ask the child how s/he would describe their household which they were living in four years ago (around the time of the first round survey). Enter the code from the list provided in the question. 'Comfortable' is used here to mean average. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

Q6.4: If the two answers for 6.2 and 6.3 are different, give the two main reasons for this change. Enter codes from the CODEBOX #17. in order of importance. If there are more than two reasons, ask the child to identify the two most important ones. If there is only one reason, enter 88 for N/A in the second answer box.

Q6.5: Now, think about the area where you live _____ (INSERT name of VILLAGE/SUBURB). Ask the child whether, compared to other households in the area, s/he would describe his/her household as: The richest; Among the richest; Richer than most households; About Average; A little poorer than most households; Among the poorest; or The poorest. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

FIELDWORKER INSTRUCTION HANDBOOK

Young Lives

Round 2

**Ethiopian Development Research Institute (Ethiopia)
University of Oxford (UK)**

In collaboration with Save the Children –UK

Funded by Department for International Development (DFID)

September, 2006
Addis Ababa
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PART I FIELD PREPARATIONS

1: INTRODUCTION

BACKGROUND OF STUDY

Young Lives: An International Study of Childhood Poverty is a collaborative project investigating the changing nature of childhood poverty in selected developing countries. The UK's Department for International Development (DFID) is funding the project.

Young Lives involves collaboration between Non Governmental Organisations (NGOs) and the academic sector. In the UK, the project is being run by Save the Children-UK together with an academic consortium that is led by Oxford University.

The Young Lives study is being conducted in Vietnam, Peru, Ethiopia and the Indian State of Andhra Pradesh. In Ethiopia, the research part is led by the Ethiopian Development Research Institute (EDRI) with researchers from the Department of Economics, Addis Ababa University; while the dissemination part is led by the Save the Children UK (SCUK).

OBJECTIVES OF THE STUDY

The Young Lives study (YLS) has three broad objectives:

- ***producing good quality panel data*** about the changing nature of the lives of children in poverty;
- ***tracing linkages between key policy changes and child poverty; and***
- ***influencing policy makers, planners and other stakeholders to improve child-focused and poverty reduction policies.***

There will also be a ***strong communications, education and media element***, both in the countries where the project takes place, and in the UK.

The study takes a broad approach to child poverty, exploring not only household economic indicators such as assets and wealth, but also child centred poverty measures such as the child's physical and mental health, growth, development and education. These child centred measures are age specific so the information collected by the study will change as the children get older.

The YLS uses a mixed methodology combining large-scale quantitative studies with a number of smaller quantitative and qualitative sub-studies; to enable the further investigation of issues that cannot easily be explored through large-scale quantitative surveys.

This training manual focuses only on the household and child components of the large-scale quantitative study.

METHODOLOGY

The Young Lives study is a 15 year study that is following the same 2000 children (from age 6-17.9 months) and 1000 children (from age 7.5–8.5 years) in each country. The study was started in 2002 and the second round of interviews is planned for October-January 2006; the younger children now being around 5 years old¹ and the older children about 12 years old¹. The caregiver and, when the child is old enough, both the caregiver and the child are being interviewed every three to four years with a quantitative survey. The height and weight of each child (and mother) is also being measured and community level questionnaires are being completed at every data collection round.

There are a number of questionnaires used in the YLS:

1. Tracking (5yr & 12yr old)
2. Preliminary interview (5yr & 12yr old)
3. Core household questionnaire (5yr & 12yr old)
4. Child specific questionnaire (12yr old only)
5. Community questionnaire

The community questionnaire training manual is a separate document since those involved in data collection here are only the supervisors.

TIMINGS

In general the community questionnaire should always be carried out before the household questionnaire. The community questionnaire will be filled by the supervisors.

The household questionnaire should be done when most of the household members are available, not during the migration season, and not during school vacations. Also interviews need to be carried out so they are convenient for the household and not the interviewer.

All quantitative questionnaires should be done at the same time of year each round to control for seasonal variation.

TRACKING

There is a short tracking schedule to help fieldworkers locate the child and confirm that they have the correct address and household. For each child there will be a sheet showing details of the child – Name, date of birth, sex, nickname if applicable; names of the caregiver and household head from round 1; and the address of the household. The sheet also shows names and addresses of contacts that may be used to help locate the household and the child. These data were taken from the round 1 and tracking databases.

For each child fieldworkers will also have one or more tracking schedules. These are not pre-printed so the fieldworker must fill in the details starting with the CHILDDID. There are 13 questions in the tracking schedule. Not all questions will be completed for all children. Details of the questions are found in PART 3. The tracking schedule assumes you locate

¹ This is the average age group of the current sample and will be referred to as such throughout this document for ease.

the child by first locating the dwelling, then locating the household/family then finally locating the child.

PRELIMINARY INTERVIEW

The preliminary interview consists of a number of sections:

- Appointment(s) for main interview
- Household roster (pre-printed roster)
- Locating information
- Tracking information

CORE HOUSEHOLD INTERVIEWS

The core elements of the questionnaire are shown in Box 1. Each questionnaire will include a number of country-specific questions that will focus on particularly important policy issues of interest to each country.

Box 1: Core 5 & 12 year old household questionnaire

- Section 1: Parental background
- Section 2: Household education
- Section 3: Livelihoods and asset framework
 - Section 3a: Land & crops
 - Section 3b: Time allocation
 - Section 3c: Productive assets
 - Section 3d: Non-agricultural earnings
 - Section 3e: Transfers
- Section 4: Consumption/Expenditure
 - Section 4a: Food consumption/expenditure
 - Section 4b: Non-food consumption/expenditure
- Section 5: Social capital
 - Section 5a: Support networks
 - Section 5b: Family, group and political capital
 - Section 5c: Collective action and exclusion
 - Section 5d: Information networks
- Section 6: Economic changes and recent life history
- Section 7: Socio-economic status
- Section 8: Child care, education & activities (blank in 12yr old household)
- Section 9: Child health
- Section 10: Child development (blank in 12yr old household)
- Section 11: Anthropometry
- Section 12: Caregiver perceptions & attitudes

Note that the 12 year olds' questions on education and activities and the child development questionnaires will be asked in the Child questionnaire. The section headers and a note to this effect remain in the 12yr old household questionnaire in order to keep consistency of section numbering across the two household questionnaires. For example Section 11 is the Anthropometry section in both household questionnaires.

12 YEAR OLD CHILD QUESTIONNAIRE

The 12 year old child questionnaire is asked directly to the child by trained interviewers.

Box 2: 12 year old child questionnaire

- Section 1: School and activities
- Section 2: Child health
- Section 3: Social networks, social skills and social support
- Section 4: Feelings and attitudes
- Section 5: Parents and household issues
- Section 6: Perceptions of household wealth and future

FIELDWORK SCHEDULE

Remember there must be a 24-hour gap between the preliminary interview and the administration of the main household questionnaire to allow households time to consider participating. Also remember to factor into your time plan:

1. *Introducing and reporting back the project to the community,*
2. *Completion of the community questionnaire,*
3. *Return visits to empty households/households where the caregiver was absent.*
4. *Return visits to recollect incorrect or missing data,*
5. *The completion of household questionnaires and child questionnaires for the 12yr olds*

Household data will be collected in two rounds. One supervisor will lead two sentinel sites. Starting in the first week of October 2006, the length of the fieldwork round will be 2.5 months. During this time the 3000 selected households from Round 1 will be interviewed by 10 survey teams. Each team will be responsible for surveying 2 sentinel sites and will spend 5 weeks in each sentinel site working 6 days per week. In each sentinel site the same 100 households with 5 year old children will be interviewed and 50 households with 12 year old children will be interviewed. After the interviews in each sentinel site are completed you will have 2 days break before moving to the next site, the average travel time between sentinel sites is 1 day. Your supervisor will be responsible for your transport and lodgings in each sentinel site. You must take care not to return to households where we know from tracking that the child has died. Please check your schedules carefully to ensure this does not happen.

Interviews should take an average of 9 hours. The child specific questionnaire will be shorter and can be done in one sitting (if agreed by the household) but please remember to factor in a break. The household questionnaire, especially in rural areas, is much longer and countries need to decide on how they will do these interviews: e.g. whether in two or more sittings or using two or more interviewers at the same time. Each enumerator is expected to undertake at least 3 interviews per week. If you make any errors, this will create more work for you to resolve them, **so please be careful in your work.**

In the case of households with 12 year olds there should be two interviewers present. One will collect data on the household and the other will interview the child. The latter interviewer will be well rehearsed in child interviewing techniques and in the case of girl children the interviewer MUST be a woman.

At the end of each interview you should check the questionnaire for consistency and completeness; use the check list provided. Once you have done the checks you must sign and date the front of the questionnaire in the space provided. You should then pass the questionnaire to your supervisor who will run a similar set of checks. If there are any mistakes identified then you will be expected to go back to the household to correct the information.

PROJECT MANAGEMENT

In each country, a Principal Investigator (PI) has been appointed to lead the fieldwork and data management activities. The PI works closely with the UK consortium and with the National Co-ordinator (NC), based in SC UK offices in each participating country. The NC's function is to make links with and between the academic teams, government and civil society, and to ensure the involvement of different stakeholders, the local dissemination of outputs, and to devise advocacy strategies and organise media coverage.

The Policy Research Manager (PRM) for the project is based at Save the Children UK in London. The PRM is responsible for overall co-ordination of the project, working with country partners, the academic institutions, DFID and other partners with a particular focus on ensuring linkages to policy and dissemination of outputs.

There is a Survey Management Committee which is composed of the following:

- Dr Tassew Woldehanna, Principal Investigator
- Dr Alemu Mekonnen, member of the research team
- Dr Tekie Alemu, member of the research team
- Mr Bekele Tefera, National coordinator

The Young Lives Survey is being overseen by an in-country management committee who have the responsibility to co-ordinate the survey according to the set schedule. The committee works with a staff of **fieldwork co-ordinator** who supervise the survey teams and questionnaire verifiers; and **data manager** who is responsible for checking data consistency and supervises entry operators. Data entry will be carried out in Addis Ababa at EDRI office. The survey team that the fieldwork co-ordinators oversee consists of:

One field coordinator: responsible for overseeing and monitoring supervisors, check 5 household questionnaires in sites he visits.

Ten Field Supervisors: Responsible for overseeing, monitoring and, where necessary, correcting the work of the interviewers. In addition, s/he is responsible for managing the team's equipment, vehicle and funds and completing the community questionnaire. S/he represents the project co-ordinator at the sentinel site level.

One hundred Fieldworkers/enumerators: Responsible for collecting and recording information from households in the household questionnaire.

Four questionnaire verifiers

One errand person and

Four to eight data entry operators:

One data manager: Responsible for supervising the entry of data from the questionnaires into the data entry programme, carrying out consistency checks, ensuring the security of the data and managing the completed questionnaires and diskettes/CDs containing entered data including making backup copies. They will also be responsible for measuring the height and weight of the index child and mother.

IMPORTANT: MAKE SURE EQUIPMENT IS IN FULL WORKING ORDER BEFORE YOU LEAVE.

2: ETHICS AND CONSENT

Young Lives and its entire staff must ensure that they act in an ethical way towards everyone involved in the study. Essential factors to consider as you perform your work are:

RESPECT

It is important that everyone the project encounters is treated with respect, from community leaders and local officials, to parents and children. This will be important in every aspect of the study from engaging people in the study, to the way interviews are conducted, and in the importance of providing feedback to the participants and communities involved. It also entails crediting people for providing ideas or information – with identities masked if necessary.

BENEFIT TO RESPONDENTS

As the community questionnaire will be carried out first we expect that the community interviewers/supervisor would have identified any services/referral systems that are in place for the protection of children. If it is the case that when fieldworkers doing the household questionnaire may suspect that a child's safety is at risk then the fieldworker needs to contact the supervisor to alert them of the situation.

Respondents /Caregiver will be given Birr 30 after filling the questionnaire is completed, while the index child will be given Birr 10 or teaching materials or biscuit worth of Birr 10. Please note that these incentives should not be used to pressurise caregivers to participate and it may be better not to mention them during enrolment. They could be given mid-interview to break up the interview into two parts.

Policy influencing/ change: The primary purpose of this study is to collect data to inform policy and programmes. It is not attached to a development project and has little of direct benefit to offer to participants. It is important to be clear about this up-front. It may be possible to link with organisations working in study areas that can use the information

collected to support processes of empowerment, and in the delivery of improved services or other programmes.

Feeding back to communities and respondents: Research results will be related to the communities concerned, probably in summary form. This will be in the form of a newsletter in the local language, as well as presentations and discussions of findings in the communities. It is important that you let your supervisor know about any respondents who request information about the results of the study.

Specific practical assistance Fieldworkers may be asked for assistance from participating households, e.g. transporting a sick person to a health facility etc. In principle, Young Lives encourages fieldworkers to respond positively to such requests. However, there are limits as to what is practical; each survey team will need to decide this with reference to the local context. **Do not make any promises you cannot keep.**

If the caregiver tells you or you suspect that any of the children in the household are suffering from sexual or other abuse you must tell your supervisor who will follow the issue up.

AVOIDING HARM TO RESPONDENTS

You **must** ensure that you:

- Are **sensitive to the timing and procedures for interviewing.** For example, organise data collection so that it is at convenient times for respondents, even if this is inconvenient for interviewers.
- Ensuring that male interviewers do not visit women alone at home if this is unacceptable locally.
- **Avoid asking intrusive questions** that are not in the questionnaire and that may be upsetting to respondents. All questions in the questionnaire **must** be asked with sensitivity and when asking these questions be prepared to react appropriately if respondents become upset (distressed, angry or silent). This may require leaving that section and moving on to another or stopping the interview.
- Are prepared to **answer all the questions about the project honestly and openly** as far as you can and refer to the supervisor any question you cannot answer.
- Do everything possible to ensure that project **findings cannot be used to justify action that would make the lives of certain individuals, groups or communities worse.** For example, if it becomes clear that children of a certain ethnic minority have notably worse nutritional status than the majority population, it will be important to avoid stereotyping, such as ‘these people don’t look after their children properly’.

CONFIDENTIALITY

You must treat anything the respondent tells you as confidential. You should keep your completed interviews safe and only show them to Young lives employees. You can and should discuss interviews with your supervisor and other members of the survey team. Sometimes you may hear stories that make you so sad (or angry) and you may feel the need to talk about it. If this is the case you should do so only with team members and in a way that does not easily identify the respondent. Interviewers must sign the confidentiality form.

CONSENT

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

Although consent was received in the first round this doesn't mean that the household is still in consent to continue. It is vital to get consent for the next round.

If the mother/caregiver is under 18yrs you must also obtain consent from their legal guardian who is usually their mother, father or spouse.

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

No project staff should pressurise, coerce or deceive respondents in an effort to ensure their participation and staff should also try to ensure that respondents are not pressurised by other family or community members. Staff should not make any promises they cannot or are unlikely to keep. The mother/caregiver will have at least 24 hours to consider whether they want to take part and will be free to withdraw from the study at any time.

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

INTERVIEWING 12 YEAR OLDS

There are some special considerations to take into account when obtaining informed consent from children. Children are less likely than adults to understand what research is, what the purpose of the interview is, or why you are asking them questions and entering their answers in a form. Hence, it is vital to take extra care to explain in ways that they can understand why you are there, why you are interviewing them and what the information is

to be used for. It is also important to bear in mind that children are generally taught from a very young age that they must obey adults. This makes it very difficult for them to refuse you. So you must make every effort not to put any pressure on them to participate in the study and to make it clear that there will be no adverse consequences for them if they refuse to take part. Similarly, you should explain the concept of anonymity in words they can understand. They should know that their identity will be kept a secret and that the information will not be used to identify them or to describe their life in particular, but rather to explain the typical life of a child in their community.

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

Children may not be used to talking to adults and it is very important to put them at their ease by talking to them in a relaxed, conversational style, by sitting down with them rather than standing over them and by using any other appropriate means to reduce their discomfort. It is fine to pause an interview in order to give the child time to think, to address any concerns s/he may have or simply to make the exchange seem more natural and less intimidating. If you have children of your own, or there are children in your family, it may help create an informal atmosphere if you show them family photos and talk about them. Even a photo of your home can be used as a way of introducing yourself and making you seem less intimidating.

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

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

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

3: FIELDWORKER'S TASK

Your role as a supervisor or enumerator is crucial to the survey. The quality of the data to be collected will be determined by the quality of your work. This is a big responsibility because we hope that the data from this study will be used to help formulate national policy and help the government make important decisions. Supervisors should keep in constant touch with the field coordinator and enumerator with the supervisor and inform her/him of any problems he/she encounter in the field work. The supervisor, on her/his part, will provide enumerator with all the necessary materials and instructions and will also collect and check the work and help the enumerator to resolve any problems that may arise.

INTERVIEW AT THE SURVEY HOUSEHOLDS

Your principal task is to conduct interviews with households at the rate of at least 3 interviews a week during the survey period. You must return to households where the caregiver or child was absent at least **twice** and should attempt to trace children who have moved. If households or children have moved then you must inform your supervisor and pass on any information about their whereabouts or contacts. You can use the tracking schedule to do this. Remember you may have more than one tracking schedule before you find a child. You will need to plan your work (see Preliminary Interview) so you visit households at appropriate times and make appointments with caregivers/respondents/children as needed. You must follow strictly all instructions contained in this manual and read all questions **exactly** as they appear in the questionnaire.

Supervisors will be provided with the following materials for use in carrying out the interviews:

- Carrying bag
- GPS
- Camera
- Instruction manual
- Writing pad
- Red pens to correct data
- Black indelible biro. And pencils
- Identification card which identifies you as an employee of the Young Lives Study
- Letter from national or national authorities approving the study

Enumerators will be provided with the following:

- Plastic folder
- Instruction manual
- Writing pad
- Black indelible biro and pencils
- Identification letter which identifies you as an employee of the Young Lives Study

You are the only person responsible for keeping these working materials in order.

CHECKING THE COMPLETED QUESTIONNAIRE

After finishing each interview, you must verify that all the sections have been filled out correctly and legibly and that there is no missing information. If there was something which was unclear during the interview, or after completing the survey you want to double check something, make sure you ask and have everything clear before you leave the house. You are encouraged to make notes, and if necessary jot down the information to ask the supervisor how this should be coded if you have a doubt.

Your checking must be done immediately after the interview before you hand in the questionnaires to your supervisor and, most importantly, before leaving the sentinel site. Although you may correct places you wrote in an unclear manner during the interview, you must never under any circumstance make any other changes in the completed questionnaire without consulting with your supervisor or returning to the household to ask the respondents the same questions again. After carrying out these checks you must sign and date the questionnaire. You will have been provided with a unique code identifying you as a fieldworker – please enter this code on the questionnaire in the appropriate box.

Do not copy the information you have collected onto a new questionnaire. At the end of each day's work, all filled questionnaires must be submitted to your supervisor for editing. Errors detected must be corrected by revisiting the household.

RELATIONS WITH THE SUPERVISOR

You should always follow the instructions given to you by your supervisor, who is the representative of the Young Lives Project research co-ordinator. S/he will assign you work at the beginning of each sentinel site. In order to satisfy her/himself that the data collected is up to standard, the supervisor will carry out the following checks in the field:

- S/he will examine in detail all questionnaires filled out by you to verify that each interview has been carried out properly and in full. S/he will then ask you to return to the household to recollect any missing or wrong data if this is possible.
- S/he will make random visits to some of the households that you have already interviewed to make sure that you went to the correct addresses and to re-ask a few questions in the questionnaire as a basis to assess the reliability of the data we are collecting. *A random sample of 5% of households will be re-interviewed by the supervisors. Each re-interview will take a maximum of 15 minutes during which the supervisor will re-administer a selection of the stable parts of the questionnaire e.g. parental background and the household roster.*
- S/he will observe 3 or more of your interviews per sentinel site to evaluate your method of asking questions. You will not be informed of this in advance.
- Each day s/he will meet with the team to discuss the work and will make regular reports to the fieldwork co-ordinator on the results of the work.

Your supervisor is the link between you and the survey organisation and you should work closely together. Just as you will receive instructions from her/him, you must inform her/him of any difficulties or problems that you encounter. For instance, if you do not

understand a procedure or the meaning of a question in the questionnaire, you should ask your supervisor for an explanation.

Only when the supervisor is satisfied with your work will s/he sign the data handler form to say so.

RECOLLECTING INFORMATION REJECTED DURING DATA ENTRY - (This assumes data is entered and checked in the field. If this is not possible, especially where data is only entered back at HQ, then supervisors should carry out some consistency checks when reviewing the questionnaires).

Your work will also be reviewed by the data entry programme, which will carry out checks on the answers to various questions, parts and sections of the questionnaire.

After reviewing the data entry logs, your supervisor will circle in red ink all the answers in the questionnaire that were rejected by the questionnaire verifier or data entry programme and return the questionnaire to you so you can return to the household to recollect the missing or wrong data if this is possible. Interviewers are forbidden to change or repair data without consulting their supervisor or re-interviewing the household.

4: INTERVIEWING PROCEDURES

ARRIVAL IN THE COMMUNITY

Community questionnaire will be done first by the supervisor.

The team will arrive in the community a day before the start of the survey. Accompanied by the fieldworkers/enumerator, the supervisor will visit the community leaders and local authorities to explain the purpose of the survey, and introduce the members of the team and discuss the plan of work in that area.

RE-CONTACTING THE RESPONDENTS

Tracking

Your supervisor will give you the pre-printed address and contact sheets for households enrolled in the study. These sheets, together with the tracking schedule (detailed in PART 3) should be used to help you locate first the dwelling, then the household, and finally the child. If the dwelling and/or family cannot be found then you will need to obtain information from others in the neighbourhood or from the contacts on the sheet. In all cases you must be polite, explain who you are and what you are doing. Fill in all information you find out on the tracking schedules and remember to start a new tracking schedule for each attempt you make to find each child. If any of the contacts on the address and contacts sheet were used to help you locate the child, please indicate this on the sheet by completing the columns headed:

- Used contact to find child? 00=No, 01=Yes (did you use this contact to help you locate the child?)
- Located contact? 00=No, 01=Yes (did you find this person at the address given?)
- Date used (complete the date when this contact was used)
- Was contact helpful? (00=No, 01=Yes (did information received from this person help you locate the YL child?))

Preliminary interview

The preliminary interview assumes you have located the YL child and before starting the preliminary interview you should have a tracking schedule for this child with question T13 completed.

Your supervisor will tell you which area in the sentinel site you are working in, and will give you the pre-printed household rosters for households enrolled in the study. When you arrive at each house you must greet people in the traditional manner, introduce yourself, show your fieldworker's card and re-explain the purpose of the survey to the head of the household and other important household members. Give them several opportunities to ask you questions, if you do not know the answer to any question tell them that you will ask a supervisor. Never promise anything you cannot guarantee to do.

You must first follow the consent procedure. If the household does not give consent then ask them briefly why (do not probe). You may ask, depending on how consent was denied, if it is possible to return the following day to give them more time to think about it. For those who agree to continue with the study you should arrange a convenient time to return the next day to complete the consent procedure and conduct the interview. During this visit find out whether an interpreter will be needed when you return for the interview the next day and make the necessary arrangements. When you have completed the interview, thank all the members of the household who took part in the interview and inform them of the date for the next visit.

The preliminary interview consists of a number of sections:

- Appointment(s) for main interview
 - This section allows the interviewer to make an appointment with the household respondent(s). It may be that more than one appointment is necessary and that the interview is done in two parts to avoid disruption to the household. Each appointment should not normally take more than 90 minutes.
 - The interviewer can also check that all the child's details are correct (name, age, address etc)
- Household roster (pre-printed roster)
 - Changes to the household during the second round can be amended on the pre-printed household roster containing details of the household that were collected from the last survey. There are spaces for new household members that have joined the household since the last survey. There is also a code [RELATIONSHIP] that has been added in order to determine the relationship of the household members to the index child. Please do not simply copy the relationship recorded in round 1 as many additional codes have been added for this round one of which may be more appropriate.
- Locating information
 - This section allows the interviewer to document with more detail the child's physical and geographical location, including GPS co-ordinates. A short GPS manual is provided in a box below.

Box: GPS Instruction

To obtain the location of a household

1. Make sure that you are in an open place with an unobstructed view of the sky. The unit will not work, or will work poorly, if you are inside a hut or under a tree.
2. Switch on the GPS unit by pressing the power button on the right hand side. (There are two buttons on the right hand side. The power button is the lower button.) Press the button for about three seconds.
3. You will see a screen with the word "etrex" at the top. After a few seconds, a "warning" will appear at the bottom of the screen. After a few more seconds, the warning will disappear.

4. Next, a screen will appear with the words "Wait ... tracking satellites" at the top.
5. Wait.
6. Wait
7. And wait a little more. After a few minutes the words "Ready to navigate" will appear at the top with the word "Accuracy ____ ft" below it.
8. Wait some more.
9. After about another minute, you should obtain accuracy with 60ft *or better*.
10. Record the following information in the log (attached): Household ID, Name of Head, Accuracy, North reading, East reading, elevation.
11. When you are finished, switch off the unit by pressing the power button on the left hand side for a few seconds, then letting go.

To obtain a distance and time between two places

1. - 10. Are identical to those listed for "location of a household."
11. Press the "Page button" on the right hand side THREE times. (There are two buttons on the right hand side. The page button is the upper button.)
12. Make sure all the readings say ZERO.
13. Start walking.
14. When you get to your destination, stop. Wait one minute, then write down the distance traveled (trip odometer) and moving time.
15. You must RESET the odometer before continuing. Using the "Thumb stick" like a computer mouse, click on the "Option Menu Button" (found at the top of the screen), click on RESET, then click on APPLY, then click on OK. The trip computer should now read zero everywhere.
16. Press the "Page button" on the right hand side TWO times.
17. Wait a few seconds, then record your destination information.
18. When you are finished, switch off the unit by pressing the power button on the left hand side for a few seconds, then letting go.

Instructions

In each village, you should note the location of each surveyed household, as well as the local government primary school, local government health clinic, local market and village meeting place. Record these in the "GPS Location Log."

In addition, we would like you to measure some distances. Some should be distances from household to household, while others should be distances from households to facilities like schools, health clinics, markets and meeting places. You should do as many as you can, but a minimum of 30.

TRACKING INFORMATION

This information has replaced the previous section on tracking. Using the address and contact sheets provided by your supervisor the interviewer needs to ask whether existing contacts are still valid (final column in the contacts table). Check that the names and addresses are correct. If existing contacts are no longer valid then establish the name and address of TWO people that could be contacted in the future to help locate the child and record these details in the blank table headed "*New contacts for this child*". Where possible these should be relatives with permanent addresses.

During your household visits you may be offered gifts or food by the household, whilst you should try not to accept gifts or food that are precious resources for the household you must also be courteous and follow local customs. Try to refuse food or gifts politely, for example, by saying that you have already made arrangements for food that day, that you have an upset stomach or by accepting a smaller offering such as a glass of water.

EXPLANATION OF THE SURVEY

Explanations play a great part in the willingness of people to reply to questions, and during the consent procedure you will give a detailed explanation of the study to the caregiver, household head and other important household members. You should give this explanation by reading the information sheet provided, checking if the respondent has understood the points and re-phrasing if they have not. When interviewing children, you will need to explain the study in more simple terms, using words and ideas that children will understand.

During the consent procedure and at the beginning of every visit you should frequently remind the respondent of the purpose of the survey, the fact that participation is voluntary, that the data obtained will be kept confidential and give the respondent the chance to ask questions. If you are accompanied by a supervisor or a member of the management committee, you should introduce her/him at the beginning of each interview.

USE OF INTERPRETERS

In this round we would like to establish the interpretation needs of each site and of all households so that we can meet these requirements in advance of the next round.

IMPORTANT: Your supervisor should have established before you go to the field whether there is going to be a need for interpreters and hopefully should have identified suitable people for this job and trained them in the requirements of this role. However, in the absence of such an arrangement, when you first enter a household, you must find out whether you will need an interpreter or not.

If, for any reason, none of the survey team speaks the language of the household and no one in the household speaks the interview language well enough to interpret you must ask the household to choose someone (for instance, a friend, a neighbour or a relative) to interpret for the fieldworker. This person should be someone who speaks the interview language well and is trusted by the household, since the questions are confidential. You should be aware that in either case certain problems can arise from the use of an interpreter:

- It is difficult to know how good the translation is. It is possible that the respondent's friend who speaks the interview language does not speak it well enough, or isn't familiar with jargon/concepts of the study, to translate everything said during the interview, and s/he will not want to admit it. If you find that the replies do not correspond to the questions, try tactfully to help the interpreter or to replace her/him. You could for instance, suggest that interpreting is a very tiring job, and that the interpreter should take a rest while someone else carry on. Or you might say that you

have already taken up too much of his (interpreter's) time, and that the job should be shared among a number of people.

- Another difficulty often encountered is that the interpreter is so familiar with the household that he starts to answer for the respondent without directing the question to her/him (respondent). In such a situation you must politely remind the interpreter that it is the respondent that has been chosen for the interview, and that it is only his/her answers that you can write in the questionnaire.
- On the other hand you should also avoid engaging interpreters who could pose any kind of threat, e.g. linked to a political party or government.

PRIVATE NATURE OF THE INTERVIEW

All the data collected are strictly confidential. Any breach of the confidentiality is forbidden by your oath of secrecy. In principle, all the questions should be asked in complete privacy to ensure that the answers remain confidential but this is not always possible. The presence of other people during the interview may cause the respondent embarrassment and influence some of her/his answers. This could especially be true for the child interviews.

There are some sections, which are very sensitive and might require more privacy. These are:

Household questionnaires'

- Livelihoods and asset framework (section 3 which asks some questions on earnings);
- Economic changes (section 6 which asks about economic difficulties in the household);
- Socio economic status (section 7 where questions on assets are asked); and
- Caregiver perceptions & attitudes (section 12 in the 5yr old and section 10 in the 12yr old; which asks caregivers to reflect on their feelings and views on a number of personal issues.

When you get to these sections you should explain to the respondents that some questions are confidential and ask her/him for the best place in the house where s/he is least likely to be disturbed. If another adult does not understand and refuses to leave, you must use tact and imagination to try and get him/her to leave.

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

CHILD INTERVIEWS

Most communities have very clear ideas about the appropriate manner for treating children and how children themselves should behave. Ideas about what is appropriate for boys and girls will most likely be very different, especially once they have reached age 12. Therefore, so that you do not cause offence, it is very important to be aware of and follow

local customs that determine the different ways in which adults treat boys and girls, as well as the manner in which young people are expected to behave towards adults. It is because of these kinds of customs that our study requires all interviews with girls to be conducted by female fieldworkers. We also recommend that fieldworkers who interview children should be fairly young, as children tend to be less shy with adults who are nearer their own age than with older adults.

In your contact with children it is essential that you are respectful, patient and sympathetic at all times and that you allow them sufficient time to answer your questions. You can be encouraging and supportive but should avoid providing children with answers when they do not respond immediately to your questions or find it hard to express themselves clearly. It is important that you are able to understand their answers, but if you provide the answers for them you may adversely affect the results of the study. If a child becomes distressed, you should act as naturally as possible, offering comfort as appropriate and ceasing the interview if you think it is necessary.

When interviewing children the following behaviour is unacceptable:

Fieldworkers must **not**:

1. Spend time alone with children – always make sure to be within sight of another adult.
2. Physically assault children.
3. Develop an abusive relationship with children.
4. Engage in any form of physical contact beyond the strictly necessary for the purpose of the data collection.
5. Act in a way that may place a child at risk of abuse.
6. Use language, make suggestions or give advice which is inappropriate, offensive or abusive.
7. Behave physically in an inappropriate or sexually provocative manner.
8. Sleep in the same room or bed as a child.
9. Condone/participate in behaviour that is illegal, unsafe or abusive.
10. Act in ways intended to shame, humiliate, belittle or degrade children.
11. Discriminate against or exclude children.

CONDUCT OF THE FIELDWORKER

The fieldworker must observe the following rules:

1. You must be courteous towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and everyone else involved). Your behaviour can have an enormous influence on people's opinions in the localities covered by the survey.
2. You must avoid disturbing or upsetting anyone by your behaviour.
3. You must be properly dressed, so that the respondent will be inclined to trust you, as a reliable and responsible person.
4. You must arrive at the stated time, and never keep the respondents waiting.
5. You must exercise patience and tact in conducting the interview, to avoid antagonising the respondent or leading her/him to give answers that are not in conformity with the facts. Be tactful about asking questions to which you have just been given the answer,

if necessary say that 'you just need to be sure' to avoid giving the impression that you were not listening to what the respondent just said. For instance, if the mother tells you that her child is very well and has no illness and then you have to ask specifically about symptoms

6. You must not attempt to sell anything to the child or family.
7. You must not lend or borrow money or goods from the family
8. You must not bribe the child or family in order to get them to cooperate

PART 2 THE INDEX CHILD/HOUSEHOLD QUESTIONNAIRE

5: HOW TO CONDUCT THE INTERVIEW

There are a number of basic principles that the fieldworker must observe throughout the interview. You must be careful to follow all the instructions set out in this manual, you must:

1. Ask the questions exactly in the form in which they appear on the questionnaire.

Each question has been carefully designed and tested in order to collect precise information to satisfy the requirements of analysis. The interviewer should read the question as it is written in the questionnaire. After reading the question clearly and fluently the first time, the interviewer should wait for the response. If the respondent doesn't answer in a short period of time, this could be because the respondent:

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

With each case, the interviewer should repeat the question. If the respondent still doesn't answer the question, ask to find out if the respondent understood the question. If the respondent didn't understand the question the interviewer should rephrase the question in a different way, while maintaining the meaning of the question. Try to avoid accepting the answer "I don't know" by helping the respondent to estimate or find an answer close to correct. If there are whole sections the respondent cannot answer, politely ask if there is anyone else in the household who can answer the questions. If the named person is not physically in the household you may have to make a return visit to complete the section with the named person.

2. In the case that the interviewer already knows some simple information, such as that this person is the wife of some other person, it is not necessary to ask marital status of those two people, only to write that information down. However, if you are not clear, or only suspect that this is the situation it is still necessary to ask.

3. All forms will be checked and will be sent back to you if they are not satisfactory. You must realise that the information on these questionnaires is essential and under **no circumstances should you make information up.** This is the worst thing an interviewer can do. You will be dismissed immediately if you make any information up.

4. Maintain the pace of the interview. Avoid discussing too much with the respondent. If you receive an inappropriate or complicated response, do not break in too suddenly, but listen to what the respondent is saying and then lead her/him back to the original question. It is important to pay attention and listen attentively to the respondent and avoid offending or suggesting answers to the respondent.

5. Keep a neutral attitude with the interview subjects. It is extremely important that you should remain absolutely NEUTRAL about the subject of the interview. Most people are naturally polite, particularly with visitors, and they tend to give answers and adopt attitudes that they think will please the visitor. You must not express surprise, approval or disapproval about the answers given by the respondent and you must not

tell her/him what you think about these things yourself. Avoid any preconceived ideas about the respondent's ability to answer certain questions or about the kind of answer he is likely to give. Your most important task is to read the questions exactly as they are written in the questionnaire.

6. If you don't understand a question or procedure, first read this handbook, then ask the supervisor to clarify further if necessary. It is very important that you **write detailed notes** about problem questions, answers where you are unsure of the code and surprising answers. You should write any notes legibly on the back of the page clearly labelled with the correct question number. After the interview you should discuss your notes with your supervisor, good notes may save you having to return to the household to resolve the query.

INTERVIEWER COMMENTS

Fieldworkers should be encouraged to write down their personal observations about the primary caregiver, the index child and the interview itself (was the caregiver distracted, happy, engaged). Qualitative information about the socio-economic and physical context of the household will be valuable to researchers when they try to interpret results.

6. HOW TO FILL OUT THE QUESTIONNAIRE

Fill out the questionnaire during the interview. You should not enter an answer onto the form until you are sure you have understood the answer correctly. You must not record the answers on scraps of paper with the intention of transferring them to the questionnaire later or count on your memory for filling in the answers once you have left the household.

Most answers in the questionnaire are pre-coded with a given number. You must mark the code corresponding to the answer given by the respondent by writing in the WHOLE number clearly with a black indelible biro in the space given. For example, in completing the question below, if NAME is male then you must write in 01. If you make a mistake then cancel it by putting two clear horizontal lines and enter the correct response. The example below shows you how to record the answer:

E.g.	Is 'NAME' male or female?		
	<i>01=Male 02=Female</i>	[_ _]	[SEX]

To the right of each question you will see a word also in capitals, in the example above this is [SEX], these small capitals are not instructions but codes for data entry. You should ignore them.

INSTRUCTION IN THE QUESTIONNAIRE

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

1. To improve the flow of the questionnaire and to keep the respondents informed of what is going on the questionnaire also contains several linking phrases, these are marked by

‘**SAY:**’ and should be read exactly as they are. (E.g. **SAY:** “Now I am going to ask you some questions about the education level of each individual in the household.”)

2. Where you see the word **FIELDWORKER** then these are instructions for you that should not be read to the respondent. (E.g. **FIELDWORKER:** Place the household roster card over the ‘ID’ and ‘name of household member’ columns of this table. Work through the columns in the table asking questions 1.1.1 to 1.1.5 for each individual identified in the household roster card.)

3. Whenever you see the word **[NAME]** then you need to insert the child’s name and read out the question including this name. (E.g. **SAY:** I am now going to ask you some questions about **NAME’S** care arrangements, education and activities.)

4. Words in **CAPITALS** are there to guide the interviewer and should not be read out loud, for example, in table XXXX below:

XXX What are main reasons **[NAME]** is most likely to drop out of school early? You can give up to three answers but please give the most important one first.

(ENTER ALL CODES THAT APPLY. If other, please SPECIFY DO NOT PROMPT)

YNOID	SCHWHY	SPECYNO
1	[_ _]	✎ _____
2	[_ _]	✎ _____
3	[_ _]	✎ _____

5. Another instruction you will find in the questionnaire is ‘PROMPT’ or ‘DO NOT PROMPT’. Generally you **should not read out the response codes** to the respondent unless the instruction tells you to ‘PROMPT’ or the question is one with a stem (see section on types of questions below). In some questions you will find an instruction ‘DO NOT PROMPT’, this instruction is a reminder and is found for questions where fieldworkers often forget that they should not read out the response codes.

6. There are some questions that have the instruction **[SPECIFY]** and are found wherever there is an ‘*Other*’ category in the questionnaire (see table above). The number of ‘Other, SPECIFY’ has been reduced and codes for these questions have been made as comprehensive as possible. However, it may be the case that there is no code for the answer given. You should always try and find the most appropriate code for the response of the interviewee or the observation you have made. If there is no appropriate code you can use the code ‘*Other*’, and as the ‘SPECIFY’ instruction tells you write down the details of the actual response. **Please write the answers in clear capital letters.**

It may be the case that there is no code and no ‘Other, SPECIFY’ box’ although a code for ‘other’ will be given. In this case the interviewer is requested to write the answer in the margin, or on the reverse of the questionnaire, clearly indicating the question it is referring to.

TYPES OF QUESTIONS

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

1. **Option questions:** Where each of the questions is followed by a series of options, of which only one option should be indicated. Some of these questions are simple yes/no responses such as:

7.1 Does anyone in your household own your house? [_ _] (OWNHOUSE)
 00=No, 01=Yes, 77=NK

In this example the interviewer would record '00' for no or '01' for yes. You will see some other codes here. If the respondent doesn't know the answer (even after further enquiry) then the interviewer must enter the code '77' (NK).

Some questions have other types of responses, such as in the examples below:

5.9 How many of these relatives are influential in the community? [_ _] (INFREL)
 (00=none, 01=1-5, 02=6-10, 03=11-20, 04=21-30, 05=over 30, 77=NK, 88=N/A)

You will notice here the code '88' (N/A). This means that the question is 'not applicable' to the household. This generally depends on the response to an earlier question. So in this case the household may have already answered that they do not have any relatives (excluding those of the household) who live in the community and therefore question 5.9 is not applicable.

2. **Key/code list questions:** Sometimes you will encounter a question that requires you to refer to a code box to identify the response code. This happens when the possible responses are too many to list in the available space or the same response options apply to different question. An example is question 3.18 on 'planning for hard times' shown below:

3.21 What would you or other members of your household do in case of hard times and/or misfortune caused by, e.g., natural disaster, crop failure, someone losing their job? [_ _] (PLAN1)
 [_ _] (PLAN2)
 [_ _] (PLAN3)
(ENTER CODES FROM CODE BOX #9)

In question 3.21 there are so many potential answers that a code box is need. The instructions tell you to '**ENTER CODES FROM BOX #9**'. Code boxes will either be in a separate Code Book or embedded in the questionnaire close to the question/s that refers to them. They are clearly labelled. In this example Code box # 9 (shown below) contains a

list of 'plans for hard times' and their two digit codes. This question allows for up to three different answers. The appropriate codes should be entered on the two lines '[__ __]' for example if the most important plan was to 'look for work' then you would enter the code 04 like this 0 4 for PLAN1, and a second most important plan was 'food for work' then you enter 1 1 for Plan2. If there are no other plans then enter 8 8 (not applicable N/A) for PLAN3.

Do not circle the codes in the box.

Where there are spaces for more than one answer then it is required that you enter the MOST IMPORTANT one first.

Some of the questions are asked in such a way as to capture the appropriate codes from narrative. Such as Question 6.3 on economic changes where the respondent is asked about what has happened in the last 12 months. Here the interviewer must make a note of all the responses. At other times the respondent will be asked about the three most important 'events' and the interviewer must put into the correct order.

CODEBOX 9 - PLANS FOR HARD TIMES			
<i>01=Nothing</i>	<i>07=Use formal credit</i>	<i>13=Send children to work</i>	<i>19=Borrow from farmers</i>
<i>02=Ask relatives for help</i>	<i>08=Borrow from money lender</i>	<i>14=Take children out of school</i>	<i>20=Other</i>
<i>03=Ask friends/neighbours for help</i>	<i>09=Get credit from informal loan system (e.g. rotating funds)</i>	<i>15=Emigrate to another country</i>	<i>21=Borrow from neighbours (cash or in kind)</i>
<i>04=Look for work</i>	<i>10=Migrate to another part of the country</i>	<i>16=Faith/pray to God/Allah</i>	<i>22=Borrow from family (cash or in kind)</i>
<i>05=Use formal savings</i>	<i>11=Food for work</i>	<i>17=Sell properties or assets</i>	
<i>06=Use informal savings</i>	<i>12=Work longer hours (take extra work)</i>	<i>18=Mortgage assets</i>	

3. Write in questions: Some questions, such as those asking for names or addresses will require you to write in the answer rather than tick a box or enter a code, you will be provided with space to write; marked by '⌘ _____'. Always write clearly in capitals, if you are not sure of the spelling of a place or name see the supervisor.

4. Numerical questions: Some questions require that the respondents provide you with a number or an amount such as a date of birth, the child's birth weight or the number of animals the household owns. You must write the numbers clearly and should use [Arabic] numbers i.e. you must write 6 instead of VI. You will always be provided with boxes or lines to write numbers in, for example question 7.3, shown below, provides space for two digits as there may be more than 9 rooms in the house, if there are 9 or fewer rooms you must record the answer using a leading zero, that is you would record

an answer of 6 months as '0 6.' Whenever you find the respondent's answer has fewer numbers than the space provides you must use leading zeros.

7.3	How many rooms are there in the house? 77=NK	[_ _]	(NUMROOM)
7.4	Do you have electricity? 00=No, 01=Yes, 77=NK	[_ _]	(ELEC)

For questions that allow the space for a decimal point then the necessary format will be as follows:

You will see here that the codes for NK has become -77. This is to guard against confusion that the actual figure may indeed be 77. It is VERY important that the minus sign (-) is written clearly.

- 4.2 What is the money value (in Birr) of the total amount purchased by the household in the last **30 days** on the following items:
(Enter value in Birr or codes 00=Nothing, -77=NK)
- 01 Tobacco, cigarettes, etc. [_____ . ____] (SPEND01)
 - 02 Personal care items (cosmetics, hair oil, perfume, beauty parlour fees, hair cuts) [_____ . ____] (SPEND02)
 - 03 Firewood, kerosene, electricity, gas, batteries, candles [_____ . ____] (SPEND03)

Most of the numerical questions do not require you to write in the units used as you are instructed to use standard units. However, where local units might be used (because they are preferred) you will be clearly instructed in these places and we would like you to write down the units.

- 5. **Pre-printed responses:** You will be provided with a household roster that has a pre-printed list of household member details and of member ID numbers. Where there have been any changes to the roster then they need to be clearly indicated by the interviewer. This is very important! From the household roster a household roster card will be drawn up and this will be used to identify the correct household member by ID number for household questions that ask for details of all household members.
- 6. **Matrix questions:** Several questions are in the form of a matrix or table. This is usually the case when we are asking the same questions about several different people or things (e.g. household education). The questionnaire includes instructions on how to fill in the tables and each question usually has a list of codes underneath it.

SKIP PATTERNS

Some questions have skip patterns, if there is no skip pattern when you have completed the question and can simply move on to the next question. The indicator '➤ skip to' after a response indicates the next question to be asked. For example, if the response to 3.1, shown below, is 'Yes' you should record the answer and move onto 3.2, if the answer is 'No' you should record the answer and follow the skip pattern, which tells you the next question you should ask is 3.10. It is suggested that the interviewers mark through the questions that have been skipped to indicate that they have understood the skip.

- 3.1 In the last 12 months has anyone in your household owned, borrowed or rented any land? [_ _] (OWNLAND)
- 00=No, 01=Yes, 77=NK
If No or NK (77), ➤ skip to 3.10

PART 3 THE QUESTIONNAIRES

7. 5YR OLD HOUSEHOLD QUESTIONNAIRE

TRACKING SCHEDULE

The main purpose of the tracking is to locate the child and check that s/he is still alive. The Preliminary Interview assumes the child has been located. There may be several tracking schedules completed for any one child but each child should have at most one Preliminary Interview form. It is possible that the child has died since the first survey and we were unaware. If this is the case then the interviewer must make appropriate sympathetic statements on behalf of the project. With care not to upset the person, if it is possible the interviewer should try to learn at what age the child died by asking a member of the household or a neighbour (see T5 and T6 below).

The tracking schedule has the following questions:-

T1: Tracking attempt number

Several attempts may be needed to find the child. Record here the number of times you have tried to find the child.

T2: Date

Record the date of each attempt.

T3: Can you find the house/dwelling? 00=No, 01=Yes

This is whether or not you have managed to find the physical dwelling for the family. If Yes then record 01 and skip to **T4**, otherwise talk to neighbours or use the contact details on your contact sheet to find as much information as you can about where the family has gone. Record this information clearly in the box provided. Include the new address if possible. Other questions on this schedule must be left blank – start a new schedule for your next attempt to find this child.

T4: Does the YL family live here? 00=No, 01=Yes

This question assumes you have found the dwelling and you want to know if the child's family is still living here – you may need to come back later if there is no one at home to ask. If the YL family does live there then record 01 (Yes) and move to T5. Otherwise record 00 (No) and ask neighbours and/or contacts for information about the family's current location. Refer back to your supervisor for further instructions. Start a new tracking schedule for your next attempt to find this child.

T5: Is NAME still alive? 00=No, 01=Yes

This question is probably very sensitive but we need to determine whether the YL child is still alive. Ask this question in a sensitive manner so as not to upset the respondent. If the child has died since the tracking round in 2004 then ask question **T6** otherwise skip to **T7**.

T6: Approximately what age was NAME when he/she died?

Record the age in years and months if possible – use missing value codes where appropriate. Please be very sensitive here and do not pressurise the respondent. Remember for 5yr olds the age recorded must be less than 6yrs and for the 12yr olds the age must be less than 13yrs. Don't forget to express your sympathies for the family's loss and thank them for their time. End the interview here.

T7: Does NAME live in this household? 00=No, 01=Yes

This question assumes you have found the family/household from round 1 and the child is still alive. The question is to determine whether the child is still living in the same household or whether they have moved away. If yes, (i.e. yes the child does live here) record 01 and skip to **T13**. Otherwise ask questions **T8** through to **T12** – these are to try to find out where the child is now living, who they are living with and why they have moved away.

T8: Where is NAME living?

Record the address and if possible the name of someone the child is living with.

T9: Who is NAME living with?

Use one of the codes from the code box. It is likely that the child is living with several people so here we are looking for the main person. For example, the parents may have separated and the child may now be living with the father, or s/he may have moved to live with the grandmother. Exact details of the child's new household will be recorded in the household roster in the preliminary interview. Information here is just to help locate the child. Note the codes include a code for "Other, related" and a code for "Other, non-related".

T10: How long has NAME been living there?

Record the length of time the child has been living there in years and months. Record years as 00 if the child has lived there for less than one year. If the respondent does not know use missing values codes of -77 for both years and months. Note: the child was not living in this new location at the time of the last survey round so the number of years cannot be greater than 04.

T11: For how long do you expect NAME to stay there? 01=Temporarily, 02=Permanently

This question is to try and determine whether or not the child is expected to return to the current household. "Temporarily" implies that the child is expected to return at some time though exactly when might not be known. "Permanently" means the child is not expected to return to live in the current household. NB: If the child is away for a very short time such as a holiday with relatives, then s/he should be considered as part of the current household and recorded as "living in this household" in question **T7**.

T12: Why is NAME living elsewhere?

Try to find out why the child is living somewhere else. This could be because the parents have separated, or the new location is nearer to better schools, etc. Record as much information as you can. For all these text answers you must write clearly using capital letters throughout. Refer back to your supervisor for further instructions about this child – it may be possible to track him/her at the new location in which case you should start a new tracking schedule for that attempt.

T13: Are you still happy to be part of the study? 00=No, 01=Yes

Remember that the respondent here may not be the same person who gave consent in round 1. You may have to explain the study to this person – be prepared for this and take all the necessary information with you. If they are unsure ask if they are happy to answer a few questions (i.e. the preliminary interview). Otherwise ask if they need more time to consider and say that you will come back later. If they do consent then you can continue with the preliminary interview. Either way this is just a verbal consent at this stage – you must reconfirm consent at the start of the main interview and ask them to sign the consent form at that stage. If they clearly refuse consent at this point then you must not pressurise them to continue and you should stop the interview.

PRELIMINARY INTERVIEW

The main purpose of the preliminary interview is to re-introduce the study to all households enrolled in 2002. The Preliminary Interview will be used to make appointments, and to get consent for participation in the next round. Here the child's details, such as name, nickname, age, date of birth will be checked, as well as up-dating the household roster; some members may have left and others joined e.g. births and deaths. The interviewer can also collect here the names of two people who can be contacted in further rounds to help locate the child if the child has moved.

RESPONDENTS:

Preferably the previous respondent, or in their absence, any adult in the household can answer the preliminary interview questions, but they should be somebody who knows the household members well (i.e. not a visitor). Appointments should be made with the necessary respondents.

INSTRUCTIONS:

Introduce yourself and the study briefly using the outline provided to you.

I am from the 'Young Lives' project, a study of childhood poverty which is being carried out in four countries (Ethiopia, India, Peru and Vietnam). You may remember that we first visited you 4 years ago when you kindly answered questions for us on various aspects of your lives. We are visiting you again now to find out how your life has been over the past 4 years and in particular to see how NAME is developing. For today we would like to check some details with you and then make an appointment for a longer interview with you at a time convenient to yourselves. Please remember you have the right to withdraw from the study at any time.

It may be possible that the household members want to know why the same child. They may appear upset that the other children are not involved. It may be that you can placate the family if they are still upset by getting all the children to do the child development tests (after the index child) or the anthropometric....

Check the name of the index child against the name on the preliminary interview form. It is essential that the caregiver is answering questions about the correct child. If you are sure the child is the same but the names are different clarify which is correct and make the appropriate changes. If the child is not the same, ask for the identified child and start the questionnaire again.

PQ0: Fill in the child's ID number from the information given to you by your supervisor. Check this also with the child ID number which will be pre-printed on the household roster.

PQ1: Fill in the date of the preliminary interview. Use *the Julian (Ethiopian) calendar*.

MAKING THE APPOINTMENT:

PQ2-4: Make an appointment with the family for conducting the main interview. Ideally the caregiver (or the person who answered the questionnaire last time), the household head and the Young Lives child will be present at the main interview. If necessary, make more than one appointment.

CONFIRMING THE CHILD'S DETAILS:

PQ5: Check that you have the correct name and surname(s) for the child. Especially check the spelling and write these carefully in the space given. If the parents are illiterate, ask if there is any documentation with the spelling of the name. If there is no documentation then the parents should say the name slowly while you write it down as it sounds (phonetically).

PQ6: Check the child's nickname (the name that the child is called on a day-to-day basis) from the last round and write it carefully in the space provided. It may be that the nickname is different from the last round. In such a case record the new nickname as well as the old one. This information is to help you ensure that in this round, and in future rounds, you have the correct child. If the child has more than one nickname, write down the one that is most frequently used.

PQ7: Check the child's date of birth. Make sure that you enter at least a month and year for the child's date of birth. If the family members do not know how old the child is in months then ask for documentation such as The Road to Health Card, Birth Certificate, Vaccination Card, Affidavit of Birth or Baptismal Certificate and copy out the exact date of birth. You can also use informal ways of prompting for age such as relating the time of the birth to events such as seasonal changes and local or national events or by comparing the child with other children whose ages are known. If there is no way to find the month of birth, (e.g. the child was abandoned) please write a note describing the situation and continue with the questionnaire.

PQ8: Check the child's gender. If a mistake was made last time then correct this on the new questionnaire.

PQ8.1: Ask the respondent to tell you the number of household members, including the index child. Check that this also equals the numbers on the household roster.

HOUSEHOLD ROSTER:

The household roster is pre-printed with household members from round 1. The index child is first in the list and has an ID of 00. For each person in the list check the name (including the spelling). If the name is correct tick the box below the name. If the name has the wrong spelling, enter the correct spelling in the space below the pre-printed name. If a person in the list is not known to anyone in the current household then cross through that row – do NOT reuse that row for new household members, there are spaces for new members on the next page of the roster sheet.

The next column is age in completed years. This is the age recorded in round 1 plus 4. Check these ages – if correct then tick the box under the age column, otherwise enter the correct age next to the box.

Next check the sex of each household member in the list. Tick the box if the sex given is correct or record the correct value (using the codes 01=Male, 02=Female).

The column headed "**Relationship to YL child**" is the relationship that was recorded in round 1. For this round we have a more comprehensive list of codes. The code box is shown on the second page of the roster sheets. The column headed "**New Relationship Code**" is for entering one of the new set of codes. For the YL child enter the code 00 in this column. For other household members ask for the relationship of this person to the YL child and enter the appropriate code – do not assume it is the same as in round 1.

The final column asks "Does this person still live in the household?" Codes are 01=Yes, still lives in household, 02=No, lives elsewhere, 03=Person has died. For the YL child the code should be 01 in this column – if the child lives elsewhere you should not be interviewing this household. For all other household members ask the question of the respondent and fill in the appropriate codes.

On page 2 of the roster sheet there is a blank table for adding individuals who have joined the household since the last survey round. Remember it may be that the YL child has moved households and is the only person from the round 1 roster list in the current household. However, for our purposes we consider other household members to be "new" and they should all be added here.

A unique ID must be assigned to each person. For new members start the ID numbers as one higher than the highest ID used in round 1. For example if in round 1 ID numbers 00, 01, 02 and 15 were used, the first new member should be given an ID of 16. You must NOT reuse ID numbers from household members who have left the household.

Record (in capitals) the full name of each new household member. Record the ages in completed years. If the age is unknown use -77 as the missing value. Record the sex of each member (using the codes 01=Male, 02=Female) and their relationship to the YL child.

There were lots of problems with relationship codes in round 1. In some cases the relationships appeared to be the “wrong way round” – e.g. Aunt instead of niece. If a household member is the sister of the child’s mother then this is the child’s aunt and should be assigned the relationship code of 13. On the other hand, the daughter of the child’s sister is the child’s niece and should be assigned the code 15. Always keep in mind that this is the relationship to the YL child and NOT the relationship to the respondent.

You should check that ages and relationships are feasible. It is not possible, for example, to have a 12yr old grandmother. (While the term ‘grandmother’ may be used by the YL child to refer to this other child, please ask for an explanation of this relationship and record the genealogical rather than the social relationship between the child and the relation.) Between the preliminary interview and the main household questionnaire you should check for consistency in the household roster. If in doubt about any of the recorded data this must be checked with the family at the next visit.

PQ9: Ask the respondent who they consider to be the head of the household, it is up to them to define headship, but if they name somebody outside the household remind them that we are interested in the head of the household not the head of the family. If the respondent reports more than one person as head of the household ask which of the people they named controls the household resources, if they still list more than one person ask which of the people contributes the most to the household resources. Enter the ID number that identifies the household head in the roster.

PQ10: QUESTIONS ABOUT BEST RESPONDENT HERE – TRY AS MUCH AS POSSIBLE TO USE THE SAME RESPONDENT AS LAST TIME.

We are trying to find out who is the primary caregiver (or guardian) for the child. This is the person who lives in the same household as the child and can best answer questions about the index child. This will usually be the mother. This question refers to all people who live in the household not only the people who are physically present when you visit. If the respondent names more than one person remind them that you are interested in the person who can BEST answer questions and ask them to choose between the people they mentioned.

The primary caregiver should not be intellectually handicapped (you should use your discretion to determine whether you feel the named caregiver is capable of answering questions) or under 13 years of age. In the rare cases that you feel the caregiver cannot provide good quality data or they are under 13 years write a note on the questionnaire and

politely ask if there is anyone else in the household who can answer questions about the child, be sure you do this in a way that does not offend or upset the named caregiver.

Write down the ID that identifies the caregiver in the household roster.

IF CAREGIVER NOT AT HOME: If the identified primary caregiver is not at home you must never use proxy respondents, you must establish where the caregiver has gone to, how long the caregiver will be away, and when will s/he be back. You must try and find her/him at least 2 more times. You should try and make an appointment and work out the best time and best place to see the caregiver. Where possible, take a telephone number and ask for the best time to phone the caregiver for an appointment.

You must also remember that it is your job to work around the primary caregiver's schedule and not for her/him to fit in with yours. You should avoid encouraging the caregiver to stay home from work or losing money by not going out to work in order to wait for you to come and interview her/him. In this type of situation you should either come early to the household or come late after s/he has returned home from work. You should also discourage elders in the community from coercing people into waiting for you at home and losing money because they could not go to work.

CAREGIVER AT HOME: If you find the caregiver at home, please discuss the information sheet with her/him. You should read the statement on the information sheet and follow the consent procedure. You should ask the caregiver and other household members if they want to ask any questions or need any clarification. The caregiver then has 24 hours to make a decision about whether they want to participate in the study. You should remember that the primary caregiver is not necessarily the only person who needs to give consent for participation in the study.

After 24-hours you will return to the household, read the introduction on the first page of the questionnaire and complete the consent form for the primary caregiver and other household members for whom consent is needed. You should also make sure that you have the permission of any gatekeepers.

In case of illiteracy, and where a thumbprint is not desirable, please ask the respondent to make an **X** next to her/his name on the consent form.

PQ10.1: This question is about translation needs. You need to establish the translation needs before you go to a household so that there is time to select and train a suitable person for translation. SEE SECTION ON TRANSLATORS.

Record the preferred language for the household head, the caregiver and the child in that order.

PQ11: Write down the complete physical address for the household. If there is no easy way to find a physical address, such as a house number, record very specific directions to the physical location of the household. This should include features that are unlikely to change over time. Someone else should be able to follow your directions after three years and find the same place. You will also need this to relocate the household when you return to complete the interview.

PQ12: Record the household's telephone number if they have one, including all codes as necessary. In the case of the household having a mobile telephone then also record this number, but make sure you say which number is the landline and which is the mobile.

PQ13: If this is different from the physical address write down the complete postal address, for the primary caregiver. The postal address does not have to be to a house address or post office box address, it is merely where the household receives written communications.

PQ14: Record the sentinel site ID. If the child has not moved since the first round, this ID should remain the same as it was in the first round.

PQ15: Enter the community ID. As above, this should be the same as it was in the first round if the child has not moved.

PQ16: Establish whether the household is in a rural or urban site (according to the country definition). All houses within each site should be assigned the same code.

PQ17: Record the region of residence.

TRACKING INFORMATION:

Using the address and contact sheets provided by your supervisor and then ask whether existing contacts are still valid (final column in the contacts table). Check that the names and addresses are correct. If existing contacts are no longer valid then establish the names and addresses of TWO people that could be contacted in the future to help locate the child and record these details in the blank table headed "*New contacts for this child*". Where possible these should be relatives with permanent addresses.

SUGGESTION: Countries could plot the co-ordinates of households by using a Global Information System. This does not mean that the co-ordinates have to be plotted onto a map. They can just be attached to the household physical address and used for hard to find cases.

CHILD ID AND DATA HANDLERS:

You should complete this section preferably before you conduct the interview. Your supervisor will have the IDs for each child and you should insert your own ID and the ID of your supervisor in the appropriate places. Make sure that you fill in the correct date of the interview and the correct ID. An incorrect ID will mean we cannot use the data collected in the questionnaire.

You should sign this section on the fieldworker signature line only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems, and that the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire.

The supervisor will sign and date the questionnaire once s/he has carried out a set of consistency and completeness checks. The data entry staff will also sign and date the questionnaire after they have done the data entry.

SECTION 1 – PARENTAL BACKGROUND

PURPOSE:

The purpose of this section is to collect background information about the biological parents of the index child, the caregiver if not the biological parent, and on the child.

RESPONDENT:

Same as last survey

DEFINITIONS:

The primary caregiver is defined as the person who spends the most time looking after the child, which could be the mother, or the father or another member of the household, or someone outside the household. If any of the individuals are not members of the household then use code “90”.

Community has different meanings for each country. E.g. in Ethiopia a ‘community’ is a Kebele or Peasants Association (PA).

Age refers to completed years, that is, age as at last birthday.

INSTRUCTIONS:

For questions Q 1.1 to Q 1.12 in this section, ask the family to identify the father, the mother and the primary caregiver (the person who spends the most time looking after the child). The mother or father could be the primary caregiver, in which case there is no need to enter any details in the last column (Primary caregiver column). In this case you may ‘strike through’ this column - to show that you have understood the instructions. If neither mother nor father is the primary caregiver then identify who is the primary caregiver and fill in the details for this person in the last column - starting from Q 1.2. If any of the individuals are not members of the household then use code “90”.

Questions Q 1.1 to Q 1.14 are about the mother, father and/or primary caregiver. Questions Q 1.15 to Q 1.21 are about the INDEX child.

QUESTIONS ABOUT THE MOTHER, FATHER AND/OR PRIMARY CAREGIVER:

Q1.0: Enter the ID from the household roster of the respondent.

Q1.1: Determine whether the ‘mother’ and ‘father’ are still alive. If either the mother or the father is not alive then skip to question 1.15 for that person/s. For those still alive continue to answer all the questions. There is no option for an answer to be put in the ‘caregiver’ column since the primary caregiver, if not the mother or father, will be the one answering the questions.

Q1.2: Determine whether the mother or father is the biological parent.

Q1.3: Determine whether the mother or father is the primary caregiver. If the mother or father is the primary caregiver then there is no need to fill out the third (caregiver) column. There can only be one primary caregiver so make sure that this is so – You cannot fill in

'Yes' to this question for more than one person. If a respondent says more than one then try to establish which of them spends the most time with the child.

Q1.4: Enter the ID number of the person from the Household roster. Remember to use the code '90' if the person is not a member of the household.

Q1.5: Establish how often the person sees the child. This may be daily for people living within the household. For those parents living away from the household then this may well be different. For the respondent rephrase the question: *'how often do you see him/her?'* You must ask this question even if the respondent lives in the household. Include any contact, however brief, for example a biological mother who sees the index child every day but doesn't take care or play with the child should still be recorded as daily contact.

Q1.6: Establish how long the person has lived within the 'community'. See the definitions above to determine what a 'community' is in your own context. Enter the number of years. In the case of half years then round to the nearest completed year. If a person has lived there for less than a year then use the code 00. There is a code to indicate that a person has lived there all their lives -66. Remember to put negative (-) numbers for NK and 'all their life'.

Q1.7: Determine the first language that these people learnt as a child from the codes given. The first language may also be referred to as the mother tongue.

Q1.7.1 Ask what the most commonly used language in the locality is. Enter a code from CODEBOX #1.

Q1.8: Determine how well each person can read and understand a letter, newspaper in the dominant language in this state using the codes given. This is often the language that is most widely used in the community. In the case that the most important language is a non-written one then use the code 04=verbal language. If they can read in the language most commonly used in the locality, skip to **Q1.10**

Q1.9: Determine how well each person can read and understand a letter, newspaper in 'any' language using the codes given. Where there is no written language then use the code 88=N/A.

Q1.10: Determine whether each person can speak the most 'IMPORTANT LOCAL LANGUAGE'. This should be the language that is referred to in Q 1.7. If the answer is 'No', meaning that they speak nothing at all of the language, then skip to Q 1.12. However, it may be that the person speaks 'a little' of the language, in which case ask Q 1.11.

Q1.11: Determine how well each person can speak the language most commonly used in the locality from Q 1.8 using the codes given.

Q1.12: This question is asking about 'ethnicity' or 'origin'. Ask about each person's ethnicity. You should also ask this, and the following questions, of the parent if they are no longer living. Read the list of codes given to help the respondent to decide. Enter the code from CODEBOX #2.

Q1.13: Establish what is, or was, each person's religion. Enter the code from CODEXBOX #3.

Q1.14: Determine what is, or was, the highest completed education grade completed by each person. Record the number in years [00 -12] for primary and secondary school, use the other codes for completed education above secondary school, e.g. 13=Post secondary vocational; 14=University.

QUESTIONS ABOUT THE INDEX CHILD:

Q1.15: Determine where the index child lived when he/she was first born using the codes given. We are not interested in the exact location where they were born if, for example, the mother went to the next town to give birth. Instead, we want to know the location of NAME's first home.

Q1.16: Establish how long the index child has lived there. Write in the number of years and months that the child has lived there.

Q1.17: Ask whether NAME has ever left this locality. We are really interested in their mobility here so do include holidays outside of the area.

Q1.18: Ask how many children have been born **before** the index child and write in this number. Don't forget to include children who are still alive. Don't forget to count all children, including twins etc. *We are interested in all live births but have used 24 hours as a guide*

Q1.19: Ask how many children have been born **since** the index child and write in this number. Don't forget to include children who are still alive. Don't forget to count all children, including twins etc. *We are interested in all live births but have used 24 hours as a guide*

Q1.20: Establish the index child's ethnicity or origins. It may be possible that is different from either of the biological parents. It is worth checking that the information is correct. Enter code from CODEBOX #2.

Q1.21: Establish the index child's religion. Enter code from CODEBOX #3.

Q1.22: Ask what the first language that NAME learned at home was. Enter code from CODEBOX #1.

Q1.23: Review question 1.7.1 to obtain the most commonly used language in the locality, state the name of this language in question 1.23 (in the question just below) and then ask the question: Currently, does NAME speak _____ (the most commonly used language in the locality)?

SECTION 2 - HOUSEHOLD EDUCATION

PURPOSE:

The purpose of this section is to:

Q 2.1 Identify the education levels of every household member who is 18 years and over.

Q 2.2 Establish the education levels and quality of education received by siblings & other children within the household between the ages of 5-17 years. This is to determine whether there are any intra-household dynamics between different children regarding quality of education. NAME should be included in this table.

RESPONDENTS

The ideal respondent is the household head. However, other members of the household can help by adding information.

DEFINITIONS

A public school relies primarily on government/state funding.

A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.

The term full time education is used to refer to attendance requirements set by the school. The hours of attendance may not necessarily be a whole day, but may be during the morning, afternoon or evening.

INSTRUCTIONS

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

FIELDWORKER INSTRUCTION: Place the household roster card over the 'ID' and 'name of household member' columns of this table. Work through the columns in the table asking questions 2.1.1 to 2.1.2 for each individual identified in the household roster card and aged 18 years and over.

Q2.0: Enter the ID from the household roster of the respondent.

Q2.1.1: Establish the highest educational grade obtained by the household member aged over 18 years. If they are still in education, record the highest grade completed so far. This question should be completed for all household members regardless of age. If they have not completed any grades, record 00. If they have completed secondary education and gone on to further education, enter the codes that match this level (13=Post secondary vocational; 14=University - NB these codes may vary slightly between countries). If the household members have not done formal grades, but have gone to religious school, enter 29; if they have not completed formal grades but have attended an adult literacy programme, this should be coded as 28.

Q2.1.2: Ask whether the person is currently in full time or adult education. Probe to find out if they are attending regularly or are absent sometimes. In the case of adults, record whether they are in adult education, since this may not be full time but is still important to know. This question must be answered for every household member.

FIELDWORKER INSTRUCTION: Enter the IDs from the household roster of ALL children (5-17) in the household, even if they are not currently enrolled in school. If a child is not currently enrolled in school then only answer Q 2.2.5 for this child (put 88=N/A for Q2.2.1- 2.2.4).

Q2.2.1: Establish the highest educational grade obtained by the household member aged over 18 years. If they are still in education, record the highest grade completed so far. This question should be completed for all household members regardless of age. If they have not completed any grades, record 00. If they have completed secondary education and gone on to further education, enter the codes that match this level (13=Post secondary vocational; 14=University; NB these codes may vary slightly between countries). If they have not done formal grades, but have gone to religious school, enter 29; if they have not completed formal grades but have attended an adult literacy programme, this should be coded as 28.

Q2.2.2: Ask whether the child is currently in full time education. Probe to find out if they are attending regularly or are absent sometimes. If they are currently attending, **skip to 2.2.5.**

Q2.2.3: If the child is not currently in full time education, establish why. Enter the code from CODEBOX #4. Remember that if the child is too young then there is a code for this. If the child has never been enrolled, fill in 2.2.3 and skip to the next child. Put 88=N/A if they are currently receiving full time education.

Q2.2.4: If the child used to be in full time education and has stopped, establish the age when s/he completed full time education.

Q2.2.5: For all children who have ever been in full time education, ask how old s/he was when s/he first started.

Q2.2.6 Determine the type of school that each child is attending using the education codes given.

Q2.2.7: Ask for and write in the name of the school. This will allow for further information about the child's education to be gathered by comparison with the community questionnaire.

Q2.2.8: From the codes given determine how well the child is performing at school. You may need to prompt the respondent by asking him/her to compare to how well other children of the same age are doing at the same school.

Q2.2.9: From the codes given determine what the respondent thinks about the school's teaching and infrastructure. It is a broad measure of their perception of the quality of the school.

SECTION 3 – LIVELIHOODS & ASSET FRAMEWORK

SECTION 3A – LAND AND CROP AGRICULTURE

PURPOSE:

The purpose of this section is to find out about the land belonging to the household and how it is used.

DEFINITIONS:

Sharecropped in/ rented in refers to the household sharecropping or renting land *from* someone else. Sharecropped out/ rented out refers to the household sharecropping/renting their land *to* someone else.

Bequest means inheritance.

RESPONDENTS

Determined from preliminary interview, but probably the household head (or the person who knows most about sale of crops, crop prices, market prices etc).

INSTRUCTIONS:

Q3.0: Identify the respondent of this section in the household roster, and record their roster ID.

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.”

Q3.1: This question is a filter to identify those households which did borrow, sharecropped in or rent any land. If they did not, or if the answer is NK ➤ **skip to 3.10**. If the answer is Yes, you will have to ask Q3.2-3.9. This question includes the land the dwelling (house) is on.

FIELDWORKER: Starting with the house and then asking about the largest plot and finishing with the smallest (or what makes sense culturally), get the respondent to provide the information asked in Q3.2.1-3.2.15. You should write the names (eg. Local names) of the plot corresponding to each plot ID in a notebook so that you can refer to the relevant plot by name when you move on to Q3.2.9, 3.2.12, 3.2.15, 3.3 and 3.4. The specific plots' ID numbers in the first table (3.2.1-3.2.6) must match the specific plots' ID numbers in the second table (3.3.1-3.3.3) and third table (3.4.1-3.4.4) so that we can attribute uses, crops and earnings to specific plots.

Q3.2.1: Record the size of each plot in **local units**.

Q3.2.1.1: Record the unit of measurement used. Make sure the unit you record is the one in which the size was given. Do not attempt to convert the size to a different unit. The community questionnaire will be used to collect information on how to convert these units.

Q3.2.2: Ask which of the codes best describes the land (use code box 6). In this question “sharecropped in” refers to whether the household is sharecropping on someone else’s land and “rented in” means the household rents land from someone else and does not, therefore, own this plot.

Q3.2.3: Starting with the plot with the household’s living accommodation, establish what each plot is used for. Record the appropriate code from the list. Probe to find out if the plot with the house on it also has other uses and consider codes 02-04 if there is more than just the household’s living accommodation on the plot. In this question “sharecropped out” refers to whether the household has other people sharecropping on their land [so the code 01 should have been put in the previous question] and “rented out” means that the land that is “owned” [so the code 01 should have been put in the previous question] is rented out.

Q3.2.4: Establish whether the household would be able to transfer the full use of this plot to anyone else through sale, gift or bequest. If they answer that they would not be able to transfer the land to someone else, record 00 for “No”. If they answer that they could transfer it without consulting anyone else or asking for approval, enter 01 for “Full transfer rights”. Record 02 for “Only bequest” if the land can only be transferred to someone else via inheritance. If community approval is needed before the household can transfer the land to someone else, enter 03 for “Transfer only with formal community approval.” If NO or NK, skip to next plot.

Q3.2.5: Establish whether (in the last 12 months) anyone in the household would have been able to use this plot as collateral. If No or NK, ask about the other plots and then skip to Q3.2.7.

Q3.2.6: Ask who would be able to do this transfer OR use the plot as collateral. If the respondent says that this is two different people, ask who would be able to TRANSFER the land. If this person is someone from the household, enter their roster ID from the household roster. If the person is someone from outside the household, enter 90.

Q3.2.7: Identify the main person responsible for making decisions about most of the plots (over the last 12 months). If the respondent answers that different people would be responsible for making decisions about different plots, ask who is responsible for the most. If this person is someone from the household, enter their roster ID from the household roster. If the person is someone from outside the household, enter 90. If the answer is the household as a whole, enter 80. If the caregiver is identified, skip to Q3.2.10.

Q3.2.8: Ask whether the caregiver is responsible for making any of the key decisions about any of the plots. If they are not, skip to Q3.2.10

Q3.2.9: Ask which plots the caregiver is responsible for. You can enter up to three plot IDs. If less than three are identified, enter 88 in the remaining boxes.

Q3.2.10: Establish the main person responsible for looking after/farming most of the land (over the last 12 months). The same instructions apply as those for Q3.2.7. Enter 88 for N/A if the household does not farm this plot (eg. If all the land is left fallow or rented out). If the caregiver is identified, skip to Q3.2.13.

Q3.2.11 Ask whether the caregiver is responsible for looking after/farming any of the land. If they are not, skip to Q3.2.13.

Q3.2.12 Ask which plots the caregiver is responsible for looking after/farming. You can enter up to three plot IDs. If less than three are identified, enter 88 in the remaining boxes.

Q3.2.13 Establish the main person who controls the use of the earnings from the sale of goods or rent from most of the plots (over the last 12 months). The same instructions apply as those for Q3.2.7. If the caregiver is identified, skip to Q3.3.

Q3.2.14 Ask whether the caregiver controls the use of earnings from the sale of goods or rent from any of the land. If they are not, skip to Q3.3

Q3.2.15 Ask which plots the caregiver controls the earnings from. You can enter up to three plot IDs. If less than three are identified, enter 88 in the remaining boxes.

INSTRUCTION TO FIELDWORKER: Refer back to the table Q3.2 and insert the codes for all the plots that are not being used by the household for growing crops (i.e. All those with codes in column 3.2.3 that are NOT 05). Insert all the non-crop plots into table 3.3. For each plot that is not used for growing crops, ask Q3.3.1-Q3.3.3.

Q3.3.1: For each plot not used for growing crops, ask if the household received any income, in cash or in-kind from this land. If no income was received, skip to Q3.3.3.

Q3.3.2: For each plot on which income was received in the last 12 months, ask the respondent for the total (gross) value of this income.

Q3.3.3: For all (non-crop) plots, ask how much money was spent on this plot, including maintenance and improvements (buildings, services, repairs).

INSTRUCTION TO FIELDWORKER: Refer back to the table Q3.2 and insert the codes for all the plots that are being used by the household for growing crops (05 codes in column 3.2.3), insert the codes for these plots into table 3.4. For each plot that is used for growing crops, ask Q3.4.1-Q3.4.4. Then ask questions 3.5- 3.8. For respondents who do not grow crops on any of their land, skip to section 3B.

Q3.4.1: Ask the respondent what the main crops are that are grown in the rainy season (*kiremt*). Enter the codes from CODEBOX #8. If there are more than two crops, enter the two most important. If the answer is less than two, enter 88 in the second box. If no crops were grown in this season, enter 88.

Q3.4.2: Repeat Q3.4.1 for the dry season (belg).

Q3.4.3: Establish whether any of this plot was irrigated in the last 12 months.

Q3.4.4: Establish the proportion of this plot that was irrigated during the last dry season. Enter the code from the list given. Enter 88 if the household has not irrigated any land. This is the proportion of ALL land used, but does not include land that is rented out.

Q3.5: Ask whether the household has used any chemical fertiliser on that plot of land in the last 12 months.

Q3.6: Ask the respondent whether anyone in the household has used any methods to increase the yield of their commercial crops in the last 12 months. For example, if HYV or improved variety seeds were used.

Q3.7: Establish if, in the last 12 months, the respondent or anyone in the household has ever shared a tractor or other farming vehicle with other people in the community. This does not include owning it.

Q3.8: Establish if, in the last 12 months, the respondent or anyone in the household has ever shared labour (agricultural labour) with other people in the community. E.g. sharing labour between farms.

FIELDWORKER: Ask the respondent to provide the information on each crop cultivated by the household in the last agricultural year.

Q3.9.1: Enter the crops cultivated by the household in the last agricultural year according to the codes provided in questions 3.4.1 and 3.4.2 (taken from Code Box #8).

Q3.9.2: Enter the total quantity of this crop harvested in the last agricultural year using the given quantity unit. Make sure to get the decimal point in the correct place.

Q3.9.2.1: Enter the local unit using codes from CODEBOX #9.

Q3.9.3: Establish the total value of the harvest for each crop sold in the last agricultural year. This should be entered in Birr. Make sure to get the decimal point in the correct place.

Q3.9.4: Establish the operational costs incurred in producing this crop in the last agricultural year.

SECTION 3B – TIME ALLOCATION OF ADULTS AND CHILDREN

PURPOSE:

The purpose of this section is to find out the paid and unpaid work activities performed by each member of the household. This should be entered in Birr. Make sure to get the decimal point in the correct place.

DEFINITIONS:

Typical means usual. A typical day during the week is more likely to be a week day or a day on which the person performs the activities that they do most often.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

FIELDWORKER: For each member of the household, enter their ID in Table 3.10. Q3.10.1 - 3.10.7 continue over three tables. Before you ask any of the questions, enter the ID of each household member in to all three of these tables. Then of each household member you will have to ask Q3.10.1 - 3.10.10. Use the household roster card to refer to each person by name. Make sure the person you are asking about corresponds to the ID for which you are filling in information.

Q3.10.1: Establish whether the person has a permanent disability that may affect work output. The nature of the disability does not matter; we are just concerned with whether or not it affects their work compared to someone of the same age without a disability. Enter the appropriate code from CODEBOX #10.

Q3.10.2: Enter the most important work activity of each person (in terms of time spent in the last 12 months) from CODEBOX #11. Unpaid activities such as household chores should be included here. If a person has not done any work activities (eg. they are very

young or very old) record code 17 to indicate that the person is not doing anything and that they are dependent.

Q3.10.3: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. Make sure the respondent does NOT give you the number of months in terms of total time spent; we are interested in months during which ANY of this work was done. If you have recorded 17 for Q3.7.2, enter -88=N/A for the months, days and hours.

Q3.10.4: Establish the second most important work activity of each person in the last 12 months. Enter the code from CODEBOX #11. If the person has done fewer than two activities (none or one), enter -88 for N/A.

Q3.10.5: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. If you have recorded 88 for Q3.7.5, enter -88 for N/A for the months, days and hours.

Q3.10.6: Establish the third most important work activity of each person in the last 12 months. Enter the code from CODEBOX #11. If the person has done fewer than three work activities (or none at all), enter -88 for N/A.

Q3.10.9: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. If you have recorded 88 for Q3.7.8, enter -88 for N/A for the months, days and hours.

Table 3.11:

SAY: Now I am going to ask you some questions about the activities carried out by each individual in the household between the ages of 5 and 17yrs.

FIELDWORKER: Take the household roster card and for each household member between 5 and 17 years old record their roster ID.

For each child, ask each of questions **3.11.1-3.11.8**. Enter the number of approximate HOURS for each activity. Round up or down to the nearest hour. Note that a typical day is from Monday to Friday and should be one that the person/household does normal or usual things such as working and going to school.

SECTION 3C – PRODUCTIVE ASSETS

PURPOSE:

The purpose of this section is to find out about animals, farm and non-farm assets owned or used the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

SAY: Now I am going to ask you some questions about animals owned by household members in the last 12 months.

Q3.12: This is a filter question to identify whether or not anyone in the household owns any livestock. If the answer is No or NK to this question, record 00 or 77 and skip to Q3.14.1. If the answer is Yes, record 01 and progress to Q3.13.

FIELDWORKER: For each of the animals listed in the table, ask Q3.12.1. If no one in the household has owned any of those animals, enter 00 in the answer box and skip to the next animal. You should fill in N/A (88 or -88) for Q3.12.2-Q3.12.6. If the answer to Q3.12.1 is Yes, ask Q3.12.2 and Q3.12.3.

Q3.12.1: For each animal, establish whether anyone in the household has owned any in the last 12 months. This includes any animal that has been sold during the last year. If No, enter the code 00 and then put a line through the rest of the questions using a ruler. Skip to the next line of the table. If Yes, continue asking Q3.10.2-3.10.6. All animals in this question are regarded as livestock (productive assets) and not as pets, so for example, a 'dog' does not refer to a family pet or a guard dog.

Q3.12.2: Record how many of the animals the household currently owns. If the respondent cannot say exactly then ask them to estimate the number.

Q3.12.3: Ask how much they would get (in Birr) if the household were to sell all of these animals today. If the respondent cannot answer, ask them to estimate how much they would get for each animal, and you will then have to multiply this by the number of animals they have in order to calculate the total value. Make sure to get the decimal point in the correct place.

Q3.12.4: Ask who the **main** person is who can make decisions about **most** of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people make decisions about different animals, ask who makes the decisions about the majority of the animals. If the caregiver is identified, skip to Q3.12.6.

Q3.12.5: Ask whether the caregiver can make decisions about any of the animals.

Q3.12.6: Ask whether NAME can make decisions about any of the animals.

Q3.12.7: Ask who the **main** person is who is responsible for looking after most of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people look after different animals, ask who looks after the majority of the animals.

Q3.12.8: Ask whether the caregiver is responsible for looking after any of the animals.

Q3.12.9: Ask whether NAME is responsible for looking after any of the animals.

Q3.12.10: Ask who the **main** person is who controls the use of earnings from the sale of goods or rent from most of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people control the earnings of different animals, ask who controls the earnings of the majority of animals.

Q3.12.11: Ask whether the caregiver controls the use of earnings from the sale of goods or rent from any of the animals.

Q3.12.12: Ask whether NAME controls the use of earnings from the sale of goods or rent from any of the animals.

Q3.13: For each item on the list in the table, ask the money value (in Birr) of the total amount of that item purchased by the household in the last 12 months. Make sure to put the decimal point in the correct place. The NK code for this question is -77.

SAY: Now I am going to ask you some questions about productive assets owned, rented or accessed by household members in the last 12 months:

Q3.14.1: Ask what the primary occupation or money making activity of the household was in the last 12 months. Insert a code from CODEBOX #12.

Q3.14.2: Ask for the three most valuable assets, which can be owned, rented or borrowed, that allow the household to do this activity. Enter codes from CODEBOX #13. If less than three are mentioned, insert 88.

Q3.14.3: Ask how many the household has acquired by renting or borrowing. Enter 00 for none.

Q3.14.4: Ask how many the household actually own (ie do not include those that are rented or borrowed). Enter 00 for none.

Q3.14.5: Ask how much the household would get if they were to sell owned asset today. Enter the value in Birr. Make sure to get the decimal point in the correct place.

Q3.14.6: Establish who the main person is who decides whether to sell or give away this asset. Enter the ID of this person from the household roster. If it is the whole family who makes the decision enter 80. If the decision-maker is not a member of the household enter 90.

Q3.14.7: Ask what the secondary occupation or money making activity of the household was in the last 12 months. Insert a code from CODEBOX #12.

Q3.14.8-Q3.14.12: Follow the instructions for 3.14.2-3.14.6 above, completing the asset table for the secondary occupation.

SECTION 3D – EARNINGS FROM OTHER ACTIVITIES

PURPOSE:

The purpose of this section is to find out about earnings from activities other than work with crops in the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

FIELDWORKERS: In this section you must provide details of earnings from working on the activities listed in the table. In principle these earnings should be 'net' earning or profits – net of costs, net of taxes. This can be time-consuming but for larger earnings (such as urban wage earners) please ensure that the figures are 'NET'. Since we are mainly interested in the more substantial earnings, do not spend too much time chasing small amounts 'exactly'.

Q3.15.1: Establish if anyone in the household has earned any income from each activity in the last 12 months. If the answer is No, skip to the next line of the table. If Yes ask Q3.15.2 for this activity.

Q3.15.2: Record the total earnings from and major costs of this activity in the last 12 months. This should be recorded in Birr. Make sure to get the decimal point in the correct place. If the respondent does not know, enter -77 for NK, but try to get them to provide an estimate.

FIELDWORKERS: If the household does any activities in the livestock section, ask **Q3.15.3-Q3.15.6**.

If the household does any activities in the work for wages section, ask **Q3.15.7-Q3.15.10**.

If the household does any activities in the business/self-employment section, ask **Q3.15.11-Q3.15.14**.

FIELDWORKER: If the household does any activities in the livestock section, ask **Q3.15.3-Q3.15.6**. Otherwise, skip to **Q3.15.7**.

Q3.15.3: Establish who the **main** person responsible for making the key decisions about livestock activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different livestock activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in Q3.15.4.

Q3.15.4: Ask whether the caregiver is responsible for making the key decisions about any of the livestock activities.

Q3.15.5: Establish who the **main** person responsible for controlling the earnings from livestock activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different livestock activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in Q3.15.6.

Q3.15.6 Ask whether the caregiver is responsible for controlling the earnings from any of the livestock activities.

Fieldworker: If the household does any activities in the work for wages section, ask **Q3.15.7-Q3.15.10**. Otherwise, skip to **Q3.15.11**.

Q3.15.7: Establish who the **main** person responsible for making the key decisions about Work for Wages activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different Work for Wages activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in 3.15.8.

Q3.15.8: Ask whether the caregiver is responsible for making the key decisions about any of the Work for Wages activities.

Q3.15.9: Establish who the **main** person responsible for controlling the earnings from Work for Wages activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different Work for Wages activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in 3.15.10.

Q3.15.10 Ask whether the caregiver is responsible for controlling the earnings from any of the Work for Wages activities.

Fieldworker: If household does any activities in the business/self-employment section, ask **Q3.15.11-Q3.15.14**. Otherwise, skip to **Q3.16**.

Q3.15.11: Establish who the **main** person responsible for making the key decisions about Business/Self-Employment activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different Business/Self-Employment activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in 3.15.12.

Q3.15.12: Ask whether the caregiver is responsible for making the key decisions about any of the Business/Self-Employment activities.

Q3.15.13: Establish who the **main** person responsible for controlling the earnings from Business/Self-Employment activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different Business/Self-Employment activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in 3.15.14.

Q3.15.14 Ask whether the caregiver is responsible for controlling the earnings from any of the Business/Self-Employment activities.

SECTION 3E – TRANSFERS, REMITTANCES AND DEBT

PURPOSE:

The purpose of this section is to find out about money/goods received by and sent from the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

Say: Now I am going to ask you some questions about money or goods that people send or give you and that you send and give others.

Q3.16.1: For each source of money/goods, ask whether the household has received anything from this source. If the answer is No, fill in 00 and skip to the next line. If the answer is Yes, continue with Q3.16.2-3.16.4. If answer is No to all sources skip to Q3.17.

Q3.16.2: Ask the total value (cash and 'in kind') received from this source in the last 12 months. 'In kind' should be recorded as a cash amount. Make sure to put the decimal point in the correct place. Enter -77 if the respondent doesn't know the amount, but try and get them to give you an estimate. (Use 88 if the answer to Q3.16.1 was No.)

Q3.16.3: Establish who the **main** person is who decides about the use of the money or goods received from this source. If there is more than one person, ask the respondent to identify the main one. Enter the person's ID from the household roster. If the whole household makes the decision use code 80. If the decision maker is not from the household, enter code 90. (Use 88 if the answer to Q3.16.1 was No.)

Q3.16.4: Ask if any of this money or these goods go directly to the index child. (Use 88 if the answer to Q3.16.1 was No.)

Q3.17: Ask if the household ever received support or assistance through programmes provided by NGOs or GOs. If the answer is no, skip to Q3.18. If yes, ask questions 3.17.1-3.17.8 for each program they report. These questions (i.e., Q3.17.1-Q3.17.8) are about the kind of program/support (Q3.17.1), who provided the support (Q3.17.2), when it started in Ethiopian calendar (Q3.17.3), when it ended in Ethiopian calendar (Q3.17.4), how often the support was obtained (Q3.17.5), whether the program targeted any particular members (Q3.17.6), whether the programme met your expectations (Q3.17.7) and what you think the impact of the programme has been on your child's well-being (Q3.17.8).

Q3.18: This is a filter question to establish whether any member of the household has given money or goods to support individuals outside the household. If the answer is No, skip to Q3.20. If Yes, fill in Table 3.19.

Q3.19.1: For each recipient ask how they are related to the index child. Enter the code from CODEBOX #19. Make sure to get their relationship to the child, not the other way around. For example, the aunt of the index child should be entered as the code for 'aunt', NOT 'niece/nephew'.

Q3.19.2: Ask the total value of money sent to this recipient in the last 12 months. This should be the total of everything sent, not the value of individual transfers. Enter the value in Birr and make sure to get the decimal point in the correct place. Enter -77 if the

respondent doesn't know the value, but try and get them to estimate the amount. If the household sent only goods and not money, use code -88.

Q3.19.3: Ask the total value of goods sent to this recipient in the last 12 months. Enter the cash value in Birr, making sure to get the decimal point in the correct place. Enter -77 if the respondent doesn't know the value, but try and get them to estimate the amount. If the household sent only money and not goods, use code -88.

Q3.20: Ask whether the household has any serious debts. The term serious is used to refer to any debt that affects their life. This is a subjective question and any debt regarded as serious by the respondent should be treated as such. You should NOT use your own judgement to decide whether or not a debt is serious.

Q3.21: Ask what the household would do in case of hard times and/or misfortune caused by e.g., natural disaster, crop failure, someone losing their job. Enter codes from CODEBOX #20. There is space for three answers here, and the responses should be listed in order of importance. If there are fewer than three responses, fill in as many codes as apply and enter 88 for N/A in the remaining answer boxes. If the first response is 01=Nothing, you should enter 88 in the remaining answer boxes as 'Nothing' implies that they have no plans of what they would do.

Q3.22: Ask the respondent whether the household would be able to raise 150 Birr if they suddenly needed to. This is a hypothetical question, so you are asking the respondent to imagine a scenario where they do need to raise the money; there should not be any N/A responses. If answer is 03 or 77, skip to section 3F.

Q3.23: Ask how they/other members of the household would try and raise this money. Enter codes from CODEBOX #21. There is space for three answers and they should be listed in order of importance. If there are fewer than three answers, enter as many codes as apply and enter 88 for N/A in the remaining answer boxes.

SECTION 3F – CREDIT SUPPORT PROGRAM

PURPOSE:

The purpose of this section is to find out about credit support program.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

Say: Now I am going to ask you some questions about any credit you may have taken out over the past five years (since 1993 – E.C.).

Q3.24 Ask if the household has taken out credit over the last five years (since 1993) (Eth. C) or since 2001 (G.C.). If the answer is no skip to Q3.25 in section 3G. If the answer is yes, ask Q3.24.1 and the other relevant questions in the table for each year credit was taken. Q3.24.1 asks about the year the credit was taken in Ethiopian calendar. Q3.24.2 asks who gave the credit. Q3.24.3 asks the amount of the credit. Q3.24.4 asks the reason for taking the credit. Q3.24.5 asks whether the household paid back the credit. If yes skip

to Q3.24.7. If no, ask Q3.24.6 about the reasons for not paying back the credit on time. Q3.24.7 the person who took the credit and member ID should be entered from the roster card.

SECTION 3G – COST OF HEALTH CARE

PURPOSE:

The purpose of this section is to find out about the cost of health care.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

Say: Now I am going to ask you some questions about the cost of health care.

Q3.25 Asks whether the cost of health care concerns the household. If the answer is yes skip to 3.27. If no, ask Q3.26 where you ask the household to imagine that it needed Birr 100 for health care. Then ask how quickly the household could raise it.

Q3.27 If the household does not pay out-of-pocket for health care, as how the household would like to pay for health care.

Q3.28 Ask the household to assume that it were referred to take the child to the next higher health facility. Then ask the first thing that would worry the household.

Q3.29 Ask what the household would do if it needed money to pay for health service.

Q3.30 Based on the experience of the household in the last five years, ask which of the statements in CODEBOX # 29 best described the nearest health care facility

SECTION 4 – HOUSEHOLD FOOD AND NON-FOOD CONSUMPTION AND EXPENDITURE

SECTION 4A – FOOD CONSUMPTION AND EXPENDITURE

PURPOSE:

To estimate household food consumption and expenditure in order to contribute to calculation of household income estimate.

RESPONDENTS:

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

Q4.0: Identify the respondent for this section using their ID from the household roster.

SAY: I am now going to ask some questions to get information on how much food has been consumed by your family in recent times.

FIELDWORKER: The first part of the table refers to purchases that have also been eaten. The second part refers to what has been eaten from the household's own production and what has been eaten from gifts/transfers/etc from other people.

Table 4.1: Ask the respondent to think about the food consumed by their family in the last two weeks (15 days). Ask if there was a major festival, wedding or other feasting or fasting ceremony that may have impacted the household's typical feeding patterns over the past 15 days. If there was, ask the respondent to think about the household's consumption during a recent typical 15 day period.

For each commodity, collect the estimated value (in Birr) of the amount bought and consumed in the past two weeks. It may be necessary to work out quantities (use codes from CODEBOX #9), frequency of purchase, and value of each item for some respondents. The important column to fill in, as accurately as possible is 4.1.1, representing the total value purchased and consumed for each of these food categories over the previous two weeks (15 days). If the value is NK, the code is -77.

Q4.1.2: Enter the total estimated value (in Birr) of this commodity that was consumed from the household's own harvest or stock. If the quantity or value is NK, the code is -77. This includes consumption of this commodity that was owned before the 2 week (15 days) period.

Q4.1.3: Enter the total estimated value (in Birr) of this commodity that was consumed from commodities that were gifts, transfers or food aid received from relatives, friends, neighbours, government or other organisations. This includes consumption of this commodity that was received before the 2 week (15 days) period.

SECTION 4B – NON-FOOD EXPENDITURE

PURPOSE:

To estimate household non-food consumption and expenditure in order to contribute to calculation of household income estimate.

RESPONDENTS:

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

SAY: I am now going to ask you how much you have spent on other items. Please give prices at the time of purchase.

Q4.2: Go through each item listed in the table and ask the money value (in Birr) of the total amount of that item purchased by the household in the last 30 days. Make sure to put the decimal point in the correct place. The NK code for this question is -77.

Q4.3: Go through the items in the table and ask the money value (in Birr) of the total amount of that item purchased by the household in the last 12 months. Make sure to put

the decimal point in the correct place. The NK code for this question is -77. Note that cleaning material (number 20) does not include personal care items under Q4.2 above.

Q4.4: For each item, ask how much of the total value was spent on items for the index child. Enter this amount in Birr, making sure to put the decimal point in the correct place. The NK code for this question is -77. This question should not be asked about clothing or footwear for adult men and adult women, and therefore these cells of the table are shaded out on the questionnaire.

Section 5 – SOCIAL CAPITAL

PURPOSE:

This section is designed to obtain information on the household's support networks, membership of groups, participation in and access to services in the community, and information networks.

DEFINITIONS:

An active member of a group participates in activities, attends meetings, etc.

RESPONDENTS:

The respondent of this section should be the caregiver. This section is about both household social capital, and that of the caregiver themselves.

INSTRUCTIONS:

Q5.0: Identify the respondent for this section using their ID from the household roster.

SECTION 5A – SUPPORT NETWORKS

Q5.1: Ask if the respondent had a problem, if there is someone who would help them. If No, skip to Q5.3. If Yes, continue to the next question. This is a hypothetical question; you are asking the respondent to imagine that they had a problem, so there should be no N/A responses to this question. If the respondent cannot answer this should be entered as 77 for NK.

Q5.2: Ask who would be most likely to help them in this situation. Enter the code from CODEBOX #30. There is space for three answers here. If there are fewer than three people identified, enter as many codes as apply and put 88 for N/A in the remaining answer boxes. (Put 88 in all of the boxes if the answer to Q5.1 was No).

Q5.3: Ask the respondent to suppose that they were in need of material support. Ask the number of people they could rely on in such times of need, and record this number (with a leading 0 if just one digit). If the answer is none, record 00. This is a hypothetical question so there should be no N/A responses. If the respondent cannot answer this should be entered as 77 for NK.

Q5.4: Ask the respondent to think back to 4 years ago, and ask whether there were more, less or about the same number of people that the household can rely on in times of need. Enter the code from the list.

SECTION 5B – FAMILY, GROUP AND POLITICAL CAPITAL

SAY: I now want to ask about organisations, groups or informal associations to which you or members of your household belong.

Q5.5.1: Ask whether in the last 12 months any member of the household has been an active member of an organisation, group or informal association. Active member means that they actually participate in the group activities, attend meetings, or do something else related to being a member of that group. For example, even if the person contributes to a group savings scheme, but does not regularly attend meetings, count them as an “active member” and record their meeting participation in question 5.5.5. If the answer is No, skip to Q5.6.

FIELDWORKER: Q5.5.1-5.5.10 are split over two tables. In the first column of each table is a column headed ‘GRPID’. Q5.5.1 identifies the groups which members of the household belong to. Work through the columns in both tables asking questions 5.5.2 to 5.5.10 for each group listed. Make sure that the ‘GRPID’ in the second table matches the ‘GRPID’ in the first table; i.e. that all the questions asked about a specific group have the same ‘GRPID’ number in both tables.

Q5.5.1: Identify the groups which members of the household belong to and enter the codes for these groups from CODEBOX #31.

Q5.5.2: For each group, identify the main person in the household who is a member of the group. Enter their ID from the household roster. If the whole family belongs to the group, enter 80.

Q5.5.3: For each main person, establish since when they have been a member of that group. Enter the last two digits of the year (Use Ethiopian calendar). Use -7777 if the answer is unknown (NK).

Q5.5.4: Determine what the main benefits from the group are. This question refers to things which are *perceived* to be benefits by the respondent. Enter codes from CODEBOX #32. There is space to record two benefits here. If there is only one benefit, record 88 in the second box.

Q5.5.5: For each main person, establish how often the person attends the group - more than once per week, weekly, monthly, twice per year, annually or less than once per year. Enter 77 for NK.

FIELDWORKER: Remember to make sure that the ‘GRPID’ in the second table matches the ‘GRPID’ in the first table; i.e. that all the questions asked about a specific group have the same ‘GRPID’ number in both tables.

Q5.5.6: For each main person, establish whether they hold a leadership or powerful position in the group. This question refers to current positions held, NOT past positions. If no or NK, **skip to Q5.6.**

Q5.5.7: Establish since when the person has held this leadership/powerful position. Enter the last two digits of the year (Use Ethiopian calendar). Enter -88 for N/A if the answer to Q5.5.6 was No. Enter -77 if the answer is unknown (NK).

Q5.5.8: Ask whether a parent or close relative of the person held this position before. Enter 88 for N/A if the answer to Q5.5.6 was No.

Q5.5.9: Ask what the main outcome from holding the position is. Enter code from CODEBOX #33. If NK, enter 77. Enter 88 for N/A if the answer to Q5.5.6 was No.

Q5.5.10: Ask whether the position has allowed the person to influence decisions and activities and list the possible codes (no, never; somewhat, occasionally; yes, often). If NK, enter 77. Enter 88 for N/A if the answer to Q5.5.6 was No.

Q5.6: Establish whether anyone in the household has ever held or currently holds a position of responsibility, authority or power. If no, skip to Q5.7. If yes, ask question Q5.6.1-Q5.6.8. If No, skip to Q5.7.

FIELDWORKER: Record the household roster ID of each household member who has held a powerful position (Q5.6.1). Then, for each of these people, ask Q5.6.1-5.6.8.

Q5.6.1: Enter the household roster ID of each household member who has held a powerful position.

Q5.6.2: For each person identified, enter the position held from CODEBOX #34.

Q5.6.3: Establish when the person first obtained this position. Record the last two digits of the year (Use Ethiopian calendar). Use -77 if the answer is unknown (NK).

Q5.6.4: Ask for how long s/he (has) held this position. Enter the number of years. If they have held the position for less than one year, enter 00.

Q5.6.5: Establish whether the person still holds this position.

Q5.6.6: Ask whether a parent or close relative of this person held the post before.

Q5.6.7: Ask what the main outcome from holding this position is. Enter the code from CODEBOX #33. If NK, enter 77.

Q5.6.8: Ask whether the position has allowed the person to influence decisions and activities and list the possible codes (no, never; somewhat, occasionally; yes, often). If NK, enter 77.

Q5.7: Ask whether the household has relatives (outside the household) living in the community. If No, **skip to 5.10**.

Q5.8: Establish how many of the household's relatives are living in the community. If the respondent gives a number, insert the relevant code. If the respondent finds it difficult to

estimate a number, give them the choices in the codes: none, 1-5, 6-10, 11-20, 21-30, over 30). Record -77 if NK. Record 88=NA if the answer to 5.7 was No.

Q5.9: Establish how many of these relatives are influential. This means that they are an influential figure in the community. If the respondent gives a number, insert the relevant code. If the respondent finds it difficult to estimate a number, give them the choices in the codes: none, 1-5, 6-10, 11-20, 21-30, over 30). Record -77 if NK. Record 88=NA if the answer to 5.7 was No.

SECTION 5C - COLLECTIVE ACTION AND EXCLUSION

Q5.10: For each action in the table, ask whether any of the households have done that action in the last four years. Here there is a code 79 which should be used if the respondent refuses to answer. This is different from them not knowing the answer (code 77).

Q5.11.1: For each service in Table 5.11, ask whether the household has had access to this service when it has been needed or wanted. If the answer is no, ask question 5.11.2. If the answer is yes, skip to the next line (service) of the table.

Q5.11.2: Establish the **main** reason why the household has no access to this service. Enter the code from the list. If the respondent gives more than one reason, ask them to identify the main one. (Enter 88 if they answered 01=Access to Q5.11.1.) If the answer to Q5.11.2 is code 04 ask **Q5.11.3**, otherwise skip to section 5D.

Q5.11.3: If the answer to Q5.11.2 is code 04, ask what the respondent thinks the main reason for being denied access.

SECTION 5D - INFORMATION NETWORKS

Say: I am now going to ask you some questions about where you get information from.

Q5.12.1: Go through each of the topics listed in Table 5.12 asking if anyone in the household would be able to get information on them. If the answer is anything other than Yes, skip to the next line in the table. If Yes, continue to Q5.12.2.

Q5.12.2: Using codes from CODEBOX #35, record their most important source of information on this topic.

Q5.12.3: Record their second most important source of information on this topic (using the same codes). If there is only one source of information, put 88 for N/A in this answer box.

Q5.12.4: Ask whether anyone in the household has sought information on this topic in the last 4 years. If No or NK, skip to next row.

Q5.12.5: Establish whether this information helped (in the way that it was intended to).

SECTION 6 – ECONOMIC CHANGES

SECTION 6A – ECONOMIC CHANGES

PURPOSE:

This section is designed to obtain information on changes to household circumstances (specifically on important events) since the first round of YL.

DEFINITIONS:

Events and shocks do not need to be events which are in themselves negative. The questions relating to shocks aim to pick up events which have had negative economic consequences for the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head (or the person who knows most about the household's economic circumstances).

INSTRUCTIONS:

Q6.0: Identify the respondent for this section using their ID from the household roster.

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.

Q6.1: Ask the respondent how they would describe the household they are living in currently, and the household in which they were living in four years ago (around the time of the first round survey). For households of 12 year olds only, you need to also ask what the situation was the year before NAME was born. This is a perception question. Read the codes listed under 6.1.1 and enter the one identified. 'Comfortable' is used here to mean average.

Q6.1.2: If the situation now is different to what it was four years ago or the year before NAME was born, ask up to two main reasons for this change. Note: there are two different code boxes, one code box is for improved situations and one code box is for worsened situations. Enter codes from either CODEBOX #36 for improved situations or CODEBOX #37 for worsened situations, in order of importance. If there are more than two reasons, ask the respondent to identify the two most important ones. If there is only one reason, enter 88 for N/A in the second answer box. If there is no change in situation, put NA=88.

Q6.2: Ask the respondent whether compared to other households in the village/suburb they would describe their household as: The richest; Among the richest; Richer than most households; About Average; A little poorer than most households; Among the poorest; or The poorest. This is a perception question so try and avoid respondents giving an answer of NK unless they really cannot make an attempt to compare their household to others. Enter the code corresponding to their answer.

SAY: Now I am going to ask you about the most important events and changes that have happened since the last time we came to see you. Has this household been affected by a serious event that led, for example, to a serious reduction in assets, or that caused your household income to fall substantially or resulted in significantly reduced consumption.

FIELDWORKER: Ask each of the questions (A-G). Asking these questions prompts the respondent to think about different areas in which they might have experienced shocks. If the answer is positive, ask what the event was and prompt for the events listed under 6.3.1. If the answer is negative, skip to the next question. This question aims to pick up events which the respondent identifies as having had negative economic consequences for the household. You should not impose your own views as to whether or not something counts as an important event or change. For each event identified, answer 6.3.1 to 6.3.3. After questions A-G have been asked and all relevant shocks have been coded, ask Q6.3.4-Q6.3.5.

Q6.3.1: Indicate which of the events and changes listed in Table 6.3.1 have happened in the last 4 years by filling in the code for 'Yes' in the relevant answer boxes. After you have finished this question (or at the end of the questionnaire), you should go back and fill in the 'No' codes for the remaining lines of the table.

Q6.3.2: For each event identified, establish how widely people were affected by this event using the codes from CODEBOX #38.

Q6.3.3: For each event identified, establish what the household did about the event using the codes from CODEBOX #39. There is space for up to three responses, and these should be filled in order of importance. If fewer than three responses are cited, fill in as many codes as apply and put 88 for N/A in the remaining answer boxes.

Q6.3.4: Ask the respondent to indicate the three most important events (in order) from those they identified in Q6.3.1. In the table, enter 01 next to the most important event, 02 next to the next important event and 03 next to the third important event. After the interview, enter 00 in all the other rows of this column. If the respondent has identified three events or fewer, ask the respondent to put these in order of importance.

Q6.3.5: Ask if each of these 3 most important events had an impact on NAME.

SECTION 6 B– BURDEN OF ILLNESS

PURPOSE:

This section is designed to obtain information on health problems that household members faced in the four weeks before the interview. Information has to be obtained for each member of the household.

RESPONDENTS:

Head of household or primary caregiver of the index child.

Q6.4: Copy all the ID of each member of the household whose age is above 5 years from the roster. It would be better if you completed this column before you start the interview.

Q6.4.1: Say has (NAME from roster) been ill? Fill 00 if no; 01 if yes and 77 stands for Not known. If the answer is No, skip to Q6.4.4; if the answer is yes continue to **Q6.4.2**

Q6.4.2: Ask for how many days in total has (NAME) been ill in the last 12 months? Fill in the total number of days he was ill.

Q6.4.3: Ask the respondent for how many days has (NAME) been unable to perform his/her main activities due to illness in the last 12 months. Note that the number of days here cannot be greater than the number of days reported for **Q6.4.2**.

Q6.4.4: Say 'Has s/he experienced significant weight loss?' If yes ask whether this was prolonged for more than four weeks. If the answer is no for this fill 01 for yes; if the answer is yes fill 44 for persisted weight loss for more than four weeks; 77 for Not known for the respondent; and 88 for no answer or if not applicable.

Q6.4.5: Say 'Has s/he suffered from a prolonged fever?' Fill in 00 for No and skip to **Q6.4.6**, if yes ask whether this was prolonged for more than four weeks. If the answer is no for this fill 01 for yes; if the answer is yes fill 44 for persisted fever for more than four weeks; 77 for Not known for the respondent; and 88 for no answer or if not applicable.

Q6.4.5.1: Ask 'How many days in total did s/he have a fever over the past year?' fill in the number of days. Fill in -77 if the answer is Not known for the respondent and -88 for No answer.

Q6.4.6: Ask the respondent 'Has s/he had chronic diarrhoea?' Fill in 00 for No and skip to **Q6.4.7**, if yes ask whether this was prolonged for more than four weeks. If the answer is no for this fill 01 for yes; if the answer is yes fill 44 for persisted diarrhoea for more than four weeks; 77 for Not known for the respondent; and 88 for no answer.

Q6.4.6.1: Ask the respondent 'How many days in total did s/he have chronic diarrhoea over the past year?' fill in the number of days. Fill in -77 if the answer is Not known for the respondent and -88 for No answer.

Q6.4.7: Ask the respondent 'Has s/he had a persistent cough?' Fill in 00 for No and skip to **Q6.4.8**, if yes ask whether this was prolonged for more than four weeks. If the answer is no for this fill 01 for yes; if the answer is yes fill 44 for persisted persistent cough for more than four weeks; 77 for Not known for the respondent; and 88 for no answer.

Q 6.4.7.1: Ask the respondent 'How many days in total did s/he have a persistent cough over the past year? Fill in -77 if the answer is Not known for the respondent and -88 for No answer.

Q6.4.8: Ask the respondent 'Has s/he had a generalized skin rash?' Fill in 00 for No and skip to **Q6.4.8**, if yes ask whether this was prolonged for more than four weeks. If the answer is no for this fill 01 for yes; if the answer is yes fill 44 for persisted generalized skin rash for more than four weeks; 77 for Not known for the respondent; and 88 for no answer.

Q6.4.8.1: Ask the respondent 'How many days in total did s/he suffer from the skin rash over the past year? Fill in -77 if the answer is Not known for the respondent and -88 for No answer.

Q6.4.9: Ask the respondent 'Has s/he had a mouth or throat infection?' Fill in 00 for No and go to the next individual in the roster card. Repeat this for all household members. If yes ask whether this was prolonged for more than four weeks. If the answer is no for this

fill 01 for yes; if the answer is yes fill 44 for persisted mouth or throat infection for more than four weeks; 77 for Not known for the respondent; and 88 for no answer.

Q6.4.9.1: Ask the respondent 'How many days in total did s/he have the mouth or throat infection over the past year?' Fill in -77 if the answer is Not known for the respondent and -88 for No answer. **Go to next person**

Fill in the table for each individual in the household whose age is above 5 years using the above procedure!

SECTION 7– SOCIO-ECONOMIC STATUS

PURPOSE:

In this section we would like to find out more about the socio-economic environment of the caregiver. It includes questions about the place where he/she lives, household possessions, land ownership and animals.

RESPONDENTS:

Head of household or primary caregiver of the index child.

INSTRUCTIONS:

Q7.0: Identify the respondent for this section using their ID from the household roster.

Q7.1: Ask if anybody in the household owns the house. The land that the house is built on should have been discussed in question 3.2. This now refers to the actual building. If the building is mortgaged, answer yes to this question.

Q7.2: Ask whether anyone in the household has a mortgage on the house.

Q7.3: Establish how many rooms there are in the house. Do not include kitchens, bathrooms, passages, garages or store-rooms or room partitions such as curtains. Enter the number of rooms in the space provided.

Q7.4 This question includes both legal and illegal connections to electricity. The connection must however be functioning most days. Include electrical generators, wind and solar generators but not car batteries. You should look for obvious evidence of an electricity supply (e.g. electric light) as respondents may not want to admit to having an illegal supply.

Q7.5-Q7.7: You must observe the building material used for the wall of the house (7.5), the roof of the house, (7.6) and the floor of the house, (7.7). If it is not immediately clear what these are made of, ask a household member. Enter the appropriate codes from CODEBOXES #40 - #42. If the roof/floor/wall is made of several different materials record the main type of material (e.g that which covers at least 50%). If there is more than one building in the household (e.g a separate kitchen or bathroom) record the material used in the main section of the house.

Q7.8: Ask about the main source of drinking water for members of the household. If different members have different sources of drinking water ask about the source for the

majority of members. Enter the appropriate code from CODEBOX #43. An unprotected well is any type of well that is not a tubewell.

Q7.9: Ask about the main toilet facility used by members of the household. Enter the appropriate code from CODEBOX #44. A septic tank is a toilet that flushes with the effluence going via a pipe into a covered sediment tank. Buckets, fields, hanging latrines or canals do not count as toilets– classify them as none.

Q7.10: This question asks about the main fuel the household usually uses for cooking. Enter the code from CODEBOX #45.

Q7.11: You will be pre-informed if households in the sentinel site do not use fuel for heating their houses and in this case you will not ask this question. For those sites where heating is used by at least some people in the site, establish whether heating is used in the household.

Q7.12: Only ask this question if the household uses fuel for heating. Establish the main type of fuel usually used by the household for heating. Enter the code from CODEBOX #46.

FIELDWORKER: For each item, ask Q7.13.1-Q7.13.2. After asking these questions for all items, ask Q7.13.3 and Q7.13.4.

Q7.13.1 Establish whether anyone in the household owns each of these items. Ownership of the item means that it could be sold by the household member; you can include items that are not presently in the household because they are on short term loan to someone else. The item must be functioning.

Q7.13.2: For each item, ask how many are owned.

Q7.13.3: Ask the respondent which are the five most valuable things in the list. If the item is one of the five most valuable, enter a 01 in column 7.13.3. At the end of the interview, add 00=No into the other rows in this column.

Q7.13.4: If the item is one of the five most valuable, ask how much it would fetch if they were to sell it. Enter the amount (in Birr). If the respondent does not know, enter 77. If the household does not own a particular item or if it is not one of the five most valuable, enter -88 for N/A in this column.

Q7.14: Ask the respondent if they have invested in any improvements to their dwelling in the last four years. If the response is negative, skip to Section 8.

Q7.14.1: If the response to Q7.14 is positive, ask the respondent what kinds of improvements were invested in. You can enter up to three codes from Code Box #45.

SECTION 8 – CHILD CARE, EDUCATION AND ACTIVITIES (5 year old HH only)

PURPOSE:

In this section we would like to find out more about child's early care arrangements, schooling and daily activities (including work).

RESPONDENTS:

Primary caregiver of the index child.

DEFINITIONS:

A creche is a place providing day-care for young children. We are interested in informal as well as formal arrangements.

School is a formal general education establishment usually recognised by the government. In this section it refers to primary school.

A public school relies primarily on government/state funding.

A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.

Typical means usual. A typical day during the week is more likely to be a week day or a day on which the person performs the activities that they do most often.

RESPONDENTS:

Primary caregiver of the index child.

INSTRUCTIONS:

Q8.0: Identify the respondent for this section using their ID from the household roster.

SECTION 8A. CHILD CARE AND PRESCHOOL EDUCATION

FIELDWORKER: Q8.1-8.4 relate to the child's crèche/day care attendance between the ages of 0 and 36 months. Q8.6-8.12 relate to pre-school attendance since the age of 36 months.

SAY: First I am going to ask you some questions about how NAME spent his/her time age 0-36 months.

Q8.1: Establish whether the index child was regularly looked after by a crèche/day care/family day-care/baby-sitter for a whole morning, afternoon, evening or night almost every week.

In this question we are trying to capture regular users of these child care groups and you should include children who attend in blocks (e.g. every day for one week and not at all for the other weeks in the month). The minimum attendance should be twice a month, this should not include unsuccessful trial of child care groups where there is no intention to return. If the child did not attend any child care groups, skip to Q8.4.

FIELDWORKER: For each crèche attended between the ages of 0 to 36 months, go through the columns of Table 8.2 asking Q8.2.1-8.2.8. If the child is still attending

this crèche, ask the remaining questions in the present tense. If they have stopped attending, ask in the past tense.

Q8.2.1: Establish how old the index child was when s/he first went to the crèche/daycare centre. Enter the age in months.

Q8.2.2: Establish how long he/she attended for. Enter the appropriate code from the list. If the child is still attending, ask the remaining questions in the table the present tense. If they have stopped attending, ask the remaining questions in the past tense.

Q8.2.3: Establish who runs/ran the crèche/daycare centre. Enter the code from the list.

Q8.2.4: Ask whether they have/had to pay to send the index child to this crèche/daycare centre.

Q8.2.5: Ask the respondent how good they think the care service was. Enter the code from the list. This is a subjective question; we are interested in the respondent's opinion of the standard of care/service.

Q8.2.6: Ask for how many days per week the child attends/attended this crèche/daycare centre. This should be the average number of days. Record this number in the answer box.

Q8.2.7: Ask for how many hours per day the child attends/attended (during those days on which he/she went to crèche). Record this number in the answer box.

Q8.2.8 Determine whether the respondent/caregiver was/is able to visit the child at the crèche (e.g. for breastfeeding).

Q8.3: Ask the respondent for the main reasons that the index child attended a crèche/daycare centre before the age of 36 months. Enter the codes from CODEBOX #48. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

FIELDWORKER: If you asked Q8.3, now skip to Q8.5 (as Q8.4 only applies to those children who never attended a crèche/daycare centre).

Q8.4: For those children who never attended a crèche/daycare centre before the age of 36 months, ask the respondent what the main reasons for this were. Enter the codes from CODEBOX #49. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

Q8.5: Establish the main people caring for the index child (between 0 and 36 months) on a day to day basis (when he/she was not in the crèches already mentioned). Enter the relevant codes from the list. There is space for three answers here and these should be entered in order of importance (in terms of time spent caring for the child). If fewer than three answers are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

Say: Now I am going to ask you some questions about NAME'S attendance at preschool or child care/crèche since the age of three.

Q8.6: Establish whether, since the age of 36 months, the index child has attended a formal or informal preschool for a whole morning, afternoon, evening or night almost every week.

In this question we are trying to capture regular attendance at preschool. This should not include unsuccessful trial of preschools where there is no intention to return. Children who have just started attending a preschool but for whom there is the intention for regular attendance in the future should be included. If the child has never attended a preschool, skip to Q8.12.

FIELDWORKER: For each preschool attended since the age of 36 months, go through the columns of Table 8.7 asking Q8.7.2-8.7.9.

Q8.7.1: Establish how old the index child was when s/he first went to the preschool. Enter the age in months.

Q8.7.2: Establish how long he/she has attended for. Enter the appropriate code from the list. If the child is still attending, ask the questions in the present tense. If the child is no longer attending, ask the questions in the table in the past tense.

Q8.7.3: Establish who runs/ran the preschool. Enter the code from the list.

Q8.7.4: Ask whether they have/had to pay to send the index child to this preschool.

Q8.7.5: Ask the respondent how good they think the standard of care and teaching is/was at this preschool. Enter the code from the list. This is a subjective question; we are interested in the respondent's opinion of the standard of care.

Q8.7.6: Establish the number of days per week the child attends/attended the preschool. This should be the average number of hours. Record this number in the answer box.

Q8.7.7: Ask for how many hours per day the child attends/attended (during those days on which he/she went to preschool). Record this number in the answer box.

Q8.7.8: Determine whether the respondent/caregiver is/was able to visit the child at the preschool (e.g. to check the quality of care or for any other reason).

Q8.8: Ask the respondent for the main reasons that the index child attends/attended a preschool. Enter the codes from CODEBOX #48. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer-boxes.

Q8.9: Using the information from Q8.7.2, establish whether the index child is currently attending a preschool. If they are not, skip to Q8.11.

Q8.10: If the index child is still attending at preschool, ask how well they think he/she is faring or getting on. This question refers to the respondent's perception of the child's

progress in all spheres: social, educational and physical. It should be in relation to other children the child's age.

FIELDWORKER: If you asked Q8.10, now skip to Q8.14 (as Q8.11-Q8.13 only apply to those children who are not currently attending preschool).

Q8.11: If the child is no longer attending a preschool, ask how old s/he was when s/he stopped attending. Record the age in months.

Q8.12: Ask why s/he stopped attending. Enter the codes from CODEBOX #50. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

FIELDWORKER: If you asked Q8.12, now skip to Q8.14 (as Q8.13 only applies to those children who have never attended a preschool).

Q8.13: For those children who have never attended a preschool, ask the respondent what the main reasons for this are. Enter the codes from CODEBOX #51. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

SAY: Now I want to ask you about NAME starting school

Q8.14: Ask whether the index child has begun school yet. School here refers to formal primary school/first grade. If No or NK, skip to Q8.16.

Q8.15 Ask how old the child was when s/he began school. Enter the age in years and months (e.g. 5 YRS and 2 MTHS).

Fieldworker: If asked Q8.15, skip to Q8.18 because Q8.16-Q8.17 refer to children who have not yet started school.

Q8.16: If the index child has not yet begun formal school (i.e. primary/first grade), ask at what age the respondent expects the child to begin school. Enter the age in years. If the respondent does not expect that the child will ever go to school, record 66 for 'Never'.

FIELDWORKER: If the answer to Q8.16 is an age over the official starting age for primary school (7 years old) or if they answer 'never', then ask Q8.17. If the answer is an age which would not indicate a delayed start to primary school, skip to Q8.18.

Q8.17: Ask the respondent why they expect that the index child will begin school later than the official starting age for primary school (7 years old), or why they expect they will never go to school (depending on the answer to Q8.18). Enter the codes from CODEBOX #52. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

FIELDWORKER: If answer to Q8.16 is NEVER, skip to Q8.26. Otherwise ask 8.18-8.25.

Q8.18: Ask what type of school NAME attends or is likely to attend.

Q8.19: Establish whether the school is single sex.

Q8.20: Ask why the respondent has chosen this school for NAME or would choose this school. Enter the code from CODEBOX #53.

Q8.21: Ask how long it takes/would take for the child to get to school. Enter the time in minutes.

Q8.22: Establish how the child gets to school. Enter the code from the list.

Q8.23: Ask whether the child feels in danger when traveling to school. If No, skip to Q8.25.

Q8.24: If the respondent has answered 'Yes' to Q8.24, ask what the main risks are on the child's journey to school. Enter the codes from the list. There is space for three answers here and these should be entered in order of importance (in terms of time spent caring for the child). If fewer than three answers are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

Q8.25: Ask whether the child normally goes alone or with other people. If they go with other people, find out who these people are and enter the appropriate code from the list.

SECTION 8B. CHILD ACTIVITIES

Say: I am now going to ask you about how NAME spent his/her time yesterday/on last working day or school day. **Do not say 'last working day', instead use the name of the day you are referring to, if yesterday was a holiday or a rest day.**

Q8.26.1: Ask what activities the index child did yesterday/on the last working day. Enter each of the activities mentioned on a separate line of the table. Use the codes from CODEBOX #54.

Q8.26.2: For each activity, ask who the child was with while they were doing this activity. Enter the code from CODEBOX #55.

Q8.26.3: Ask if the child was able to choose whether or not s/he did this activity. This question aims to explore whether the child has autonomy over what they do, or whether others tell them what they must do.

Say: I now want you to think about the last year of NAME's life.

Q8.27: Establish whether the index child has done anything in the last 12 months to get money or things for him/herself or their family. We are interested here in activities that the child has done to earn money/goods rather than things they have done for enjoyment (such as school plays) that have then resulted in some kind of payment. If the answer to this question is No, skip to Q8.29.

Q8.28.1: If the child has done activities in the last 12 months to get money/things, ask what these activities were. Enter each activity on a separate line using codes from CODEBOX #56. Enter each type of activity, not each individual job.

Q8.28.2: For each activity mentioned, ask what form of payment was received/is expected for this activity. Enter the code from the list.

Q8.28.3: Ask whether the child got to keep all or some of the payment for each activity. Enter the code from the list.

Q8.28.4: Of all the activities mentioned in Q8.28.1, ask which the child spent most time on during the year. Enter 01 in the line corresponding to the activity identified by the respondent. Ask which activity the child spent the next most time on and enter 02 in the corresponding line. At the end of the interview, enter 00 on all other rows in this column.

SECTION 9 – CHILD HEALTH

PURPOSE:

We would like to find out more about the child's general health and well-being.

RESPONDENT:

Determined from preliminary interview, but probably the primary caregiver of the index child.

DEFINITIONS:

Traffic accidents (serious injury code) include any accidents in or caused by any mode of transport including bicycles, horses and cars.

INSTRUCTIONS:

Q9.0: Identify the respondent for this section using their ID from the household roster.

SAY: Now I am going to ask you some questions about 'NAME's' health.

Q9.1: Ask the respondent whether they think the index child's health is the same, better or worse compared to other children of this age. If the caregiver asks compared to who tell them to think of other children of the same age as the index child that they know well, and to make a comparison between their health and that of the index child. If the caregiver tells you the child is currently ill prompt him/her to tell you about the child's health in general. Enter the relevant code from the list.

Q9.2: Ask whether the index child has had one or more serious illnesses or injuries in the last three years when the respondent really thought s/he might die. You should stress that the focus of this question is on severe illnesses or injuries where the caregiver **really** thought the child would die (this includes illnesses where they thought the child might die if they did not receive treatment). If it is culturally inappropriate to talk about dying in this way, ask about a time when the child may not have recovered. This is a perception question, and you should accept the answer the respondent gives without imposing your own views as to what counts as a serious illness/injury. If the answer is No, skip to Q9.5.

Q9.3: If the child had one or more serious illnesses, ask what the illnesses were. If the child had an injury but did not have any illnesses, skip to Q9.4.

Q9.3.1: Enter as many illness codes as apply from CODEBOX #57, putting each on a new line of the table. Do not prompt for specific illnesses and do not interpret what the caregiver reports; if they describe symptoms rather than a specific illness record the symptoms under 'Other'. If the caregiver reports a specific illness and then describes the symptoms, only record the specific illness (e.g. if they report a traditional illness that had diarrhoea as a symptom only record the traditional illness).

Q9.3.2: For each illness identified, ask whether they sought treatment or advice for this illness at any point. We are interested in all types of treatment and advice (e.g. visit to a health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next illness (or next question if there are no more illnesses).

Q9.3.3: For each illness for which they sought treatment/advice, ask where they sought treatment/advice from. Enter the codes from CODEBOX #58. There is space for three answers here; fill in as many codes as apply in order of attendance. If fewer than three answers are given, put 88 for N/A in the remaining answer-boxes.

Q9.3.4: Ask whether they had to pay for any of this treatment. This question applies to ANY of the treatment that they sought for this particular illness. Payment may be for any aspect of treatment (e.g. consultation, clinic fees, drug charges, etc).

Q9.3.5: Establish the time it took for them to get to the first treatment place (for each illness). We are interested in the actual time taken here; it is not important what mode of transport they used to get there. Time should be recorded in minutes.

Q9.4: If the child had one or more serious injury, ask what the injuries were. If the child had an injury but did not have any injuries, skip to Q9.5.

Q9.4.1: Enter as many injury codes as apply from CODEBOX #59, putting each on a new line of the table. Do not prompt for specific accidents and do not interpret what the caregiver reports.

Q9.4.2: Ask the cause of the injury. Enter the code from CODEBOX #60. This includes injuries obtained while working or doing domestic chores.

Q9.4.3: For each injury identified, ask whether they sought treatment or advice for this injury at any point. We are interested in all types of treatment and advice (e.g. visit to a health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next injury (or next question if there are no more injury).

Q9.4.4: For each injury for which they sought treatment/advice, ask where they sought treatment/advice from. Enter the codes from CODEBOX #58. There is space for three answers here; fill in as many codes as apply in order of attendance. If fewer than three answers are given, put 88 for N/A in the remaining answer-boxes.

Q9.4.5: Ask whether they had to pay for any of this treatment. This question applies to ANY of the treatment that they sought for this particular injury. Payment may be for any aspect of treatment (e.g. consultation, clinic fees, drug charges, etc).

Q9.4.6: Establish the time it took for them to get to the first treatment place (for each illness). We are interested in the actual time taken here; it is not important what mode of transport they used to get there. Time should be recorded in minutes.

Q9.5: Establish if the index child has any long term health problems that affect his/her daily life. A long term health problem is a health problem that is likely to persist for a long time either because it is incurable or because it is not being treated. It can include physical disability, chronic and mental health problems as well as recurring/seasonal problems. This question refers to the perception of the caregiver so you should not prompt for specific health problems. If there are no long term health problems, skip to Q9.7.

Q9.6: If the caregiver reports that the child has a long term health problem, ask what these problems are.

Q9.6.1: Enter as many health problem codes as apply from CODEBOX #61, putting each on a new line of the table. Do not prompt for specific health problems and do not interpret what the caregiver reports; if they describe symptoms rather than a specific illness record the symptoms under 'Other'. If the caregiver reports a specific illness and then describes the symptoms, only record the specific illness. If the caregiver reports two linked problems such as HIV/AIDS and TB record both.

Q9.6.2: For each health problem identified, ask how much treatment NAME has had in the last year. We are interested in all types of treatment and advice (e.g. visit to a health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next health problem (or next question if there are no more health problems).

Q9.6.3: Ask how much has been spent on treatment for this health problem in the last 12 months.

Q9.7: Ask the nine disability and development questions in Table 9.7. For each item, record whether the index child is not able to do it at all, is able to do it with great difficulty, is able to do it with some difficulty, or is able to do it easily. For the first question, if NAME is present, it should be observable whether he/she can walk. If the caregiver is having difficulty in answering these questions, ask him/her to think of other children that are the same age as the index child, and compare the index child to them with respect to the abilities explored in these questions.

Q9.7.1: Ask whether the respondent believes that children should be vaccinated. Fill in 00 for No; 01 for Yes; 77 for I do not know. If the answer is no or NK skip to **Q9.8**

Q9.7.2: Ask why children should be vaccinated and fill in the code from the question.

Q9.8: Ask whether the index child has a vaccination card.

Q9.9: If they do have a vaccination card, use this card to fill in whether the index child has had any of the vaccinations listed (BCG, Measles, 3 courses of DPT, Polio and HIB (flu)). Check with the caregiver whether the child has had any vaccinations not recorded on the vaccination card. If they do not have a vaccination card, ask the caregiver whether or not the child has had each of these vaccinations. You may ask about events such as national immunisation days in the area in order to help them remember. *The meanings of BCG, Measles, 3 courses of DPT, Polio and HIB (flu) have to be well elaborated in the translated version.*

Q9.9.1: Ask the respondent whether the household has received any nutrition education in the last six months from development agents/health workers/health extension workers or any other. Fill in 00 for No and 01 for yes. If no, **skip to 9.9.4**

Q9.9.2: Ask whether the nutrition education they received help them to improve NAME's nutrition? Fill in 00 for No and 01 for yes. If yes, **skip to 9.9.4**

Q9.9.3: If no ask why not, and enter code from CODE BOX #62)

Q9.9.4: ask whether the respondent knows if the salt the household uses contains iodine? Fill in 00 for No and 01 for yes.

Q9.9.5: ask the respondent's main source of information about health and child care and enter code from CODE BOX #63

Q9.10.1-Q9.10.7: Ask whether the index child consumed each of the meals/snacks mentioned in these questions during the last 24-hour period. Make sure to word the questions to reflect the last 24 hours rather than referring to what the child 'usually' does. If the child was ill during this time, ask the questions of the last 24 hour period in which the child was well. Items such as a glass of milk or breastfeeding may be counted as items between meals.

Q9.11.1-Q9.11.11: Ask whether the index child consumed any of each of the food-types listed during the last 24 hours. We are interested in the generic categories and not just those specific foods listed in parentheses as examples. Make sure to word the questions to reflect the last 24 hours rather than referring to what the child 'usually' does. If the child was ill during this time, ask the questions of the last 24-hour period in which the child was well. In the case of oil/fat, you may need to prompt as to whether they consumed fried food, sauces with oil, etc. Similarly, prompt as to whether they consumed sugar in drinks, etc.

Q9.12: Ask whether the household has had any periods of food shortages in the last 12 months. If no, skip to section 10.

Q9.13.1: For each of the strategies listed, ask whether anyone in the household does this. If yes, ask Q9.13.2. If no, skip to the next strategy, on the next line.

Q9.13.2: For each strategy employed during a food shortage, ask who it affects the most. Enter the code from CODEBOX #64.

SECTION 10- ANTHROPOMETRY

PURPOSE:

To measure the height and weight of the index child and mother.

RESPONDENT:

Mother and index child will be measured.

INSTRUCTIONS:

Q10.0: Identify the main respondent for this section using their ID from the household roster.

Q10.1-Q10.2: Ask for the caregiver's perception of the child's weight and height health compared to other children his/her age. If the caregiver asks compared to who tell them to think of other children of the same age as the index child that they know well, and to make a comparison between their weight and height and that of the index child.

MEASURING THE CHILD:

SAY: I have to use this weighing scale/height board (FIELD WORKER: PLEASE SHOW THEM) 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.

Q10.3: Make sure the scale has been checked and is working. Tick the box to indicate that this check has taken place.

Q10.4-Q10.6: Take two weight measurements, enter each one in Q10.4 and Q10.6, and then enter the agreed weight in Q10.6.

Q10.7-Q10.9: Take two weight measurements, enter each one in Q10.4 and Q10.6, and then enter the agreed weight in Q10.6.

Q10.10: If the child was not measured, record the reason why not using the appropriate code from the list.

Q10.11-18 are for the mother.

PROCEDURES FOR MEASURING HEIGHT

For height you need a wall or door frame to support the height measure if it is not free standing.

1. Appropriate clothing: remove shoes and any bulky clothing like a coat or bulky skirt which would prevent the child's buttocks being in contact with the board.
2. Position the child so that they stand by the height stick with their feet parallel, and with their heels, buttocks, shoulders and back of the head touching the upright stick. The head should be held comfortably with the child looking straight ahead, not with their head tipping up or down. The arms should hang loosely at the child's side. Ask the mother to help if necessary.

3. Gently lower the headpiece of the measuring stick to make contact with the top of the head. Press the hair down if necessary to make this contact but only enough to make contact.

4. Read the length to within 0.1cm, making sure your vision is aligned with the position of the marker, not lower or higher. If the measurement is in between 2 millimetre markers, take the lowest value.

5. Say clearly what the measurement is and note it down immediately.

Lift the head board, check the alignment and measure the child again. If the two measurements are the same accept this measurement. If the measures are different, measure again until you get two similar measures and write this measure in the agreed child height space.

6. Always thank the mother and the child.

PROCEDURES FOR MEASURING WEIGHT

1. If using a clock (spring) balance, hang the scales so the dial is in the direct line of sight of the person doing the weighing (that is, not too high or too low).

Make sure that when the child is suspended they cannot touch anything such as a wall. Make sure that whatever the balance is hung from is strong enough, you do not want the child to fall or to break the roof of the house. You must hang the balance from something, don't attempt to weigh with someone holding up the balance. In general children do not like being weighed on clock balances if they do not feel secure or comfortable, for instance if dangling in an insubstantial weighing trouser. So think about this before you start and check that your children of the age you are measuring are comfortable in your equipment. It may be better to have a larger sack or make your own bucket type swing.

If using a balance that you stand on then find a level and secure surface. Balances do not measure accurately if they are on a slope. Ordinary bathroom balances are not sufficiently robust, precise and accurate but there are now more precise standing balances which could be used. For children who are very upset by weighing or if you have a sufficiently precise balance, you can weigh the child with the mother and then the mother alone. In such cases, make sure that your forms are designed to allow you to write down the measurements as you read them off the balance and do the calculations later step by step.

2. Calibrate the scales with the weighing sack trousers before measuring each child. If you are going to weigh with a blanket, calibrate the sack with the blanket to zero.

3. Appropriate clothing: nude or with the blanket used in calibration. If it is impossible to weigh children nude, as in cold weather, then weigh the child with the minimum of clothing possible. In this case you will need to construct a list of the weights of typical articles of clothing. Note down the clothing the child was wearing and later deduct from the weight. Do not make general estimates to allow for clothing and don't try and do the calculations at the same time as the weighing. Write down the weight as you actually read it off the balance and do the adjustment later. If you are going to have to do this make sure your form is designed to facilitate the procedure.

4. Ask the mother for her help and explain to her about the importance of measuring weight precisely and that is why it is best to weigh her child without clothes.

5. Weigh the child and call out the measurement clearly. If the weight falls between two markers on the dial, take the lower measure. Register the weight immediately.

Take a second reading, either steadying the child and balance again or getting the child to step onto the balance again. If the two measures are the same note this measure as the agreed weight, if not weigh again and take the measure for which you have two the same. If you can't get two measures the same and you are sure that you have done the procedure correctly each time, take the average of the measures.

6. Always thank the mother for her help.

QUALITY CONTROL FOR WEIGHING AND MEASURING

1. Reading the measurements

- a. if the indicator falls exactly on a marker (mm or g) then take this as the measurement
- b. if it falls between two markers, then take the lower value

2. Writing the measurements

- a. it is very important to write the numbers very clearly
- b. if the wrong number is written down, do not erase it or change it – cross it out and write the correct one at the side.

3. Reading and registering the weights and heights

- a. the person measuring calls out the measurement
- b. the assistant repeats what is called out
- c. the person measuring says “yes” or “fine”
- d. the assistant says “yes” or “fine” and writes down the measurement
- e. the assistant shows the person measuring what they have written down

4. Common errors in measuring length

- a. position of the person taking the measurement
 - they are too far from the child's feet
 - they are not kneeling down
 - they are too far from the board
- b. the child's feet
 - the toes are pointed
 - the soles of the feet are not perpendicular to the board
 - measuring only one foot
- c. the child's head
 - the neck is stretched too much
 - the neck is tucked in too much
 - the palm of the mother's hand totally covers the ear (the fingers are not flexed)

- d. the child's position on the board
 - the child is not in the centre of the board
- The child is wearing a nappy or other bulky item, plaits or hair accessories so that the head board is not in contact with the child's head.

1. Common errors in measuring weight

- The balance was not zeroed with the weighing sack
- The balance is not at eye level
- The child can touch a wall or grabs at nearby people
- The child is wearing clothes

Check the equipment every two weeks or when you get back to base.

Length:

- use a stick of known length and check the measurement
- the gap between the foot-base and the board should be less than 2mm

Weight

- use standard weights of 5kg and 10kg to check the scales

check each time that the scales are set to zero

SUPERVISOR CHECKLIST WHEN OBSERVING ANTHROPOMETRIC MEASUREMENTS

	Yes	No	No observation
1. Did the anthropometrist introduce themselves and explain what they intended to do?			
2. Length board			
a) Did the anthropometrist put the board on a flat surface with sufficient space in which to work?			
b) Did the anthropometrist put the sliding bar in an appropriate place before measuring the child?			
c) Did the anthropometrist ensure the child was wearing appropriate clothing?			
d) Who was the assistant?			
e) Did the assistant hold the child's head?			
f) Did the anthropometrist push down to make the child's knee a straight line lying in the middle of the board?			
g) Were the feet of the child in the right place(both feet lying straight and both heels placed against the sliding bar)?			
h) Did the anthropometrist stand in the correct place to read the length?			
i) Did the anthropometrist and the assistant follow the procedure for reading and registering the length?			

	Yes	No	No observation
3. Height stick			
a) Did the anthropometrist put the stick on a flat surface with sufficient space in which to work?			
b) Did the anthropometrist put the sliding bar in an appropriate place before measuring the child?			
c) Did the anthropometrist ensure the child's shoes were removed and that hair accessories, hats etc were removed?			
d) Who was the assistant?			
e) Did the anthropometrist ensure the child was standing in the correct position?			
f) Did the anthropometrist bring the sliding bar to the top of the head and push the hair down?			
g) Did the anthropometrist stand in the correct position to read the height?			
h) Did the anthropometrist and the assistant follow the procedure for reading and registering the height?			
4. Weight			
a) Did the anthropometrist ensure the weighing scales were hanging correctly and in a place with sufficient space to work?			
b) Did the anthropometrist calibrate the scales before weighing the child?			
c) Did the anthropometrist ensure the child was wearing appropriate clothing?			
d) Who was the assistant?			
e) Did the anthropometrist stand in the correct position to read the weight?			
e) Did the anthropometrist and the assistant follow the procedure for reading and registering the height?			
5. At the end of the session			
a) Did the anthropometrist put away the equipment in an appropriate manner?			
b) Did the anthropometrist thank the household members for their cooperation?			

MEASURING THE MOTHER:

SAY: Now I would like to record your [the mother's] measurements. I have to use XXXX to make sure the measurements are right. This won't hurt. I am going to ask you to XXXX.

Q10.11: Make sure the scale has been checked and is working. Tick the box to indicate that this check has taken place.

Q10.12-Q10.14: Take two weight measurements, enter each one in Q10.4 and Q10.6, and then enter the agreed weight in Q10.6.

Q10.15-Q10.17: Take two weight measurements, enter each one in Q10.4 and Q10.6, and then enter the agreed weight in Q10.6.

Q10.18: If the child was not measured, record the reason why not using the appropriate code from the list.

SECTION 11 – CAREGIVER PERCEPTIONS AND ATTITUDES

PURPOSE:

We would like to find out about the caregiver's feelings and attitudes towards their family, children, themselves and their community.

RESPONDENTS:

The respondent for this section must be the primary caregiver.

DEFINITIONS:

INSTRUCTIONS

FIELDWORKER INSTRUCTION: Do practise questions until respondent understands task – up to 3 times.

SAY: I am going to read some things that people sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

Say: 'I like injera/kocho'
'I can run fast'
'I like eating bread'

Say: First, I want you to think about the area in which you live.

Q11.1.1-11.1.10: For each of the statements in Table 11.1, read the sentence aloud and ask the caregiver to indicate the appropriate tick or cross. Make sure that the respondent has heard and understood the statement and if s/he has not you must repeat it and/or add further explanation as necessary. However, it is important not to change the meaning of the question. (NB There are only 9 questions in the 12 year old household questionnaire)

Say: Now, I want you to think about other aspects of your life.

Q11.2.1-11.2.12: For each of the statements in Table 11.2, read the sentence aloud and ask the caregiver to indicate the appropriate tick or cross. Make sure that the respondent has heard and understood the statement and if s/he has not you must repeat it and/or add

further explanation as necessary. However, it is important not to change the meaning of the question.

FIELDWORKER: If the child is in school, ask Q11.2.13-11.2.14. If not, skip to Q11.3.

Q11.2.13-11.2.14: As above, read each of the sentences aloud and ask the respondent to indicate the appropriate tick or cross.

FIELDWORKER: Show the child the 'LADDER OF LIFE' picture.

Q11.3: Say: "There are nine steps on this ladder. Suppose we say that the ninth step (09), at the very top represents the best possible life for you and the bottom step (01) represents the worst possible life for you. Where on the ladder do you feel you personally stand at the present time?" Make sure the respondent understands that the ladder refers to all aspects of life (eg. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general – it should not be confused with, for example, a measure of purely economic wellbeing. Be very clear about which direction the ladder goes in (ie. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided. If the respondent answers 09, skip to Q11.5. Otherwise, continue on to the next question.

Q11.4: Ask the respondent where s/he thinks that he/she will be on the ladder in four years. Enter the step on which they will be.

Q11.5: If the respondent answered 09 to 11.3, enter 88=NA and skip to 11.6.

Ask the respondent what s/he thinks would *help* them to move up the ladder (whether or not they think they actually will move up or down). This is asking for perceptions of services and/or circumstances that could lead to an improvement. Record up to three responses with the most important listed first using CODEBOX #65. If the respondent only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

Q11.6: If the respondent answered 01 to 11.3, enter 88=NA and skip to 11.7.

For all respondents, ask what might cause them to move down the ladder. This is the opposite of Q11.5 and refers to circumstances or events that may lead to life getting worse. Record up to three responses with the most important listed first using CODEBOX #66.

SAY: I am now going to ask your opinion on various issues. There are no right and wrong answers; I just want to know what you think.

Q11.7: Ask the respondent to imagine that a family in the village/suburb has a 12 year old son who is attending school full-time, and the family badly needs to increase the household income. Read out the options that the family faces. Ask the respondent to choose from the list of possible responses of what the family should do. Enter the code corresponding to the option that they choose.

FIELDWORKER: Check whether the respondent went to school. If they did, ask Q11.8. If not, skip to Q11.9

Q11.8: For those respondents who went to school, ask whether they think that formal schooling was useful in their current life. Now skip to Q11.10.

Q11.9: For those respondents who did not go to school, ask whether they think that formal schooling would have been useful to them in their current life.

Q11.9.1: Ask the respondent whether there are non-formal education classes available for adults in their community? Fill in 00 for No; 01 for Yes; 77 for Not known for the respondent. If No or NK, skip to **Q11.10**

Q11.9.2: Ask the respondent whether s/he has ever attended non-formal education classes? Fill in 00 for No; 01 for Yes; If yes, skip to **Q11.10**

Q11.9.3: If no, ask the respondent why not and enter code from CODE BOX #67

Q11.10: Ask the respondent what job s/he thinks NAME will be doing when NAME is about 20 years old. Do not prompt. Enter the code from CODEBOX #68. This answer should reflect what they think NAME will *actually* be doing.

FIELDWORKER: For HH questionnaire for 12 year-old child, check whether NAME is still in school. If so, ask Q11.11 to Q11.13. If not, SKIP to Q11.14.

Q11.11: Ask the respondent what level of education they would ideally like the index child to complete. The answer should reflect their hopes for the child, not be restricted by what they think will actually happen. Enter the highest grade if the level is not higher than secondary education; otherwise enter the appropriate code from the types of post-secondary education. If 00, skip to 11.14.

Q11.12: Ask the respondent whether they think the index child will actually reach the level of education that they indicated in Q11.11. If yes, skip to Q11.14.

Q11.13: If the respondent answered No to Q11.12, ask what they think are the main reasons that NAME is likely to drop out of school before they have reached the level indicated in Q11.11. Enter the codes from CODEBOX #69 in order of importance. There is space for three answers here; if fewer than three reasons are given, enter as many codes as apply and fill in 88 in the remaining answer-boxes.

Q11.14: Ask the respondent what would be the ideal number of sons for her/him to have or to have had. We are asking what they think would be/have been best for them rather than just how many they have now. The number may be smaller than, larger than or the same as the actual number. Use code 80 if they answer that they did/do not mind.

Q11.15: Ask the respondent what would be the ideal number of daughters for her/him to have or to have had. We are asking what they think would be/have been best for them rather than just how many they have now. The number may be smaller than, larger than or the same as the actual number. Use code 80 if they answer that they did/do not mind.

Q11.16: Ask the respondent to imagine that a family in the village/suburb has a 12 year old daughter who is attending school full-time, and the family badly needs to increase the household income. Read out the options that the family faces. Ask the respondent to

choose from the list of possible responses of what the family should do. Enter the code corresponding to the option that they choose.

Q11.17.1-11.17.13: Read the list of qualities and ask whether they think this is important for children to learn at home. Make sure the respondent understands what each of the qualities mean. You may have to explain some of the concepts but be careful not to change the meaning of any of the items.

Q11.18: Ask the respondent which three of these qualities they consider to be the most important. Enter the quality ID from the first column of table 11.17.

SAY: Here is a scale for rating beliefs about reasons for having children according to how important you think they are (SHOW SCALE). If you think it is “Very important”, indicate by pointing to this end; if you think it is “Not important at all”, point to this end of the scale. These three points in the middle mean “Not very important”, “Moderately important” and “Important”.

FIELDWORKER: Do practise questions until respondent understands task – up to three times.

Say: ‘I like injera/kocho’
 ‘I can run fast’
‘I like eating bread’

SAY: I have a list here of reasons people may give for wanting to have children. Please use this scale as a guide. Think about your experience with your own child/children and tell me how important the following reasons for wanting to have children are to you personally.

Q11.19.1-11.19.14: Read the list of reasons for having children and fill in the codes corresponding to the answers given. Make sure the respondent understands each item on the list. You may have to offer further explanation where necessary, but be careful not to change the meaning of any of the items.

SAY: Please tell me the extent to which you expect the following kinds of help from ‘NAME’ when s/he is grown-up.

Q11.20.1-11.20.7: Read through the kinds of help listed in the table, and for each one ask whether the respondent expects this help from NAME. Inform the respondent of the possible responses: “Not at all”, “A little”, “Somewhat”, “Quite a lot”, or “A lot”.

SAY: I am now going to ask you about some of your expectations for NAME’s life specifically.

Q11.21: Ask at what age NAME did or at what age the respondent expects NAME to do each of the things listed in Table 11.21. Enter the age given by the respondent. If they don’t know, enter NK. If they do not expect NAME to do this, enter 00.

Q11.22: Ask the respondent what job they would most like NAME to do in the future. Do not prompt. Enter the code from CODEBOX #70. Their answer should reflect what they *want* for NAME, not necessarily what they think is realistic.

SECTION 12 – CHILD DEVELOPMENT (for younger cohort, i.e., 4.5-5.5 year old children)

PURPOSE:

The purpose of this section is to assess the child's cognitive development/achievement.

RESPONDENTS:

The respondent for this section must be the index child.

INSTRUCTIONS

Materials needed

For testing the younger cohort each field worker should have: a) a copy of the Peabody Picture Vocabulary Test (PPVT), b) a copy of the Cognitive Development Assessment CDA, c) a survey for the home (the relevant section is 12).

The field workers need a copy of this manual so that the instructions are delivered verbatim.

Time for administration

All children should be able to complete the two tests in one session of less than an hour. If the child is too tired or distracted the field worker may cut the test administration and return for a second session to complete the remaining tests (and make a note of this). However, every effort should be made to finish a test once it has started; in other words the second session should retake a test only if conditions in the first test were inadequate. If not the second session should start with a new test. Also, during a session it is possible to take breaks only between tests for the child to rest.

Any given test section should not start before 7 a.m. or after 6 p.m. to avoid the child being too tired and not able to give its best performance.

Place of administration

The test should be administered in a place that is as private as possible (e.g. far from interferences coming from street sounds, siblings, TV or radio) and has a chair (or equivalent for the child to sit on), a table or flat surface for the child to write on and for the field worker to show the items, not excessive wind and good light. Children from the older cohort only should have a pen or pencil and eraser (provided by the fieldworker and kept afterwards by the child).

Evaluation of administration

It is important to remember that the language of administration used by the field worker and by the child and time of start and end of each test should be registered for all children. If more than one language is used for administration please mark the one that was used the most but make a note of the use of multiple languages in your comments. Also the field workers must mark if they consider that the administration was adequate. Inadequate conditions may come from within the child (e.g. seemed sick, tired, sleepy, or unmotivated to work) or from the outside (e.g. there was no flat surface to work on, the light was dim, too many distractions). If not adequate the field workers must choose a code in the questionnaire and elaborate in their comments.

For the younger cohort, the tests should be administered after the parent has completed the questionnaire. The PPVT should be administered first, followed by the CDA.

It is important that the field worker establishes a friendly relation with the child before posing the questions (especially with very shy or untrusting children). This could be done by engaging in a conversation with the child about the purpose of the visit, their name, age and favourite activities. The situation should not be presented as an evaluation of the child but only as a series of questions where the child should try its best, with no consequences attached.

Instructions for the PPVT

The administration of the Peabody Picture Vocabulary Test (PPVT) requires the reading of PART 2 of the Manual, which correspond to the “Instructions for the Administration of the Test”. This section describes a series of procedures that should be followed very carefully during the administration. These procedures are:

1. Preparation for the Test
2. Filling of the first page of the answer sheet
3. Examination in the critical margin (includes examples)
4. Introduction to the Test and use of the example images
5. Rules for the administration of the items

A note on calculation of chronological age: Note that, since you have to use Ethiopian calendar in the calculation of chronological age, in cases where the child was born in Pagume (Ethiopian calendar) you should consider it as if the person was born in Nehassie so that the number for the month the child was born should be 12 and not 13. However, the day the child was born should be between 31 and 36 depending on when in Pagume the child was born. For example, if the child was born on Pagume 2 in 1993 E.C., the day when you fill out the date of birth should be 32, the month should be 12 and the year should be 1993.

Be sure to read the example items with the child and make sure he understands what needs to be done before starting the actual test.

The answer sheet provided in the survey should be used for recording the answers of the child. The items that are replaced should be reflected in the answer sheet. After the administration is over and the child is not present the field worker will include the ceiling item, subtract the errors, and get the raw score. The field workers should not complete the standard scores. The standard scores will be calculated centrally by a few people

(preferably psychologists with experience in using the PPVT) who will: a) check that the chronological age, ceiling item, number of errors and raw score are correct, and b) estimate and enter the standard score based on the tables provided in the manual.

The PPVT is copyright material and should not be shared with and copies should not be given/shown to non-members of the project (except the respondents, fieldworkers and other members of YLP).

Instructions for the Cognitive Development Assessment-Quantity, CDA (4.5-5.5 year olds, younger cohort, only)

This test is part of a study developed by the International Association for the Evaluation of Educational Achievement (IEA). Hence the material is confidential and should not be shared freely. It has several subtests, but we will include only the quantity items.

Important: You need to work with a copy of the booklet of the CDA.

General Instructions

All the items are to be administered to all children.

Allow the child enough time to respond to each item before going on to the next.

Each area presents specific instructions that must be read carefully.

Score each of the child's answers in the answer sheet.

Quantity subtest

Materials

The materials required for this test include one set of Picture cards. Each card represents a single test item.

Specific Instructions

The key phrases in each item should be read twice (if necessary).

Make emphasis on the **underlined words**.

Tell the child:

"I am going to show you some pictures. We are going to do different kinds of things with the pictures. Listen and do just what I say."

Items

Q1. "Look at the plates of cupcakes. Point to the plate that has a **few** cupcakes... Point to the plate that has a **few** cupcakes"

Q2. "Look at the bowls of eggs. Point to the bowl that has the **most** eggs... Point to the bowl that has the **most** eggs."

Q3. "Look at the bottles. Point to the one that is **almost** empty... Point to the one that is **almost** empty."

Q4. "Look at the apples. Point to the apple that is **half** gone... Point to the apple that is **half** gone."

- Q5. "Look at the box of marbles and groups of marbles. Point to the group that has as many marbles as the box... Point to the group that has as many marbles as the box."
- Q6. "Look at the pictures of the bowls and spoons. Point to the picture that shows a spoon in every bowl... Point to the picture that shows a spoon in every bowl."
- Q7. "Look at the pictures of gloves. Point to the picture that shows a pair of gloves... Point to the picture that shows a pair of gloves."
- Q8. "Look at the boy with the balloons and these groups of balloons. Point to the group that has an equal number of balloons as the boy... Point to the group that has an equal number of balloons as the boy."
- Q9. "Look at the groups of stars. Point to the group that has the fewest stars... Point to the group that has the fewest stars."
- Q10. "Look at the bowls. Point to the bowl that is full... Point to the bowl that is full."
- Q11. "Look at the blocks. Point to the picture that has a lot of blocks... Point to the picture that has a lot of blocks."
- Q12. "Look at the circles. Point to the circle that is whole... Point the circle that is whole."
- Q13. "Look at the birds. Point to the bird that has nothing in his mouth... Point to the bird that has nothing in his mouth."
- Q14. "Look at the coats. Point to the coat that has all of its buttons... Point to the coat that has all of its buttons."
- Q15. "Look at the dogs and cats. Point to the picture where the dog has less food than the cat... Point to the picture where the dog has less food than the cat."

Note for translators: please change some of the words to reflect the local context: consult the YL administrator.

CHILD QUESTIONNAIRE

CHILD ID AND DATA HANDLERS:

You should complete this section preferably before you conduct the interview. Your supervisor will have the IDs for each child and you should insert your own ID and the ID of your supervisor in the appropriate places. Make sure that you fill in the correct date of the interview and the correct ID. An incorrect ID will mean we cannot use the data collected in the questionnaire.

You should sign this section on the fieldworker signature line only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems, and that the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire.

The supervisor will sign and date the questionnaire once s/he has carried out a set of consistency and completeness checks. The data entry staff will also sign and date the questionnaire after they have done the data entry.

SECTION 1 – SCHOOL AND ACTIVITIES

PURPOSE: The purpose of this section is to ask a number of questions about the index child's previous and current schooling as well as work activities.

RESPONDENT: The 12 year old child. If the child does not know the answer and the question is a factual question, ask the caregiver at the end of the interview. All such questions are identified. Always ask the caregiver at the end of the interview so that the flow of the interview with the child is not interrupted. If you do ask the question of the caregiver and not the child, please indicate this in the comments section at the end of the questionnaire.

DEFINITIONS:

School is a formal general education establishment usually recognised by the government.

Public (students contribute, government subsidizes partly, private during Haileselassie, exist only in Addis

Private A private school relies primarily on private sectors and fees collected from students

Community An NGO/Charity/Religious school relies on funds from NGOs or religious institutions

Government A public school (government/state funding).

Other (Specify): if there is any

Full time means attendance requirements set by the school and does not necessarily mean a whole day. It may also mean mornings or afternoons only if this is what the school means by full time.

Typical means 'usual' and so does not include something the child does irregularly.

INSTRUCTIONS:

Q1.1: Ask whether the index child has ever attended a ‘formal’ school. Include children who went or go to school very irregularly but do not include children who are/were enrolled but have NEVER attended school. Do not include children who only attended a pre-school such as a nursery school or crèche. If the child never attended school **skip to Q1.25**.

Q1.2: Ask if the child is currently attending a ‘formal’ school. Include children who attend irregularly but do not include children who are enrolled but NEVER attend. NOTE: This question is not asking if the child is physically attending school at the time of the interview. If the child is not currently attending school **skip to Q1.16**.

Q1.3 Determine whether the school is a single sex school, i.e. boys only or girls only.

Q1.4: If the child is attending school ask if the school is public or private (see definitions above). If the child doesn’t know the answer, ask the parent/guardian at the end of the interview.

Q1.5: Record the grade or class that the child is currently in. Enter grade 01-12; where 01 is the first grade of [primary] school.

Q1.6: Record, in MINUTES, the time that it usually takes the child to get to school. This is by the usual means of getting there from door to door and may mean having to combine different journey times if the child uses different modes of transport.

Q1.7: Ask the child how they usually get to school. If the child says that they walk and also get a bus in the same journey then record the journey which takes the longest time.

Q1.8: Ask the child whether or not they feel in danger when travelling to school. If the answer is no then **skip to Q1.10**.

Q1.9: Only answer this if the child answered ‘yes’ to the previous question (Q1.8). Ask the child why they feel in danger when going to school and record up to three responses, recording the most important first, using the codes given in the question. If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A.

Q1.10: Establish whether the child has missed one or more COMPLETE week of school during the last 12 months. Do not include time missed due to school holidays, national holidays for example. If the answer is no then **skip to Q1.13**.

Q1.11: From CODEBOX #1 record up to three main reasons why the child missed school. If there are more than three reasons, record the ones which resulted in the longest amount of times missed (in order). If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A.

Q1.12: Enter the months during which most of the absences occurred. If a single period crossed into two months then enter them both in month order.

Q1.13: Establish the best things that the child likes about school. From CODEBOX #2, record up to three main ‘likes’ about school but do not prompt using codes or suggestions. It is still ok to encourage the child to think around the question. If there are more than three

reasons, only record the most important ones, in order of importance. If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A. If the child says that they can not think of anything then ask Q1.15 and return to Q1.14 after; sometimes it is easier to say what they dislike rather than like.

Q1.14: Establish the things that the child most dislikes about school. Enter the codes that apply from CODEBOX #3 but do not prompt using codes or suggestions. It is still ok to encourage the child to think around the question.

FIELDWORKER INSTRUCTION: If the child is still attending school then **skip to Q1.24**. Only answer questions Q1.15 to Q1.23 if the child is **no longer** attending school (the questions should be asked in the past tense – except Q1.23). If the child doesn't remember some of the factual information required in questions 1.15-1.20, they can be asked of the caregiver at the end of the interview. However, ensure that you give the child priority in answering this question, and encourage them to try to remember. Questions 1.21-1.23 should not be asked of the caregiver as they do not refer to factual information and 1.23 is already included in the caregiver questionnaire.

Q1.15: Record the last grade that the child successfully completed before s/he left school. So even if they are, for example, in year 10 the last year that they would have successfully completed is most likely year 9. In this year the code would be 09.

Q1.16: Record the age (IN YEARS) of the child when s/he stopped attending school. This is the actual age that the child was when s/he stopped attending.

Q1.17 Determine whether the school was a single sex school, i.e. boys only or girls only.

Q1.18: Establish whether the last school attended was public or private.

Q1.19: Record, in MINUTES, the time that it usually took the child to get to school. This is by the usual means of getting there from door to door and may mean having to combine different journey times if the child uses different modes of transport.

Q1.20: Ask the child how they usually travelled to school. If the child says that they walked and also took a bus in the same journey then record the journey which took the longest time.

Q1.21: Ask the child whether or not they felt in danger when travelling to school. If the answer is no then **skip to Q1.23**.

Q1.22: Only answer this if the child answered 'yes' to the previous question (Q1.21). Ask the child why they felt in danger when going to school using the codes given in the question.

Q1.23: Establish the main reasons why s/he is no longer attending school. Record up to three reasons in order of importance using CODEBOX #4. Do not prompt using codes or suggestions but it is still ok to encourage the child to think around the question. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

Q1.24: We would like to know what the child does on a typical (see definition above) day that is not a weekend day or a holiday. The best way to find this out is to ask about what the child did yesterday, providing that this was a 'typical' day and not a holiday.

Say: I am now going to ask you about how you spent your time yesterday/on xxxday (last working day). If 'yesterday' was a weekend, holiday or day-off then ask him/her about the last working day.

Q1.24.1: Enter all the codes corresponding to all the activities that the child did yesterday (or the last working day) from CODEBOX #5. The activities include up to eight things the child did whether, for example, paid or unpaid work, caring for other people or livestock, studying, leisure activities etc.

Q1.24.2: Ask the child whether or not they were supervised during any of these activities. This means supervised by an adult and where the adult is present at all times or checks upon the child frequently/at regular intervals. This could include adults who are instructing the child in their work or playground supervisors, for example, who are indirectly supervising the child. It may be that the child doesn't know that s/he is being supervised, in which case you may need to prompt further about whether anyone else was there and who those people were and what they were doing.

Q1.24.3: Ask the child whether or not they were responsible for supervising other younger children during this activity; so watching, instructing or checking on other children constantly or at regular intervals/frequently.

Q1.24.4: Ask the child whether or not s/he had any choice in whether they did this activity. This means whether or not they could have said 'no' to doing this activity or not.

Q1.25: We want to know how much time the child spent on the following activities. For all countries, start by asking children to say how many hours they sleep, then move on to discuss what they do with the rest of their waking hours.

Enter the number of approximate HOURS. Round up or down to the nearest hour. If the child does an activity for 30 minutes or less, use the code -30.

Q1.25.1-Q1.25.8: Enter the number of hours spent on each activity. If no time was allocated on an activity then record the response as 00. Emphasise that 26.3, domestic tasks, includes any jobs or chores or other things done to help out at home *except* caring for others in the household.

Q1.26: Determine whether the child has done anything in the last 12 months where they were either given money or things for their family or themselves as payment. Things here could be physical things such as food, sweets, other gifts etc, or it could be payment where a favour is re-paid but nothing 'physical' is given. If nothing was done or the child could not remember (NK=77) then **skip to 1.30**.

Q1.27: We want to know the details of what the child did to earn money or things. Record the responses in the table.

Q1.27.1: Use CODEBOX #6 to record the type of activity. Remember to include here **all** activities where payment was given, even if this was given by the family for doing domestic and household chores.

Q1.27.2: Establish what kind of payment was received (or will be received if not yet received from an activity already done).

Q1.27.3: Establish whether the child got (or will get) to keep 'all' or 'some' of this payment or not. We are more concerned with whether the child gets to keep some/all of this payment rather than the actual amount.

Q1.27.4: Ask the child which activity they spent most time on over the year. Do this **only** for the activity they spent most time on. In this row, insert 01. For the other activities record 88=N/A.

Q1.28: Ask the child what they most like about the paid activity that they spent the most time on, ranked 01 in 1.27.4. You can record up to three responses (using CODEBOX #7); record the responses in order of importance with the most important one first. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

Q1.29: Ask the child what they most dislike about the paid activity that they spent the most time on, ranked 01 in 1.27.4.. You can record up to three responses (using CODEBOX #8); record the responses in order of importance with the most important one first. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

Q1.30: Ask the child what his/her feelings are about working and schooling in their present situation and which if the following choices they would like to make. We want to know whether the child feels that they would be better off just going to school and not working, just working and not going to school or doing both work and going to school. The code 03, mixing work and school, should only apply to term time situations. It doesn't mean working at the weekend or during holidays and going to school full time. It means combining work with school on a day to day basis during the school period. (For example, this may include going to afternoon or evening school and working the rest of the day).

Q1.31: Ask the child if they have missed any school in the last four years because they were working. If the child has NOT been in school during the last four years then record 88=N/A.

Q1.32: Ask the child whether they have had any serious injuries or illnesses while working or doing domestic work. If no, skip to section 2.

Q1.32.1: Ask what these were. Enter code from CODEBOX #9. If no illnesses or injuries while working, enter 88=NA.

Section 1C: Achievement and development instruments

PURPOSE:

The purpose of this section is to assess the child's cognitive development/achievement.

RESPONDENTS:

The respondent for this section must be the index child.

INSTRUCTIONS

Materials needed

For testing the older cohort each field worker should have: a) a copy of the PPVT, b) a copy of the achievement test, which includes items in reading, writing and mathematics, c) a copy of the literacy card (which should be inserted in a plastic, transparent envelope so that it is not spoiled), d) the survey for the children (section 1.c), and e) a pencil and a eraser to give the child (he will keep these after testing).

The field workers need a copy of this manual so that the instructions are delivered verbatim.

Time for administration

All children should be able to complete the two tests in one session of less than an hour. If the child is too tired or distracted the field worker may cut the test administration and return for a second session to complete the remaining tests (and make a note of this). However, every effort should be made to finish a test once it has started; in other words the second session should retake a test only if conditions in the first test were inadequate. If not the second session should start with a new test. Also, during a session it is possible to take breaks only between tests for the child to rest.

Any given test section should not start before 7 a.m. or after 6 p.m. to avoid the child being too tired and not able to give its best performance.

Place of administration

The test should be administered in a place that is as private as possible (e.g. far from interferences coming from street sounds, siblings, TV or radio) and has a chair (or equivalent for the child to sit on), a table or flat surface for the child to write on and for the field worker to show the items, not excessive wind and good light. Children from the older cohort only should have a pen or pencil and eraser (provided by the fieldworker and kept afterwards by the child).

Evaluation of administration

It is important to remember that the language of administration used by the field worker and by the child and time of start and end of each test should be registered for all children. If more than one language is used for administration please mark the one that was used the most but make a note of the use of multiple languages in your comments. Also the field workers must mark if they consider that the administration was adequate. Inadequate conditions may come from within the child (e.g. seemed sick, tired, sleepy, or unmotivated to work) or from the outside (e.g. there was no flat surface to work on, the light was dim,

too many distractions). If not adequate the field workers must choose a code in the questionnaire and elaborate in their comments.

For the older cohort, the first section of the questionnaire should be administered first, followed by the PPVT and achievement tests and then completing the questionnaire.

It is important that the field worker establishes a friendly relation with the child before posing the questions (especially with very shy or untrusting children). This could be done by engaging in a conversation with the child about the purpose of the visit, their name, age and favourite activities. The situation should not be presented as an evaluation of the child but only as a series of questions where the child should try its best, with no consequences attached.

Instructions for the PPVT

The administration of the Peabody Picture Vocabulary Test (PPVT) requires the reading of PART 2 of the Manual, which correspond to the “Instructions for the Administration of the Test”. This section describes a series of procedures that should be followed very carefully during the administration. These procedures are:

6. Preparation for the Test
7. Filling of the first page of the answer sheet
8. Examination in the critical margin (includes examples)
9. Introduction to the Test and use of the example images
10. Rules for the administration of the items

A note on calculation of chronological age: Note that, since you have to use Ethiopian calendar in the calculation of chronological age, in cases where the child was born in Pagume (Ethiopian calendar) you should consider it as if the person was born in Nehassie so that the number for the month the child was born should be 12 and not 13. However, the day the child was born should be between 31 and 36 depending on when in Pagume the child was born. For example, if the child was born on Pagume 5 in 1986 E.C., the day when you fill out the date of birth should be 35, the month should be 12 and the year should be 1986.

Be sure to read the example items with the child and make sure he understands what needs to be done before starting the actual test.

The answer sheet provided in the survey should be used for recording the answers of the child. The items that are replaced should be reflected in the answer sheet. After the administration is over and the child is not present the field worker will include the ceiling item, subtract the errors, and get the raw score. The field workers should not complete the standard scores. The standard scores will be calculated centrally by a few people (preferably psychologists with experience in using the PPVT) who will: a) check that the chronological age, ceiling item, number of errors and raw score are correct, and b) estimate and enter the standard score based on the tables provided in the manual.

The PPVT is copyright material and should not be shared with and copies should not be given/shown to non-members of the project (except the respondents, fieldworkers and other members of YLP).

Instructions for the Achievement test (for 11.5-12.5 year-old children)

The instructions for this are included within the booklets and should be read to the children, making sure that they understand what they are expected to do. From then on the test administrator should not read any of the sentences or alternatives given to the child but only encourage her to continue and reinforce the correct ways to answer the questions if necessary.

For the mathematics test the child may write on the booklet for notes or calculations. If the child seems not to be able to read or write at all the field worker should make sure of this by showing some of the items. If he can't do any of them the test should not be administered and all item responses left blank but other information on the test administration entered. The child should not be rushed to finish but if necessary the field worker should encourage him to finish after 60 minutes of work and terminate the session 10 minutes after that. If the child can do some of the beginning mathematics items and then can't do any of the more difficult items the field tester should encourage him to continue but stop test administration if it is obvious the child can't do any more items. If the child is frustrated by the items the field worker should try to calm him down by saying "Don't worry if you don't know an item, why don't you move to the next one" or "This is a difficult test, do your best but don't feel bad if you don't know some of the answers".

The fieldworker will not score the tests but only transcribe the answers of children onto the answer sheet, except for the PPVT where the raw score needs to be calculated.

The achievement test has three sections (Section A, B and C)

Section A and B (reading and writing): See instructions on questionnaire.

Section C (mathematics): See instructions on questionnaire.

The test booklet should be collected by fieldworkers after the test is completed.

SECTION 2 – CHILD HEALTH

PURPOSE

We would like to find out more about the child's general health and well-being.

RESPONDENT

The 12 year old child (Questions 2.2, 2.3 and 2.6-2.8 can be asked of the caregiver if the child does not know or is too embarrassed to answer. If you do ask the question of the caregiver and not the child, please indicate this on the questionnaire.)

DEFINITIONS

Food is defined as anything that has calorific value and includes food in liquid form such as milk or milkshakes. If the child is having a milky tea at the start of the day where most of the tea is milk then include as a food.

INSTRUCTIONS

Q2.1: Ask for the child's perception of his/her health compared to other children his/her age. If the child asks compared to who tell them to think of other children of the same age that they know well, and to make a comparison between their health and that of other children the same age. If the child tells you that s/he is currently ill prompt him/her to tell you about his/her health in general.

Q2.2: We would like to know the frequency of **all** food consumption during the previous 24 hour period. If the child was ill during the **previous 24 hours** then ask the child to recall the frequency of food consumption just before they were ill. The questions should be asked as they appear even if it is not usual that the child ate before breakfast. We are trying to determine if the child is eating between meals and this includes snacks. Asking the questions as they appear will hopefully cover snacks that might ordinarily be forgotten. It may not be culturally usual for anything to be eaten before breakfast but do **not** assume that this is the case. Do not fill in the last row as this will be done automatically in the database.

Q2.3: We want to know the general types of food that the child has eaten during the **previous 24 hours**. You can change these to be more in context with what is usually eaten in the area but the food groups need to stay the same. Do not fill in the last row as this will be done automatically in the database.

Q2.4-Q2.6: These are sensitive questions to be asked or observed, e.g. it should be fairly easy to observe hair growth on the chin. If the child is too embarrassed it may be better to ask the mother or caregiver at the end of the interview.

SECTION 3 – SOCIAL NETWORKS, SOCIAL SKILLS & SOCIAL SUPPORT

PURPOSE

We would like to find out about the child's social networks, social skills and social support.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Q3.1: Ask the child who is the main person that they confide in generally. For example, if they have a problem who would be the first or main person they would turn to. If the child says that there is no one then record none and **skip to Q3.3**. If the child says that they have never had a problem and have never had to confide in anyone ask them to think that if a problem came up tomorrow then who might they turn to. It maybe that the child is having difficulty imagining any kind of problem that they might face. In this case the child should be prompted.

Q3.2: Record the code of the person from Q3.1 using CODEBOX #10.

Q3.3: Ask the child whether there is anyone that they could confide in for the situations that follow.

Q3.3.1-Q3.3.6: If the child says that they have never faced a problem of this nature and have, therefore, never had to confide in anyone, ask him/her to think about whom they would turn to if they faced that particular problem tomorrow. If the child is having difficulties thinking of a problem, you can give them the following examples:

If you were having problems with your studies at school? *E.g. If you did not have a good relationship with your teacher*

If you were worried about something at home? *E.g. If your parents were arguing.*

If you were being teased or bullied by another child? *E.g. If a child was calling you names.*

If you needed advice about a religious matter?

If you needed pocket money?

If you needed help getting to school or work?

Q3.4: Ask the child to recall the names of all his/her friends that he has spoken to in the last week (seven days). Ensure the child understands that this means close friends that they care about, not just peers. Keep a tab of all the names so to record the number of friends. The reason why we ask the question this way is because it is easier for the child to recall the number of friends by name rather than counting how many they have (and possibly therefore forgetting some). After finishing the list of names, count how many friends were listed and enter the number of friends listed.

FIELDWORKER INSTRUCTION: Answer the following questions [Q3.5-Q3.13] with 'always', 'sometimes' or 'never'.

Say: Please answer the following questions with 'always', 'sometimes' or 'never'.

Q3.5: Ask the child if they think that their friends look up to them as a leader.

FIELDWORKER INSTRUCTION: If the child is currently attending school, ask 3.6 - 3.14. If not **skip to 3.15**

Say: I'm now going to ask you some questions about school.

Q3.6: Ask the child if other children include them in games during break time at school.

Q3.7: Ask the child if s/he finds it hard to talk to other children in their class (with their class mates); whether the child initiated the conversation or not. The topic of conversation is not as important as being able to talk (about anything).

Q3.8: Ask the child whether they help other children who have a problem at school. If the child needs an example, say if the other child was being teased by others.

FIELDWORKER INSTRUCTION: If the child does **paid** work, ask 3.9 - 3.13. If not, **skip to 3.14.**

Say: I'm now going to ask you some questions about the work that you do.

Q3.9: Ask the child whether they work along side other children (less than 15 years old) when at work. If never or NK (77) ➤ **skip to 3.14.**

Q3.10: Ask the child whether they find it easy to work alongside other children. This means are they comfortable working alongside other children.

Q3.11: Ask the child whether they find it difficult to talk to other children at work; whether the child initiated the conversation or not. The topic of conversation is not as important as being able to talk (about anything).

Q3.12: Ask the child whether they help other children who have a problem at work. If the child needs an example, say if the other child was being teased by others.

Q3.13: Ask the child whether it is possible for him/her to talk to the person responsible for paying him/her in money or goods if s/he does not get paid on time or is paid less than expected.

Q3.14: Say: We are now going to ask you some questions about groups in your local area that you may be a member of.

Q3.14.1: Ask the child whether they are a member of the groups listed under Q3.14.

Q3.14.2: Ask the child how often they attend these meetings.

SECTION 4 – FEELINGS AND ATTITUDES

PURPOSE

We would like to find out more about the child's feelings and attitudes to various things.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Say: Now I am going to ask you your opinion on various things. I want you to say how you think or feel about them.

Q4.1, Q4.6: These are hypothetical questions which may need to be explained beforehand, and in more depth. The two questions are very nearly the same so make sure that you are asking the correct question: this one is about a family and their son.

Q4.2: Using the diagram of the 'ladder' explain as simply as you can, to the child, what the ladder represents; i.e. explain that the ladder represents the best possible life but is not restricted to one aspect but combines all aspects of life such as economic, health, social, personal etc aspects. Say that the bottom step (01) represents the worst possible life and the top step (09) represents the best possible life. Ask the child which step that they think that they are on in their current situation. Make sure that the respondent fully understands what is being asked of them before starting.

Make sure the respondent understands that the ladder refers to all aspects of life (eg. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general – it should not be confused with, for example, a measure of purely economic wellbeing. Be very clear about which direction the ladder goes in (ie. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided. If the respondent answers 09, skip to Q4.5. Otherwise, continue on to the next question.

Q4.3: Ask the child where s/he thinks that he/she will be on the ladder in four years. Enter the step on which they will be.

Q4.4: If the child answered 09 to 4.2, skip to 4.5. Ask the child what s/he thinks would *help* them to move up the ladder (whether or not they think they actually will move up or down). This is asking for perceptions of services and/or circumstances that could lead to an improvement. Record up to three responses, the most important first, using CODEBOX #11. If the child only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

Q4.5: If the child answered 01 to 4.2, skip to 4.6. For all children, ask what might cause them to move down the ladder. This is the opposite of Q4.4 and refers to circumstances or events that may lead to life getting worse. Record up to three responses, the most important first, using CODEBOX #12. If the child only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

Q4.6: See comment for Q4.1. This question asks about a family and their daughter.

FIELDWORKER INSTRUCTION: If the child has received some schooling, ask Q4.7. If the child has **not**, ask Q4.8. There is a subtle difference in these two questions so make sure that you ask the right question.

NOTE: ONLY ANSWER ONE OF THE TWO FOLLOWING QUESTIONS.

Q4.7: Ask the child, who has attended formal school, whether or not they think that their schooling will be useful in their future life.

Q4.8: Ask the child, who has NOT attended formal school, whether or not they think that, had they attended school, it would have been useful in their future life.

Q4.9: Ask the child what type of job that s/he thinks they might be doing when they are 20 years old. It is possible that the child cannot envisage being 20 years old so it is fine to use another member of the family of the same age as a gauge or to use some *country specific measure e.g. when they are married if people usually marry by 20 years old*. Encourage the child to think about being grown up but **DO NOT PROMPT** with specific examples. Try to match this answer with the codes in CODEBOX #13.

Q4.10: This is a hypothetical question. Ask the child to imagine that they could stay at school as long as they liked and had no other constraints, what level of [formal] education they would like to complete. Enter the grade from the codes given in the question.

Q4.11: Ask the child whether or not they expect to be able to finish the level of education reported in Q4.10 given his/her current situation [meaning given the life that s/he is living now and assuming it will not change]. If yes or 77=NK, **Skip to Q4.14**.

Q4.12: If the child has answered no to the question above ask him/her to give up to three reasons [most important first] why s/he is most likely to drop out of education early. Enter all codes that apply from CODEBOX #14 but **DO NOT PROMPT**.

FIELDWORKER INSTRUCTION: For all children ask question 4.13 and 4.14. If the child is currently attending school ask 4.15. If the child does any paid work ask 4.16.

Say: I am going to read some things that young people your age sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

Say: 'I like Injera/Kocho'
'I can run fast'
'I like eating bread'

FIELDWORKER INSTRUCTION: Do practise questions until child understands task – up to 3 times.

Q4.13: Explain that you want to know whether the following statements are things they would say, feel or think about their neighbourhood and people around them. Read out all the questions that follow in Q4.13 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

Q4.14: Explain that you want to know whether the following statements are things they might say, feel or think about themselves and other aspects of their lives. Read out all the questions that follow in Q4.14 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question. Note that for statement number 07 you refer to the relationship of the household head to the child. For example, if the household head is a male and the father it means you ask about the father and the statement will read 'I feel proud of the job my father does'.

Q4.14.1: Only answer this question if the child AGREED with the last question in Q4.14 [question 09]. Ask the child why s/he thinks an adult, or adults, in his/her village treats him/her worse than other children. Give up to three answers from CODEBOX #15, recording the most important reasons first. **DO NOT PROMPT. THESE QUESTIONS MAY BE HIGHLY SENSITIVE. DO NOT PRESSURISE FOR A RESPONSE.**

FIELDWORKER INSTRUCTION: If the child is in school, ask 4.15, if not, **skip to 4.16.**

Q4.15: Read out all the questions that follow in Q4.15 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions it may be necessary to prompt. For example, question 6 says 'I am proud of my achievements at school' If the child is unsure of what achievements are then you may prompt with 'In Reading/Maths/Science/Sport'. It is important not to change the meaning of the question.

Q4.15.1: Only answer this question if the child AGREED with the last question in Q4.15 [question 07]. Ask the child why s/he thinks that a teacher(s) treats him/her worse than other children. Give up to three answers from CODEBOX #15, recording the most important reasons first. **DO NOT PROMPT. THESE QUESTIONS MAY BE HIGHLY SENSITIVE. DO NOT PRESSURISE FOR A RESPONSE.**

FIELDWORKER INSTRUCTION: If the child does any work, ask 4.16, if not, skip to Section 5.

Q4.16: Read out all the questions that follow in Q4.16 and ask the child to respond using the ticks and crosses.

SECTION 5 – PARENTS AND INTRA-HOUSEHOLD ISSUES

PURPOSE

We would like to find out more about the child's feelings about their family and home.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Say: I am now going to ask you some questions about your parents and about what things are like at home. I am going to read some things that young people might say, think or feel and I want you to tell me how much they sound like things you might say, think or feel.

Say: I am going to read some things that young people your age sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

Say: 'I like Injera/Kocha'
'I can run fast'
'I like eating bread'

FIELDWORKER INSTRUCTION: Do practise questions until child understands task – up to 3 times.

Q5.1: Read out all the questions that follow in Q5.1 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

Q5.2: Ask the child if they think that his/her parents have ever made a major decision about his/her life that s/he (the child) was not happy about (such as taking him/her out of school or sending him/her to live with somebody else). If No or NK (77) **skip to Section 6.**

Q5.3: Only ask this question if the answer to the previous question was yes. Ask the child who made the decision in the previous question - Q5.2 - and code using the codes given in the question.

Q5.4: Ask the child what the decision was about using the codes given in CODEBOX #16.

Q5.5: Ask the child whether or not s/he felt able to change the mind of the person(s) who made the decision.

SECTION 6 – PERCEPTIONS OF FUTURE, ENVIRONMENT AND HOUSEHOLD WEALTH

PURPOSE

We would like to find out more about the child's thoughts about his/her life now and in the future.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Say: I am now going to ask you some more questions about your life now and in the future.

Q6.1: Ask the child what kind of job s/he would most like to do in the future. This may not necessarily mean the type of job that they will end up doing or think that they will end up doing. Enter the code from CODEBOX #13 but DO NOT PROMPT. It maybe necessary to help a child think up an answer, especially as this is a question that some children may never have thought about. For example, if a child responds 'I would like a good job' it would be fine to say 'What type of job do you consider to be a good job?'

Q6.2: Say: I now want you to think about the household you are living in. Ask which of the following best describes their household. List the codes and ask them to choose. Enter the code. 'Comfortable' is used here to mean average. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

Q6.3: Ask the child how s/he would describe their household which they were living in four years ago (around the time of the first round survey). Enter the code from the list provided in the question. 'Comfortable' is used here to mean average. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

Q6.4: If the two answers for 6.2 and 6.3 are different, give the two main reasons for this change. Enter codes from the CODEBOX #17 and #18 in order of importance. If there are more than two reasons, ask the child to identify the two most important ones. If there is only one reason, enter 88 for N/A in the second answer box.

Q6.5: Now, think about the area where you live _____ (INSERT name of VILLAGE/SUBURB). Ask the child whether, compared to other households in the area, s/he would describe his/her household as: The richest; Among the richest; Richer than most households; About Average; A little poorer than most households; Among the poorest; or The poorest. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

Q6.7: Ask if the child has enough time to study. If yes, skip to Q6.10. If no, ask Q6.8.

Q6.8: If the child answers that he does not have enough time to study ask the reasons for this and enter code from CODE BOX 19

Q6.9: Ask the child what he would wish had been done in order for you to have more time to study and enter code from CODE BOX 20

Q6.10: Ask the child whether his home environment convenient to study and fill 00 for No and 01 for Yes

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FIELDWORKER INSTRUCTION HANDBOOK

**CENTRE FOR ECONOMIC AND SOCIAL STUDIES
HYDERABAD**

FIELDWORKER INSTRUCTION HANDBOOK

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PART 1 FIELD PREPARATIONS

1: INTRODUCTION

BACKGROUND OF STUDY

Young Lives: An International Study of Childhood Poverty is a collaborative project investigating the changing nature of childhood poverty in selected developing countries. The UK's Department for International Development (DFID) is funding the project.

'యంగ్ లైవ్స్' అనేది బాలల పేదరికంపైన జరుగుతున్న ఒక అంతర్జాతీయ సర్వే. ఈ సర్వే ఎంచుకొన్న అభివృద్ధి చెందుతున్న దేశాలలో, చిన్న పిల్లల పేదరికం ఎలా మారుతుందో ఆ దేశాలతో కలిసి పరిశోధన చేసే ఒక అంతర్జాతీయ అధ్యయనం. యు.కె. ఆధారిత సంస్థ అయిన 'అంతర్జాతీయ అభివృద్ధి విభాగము' (DFID). ఈ అధ్యయనానికి ఆర్థిక నిధులు సమకూర్చుతుంది.

Young Lives involves collaboration between Non Governmental Organisations (NGOs) and the academic sector. In the UK, the project is being run by Save the Children-UK together with an academic consortium that is led by Oxford University.

'యంగ్ లైవ్స్' అనే అధ్యయనం ప్రభుత్వేతర సంస్థలు మరియు విద్యారంగాలకు అనుసంధాన కర్తగా వ్యవహరిస్తుంది. యు.కె.లో ఈ అధ్యయనము Save the Children-UK మరియు Oxford Universityలోని విద్యారంగముల ద్వారా నడిపింపబడుతుంది.

The Young Lives study is being conducted in Vietnam, Peru, Ethiopia and the Indian State of Andhra Pradesh. *[Countries to add a paragraph about the collaborating institutions in their country.]?*

ఈ 'యంగ్ లైవ్స్' అధ్యయనం వియత్నాం, పెరు, ఇథియోపియా మరియు ఇండియాలోని ఆంధ్రప్రదేశ్లో జరుగుచున్నది.

OBJECTIVES OF THE STUDY

The Young Lives study (YLS) has three broad objectives:

'యంగ్ లైవ్స్' అధ్యయనం మూడు విశాలమైన లక్ష్యాలను కలిగి ఉన్నది.

- **producing good quality panel data** about the changing nature of the lives of children in poverty;
పేదరికంలో ఉన్న పిల్లల యొక్క జీవితాలు ఎలా మారుతున్నాయో అనే దానిని గూర్చి సరియైన సమాచారాన్ని సేకరించండి.
- **tracing linkages between key policy changes and child poverty; and**
పిల్లల పేదరికము మరియు ప్రభుత్వం తీసుకున్న ఆయా ముఖ్య పాలసీ మార్పుల మధ్య ఉన్న సంబంధము గూర్చి తెలుసుకోవడం.
- **influencing policy makers, planners and other stakeholders to improve child-focused and poverty reduction policies.**
పిల్లలు మరియు వారి పేదరికం నిర్మూలన లక్ష్యంగా పాలసీలను ఇంకనూ చేయుటకు, పాలసీలను చేయువారిని, ప్రణాళికలు చేయువారిని మరియు ఇతర సంబంధిత వ్యక్తులను ప్రభావితం చేయడం.

There will also be a **strong communications, education and media element**, both in the countries where the project takes place, and in the UK.

ఈ అధ్యయనం నిర్వహించే దేశాలు మరియు UKలో పటిష్టమైన సమాచారము, విద్య మరియు ప్రచార సాధనములు ఉంటాయి.

The study takes a broad approach to child poverty, exploring not only household economic indicators such as assets and wealth, but also child centred poverty measures such as the child's physical and mental health, growth, development and education. These child centred measures are age specific so the information collected by the study will change as the children get older.

ఈ అధ్యయనం పిల్లల పేదరికం గురించి విశాలమైన విధానంను కల్గి ఉంది; ఇది కేవలం కుటుంబ ఆస్తి మరియు సంపద లాంటి కుటుంబ ఆర్థిక సంబంధిత అంశాలే కాకుండా, పిల్లల మానసిక, శారీరక ఆరోగ్యం, ఎదుగుదల, అభివృద్ధి మరియు విద్య అనే పిల్లల పేదరిక నిర్మూలనా చర్యలను కూడా అధ్యయనం చేస్తుంది. ఈ పిల్లల పేదరిక నిర్మూలనా అంశాలు/చర్యలు పిల్లల వయస్సు బట్టి మారుతాయి. కాబట్టి సేకరించే సమాచారం పిల్లలు పెరిగే కొద్ది మారుతాయి.

The YLS uses a mixed methodology combining large-scale quantitative studies with a number of smaller quantitative and qualitative sub-studies; to enable the further investigation of issues that cannot easily be explored through large-scale quantitative surveys.

'యంగ్ లైవ్స్' mixed methodology అనుసరిస్తుంది; అది పెద్ద quantitative studies మరియు చిన్న quantitative and qualitative sub-studies కలుపుతూ అధ్యయనం చేస్తుంది. ఈ విధానం వల్ల large-scale quantitative studiesలో చేయలేని చిన్న చిన్న విషయాలమీద పరిశోధన కూడ సులభమవుతుంది.

This training manual focuses only on the household and child components of the large-scale quantitative study.

ఈ training manual దీర్ఘకాలిక క్వంటిటేటివ్ పరిశోధనలో కుటుంబాలు మరియు పిల్లల అంశాలమీద మాత్రమే కేంద్రీకృతమైంది.

METHODOLOGY

The Young Lives study is a 15 year study that is following the same 2000 children (from age 6-17.9 months) and 1000 children (from age 7.5–8.5 years) in each country. The study was started in 2002 and the second round of interviews is planned for 2006; the younger children now being around 5 years old¹ and the older children about 12 years old¹. The caregiver and, when the child is old enough, both the caregiver and the child are being interviewed every three to four years with a quantitative survey. The height and weight of each child (and mother) is also being measured and community level questionnaires are being completed at every data collection round.

ఈ అధ్యయనం 2,000 పిల్లలు (6–17.9 నెలల మధ్య) మరియు 1,000 (7.5–8.5 వయస్సు వున్న) పిల్లలను 15 సంవత్సరములు అధ్యయనం చేస్తుంది. ఈ అధ్యయనం 2002లో మొదలు పెట్టబడింది మరియు రెండవ రౌండు ఇంటర్వ్యూలు 2006లో చేయబడతాయి. చిన్న పిల్లలు ఇప్పుడు 5 సంవత్సరముల వయస్సు, మరియు పెద్ద పిల్లలు ఇప్పుడు 12 సంవత్సరముల వయస్సు కల్గి ఉన్నారు. సంరక్షకుడు/రాలు మరియు పిల్ల/పిల్లవాడు పెద్దయినప్పుడు, ఇద్దరిని ఈ quantitative surveyలో ప్రతి మూడు, నాలుగు సంవత్సరములకు ఇంటర్వ్యూ చేస్తారు. పిల్లల (మరియు తల్లి) యొక్క బరువు మరియు ఎత్తును కొలుస్తారు. సమాచారం సేకరించిన ప్రతి రౌండ్లో కమ్యూనిటీ ప్రశ్నావళిని ఉపయోగిస్తారు.

There are a number of questionnaires used in the YLS:

'యంగ్ లైవ్స్'లో ఉపయోగించే ప్రశ్నావళులు చాలా ఉన్నాయి. అవి :

1. Tracking (5yr & 12yr old)
2. Preliminary interview (5yr & 12yr old)
3. Core household questionnaire (5yr & 12yr old)
4. Child specific questionnaire (12yr old only)
5. Community questionnaire

¹ This is the average age group of current sample and will be referred to as such throughout this document for ease.

The community questionnaire training manual is a separate document since those involved in data collection here may well be different from the other quantitative survey data collection.

కమ్యూనిటీ ప్రశ్నావళికి ప్రత్యేకంగా మాన్యువల్ ఇవ్వబడింది. ఎందువలన అనగా దీరిలో సమాచారసేకరణ క్వంటిటేటివ్ సర్వే కంటే వేరుగా ఉంటుంది.

TIMINGS

In general the community questionnaire should always be carried out before the household questionnaire.

సాధారణంగా కమ్యూనిటీ ప్రశ్నావళిని, హౌస్‌హోల్డ్ ప్రశ్నావళి కంటే ముందు పూర్తి చేయాలి.

The household questionnaire should be done when most of the household members are available, so not during the migration season, and not during school vacations. Also interviews need to be carried out so they are convenient for the household and not the interviewer.

కుటుంబ ప్రశ్నావళి, కుటుంబ సభ్యులందరూ ఉన్నప్పుడు చేయాలి; వలస వెళ్ళిన నెలలోను, పాఠశాల సెలవులలోను చేయరాదు. ఇంటర్వ్యూలు కుటుంబానికి అనుకూలంగా ఉన్నప్పుడు చేయాలి కాని ఇంటర్వ్యూ చేసే వారి వీలును బట్టి కాదు.

All quantitative questionnaires should be done at the same of time year each round to control for seasonal variation.

ఈ quantitative questionnaires ప్రతీ రౌండులో అదే సమయం (season)లో చేయాలి.

1. Tracking

There is a short tracking schedule to help fieldworkers locate the child and confirm that they have the correct address and household. For each child there will be a sheet showing details of the child – Name, date of birth, sex, nickname if applicable; names of the caregiver and household head from round 1; and the address of the household. The sheet also shows names and addresses of contacts that may be used to help locate the household and the child. These data were taken from the round 1 and tracking databases.

పిల్ల/పిల్లవాడు ఎక్కడున్నారో తెలుసుకొనేందుకు మరియు కుటుంబము, చిరునామా సరియైనదో కాదో నిర్ధారణ చేసుకొనుటకు ఫీల్డ్ వర్కర్‌కి సహాయం చేయుటకు ఒక చిన్న ట్రాకింగ్ షెడ్యూల్ ఉన్నది. ప్రతి పిల్లవానికి - పిల్లవాడి పేరు, పుట్టిన తేదీ, లింగం, ముద్దు పేరు; పిల్లపిల్లవాని సంరక్షకుడు/రాలు, ఇంటి పెద్ద పేరు మరియు కుటుంబం యొక్క చిరునామా, 1వ రౌండ్ నుండి తెలిపే ఒక పత్రం ఉంటుంది. పిల్లలను, వారి కుటుంబం ఎక్కడ ఉన్నదో/ఉన్నారో తెలుసుకొనుటకు ఉపయోగపడేటట్లుగా కాంటాక్ట్ పేర్లు మరియు చిరునామాలు ఆ పత్రంలో ఉంటాయి. ఈ సమాచారం అంతా 1వ రౌండ్ మరియు ట్రాకింగ్ డాటా బేస్ నుండి తీసుకోవాలి.

For each child fieldworkers will also have one or more tracking schedules. These are not pre-printed so the fieldworker must fill in the details starting with the CHILDDID. There are 13 questions in the tracking schedule. Not all questions will be completed for all children. Details of the questions are found in PART 3. The tracking schedule assumes you locate the child by first locating the dwelling, then locating the household/family then finally locating the child.

ప్రతి పిల్లవానికి ఫీల్డ్ వర్కర్ ఒకటి లేదా ఎక్కువ ట్రాకింగ్ షెడ్యూల్స్ కల్గి ఉండవచ్చు. ఇవి ముందుగానే ప్రింట్ చేయబడినవి కావు, కావున ఫీల్డ్ వర్కర్ పిల్ల/పిల్లవాని ఐ.డి. నుండి అన్ని వివరాలను సేకరించాలి. ట్రాకింగ్ షెడ్యూల్‌లో 13 ప్రశ్నలు ఉన్నాయి. ప్రతి పిల్ల/పిల్లవానికి అన్ని ప్రశ్నలు పూర్తి చేయబడక పోవచ్చు. ప్రశ్నల యొక్క వివరములు పార్ట్-3లో ఇవ్వబడినవి. ఈ ట్రాకింగ్ షెడ్యూల్ ప్రకారం పిల్ల/పిల్లవాని కనుగొనే విధానంలో, ముందుగా ఇంటిని వెతకాలి, తర్వాత కుటుంబాన్ని/కుటుంబ సభ్యులను కనుగొని, చివరగా పిల్ల/పిల్లవానిని ఎక్కడ ఉన్నారో తెలుసుకోవాలి.

2. Preliminary interview

The preliminary interview consists of a number of sections:

ప్రాథమిక ఇంటర్వ్యూలో చాలా విభాగాలు ఉన్నాయి.

- Appointment(s) for main interview - ప్రధాన ఇంటర్వ్యూకి అపాయింట్‌మెంట్ తీసుకోవడం
- Household roster (pre-printed roster) - కుటుంబ రోస్టర్ (ముందుగానే ప్రింట్ చేయబడినది)
- Locating information - స్థల వివరాలు
- Tracking information - ట్రాకింగ్ ద్వారా వచ్చి సమాచారం

3. Core household interviews

The core elements of the questionnaire are shown in Box 1. Each questionnaire will include a number of country-specific questions that will focus on particularly important policy issues of interest to each country.

హోస్‌హోల్డ్ ప్రశ్నావళిలోని ముఖ్య అంశాలు బాక్స్-1లో చూపబడినవి. ప్రతి ప్రశ్నావళిలోను ఆదేశమునకు సంబంధించిన ప్రశ్నలు ఉంటాయి. అవి ఆ వేశమునకు సంబంధించిన ముఖ్యమైన పాలసీ విషయాలు.

Box 1: Core 5 & 12 year old household questionnaire

- Section 1: Parental background
- Section 2: Household education
- Section 3: Livelihoods and asset framework
- Section 3a: Land & crops
- Section 3b: Time allocation
- Section 3c: Productive assets
- Section 3d: Non-agricultural earnings
- Section 3e: Transfers
- Section 4: Consumption/Expenditure
- Section 4a: Food consumption/expenditure
- Section 4b: Non-food consumption/expenditure
- Section 5: Social capital
- Section 5a: Support networks
- Section 5b: Family, group and political capital
- Section 5c: Collective action and exclusion
- Section 5d: Information networks
- Section 6: Economic changes and recent life history
- Section 7: Socio-economic status
- Section 8: Child care, education & activities (blank in 12yr old household)
- Section 9: Child health
- Section 10: Child development (blank in 12yr old household)
- Section 11: Anthropometry
- Section 12: Caregiver perceptions & attitudes

Note that the 12 year olds' questions on education and activities and the child development questionnaires will be asked in the Child questionnaire. The section headers and a note to this effect remain in the 12yr old household questionnaire in order to keep consistency of section numbering across the two household questionnaires. For example Section 11 is the Anthropometry section in both household questionnaires.

12 సంవత్సరముల వయస్సు పిల్లల విద్య మరియు పిల్లలు చేసే పనులు, చైల్డ్ డెవలప్‌మెంట్ ప్రశ్నావళి గూర్చి చైల్డ్ ప్రశ్నావళిలోనే అడుగుతారు. Section headers 12 సంవత్సరముల ప్రశ్నావళిలో మరియు 5 సం.ల హౌస్‌హోల్డ్ ప్రశ్నావళిలో ఒకటిగానే ఉంటాయి. ఉదా: సెక్షన్-11 రెండూ ప్రశ్నావళిలోనూ Anthropometry గురించే ఉంటుంది.

4. 12 year old Child questionnaire - 12 సం.ల చిన్నపిల్ల/పిల్లవాని ప్రశ్నావళి

The 12 year old child questionnaire is asked directly to the child by trained interviewers.

12 సం.ల పిల్లల ప్రశ్నావళిని శిక్షణ పొందిన ఇంటర్వ్యూయర్‌తో నేరుగా పిల్ల/పిల్లవానిని అడగబడుతుంది.

BOX 2 : 12 Year old child questionnaire

- Section 1 : School and activities
- Section 2 : Child health
- Section 3 : Social network, social skills and social support
- Section 4 : Feelings and attitudes
- Section 5 : Parents and household issues
- Section 6 : Perceptions of household wealth and future
- Section 7 : Child Development

FIELDWORK SCHEDULE...TO BE DECIDED

Countries to adapt this section for their fieldwork schedule/procedures. Remember there must be a 24-hour gap between the preliminary interview and the administration of the main household questionnaire to allow households time to consider participating. Also remember to factor into your time plan:

ప్రతి దేశం ఫీల్డ్ వర్కర్ షెడ్యూల్ డిసైడ్ చేసుకోవాలి. కుటుంబం ఈ అధ్యయనంలో పాల్గొనడానికి వీలుగా ప్రిలిమినరీ ఇంటర్వ్యూకు మరియు హౌస్‌హోల్డ్ ప్రశ్నావళి చేసే మధ్యలో 24 గంటల వ్యవధి ఉండాలి. ఈ పని క్రమంలో ఈ క్రింది అంశాలు ఉండాలని గుర్తుంచుకోండి.

1. Introducing and reporting back the project to the community,
గ్రామస్థులకు పరిచయం చేసుకోవడం మరియు తిరిగి ఈ అధ్యయన విషయాలను వారికి చెప్పడం చేయాలి.
2. Completion of the community questionnaire,
కమ్యూనిటీ ప్రశ్నావళిని పూర్తి చేయాలి.
3. Return visits to empty households/households where the caregiver was absent.
ఇంటర్వ్యూ సమయంలో కేర్‌గివర్ లేని కుటుంబాలను, ఎవరూ లేకుండా ఖాళీగా వున్న ఇళ్ళను తిరిగి దర్శించడం.
4. Return visits to recollect incorrect or missing data,
తప్పుగా సమాచారం వున్న లేదా కొన్ని విషయాలు సేకరణ లేకపోయినా తిరిగి దర్శించడం.
5. The completion of household questionnaires and child questionnaires for the 12yr olds.
హౌస్‌హోల్డ్ ప్రశ్నావళిని మరియు 12 సం. వయస్సు గల పిల్లలకోసం చేసే చైల్డ్ ప్రశ్నావళిని పూర్తి చేయడం.

Starting in November, the length of each fieldwork round will be 6 months. During this time the 3000 selected households from Round 1 will be interviewed by 7 survey teams. Each team will be responsible for surveying sentinel sites and will spend X weeks in each sentinel site working days per week. In each sentinel site the same 100 households with 5 year old children will be interviewed and 50 households with 12 year old children will be interviewed. After the interviews in each sentinel site are completed you will have X days break before moving to the next site, the average travel time between sentinel sites is X days. Your supervisor will be responsible for your transport and lodgings in each sentinel site. You must take care not to return to households where we know from tracking that the child has died. Please check your schedules carefully to ensure this does not happen.

నవంబరుతో ప్రారంభించి ప్రతి ఫీల్డ్ వర్క్ రౌండ్ 6 నెలలు తీసుకొంటుంది. ఈ సమయంలో మొదటి రౌండ్ లో ఎంచుకున్న 3,000 కుటుంబాలు, 7 సర్వే టీమ్ ల చేత ఇంటర్వ్యూ చేయబడతాయి. ప్రతి టీమ్ -- సెంటినెల్ సైట్ కు బాధ్యత కల్గి ఉంటుంది. మరియు ప్రతి సెంటినెల్ సైట్ లో -- వారాలు, వారానికి -- రోజులు గడుపుతారు. ప్రతి సెంటినెల్ సైట్ లో అవే 5 సంవత్సరం వయస్సు పిల్లలు ఉన్న 700 కుటుంబాలు, 8 సం.ల వయస్సు పిల్లలు ఉన్న 50 కుటుంబాలను ఇంటర్వ్యూ చేస్తారు. ప్రతి సెంటినెల్ సైట్ లో ఇంటర్వ్యూ అయిపోయాక, వేరొక మండలంకు మారడానికి మీకు -- రోజులు వ్యవధి ఉంటుంది; ఒక సైట్ నుండి ఇంకొక సైట్ కి ప్రయాణించడానికి మీకు సుమారుగా -- రోజులు పట్టవచ్చు. ప్రతి సెంటినెల్ సైట్ లో మీ రవాణా మరియు వసతి కల్పించడానికి సూపర్ వైజర్ బాధ్యుడు. ట్రాకింగ్ లో ఏదైన కుటుంబంలో పిల్ల/పిల్లవాడు చనిపోయాడని తెలిసినప్పుడు, తిరిగి అదే కుటుంబానికి వెళ్ళకుండా జాగ్రత్త వహించండి. ఈ విధంగా జరగకుండా ఉండటానికి మీ యొక్క ప్రశ్నావళులను సరిచూడండి.

Interviews should take an average of X hours. The child specific questionnaire will be shorter and can be done in one sitting (if agreed by the household) but please remember to factor in a break. The household questionnaire, especially in rural areas, is much longer and countries need to decide on how they will do these interviews: e.g. whether in two or more sittings or using two or more interviewers at the same time. You will be expected to undertake X-X interviews each day (more if non-contact). If you make any errors, this will create more work for you to resolve them, **so please be careful in your work.**

ఇంటర్వ్యూలు సుమారుగా --- గంటలు జరుగుతాయి. పిల్లల కోసం ప్రత్యేకించిన ప్రశ్నావళులు చిన్నవిగా ఉంటాయి. కనుక ఒక విడతలోనే జరుపవచ్చు (ఆ కుటుంబం అంగీకరించినట్లయితే), కాని దయచేసి ఒకసారి మధ్యలో విరామం ఇవ్వండి. హోస్ హోల్డ్ ప్రశ్నావళి ముఖ్యంగా గ్రామాలలో చేసేవి, చాలా పెద్దవి. అందువల్ల ఆ ఇంటర్వ్యూలు ఎలా చేయాలో ఆయా దేశాలు నిర్ణయించుకోవాలి. ఉదా: రెండు మూడు విడతలగానో లేక ఇద్దరు ముగ్గురు ఇంటర్వ్యూ చేసే వారిని ఒకేసారి ఇంటర్వ్యూ చేయడానికి ఉపయోగించవచ్చు. మీరు ప్రతిరోజు -- ఇంటర్వ్యూలు చేయాలి. (వారిని కనుక్కోలేకపోతే ఎక్కువ హోస్ హోల్డ్ ఇంటర్వ్యూ చేయాలి). మీరు తప్పులు చేసినట్లయితే, మళ్ళీ వాటిని సరిదిద్దుకొనేందుకు మీకు ఇంకా ఎక్కువ పని అవుతుంది. అందువల్ల జాగ్రత్తగా చేయండి.

In the case of households with 12 year olds there should be two interviewers present. One will collect data on the household and the other will interview the child. The latter interviewer will be well rehearsed in child interviewing techniques and in the case of girl children the interviewer **MUST** be a woman.

12 సంవత్సరముల వయస్సు పిల్లలు ఉన్న కుటుంబ విషయంలో ఇద్దరు ఇంటర్వ్యూ చేసేవారు ఉండాలి. ఒకరు కుటుంబానికి సంబంధించిన సమాచారాన్ని సేకరిస్తారు. మరొకరు పిల్ల/పిల్లవారిని ఇంటర్వ్యూ చేస్తారు. పిల్లలను ఇంటర్వ్యూ చేసేవారు, పిల్లలను ఇంటర్వ్యూ చేసే పద్ధతిని ముందే ఒకసారి ప్రాక్టీస్ చేసుకోవాలి. ఆడ పిల్లలను ఇంటర్వ్యూ చేసేవారు తప్పనిసరిగా స్త్రీ అయ్యి ఉండాలి.

At the end of each interview you should check the questionnaire for consistency and completeness; use the check list provided. *(This checklist will be provided once the questionnaires are finalised).* Once you have done the checks you must sign and date the front of the questionnaire in the space provided. You should then pass the questionnaire to your supervisor who will run a similar set of checks. If there are any mistakes identified then you will be expected to go back to the household to correct the information.

ప్రతి ఇంటర్వ్యూ అయ్యాక, ప్రశ్నావక్తులను సరిగా ఉన్నవో లేదో పూర్తిగా ఉన్నవో లేవో సరి చూచుకోండి; ఇచ్చిన చెక్ లిస్ట్ ని ఉపయోగించండి. (ప్రశ్నావక్తులు ఫైనలైజ్ అయ్యాక, చెక్ లిస్ట్ ఇవ్వబడుతుంది). ఈ అన్నీ సరిచూశాక ప్రశ్నావక్తిలోని మొదటి పేజీలో నిర్దేశించిన స్థలంలో సంతకం చేసి తారీఖు వేయండి. తరువాత దానిని మీ సూపర్వైజర్ కి మరల సరి చూడడానికి ఇవ్వండి. ఒకవేళ ఏవైనా తప్పులు చేసినట్లు గుర్తిస్తే, మీరు సరైన సమాచారం కోసం ఆ కుటుంబమునకు మరల వెళ్ళవలసి ఉంటుంది.

PROJECT MANAGEMENT

In each country, a Principal Investigator (PI) has been appointed to lead the fieldwork and data management activities. The PI works closely with the UK consortium and with the National Co-ordinator (NC), based in SC UK offices in each participating country. The NC's function is to make links with and between the academic teams, government and civil society, and to ensure the involvement of different stakeholders, the local dissemination of outputs, and to devise advocacy strategies and organise media coverage.

ప్రతి దేశంలో ఫీల్డ్ వర్కర్ నిర్వహించడానికి మరియు data management పనులు చేయించడానికి, ఒక Principal Investigator (PI) ఉంటారు. ప్రతి దేశంలో PI, UK consortium మరియు UKలో ఉన్న National Co-ordinator (NC) తో కలిసి పని చేస్తారు. NC ముఖ్యంగా విద్యారంగానికి, ప్రభుత్వానికి మరియు సమజానికి మధ్య అనుసంధానం చేస్తుంది; దీనికి సంబంధిత stakeholders (వ్యక్తులు, సంస్థలు) అందరూ కూడ దీనిలో పాల్గొంటున్నారో లేదో నిర్ధారణ చేస్తుంది; స్థానికంగా వచ్చిన పరిశోధనా ఫలితాలను ప్రచారం చేస్తుంది మరియు పాలసీస్ ఎలా ఉండాలి అని చెప్పే పద్ధతులను, ప్రసార మాధ్యమాలను నిర్వహిస్తారు.

The Policy Research Manager (PCM) for the project is based at Save the Children UK in London. The PCM is responsible for overall co-ordination of the project, working with country partners the academic institutions, DFID and other partners with a particular focus on ensuring linkages to policy and dissemination of outputs.

ఈ అధ్యయనం యొక్క Policy Research Manager (PCM) లండన్ లోని Save the Children UK లో ఉంటారు. PCM ఈ అధ్యయనంలో మొత్తం అనుసంధానం చేయుటకు బాధ్యులు. ఆయా దేశంలో ఈ అధ్యయనంలో పాల్గొంటున్న విద్యా సంస్థలలో పనిచేయడం, పరిశోధనా ఫలితాలు ప్రచారం చేయడం మరియు పాలసీస్ నిర్ధారణ చేయుటకు DFID మరియు ఇతర బాగస్వాములతో ప్రత్యేకంగా దృష్టి సారిస్తుంది.

Countries to add the details of the organisational structure, line management and main responsibilities in their country and should adapt the following section.

The Young Lives Survey is being overseen by an in-country management committee who have the responsibility to co-ordinate the survey according to the set schedule. The committee works with a staff of fieldwork co-ordinators who supervise the survey teams, who are based in regional offices. A microcomputer is installed in each of the regional offices for the immediate entry of data from all questionnaires that are completed by each team. Data entry is carried out at HQ. The survey team that the fieldwork co-ordinators oversee consists of:

ఆ దేశములో ఉన్న మేనేజ్‌మెంట్ కమిటీ, 'యంగ్‌లైవ్స్' సర్వేని పర్యవేక్షిస్తూ, మరియు ముందుగా నిర్ణయించిన క్రమం ప్రకారం సర్వేని అనుసంధానం చేయవల్సిన భాద్యత కలిగి ఉంటుంది. ప్రాంతీయ ఆఫీసులలో ఉన్న, సర్వే టీమ్‌ను పర్యవేక్షించే ఫీల్డ్ వర్క్ కో-ఆర్డినేటర్ యొక్క సిబ్బందితో ఈ కమిటీ పని చేస్తుంది. ప్రతి ప్రాంతీయ కార్యాలయంలో, ప్రతి టీమ్, ప్రశ్నావళి ద్వారా సేకరించిన సమాచారాన్ని ఎంటర్ చేయడానికి ఒక చిన్న కంప్యూటర్ ఉంటుంది. డేటా అంతా హెడ్ క్వార్టర్‌లో ఎంటర్ చేయబడుతుంది. ఫీల్డ్ వర్క్ కో-ఆర్డినేటర్ పర్యవేక్షించే సర్వే టీమ్ క్రింది వారికి కల్గి ఉంటుంది.

7 Supervisors: Responsible for overseeing, monitoring and, where necessary, correcting the work of the interviewers. In addition, s/he is responsible for managing the team's equipment, vehicle and funds and completing the community questionnaire. S/he represents the project co-ordinator at the sentinel site level.

సూపర్‌వైజర్స్ : ఇంటర్వ్యూ చేసేవారి పనిని పర్యవేక్షించడం, పరిశీలించడం అవసరం అయినచో ఇంటర్వ్యూ చేసేవారి పనిని సరిచేయడానికి భాద్యులు. దీనితోపాటు అతడు/ఆమె టీమ్‌కు కావల్సిన పరికరాలు, వాహనాలు మరియు నిధులకు యాజమాన్యం వహించడం మరియు 'కమ్యూనిటీ ప్రశ్నావళి'ని పూర్తి చేయుటకు భాద్యత కల్గి ఉంటారు. సెంటినల్ సైట్ స్థాయిలో ప్రాజెక్ట్ కో-ఆర్డినేటర్‌కు ప్రతినిధిగా వ్యవహరిస్తారు.

Fieldworkers: Responsible for collecting and recording information from households in the household questionnaire.

ఫీల్డ్ వర్కర్స్ : కుటుంబ ప్రశ్నావళిలో సమాచారాన్ని సేకరించి మరియు నమోదు చేయుటకు బాధ్యులు.

Data managers: Responsible for supervising the entry of data from the questionnaires into the data entry programme, carrying out consistency checks, ensuring the security of the data and managing the completed questionnaires and diskettes containing entered data including making backup copies.

డేటా మేనేజర్స్ : ప్రశ్నావళిలో సేకరించిన సమాచారాన్ని, డేటా ఎంట్రీ ప్రోగ్రామ్‌లో వేయడం, సరిగా ఉన్నవో లేవో చూడడం, సమాచారాన్ని భద్రపరచడం మరియు పూర్తిగా చేసిన ప్రశ్నావళులను, సమాచారం ఉన్న డిస్కెట్లను వాటి కాపీలను జాగ్రత్త పరచడం అనేవి వారి భాద్యతలు.

Anthropometrists: Responsible for measuring the height and weight of the index child and mothers.

ఇండెక్స్ పిల్ల/పిల్లవాడిని మరియు తల్లుల ఎత్తు, బరువులను తూయడం వీరి భాద్యత.

IMPORTANT: MAKE SURE EQUIPMENT IS IN FULL WORKING ORDER BEFORE YOU LEAVE.

ఇంపార్టెంట్ : మీరు ఫీల్డ్ వర్క్‌కు బయలుదేరేముందు పరికరాలన్ని సరిగా పని చేస్తున్నాయో లేదో నిర్ధారణ చేసుకోండి.

Child development measurers: Responsible for implementing the child development tests.

చైల్డ్ డెవలప్‌మెంట్ మెజర్స్ : చైల్డ్ డెవలప్‌మెంట్ పరీక్షలు చేయడానికి బాధ్యులు.

2. ETHICS AND CONSENT

Young Lives and its entire staff must ensure that they act in an ethical way towards everyone involved in the study. Essential factors to consider as you perform your work are:

ఎంగ్ లైవ్స్ మరియు మిగిలిన మొత్తం సిబ్బంది ఈ అధ్యయనంలో పాల్గొనే ప్రతి ఒక్కరి పట్ల నీతిగా వ్యవహరించాలి. ఈ పని చేయటంలో తప్పనిసరిగా మీరు గుర్తుంచుకోవలసిన అంశాలు :

RESPECT

It is important that everyone the project encounters is treated with respect, from community leaders and local officials, to parents and children. This will be important in every aspect of the study from engaging people in the study, to the way interviews are conducted, and in the importance of providing feedback to the participants and communities involved. It also entails crediting people for providing ideas or information – with identities masked if necessary.

ఈ అధ్యయనంలో పాల్గొనే వారిని - కమ్యూనిటీ నాయకులు, స్థానిక అధికారులు, తల్లిదండ్రులు మరియు పిల్లలను గౌరవంతో చూడాలి. ప్రజలను ఈ పరిశోధనలో పాల్గొనచేయడం, ఇంటర్వ్యూ నిర్వహించే విధానంలో వచ్చిన సమాచారాన్ని పాల్గొన్న వారికి మరియు గ్రామాలకు మరల తిరిగి వివరించడంలో మర్యాదగా వ్యవహరించడం అనేది ప్రాముఖ్యమైనది. వీలైతే సమాచారాన్ని ఇచ్చిన వారి పేర్లను, చిరునామాను గుప్తంగా ఉంచడం, సమాచారాన్ని మనది అందించినందుకు ఘనంగా చూడడం కూడా ఈ మర్యాదలో ఒక భాగం.

BENEFIT TO RESPONDENTS

As the community questionnaire will be carried out first we expect that the community interviewers would have identified any services/referral systems that are in place for the protection of children. *Countries to add specific services.* If it is the case that when fieldworkers doing the household questionnaire may suspect that a child's safety is at risk then the fieldworker needs to contact the supervisor to alert them of the situation. *Countries to add content regarding referral procedures.*

కమ్యూనిటీ ప్రశ్నావళి మొదటిగా చేస్తారు కాబట్టి కమ్యూనిటీ ఇంటర్వ్యూ పిల్లలను సంరక్షించే సేవలు/referral systems ఎక్కడ ఉంటాయో తెలుసుకొని ఉంటారని భావిస్తున్నాము. (*Countries to add specific services*) కుటుంబ ప్రశ్నావళిని చేస్తున్న సమయంలో పిల్ల/పిల్లవాడి యొక్క భద్రతకు ప్రమాదం అని అనుమానించినపుడు, ఫీల్డ్ వర్కర్ సూపర్వైజర్ని ఈ పరిస్థితి గూర్చి తగు జాగ్రత్తలకై సూపర్వైజర్ని సంప్రదించాలి.

Policy influencing/ change: The primary purpose of this study is to collect data to inform policy and programmes. It is not attached to a development project and has little of direct benefit to offer to participants. It is important to be clear about this up-front. It may be possible to link with organisations working in study areas that can use the information collected to support processes of empowerment, and in the delivery of improved services or other programmes.

పాలసీ, పథకాలకు కావలసిన విషయ సమాచారంను సేకరించడం ఈ అధ్యయనం యొక్క ముఖ్య ఉద్దేశము. ఈ అధ్యయనం ఏ డెవలప్ మెంట్ ప్రాజెక్ట్ తో కలిసి పనిచేయడం లేదు. అందువల్ల దీనిలో పాలుపొందేవారికి ఏ కొంచెం కూడా లబ్ధి నివ్వలేదు. ముందస్తుగానే ఈ విషయం గూర్చి స్పష్టత ఉండాలి. ఒకసారి ఈ అధ్యయనం చేసే ప్రాంతాలలో ఉన్న సంస్థలు ఎంగేజ్మెంట్ తో కలిసి, అధ్యయనం ద్వారా వచ్చిన సమాచారాన్ని సాధికారతకు సహకరించుటకు, మరియు అక్కడ ఉన్న సేవలందించడానికి మెరుగు పరచడానికి, లేక ఇతర పథకాల కోసం గాని ఉపయోగించవచ్చు.

Feeding back to communities and respondents: Research results will be related to the communities concerned, probably in summary form. This will be in the form of a newsletter in the local language, as well as presentations and discussions of findings in the communities. It is important that you let your supervisor know about any respondents who request information about the results of the study.

ఈ అధ్యయనం ద్వారా వచ్చిన ఫలితాలు సంక్షిప్తంగా ఆయా గ్రామాలకు సంబంధించినవి. ఇవి ఒక ప్రాంతీయ భాషలో న్యూస్ లెటర్ లాగా ఉండొచ్చు. లేకపోతే వాటి మీద చర్చలు మరియు ప్రజెంటేషన్స్ ఆ గ్రామాలలో ఇవ్వవచ్చు. మీకు జవాబు చెప్పిన వ్యక్తి ఎవరైనా మీ అధ్యయనం ద్వారా వచ్చిన ఫలితాలు తెలుసుకోవాలంటే మీరు మీ సూపర్వైజర్ కి ఆ విషయాన్ని తెలియజేయండి.

Small Incentives : (*Countries to adapt but should remember that these incentives should not be used to pressurise caregivers to participate and it may be better not to mention them during enrolment. They could be given mid-interview to break up the interview into two parts*): The project will offer small incentives e.g. a photo, a bag of sugar, a t-shirt to the participating child and family to maintain their interest over a fifteen year period and in recognition of the time they have spent answering questions. It may also give donations to community facilities, e.g. school or health post.

దేశాలు చిన్న incentives ఇవ్వవచ్చు కాని ఈ incentivesను సంరక్షకులు ఈ అధ్యయనంలో పాల్గొనేందుకు ఒత్తిడి చేసేందుకు ఉపయోగించకూడదు. నమోదు చేసుకొనే ముందు వీటి గూర్చి చెప్పవద్దు. ఇంటర్వ్యూని రెండు భాగాలుగా చేసి, incentivesని మధ్యలో ఇవ్వవచ్చు. ఈ అధ్యయనం చిన్న incentivesని ఉదా: ఫోటో, పంచదార బస్తా, పాల్గొంటున్న పిల్ల/పిల్లవానికి షర్ట్, వారి ఆసక్తిని ఈ అధ్యయనంలో 15 సం.ల కొనసాగించడానికి, మరియు వారి సమయాన్ని ఈ అధ్యయనంలో పెట్టినందుకు కుటుంబానికి ఇవ్వవచ్చు. వీటిని కమ్యూనిటీలో ఉన్న స్కూల్కి లేదా హెల్త్ పోస్ట్కి కొని సేవలు మెరుగు పరచడానికి కొన్ని డొనేషన్స్ చేయవచ్చు.

Specific practical assistance : (*Countries to adapt considering the most appropriate response to different types of requests and in different settings, e.g. rural and urban sites*): Fieldworkers may be asked for assistance from participating households, e.g. transporting a sick person to a health facility etc. In principle, Young Lives encourages fieldworkers to respond positively to such requests. However, there are limits as to what is practical; each survey team will need to decide this with reference to the local context. **Do not make any promises you cannot keep.**

విభిన్న పరిస్థితులను బట్టి ఏమైనా విషయాల గూర్చి అభ్యర్థనలు జరిగినప్పుడు ఆయా దేశాలు తగు రీతిలో స్పందించాలి. (ఉదా: గ్రామీణ/పట్టణ) అధ్యయనంలో పాలుపంచుకొనే కుటుంబాలు ఏమైనా సహకారం కొరకు ఫీల్డ్ వర్కర్స్ని అడగవచ్చు. ఉదా: అనారోగ్యంగా ఉన్న ఒక వ్యక్తిని వైద్య సదుపాయంకు తీసుకొని వెళ్ళుటకు రవాణాసౌకర్యం అడగవచ్చు. సిద్ధాంతపరంగా 'ఎంగ్ లైవ్స్, ఫీల్డ్ వర్కర్స్'ని అలాంటి అభ్యర్థనలు తగురీతిలో స్పందించమని ప్రోత్సహిస్తుంది. అయినప్పటికీ ఆచరణలో కొన్ని హద్దులు ఉంటాయి; ప్రతి సర్వే టీమ్ ఆ ప్రాంతానికి సందర్భాన్ని అనుసరించి వీటిని నిర్ణయించుకోవాలి. మీరు చేయలేని వాటి గూర్చి వాగ్దానాలు చేయవద్దు.

If the caregiver tells you or you suspect that any of the children in the household are suffering from sexual or other abuse you must tell your supervisor who will follow the issue up. *Countries to add to/adapt this and add specific details for referral procedures.*

ఒకవేళ కేరగివర్ కుటుంబంలోని పిల్లలెవరైనా లైంగిక పరమైన హింస, ఇతర బాధ అనుభవిస్తున్నారని అని అనుమానిస్తూ మీకు చెబితే మీరు తప్పనిసరిగా ఈ విషయం మీద చర్య తీసుకొనే మీ సూపర్వైజర్కి చెప్పండి. *Countries to add to/adapt this and add specific details for referral procedures.*

AVOIDING HARM TO RESPONDENTS

You must ensure that you :

మీరు నిర్ధారణ చేసుకోవాల్సిన విషయాలు :

- Are **sensitive to the timing and procedures for interviewing.** For example, organise data collection so that it is at convenient times for respondents, even if this is inconvenient for interviewers.

సరైన సమయము పాటించడం మరియు సరైన పద్ధతిలో ఇంటర్వ్యూ చేయాలని గుర్తుంచుకోవడం. ఉదా: సమాచార సేకరణ సమయం, ఇంటర్వ్యూ చేసే వారికి అనుకూలంగా లేకపోయినప్పటికీ, జవాబు చెప్పే వారికి వీలుగా ఉండేటట్లు చూడండి.

- Ensuring that male interviewers do not visit women alone at home if this is unacceptable locally.
ఆడవాళ్ళు ఒక్కరు ఉన్నప్పుడు ఇంటర్వ్యూ చేయడం ఆ ప్రాంతంలో సబబు కాకపోతే, ఇంటర్వ్యూ చేసే మగవారు ఆడవాళ్ళు ఒక్కరే ఉన్నప్పుడు ఇంటర్వ్యూకి వెళ్ళవద్దు.
- **Avoid asking intrusive questions** that are not in the questionnaire and that may be upsetting to respondents. All questions in the questionnaire **must** be asked with sensitivity and when asking these questions be prepared to react appropriately if respondents become upset (distressed, angry or silent). This may require leaving that section and moving on to another or stopping the interview.
ప్రశ్నావళిలో లేని ఇబ్బందికరమైన ప్రశ్నలు అడగడం మానేయండి. అటువంటి ప్రశ్నలు అడిగితే జవాబు చెప్పే వ్యక్తులు బాధపడవచ్చు. ప్రశ్నావళిలో ఉన్న ప్రశ్నలన్నీ సున్నితంగా అడగవల్సినవి ఈ ప్రశ్నలు అడిగేటప్పుడు ఒకవేళ జవాబు చెప్పే వ్యక్తులు బాధపడుతూ ఉంటే (తీవ్రమైన వ్యధ, ధుఃఖము, కోపం, స్తబ్ధతగా ఉంటే) దానికి తగురీతిగా ఎలా స్పందించాలో సిద్ధంగా ఉండండి. ఇలా జరిగితే, ఆ విభాగాన్ని వదిలి ఇంకొక భాగానికి వెళ్ళడం గాని, ఇంటర్వ్యూ మానేయడం గాని చేయాల్సి రావచ్చు.
- Are prepared to **answer all the questions about the project honestly and openly** as far as you can and refer to the supervisor any question you cannot answer.
అధ్యయనమునకు సంబంధించిన ఉన్న ప్రశ్నలకు నిజాయితీగాను, నిర్భయంగాను జవాబులు వీలైనంతగా చెప్పగలిగేటట్లు మీరు ఉండాలి. మీరు జవాబు చెప్పలేని ప్రశ్నలేవైన ఉంటే సూపర్వైజర్‌ని అడగవచ్చు.
- Do everything possible to ensure that project **findings cannot be used to justify action that would make the lives of certain individuals, groups or communities worse**. For example, if it becomes clear that children of a certain ethnic minority have notably worse nutritional status than the majority population, it will be important to avoid stereotyping, such as 'these people don't look after their children properly'.
ఈ పరిశోధనా ఫలితాలను ఉపయోగించి, ప్రత్యేకించి ఏవైనా వ్యక్తులను, గ్రూపులను లేదా కమ్యూనిటీల యొక్క జీవితాలను హీనంగా చేయడానికి ప్రయత్నించకుండా చూడండి. ఉదా: ఒక జాతికి సంబంధించిన పిల్లల ఆరోగ్య పరిస్థితి, మిగిలిన వారికంటే హీనంగా ఉన్నట్లయితే, ఆ ఫలితాన్ని ఉపయోగించి, 'ఆ జాతివారు పిల్లలను సరిగా చూచుకోరు' అని stereotypeగా చెప్పకూడదు.

CONFIDENTIALITY

You must treat anything the respondent tells you as confidential. You should keep your completed interviews safe and only show them to Young lives employees. You can and should discuss interviews with your supervisor and other members of the survey team. Sometimes you may hear stories that make you so sad (or angry) and you may feel the need to talk about it. If this is the case you should do so only with team members and in a way that does not easily identify the respondent. Interviewers must sign the confidentiality form.

జవాబు చెప్పే వ్యక్తి చెప్పిన ఏ విషయాన్నైనా గుప్తంగా ఉంచాలి. పూర్తి చేయబడిన ప్రశ్నావళులను జాగ్రత్తగా ఉంచాలి మరియు ఎంగ్ లైప్ ఎంప్లాయిస్‌కి మాత్రమే చూపించాలి. మీరు చేసిన ఇంటర్వ్యూలను మీ సూపర్వైజర్‌తో లేదా ఇతర టీమ్ సభ్యులతో చర్చించవచ్చు. కొన్నిసార్లు మీరు విన్న కొన్ని విషయాలు (కథలు) మిమ్మల్ని బాధపెట్టవచ్చు (కోపం తెప్పించవచ్చు). అప్పుడు ఆ విషయాలను ఎవరితోనైనా మాట్లాడాలని అనిపించవచ్చు. అటువంటప్పుడు మీరు మీ టీమ్ సభ్యులతో మాత్రమే చర్చించండి. మరియు ఈ విషయం ద్వారా చెప్పిన వ్యక్తిని సులభంగా ఇతరులు గుర్తు పట్టేట్లు ఉండకూడదు. ఇంటర్వ్యూ చేసేవారు సమాధానాలు చెప్పే వ్యక్తి విషయాలు గుప్తంగా ఉంచుతామని సైన్ చేయాలి.

CONSENT

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

Informed consent అంటే జవాబు చెప్పే వ్యక్తికి ముందే మీరు చేయబోయిన పరిశోధన ఎలాంటిదో తగినంత చెబుతారు. అందువల్ల వారు మీ చేయబోయిన పరిశోధనలో పాలుపంచుకోవాలో లేదో అని సరైన నిర్ణయాలు తీసుకుంటారు. ఈ అధ్యయనం ఒక consent procedure ద్వారా (consent procedure చూడండి). ఇందులో పాల్గొన వ్యక్తులందరి నుండి informed + voluntary consent ని తీసుకుంటుంది. ఈ పద్ధతిలో పిల్ల/పిల్లవాని చట్టపరమైన సంరక్షకుడు లేదా కేర్గివర్ నుండి కూడా అంగీకార పత్రం తీసుకోవాలి.

Although consent was received in the first round this doesn't mean that the household is still in consent to continue. It is vital to get consent for the next round.

మొదటి రౌండ్‌లో అంగీకార పత్రం తీసుకున్నప్పటికీ, ఆ కుటుంబము ఇంకనూ ఈ అధ్యయనంలో పాలుపంచుకొనేందుకు అంగీకరించినట్లు కాదు.

If the mother/caregiver is under 18yrs you must also obtain consent from their legal guardian who is usually their mother, father or spouse.

తరువాత రౌండు కొరకు అంగీకార పత్రం తీసుకోవల్సినది చాలా ముఖ్యం. ఒకవేళ తల్లి/కేర్గివర్ 18 సంవత్సరముల లోపు వారైతే సాధారణంగా చట్టపరంగా సంరక్షకులైన తల్లి, తండ్రి లేదా భార్య/భర్త నుండి అంగీకారం తీసుకోవాలి.

If you also interview other members of the household you must make sure that they are individually informed of the project and know what is being asked of them. They must know that answering the questions is voluntary and give verbal consent. It is not acceptable that any respondents are instructed to answer your questions by the child's parent/legal guardian or by the head of the household. *Countries to adapt e.g. add that consent should be gained from the household head if this is appropriate.*

కుటుంబంలో ఇతర సభ్యులను కూడా ఇంటర్వ్యూ చేస్తే, ఈ అధ్యయనం గూర్చి, వారిని ప్రశ్నించబోయే విషయాలగూర్చి వారికి వ్యక్తిగతంగా తెలియచేసారని నిర్ధారించుకోండి. వారు వారి ఇష్టపూర్వకంగా సమాధానం చెప్పతున్నారని వారి నోటిమాట ద్వారా అంగీకారం తీసుకోండి. జవాబు చెప్పేవారు ఏమి చెప్పాలో పిల్ల/పిల్లవాని తల్లిదండ్రులు/చట్టబద్ధమైన సంరక్షకులు లేదా ఇంటి పెద్ద సూచించకూడదు. ఉదా: ఆయా దేశాలు అవసరం అనిపిస్తే, ఇంటి పెద్ద నుండి అంగీకారం తీసుకోవాలి.

No project staff should pressurise, coerce or deceive respondents in an effort to ensure their participation and staff should also try to ensure that respondents are not pressurised by other family or community members. Staff should not make any promises they cannot or are unlikely to keep. The mother/caregiver will have at least 24 hours to consider whether they want to take part and will be free to withdraw from the study at any time.

అధ్యయన సిబ్బంది జవాబు చెప్పే వ్యక్తులను వారు పాల్గొనటాన్ని స్థిరపరచుకొనే నిమిత్తం వారిని ఒత్తిడి చేయడంగాని, బలవంత పెట్టడంగాని, మోసగించడం గాని చేయకూడదు. మరియు ప్రాజెక్టు సిబ్బంది, జవాబు చెప్పే వ్యక్తులు, ఇతర కుటుంబస్థుల వల్ల కాని, గ్రామస్థుల ద్వారా ఒత్తిడి చేయబడకుండా చూడాలి. సిబ్బంది, తాము చేయలేని వాగ్దానాలు చేయరాదు. తల్లి/కేర్గివర్ ఈ అధ్యయనంలో పాల్గొనవచ్చా లేదా అని నిర్ణయించుకోవడానికి 24 గంటలు సమయం ఉంటుంది మరియు ఈ అధ్యయనం నుండి ఏ సమయంలోనైనా విరమించుకొనే స్వేచ్ఛ ఉంది.

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

అధ్యయన పద్ధతి ప్రకారం అంగీకారం అనేది ముందుగా తెలియచేసిన మరియు స్వచ్ఛందమైన అని ఏర్పాటు చేయబడినది. అయితే ఆ విషయం నిర్ధారణపరచువారు మీరే. పాల్గొనే వారికి ఈ అధ్యయనం గూర్చి అర్థం చేసుకొనేటట్లు వారికి ఈ అధ్యయనం నుండి వారి కోరిక ప్రకారం పాల్గొనడానికి గాని/విరమించుకోవడానికి వారికి స్వేచ్ఛ ఉందని చెప్పడానికి మీరు చేయవల్సినంత కృషి చేయాలి.

INTERVIEWING 12 YEAR OLDS

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

పిల్లల నుండి informed consent పొందడానికి కొన్ని ప్రత్యేకమైన జాగ్రత్తలు తీసుకోవాలి. ఈ పరిశోధన ఏమిటో, ఇంటర్వ్యూ చేయడంలో ముఖ్య ఉద్దేశం ఏమిటో, వారిని ఎందుకు ప్రశ్నలు అడుగుతున్నారో, వారి జవాబులను ఎందుకు పత్రములో నమోదు చేసుకుంటున్నారో, పిల్లలు పెద్దవారిలా బాగా అర్థం చేసుకోలేరు. అందువల్ల మీరు ఎందుకు అక్కడున్నారో, ఎందుకు ఇంటర్వ్యూ చేస్తున్నారో, ఆ సమాచారం ఎందుకు ఉపయోగపడుతుందో, పిల్లలు అర్థం చేసుకొనేటట్లు మీరు ప్రత్యేకమైన శ్రద్ధతో, ప్రత్యేకమైన రీతిలో చెప్పడం చాలా ముఖ్యం. పిల్లలు సాధారణంగా వారి చిన్నప్పటి నుండి పెద్దవారికి విధేయతగా ఉండాలని బోధించబడి ఉంటారని మనం గుర్తుంచుకోవడం చాలా ముఖ్యం. అందువల్ల మీకు సమాధానం చెప్పము అని చెప్పడానికి పిల్లలను కష్టం అనిపించవచ్చు. కావున మీరు పిల్లలు పాల్గొనేందుకు ఎలాంటి ఒత్తిడి చేయకుండా, వారు మిమల్ని తిరస్కరించిన కూడా ఏమీ కాదు అని వారికి చెప్పడానికి మీరు తగినంత కృషి చేయండి. పిల్లలు చెప్పిన సమాచారాన్ని రహస్యంగా ఉంచుతామని, వారు ఎవరో బయట పెట్టరని, వారు వారి జీవితం గురించి ఏదైనా చెబితే వారిని గుర్తించడానికి అది ఉపయోగించరని, కాని ఒక పిల్ల/పిల్లవాడి జీవితం ఆ గ్రామంలో ఎలా ఉందో తెలియజేయడానికి మాత్రమే ఉపయోగిస్తారని పిల్లలకి తెలియచేయాలి.

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

అదే సమయంలో పిల్లలకు ఒక క్రొత్త మనిషి వచ్చి వాళ్ళతోనే ప్రత్యేకంగా మాట్లాడడం ఆశ్చర్యపర్చవచ్చు. బహుశా పిల్లలు వారికి ఏదైనా ఇవ్వటానికి వచ్చారని, వారికి ఏదైనా చేస్తారని, లేదా వారిని తీసుకొని వెళ్ళతారని ఊహించవచ్చు. అందువల్ల పిల్లలను మీరు ఆశపెట్టి, నిలబెట్టుకోలేని వాగ్దానాలు చేసి, లేదా భయపెట్టి వారి ఊహల్ని పెంచకుండా ఉండేటట్లు జాగ్రత్త పడండి.

Children may not be used to talking to adults and it is very important to put them at their ease by talking to them in a relaxed, conversational style, by sitting down with them rather than standing over them and by using any other appropriate means to reduce their discomfort. It is fine to pause

an interview in order to give the child time to think, to address any concerns s/he may have or simply to make the exchange seem more natural and less intimidating. If you have children of your own, or there are children in your family, it may help create an informal atmosphere if you show them family photos and talk about them. Even a photo of your home can be used as a way of introducing yourself and making you seem less intimidating.

పిల్లలకు పెద్దవారితో మాట్లాడటం అలవాటు లేకపోవచ్చు. సరైన పద్ధతిలో వారి అసౌకర్యం పోయేటట్లు లేదా హాయిగా ఉండేటట్లు వాళ్ళకు దగ్గరగా కూర్చోవడం, నిలబడి మాట్లాడకుండా కూర్చోవడం, వారిలో ఉన్న అసౌకర్యాన్ని తగ్గించడానికి సరైన పద్ధతి ఉపయోగించడం చాలా ముఖ్యం. పిల్ల/పిల్లవాడు ఆలోచించడానికి, తనకున్న విషయాలు చెప్పడానికి చెప్పే విషయాన్ని ఇంకొంచెం సహజంగా చెప్పడానికి, భయం లేకుండా చెప్పడానికి, ఇంటర్వ్యూ మధ్యలో ఆగడం మంచిది. ఒకవేళ మీకు పిల్లలున్నా, లేక మీ కుటుంబంలో పిల్లలున్న, ఇంటర్వ్యూ చేసే పిల్లలకు సహజమైన వాతావరణం కల్పించడానికి, మీ కుటుంబ సభ్యులు ఉన్న ఫోటో చూపించవచ్చు. మీ ఇంటి ఫోటో చూపిస్తూ కూడా మిమ్మల్ని వారికి పరిచయం చేసుకోవచ్చు. వారికి ఉన్న భయాన్ని పోగొట్టవచ్చు.

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

మీరెప్పుడూ కూడా పిల్లలను ఇంటర్వ్యూ చేస్తున్నప్పుడు వారి తల్లిదండ్రులు/కేర్ గివర్స్ చూసేటట్లుగా ఇంటర్వ్యూ చేయండి. అందువల్ల వారికి మీరు ఎటువంటి హామీ చేయరని నిర్ధారణ అవుతుంది. అయినప్పటికీ మీరు పిల్లలను అడిగే కొన్ని ప్రశ్నలు, కొన్ని వ్యక్తిగతమైనవి మరియు కొన్ని ఇతరుల ముందు చెప్పడం కష్టమని అనిపించేవి. అందువల్ల సాధారణంగా పెద్దవాళ్ళు వినకుండా వీలైతే, ఇంటర్వ్యూని చేయడం మంచిది. ఇలా వేరుగా పిల్ల/పిల్లవాడిని అడగడానికి పెద్దవాళ్ళ నుండి అంగీకారం తీసుకోవాల్సి ఉంటుంది.

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

స్కూలు, హోంవర్క్ మాత్రమే కాకుండా, పిల్లలను ఇంట్లో భాధ్యతలు, పొలంలో పనులు మరియు పనిచేసే స్థలంలో భాధ్యతలు ఉండవచ్చు. మీరు పిల్లలతో మాట్లాడడానికి ఎప్పుడు వీలుగా ఉంటుందో తెలుసుకోండి. తెలుసుకొని వారి పనులు చేసుకొనటకు వారికి అవసరమైనప్పుడు వెళ్ళడానికి మీరు అనుమతిస్తారని తెలియచేయాలి. సహోదర/సహోదరీలను చూసుకునే భాధ్యత ఉన్న పిల్లలు ఇంటర్వ్యూ చేసే సమయంలో కూడా ఆ భాధ్యతను నిర్వహించే వీలు ఉండేటట్లు చూడండి.

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

పిల్లలు సాధారణంగా పెద్దలతో ఎక్కువసేపు మాట్లాడే అవాటు ఉండదు. వాళ్ళ సమస్యలు, ఆశలు, జీవితాల గూర్చి ఎవరితోనైనా చెప్పడం, వారు చెప్పేది మీరు వింటున్నారని కాబట్టి, మీతో పిల్లలు మాట్లాడుతున్నప్పుడు వాళ్ళు కొంచెం భావోద్వేగానికి లోనవుతారు. ఒకవేళ ఏడవడం కూడా జరగవచ్చు. ఇది చాలా సర్వసాధారణం. అంతేకాని మీరు వారిని బాధ పెట్టినట్లు కాదు. అందువల్ల వారి భావాలను/బాధను గుర్తించి, వారికి మళ్ళీ సరైన కంఫర్ట్ ఇచ్చి, ఆ పరిస్థితి నుండి బయటికి వచ్చేటట్లు సహాయం చేయాలి.

అవసరమైతే ఇంటర్వ్యూను ముగించాలి. ఇంటర్వ్యూ సమయంలో పిల్లలు వారికి తీవ్రమైన వ్యధకు గురిచేసిన కారణాన్ని మీకు బయట పెట్టవచ్చు; అప్పుడు తక్షణమే మీరు మీ సూపర్వైజర్‌కి తగు చర్య తీసుకొనేందుకు తెలియజేయండి.

3. FIELDWORKER'S TASK

Your role as a fieldworker is crucial to the survey. The quality of the data to be collected will be determined by the quality of your work. This is a big responsibility because we hope that the data from this study will be used to help formulate national policy and help the government make important decisions. You should keep in constant touch with your supervisor and inform her/him of any problems you encounter in your work in the field. *Countries to add in how they might do this. E.g. use of pre-paid mobile phones??Other ideas?.* The supervisor, on her/his part, will provide you with all the necessary materials and instructions and will also collect and check your work and help you resolve any problems that may arise.

ఫీల్డ్ వర్కర్‌గా మీ పాత్ర సర్వేలో చాలా ప్రధానమైనది. ఎంత మంచి సమాచారాన్ని సేకరించారు అనేది మీ పనితీరు మీద ఆధారపడి ఉంటుంది. ఇది చాలా పెద్ద బాధ్యత. ఎందువలన అనగా ఈ అధ్యయనంలో సేకరించిన సమాచారం జాతీయ పాలసీలను తయారు చేయడానికి ప్రభుత్వం ముఖ్యమైన నిర్ణయాలు తీసుకోవడానికి సహాయపడుతుందని ఆశిస్తున్నాము. కావున మీరు మీ యొక్క సూపర్వైజర్‌తో మీ ఫీల్డ్‌లో జరిగిన విషయాలు, సమస్యలు ఎదురైతే వాటిని ఎప్పటికప్పుడు తెలియచేస్తూ ఉండాలి. (ఇది ఏ విధంగా చేయాలి అనేది ఆయా దేశాలు నిర్ణయించాలి. ఉదా: ముందుగా చెల్లించబడిన మొబైల్ ఫోన్స్ లేదా ఇతర విధానాలు) సూపర్వైజర్ తన బాధ్యతలో భాగంగా మీకు కావాల్సిన వస్తువులు, సూచనలు ఇస్తారు మరియు మీరు చేసిన పనిని సేకరించడం, సరిగా ఉన్నవో లేవో చూడడం అవసరం అయితే సమస్యలను పరిష్కరించడం చేస్తారు.

INTERVIEW AT THE SURVEY HOUSEHOLDS

Your principal task is to conduct interviews with households at the rate of at X-X interviews a day during the survey period. You must return to households where the caregiver or child was absent at least **twice** and should attempt to trace children who have moved. If households or children have moved then you must inform your supervisor and pass on any information about their whereabouts or contacts. You can use the tracking schedule to do this. Remember you may have more than one tracking schedule before you find a child. You will need to plan your work (see Preliminary Interview) so you visit households at appropriate times and make appointments with caregivers/respondents/children as needed. You must follow strictly all instructions contained in this manual and read all questions **exactly** as they appear in the questionnaire.

ఈ సర్వే సమయంలో మీ ప్రాథమిక బాధ్యత ఏమనగా రోజుకి - ఇంటర్వ్యూలు చొప్పున కుటుంబాలను ఇంటర్వ్యూ చేయాలి. కేర్‌గివర్ లేదా పిల్ల/పిల్లవాడు ఆ ఇంటిలో లేనప్పుడు ఆ ఇంటికి కనీసం రెండుసార్లు వెళ్ళాలి; మరియు పిల్ల/పిల్లవాడు వేరొక ప్రాంతమునకు వెళ్ళినట్లయితే వారు ఎక్కడికి వెళ్ళారో కనుగొనడానికి ప్రయత్నించండి. ఒకవేళ పిల్లలుగాని లేదా కుటుంబము గాని అక్కడి నుండి వెళ్ళిపోయినట్లయితే సూపర్వైజర్‌కి తప్పకుండా తెలియచేయండి మరియు వారు ఎక్కడికి వెళ్ళారో సంబంధిత వివరములు మరియు చిరునామాలు తెలియచేయండి. దీని కొరకు మీరు ట్రాకింగ్ షెడ్యూల్‌ని ఉపయోగించవచ్చు. పిల్ల/పిల్లవానిని కనుక్కోనేందుకు ముందు ఒకదానికంటే ఎక్కువ ట్రాకింగ్ షెడ్యూల్‌ని ఉపయోగించవచ్చు అని గుర్తుంచుకోండి. మీరు కుటుంబాలను సరైన సమయంలో దర్శించడానికి, కేర్‌గివర్ జవాబు చెప్పేవారు, పిల్లలతో అవసరమైన సమయంలో అపాయింట్‌మెంట్ తీసుకొనేందుకు ఒక క్రమ పద్ధతిలో మీ పనిని నిర్ణయించుకోవాలి (See preliminary interview). మీరు మాన్యువల్‌లో ఉన్న సూచనలను ఖచ్చితంగా అనుసరించాలి మరియు ప్రశ్నాపత్రంలో ఉన్న ప్రశ్నలను ఉన్నవి ఉన్నట్టుగానే అడగాలి.

You will be provided with the following materials for use in carrying out the interviews: *Countries to adapt*

మీరు ఇంటర్వ్యూ చేసేటప్పుడు మీకు ఈ క్రింది వస్తువులు ఇవ్వబడతాయి :

- Briefcase/satchel
- Instruction manual
- Writing pad
- Red pens to correct data
- Raincoat
- Black indelible biro.
- Identification card which identifies you as an employee of the Young Lives Study
- Letter from national or national authorities approving the study

You are the only person responsible for keeping these working materials in order.

ఈ వస్తువులను జాగ్రత్తపరచుకోవడం మీ భాధ్యత

CHECKING THE COMPLETED QUESTIONNAIRE

After finishing each interview, you must verify that all the sections have been filled out correctly and legibly and that there is no missing information. If there was something which was unclear during the interview, or after completing the survey you want to double check something, make sure you ask and have everything clear before you leave the house. You are encouraged to make notes, and if necessary jot down the information to ask the supervisor how this should be coded if you have a doubt.

ఇంటర్వ్యూ చేయడం పూర్తి అయ్యాక ప్రశ్నావళిలో అన్ని భాగాలు సరిగా పూర్తి చేస్తారో లేదో, చదవడానికి వీలుగా వ్రాశారో లేదో, మరియు ఎలాంటి సమాచారాన్ని వ్రాయకుండా వదలలేదని చెక్ చేసుకోండి. ఇంటర్వ్యూ సమయంలో ఏదైనా విషయంలో మీకు స్పష్టత లేకపోయినా, లేక సర్వే పూర్తి అయ్యాక ఏదైనా విషయాన్ని రెండవసారి చెక్ చేయాలన్నా, మీరు ఇంటర్వ్యూ చేస్తున్న కుటుంబాన్ని వదలకముందే మీరు అన్ని విషయాలు అడిగారని నిర్ధారణ చేసుకోండి. మీరు నోట్స్ తయారు చేసుకొని, వీలైన యెడల సూపర్వైజర్‌ని అడగవల్సిన విషయాలను వ్రాసుకుని, సమాచారాన్ని ఎలా కోడ్ చేయాలి అని అడగడానికి మీరు వ్రాసుకుంటే బాగుంటుంది.

Your checking must be done immediately after the interview before you hand in the questionnaires to your supervisor and, most importantly, before leaving the sentinel site. Although you may correct places you wrote in an unclear manner during the interview, you must never under any circumstance make any other changes in the completed questionnaire without consulting with your supervisor or returning to the household to ask the respondents the same questions again. After carrying out these checks you must sign and date the questionnaire. You will have been provided with a unique code identifying you as a fieldworker – please enter this code on the questionnaire in the appropriate box.

ఇంటర్వ్యూ అయిన వెంటనే మరియు మీ సూపర్వైజర్‌కి ఇచ్చే ముందే మీ ప్రాశ్నావళులను సరి చూచుకోవాలి. మరి ముఖ్యంగా ఈ సెంటినల్ సైట్‌ని వదిలే లోపులో ప్రశ్నావళులను సరి చూచుకోవాలి. ఇంటర్వ్యూ సమయంలో మీరు ఏదైనా ప్రశ్నకు స్పష్టంగా వ్రాయనప్పటికీ, తెలియని ప్రశ్నలను ఆ కుటుంబమునే అడగకుండా వచ్చేడం, మరియు సూపర్వైజర్‌తో సంప్రదించకుండా పూర్తి చేసిన ప్రశ్నావళిలో ఎట్టి పరిస్థితులలోనూ ఎలాంటి మార్పులు చేయవద్దు. ఈ విషయాలన్ని సరి చూచుకున్న తరువాత ప్రశ్నావళి మీద సంతకం చేసి తారీఖు వేయండి. మిమ్ములను ఫీల్డ్‌వర్కర్‌గా గుర్తించడానికి మీకు ఒక ప్రత్యేకమైన కోడ్ ఇవ్వబడుతుంది. దయచేసి ఈ కోడ్‌ని ప్రశ్నావళిలో సరి అయిన బాక్స్‌లో వ్రాయండి.

Do not copy the information you have collected onto a new questionnaire. At the end of each day's work, all filled questionnaires must be submitted to your supervisor for editing. Errors detected must be corrected by revisiting the household.

కొత్త ప్రశ్నావళులలోనికి మీరు సేకరించిన సమాచారాన్ని కాపీ చేయవద్దు. ప్రతి రోజు చివరన, పూర్తి చేయబడిన ప్రశ్నావళులు సూపర్వైజర్‌కు ఎడిటింగ్ కొరకు ఇవ్వాలి. తప్పులు కనుగొనబడితే మరలా ఆ కుటుంబానికి వెళ్ళి సరిదిద్దుకోవాల్సి ఉంటుంది.

RELATIONS WITH THE SUPERVISOR

You should always follow the instructions given to you by your supervisor, who is the representative of the Young Lives Project research co-ordinator. S/he will assign you work at the beginning of each sentinel site. In order to satisfy her/himself that the data collected is up to standard, the supervisor will carry out the following checks in the field:

మీరు ఎప్పుడూ ఎంగ్ లైవ్ ప్రాజెక్ట్ రీసెర్చ్ కో-ఆర్డినేటర్ ప్రతినిధి అయిన సూపర్వైజర్ సూచనలను అనుసరించాలి. అతడు/ఆమె ప్రతి సెంటినల్ సైట్‌లో చేయవల్సిన పనిని అప్పగిస్తారు. వచ్చిన సమాచారం తృప్తికరంగా వచ్చిందో లేదో తసుకోవడానికి, సూపర్వైజర్ ఫీల్డ్‌లో ఈ క్రింది విషయాలను చెక్ చేస్తారు.

- S/he will examine in detail all questionnaires filled out by you to verify that each interview has been carried out properly and in full. S/he will then ask you to return to the household to recollect any missing or wrong data if this is possible.

ప్రతి ఇంటర్వ్యూ పూర్తిగా జరిగిందో లేదో అని తెలుసుకొనేందుకు అతడు/ఆమె మీరు పూర్తి చేసిన ప్రతి ప్రశ్నావళిని వివరంగా పరీక్షిస్తారు. ఒకవేళ మీరు సేకరించిన సమాచారంలో తప్పు ఉన్నా, ఏదైనా మర్చిపోయినా తిరిగి సేకరించడానికి ఆ ఇంటికి తిరిగి వెళ్ళమని అతడు/ఆమె మిమ్ములను అడుగుతారు.

- S/he will make random visits to some of the households that you have already interviewed to make sure that you went to the correct addresses and to re-ask a few questions in the questionnaire as a basis to assess the reliability of the data we are collecting. *Countries must factor in that a random sample of 5% of households will be re-interview by the supervisors. Each re-interview will take a maximum of 15 minutes during which the supervisor will re-administer a selection of the stable parts of the questionnaire e.g. parental background and the household roster.*

ఇంటర్వ్యూ చేయడానికి సరి అయిన addressesలకు వెళ్ళారో లేదో మరియు మీరు సేకరించిన సమాచారం నమ్మకమైనదో లేదో అని తెలుసుకోవడానికి అతడు/ఆమె మీరు ప్రశ్నావళిలో ఉన్న కొన్ని ప్రశ్నలను తిరిగి/మరల అడుగుతారు. దీని కొరకు అతడు/ఆమె మీరు అప్పటికే ఇంటర్వ్యూ చేసిన కొన్ని కుటుంబాలకు అక్కడక్కడ సందర్శిస్తారు. సూపర్వైజర్ 5% కుటుంబాలను రాండమ్‌గా తిరిగి ఇంటర్వ్యూ చేయాలని ఆయా దేశాలు గుర్తించాలి. రెండవసారి చేసే ఇంటర్వ్యూ 15 ని.లు పట్టవచ్చు. ప్రశ్నావళిలో కొన్ని విభాగాలను (ఉదా: పేరెంట్ బ్యాగ్రౌండ్ ఆఫ్ హౌస్ హోల్డర్) సూపర్వైజర్ తిరిగి చేస్తారు.

- S/he will observe X or more of your interviews per sentinel site to evaluate your method of asking questions. You will not be informed of this in advance. *Countries note you have been provided with a supervisor checklist for anthropometry.*

మీరు ప్రశ్నలు అడిగే పద్ధతిని చూడడానికి సూపర్వైజర్ ప్రతి సెంటినల్ సైట్‌లో --- లేక ఎక్కువ ఇంటర్వ్యూలను పరిశీలిస్తారు. ఇలా చేయడం మీకు ముందే తెలియచేయరు. ఆయా దేశాలు anthropometry కై సూపర్వైజర్‌కి చెక్ లిస్ట్ ఇచ్చారు.

- Each day s/he will meet with the team to discuss the work and will make regular reports to the fieldwork co-ordinator on the results of the work.

ప్రతిరోజు అతడు/ఆమె పనిగురించి మాట్లాడడానికి టీమ్‌ను కలుస్తారు; మరియు కలిసి పని యొక్క ఫలితాలను, టిపోర్ట్స్‌ను క్రమంగా తప్పకుండా ఫీల్డ్ కో-ఆర్డినేటర్‌కి పంపిస్తారు.

Your supervisor is the link between you and the survey organisation and you should work closely together. Just as you will receive instructions from her/him, you must inform her/him of any difficulties or problems that you encounter. For instance, if you do not understand a procedure or the meaning of a question in the questionnaire, you should ask your supervisor for an explanation.

మీ యొక్క సూపర్‌వైజర్ మీకు, సర్వే చేసే సంస్థకి మధ్య లింక్‌గా ఉంటారు; మరియు మీరు మీ సూపర్‌వైజర్ కలిసి పని చేయాలి. ఎలాగైతే సూచనలు అతడు/ఆమె నుండి పొందుతున్నారో, అలాగే మీకు ఏమైన సమస్యలు ఎదురైతే అతడు/ఆమెకు తెలియచేయాలి. ఉదా: ప్రశ్నావళిలో ఏదైన ప్రశ్నకు అర్థం తెలియకపోయినా, ఎలా చేయాలో ఆ పద్ధతి తెలియకపోయిన సూపర్‌వైజర్‌ని వివరణకు అడగండి.

Only when the supervisor is satisfied with your work will s/he sign the data handler form to say so.

మీ పనితో సూపర్‌వైజర్ తృప్తి చెందితే మాత్రమే డేటా హాండల్‌ర్ ఫాంపై సైన్ చేస్తాడు.

RECOLLECTING INFORMATION REJECTED DURING DATA ENTRY - (This assumes data is entered and checked in the field. If this is not possible, especially where data is only entered back at HQ, then supervisors should carry out some consistency checks when reviewing the questionnaires).

దీని ప్రకారం సమాచారం ఫీల్డ్‌లో ఎంటర్ చేయబడి, చెక్ చేయబడింది. ఒకవేళ ఇది సాధ్యపడకపోతే, హెడ్ క్వార్టర్స్‌లో డేటా ఎంట్రీ చేయబడితే, సూపర్‌వైజర్ ప్రశ్నావళులను తిరిగి చూస్తున్నప్పుడు సరిగా ఉన్నవో లేవో అని అక్కడక్కడ చెక్ చేయాలి.

For data entered in the field: Your work will also be reviewed by the data entry programme, which will carry out checks on the answers to various questions, parts and sections of the questionnaire.

మీరు చేసే పని డాటా ఎంట్రీ ప్రోగ్రామ్ ద్వారా కూడా తిరిగి చెక్ చేయబడుతుంది; దానిలో వివిధ ప్రశ్నలకు జవాబులు, ప్రశ్నావళులలోని విభాగాలు చెక్ చేయబడతాయి.

After reviewing the data entry logs, your supervisor will circle in red ink all the answers in the questionnaire that were rejected by the data entry programme and return the questionnaire to you so you can return to the household to recollect the missing or wrong data if this is possible. Interviewers are forbidden to change or repair data without consulting their supervisor or re-interviewing the household.

డాటా ఎంట్రీ వారు చెక్ చేసిన తరువాత, సూపర్‌వైజర్ ఈ డేటా ఎంట్రీ వాళ్ళు తిరస్కరించిన జవాబులను ఎర్ర ఇంకుతో మార్క్ చేసి, ఆ ప్రశ్నావళిలో సరిగా లేని సమాచారాన్ని ఏదైనా విషయానికి సమాచారం లేకపోతే దానికొరకు మీరు తిరిగి ఆ కుటుంబాలకు వెళ్ళుటకు ఆ ప్రశ్నావళిని తిరిగి ఇస్తారు. ఇంటర్వ్యూ చేసేవారు సూపర్‌వైజర్‌తో సంప్రదించకుండా లేదా మళ్ళీ ఆ కుటుంబాన్ని ఇంటర్వ్యూ చేయకుండా, వచ్చిన సమాచారాన్ని మార్చడం లేదా సరిదిద్దడం చేయడం నిషేధించబడింది.

4. INTERVIEWING PROCEDURES

ARRIVAL IN THE COMMUNITY (*Countries to adapt this section*)

Community questionnaire will be done first

గ్రామంలోనికి వెళ్ళిన వెంటనే కమ్యూనిటీ ప్రశ్నావళి మొదట చేయవలెను.

The team will arrive in the community a day before the start of the survey. Accompanied by the fieldworkers, the supervisor will visit the community leaders and local authorities to explain the

purpose of the survey, and introduce the members of the team and discuss the plan of work in that area.

సర్వే మొదలు పెట్టే ఒక రోజు ముందు టీమ్ గ్రామానికి చేరుకుంటుంది. ఫీల్డ్ వర్కర్ తో కలిసి సూపర్వైజర్ సర్వే ఎందుకు చేస్తున్నారో, మరియు టీమ్ సభ్యులను పరిచయం చేయడానికి, ఆ గ్రామంలో పని ఎలా చేయాలనుకుంటున్నారో తెలిజేయడానికి ఆ గ్రామ పెద్దలను మరియు స్థానిక అధికారులను కలుస్తారు.

RE-CONTACTING THE RESPONDENTS (*Countries to adapt this section in line with their own procedures.*)

ఆయా దేశాలు జవాబు చెప్పేవారిని కాంటాక్ట్ చేయడానికి వివిధ పద్ధతులను అనుసరించవచ్చు.

Tracking

Your supervisor will give you the pre-printed address and contact sheets for households enrolled in the study. These sheets, together with the tracking schedule (detailed in PART 3) should be used to help you locate first the dwelling, then the household, and finally the child. If the dwelling and/or family cannot be found then you will need to obtain information from others in the neighbourhood or from the contacts on the sheet. In all cases you must be polite, explain who you are and what you are doing. Fill in all information you find out on the tracking schedules and remember to start a new tracking schedule for each attempt you make to find each child. If any of the contacts on the address and contacts sheet were used to help you locate the child, please indicate this on the sheet by completing the columns headed:

మీ సూపర్వైజర్ ముందుగా ముద్రించబడిన ఈ అధ్యయనంలో నమోదు చేయబడిన కుటుంబాల చిరునామాలు, కాంటాక్ట్ అడ్రెస్‌లు ఉన్న పత్రాలను మీకు అందిస్తారు. ట్రాకింగ్ షెడ్యూల్ తో కలిపి ఇచ్చే ఈ పత్రాలు, ముందుగా నివాసాన్ని, కుటుంబాన్ని, తరువాత పిల్ల/పిల్లవాడిని కనుక్కోవడంలో సహాయం చేస్తాయి. ఒకవేళ నివాసం గాని, కుటుంబంగాని కనుక్కోలేక పోయినచో, మీరు పొరుగు వారిని అడగి గాని, లేక కాంటాక్ట్ షీట్ ని ఉపయోగించి సమాచారాన్ని పొందవలెను. అన్ని పరిస్థితులలోనూ మీరు ఎవరో, మరియు ఏం చేస్తున్నారో మర్యదగా వారితో చెప్పాలి. మీరు సేకరించిన సమాచారానంతటిని ట్రాకింగ్ షెడ్యూల్ లో వ్రాయండి. మరియు ప్రతి పిల్ల/పిల్లవానిని కనుక్కోవడానికి చేసే ప్రతి attempt కు ఒక క్రొత్త ట్రాకింగ్ షెడ్యూల్ ను ఉపయోగించాలని గుర్తుంచుకోండి. ఇవ్వబడిన చిరునామాలు మరియు కాంటాక్ట్ షీట్ పిల్ల/పిల్లవానిని కనుగొనేందుకు మీకు ఉపయోగపడినచో, దీనిని ఆ షీట్ మీద క్రింద ఇయ్యబడిన కాలమ్స్ పూర్తి చేస్తూ గుర్తించండి.

- Used contact to find child?
00=No, 01=Yes (did you use this contact to help you locate the child?)
ఆ కాంటాక్ట్ ని పిల్ల/పిల్లవాడిని కనుగొనేందుకు ఉపయోగించారా?
00=కాదు, 01=అవును (మీరు ఈ కాంటాక్ట్ ని ఉపయోగించి పిల్ల/పిల్లవానిని కనుక్కొన్నారా?)
- Located contact? 00=No, 01=Yes (did you find this person at the address given?)
కాంటాక్ట్ ని కనుగొన్నారా? 00=కాదు, 01=అవును (చిరునామా ఇచ్చిన చోట ఆ వ్యక్తిని కనుక్కొన్నారా?)
- Date used (complete the date when this contact was used)
ఉపయోగించిన తేదీ (ఆ చిరునామా ఉపయోగించిన తేదీ)
- Was contact helpful?
00=No, 01=Yes (did information received from this person help you locate the YL child?)
ఈ కాంటాక్ట్ మీకు ఉపయోగపడిందా?
00=కాదు, 01=అవును (ఈ వ్యక్తి ద్వారా లభించిన సమాచారం, పిల్ల/పిల్లవానిని కనుగొనుటకు సహాయపడిందా?)

Preliminary interview

The preliminary interview assumes you have located the YL child and before starting the preliminary interview you should have a tracking schedule for this child with question T13 completed.

ఈ ప్రిలిమినరీ ఇంటర్వ్యూలు పిల్ల/పిల్లవానిని మీరు కనుగొన్నారు అని అనుకుంటుంది. మరియు ప్రిలిమినరీ ఇంటర్వ్యూలు మొదలు పెట్టకముందు, మీరు T13 ప్రశ్నను పూర్తి చేసిన ట్రాకింగ్ షెడ్యూల్ కల్గి ఉండాలి.

Your supervisor will tell you which area in the sentinel site you are working in, and will give you the pre-printed household rosters for households enrolled in the study. When you arrive at each house you must greet people in the traditional manner, introduce yourself, show your fieldworker's card and re-explain the purpose of the survey to the head of the household and other important household members. Give them several opportunities to ask you questions, if you do not know the answer to any question tell them that you will ask a supervisor. Never promise anything you cannot guarantee to do.

మీ సూపర్వైజర్ మీరు సెంటినల్ సైట్లోని ఏ ప్రాంతంలో పని చేయాలో చెప్పి మరియు మీకు ఈ అధ్యయనంలో పాల్గొంటున్న కుటుంబాల, ముందుగా ముద్రించబడిన హౌస్ హోల్డ్ రోస్టర్స్ మీకు అందచేస్తారు. మీరు ప్రతి ఇంటికి వెళ్ళినప్పుడు, సాంప్రదాయ రీతిలో ప్రజలకు వందనం చేయాలి. మిమ్మల్ని మీరు పరిచయం చేసుకొని, మీ ఫీల్డ్ వర్కర్ కార్డు చూపించి, ఆ కుటుంబ యజమానికి మరియు ఇతర కుటుంబ సభ్యులకు మీ అధ్యయన ఉద్దేశాలను తిరిగి చెప్పండి. మిమ్మల్ని వారు ప్రశ్నించడానికి వీలైనన్ని ఎక్కువ అవకాశాలు ఇవ్వండి. మీకు ఏ ప్రశ్నకైన జవాబు తెలియపోతే సూపర్వైజర్ని అడిగి చెప్పతామని వారికి తెలియజేయండి. మీరు చేయలేని దానిని చేస్తామని హామీ ఇవ్వద్దు.

You must first follow the consent procedure. If the household does not give consent then ask them briefly why (do not probe). You may ask, depending on how consent was denied, if it is possible to return the following day to give them more time to think about it. For those who agree to continue with the study you should arrange a convenient time to return the next day to complete the consent procedure and conduct the interview. During this visit find out whether an interpreter will be needed when you return for the interview the next day and make the necessary arrangements. When you have completed the interview, thank all the members of the household who took part in the interview and inform them of the date for the next visit.

మీరు మొదటగా అంగీకారం తీసుకొనే పద్ధతిని అనుసరించాలి. ఒకవేళ ఆ కుటుంబం అంగీకరించక పోయినట్లయితే, ఎందువలన అని అడిగి తెలుసుకోండి (do not probe). అంగీకారము ఏవిధంగా తిరస్కరించారో, దానిని బట్టి ఎందుకు అంగీకారం ఇవ్వలేదో అడగండి. వీలయినచో వారికి ఆలోచించుకొనుటకు సమయం ఇచ్చి తిరిగి మరుసటిరోజు వారి దగ్గరకు వెళ్ళండి. ఈ అధ్యయనంలో పాల్గొనడానికి అంగీకరించిన వారికి, వారికి వీలైన సమయంలో మరుసటి రోజు వచ్చి అంగీకార విధానం పూర్తి చేసి మరియు ఇంటర్వ్యూ చేసేటప్పుడు అనువాదకులు అవసరమో కాదో అడగండి మరియు అవసరమైన ఎర్రెంజ్మెంట్స్ చేయండి. మీరు ఇంటర్వ్యూ పూర్తి చేసిన తరువాత, ఇంటర్వ్యూలో పాల్గొన్న కుటుంబ సభ్యులందరికీ కృతజ్ఞతలు తెలిపి, మరల మీరు ఎప్పుడు వారిని కలుస్తారో తెలియచేయండి.

The preliminary interview consists of a number of sections:

ప్రిలిమినరీ ఇంటర్వ్యూలో ఈ క్రింది విభాగాలు ఉన్నాయి.

- Appointment(s) for main interview - ప్రధాన ఇంటర్వ్యూ చేయడానికి ముందుగా నిర్ణయించిన సమయం :
 - This section allows the interviewer to make an appointment with the household respondent(s). It may be that more than one appointment is necessary and that the interview is done in two parts to avoid disruption to the household. Each appointment should not normally take more than 90 minutes.

ఈ విభాగం కుటుంబంలో జవాబు చేప్పవారి నుండి ఇంటర్వ్యూను appointment తీసుకోవడం చెప్పతుంది. ఒకటి కంటే ఎక్కువ appointment అవసరమవువచ్చు; కుటుంబానికి ఇబ్బంది లేకుండా ఇంటర్వ్యూని రెండు భాగాలుగా చేయవచ్చు. ప్రతి appointment సాధారణంగా 90 నిమిషముల కంటే ఎక్కువ ఉండకూడదు.

- The interviewer can also check that all the child's details are correct (name, age, address etc)

పిల్ల/పిల్లవాని విషయాలు (పేరు, వయస్సు, చిరునామా మొదలైనవి) సరిగా ఉన్నవో లేదో చెక్ చేయాలి.

- Household roster (pre-printed roster)

- Changes to the household during the second round can be amended on the pre-printed household roster containing details of the household that were collected from the last survey. There are spaces for new household members that have joined the household since the last survey. There is also a code [RELATIONSHIP] that has been added in order to determine the relationship of the household members to the index child. Please do not simply copy the relationship recorded in round 1 as many additional codes have been added for this round one of which may be more appropriate.

మొదటి రౌండులో సేకరించిన కుటుంబ సమాచారంలో, ఏవైనా మార్పులు ఉన్నచో ఈ రెండవ రౌండులో ముందుగా ముద్రింపబడిన హోస్ హోల్డ్ రోస్టర్లో మార్పులు చేయవచ్చు. గత సర్వే నుండి కుటుంబంలో ఎవరైనా కొత్త సభ్యులు చేరి ఉంటే, ఈ రోస్టర్లో వ్రాయడానికి ఖాళీలు ఉన్నాయి. ఈ కొత్త సభ్యునికి మరియు చైల్డ్ కి మధ్య ఉన్న సంబంధం తెలియచేయడానికి ఒక కోడ్ ఇవ్వబడింది. మొదటి రౌండులో వేసిన సంబంధం కోడ్లను కాపీ చేయవద్దు. ఎందువలన అనగా ఇంక ఎక్కువ సరిపోయే కోడ్స్ ఇప్పుడు ఇవ్వబడినవి.

- Locating information

- This section allows the interviewer to document with more detail the child's physical and geographical location, including GPS co-ordinates. *Countries delete if not using.* పిల్ల/పిల్లవాడు ఎక్కడ ఉంటున్నాడో ఆ ప్రాంతం వివరాలు GPS co-ordinates రికార్డు చేసుకొనేందుకు ఉపయోగపడుతుంది.

- Tracking information

- This information has replaced the previous section on tracking. Using the address and contact sheets provided by your supervisor the interviewer needs to ask whether existing contacts are still valid (final column in the contacts table). Check that the names and addresses are correct. If existing contacts are no longer valid then establish the name and address of TWO people that could be contacted in the future to help locate the child and record these details in the blank table headed "*New contacts for this child*". Where possible these should be relatives with permanent addresses.

ఈ సమాచారం ముందు సెక్షన్లో ఇవ్వబడిన ట్రాకింగ్ సమాచారాన్ని రిప్లేస్ చేస్తుంది. మీ సూపర్వైజర్ ఇచ్చిన చిరునామా మరియు కాంటాక్ట్ షీట్స్ ఇప్పటికీ సరి అయినవో కావో అడగండి (contacts table లోని చివరి కాలమ్). పేర్లు మరియు చిరునామాలు సరి అయినవో కావో సరి చూడండి. ప్రస్తుతం ఉన్న చిరునామాలు ఉపయోగపడేవి కాకపోతే, తిరిగి - పిల్ల/పిల్లవానిని భవిష్యత్తులో కనుగొనడానికి ఇంకా రెండు పేర్లు, అడ్రెస్సులు తెలుసుకొని, ఆ వివరములను "*New contacts for this child*" అనే బ్లాక్ టేబిల్లో నమోదు చేయండి. వీలయితే ఈ కాంటాక్ట్, పిల్ల/పిల్లవాడికి సంబంధీకులుగాను, శాశ్వత చిరునామా కలవారు అయి ఉండాలి.

During your household visits you may be offered gifts or food by the household, whilst you should try not to accept gifts or food that are precious resources for the household you must also be courteous and follow local customs. Try to refuse food or gifts politely, for example, by saying that you have already made arrangements for food that day, that you have an upset stomach or by accepting a smaller offering such as a glass of water.

మీరు కుటుంబాలను దర్శించినప్పుడు వారు మీకేవైనా బహుమతులుగాని, ఆహారంగాని ఇవ్వవచ్చు; వారికి బహుమతులు మరియు ఆహారం వారికి అమూల్యమైనవి కాబట్టి వాటిని అంగీకరించవద్దు. గౌరవపూర్వకంగా, మర్యాదగా వారి స్థానిక ఆచారాలను అనుసరించాలి. బహుమతులు, ఆహారాన్ని మర్యదగా తిరస్కరించండి. ఉదా: మీరు ఆ రోజుకు కావాల్సిన ఆహారానికి అప్పటికే ఏర్పాట్లు చేసుకున్నామని, పొట్టకు సమస్య ఉందని, లేదా ఏవైనా చిన్న వాటిని అంటే ఒక గ్లాసు మంచి నీటిని అంగీకరించవచ్చు.

EXPLANATION OF THE SURVEY

Explanations play a great part in the willingness of people to reply to questions, and during the consent procedure you will give a detailed explanation of the study to the caregiver, household head and other important household members. You should give this explanation by reading the information sheet provided, checking if the respondent has understood the points and re-phrasing if they have not. When interviewing children, you will need to explain the study in more simple terms, using words and ideas that children will understand.

అధ్యయన వివరణలు ప్రశ్నలకు జవాబు ఇవ్వడానికి ప్రజలు ఇష్టపడేందుకు ఎక్కువగా సహాయపడతాయి; consent procedure సమయంలో మీరు కేర్గివర్కు, ఇంటి యజమానికి, మరియు ముఖ్య కుటుంబ సభ్యులకు పూర్తి వివరణ ఇవ్వండి. సమాచార పత్రంలో ఉన్న వివరణను మీరు చదివి వివరించాలి. జవాబు చెప్పే వ్యక్తికి అర్థం అయ్యిందో లేదో సరిచూసి, మీ సొంత మాటలలో సులభంగా వారు అర్థం చేసుకొనేటట్లు చెప్పండి. పిల్లలను ఇంటర్వ్యూ చేసేటప్పుడు మీరు ఈ అధ్యయనాన్ని ఇంకా సులభమయిన రీతిలో పిల్లలు అర్థం చేసుకొనే పదాలు, భావాలు ఉపయోగించి వివరించండి.

During the consent procedure and at the beginning of every visit you should frequently remind the respondent of the purpose of the survey, the fact that participation is voluntary, that the data obtained will be kept confidential and give the respondent the chance to ask questions. If you are accompanied by a supervisor or a member of the management committee, you should introduce her/him at the beginning of each interview.

అంగీకారం తీసుకొనేటప్పుడు మరియు మీరు కుటుంబాన్ని సందర్శించినప్పుడు మీరు జవాబు చెప్పే వ్యక్తికి ఇంటర్వ్యూ ఎందుకు చేస్తున్నామో గుర్తించేసి, వారు దీనిలో పాల్గొనటం అనేది వారి ఇష్టానుసారమే అని, ఈ వచ్చిన సమాచారాన్ని గుప్తంగా ఉంచుతామని, జవాబు చెప్పే వ్యక్తికి ప్రశ్నించే అవకాశం ఉందని చెప్పండి. మీతో మీ సూపర్వైజర్గాని, మేనేజిమెంట్ కమిటీలోని సభ్యుడు ఉన్నట్లయితే, ప్రతి ఇంటర్వ్యూకు మొదటగా అతడు/ఆమెను పరిచయం చేయండి.

USE OF INTERPRETERS

In this round we would like to establish the interpretation needs of each site and of all households so that we can meet these requirements in advance of the next round.

ఈ రౌండులో ప్రతి సెంటినల్ సైట్ మరియు కుటుంబములలో అనువాదకుని అవసరాన్ని స్థిరపరచవలెను. ఎందుకంటే వచ్చే రౌండులో ఈ అవసరాలను ముందుగానే తీర్చవచ్చు.

IMPORTANT : Your supervisor should have established before you go to the field whether there is going to be a need for interpreters and hopefully should have identified suitable people for this job and trained them in the requirements of this role. However, in the absence of such an arrangement, when you first enter a household, you must find out whether you will need an interpreter or not.

మీ సూపర్వైజర్ మీరు ఫీల్డ్కి వెళ్ళక ముందే అనువాదకుని అవసరం ఉందేమో అని స్థిరపరచి, సరైన వ్యక్తులను గుర్తించి, వారికి ఎలా చేయాలో తగిన శిక్షణ ఇచ్చి ఉంటారు. అయినప్పటికీ, అలాంటి arrangement లేకపోయినట్లయితే, మీరు ఆ ఇంటిలోనికి వెళ్ళిన వెంటనే అనువాదకుని అవసరం ఉందో లేదో తెలుసుకోండి.

If, for any reason, none of the survey team speaks the language of the household and no one in the household speaks the interview language well enough to interpret you must ask the household to choose someone (for instance, a friend, a neighbour or a relative) to interpret for the fieldworker. This person should be someone who speaks the interview language well and is trusted by the household, since the questions are confidential. You should be aware that in either case certain problems can arise from the use of an interpreter :

ఒకవేళ ఏ కారణం చేతనైన టీమ్లో యెవ్వరూ కుటుంబం ఉపయోగించే భాష మాట్లాడలేకపోతే, మరియు కుటుంబంలో ఎవరికి కూడా ఇంటర్వ్యూ చేసే వ్యక్తి మాట్లాడే భాష రాకపోతే, ఆ కుటుంబం వారిని ఎవరైన అనువాదకులు ఉన్నారేమో అడగండి (ఉదా: సంబంధీకులు, స్నేహితులు, ఇరుగు పొరుగువారు). ఆ వ్యక్తి అయి కుటుంబమువారు నమ్మదగినవారు మరియు ఇంటర్వ్యూ భాష వచ్చిన వారు అయి ఉండాలి. అనువాదకులు ఉన్నప్పుడు కొన్ని సమస్యలు ఉంటాయని గుర్తుంచుకోవాలి :

- It is difficult to know how good the translation is. It is possible that the respondent's friend who speaks the interview language does not speak it well enough, or isn't familiar with jargon/ concepts of the study, to translate everything said during the interview, and s/he will not want to admit it. If you find that the replies do not correspond to the questions, try tactfully to help the interpreter or to replace her/him. You could for instance, suggest that interpreting is a very tiring job, and that the interpreter should take a rest while someone else carry on. Or you might say that you have already taken up too much of his (interpreter's) time, and that the job should be shared among a number of people.

అనువాదం ఎంత బాగుందో తెలుసుకోవడం చాలా కష్టం. కొన్నిసార్లు, ఇంటర్వ్యూలో మాట్లాడిన ప్రతి అంశాన్ని అనువాదం చేస్తున్నప్పుడు, జవాబు చెప్పే వ్యక్తి యొక్క స్నేహితుడు ఇంటర్వ్యూ అనువాదం చేసే వ్యక్తి బాగా మాట్లాడలేకపోవచ్చు, లేక అధ్యయనంలోని మౌఖిక అంశాలు/పదజాలం గూర్చి బాగా తెలిసిన వారు కాకపోవచ్చు, కాని అతడు/ఆమె దానిని ఒప్పుకోక పోవచ్చు. ఒకవేళ అనువాదం మీరు అడిగిన ప్రశ్నలకు సంబంధించినవి కాకపోతే, తెలివిగా అనువాదకునికి సహాయం చేయండి. లేనిచో వారిని తీసి వేరొకరని పెట్టండి. ఉదా: ఆ అనువాదకుడు/రాలుకి, అనువాదం చాలా కష్టమైనది అని, కావున వేరొకరు ఈ పని చేసేలోపల కొంత సమయం విశ్రాంతి తీసుకోండి అని చెప్పండి. లేనిచో అతడు/ఆమెతో మేము మీ సమయాన్ని అధికంగా తీసుకొన్నాం. ఇది చాలా మంది చేయాల్సిన పని అని తెలియచేయండి.

- Another difficulty often encountered is that the interpreter is so familiar with the household that he starts to answer for the respondent without directing the question to her/him (respondent). In such a situation you must politely remind the interpreter that it is the respondent that has been chosen for the interview, and that it is only his/her answers that you can write in the questionnaire.

ఇంకొక సమస్య ఏమనగా, అనువాదకులు ఆ కుటుంబానికి చాలా తెలిసిన వారు అయినచో, జవాబు చెప్పే వ్యక్తికి ప్రశ్నలు వేయడానికి బదులు, జవాబు చెప్పే వ్యక్తి తరపున అనువాదకులే జవాబులు చెప్పవచ్చు. అలాంటి పరిస్థితిలో జవాబు చెప్పే వ్యక్తి మాత్రమే ఈ అధ్యయనానికి ఎంచుకోబడ్డారు అని, అతడు/ఆమె యొక్క జవాబులు మాత్రమే ప్రశ్నావళిలో వ్రాయాలి అని అనువాదకునికి మర్యాదపూర్వకంగా గుర్తు చేయండి.

- On the other hand you should also avoid engaging interpreters who could pose any kind of threat, e.g. linked to a political party or government.

ఇదే కాకుండా, ఎవరైన రాజకీయ పార్టీలు, ప్రభుత్వమునకు సంబంధించిన వారు మరియు వారి వలన అపాయం వాటిల్లుతుందని అనిపిస్తే, అటువంటి వారిని అనువాదకులుగా తీసుకోవద్దు.

PRIVATE NATURE OF THE INTERVIEW

All the data collected are strictly confidential. Any breach of the confidentiality is forbidden by your oath of secrecy. In principle, all the questions should be asked in complete privacy to ensure that the answers remain confidential but this is not always possible. The presence of other people during the interview may cause the respondent embarrassment and influence some of her/his answers. This could especially be true for the child interviews.

సేకరించిన సమాచారం అంతా గుప్తంగా ఉంచబడాలి. గుప్తంగా ఉంచుతాము అని మీరు ఇచ్చిన హామీని మీరు భంగపరచ కూడదు. సిద్ధాంతపరంగా, జవాబులు రహస్యంగా ఉంచడానికి, అన్ని ప్రశ్నలను ఎవరూ లేనప్పుడు లేదా ఒక్కడే ఉన్నప్పుడు మాత్రమే అడగవలెను. కాని ఇది అన్ని సమయములలో సాధ్యపడకపోవచ్చు. ఇంటర్వ్యూ సమయంలో ఇతరులు ఉండడం వలన, జవాబు చెప్పే వ్యక్తికి ఇబ్బందిగా ఉండవచ్చు. మరియు అతడు/ఆమె చెప్పే జవాబులు మీద ఈ ప్రభావం ఉంటుంది. ఇది పిల్లలను ఇంటర్వ్యూ చేస్తున్నప్పుడు జరగవచ్చు.

There are some sections, which are very sensitive and might require more privacy. These are: ప్రశ్నావళిలో కొన్ని విభాగాలు చాలా సున్నితమైనవి మరియు ఒక్కరే ఉన్నప్పుడు అడగవలసినవి. అవి :

Household questionnaires'

- Livelihoods and asset framework (section 3 which asks some questions on earnings); (సెక్షన్-3 సంపాదనల మీద అడిగే ప్రశ్నలు);
- Economic changes (section 6 which asks about economic difficulties in the household); (ఇంట్లో జరిగే ఆర్థిక ఇబ్బందులను గూర్చి అడిగే సెక్షన్-6)
- Socio economic status (section 7 where questions on assets are asked); and (ఆస్తులను గూర్చి అడిగే ప్రశ్నలు ఉన్న సెక్షన్-7)
- Caregiver perceptions & attitudes (section 12 in the 5yr old and section 10 in the 12yr old; which asks caregivers to reflect on their feelings and views on a number of personal issues. 5yr old సెక్షన్-12 మరియు 12yr old హౌస్‌హోల్డ్‌లో సెక్షన్-10 అనేక వ్యక్తిగత విషయాలమీద కేర్‌గివర్ యొక్క భావాలు అడుగుతారు)

When you get to these sections you should explain to the respondents that some questions are confidential and ask her/him for the best place in the house where s/he is least likely to be disturbed. If another adult does not understand and refuses to leave, you must use tact and imagination to try and get him/her to leave.

అటువంటి విభాగాలు అడుగుతున్నప్పుడు, జవాబు చెప్పే వ్యక్తికి, ఈ ప్రశ్నలు చాలా గుప్తంగా ఉంచవల్సినవి. అందువల్ల ఆ ఇంటిలో అతడు/ఆమెని ఎవరూ ఆటంకపర్చని స్థలం చూపించవల్సిందని వివరించండి. ఒకవేళ ఇంకెవరైనా పెద్దవారు ఇది అర్థం చేసుకోకుండా, అక్కడి నుండి వెళ్ళడానికి ఇష్టపడకపోతే, నేర్పు ఉపయోగించి అతడు/ఆమె అక్కడినుండి వెళ్ళేటట్లు ప్రయత్నించండి.

- Ask the respondent to persuade the other person to leave. ప్రక్కనున్న వ్యక్తికి ఏదో విధంగా సర్దిచెప్పి వెళ్ళేటట్లు చూడమని జవాబు చెప్పే వ్యక్తికి చెప్పండి.
- Explain as politely as possible that the interview must be conducted in private. వీలైనంత మర్యాదపూర్వకంగా ఇంటర్వ్యూ గుప్తంగా జరగాలని వివరించండి.
- Try to satisfy the person's curiosity by reading the first few questions, and then say something like "You have heard some of the questions. Will you now excuse us for a little while?" అయితే ఆ ప్రక్కనున్న వ్యక్తి యొక్క కుతూహలాన్ని తృప్తిపరచే నిమిత్తం మొదటిలో ఉన్న కొన్ని ప్రశ్నలు చదివి, అప్పుడు ఇలా చెప్పవచ్చు 'మీరు కొన్ని ప్రశ్నలు విన్నారు కదా! దయచేసి మమ్మల్ని క్షమించి కొంత సమయం ఇక్కడనుండి వెళతారా?

CHILD INTERVIEWS

Most communities have very clear ideas about the appropriate manner for treating children and how children themselves should behave. Ideas about what is appropriate for boys and girls will most likely be very different, especially once they have reached age 12. Therefore, so that you do not cause offence, it is very important to be aware of and follow local customs that determine the different ways in which adults treat boys and girls, as well as the manner in which young people are expected to behave towards adults. It is because of these kinds of customs that our study requires all interviews with girls to be conducted by female fieldworkers. We also recommend that fieldworkers who interview children should be fairly young, as children tend to be less shy with adults who are nearer their own age than with older adults.

అనేక గ్రామాలలో పిల్లలను ఎలా చూడాలి, మరియు పిల్లలు ఎలా ప్రవర్తించాలో అనే విషయాలపై స్పష్టమైన భావాలు ఉన్నాయి. ముఖ్యంగా 12 సంవత్సరముల వయస్సు వచ్చేటప్పటికి, మగపిల్లలు, ఆడపిల్లలు ఎలా ఉండాలో భిన్నమైన భావాలు ఉన్నాయి. కాబట్టి మీరు వారిని బాధపెట్టకుండా ఉండడానికి, విభిన్న విధాలుగా మగపిల్లలను, ఆడపిల్లలను చూడటం మరియు పిల్లలు, పెద్దవారి యెడల ప్రవర్తించే విధానం - ఆ ప్రాంతీయ పద్ధతులు, సాంప్రద్యాలమీద ఆధారపడి ఉంటాయని మీరు గుర్తుంచుకోవడం ముఖ్యము. ఇటువంటి సాంప్రదాయాలు ఉండటం కారణంగా, ఆడ పిల్లలను ఇంటర్వ్యూ చేయడం ఫీల్డ్ వర్కర్స్ అయిన స్త్రీలు మాత్రమే చేయాలని ఈ అధ్యయనం భావిస్తుంది. పెద్దవారితో కంటే, పిల్లలు తమ వయస్సును దగ్గరిలో ఉన్న వారితో సిగ్గుపడని వారుగా ఉంటారు. కాబట్టి పిల్లలను ఇంటర్వ్యూ చేసే వ్యక్తులు యవ్వనస్తులు అయి ఉండాలని మేము ప్రాధాన్యతనిస్తున్నాము/ సిఫారసు చేస్తున్నాము.

In your contact with children it is essential that you are respectful, patient and sympathetic at all times and that you allow them sufficient time to answer your questions. You can be encouraging and supportive but should avoid providing children with answers when they do not respond immediately to your questions or find it hard to express themselves clearly. It is important that you are able to understand their answers, but if you provide the answers for them you may adversely affect the results of the study. If a child becomes distressed, you should act as naturally as possible, offering comfort as appropriate and ceasing the interview if you think it is necessary.

మీరు పిల్లలను ఇంటర్వ్యూ చేసేటప్పుడు, వారితో మర్యాదపూర్వకంగాను, ఓపికతోను మరియు ప్రతి సమయంలో సానుభూతిగాను ఉండాలి. మరియు మీ ప్రశ్నలకు జవాబు చెప్పడానికి తగినంత సమయాన్ని ఇవ్వడం ముఖ్యం. వారు మీ ప్రశ్నలకు వెంటనే జవాబు చెప్పలేకపోయినప్పుడు లేదా వారి భావాలు వ్యక్తపరచడం కష్టంగా భావించినప్పుడు, మీరు వారిని ప్రోత్సాహపరచువారిగా, లేదా అండగా ఉండాలి కాని పిల్లలకు జవాబులను మీరు అందించవచ్చు. మీరు పిల్లలు చెప్పే జవాబులు అర్థం చేసుకోవడం అనేది ముఖ్యం. కాని మీరే జవాబులు పిల్లలకు చెబితే, ఈ అధ్యయనం యొక్క ఫలితాలమీద దుష్ప్రభావం ఉంటుంది. ఒకవేళ పిల్ల/పిల్లవాడు తీవ్ర ఒత్తిడికి లోనయితే, మీరు వీలైనంత సాధారణంగా వ్యవహరించండి. తగురీతిలో వారిని ఓదార్చండి మరియు అవసరం అనిపిస్తే ఇంటర్వ్యూను ఆపివేయండి.

When interviewing children the following behaviour is unacceptable:

పిల్లలను ఇంటర్వ్యూ చేసేటప్పుడు క్రింద ఇవ్వబడిన ప్రవర్తన అనుచితమైనది :

Fieldworkers must **not** - ఫీల్డ్ వర్కర్ క్రింద ఇవ్వబడినవి చేయరాదు

1. Spend time alone with children – always make sure to be within sight of another adult.
పిల్లలతో ఒంటరిగా సమయం గడపడం - ఎవరో ఒకరు పెద్దవారు చూచుటకు దగ్గరగా ఉండేటట్లు చూడండి.
2. Physically assault children.
భౌతికంగా/శారీరకంగా పిల్లలను హింసించడం/భాధించడం/కొట్టడం

3. Develop an abusive relationship with children.
పిల్లలతో నేర సంబంధమైన సంబంధాన్ని పెంపొందించుకోవడం.
4. Engage in any form of physical contact beyond the strictly necessary for the purpose of the data collection.
సమాచార సేకరణకు అవసరానికి మించి పిల్లలను శారీరకంగా స్పృశించడం లాంటివి చేయడం.
5. Act in a way that may place a child at risk of abuse.
పిల్ల/పిల్లవాడిని బాధకు గురిచేసే విధంగా వ్యవహరించడం
6. Use language, make suggestions or give advice which is inappropriate, offensive or abusive.
అనుచితంగా ఉన్న నేరపరమైన, బాధపెట్టే భాష మాట్లాడడం సూచనలు, సలహాలు ఇవ్వడం.
7. Behave physically in an inappropriate or sexually provocative manner.
అనుచితంగా పిల్లలను తాకడం, లైంగికంగా రెచ్చగొట్టే విధంగా ప్రవర్తించడం.
8. Sleep in the same room or bed as a child.
పిల్ల/పిల్లవాడితో ఉన్న గదిలోగాని, పక్కమీద గాని నిద్రించడం.
9. Condone/participate in behaviour that is illegal, unsafe or abusive.
నిర్లక్ష్యంగా/అక్రమంగా/సురక్షితం గాని హింసాత్మకంగా ప్రవర్తించడం.
10. Act in ways intended to shame, humiliate, belittle or degrade children.
పిల్ల/పిల్లవాడిని సిగ్గుపడేటట్లు, అవమానించడం, చిన్నతంగాను, తక్కువ చేసే విధంగా ప్రవర్తించడం.
11. Discriminate against or exclude children.
పిల్లలను కలుపుకోకుండా, వివక్షతతో చూడటం.

Countries to add a section about how fieldworkers' safety will be ensured in difficult/unsafe areas.

CONDUCT OF THE FIELDWORKER

The fieldworker must observe the following rules – ఫీల్డ్ వర్కర్ ఈ క్రింది నియమాలు పాటించాలి :

1. You must be courteous towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and everyone else involved). Your behaviour can have an enormous influence on people's opinions in the localities covered by the survey.
మీరు అందరిపట్ల మర్యాద పూర్వకంగా ఉండాలి (జవాబు చెప్పే వ్యక్తి మరియు అతడు/ఆమె కుటుంబం, మరియు స్నేహితులు సూపర్వైజర్, టీమ్లో ఇతర సభ్యులు, దీనికి సంబంధించిన అందరూ). ఈ సర్వేలో ఉన్న ప్రాంతాలలోని ప్రజల అభిప్రాయాల మీద మీ ప్రవర్తన చాలా ఎక్కువ ప్రభావం చూపిస్తుంది.
2. You must avoid disturbing or upsetting anyone by your behaviour.
మీ ప్రవర్తన ద్వారా ఎవరినైనా ఆటంకపరచడం, బాధపెట్టడం చేయకూడదు.
3. You must be properly dressed, so that the respondent will be inclined to trust you, as a reliable and responsible person.
మీరు తగిన రీతిలో వస్త్రధారణ చేయాలి. తద్వారా జవాబు చెప్పే వ్యక్తి మిమ్ములను నమ్మకమైన వ్యక్తిగా నమ్ముతాడు.
4. You must arrive at the stated time, and never keep the respondents waiting.
ఎప్పుడూ కూడా జవాబు చెప్పేవారు వేచి ఉండేటట్లు చేయకుండా, చెప్పిన సమయంలోనే ఫీల్డ్కి రావాలి.

5. You must exercise patience and tact in conducting the interview, to avoid antagonising the respondent or leading her/him to give answers that are not in conformity with the facts. Be tactful about asking questions to which you have just been given the answer, if necessary say that 'you just need to be sure' to avoid giving the impression that you were not listening to what the respondent just said. For instance, if the mother tells you that her child is very well and has no illness and then you have to ask specifically about symptoms

ఇంటర్వ్యూ నిర్వహిస్తున్నప్పుడు, జవాబు చెప్పే వ్యక్తిని రెచ్చగొట్టే విధంగా లేద మీ ప్రవర్తన ద్వారా ఆ వ్యక్తి నిజం చెప్పకుండా ఉండేటట్లు ప్రవర్తించకుండా, మీరు నేర్పుతోను, ఓర్పుతోను వ్యవహరించండి. అప్పుడే సమాధానం చెప్పిన ప్రశ్నలను తిరిగి అడుగుతున్నప్పుడు మీరు నేర్పుగా ఉండండి. అవసరమైన నిర్ధారణ చేసుకొనేందుకు అడుగుతున్నాను అని అనాలి. జవాబు చెప్పే వ్యక్తి అప్పుడే చెప్పిన దానిని మీరు వినటం లేదన్న అనే భావం కలిగించకండి. ఉదా: ఒకవేళ తల్లి తన పిల్ల/పిల్లవాడు ఆరోగ్యంగా ఉన్నాడు మరియు అనారోగ్యం లేదని చెప్పిన, మీరు ఆ లక్షణాల గూర్చి అడగాలి.

6. You must not attempt to sell anything to the child or family.

పిల్లవానికి కాని వారి కుటుంబానికి కాని ఎటువంటి వస్తువులు అమ్మకూడదు.

7. You must not lend or borrow money or goods from the family.

వారి దగ్గర డబ్బుగాని, వస్తువులు గాని అప్పుగా తీసుకోవడం లేదా వారికి ఇవ్వడం చేయకూడదు.

8. You must not bribe the child or family in order to get them to cooperate.

పిల్ల/పిల్లవాడి మరియు వారి కుటుంబం యొక్క సహకారాన్ని పొందడానికి వారికి లంచం ఇవ్వకూడదు.

PART 2 THE INDEX CHILD/HOUSEHOLD QUESTIONNAIRE

5. HOW TO CONDUCT THE INTERVIEW

There are a number of basic principles that the fieldworker must observe throughout the interview. You must be careful to follow all the instructions set out in this manual, you must:

ఫీల్డ్ వర్కర్ ఇంటర్వ్యూ చేస్తున్నంతసేపు పాటించాల్సిన నియమాలు ఉన్నాయి. ఈ మాన్యువల్లో ఉన్న సూచనలను అమలు పరచడానికి జాగ్రత్తగా ఉండాలి, మీరు తప్పనిసరిగా :

1. Ask the questions exactly in the form in which they appear on the questionnaire. Each question has been carefully designed and tested in order to collect precise information to satisfy the requirements of analysis. The interviewer should read the question as it is written in the questionnaire. After reading the question clearly and fluently the first time, the interviewer should wait for the response. If the respondent doesn't answer in a short period of time, this could be because the respondent:

ప్రశ్నావళిలో ఉన్న విధంగానే ప్రశ్నలను అడగాలి. విశ్లేషించడానికి కావలసిన విషయాలు క్లుప్తంగా సేకరించడానికి, ప్రతి ప్రశ్న కూడ రూపొందించబడినది మరియు పరిశీలించబడినది. ప్రశ్నావళిలో ఉన్న విధంగానే ఇంటర్వ్యూ ప్రశ్నను అడగాలి. మొదటిగా ప్రశ్నను స్పష్టంగా మరియు ధారాళంగా చదివిన తరువాత, జవాబు కొరకు ఇంటర్వ్యూ చేసే వ్యక్తి కొంత సమయం వేచి ఉండాలి. ఒకవేళ జవాబు చెప్పే వ్యక్తి కొంత సమయంలో సమాధానం ఇవ్వలేకపోతే, వాటికి ఇవి కారణాలు :

- 1) didn't hear the question;
జవాబు చెప్పే వ్యక్తి ప్రశ్నను సరిగా వినలేదు
- 2) didn't understand the question yet;
జవాబు చెప్పే వ్యక్తి ప్రశ్నను ఇంకా అర్థం చేసుకోలేదు
- 3) didn't know how to reply.
జవాబు చెప్పే వ్యక్తికి ఏ విధంగా సమాధానం చెప్పాలో తెలియదు.

With each case, the interviewer should repeat the question. If the respondent still doesn't answer the question, ask to find out if the respondent understood the question. If the respondent didn't understand the question the interviewer should rephrase the question in a different way, while maintaining the meaning of the question. Try to avoid accepting the answer "I don't know" by helping the respondent to estimate or find an answer close to correct. If there are whole sections the respondent cannot answer, politely ask if there is anyone else in the household who can answer the questions. If the named person is not physically in the household you may have to make a return visit to complete the section with the named person.

ఈ ప్రతి సందర్భంలో, ఇంటర్వ్యూలో ప్రశ్నను తిరిగి అడగాలి. ఇంకనూ జవాబు చెప్పే వ్యక్తి ప్రశ్నకు సమాధానం చెప్పకపోతే, ప్రశ్నకు అర్థం చేసుకున్నారో లేదో జవాబు చెప్పే వ్యక్తిని అడగండి. జవాబు చెప్పే వ్యక్తి ప్రశ్నను అర్థం చేసుకోలేకపోతే, ప్రశ్న యొక్క అర్థం మారకుండా వేరొక పదాలను ఉపయోగించి, వేరే విధంగా ఇంటర్వ్యూ అడగాలి. 'నాకు తెలియదు' అనే సమాధానం రాకుండా చూడండి. దీనికై అంచనవేయడంలో లేదా సరి అయిన జవాబును దగ్గరగా సమాధానం చెప్పగలిగేటట్లు జవాబు చెప్పే వ్యక్తికి సహాయం చేయండి. ఒకవేళ ప్రశ్నావళిలో ఒక పూర్తి భాగాన్ని జవాబు చెప్పే వ్యక్తి చెప్పలేకపోతే, ఆ ఇంటిలో ఆ ప్రశ్నలకు సమాధానం చెప్పేవారు ఉన్నారేమో మర్యాద పూర్వకంగా అడగండి. వారు చెప్పిన పేరుగల వ్యక్తి ఆ కుటుంబంలో అప్పుడు లేకపోయినచో, మరల తిరిగి ఆ ఇంటికి వచ్చి ఆ పేరుగల వ్యక్తితో ఆ విభాగాన్ని పూర్తి చేయండి.

2. **In the case that the interviewer already knows some simple information**, such as that this person is the wife of some other person, it is not necessary to ask marital status of those two people, only to write that information down. However, if you are not clear, or only suspect that this is the situation it is still necessary to ask.

ఒకవేళ ఇంటర్వ్యూ చిన్న సమాచారాన్ని తెలిసిన వారైతే (ఉదా: ఈ వ్యక్తి వేరే వ్యక్తి యొక్క భార్య). ఆ ఇద్దరు వ్యక్తుల యొక్క వివాహ స్థితిని అడగవలసిన అవసరం లేదు. ఆ సమాచారాన్ని ప్రశ్నావళిలో నేరుగా వ్రాయవచ్చు. అయినప్పటికీ మీకు సందేహంగా ఉంటే లేదా మీరు ఊహిస్తూ ఉంటే, వారిని తప్పని సరిగా అడగాలి.

3. All forms will be checked and will be sent back to you if they are not satisfactory. You must realise that the information on these questionnaires is essential and under **no circumstances should you make information up**. This is the worst thing an interviewer can do. You will be dismissed immediately if you make any information up.

సంతృప్తికరంగా లేకపోతే అన్ని ప్రశ్నావళులు సరిగ్గా ఉన్నాయో లేదో చూడబడతాయి మరియు మీకు తిరిగి పంపబడతాయి. ఈ ప్రశ్నావళులలో సమాచారం నింపడం తప్పనిసరి అని మరియు ఎటువంటి పరిస్థితులలో అయినా మీరు సమాచారాన్ని కల్పించి వ్రాయకూడదు. ఇది interviewer చేయగలిగే నీచమైన పని. మీరు సమాచారాన్ని కల్పించి వ్రాసినచో వెంటనే అధ్యయనం నుండి తొలగించబడతారు.

4. **Maintain the pace of the interview.** Avoid discussing too much with the respondent. If you receive an inappropriate or complicated response, do not break in too suddenly, but listen to what the respondent is saying and then lead her/him back to the original question. It is important to pay attention and listen attentively to the respondent and avoid offending or suggesting answers to the respondent.

ఇంటర్వ్యూ చేసే విధానాన్ని/వేగాన్ని ఒకే విధంగా ఉండేటట్లు చూడాలి. జవాబు చెప్పే వ్యక్తితో అతిగా చర్చించడం చేయరాదు. జవాబు చెప్పేవారు ప్రశ్నకు తగిన సమాధానం చెప్పకపోయినా, అర్థంకాని జవాబు చెప్పినా, మీరు మధ్యలో వారిని ఆపవద్దు. కాని వారు చెప్పే దానిని వినండి మరియు తరువాత ఆ ప్రశ్నకు తిరిగి వారిని మరల్చండి. జవాబు చెప్పే వ్యక్తి చెప్పేది జాగ్రత్తగా వినడం అనేది ముఖ్యం మరియు వారిని బాధ పెట్టకూడదు లేదా సమాధానాలు సూచించకూడదు.

5. **Keep a neutral attitude with the interview subjects.** It is extremely important that you should remain absolutely NEUTRAL about the subject of the interview. Most people are naturally polite, particularly with visitors, and they tend to give answers and adopt attitudes that they think will please the visitor. You must not express surprise, approval or disapproval about the answers given by the respondent and you must not tell her/him what you think about these things yourself. Avoid any preconceived ideas about the respondent's ability to answer certain questions or about the kind of answer he is likely to give. Your most important task is to read the questions exactly as they are written in the questionnaire.

ఇంటర్వ్యూ చేసే విషయంలో సాధ్యమైనంతవరకు తటస్థంగా ఉండాలి. మీరు ఇంటర్వ్యూ చేసే విషయాలలో పూర్తిగా తటస్థంగా ఉండటం అనేది ప్రాముఖ్యమైనది. చాలా మంది ప్రజలు సాధారణంగా సందర్భకులతో మర్యాదగా ఉంటారు. మరియు సందర్భకులను తృప్తిచే జవాబులు ఇస్తారు మరియు ఆ విధంగా వ్యవహరిస్తారు. మీరు ఆ సమాధానాలకు ఆశ్చర్యాన్ని గాని, సమ్మతినిగాని, అసమ్మతినిగాని తెలియపర్చకూడదు, మరియు ఆ విషయాలపై మీరు ఏమనుకుంటున్నారో అతడు/ఆమెకు తెలియచేయరాదు. కొన్ని ప్రశ్నలకు జవాబు చెప్పే వ్యక్తి యొక్క సమర్థ్యాన్ని లేదా వారు ఎటువంటి సమాధానం చెప్పతారో అని ముందుగానే మీరు ఊహించి అనుకోవద్దు. మీ యొక్క ముఖ్య భాధ్యత ఏదనగా ప్రశ్నావళులలో వ్రాసిన విధంగానే ప్రశ్నలు చదవాలి.

6. If you don't understand a question or procedure, first read this handbook, then ask the supervisor to clarify further if necessary. It is very important that you **write detailed notes** about problem

questions, answers where you are unsure of the code and surprising answers. You should write any notes legibly on the back of the page clearly labelled with the correct question number. After the interview you should discuss your notes with your supervisor good notes may save you having to return to the household to resolve the query.

మీకు ప్రశ్నగాని, ప్రశ్న అడిగే విధానం గాని అర్థం కాకపోయినచో, ఈ హాండ్ బుక్‌ను చదవండి. అవసరమైతే వివరణకు మీ సూపర్‌వైజర్‌ని అడగండి. సమస్యాత్మక ప్రశ్నలు గాని, ఏ జవాబులకు మీరు కోడ్ వేయలేకపోయారో, లేదా ఆశ్చర్యాత్మకమైన జవాబులను వివరంగా వ్రాసుకోవడం చాలా ముఖ్యమైనది. ప్రశ్న నెంబరు వేసి ఆ పేజీ వెనుక అర్థం అయ్యే రీతిలో వ్రాయండి. ఇంటర్వ్యూ అయిన తరువాత మీ సూపర్‌వైజర్‌తో చర్చించండి. మీరు ప్రిపేర్ చేసికొన్న మంచి నోట్స్, మీరు ఏదైనా సందేహాన్ని తీర్చుకోవడానికి, తిరిగి ఆ ఇంటికి వెళ్ళనవసరం లేకుండా మిమ్ములను కాపాడుతుంది.

INTERVIEWER COMMENTS

Fieldworkers should be encouraged to write down their personal observations about the primary caregiver, the index child and the interview itself (was the caregiver distracted, happy, engaged). Qualitative information about the socio-economic and physical context of the household will be valuable to researchers when they try to interpret results.

కేరగివర్‌పై, ఇండెక్స్ చైల్డ్‌పై మరియు ఇంటర్వ్యూపై (కేరగివర్ దృష్టి మరలించడం, సంతోషంగా ఉన్నాడా లేదా engagedగా ఉన్నాడా) ఫీల్డ్ వర్కర్స్ వారి వ్యక్తిగత అభిప్రాయాలు వ్రాసేటట్లు వారిని ప్రోత్సహించాలి. ఫలితాలను interpret చేసినప్పుడు, Interviewer వ్రాసుకొన్న విషయాలు (ఆర్థిక, సామాజిక పరిస్థితి మరియు ఆ కుటుంబం యొక్క భౌతిక పరిస్థితి) పరిశోధకులకు చాలా విలువైనవి.

6. HOW TO FILL OUT THE QUESTIONNAIRE

Fill out the questionnaire during the interview. You should not enter an answer onto the form until you are sure you have understood the answer correctly. You must not record the answers on scraps of paper with the intention of transferring them to the questionnaire later or count on your memory for filling in the answers once you have left the household.

ఇంటర్వ్యూ సమయంలో ప్రశ్నావళిని పూర్తి చేయాలి. మీరు జవాబును సరిగా అర్థం చేసుకున్నారని నిర్ధారించుకున్న తరువాత మాత్రమే మీరు జవాబును ప్రశ్నావళిలో వ్రాయండి. మీరు జవాబులను ప్రశ్నావళులలోనికి తరువాత వ్రాయడానికి, వేరే చిత్తు కాగితము మీద వ్రాయకూడదు. లేదా ఆ ఇంటిని విడచివచ్చిన తరువాత జవాబులు వ్రాయుటకు మీ జ్ఞాపకశక్తి మీద ఆధారపడవద్దు.

Most answers in the questionnaire are pre-coded with a given number. You must mark the code corresponding to the answer given by the respondent by writing in the WHOLE number clearly with a black indelible biro in the space given. For example, in completing the question below, if NAME is male then you must write in 01. If you make a mistake then cancel it by putting two clear horizontal lines and enter the correct response. The example below shows you how to record the answer:

ప్రశ్నావళిలోని ఎక్కువ జవాబులకు ఒక నెంబరుతో ముందుగానే కోడ్ ఇవ్వబడినాయి. జవాబు చెప్పే వ్యక్తి ఇచ్చిన సమాధానం దానికి ఇవ్వబడిన స్థలంలో బ్లాక్ పెన్‌తో కోడ్ నెంబరు స్పష్టంగా వ్రాయండి. ఉదా: క్రింద ఇవ్వబడిన ప్రశ్నను పూర్తి చేసేటప్పుడు, ఒక వేళ 'పేరు' మగపిల్లవాడు అయినట్లయితే 01 వ్రాయాలి. ఒకవేళ మీరు తప్పుగా వ్రాసినట్లయితే రెండు అడ్డగీతలతో దానిని కొట్టివేసి సరి అయిన జవాబు వ్రాయండి. మీరు ఏవిధంగా వ్రాయాలో క్రింద ఇవ్వబడిన ఉదాహరణ తెలియచేస్తుంది.

E.g.	Is 'NAME' male or female? 01=Male 02=Female	[_ _]	[SEX]
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To the right of each question you will see a word also in capitals, in the example above this is [SEX], these small capitals are not instructions but codes for data entry. You should ignore them.

ప్రతి ప్రశ్నకు కుడివైపున పెద్ద అక్షరాలలో ఒక పదం ఇవ్వబడుతుంది. అవి డేటా ఎంట్రీ చేయడానికి ఉపయోగించే కోడ్స్ పైన ఉదాహరణలో (సెక్స్) అనే పదం మీరు వాటిని ఇగ్నోర్ చేయవలెను (పట్టించుకోకూడదు).

INSTRUCTION IN THE QUESTIONNAIRE

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

ప్రశ్నావళిని సరిగా పూర్తి చేయడానికి కొన్ని సూచనలు మరియు గుర్తు చేసే విషయాలు దానిలోవే పొందుపరచబడి ఉన్నాయి.

1. To improve the flow of the questionnaire and to keep the respondents informed of what is going on the questionnaire also contains several linking phrases, these are marked by **'SAY:'** and should be read exactly as they are. (E.g. **SAY:** "Now I am going to ask you some questions about the education level of each individual in the household.")

ప్రశ్నావళిని సరిగా నిర్వహించడానికి, మరియు జవాబు చెప్పేవారికి ఎప్పటికప్పుడు సమాచారాన్ని అందించడానికి కొన్ని linking phrases ఉంటాయి. ఇవి ప్రశ్నావళిలో SAY అనే పదంతో మార్క్ చేయబడతాయి. కావున వాటిని ఎలా ఉన్నాయో అదేవిధంగా చదవండి. (ఉదా: ఫీల్డ్ వర్కర్ నేను ఇప్పుడు మిమ్ములను మీ కుటుంబములోని ప్రతి వ్యక్తి యొక్క విద్యాస్థాయి గూర్చి కొన్ని ప్రశ్నలు అడగదలిచాను).

2. Where you see the word **FIELDWORKER** then these are instructions for you that should not be read to the respondent. (E.g. **FIELDWORKER:** Place the household roster card over the 'ID' and 'name of household member' columns of this table. Work through the columns in the table asking questions 1.1.1 to 1.1.5 for each individual identified in the household roster card.)

ఎక్కడైనా 'ఫీల్డ్ వర్కర్' అనే పదం ఉంటే, అవి ఫీల్డ్ వర్కర్ కి ఇస్తున్న సూచనలు మాత్రమే మరియు వాటిని జవాబు చెప్పే వారికి చదివి వినిపించవద్దు. (ఉదా: ఫీల్డ్ వర్కర్ : ఈ పట్టికలోని కాలమ్స్ 'ఐడి' మరియు 'హౌస్ హోల్డ్ మెంబరు పేరు'పై హౌస్ హోల్డ్ వర్క్ కార్డు పెట్టండి. రోస్టర్ కార్డులో ఉన్న ప్రతి ఒక్క వ్యక్తిని ప్రశ్న 1.1.1 నుండి 1.1.5 వరకు అడగండి.

3. Whenever you see the word **[NAME]** then you need to insert the child's name and read out the question including this name. (E.g. **SAY:** I am now going to ask you some questions about **NAME'S** care arrangements, education and activities.)

ఎక్కడైనా **NAME** అనే పదం చూచినట్లయితే అక్కడ పిల్ల/పిల్లవాని పేరు పెట్టి, ప్రశ్నను అడగండి. (ఉదా: **SAY:** నేను ఇప్పుడు మిమ్ములను 'పేరు' యొక్క సంరక్షణ, విద్య మరియు కార్యక్రమాల గూర్చి అడగదలిచాను).

4. Words in **CAPITALS** are there to guide the interviewer and should not be read out loud, for example, in table XXXX below:

పెద్ద అక్షరములలో వ్రాసినవి interviewer కి సహాయం చేయడానికి, కాని అవి పెద్దగా బయటికి చదవకూడదు.

XXX	What are main reasons [NAME] is most likely to drop out of school early? You can give up to three answers but please give the most important one first.	
YNO ID	(ENTER ALL CODES THAT APPLY. DO NOT PROMPT)	If other, please SPECIFY
	SCHWHY	SPECYNO
1	[_ _]	☞ _____
2	[_ _]	☞ _____
3	[_ _]	☞ _____

5. Another instruction you will find in the questionnaire is 'PROMPT' or 'DO NOT PROMPT'. Generally you **should not read out the response codes** to the respondent unless the instruction tells you to 'PROMPT' or the question is one with a stem (see section on types of questions below). In some questions you will find an instruction 'DO NOT PROMPT', this instruction is a reminder and is found for questions where fieldworkers often forget that they should not read out the response codes.

మరొక ముఖ్యమైన సూచన ఏమనగా ప్రశ్నావళులలో 'PROMPT' గాని 'DO NOT PROMPT' అని గాని ఇవ్వబడుతుంది. సాధారణంగా మీరు కోడ్ని జవాబు చెప్పే వారికి చదివి వినిపించకూడదు. ఒకవేళ 'PROMPT' చేయమని చెప్పబడితే మాత్రమే చదివి వినిపించాలి.

6. There are some questions that have the instruction [**SPECIFY**] and are found wherever there is an 'Other' category in the questionnaire (see table above). The number of 'Other, SPECIFY' has been reduced and codes for these questions have been made as comprehensive as possible. However, it may be the case that there is no code for the answer given. You should always try and find the most appropriate code for the response of the interviewee or the observation you have made. If there is no appropriate code you can use the code 'Other', and as the 'SPECIFY' instruction tells you write down the details of the actual response. **Please write the answers in clear capital letters.**

ప్రశ్నావళిలో 'Other' అని ఇవ్వబడిన చోట కొన్ని ప్రశ్నలకు 'SPECIFY' అనే సూచన ఇవ్వబడుతుంది. 'Other, SPECIFY' అనేవి తగ్గించి మరియు వీలైనంతగా ప్రశ్నలకు కోడ్స్ ఇవ్వబడినవి. అయినప్పటికీ, ఇచ్చిన జవాబుకి కోడ్ ఇవ్వలేక పోయినప్పుడు 'Other, SPECIFY' వాడతారు. జవాబు చెప్పే వ్యక్తి ఇచ్చిన సమాధానానికి లేదా మీరు చేసిన పరిశీలనలకు సరియైన కోడ్ వేయడానికి ప్రయత్నించాలి. సరియైన కోడ్ వేయలేనప్పుడు 'Other' కాలంను ఉపయోగించవచ్చు మరియు 'SPECIFY' అనే సూచన జవాబును వివరణంగా వ్రాయమని సూచిస్తుంది. జవాబులను పెద్ద అక్షరాలలో స్పష్టంగా వ్రాయండి.

It may be the case that there is no code and no 'Other, SPECIFY' box' although a code for 'other' will be given. In this case the interviewer is requested to write the answer in the margin, or on the reverse of the questionnaire, clearly indicating the question it is referring to.

కొన్నిసార్లు కోడ్ మరియు 'Other, SPECIFY' box' ఉండకపోవచ్చు. కాని 'other' అనేది ఇవ్వబడుతుంది. అటువంటి పరిస్థితులలో ఇంటర్వ్యూ చేసేవారు జవాబుకు మార్జిన్లో గాని, ప్రశ్నావళి వెనుకగాని, ఆ ప్రశ్న నెంబరు వ్రాసి వ్రాయాలని అడగబడుచున్నారు.

TYPES OF QUESTIONS

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

సమాధానాలు సరిగా వ్రాయడానికి ప్రశ్నావళిలో ఆరు రకములైన ప్రశ్నలు ఉంటాయి. కొన్ని ప్రశ్నలు ఆ కుటుంబం మొత్తాన్ని అడిగేవి, మరికొన్ని పిల్ల/పిల్లవానికి అడగాల్సినవి మరియు ఈ విషయాలన్నీ ప్రశ్నావళిలో స్పష్టంగా తెలియచేయబడ్డాయి.

1. Option questions: Where each of the questions is followed by a series of options, of which only one option should be indicated. Some of these questions are simple yes/no responses such as:

ఇలాంటి ప్రశ్నలకు కొన్ని ఆప్షన్స్ ఇవ్వబడతాయి. కాని ఒక్క ఆప్షన్ మాత్రమే వ్రాయాల్సి ఉంటుంది. వీటిలో కొన్ని అవును/కాదు అని సమాధానం చెప్పే ప్రశ్నలు. ఉదా:

7.1	Does anyone in your household own your house? 00=No, 01=Yes, 77=NK	[_ _]	(OWNHOUSE)
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In this example the interviewer would record '00' for no or '01' for yes. You will see some other codes here. If the respondent doesn't know the answer (even after further enquiry) then the interviewer must enter the code '77' (NK).

పైన ఇవ్వబడిన ఉదాహరణలో 00= కాదు లేదా 01=అవును అని ఇంటర్వ్యూ చేసేవారు వ్రాయాలి. మీరు ఇంకా కొన్ని కోడ్స్ ఇక్కడ చూసున్నారు. జవాబు చెప్పే వ్యక్తి సమాధానం తెలియదు (విచారణ చేసిన తర్వాత కూడా) అని చెబితే 77 కోడ్ వేయాలి.

Some questions have other types of responses, such as in the examples below:

కొన్ని ప్రశ్నలు క్రింది విధంగా ఉండవచ్చు.

5.9	How many of these relatives are influential in the community? (00=none, 01=1-5, 02=6-10, 03=11-20, 04=21-30, 05=over 30, 77=NK, 88=N/A)	[_ _]	(INFREL)
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You will notice here the code '88' (N/A). This means that the question is 'not applicable' to the household. This generally depends on the response to an earlier question. So in this case the household may have already answered that they do not have any relatives (excluding those of the household) who live in the community and therefore question 5.9 is not applicable.

ఇక్కడ మీరు 88=N/A అని గమనించవచ్చు. దాని అర్థం ఏమనగా ఆ ప్రశ్న ఆ కుటుంబానికి వర్తించదు. ఇది సాధారణంగా ముందు చెప్పిన ప్రశ్నయొక్క జవాబుపై ఆధారపడి ఉంటుంది. ఈ ఉదాహరణలో ఆ కుటుంబం ముందుగానే వారి బంధువులు ఈ గ్రామంలో లేరు అని చెప్పి ఉండవచ్చు. అందువలన 5.9 ఆ కుటుంబానికి వర్తించదు.

2. Key/code list questions: Sometimes you will encounter a question that requires you to refer to a code box to identify the response code. This happens when the possible responses are too many to list in the available space or the same response options apply to different question. An example is question 3.18 on 'planning for hard times' shown below:

కోడ్ బాక్స్ చూసి జవాబుకు కోడ్ వేయాల్సి ఉండిన ప్రశ్నలను మీరు ఎదుర్కోవచ్చు. ప్రశ్నకు అనుకూలమైన సమాధానములు ఎక్కువ ఉన్నప్పుడు, వాటి అన్నిటికీ అక్కడ ఖాళీ ఉండకపోవచ్చు లేదా అవే కోడ్స్ వేరే ప్రశ్నలకు కూడా రావచ్చు అనే పరిస్థితుల్లో కోడ్ బాక్స్ అవసరమవుతుంది. ఉదా: 3-18 అనే ప్రశ్న 'ప్లానింగ్ ఫర్ హార్డ్ టైమ్స్' క్రింద ఇవ్వబడింది.

3.21	What would you or other members of your household do in case of hard times and/or misfortune caused by, e.g., natural disaster, crop failure, someone losing their job? (ENTER CODES FROM CODE BOX #9)	[_ _] [_ _] [_ _]	(PLAN1) (PLAN2) (PLAN3)
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In question 3.21 there are so many potential answers that a code box is needed. The instructions tell you to **'ENTER CODES FROM BOX #9'**. Code boxes will either be in a separate Code Book or embedded in the questionnaire close to the question/s that refers to them. They are clearly labelled. In this example Code box # 9 (shown below) contains a list of 'plans for hard times' and their two digit codes. This question allows for up to three different answers. The appropriate codes should be entered on the two lines '[_ _]' for example if the most important plan was to 'look for work' then you would enter the code 04 like this **0 4** for PLAN1, and a second most important plan was 'food for work' then you enter **1 1** for Plan2. If there are no other plans then enter **8 8** (not applicable N/A) for PLAN3.

3.21 ప్రశ్నలో అనుకూలమైన సమాధానాలు ఎక్కువ ఉన్నాయి కాబట్టి కోడ్ బాక్స్ ఇవ్వబడింది. కోడ్ బాక్స్ 9 నుండి వేయాలని అక్కడ సూచన ఇవ్వబడుతుంది. కోడ్ బాక్స్ లో అన్ని విడిగా కోడ్ బాక్స్ గా ప్రశ్నావళులతో కలిపి ఇవ్వబడుతాయి. కోడ్ బాక్స్ కి పేర్లు ఇవ్వబడతాయి. ఈ ఉదాహరణలో ఇవ్వబడిన విధంగా కోడ్ బాక్స్-9 'plans for hard times' మరియు రెండంకెల కోడ్స్ ఇవ్వబడ్డాయి. ఈ ప్రశ్నకు మూడు జవాబులు వ్రాయడానికి ఆస్కారం ఉంది. సరి అయిన కోడ్ రెండు లైన్స్ (--)లో వ్రాయాలి. ఉదా: ఒకవేళ అనేది 'look for work' అతి ముఖ్యమైన ప్రణాళిక అయితే, 04 అనే కోడ్ '0 4' ప్లాన్-1 అని వ్రాయాలి. రెండవ ముఖ్యమైన ప్రణాళిక 'food for work' అయితే దానికి '1 1' అని వ్రాయండి. అసలు ఎటువంటి ప్రణాళికలు లేనిచో ప్లాన్ 3కి '8 8' (N/A) అని వ్రాయండి.

Do not circle the codes in the box - బాక్స్ లోని కోడ్స్ ని సర్కిల్ చేయవద్దు

Where there are spaces for more than one answer then it is required that you enter the MOST IMPORTANT one first.

ఒకటి కంటే ఎక్కువ జవాబు వ్రాయడానికి అక్కడ ఖాళీలు ఉంటే 'అతి ముఖ్యమైన దానిని' మొదట వ్రాయండి.

Some of the questions are asked in such a way as to capture the appropriate codes from narrative. Such as Question 6.3 on economic changes where the respondent is asked about what has happened in the last 12 months. Here the interviewer must make a note of all the responses. At other times the respondent will be asked about the three most important 'events' and the interviewer must put into the correct order.

కొన్ని ప్రశ్నలు వారు చెబుతున్న వివరణలో నుండి సరి అయిన కోడ్స్ తీసుకోవాల్సిన విధంగా ఉంటాయి. ఉదా: 6.3లో economic changesలో గత 12 నెలలలో ఏమి జరిగినవి అని జవాబు చెప్పే వ్యక్తిని అడిగారు. ఇక్కడ interviewer ప్రతి యొక్క జవాబును వ్రాసుకోవాలి. కొన్ని ఇతర సమయాలలో జవాబు చెప్పే వ్యక్తిని మూడు ముఖ్యమైన సంఘటనలు చెప్పమని అడగవచ్చు. మరియు interviewer సరియైన క్రమంలో వాటిని వ్రాయవలెను.

CODEBOX 9 - PLANS FOR HARD TIMES

01=Nothing	02=Ask relatives for help
03=Ask friends/neighbours for help	04=Look for work
05=Use formal savings	06=Use informal savings
07=Use formal credit	08=Borrow from money lender
09=Get credit from informal loan system (e.g. rotating funds)	10=Migrate to another part of the country
11=Food for work	12=Work longer hours (take extra work)
13=Send children to work	14=Take children out of school
15=Emigrate to another country	16=Faith/pray to God/Allah
17=Sell properties or assets	18=Mortgage assets
19=Borrow from farmers	20=Other
21=Borrow from neighbours (cash or in kind)	22=Borrow from family (cash or in kind)

3. Write in questions: Some questions, such as those asking for names or addresses will require you to write in the answer rather than tick a box or enter a code, you will be provided with space to write; marked by '_____'. Always write clearly in capitals, if you are not sure of the spelling of a place or name see the supervisor.

పేర్లు లేదా చిరునామాలు అడిగే ప్రశ్నలకు, మీరు కోడ్ వ్రాయడానికి లేదా టిక్ చేయడానికి బదులుగా, ఆ జవాబును వ్రాయవలసి ఉంటుంది. ఆ జవాబు వ్రాయడానికి '_____ ' ఖాళీ ఇవ్వబడుతుంది. ఎప్పుడూ పెద్ద అక్షరాలలో స్పష్టంగా వ్రాయండి. మీకు ఆ పేరు లేదా స్థలం యొక్క స్పెల్లింగ్ ఖచ్చితంగా తెలియకపోయినచో మీ సూపర్వైజర్ ని సంప్రదించండి.

4. Numerical questions: Some questions require that the respondents provide you with a number or an amount such as a date of birth, the child's birth weight or the number of animals the household owns. You must write the numbers clearly and should use [Arabic] numbers i.e. you must write 6 instead of VI. You will always be provided with boxes or lines to write numbers in, for example question 7.3, shown below, provides space for two digits as there may be more than 9 rooms in the house, if there are 9 or fewer rooms you must record the answer using a leading zero, that is you would record an answer of 6 months as '0 6.' Whenever you find the respondent's answer has fewer numbers than the space provides you must use leading zeros. కొన్ని ప్రశ్నలను జవాబు చెప్పేవారు నెంబరు లేదా మొత్తం చెప్పవచ్చు. ఉదా: జన్మ తేదీ, పిల్లవాడి బరువు లేదా ఆ కుటుంబం కల్గి ఉన్న జంతువుల సంఖ్య, మీరు ఆ సంఖ్య స్పష్టంగా వ్రాయాలి. మరియు [Arabic] numbers ఉపయోగించాలి. VI బదులుగా 6 వ్రాయాలి. క్రింద 7.3లో చూపిన విధంగా, సంఖ్యను వ్రాయడానికి బాక్స్ గాని, గీతలుగాని ఇవ్వబడతాయి. 7.3లో ఆ ఇంటి 9 కంటే ఎక్కువ గదులు ఉండవచ్చు కాబట్టి 2 అంకెలు ఇవ్వబడ్డాయి. 9 కంటే తక్కువ గదులు ఉన్నట్లయితే జవాబుకి '0' ముందు ఉపయోగించి వ్రాయాలి. అలా 6 నెలలు అయినచో '06' అని వ్రాయాలి. అక్కడ ఇవ్వబడిన ఖాళీల కంటే జవాబులో తక్కువ అంకెలు ఉన్నట్లయితే ముందు '0' పెట్టాలి.

7.3	How many rooms are there in the house? 77=NK	[_ _]	(NUMROOM)
7.4	Do you have electricity? 00=No, 01=Yes, 77=NK	[_ _]	(ELEC)

For questions that allow the space for a decimal point then the necessary format will be as follows:
Decimal point ఉన్న ప్రశ్నలకు ఈ క్రింది పద్ధతి అవలంబించాలి.

You will see here that the codes for NK has become -77. This is to guard against confusion that the actual figure may indeed be 77. It is VERY important that the minus sign (-) is written clearly. ఇక్కడ NK కోడ్ కి -77 అని ఇవ్వబడింది. అసలు అంకె 77 ఉండవచ్చు కాబట్టి ఫీల్డ్ వర్క్ లో తికమక పడకుండా -77 అని ఇవ్వబడింది. '-' సైన్ అనేది స్పష్టంగా వ్రాయడం చాలా ముఖ్యం.

4.2	What is the money value (in local currency) of the total amount purchased by the household in the last 30 days on the following items: (Enter value in local currency or codes 00=Nothing, -77=NK)		
01	Tobacco, cigarettes, etc.	[_____]	(SPEND01)
02	Personal care items (cosmetics, hair oil, perfume, beauty parlour fees, hair cuts)	[_____]	(SPEND02)
03	Firewood, kerosene, electricity, gas, batteries, candles	[_____]	(SPEND03)

Most of the numerical questions do not require you to write in the units used as you are instructed to use standard units. However, where local units might be used (because they are preferred) you will be clearly instructed in these places and we would like you to write down the units.

అంకెల్లో చెప్పాల్సిన చాలా ప్రశ్నలకు, మిమ్మల్ని స్టాండర్డ్ యూనిట్ లో చెప్పమని సూచించండి. కాని, ఇటువంటి ప్రశ్నలకు స్థానిక యూనిట్స్ వాడవలెను అని చెప్పబడతాయి మరియు మీరు ఆ యూనిట్స్ వ్రాయాలని మేము కోరుతున్నాము.

5. Pre-printed responses: You will be provided with a household roster that has a pre-printed list of household member details and of member ID numbers. Where there have been any changes to the roster then they need to be clearly indicated by the interviewer. This is very important! From the household roster a household roster card will be drawn up and this will be used to identify the correct household member by ID number for household questions that ask for details of all household members.

మీకు కుటుంబ సభ్యుల వివరముల జాబితా మరియు సభ్యుల ఐడి నెంబరు కలిగి ఉన్న ముందుగా ముద్రించబడిన హౌస్‌హోల్డ్ రోస్టర్ ఇవ్వబడుతుంది. రోస్టర్‌లో ఏమైన మార్పులు ఉన్నచో, వాటిని స్పష్టంగా తెలియచేయాలి. ఇది చాలా ముఖ్యము. హౌస్‌హోల్డ్ రోస్టర్ నుండి ఒక హౌస్‌హోల్డ్ రోస్టర్ కార్డ్ తయారు చేయబడుతుంది. ఇది కుటుంబంలోని వారి గూర్చి వివరములు అడగడానికి ఉపయోగించే ప్రశ్నలు అడగడానికి, సరి అయిన కుటుంబ సభ్యులను వారి ఐడి ద్వారా గుర్తించడానికి ఉపయోగపడుతుంది.

6. Matrix questions: Several questions are in the form of a matrix or table. This is usually the case when we are asking the same questions about several different people or things (e.g. household education). The questionnaire includes instructions on how to fill in the tables and each question usually has a list of codes underneath it.

అనేక ప్రశ్నలు మాట్రిక్స్ లేదా పట్టికలో ఉంటాయి. ఉదా: ఒకవేళ మనం ఒకే ప్రశ్నను (ఉదా: కుటుంబ విద్య) అనేక మందిని అడగాలని అనుకున్నప్పుడు ఏవిధంగా ఆ పట్టికలు పూర్తి చేయాలో ఆ ప్రశ్నావళిలో ఇవ్వబడతాయి, మరియు ప్రతి ప్రశ్న క్రింది కోడ్స్ ఇవ్వబడతాయి.

SKIP PATTERNS

Some questions have skip patterns, if there is no skip pattern when you have completed the question and can simply move on to the next question. The indicator ‘> skip to’ after a response indicates the next question to be asked. For example, if the response to 3.1, shown below, is ‘Yes’ you should record the answer and move onto 3.2, if the answer is ‘No’ you should record the answer and follow the skip pattern, which tells you the next question you should ask is 3.10. It is suggested that the interviewers mark through the questions that have been skipped to indicate that they have understood the skip.

కొన్ని ప్రశ్నలకు స్కిప్ patterns ఉంటాయి. ఆ ప్రశ్నకు లేనట్లయితే, స్కిప్ patterns ఆ ప్రశ్నను పూర్తి చేసి, తరువాత ప్రశ్నకు వెళ్ళాలి. ‘> skip to’ అనేది తరువాత ప్రశ్నకు వెళ్ళమని తెలియచేస్తుంది. ఉదా: 3.1 ప్రశ్నకు జవాబు ‘Yes’ అయితే మీరు అది వ్రాసి, 3.2కు వెళ్ళాలి. జవాబు ‘No’ అయితే, జవాబు వ్రాసి మరియు skip pattern పాటించాలి. అది మీకు 3.10 ప్రశ్న అడగవలెనని తెలియచేస్తుంది. ఇంటర్వ్యూ చేసేవారు వారు స్కిప్ అర్డం చేసుకున్నారు అని తెలియచేయడానికి స్కిప్ అయిన ప్రశ్నలన్నింటిని మార్క్ చేసుకోవడం మంచిది.

3.1	In the last 12 months has anyone in your household owned, borrowed or rented any land? 00=No, 01=Yes, 77=NK		
	If No or NK (77), > skip to 3.10	[_ _]	(OWNLAND)

PART 3 THE QUESTIONNAIRES

7. 5YR OLD HOUSEHOLD QUESTIONNAIRE

TRACKING SCHEDULE

The main purpose of the tracking is to locate the child and check that s/he is still alive. The Preliminary Interview assumes the child has been located. There may be several tracking schedules completed for any one child but each child should have at most one Preliminary Interview form. It is possible that the child has died since the first survey and we were unaware. If this is the case then the interviewer must make appropriate sympathetic statements on behalf of the project. With care not to upset the person, if it is possible the interviewer should try to learn at what age the child died by asking a member of the household or a neighbour (see T5 and T6 below).

ఈ షెడ్యూల్ ముఖ్యోద్దేశం పిల్ల/పిల్లవాడు ఎక్కడున్నాడో వెనకి, అతడు/ఆమె బ్రతికే వున్నాడో లేదు తెలిసికోవటం. ట్రాకింగ్ షెడ్యూల్స్ చాలా వుండవచ్చు. కాని ప్రతి పిల్ల/పిల్లవానికి Preliminary (ప్రాథమిక) Interview form వుండాలి. ఒక్కోసారి ఇలాకూడా జరగవచ్చు. పిల్ల/పిల్లవాడు సర్వే మొదటి రౌండ్లోనే చనిపోయి వుండవచ్చు, మనకు తెలియకపోవవచ్చు. అలాంటప్పుడు, ఇంటర్వ్యూ చేసే వ్యక్తి ప్రాజెక్ట్ తరపున తగిన సానుభూతి వాక్యాలు ఇవ్వవలసి వుంటుంది. ఆ వ్యక్తిని (ఇంటర్వ్యూ చేయబడే వ్యక్తిని) ఎక్కువ బాధపెట్టకుండా తగు జాగ్రత్త తీసికోదలిచి, వీలైతే కుటుంబంలోని వేరెవరైనా సభ్యుని గాని, ప్రక్క ఇంటి వారిని గాని అడిగి పిల్ల/పిల్లవాడు ఎంత వయస్సు వున్నప్పుడు చనిపోయారో తెలిసికోవాలి (See T5 and T6 below).

The tracking schedule has the following questions - ఈ క్రింద నీయబడిన ప్రశ్నలుంటాయి :

T1: Tracking attempt number - ట్రాకింగ్ కోసం ఎన్ని సార్లు ప్రయత్నించారో ఆ నెంబరు

Several attempts may be needed to find the child. Record here the number of times you have tried to find the child.

పిల్ల/పిల్లవానిని ఎక్కడున్నాడో తెలుసుకునేందుకు చాలాసార్లు ప్రయత్నించవలసి రావచ్చు. ఎన్నిసార్లు పిల్ల/పిల్లవాని కోసం ప్రయత్నించారో ఆ నెంబరు రికార్డు చెయ్యండి.

T2: Date

Record the date of each attempt.

ప్రయత్నించిన ప్రతిసారి తారీఖుని రికార్డు చెయ్యండి.

T3: Can you find the house/dwelling? - పిల్ల/పిల్లవాని యొక్క ఇల్లు/నివాసమును కనుక్కొన్నారా?

00=No, 01=Yes

This is whether or not you have managed to find the physical dwelling for the family. If Yes then record 01 and skip to T4, otherwise talk to neighbours or use the contact details on your contact sheet to find as much information as you can about where the family has gone. Record this information clearly in the box provided. Include the new address if possible. Other questions on this schedule must be left blank - start a new schedule for your next attempt to find this child.

ఇది మీరు పిల్ల/పిల్లవాని యొక్క కుటుంబం వుండే నివాసము కనుగొనగలిగారో లేదో చెప్పేది. మీ సమాధానం అవును అయినచో 01 రికార్డు చెయ్యండి మరియు T4కు స్కిప్ చెయ్యండి. లేకపోయినట్లయితే, ఆ కుటుంబం ఎక్కడకు వెళ్ళిందో తెలుసుకునేందుకు వీలైనంత సమాచారం మీరు సేకరించేటందుకు, ఇరుగు పొరుగు వారితో మాట్లాడండి. లేక అంతకు ముందే సేకరించిన చిరునామా వివరాల నుపయోగించండి. ఈ సమాచారాన్ని ఇందుకోసం నిర్దేశించిన బాక్స్లో రికార్డు చెయ్యండి. వీలైతే క్రొత్త చిరునామాను కూడా జతపరచండి. ఈ షెడ్యూల్లో వున్న ఇతర ప్రశ్నలను ఖాళీగానే వుంచాలి. పిల్ల/పిల్లవానిని వెదికే తరువాతి ప్రయత్నం కోసం క్రొత్త షెడ్యూల్ని ప్రాంభించండి.

T4: Does the YL family live here? - ఎంగ్లైవ్ కుటుంబం ఇక్కడ నివసిస్తోందా? 00=No, 01=Yes

This question assumes you have found the dwelling and you want to know if the child's family is still living here – you may need to come back later if there is no one at home to ask. If the YL family does live there then record 01 (Yes) and move to T5. Otherwise record 00 (No) and ask neighbours and/or contacts for information about the family's current location. Refer back to your supervisor for further instructions. Start a new tracking schedule for your next attempt to find this child.

ఈ ప్రశ్న మీరు పిల్ల/పిల్లవాని నివాసమును కనుక్కొన్నారనీను, మీరు ఇంకను వారి కుటుంబం అక్కడే వున్నారో లేదో తెలుసుకోవాలిచారనీను అనుకుంటోంది. ఇంటివద్ద మీరు మాట్లాడుటకు ఎవ్వరూ లేకుండా వున్నట్లయితే మీరు తిరిగి రావలసిన అవసరం వుండవచ్చు. ఒకవేళ ఎంగ్లైవ్ కుటుంబం అక్కడ నివసిస్తున్నట్లయితే 01 (Yes) అని రికార్డు చేసి T5కి వెళ్ళండి. లేకపోతే 00 (No) అని రికార్డు చేసి, ఆ కుటుంబం ప్రస్తుతం ఎక్కడ వుందో, ఇరుగుపొరుగు వారిని అడగండి. లేకపోతే చిరునామాల సమాచారం వుపయోగించండి. ఇకమీదట సూచనలకోసం మీ సూపర్వైజర్ని సంప్రదించండి. పిల్ల/పిల్లవాడు ఎక్కడున్నారో తెలుసుకునేందుకు తిరిగి ప్రయత్నించుటకు క్రొత్త షెడ్యూల్ని ప్రారంభించండి.

T5: Is NAME still alive? - పిల్ల/పిల్లవాడు ఇంకనూ జీవించి వున్నారా? 00=No, 01=Yes

This question is probably very sensitive but we need to determine whether the YL child is still alive. Ask this question in a sensitive manner so as not to upset the respondent. If the child has died since the tracking round in 2004 then ask question T6 otherwise skip to T7.

ఈ ప్రశ్న బహుశా చాలా సున్నితమైనది; కాని మనకి ఎంగ్లైవ్ పిల్ల/పిల్లవాడు ఇంకనూ జీవించి వున్నారో లేదో నిర్ధారణ చేసికోవాల్సిన అవసరం వుంది. జవాబు చెప్పే వ్యక్తి బాధపడకుండా వుండేటట్లు వీలైనంత సున్నితంగా ఈ ప్రశ్న అడగాలి. పిల్ల/పిల్లవాడు ఒకవేళ, 2004లో చేసిన ట్రాకింగ్ రికార్డ్ టైంకి చనిపోయి వుండినట్లయితే, T6 ప్రశ్నని అడగండి. లేకపోతే T7కి స్కిప్ చెయ్యండి.

T6: Approximately what age was NAME when he/she died?

'పేరు' చనిపోయేనాటికి, సుమారుగా (పిల్ల/పిల్లవాని యొక్క) వయస్సు ఎంత వుండి వుండవచ్చు?

Record the age in years and months if possible – use missing value codes where appropriate. Please be very sensitive here and do not pressurise the respondent. Remember for 5yr olds the age recorded must be less than 6yrs and for the 12yr olds the age must be less than 13yrs. Don't forget to express your sympathies for the family's loss and thank them for their time. End the interview here.

వయస్సుని సంవత్సరాలలో, నెలలో రికార్డు చెయ్యండి (ఎన్ని సంవత్సరముల, ఎన్ని నెలలు అనేది రికార్డు చెయ్యండి) – సరియైన missing value codes ఉపయోగించండి. జవాబు చెప్పే వ్యక్తితో సున్నితంగా ప్రవర్తించండి. ఒత్తిడి చేయవద్దు. 5 సం.ల పిల్ల/పిల్లవానిని 6 సంవత్సరములలోపు అని, 12 సంవత్సరముల పిల్లలని, 13 సంవత్సరములలోపు అని రికార్డు చెయ్యటం గుర్తుంచుకోండి. ఆ కుటుంబానికి జరిగిన నష్టానికి మీ సానుభూతిని తెలియచేయండి. వారు మీతో గడిపిన సమయం కోసం మీ కృతజ్ఞతలు తెలుపండి. ఇక్కడికి ఈ ఇంటర్వ్యూ ముగించండి.

T7: Does NAME live in this household? - 'పేరు' ఈ కుటుంబంలో వుంటున్నాడా? 00=No, 01=Yes

This question assumes you have found the family/household from round 1 and the child is still alive. The question is to determine whether the child is still living in the same household or whether they have moved away. If yes, (i.e. yes the child does live here) record 01 and skip to T13. Otherwise ask questions T8 through to T12 – these are to try to find out where the child is now living, who they are living with and why they have moved away.

ఈ ప్రశ్న, మీరు మొదటి రౌండ్లోని కుటుంబమును మీరు కనుక్కొని వున్నారనీ, పిల్ల/పిల్లవాడు జీవించే వున్నాడని అని అనుకుంటోంది. ఇప్పుడు వున్న ఆ పిల్ల/పిల్లవాడు అదే కుటుంబంలో వున్నాడా లేక ఎక్కడికైనా వెళ్ళాడా అన్నది. సమాధానం ఔను అయినచో (పిల్ల/పిల్లవాడు ఆ కుటుంబంలోనే వుంటే) 01ని రికార్డు చెయ్యండి; T13కి స్కిప్ చెయ్యండి. లేకపోతే T8–

T12 దాకా వున్న ప్రశ్నలు అడగండి. పిల్ల/పిల్లవాడు ఇప్పుడు ఎక్కడ వున్నాడో, ఎవరితో వుంటున్నాడో మరియు ఎందుకు వారు అక్కడకు వెళ్ళిపోయారు తెలుసుకునేందుకు.

T8: Where is NAME living? - 'పేరు' ఎక్కడ నివసిస్తున్నాడు?

Record the address and if possible the name of someone the child is living with.

చిరునామాలను రికార్డు చెయ్యండి. వీలైతే పిల్ల/పిల్లవాడు ఎవరితో వుంటున్నారో వారి పేరుతో సహా.

T9: Who is NAME living with? - 'పేరు'తో వుంటున్న వారెవరు?

Use one of the codes from the code box. It is likely that the child is living with several people so here we are looking for the main person. For example, the parents may have separated and the child may now be living with the father, or she/he may have moved to live with the grandmother. Exact details of the child's new household will be recorded in the household roster in the preliminary interview. Information here is just to help locate the child. Note the codes include a code for "Other, related" and a code for "Other, non-related".

కోడ్ బాక్స్ లో వున్న కోడ్స్ లో ఒక దానిని వాడండి. 'పేరు' చాలామందితో వుండవచ్చు కాబట్టి మనం ముఖ్యమైన వ్యక్తి కోసం చూస్తున్నాం. ఉదా: 'పేరు' తల్లిదండ్రులు విడిపోయి వుండవచ్చు; పిల్ల/పిల్లవాడు బహుశా వారి తండ్రితో వుండి వుండవచ్చు, లేక పిల్లవాడు అమ్మ/నానమ్మ దగ్గరికి వెళ్ళిపోయి వుండవచ్చు. Preliminary (ప్రాథమిక) ఇంటర్వ్యూలో పిల్ల/పిల్లవాడి కుటుంబం గురించిన కొత్త సమాచార విషయాలు హౌస్ హోల్డ్ రోస్టర్ లో రికార్డు చెయ్యండి. ఈ సమాచారం పిల్ల/పిల్లవాడిని కనుక్కోనేందుకు సాయం చేయడంకోసం మాత్రమే. కోడ్స్ లో ఒక కోడ్ "Other, related", మరియు ఇంకొక కోడ్ "Other, non-related" అని వుంటాయన్నది గుర్తుంచుకోండి.

T10: How long has NAME been living there? - ఎంతకాలం నుండి 'పేరు' అక్కడ వుంటున్నాడు?

Record the length of time the child has been living there in years and months. Record years as 00 if the child has lived there for less than one year. If the respondent does not know use missing values codes of -77 for both years and months. Note: the child was not living in this new location at the time of the last survey round so the number of years cannot be greater than 04.

పిల్ల/పిల్లవాడు అక్కడ ఎంతకాలం నుండి వుంటున్నారో, ఎన్ని సంవత్సరాల, ఎన్ని నెలలలో రికార్డు చెయ్యండి. ఒక సంవత్సరం లోపుగా వుంటే 00 అని రికార్డు చెయ్యండి. జవాబు చెప్పే వ్యక్తి తెలియదు అని చెబితే -77 అనే మిస్సింగ్ వ్యాల్యూ కోడ్స్ వుపయోగించండి సంవత్సరములకు, నెలలకి కూడా. గమనిక : పిల్ల/పిల్లవాడు ఈ కొత్త స్థలంలో గత సర్వే రికార్డు టైంలో వుండి వుండకుండా చూడండి. అందువల్ల కొత్త స్థలంలో గడుపుతున్న టైం 4 సంవత్సరములకు ఎక్కువగా వుండకూడదు.

T11: For how long do you expect NAME to stay there? 01=Temporarily, 02=Permanently

'పేరు' అక్కడ ఎంతకాలం వుండాలని మీరు అనుకుంటున్నారు? 01=కొంతకాలం, 02=శాశ్వతంగా

This question is to try and determine whether or not the child is expected to return to the current household. "Temporarily" implies that the child is expected to return at some time though exactly when might not be known. "Permanently" means the child is not expected to return to live in the current household. NB: If the child is away for a very short time such as a holiday with relatives, then she/he should be considered as part of the current household and recorded as "living in this household" in question T7.

ఈ ప్రశ్న పిల్ల/పిల్లవాడు, తిరిగి తాను వుండే ఈ ఇంటికి వస్తాడో, రాడో అని తెలుసుకుందామని (నిర్ధారించుకునేందుకు). "Temporarily" అనేది పిల్ల/పిల్లవాడు ఎప్పుడొస్తాడో ఖచ్చితంగా తెలియకపోవయినా, ఎప్పుడో కొంతకాలానికి తిరిగి వస్తారు అని తెలుపుతుంది. "Permanently" అనేది ఇప్పుడున్న కుటుంబానికి (ఇంటికి) శాశ్వతంగా రాదు అని తెలుపుతుంది.

NB: ఒకవేళ పిల్ల/పిల్లవాడు నెలవులకోసం లాంటి కొద్దికాలంపాటు బంధువులింటికి వెళ్ళడం జరిగితే పిల్ల/పిల్లవాడిని ప్రస్తుతము కుటుంబంలో సభ్యునిగానే పరిగణించి, T7 ప్రశ్నలో "living in this household" అని రికార్డు చేయవలసింది.

T12: Why is NAME living elsewhere? - 'పేరు' ఎందుకు ఇంకెక్కడో వుంటున్నారు?

Try to find out why the child is living somewhere else. This could be because the parents have separated, or the new location is nearer to better schools, etc. Record as much information as you can. For all these text answers you must write clearly using capital letters throughout. Refer back to your supervisor for further instructions about this child – it may be possible to track him/her at the new location in which case you should start a new tracking schedule for that attempt.

పిల్ల/పిల్లవాడు ఇంకెక్కడో ఎందుకుంటున్నారో తెలిసికొనేందుకు ప్రయత్నించండి. ఇలా వుండటం ఎందుకంటే, తల్లిదండ్రులు విడిపోయి వుండటం, లేక క్రొత్త నివాసం మెరుగైన పాఠశాలకు దగ్గరగా వుండి వుండటం మొదలైన కారణాలవల్ల కావచ్చు. మీరు చేయగలిగినంత సమాచారం రికార్డు చెయ్యండి. మీరు ఈ సమాధానాలన్నింటినీ CAPITAL LETTERS (పెద్ద అక్షరాలు) మాత్రమే వుపయోగిస్తూ వ్రాయండి. ఇకమీదట సూచనల కోసం, వెనక్కివెళ్ళి సూపర్వైజర్ సూచనలని చూడండి. ఒకవేళ పిల్ల/పిల్లవాడున్న కొత్త ప్రదేశం మీరు కనుగొని వుండవచ్చు - అలాంటప్పుడు మీ ప్రయత్నం కోసం కొత్త షెడ్యూలని ప్రారంభించండి.

T13: Are you still happy to be part of the study? 00=No, 01=Yes

మీరు ఈ అధ్యయనంలో పాలుపంచుకొనేందుకు, ఇంకనూ మీరు సంతోషంగా వున్నారా? 00=కాదు, 01=అవును

Remember that the respondent here may not be the same person who gave consent in round 1. You may have to explain the study to this person – be prepared for this and take all the necessary information with you. If they are unsure ask if they are happy to answer a few questions (i.e. the preliminary interview). Otherwise ask if they need more time to consider and say that you will come back later. If they do consent then you can continue with the preliminary interview. Either way this is just a verbal consent at this stage – you must reconfirm consent at the start of the main interview and ask them to sign the consent form at that stage. If they clearly refuse consent at this point then you must not pressurise them to continue and you should stop the interview.

దీనికి జవాబు చెప్పే వ్యక్తి మొదటి రౌండ్ కి అంగీకరించిన వ్యక్తే అయి వుండక పోవచ్చునేమో గుర్తు తెచ్చుకోండి. మీరు ఈ వ్యక్తికి ఈ అధ్యయనం గురించి చెప్పవలసి రావచ్చు. మీరు కావలసినంత సమాచారం తీసుకొని దానికోసం సిద్ధంగా వుండండి. ఒకవేళ వారికి ఖచ్చితంగా పాలుపంచుకోవాలో వద్దో తెలియకపోతే, కనీసం కొన్ని ప్రశ్నలకి సమాధానం చెప్పటానికి ఇష్టపడుతున్నారేమో అడగండి (అంటే అది preliminary ఇంటర్వ్యూ). అలా కాకపోతే, నిర్ణయించుకోవటానికి ఇంకా ఎక్కువ టైం కావాలేమో తెలుసుకొని మీరు తరువాత వస్తారని చెప్పండి. ఒకవేళ వారు అంగీకరించినచో మీ preliminary ఇంటర్వ్యూని కొనసాగించవచ్చు. ఎలా చూసినా ఇది నోటిమాటగా తీసుకొనే అంగీకారం మాత్రమే. మీరు మెయిన్ ఇంటర్వ్యూ మొదలు పెట్టేడప్పుడు, వారి అంగీకారాన్ని తిరిగి ధృవీకరించుకోవాలి మరియు వారిని అప్పుడు సంతకం చెయ్యమని అడగాలి. ఒకవేళ వాళ్ళు ఆ సమయానికి అంగీకరించటానికి తిరస్కరించినట్లయితే మీరు వారిని కొనసాగించమని వొత్తిడి చేయకూడదు; ఇంటర్వ్యూని ఆపివేయాలి.

PRELIMINARY INTERVIEW

The main purpose of the preliminary interview is to re-introduce the study to all households enrolled in 2002. The Preliminary Interview will be used to make appointments, and to get consent for participation in the next round. Here the child's details, such as name, nickname, age, date of birth will be checked, as well as up-dating the household roster; some members may have left and others joined e.g. births and deaths. The interviewer can also collect here the names of two people who can be contacted in further rounds to help locate the child if the child has moved.

ఈ ఇంటర్వ్యూ ముఖ్యోద్దేశం ఏమంటే 2002లో నమోదు చేయబడిన కుటుంబాలన్నింటినీ ఈ అధ్యయనానికి తిరిగి పరిచయం చేయడం. ఈ preliminary ఇంటర్వ్యూ, తరువాత రౌండ్ లో అపాయింట్ మెంట్ నిర్ణయించుకోవటానికి, పాలుపంచుకోవటానికి అంగీకారం తీసుకోవటానికి ఉపయోగపడుతుంది. ఇక్కడ పిల్ల/పిల్లవాని యొక్క పేర్లు, ముద్దు పేరు, వయస్సుని పుట్టిన తేదీ మొదలైన వివరాలు సరిగా వున్నవో లేదో చూడబడతాయి. అలాగే హౌస్ హోల్డ్ రోస్టర్ ని ఆరోజు దాకా వున్న సమాచారం తీసుకోవడం

(up-dating) ఎలా అంటే కుటుంబంలో కొంతమంది సభ్యులు వదిలి వెళ్ళిపోయి వుండవచ్చు, కొత్త సభ్యులు చేరి వుండవచ్చు. ఉదా: జననాలు మరియు మరణాలు. ఇంటర్వ్యూ చేసే వ్యక్తి, తరువాత రికార్డులో, పిల్ల/పిల్లవాడు ఇంకో చోటికి వెళ్ళిపోయి వున్నట్లయితే తెలిసికొనేందుకు, ఇద్దరి వ్యక్తుల పేర్లు తీసికొనవచ్చును.

RESPONDENTS:

Preferably the previous respondent, or in their absence, any adult in the household can answer the preliminary interview questions, but they should be somebody who knows the household members well (i.e. not a visitor). Appointments should be made with the necessary respondents. తప్పనిసరిగా, ముందు జవాబు చెప్పిన వ్యక్తి (ముందు రికార్డులో జవాబు చెప్పిన వ్యక్తి) అయి వుంటారు. వారు లేని పక్షంలో కుటుంబంలో వున్న ఎవరైనా పెద్దవారు preliminary interview లోని ప్రశ్నలను సరిగ్గా తెలిసిన వ్యక్తి అయివుండాలి (అంటే అతను/ఆమె ఆ ఇంటిలో దర్శించటానికి వచ్చిన వ్యక్తి కాకూడదు. Appointments (కలుసుకొనే సమయాలు ముందుగానే నిర్ణయించుకోవటం), అవసరమైన జవాబు చెప్పే వ్యక్తులతో మాత్రమే నిర్ణయించుకోవాలి.

INSTRUCTIONS:

Introduce yourself and the study briefly using the outline provided to you.

మిమ్మల్ని మీరు ఈ క్రింద క్లుప్తంగా ఇచ్చిన సమాచారం ద్వారా పరిచయం చేసుకోండి.

I am from the 'Young Lives' project, a study of childhood poverty which is being carried out in four countries (Ethiopia, India, Peru and Vietnam). You may remember that we first visited you 4 years ago when you kindly answered questions for us on various aspects of your lives. We are visiting you again now to find out how your life has been over the past 4 years and in particular to see how NAME is developing. For today we would like to check some details with you and then make an appointment for a longer interview with you at a time convenient to yourselves. Please remember you have the right to withdraw from the study at any time.

నేన, నాల్గు దేశాలలో (ఇండోనేషియా, ఇండియా, పెరు మరియు వియత్నామ్) పిల్లల పేదరికంపై అధ్యయనంచేసే 'యంగ్ లైవ్స్' అనే ప్రాజెక్ట్ నుండి వచ్చాను. మీకు గుర్తు వుండే వుంటుంది. నాల్గు సంవత్సరాల కిందట మేము మొదటసారిగా మిమ్మల్ని దర్శించినప్పుడు మీ జీవితానికి సంబంధించిన చాలా విషయాల గురించి మీరు దయతో మేమడిగిన ప్రశ్నలకు సమాధానం ఇచ్చారు. ఈ గత నాల్గు సంవత్సరాలలో మీ జీవితం ఎలా వుందో, ముఖ్యంగా 'పేరు' ఎలా అభివృద్ధి చెందుతున్నారో అని తెలుసుకొనేందుకు మేము తిరిగి మిమ్మల్ని దర్శింపవచ్చాము. ఈ రోజుకి మేము కొన్ని మీ వివరాలు సరిచూసుకొని, ఎక్కువ కాలం మీతో ఇంటర్వ్యూలు చేసేటందుకు ముందుగా వీలైన టైంలో అపాయింట్ మెంట్ తీసుకొంటాము. మీరు ఈ అధ్యయనం నుంచి ఏ టైంలోనైనా విరమణ చేసికోవచ్చు అనేది దయచేసి గుర్తు వుంచుకోండి.

It may be possible that the household members want to know why the same child. They may appear upset that the other children are not involved. It may be that you can placate the family if they are still upset by getting all the children to do the child development tests (after the index child) or the anthropometric...

బహుశా కుటుంబ సభ్యులు, ఆ పిల్ల/పిల్లవాడిని మాత్రమే ఎందుకు అడుగుతున్నారో తెలుసుకోవాలనుకోవచ్చు. మిగతా పిల్లలని కూడా చేయనందుకు వారికి బాధ కల్గించవచ్చు. వారింకనూ బాధపడతూ వుంటే, మిగతా పిల్లలందరిని కూడా రప్పించి, వారికి చైల్డ్ డెవలప్ మెంట్ పరీక్షలు (after the index child) కాని... anthropometric కాని చేసి, వారి దుఃఖాన్ని తగ్గించవచ్చు (శాంతపరచ వచ్చు).

Check the name of the index child against the name on the preliminary interview form. It is essential that the caregiver is answering questions about the correct child. If you are sure the child is the same but the names are different clarify which is correct and make the appropriate changes. If the child is not the same, ask for the identified child and start the questionnaire again.

ఇండెక్స్ చైల్డ్ పేరు ఇంటర్వ్యూ ఫాంలో వున్న పేరుతో సరిపోయిందో లేదో చూసుకోండి. కేర్గివర్ సరియైన పిల్ల/పిల్లవాడి గురించే జవాబు చెప్తున్నారని చూడటం చాలా అవసరం. ఒకవేళ పిల్ల/పిల్లవాడు మీరనుకొన్నవారే కాని పేర్లు తేడాగా వున్నాయి అనుకొన్నప్పుడు, సరియైన పేరు ఏదో తెలుసుకొని తగినట్లుగా మార్చి రాయాలి. ఒకవేళ వేరే పిల్ల/పిల్లవాడి గురించి మీరు రాస్తున్నట్లయితే ప్రశ్నావళిని తిరిగి మొదలు పెట్టాలి.

PQ0: Fill in the child's ID number from the information given to you by your supervisor. Check this also with the child ID number which will be pre-printed on the household roster.

పిల్ల/పిల్లవాని ఐడి నెంబర్‌ని మీ సూపర్‌వైజర్ మీకిచ్చిన సమాచారం నుండి పూర్తి చెయ్యండి.

PQ1: Fill in the date of the preliminary interview.

ప్రాథమిక ఇంటర్వ్యూ (preliminary interview) చేసిన తేదీ వ్రాయండి.

MAKING THE APPOINTMENT :

PQ2-4: Make an appointment with the family for conducting the main interview. Ideally the caregiver (or the person who answered the questionnaire last time), the household head and the Young Lives child will be present at the main interview. If necessary, make more than one appointment. Inform the respondent that the interview will take approximately X minutes.

ప్రధానమైన ఇంటర్వ్యూని చెయ్యడానికి కుటుంబంతో అపాయింట్‌మెంట్ తీసుకోండి. కేర్గివర్ లేక క్రితంసారి ప్రశ్నావళికి సమాధానం చెప్పిన వ్యక్తి, కుటుంబ పెద్ద మరియు యంగ్‌లైవ్ పిల్ల/పిల్లవాడు, ప్రధానమైన ఇంటర్వ్యూలో వుండాలి. ఒకవేళ అవసరమయితే, ఒకటి కంటే ఎక్కువ అపాయింట్‌మెంట్‌ని తీసుకోండి. జవాబు చెప్పే వ్యక్తికి ఇంటర్వ్యూ సుమారుగా నిమిషాలు పడుతుందని తెలియచేయండి.

CONFIRMING THE CHILD'S DETAILS :

PQ5: Check that you have the correct name and surname(s) for the child. Especially check the spelling and write these carefully in the space given. If the parents are illiterate, ask if there is any documentation with the spelling of the name. If there is no documentation then the parents should say the name slowly while you write it down as it sounds (phonetically).

మీ వద్ద పిల్ల/పిల్లవాని సరియైన పేరు, ఇంటిపేరు వున్నవో లేదోనని సరిచూసుకోండి. ముఖ్యంగా, రాస్తున్నప్పుడు ఉచ్చారణ సరిగా వుందో లేదో చూసి, జాగ్రత్తగా, సరిగ్గా నిర్దేశించబడిన స్థలంలో వ్రాయండి. ఒకవేళ తల్లిదండ్రులు చదవను, రాయను తెలియని వారైతే, పిల్ల/పిల్లవాని పేరు ఎలా రాయాలో ఎక్కడైనా రికార్డు చేసింది వున్నదేమో అడగండి. ఒకవేళ రికార్డు చేసినది (రాయబడినది) లేనప్పుడు, తల్లిదండ్రులు పిల్ల/పిల్లవాని పేరుని నెమ్మదిగా చెప్తూ వంటే మీరు అది ఎలా ఉచ్చరిస్తారో అలా రాయాలి (పేరులో అన్ని అక్షరాలు సరిగా ఉచ్చారణను అనుసరించి రాసేవిధంగా).

PQ6: Check the child's nickname (the name that the child is called on a day-to-day basis) from the last round and write it carefully in the space provided. It may be that the nickname is different from the last round. In such a case record the new nickname as well as the old one. This information is to help you ensure that in this round, and in future rounds, you have the correct child. If the child has more than one nickname, write down the one that is most frequently used.

పిల్ల/పిల్లవాని యొక్క ముద్దుపేరు (రోజు పిలిచేపేరు)ని నిర్దేశించబడిన స్థలంలో రాయండి. ఒక్కోసారి, ఈ ముద్దుపేరు గత రౌండులో వున్నపేరుకి భిన్నంగా వుండవచ్చు. అలాంటప్పుడు, కొత్త ముద్దుపేరు మరియు పాత ముద్దుపేరు కూడా రికార్డు చెయ్యండి. ఈ సమాచారం, మీరు ఈ రికార్డులోను, ముందు రికార్డులో కూడా సరైన పిల్ల/పిల్లవాడి గురించే సమాచారం తీసికొంటున్నారని నిర్ధారణ చేయటానికి పిల్ల/పిల్లవానికి ఒకదానికంటే ఎక్కువ ముద్దు పేర్లు వున్నట్లయితే, ఎక్కువగా పిలవబడే పేరుని రాయండి.

PQ7: Check the child's date of birth. Make sure that you enter at least a month and year for the child's date of birth. If the family members do not know how old the child is in months then ask for documentation such as The Road to Health Card, Birth Certificate, Vaccination Card, Affidavit of

Birth or Baptismal Certificate and copy out the exact date of birth. You can also use informal ways of prompting for age such as relating the time of the birth to events such as seasonal changes and local or national events or by comparing the child with other children whose ages are known. If there is no way to find the month of birth, (e.g. the child was abandoned) please write a note describing the situation and continue with the questionnaire.

పిల్ల/పిల్లవాడి పుట్టిన తేదీని సరిచూడండి. మీరు పిల్ల/పిల్లవాడి పుట్టినతేదీ, ఇన్ని సంవత్సరాల, ఇన్ని నెలలు అన్ని వేస్తున్నారో లేదో చూడండి. ఒకవేళ పిల్ల/పిల్లవాని కుటుంబ సభ్యులకి పిల్ల/పిల్లవాని వయస్సు ఎన్ని నెలలో తెలియకపోతే, హెల్త్ కార్డుకాని కాని, Baptismal Certificate, Vaccination Card, Affidavit of Birth Certificate లాంటి డాక్యుమెంట్స్ కోసం అడగండి. మీరు, పిల్ల/పిల్లవాడు పుట్టిన సమయాన్ని, ఋతువులలో మార్పులతోనో, లేక దేశంలో జరిగే ప్రధాన సంఘటనలతోనో లేక ఇతర పిల్లల వయస్సు (ఎంతో తెలిసినప్పుడు)తోనో పోల్చి మామూలుగా అడుగుతూ, వీలైతే అందిస్తూ, ఎంత వయస్సు వుండవచ్చో అడగవచ్చు. ఏ నెలలో పుట్టారో ఏవిధంగానూ తెలుసుకోలేకపోతే (పిల్ల/పిల్లవాడు విడచి పెట్టబడినప్పుడు) పరిస్థితిని వివరిస్తూ ఒక వివరణ (నోట్) రాసి, ప్రశ్నావళిలో ముందుకు సాగండి.

PQ8: Check the child's gender. If a mistake was made last time then correct this on the new questionnaire.

మీరు అధ్యయనం చేసే పేరు పిల్ల/పిల్లవాడిదో తెలుసుకోండి. ఒకవేళ క్రిందటిసారి సరిగ్గా రాయకపోతే ఈ క్రొత్త ప్రశ్నావళిలో సరిగ్గా రాయండి.

PQ8.1: Ask the respondent to tell you the number of household members, including the index child. Check that this also equals the numbers on the household roster.

జవాబు చెప్పే వ్యక్తిని ఇండెక్స్ చైల్డ్ తో సహా ఎంతమంది కుటుంబ సభ్యులున్నారో అడగండి. ఈ నెంబర్ హౌస్ హోల్డ్ రోస్టర్ లో వున్న నెంబర్ తో సరిచూసుకోండి.

HOUSEHOLD ROSTER:

The household roster is pre-printed with household members from round 1. The index child is first in the list and has an ID of 00. For each person in the list check the name (including the spelling). If the name is correct tick the box below the name. If the name has the wrong spelling, enter the correct spelling in the space below the pre-printed name. If a person in the list is not known to anyone in the current household then cross through that row – do NOT reuse that row for new household members, there are spaces for new members on the next page of the roster sheet.

మొదటి రౌండ్ హౌస్ హోల్డ్ మెంబర్స్ తో, హౌస్ హోల్డ్ రోస్టర్ ముందుగానే ప్రింట్ చేయబడింది. ఇండెక్స్ చైల్డ్ లిస్టులో ముందుగా వున్నాడు; 00 IDగా కలిగివున్నాడు. లిస్టులో వున్న ప్రతి ఒక వ్యక్తియొక్క పేరు సరిగా వుందో లేదో చూడండి (స్పెల్లింగ్ తో సహా). వ్యక్తి యొక్క పేరు సరిగ్గా వున్నచో, పేరుక్రింద వున్న బాక్స్ లో టిక్ చెయ్యండి. వ్యక్తి యొక్క పేరు సరిగ్గా రాసి వుండనట్లయితే, ముందుగానే ప్రింట్ చేసివున్న పేరుక్రింద నిర్దేశించబడిన జాగాలో, సరిచేసి చూసిన పేరుతో వ్రాయండి. లిస్టులో వున్న వ్యక్తి ప్రస్తుతము ఆ ఇంటిలో ఎవరికి కూడా తెలియక పోయినట్లయితే ఆ row ని కొట్టివేయండి. ఆ row ని క్రొత్తగా వచ్చిన కుటుంబ సభ్యులకు ఆ row ని వాడవద్దు. ఎందుకంటే, రోస్టర్ check లో చివరి పేజిలో, కొత్త సభ్యులను రాయవచ్చు.

The next column is age in completed years. This is the age recorded in round 1 plus 4. Check these ages – if correct then tick the box under the age column, otherwise enter the correct age next to the box.

తరువాత కాలం ఎన్ని సంవత్సరాలు పూర్తి అయ్యాయో చెప్పేది. ఈ వయస్సు మొదటి రౌండ్ లో ఎంటర్ చేసినాదినికి నాలుగు సంవత్సరాలు కలిపినది. ఈ వయస్సులని సరిచూడండి. ఒకవేళ సరిగ్గా వున్నచో వయస్సు కోసం నిర్దేశించిన age column కి క్రింద వున్నా బాక్స్ లో టిక్ చెయ్యండి. లేకపోతే ప్రక్క బాక్స్ లో కరెక్ట్ వయస్సు వేయండి.

Next check the sex of each household member in the list. Tick the box if the sex given is correct or record the correct value (using the codes 01=Male, 02=Female).

హౌస్‌హోల్డ్ మెంబర్ లిస్ట్‌లో ప్రతివ్యక్తి ని సరిగ్గా ఎంటర్ చేసారో లేదో చెక్ చేసికోండి. అది సరి అయినచో బాక్స్‌ని టిక్ చెయ్యండి. అది సరిఅయినచో క్రింద బాక్స్‌లో టిక్ చెయ్యండి. (01=Male, 02=Female ఉపయోగించండి)

The column headed “**Relationship to YL child**” is the relationship that was recorded in round 1. For this round we have a more comprehensive list of codes. The code box is shown on the second page of the roster sheets. The column headed “**New Relationship Code**” is for entering one of the new set of codes. For the YL child enter the code 00 in this column. For other household members ask for the relationship of this person to the YL child and enter the appropriate code – do not assume it is the same as in round 1.

“Relationship to YL child” అనే కాలం, మొదటి రౌండ్‌లో, రికార్డు చేయబడిన, పిల్ల/పిల్లవానితో గల సంబంధం గురించి చెప్పే కాలం. ఈ రౌండ్‌లో మొత్తం అన్నింటికొసం చాలా కోడ్స్ వున్నాయి. రోస్టర్ షీట్ యొక్క రెండో పేజీలో కోడ్ బాక్స్ చూపబడినది. “New Relationship Code” అనే హెడ్డింగ్‌తో వున్న కాలంను కొత్త కోడ్స్ ఎక్కించుకోవటానికి నిర్దేశించబడింది. యంగ్‌లైవ్స్ పిల్ల/పిల్లవాడికి 00 అని కోడ్ వెయ్యండి. ఇతర కుటుంబ సభ్యుల్ని, పిల్ల/పిల్లవానితో వారికిగల సంబంధాన్ని అడిగి, అందుకు సరిపడ కోడ్ వెయ్యండి - మొదటి రౌండ్‌లో మాదిరి వుంటుందని ముందే అనుకోకండి.

The final column asks “Does this person still live in the household?” Codes are 01=Yes, still lives in household, 02=No, lives elsewhere, 03=Person has died. For the YL child the code should be 01 in this column – if the child lives elsewhere you should not be interviewing this household. For all other household members ask the question of the respondent and fill in the appropriate codes. ఈ చివరి కాలం, ‘ఈ వ్యక్తి ఇంకా ఈ ఇంటిలోనే నివసిస్తున్నాడా?’ అనే ప్రశ్న అడుగుతుంది. ఈ ప్రశ్నకు కోడ్స్, 01=Yes, still lives in household, 02=No, lives elsewhere, 03=Person has died. యంగ్‌లైవ్స్ పిల్ల/పిల్లవానికి ఈ columnలో 01 వేయాలి. ఒకవేళ పిల్లవాడు వేరేచోట నివసిస్తుంటే ఆ ఇంటివారిని ఇంటర్వ్యూ చేయవద్దు. For all other household members ask the question of the respondent and fill in the appropriate codes.

On page 2 of the roster sheet there is a blank table for adding individuals who have joined the household since the last survey round. Remember it may be that the YL child has moved households and is the only person from the round 1 roster list in the current household. However, for our purposes we consider other household members to be “new” and they should all be added here. రోస్టర్ షీట్ యొక్క రెండో పేజీలో, గత సర్వే రౌండ్ తైం నుండి చేరిన వ్యక్తులను జతపరచటానికి ఒక ఖాళీ టేబుల్ వుంటుంది. యంగ్‌లైవ్స్ పిల్ల/పిల్లవాడు హౌస్‌హోల్డ్ నుండి మారివున్నాడు, అందుకని ప్రస్తుత హౌస్‌హోల్డ్‌లో మొదటి రౌండ్ రోస్టర్, పిల్ల/పిల్లవాడు మాత్రమే వున్నారని గర్తు వుంచుకోండి. అయినప్పటికీ, ఇప్పటి అవసరాన్ని బట్టి, ఇతర కుటుంబ సభ్యులను కొత్తగా, భావించి, ఇందులో జతపరచాలి.

A unique ID must be assigned to each new member. For new members start the ID numbers as one higher than the highest ID used in round 1. For example if in round 1 ID numbers 00, 01, 02 and 15 were used, the first new member should be given an ID of 16. You must NOT reuse ID numbers from household members who have left the household.

ప్రతి ఒక్క వ్యక్తికీ ప్రత్యేకమైన ఐడిని ఇవ్వాలి. కొత్త సభ్యులకు మొదటి రౌండ్‌లో ఉపయోగించిన అత్యధికమైన ఐడి నంబర్‌లోకి ఒక నంబర్ కలిపి, కొత్త సభ్యుల ఐడి నంబర్ ఇవ్వాలి. ఉదా: మొదటి రౌండ్ హౌస్‌హోల్డ్ 00,01,02 మరియు 15 దాకా ఉపయోగించారనుకోండి. కొత్త సభ్యునికి ఐడి 16 అని ఇవ్వాలి. అయితే, కుటుంబ సభ్యులలో ఎవరైతే ఇంటిని వదిలివేశారో, ఆ ఐడి నంబర్స్ కొత్త సభ్యునికి తిరిగి ఉపయోగించకూడదు.

Record (in CAPITALS) the full name of each new household member. Record the ages in completed years. If the age is unknown use -77 as the missing value. Record the sex of each member (using the codes 01=Male, 02=Female) and their relationship to the YL child.

పెద్ద అక్షరాల (CAPITALS)తో కుటుంబంలోని ప్రతి ఒక్క కొత్త సభ్యుని పేరు రికార్డు చెయ్యాలి. వయస్సుని నిండిన సంవత్సరాలలో ఇవ్వాలి. ఒకవేళ వయస్సు ఎంతో తెలియకపోతే -77 అని మిస్సింగ్ వ్యాల్యూగా ఇవ్వాలి. Record the sex of each

member (using the codes 01=Male, 02=Female) పిల్ల/పిల్లవానికి ఆ కుటుంబ సభ్యునికి గల సంబంధాన్ని రికార్డు చేయండి.

There were lots of problems with relationship codes in round 1. In some cases the relationships appeared to be the “wrong way round” – e.g. Aunt instead of niece. If a household member is the sister of the child’s mother then this is the child’s aunt and should be assigned the relationship code of 13. On the other hand, the daughter of the child’s sister is the child’s niece and should be assigned the code 15. Always keep in mind that this is the relationship to the YL child and NOT the relationship to the respondent.

సంబంధాల గురించిన కోడ్స్ రాస్తున్నప్పుడు మొదటి రౌండ్ లో చాలా సమస్యలుండేవి. కొన్ని సందర్భాల్లో సంబంధాన్ని తప్పుగా “wrong way round” అనిపించేవి. ఉదా: మేనకోడలు/కూతురి వరసకి, పిన్ని/అత్త/పెద్దమ్మ అని రాయడం జరిగింది. ఒకవేళ పిల్ల/పిల్లవాని తల్లికి సోదరి అయినప్పుడు పిల్లకి పిన్ని అవుతుంది; రిలేషన్ షిప్ కోడ్ 13గా ఇవ్వబడాలి. ఇంకోవైపు, పిల్ల/పిల్లవాని సోదరి కూతురు పిల్ల/పిల్లవానికి niece అవుతుంది; కోడ్ 15గా ఇవ్వాలి. ఈ రిలేషన్ షిప్ గురించి రాస్తున్నప్పుడు, ఆ బంధం యంగ్ లైవ్ పిల్ల/పిల్లవానితోనే కాని జవాబు చెప్పే వ్యక్తితో కాదు.

You should check that ages and relationships are feasible. It is not possible, for example, to have a 12yr old grandmother. (While the term ‘grandmother’ may be used by the YL child to refer to this other child, please ask for an explanation of this relationship and record the genealogical rather than the social relationship between the child and the relation.) Between the preliminary interview and the main household questionnaire you should check for consistency in the household roster. If in doubt about any of the recorded data this must be checked with the family at the next visit.

మీరు వీలైనంతవరకు ఈ వయస్సుల గురించి, బంధాల గురించి సరిగ్గా వ్రాసి వున్నారో లేదో చూసుకోవాలి. ఉదా: 12 సంవత్సరాల వయస్సున్న నానమ్మ/అమ్మను వుండటం సంభవంకాదు. (ఎప్పుడు అంటే ఈ (నానమ్మ/అమ్మమ్మ) అనే పదం పిల్లని, యంగ్ లైవ్ పిల్ల/పిల్లవానితో వున్న సంబంధం గురించి చెప్పటానికి ఉపయోగించినప్పుడు, ఈ సంబంధం గురించి వివరణ అడగండి మరియు పిల్ల/పిల్లవానికి గల సంబంధాన్ని సాంఘిక బంధంగా కాకుండా వంశ చరిత్ర (వంశవృక్షం, genealogical order) అనుసరించి రికార్డు చేయాలి. Preliminary interviewలో వ్రాసినవి, main household questionnaireలో రాసినవి ఒకటి అవునో కాదో అని హాస్ హోల్డ్ రోస్టర్ లో సరి చూసుకోవాలి. ఒకవేళ రికార్డు చేసిన సమాచారం గురించి ఏదైనా సందేహం వచ్చిన ఎడల తిరిగి దర్శించినప్పుడు ఆ కుటుంబంతో మాట్లాడి సరిచూసుకోవాలి.

PQ9: Ask the respondent who they consider to be the head of the household, it is up to them to define headship, but if they name somebody outside the household remind them that we are interested in the head of the household not the head of the family. If the respondent reports more than one person as head of the household ask which of the people they named controls the household resources, if they still list more than one person ask which of the people contributes the most to the household resources. Enter the ID number that identifies the household head in the roster.

జవాబు చెప్పే వ్యక్తిని ఎవరిని వారు ఇంటి యజమానిగా అనుకుంటారో అడగండి; వారికి తోచిన విధంగా యజమాని నిర్వచించమని చెప్పండి; కాని వారు ఇంటిలో వుండని వ్యక్తుల నెవరినైనా యజమానిగా చెబితే, అతనికి ఈ అధ్యయనం తెలిసికోవాలని అనుకున్నది ఈ ఇంటి యజమాని (head of the household) గురించి మాత్రమే కాని ఈ కుటుంబ యజమాని (family head) గురించి కాదు అని చెప్పండి. ఒకవేళ జవాబు చెప్పే వ్యక్తి ఒకరికంటే ఎక్కువ వ్యక్తులని ఇంటి యజమానిగా చెప్పే, వారిలో ఎవరు ఇంట్లోని వనరులమీద ఆధిపత్యం (నియంత్రణ) కల్గి వుంటారో ఆ వ్యక్తి యొక్క పేరు చెప్పమని అడగండి. వారు ఇంకనూ ఒకరి కంటే ఎక్కువ మంది గురించి చెప్పిన, కుటుంబానికి కావల్సిన వనరులు ఎక్కువగా ఎవరు సమకూరుస్తారో వారిని చెప్పమని అడగండి. హాస్ హోల్డ్ హెడ్ గా ఎవరిని గుర్తించారో వారి ఐడిని రోస్టర్ లో వ్రాయండి.

PQ10: QUESTIONS ABOUT BEST RESPONDENT HERE – TRY AS MUCH AS POSSIBLE TO USE THE SAME RESPONDENT AS LAST TIME.

ఇక్కడ (ఇప్పుడు) బాగా జవాబులు చెప్పిన వ్యక్తి గురించి - క్రిందటిసారి ఎవరైతే జవాబులు చెప్పి వున్నారో వీలైనంత ఆ వక్తినే జవాబు చెప్పే వ్యక్తి (రెస్పాన్డెంట్)గా నిర్ణయించుకోండి.

We are trying to find out who is the primary caregiver (or guardian) for the child. This is the person who lives in the same household as the child and can best answer questions about the index child. This will usually be the mother. This question refers to all people who live in the household not only the people who are physically present when you visit. If the respondent names more than one person remind them that you are interested in the person who can BEST answer questions and ask them to choose between the people they mentioned.

మేము ప్రైమరీ కేర్గివర్ (or guardian) ఎవరైనదీ తెలిసికోగోరుతున్నాము. ఈ వ్యక్తి పిల్ల/పిల్లవాడు ఏ ఇంటిలో వుంటున్నారో ఆ ఇంటిలోనే వుంటున్న వ్యక్తి అయి వుండాలి మరియు ఆ వ్యక్తి ఇండెక్స్ చైల్డ్ గురించి అడిగిన ప్రశ్నలకు బాగా సమాధానాలు చెప్పగలిగే వారు అయి వుండాలి. సాధారణంగా ఈ వ్యక్తి తల్లీ అయి వుంటారు. ఈ ప్రశ్న ఇంటిని మీరు దర్శించినప్పుడు, ఆ ఇంట్లో వున్న వ్యక్తులకు మాత్రమేకాక, ఆ ఇంట్లో ఎప్పుడూ వున్న వ్యక్తులందరికీ వర్తిస్తుంది. ఒకవేళ జవాబు చెప్పే వ్యక్తి ఒకరికంటే ఎక్కువమంది మీ ప్రశ్నలకు 'జవాబు చెప్పే వ్యక్తిగా' చెప్తే, మీరు చాలా బాగా సమాధానాలు చెప్పే వ్యక్తి కోసమే ఆసక్తి చూపుతున్నారని గుర్తు చేయండి. మరియు వారికి, వారు చెప్పిన వ్యక్తులలో ఒకరినే ఎంచుకోమనండి.

The primary caregiver should not be intellectually handicapped (you should use your discretion to determine whether you feel the named caregiver is capable of answering questions) or under 13 years of age. In the rare cases that you feel the caregiver cannot provide good quality data or they are under 13 years write a note on the questionnaire and politely ask if there is anyone else in the household who can answer questions about the child, be sure you do this in a way that does not offend or upset the named caregiver.

ప్రైమరీ కేర్గివర్ మానసిక సామర్థ్యం పరంగా లోపం కల్గినవారు (intellectually handicapped) కాకూడదు, (మీకు మీరే, కేర్గివర్ ప్రశ్నలకు తగిన సమాధానం చెప్పగలిగిన సామర్థ్యం కల్గి వున్నారో లేదో తెలిసికోవాలి), మరియు కేర్గివర్ 13 సంవత్సరముల వయస్సులోపు వారై వుండకూడదు. కొన్ని అరుదైన సందర్భాలలో, కేర్గివర్ మంచి ఉపయోగకరమైన సమాచారాన్ని అందింప లేకపోవటాన్ని మీరు చూడవచ్చు. లేక 13 సంవత్సరముల లోపు వయస్సు కలిగినవారై వుండవచ్చు, ప్రశ్నావళి మీద ఒక note (వివరణ) వ్రాసి, పిల్ల/పిల్లవాని గురించి వేరెవరైనా సమాధానాలు చెప్పగలవారు కుటుంబంలో వున్నారేమోనని మర్యాదగా అడగండి. మీరు, ఇలా చేస్తున్నప్పుడు కేర్గివర్ కి బాధకల్గకుండా, ఉద్వేగం కల్గించకుండా వుండాలని ఖచ్చితంగా నిర్ధారణ చేసికోండి.

Write down the ID that identifies the caregiver in the household roster.

కేర్గివర్ ని గుర్తించగలిగే ఐడిని హౌస్ హోల్డ్ రోస్టర్ లో వ్రాయండి.

IF CAREGIVER NOT AT HOME: If the identified primary caregiver is not at home you must never use proxy respondents, you must establish where the caregiver has gone to, how long the caregiver will be away, and when will s/he be back. You must try and find her/him at least 2 more times. You should try and make an appointment and work out the best time and best place to see the caregiver. Where possible, take a telephone number and ask for the best time to phone the caregiver for an appointment.

ఒకవేళ కేర్గివర్ ఇంటివద్ద లేకపోతే వారికి బదులుగా వేరొకరిని జవాబు చెప్పే వ్యక్తిగా ఉపయోగించుకోవద్దు, మీరు కేర్గివర్ ఎక్కడకి వెళ్ళి వున్నాడో, ఎంతకాలం దూరంగా వుంటారో, మరియు ఎప్పుడు అతడు/ఆమె తిరిగి వస్తారో గట్టిగా తెలుసుకోవాలి. మీరు కనీసం ఇంకో రెండుసార్లు ఆమె/అతడి గురించి ప్రయత్నించి తెలుసుకోవాలి. మీరు కేర్గివర్ చూడటానికి గురి అయిన స్థలం, సరి అయిన time, బాగా ప్రయత్నించి ముందుగానే అపాయింట్ మెంట్ తీసుకోవాలి. వీలైనచో, టెలిఫోన్ నెంబరు తీసుకొని, అపాయింట్ మెంట్ తీసుకోవడానికి కేర్గివర్ కు ఫోన్ చేయడానికి సరి అయిన సమయమేదో అడగండి.

You must also remember that it is your job to work around the primary caregiver's schedule and not for her/him to fit in with yours. You should avoid encouraging the caregiver to stay home from work or losing money by not going out to work in order to wait for you to come and interview her/him. In this type of situation you should either come early to the household or come late after s/he has returned home from work. You should also discourage elders in the community from coercing people into waiting for you at home and losing money because they could not go to work.

మీరు, ప్రైమరీ కేర్గివర్ యొక్క షెడ్యూల్‌ని అనుసరించి మీ పని చేయాలి కాని, అతడు/ఆమె మీకనుకూలంగా పనిచేయాలని కాదు అని, గుర్తుం వుంచుకోవాలి. మీరు, కేర్గివర్ మీతో ఇంటర్వ్యూ కోసం, అతడు/ఆమె మీకోసం, ఎదురు చూడటం కోసం పని మానివేసి ఇంటి దగ్గర వుండిపోవటం లేక పని మానివేయడం ద్వారా ధనం నష్టపోవటానికి దోహదం చెయ్యవద్దు. ఇలాంటి సందర్భంలో మీరు, వీరి ఇంటికి పెందలకడే (ప్రాద్దున్నే) అన్నా రావాలి లేక అతడు/ఆమె పని చేసుకుని తిరిగి వచ్చాక అన్నా రావాలి. మీరు, ఆ గ్రామంలో వున్న పెద్దలు, బలవంతంగా అక్కడున్న వ్యక్తుల్ని మీతో ఇంటర్వ్యూ జరగడం కోసం, ఇంటివద్ద ఎదురు చూస్తూ వుండేటట్లు చేయడం మరియు పనికి వెళ్ళకుండా డబ్బు నష్టపోవడం లాంటి పనులు చేయించటాన్ని ప్రోత్సహించవద్దు.

CAREGIVER AT HOME: If you find the caregiver at home, please discuss the information sheet with her/him. You should read the statement on the information sheet and follow the consent procedure. You should ask the caregiver and other household members if they want to ask any questions or need any clarification. The caregiver then has 24 hours to make a decision about whether they want to participate in the study. You should remember that the primary caregiver is not necessarily the only person who needs to give consent for participation in the study.

మీరు కేర్గివర్‌ని ఇంటివద్ద చూసినట్లయితే, దయచేసి సమాచార ప్రతాన్ని గురించి అతడు/ఆమెతో చర్చించండి. మీరు తప్పక సమాచార పత్రంలో వున్న వాక్యాన్ని చదివి అంగీకారాన్ని పొందే పద్ధతి అనుసరించాలి. మీరు కేర్గివర్ కాని ఇతర కుటుంబ సభ్యులు కాని, ఏమైనా ప్రశ్నలు అడుగుతారేమోనని, లేక ఏ విషయంలోనైనా స్పష్టతకోసం అడుగుతారేమోనని, అడిగి తెలుసుకోవాలి. అప్పుడు కేర్గివర్‌కి ఈ అధ్యయనంలో పాల్గొనేందుకు నిర్ణయించుకోవటానికి 24 గంటలు వుంటాయి. మీరు తప్పక గుర్తుంచుకోవాలిని దేమంటే, ప్రైమరీ కేర్గివర్ ఒక్కరే కాదు, ఈ అధ్యయనం పాలుపంచుకొనేందుకు అంగీకారం ఇవ్వవలసిన వ్యక్తి అని.

After 24-hours you will return to the household read the introduction on the first page of the questionnaire and complete the consent form for the primary caregiver and other household members for whom consent is needed. You should also make sure that you have the permission of any gatekeepers.

24 గంటలు తరువాత మీరు ఆ ఇంటికి తిరిగి వచ్చి ప్రవ్వావళిలో మొదటి పేజీలో వున్న పరిచయ వాక్యాల్ని చదివి, ప్రైమరీ కేర్గివర్ నుండి అంగీకారం అవసరమైన ఇతర కుటుంబ సభ్యులనుండి, అంగీకార పత్రాన్ని పూర్తి చేయిస్తారు. మీరు తప్పక అక్కడ ఎవరైనా గేట్ కీపర్ వుంటే అతని వద్దనుండి అనుమతి పత్రాన్ని తీసికొన్నారని నిర్ధారణ చేసికోండి.

In case of illiteracy, and where a thumbprint is not desirable, please ask the respondent to make an **X** next to her/his name on the consent form.

చదవను, రాయను రాని వారయినచో, మీరు వేలిముద్ర తీసికోకూడదు అనిపించిన సందర్భంలో, జవాబు చెప్పే వ్యక్తిని consent formలోని అతడు/ఆమె పేరు ప్రక్కగా X గుర్తు పెట్టమని చెప్పండి.

PQ10.1: This question is about translation needs. You need to establish the translation needs before you go to a household so that there is time to select and train a suitable person for translation.

ఈ ప్రశ్న మీ యొక్క అనువాదపు అవసరాల కోసం అనువాదం చెయ్యడంలో వున్న విషయాల కోసం. మీరు మీ అనువాదానికి అవసరమయ్యే విషయాల గురించి కుటుంబాన్ని అధ్యయనం చెయ్యటానికి వెళ్ళబోయే ముందే మొదలుపెట్టాలి. ఎందుకంటే, అప్పుడైతే అనువాదానికి సరిపడే వ్యక్తిని ఎంచుకోవచ్చు. (SEE SECTION ON TRANSLATORS)

Record the preferred language for the household head, the caregiver and the child in that order. కుటుంబ పెద్ద, కేర్గివర్ మరియు పిల్ల/పిల్లవాడు - ఈ క్రమంలో వారికి ఏ భాషలో ఇంటర్వ్యూ చేయవలసిందో అడిగి రికార్డు చెయ్యండి.

PQ11: Write down the complete physical address for the household. If there is no easy way to find a physical address, such as a house number, record very specific directions to the physical location of the household. This should include features that are unlikely to change over time. Someone else should be able to follow your directions after three years and find the same place. You will also need this to relocate the household when you return to complete the interview.

కుటుంబం యొక్క చిరుమానా పూర్తిగా రాసుకోండి. ఒకవేళ తేలిగ్గా ఆ ఇంటిని కనుకొన్నేందుకు, ఇంటి నెంబర్ లాంటి విషయాల వివరణ లేకపోతే, ఆ ఇల్లు ఎక్కడుందో తెలుసుకునేందుకు, కొన్ని ప్రత్యేకమైన సూచనలను, రికార్డు చేసికోండి. ఈ వివరాలు ఎలా వుండాలంటే కొద్దికాలం అయ్యేటప్పటికి ఇవి మారేవిగా వుండకూడదు. మూడు సంవత్సరాల తర్వాత ఎవరైనా వచ్చినా మీరిచ్చే సూచనలతో ఈ కుటుంబం వుంటున్న స్థలాన్ని గుర్తు పట్టేవిగా వుండాలి. మీకూడా (ఈ వివరాలు, ఈ సమాచారం) మీరు ఇంటర్వ్యూ చెయ్యటానికి వచ్చినప్పుడు, ఇల్లు కనుకొనేట్లుగా వుండాలి.

PQ12: Record the household's telephone number if they have one, including all codes as necessary. In the case of the household having a mobile telephone then also record this number, but make sure you say which number is the landline and which is the mobile.

ఈ కుటుంబానికి టెలిఫోన్ వున్నచో దాని నెంబరు కూడా రికార్డు చేసికోండి కోడ్స్ తో సహా. మొబైల్ ఫోన్ వున్నచో ఆ నెంబర్ ని కూడా రికార్డు చేసికోండి, కాని ఏ నెంబర్ మొబైల్ నెంబరో, ఏది లాండ్ లైన్ నెంబరో సరిగ్గా చూసుకోండి.

PQ13: If this is different from the physical address write down the complete postal address, for the primary caregiver. The postal address does not have to be to a house address or post office box address, it is merely where the household receives written communications.

ఈ అడ్రస్ physical address కి వేరుగా వున్నచో, పూర్తి పోస్టల్ చిరునామా, ప్రైమరీ కేర్ గివర్ నుండి తీసికోండి. పోస్టల్ చిరునామా, ఇంటి అడ్రస్ కాని, పోస్ట్ బాక్స్ అడ్రస్ కానట్లైదు. ఇది కేవలం ఆ కుటుంబం ఏదైనా వ్రాయబడిన సమాచారాన్ని అందుకొనే చిరునామా.

PQ14: Record the sentinel site ID. If the child has not moved since the first round, this ID should remain the same as it was in the first round.

సెంటినెల్ సైట్ ఐడిని రికార్డు చెయ్యండి. ఒకవేళ పిల్ల/పిల్లవాడు మొదటి రౌండ్ లైం నుండి అక్కడినుండి ఇంకెక్కడికీ వెళ్ళకుండా వుండినట్లయితే (కదలకుండా వుండినట్లయితే) ఈ ఐడి మొదటి రౌండ్ లో వున్నట్లుగానే వుండాలి.

PQ15: Enter the community ID. As above, this should be the same as it was in the first round if the child has not moved.

కమ్యూనిటీ ఐడిని ఎంటర్ చెయ్యండి. పైన చెప్పిన విధంగా పిల్ల/పిల్లవాడు మొదటి రౌండ్ వున్న స్థలం నుండి ఎక్కడికీ వెళ్ళకుండా వుండినట్లయితే, ఐడిని అలాగే వుండాలి.

PQ16: Establish whether the household is in a rural or urban site (according to the country definition). In all countries except Peru all houses within each site should be assigned the same code.

ఈ కుటుంబం గ్రామీణ స్థలంలోనో లేక పట్టణ స్థలంలో (ఈ దేశ నిర్వచనం ప్రకారం) వుందో మొదట్లోనే చూసుకోండి. PERU దేశంలో తప్పించి అన్ని దేశాలలోను, ప్రతి స్థలానికి ఒకే రకమైన కోడ్ ఇవ్వాలి.

PQ17: Record the region of residence.

నివాసం ఏ ప్రాంతానికి చెందినదో రికార్డు చేయండి.

TRACKING INFORMATION :

Using the address and contact sheets provided by your supervisor and then ask whether existing contacts are still valid (final column in the contacts table). Check that the names and addresses are correct. If existing contacts are no longer valid then establish the names and addresses of TWO people that could be contacted in the future to help locate the child and record these details in the blank table headed “*New contacts for this child*”. Where possible these should be relatives with permanent addresses.

మీ సూపర్‌వైజర్ మీకు (ముందుగానే) ఇచ్చిన చిరునామాల పత్రం ఉపయోగించి, ఆ చిరునామాలు ఇంకను వుపయోగమైనవో కావో అడగండి (contact టేబిల్‌లో చివరికాలం). ఆ పేర్లు, చిరునామాలను సరిచూసుకోండి. ఒకవేళ మీ వద్దనున్న చిరునామాలు ఇంక పనికి రానివి అయినట్లయితే, మరల భవిష్యత్తులో పిల్ల/పిల్లవాడిని కనుక్కోవడానికి ఉపయోగపడగల ఇద్దరి వ్యక్తుల పేర్లను, చిరునామాలను (సంపాదించుకోండి/ముందుగానే సిద్ధపచరకుకోండి, మరియు ఈ వివరాలను “*New contacts for this child*” అనే హెడ్డింగ్ వున్న ఖాళీ టేబిల్‌లో రికార్డు చేయండి.

SUGGESTION: Countries could plot the co-ordinates of households by using a Global Information System. This does not mean that the co-ordinates have to be plotted onto a map. They can just be attached to the household physical address and used for hard to find cases.

ఈ కుటుంబంతో సంబంధం వున్న వ్యక్తుల్ని Global Information System ద్వారా కనుగొనవచ్చు. అలా అని కో-ఆర్డినేట్స్ నందర్ని ఒక మ్యాప్ (పటం) మీద గుర్తించాలి అనికాదు. కుటుంబ చిరునామాలతో పాటు వీరి చిరునామాల్ని కూడా జతపరచాలి. చిరునామాలను కనుక్కోలేని సందర్భాలలో ఇది ఉపయోగపడుతుంది.

CHILD ID AND DATA HANDLERS:

You should complete this section preferably before you conduct the interview. Your supervisor will have the IDs for each child and you should insert your own ID and the ID of your supervisor in the appropriate places. Make sure that you fill in the correct date of the interview and the correct ID. An incorrect ID will mean we cannot use the data collected in the questionnaire.

ఈ భాగాన్ని మీరు ఇంటర్వ్యూ నిర్వహించడానికి ముందే పూర్తి చెయ్యవలసింది. మీ సూపర్‌వైజర్ వద్ద ప్రతి ఒక్క పిల్ల/పిల్లవాడి యొక్క ఐడిలు వున్నవి. మరియు మీరు మీ ఐడి మరియు మీ సూపర్‌వైజర్‌గారి ఐడి నిర్దేశించిన స్థలంలో వ్రాయండి. మీరు తారీఖు, ఐడి కరెక్ట్‌గా వేస్తున్నారేమో సరిగ్గా చూసుకోండి. ఐడి సరిగ్గా వేయలేదంటే, ప్రశ్నావళిలో సేకరించిన సమాచారాన్ని సరిగ్గా వుపయోగించ లేనట్లే.

You should sign this section on the fieldworker signature line only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems, and that the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire.

మీరు ఈ ఫీల్డ్‌వర్కర్ భాగంలో, ప్రశ్నావళిని పూర్తిచేశాక, బాగా సరిగ్గా వుందో చసిన తరువాత మాత్రమే మీ సంతకం చెయ్యాలి. ప్రశ్నావళిమీద మీ సంతకం, మీరు ప్రశ్నావళిని పూర్తి చేశారనీ మరియు ఏదైనా సమస్యలుంటే వారిని సరిచేసుకున్నారని తెలుపుతుంది. మీ సంతకం, ప్రశ్నావళిలో మంచి/సరియైన సమాచారాన్ని ఇవ్వటానికి బాధ్యత్య తీసికొన్నారనటానికి గుర్తు.

The supervisor will sign and date the questionnaire once s/he has carried out a set of consistency and completeness checks. The data entry staff will also sign and date the questionnaire after they have done the data entry.

మీ సూపర్‌వైజర్, ఒకసారి ప్రశ్నావళిని సరిగ్గా చూసుకొని పూర్తి చేశారని, మొత్తం అంతా ఒక్క తీరుగా సరిగా వుందనీ చూసుకొన్నాక సంతకం చేసి, తారీఖు వేస్తారు. డాటా ఎంట్రీ స్టాఫ్ కూడా వారు డేటా ఎంట్రీ పూర్తి చేశాక సంతకం చేసి తారీఖు వేస్తారు.

SECTION 1 – PARENTAL BACKGROUND

PURPOSE:

The purpose of this section is to collect background information about the biological parents of the index child, the caregiver if not the biological parent, and on the child.

ఈ భాగం యొక్క ముఖ్యోద్దేశం, పిల్ల/పిల్లవాని యొక్క జన్మనిచ్చిన తల్లిదండ్రుల గురించి, జన్మనిచ్చిన తల్లిదండ్రులు కాని పక్షంలో కేర్గివర్ గురించి మరియు పిల్లవాని గురించి సమాచారం సేకరించటం.

RESPONDENT:

Same as last survey - క్రితం సర్వేలో జవాబు చెప్పినవారే.

DEFINITIONS:

The primary caregiver is defined as the person who spends the most time looking after the child, which could be the mother, or the father or another member of the household, or someone outside the household. If any of the individuals are not members of the household then use code "90".

ప్రైమరీ కేర్గివర్ అంటే తల్లి కావచ్చు లేక తండ్రి లేక కుటుంబంలో వుండే ఇతర సభ్యులు లేక ఇంటివారు కాని వున్న ఇతరులెవరైనా కాని, ఎక్కువ సమయం పిల్ల/పిల్లవాని సంరక్షణ చూశారో వారు. ఒకవేళ ఎవరైనా వ్యక్తులు కుటుంబ సభ్యులు కానప్పుడు '90' అనే కోడ్ ఉపయోగించండి.

Community has different meanings for each country. E.g. in Ethiopia a 'community' is a Kebele or Peasants Association (PA). In India it may be a Mandal or Panchayat. In Vietnam reference is made to the commune.

కమ్యూనిటీ అనే పదం ప్రతి ఒక్కదేశంలో వివిధ రకాల అర్థాలు కల్గి వుంది. ఉదా: యుథియోపియాలో 'కెబెలీ' అని కాని 'పీసంట్స్ అసోసియేషన్' అనికాని అంటారు. ఇండియాలో మండల్ కాని పంచాయతీ అనికాని అంటారు. వియత్నాంలో 'కమ్యూన్' వాడతారు.

Age refers to completed years, that is, age as at last birthday.

వయస్సు అంటే గత పుట్టిన రోజుకి నిండిన సంవత్సరాలు.

INSTRUCTIONS:

For questions Q 1.1 to Q 1.12 in this section, ask the family to identify the father, the mother and the primary caregiver (the person who spends the most time looking after the child). The mother or father could be the primary caregiver, in which case there is no need to enter any details in the last column (Primary caregiver column). In this case you may 'strike through' this column - to show that you have understood the instructions. If neither mother nor father is the primary caregiver then identify who is the primary caregiver and fill in the details for this person in the last column - starting from Q 1.2. If any of the individuals are not members of the household then use code "90".

ఈ భాగంలోని ప్రశ్నలు, ప్రశ్న 1.1 నుండి 1.12ల ద్వారా కుటుంబంలోని తండ్రి, తల్లి మరియు ప్రైమరీ కేర్గివర్ (ఎవరైతే ఎక్కువ కాలాన్ని పిల్ల/పిల్లవాని సంరక్షణలో గడుపుతారో)ని గుర్తు పట్టటానికి అడగండి. తల్లికాని, తండ్రికాని ప్రైమరీ కేర్గివర్ అవ్వచ్చు. అలాంటప్పుడు చివరికాలం (ప్రైమరీ కేర్గివర్ కాలం)లో ఎలాంటి వివరాలు వ్రాయాల్సిన అవసరం లేదు. ఈ సందర్భంలో మీరు సూచనలని అర్థం చేసుకున్నారని చూపిస్తూ ఈ కాలం మీద ఒక గీత కొట్టివేయవచ్చు. ఒకవేళ తల్లిదండ్రులలో ఎవరూ ప్రైమరీ కేర్గివర్ కానట్లయితే, ఎవరు ప్రైమరీ కేర్గివర్ అవుతారో ఆ వ్యక్తిని గుర్తించి, ప్రశ్న 1.2 నుండి ప్రారంభం అయి చివరి కాలంలో ఆవ్యక్తి యొక్క వివరాలు వ్రాయండి. ఒకవేళ ఎవరైనా వ్యక్తులు (ఇంటిలో వుంటున్న) కుటుంబ సభ్యులు కానట్లయితే కోడ్ '90'ని ఉపయోగించండి.

Questions Q 1.1 to Q 1.14 are about the mother, father and/or primary caregiver. Questions Q 1.15 to Q 1.21 are about the INDEX child.

ప్రశ్నలు 1.1 నుండి 1.14 వరకు, తల్లి, తండ్రి లేక ప్రైమరీ కేర్గివర్ గురించి తెలియచేస్తాయి. ప్రశ్నలు 1.15 నుండి ప్రశ్న 1.21 వరకు పిల్ల/పిల్లవాని గూర్చి తెలియచేస్తాయి.

QUESTIONS ABOUT THE MOTHER, FATHER AND/OR PRIMARY CAREGIVER:

Q1.0: Enter the ID from the household roster of the respondent.

హౌస్‌హోల్డ్ రోస్టర్ నుండి జవాబు చెప్పే వ్యక్తి యొక్క ఐడిని వ్రాయండి.

Q1.1: Determine whether the 'mother' and 'father' are still alive. If either the mother or the father is not alive then skip to question 1.10 for that person/s. For those still alive continue to answer all the questions. There is no option for an answer to be put in the 'caregiver' column since the primary caregiver, if not the mother or father, will be the one answering the questions.

పిల్ల/పిల్లవాని 'తల్లి' మరియు 'తండ్రి' ఇంకా జీవించివున్నారో లేదో తెలిసికోండి. ఒకవేళ తల్లి లేక తండ్రి జీవించి వుండకపోతే ప్రశ్న 1.10కి స్కిప్ చెయ్యండి. జీవించి వున్నట్లయితే అన్ని ప్రశ్నలను అడగండి. జవాబు 'కేర్గివర్' అనే కాలంలో వేయవచ్చో లేదో అనే ఎన్నిక ఇక్కడ లేదు. ఎందుకంటే తల్లి లేక తండ్రి లేనట్లయితే ప్రైమరీ కేర్గివర్ మాత్రమే ప్రశ్నలకు జవాబు చెప్పాలి (ఎలాగైనా).

Q1.2: Determine whether the mother or father is the biological parent.

తల్లి లేక తండ్రి పిల్ల/పిల్లవానికి జన్మనిచ్చిన తల్లిదండ్రులు అవునో కాదో అడిగి తెలిసికోండి.

Q1.3: Determine whether the mother or father is the primary caregiver. If the mother or father is the primary caregiver then there is no need to fill out the third (caregiver) column. There can only be one primary caregiver so make sure that this is so – You cannot fill in 'Yes' to this question for more than one person. If a respondent says more than one then try to establish which of them spends the most time with the child.

తల్లి లేక తండ్రి ప్రైమరీ కేర్గివర్ అవునో కాదో అడిగి తెలుసుకోండి. ఒకవేళ తల్లి లేక తండ్రి ప్రైమరీ కేర్గివర్ అయిన ఎడల మూడవకాలం (కేర్గివర్) పూర్తి చేయవలసిన అవసరం లేదు. ప్రైమరీ కేర్గివర్ ఒక్కరికంటే ఎక్కువ వుండటానికి వీలులేదు. అందువలన, మీరు more than one person అనే జవాబు (ఒకరి కంటే ఎక్కువ అనేదానికి) 'ఔను' అని నింపకూడదు. ఒకవేళ జవాబు చెప్పే వ్యక్తి ఒకరికంటే ఎక్కువ ప్రైమరీ కేర్గివర్ వున్నారని చెప్పినా, మీరు ఎవరు ఎక్కువ కాలం పిల్ల/పిల్లవానితో గడుపుతారో వారి పేరుతో ప్రారంభించ వలసింది.

Q1.4: Enter the ID number of the person from the Household roster. Remember to use the code '90' if the person is not a member of the household.

హౌస్‌హోల్డ్ రోస్టర్ నుండి వ్యక్తి యొక్క ఐడిని వ్రాయండి. ఒకవేళ ఆ వ్యక్తి (ప్రైమరీ కేర్గివర్) కుటుంబ సభ్యులలో ఒకరు కాకపోతే కోడ్ '90'ని ఉపయోగించటం గుర్తుంచుకోండి.

Q1.5: Establish how often the person sees the child. This may be daily for people living within the household. For those parents living away from the household then this may well be different. For the respondent rephrase the question: 'how often do you see him/her? You must ask this question even if the respondent lives in the household. Include any contact, however brief, for example a biological mother who sees the index child every day but doesn't take care or play with the child should still be recorded as daily contact.

ఎంత తరచుగా ఆ వ్యక్తి పిల్ల/పిల్లవానిని చూస్తారో అడగండి. ఇది ఇంట్లో రోజూ నివసించే కుటుంబ సభ్యులను ఉద్దేశించినది. ఇంటికి దూరంగా నివసించే తల్లిదండ్రులకి ఇది వర్తించక పోవచ్చు. జవాబు చెప్పే వ్యక్తిని ఈ ప్రశ్నని కొంత మార్చి అడగండి. 'ఎంత తరచుగా మీరు పిల్ల/పిల్లవానిని చూస్తారు?' మీరు ఈ ప్రశ్నను జవాబు చెప్పే వ్యక్తి ఇంటిలో నివసిస్తున్నా కూడా అడగవచ్చు. ఎలాంటి సంబంధం అయినా సరే/కొంచెం సేపు వున్నా సరే, ఉదా: జన్మనిచ్చిన తల్లి ఇండెక్స్ పిల్ల/పిల్లవానిని ప్రతిరోజూ చూడవచ్చు

కాని పిల్ల/పిల్లవాని సంరక్షణ చూడకపోవచ్చు లేక వారితో అడుకోకపోవచ్చు కాని ఈ విషయం డైలీ కాంటాక్ట్ గానే రికార్డు చేసుకోవాలి.

Q1.6: Establish how long the person has lived within the 'community'. See the definitions above to determine what a 'community' is in your own context. Enter the number of years. In the case of half years then round to the nearest completed year. If a person has lived there for less than a year then use the code 00. There is a code to indicate that a person has lived there all their lives -66. Remember to put negative (-) numbers for NK and 'all their life'.

ఆ వ్యక్తి 'కమ్యూనిటీ'లో ఎంతకాలం నివసించారో కనుక్కోండి. పైన చెప్పిన నిర్వచనాలను చూసి మీ సందర్భానికి తగినట్లు 'కమ్యూనిటీ' అంటే ఏదో నిర్ణయించి వ్రాయండి. ఎన్ని సంవత్సరాలున్నారో వ్రాయండి. సంవత్సరంలో సగం కాలం మాత్రమే ఉంటే, పూర్తిగా ఎన్ని సంవత్సరాలున్నారో దానికి దగ్గర నెంబరు (అంకె) వేయండి. ఆ వ్యక్తి ఒక సంవత్సరకాలం కంటే తక్కువ కమ్యూనిటీలో వుంటే కోడ్ '00'ని ఉపయోగించండి. వ్యక్తులు వారి జీవితకాలమంతా అక్కడే వున్నారు అని చెప్పే దానికి ఒక కోడ్ -66 అని వుంది. '(-)' గుర్తు 'కాదు' అనే గుర్తు 'NK/తెలియదు' అనే దానికి మరియు all their lives (వాళ్ళ జీవితకాలమంతా) అనే దానికి వేయడం గుర్తుంచుకోండి.

Q1.7: Determine the first language that these people learnt as a child from the codes given. The first language may also be referred to as the mother tongue.

ఈ వ్యక్తులు పిల్ల/పిల్లవానిగా వున్నప్పుడు నేర్చుకున్న మొదటి భాష ఏదో, ఇచ్చిన కోడ్ని బట్టి నిర్ణయించండి. మొదటగా నేర్చుకొన్న భాష, వారి మాతృభాష కావచ్చు.

Q1.8: Determine how well each person can read and understand a letter, newspaper in the most 'IMPORTANT LOCAL LANGUAGE' using the codes given. This is often the language that is most widely used in the community. In the case that the most important language is a non-written one then use the code 04=verbal language. If they can read in Telugu, skip to **Q1.10**

ఇచ్చిన కోడ్స్ ఉపయోగించి, ప్రతి వ్యక్తి 'IMPORTANT LOCAL LANGUAGE'లో వున్న ఒక వుత్తరమో, వార్తా పత్రికో, ఎంత బాగా చదువుతాడో నిర్ణయించండి. ఈ భాష తరచుగా కమ్యూనిటీలో ఎక్కువ మంది ఉపయోగించే భాష అయివుంటుంది. ఒకవేళ, అతిముఖ్యమైన భాష రాయలేనిది (non-written) అయినచో 04=verbal language అని వ్రాయండి. ఒక వేళ తెలుగులో చదవగలిగితే, ప్రశ్న 1.10కి స్కిప్ చెయ్యండి.

Q1.9: Determine how well each person can read and understand a letter, newspaper in 'any' language using the codes given. Where there is no written language then use the code 88=N/A.

ఇచ్చిన కోడ్స్ని ఉపయోగించి, ప్రతివ్యక్తి ఏ భాషలోనైనా వున్న ఉత్తరమో, వార్తాపత్రికో ఎంతబాగా చదువుతారో నిర్ణయించండి. ఒకవేళ అది రాయలేని (Script లేని) భాష అయినచో, అప్పుడు code 88=N/Aని ఉపయోగించండి.

Q1.10: Determine whether each person can speak the most 'IMPORTANT LOCAL LANGUAGE'. This should be the language that is referred to in Q 1.7. If the answer is 'No', meaning that they speak nothing at all of the language, then skip to Q 1.10. However, it may be that the person speaks 'a little' of the language, in which case ask Q 1.9.

ప్రతివ్యక్తి 'IMPORTANT LOCAL LANGUAGE' మాట్లాడగలరేమో నిర్ణయించండి. ఇది 1.7లో ఉద్దేశించబడిన భాష అయి ఉండాలి. ఒకవేళ సమాధానం 'కాదు' అంటే, ఆ భాష అన్నలు మాట్లాడలేదు అని అయినచో, అప్పుడు ప్రశ్న 1.10కి స్కిప్ చెయ్యండి. అయినప్పటికీ, ఆ వ్యక్తి ఆ భాష కొద్దిగా మాట్లాడగలను అని అన్నచో ప్రశ్న 1.9ని అడగండి.

Q1.11: Determine how well each person can speak the most 'IMPORTANT LOCAL LANGUAGE' from Q 1.8 using the codes given.

ప్రశ్న 1.8లోని కోడ్స్ని ఉపయోగించి, ప్రతి వ్యక్తి 'IMPORTANT LOCAL LANGUAGE'ని ఎంత బాగా మాట్లాడగలరో నిర్ణయించండి.

Q1.12: This question is asking about 'ethnicity' or 'origin'. Ask about each person's ethnicity. You should also ask this, and the following questions, of the parent if they are no longer living. Read the list of codes given to help the respondent to decide.

ఈ ప్రశ్న ఒక జాతి/తెగ లేక ఆరిజన్ గురించి అడగబోయేది. ప్రతి ఒక్క వ్యక్తిని వారి జాతి గురించి అడగండి. వారి తల్లిదండ్రులు చనిపోయినట్లయితే, వారి ఆరిజన్ గూర్చి క్రింది ప్రశ్నలు కూడ అడగాలి. జవాబు చెప్పే వ్యక్తికి చెప్పటంలో సాయపడటానికి లిస్ట్ లో వున్న కోడ్స్ అన్నీ చదవండి.

Q1.13: Establish what is, or was, each person's religion.

ప్రతి వ్యక్తి యొక్క ఇంతకు ముందు లేదా, ఇప్పటి మతం గురించి వ్రాయండి.

Q1.14: Determine what is, or was, the highest completed education grade completed by each person. Record the number in years [00 -11] for primary and secondary school, use the other codes for completed education above secondary school, e.g. 13=Post secondary vocational; 14=University.

ప్రతి వ్యక్తి ప్రస్తుతం ఎంత చదువు పూర్తి చేస్తారో లేదో, ఎంతవరకు చదువుకున్నారో highest completed gradeని గూర్చి అడగండి. సంవత్సరాలలో రికార్డు చెయ్యండి. ప్రాథమిక మరియు సెకండరీ స్కూల్ కి ఎన్ని సంవత్సరాలలో (00-11) రికార్డు చెయ్యండి. ఇతర కోడ్స్ సెకండరీ స్కూల్ కంటే ఎక్కువ చదివినప్పుడు వెయ్యండి. ఉదా: 13=Post secondary vocational; 14=University.

QUESTIONS ABOUT THE INDEX CHILD:

Q1.15: Determine where the index child lived when he/she was first born using the codes given. We are not interested in the exact location where they were born if, for example, the mother went to the next town to give birth. Instead, we want to know the location of NAME's first home.

కోడ్స్ ని ఉపయోగిస్తూ, ఇండెక్స్ చైల్డ్ పుట్టినప్పుడు, మొదట ఎక్కడ వున్నాడో తెలిసికోండి. మేము, పిల్ల/పిల్లవాడు ఎక్కడ పుట్టాడో అనేదానిని గురించి ఆసక్తి చూపటంలేదు. ఉదా: పిల్ల/పిల్లవాని తల్లి ప్రక్కనున్న పట్టణానికి, పిల్ల/పిల్లవానికి జన్మనివ్వటానికి వెళ్ళి వుండవచ్చు. కాని, మేము 'పేరు' మొదటగా వున్న ఇల్లు ఏ ప్రాంతంలో వుందో తెలిసికో గోరుతున్నాము.

Q1.16: Establish how long the index child has lived there. Write in the number of years and months that the child has lived there.

ఇండెక్స్ చైల్డ్ అక్కడ ఎంతకాలం వున్నారో తెలిసికోండి. ఎన్ని సంవత్సరాలు, నెలలు పిల్ల/పిల్లవాడు అక్కడ వున్నాడో వ్రాయండి.

Q1.17: Ask whether NAME has ever left this locality. We are really interested in their mobility here so do include holidays outside of the area.

'పేరు' ఎప్పుడైనా ఈ ప్రాంతాన్ని వదిలి వెళ్ళారామో అడగండి. మేము, నిజంగా పిల్ల/పిల్లవాడు ఎక్కడెక్కడకి వెళ్ళాడో తెలుసుకో గోరుచున్నాము. అందుకని ఈ ప్రాంతాన్ని సెలవుల నిమిత్తం వదిలి ఎక్కడికి వెళ్ళారో అది కూడా తెలుసుకోండి.

Q1.18: Ask how many children have been born **before** the index child and write in this number. Don't forget to include children who are still alive. Don't forget to count all children, including twins etc. *We are interested in all live births but have used 24 hours as a guide, although in translation this may be different [if different, please write in your own definition here].*

ఇండెక్స్ చైల్డ్ కి ముందు తల్లికి ఎంత మంది పిల్లలు పుట్టారో అడిగి తెలుసుకొని, ఇక్కడ ఆ నెంబర్ వ్రాయండి. ఇంకా బ్రతికి వున్న పిల్లలని, ఈ నెంబర్ వేస్తున్నప్పుడు కలపటం మరచిపోవద్దు కవలపిల్లలతో సహా, పిల్లలందరినీ లెక్క పెట్టడం మర్చిపోవద్దు. మేము జీవంతో పుట్టిన పిల్లలందరి (live births) గురించి ఆసక్తి చూపిస్తున్నాము కాని కనీసం 24 గంటలు బ్రతికి వుండాలి

Q1.19: Ask how many children have been born **since** the index child and write in this number. Don't forget to include children who are still alive. Don't forget to count all children, including twins etc. *We are interested in all live births but have used 24 hours as a guide, although in translation this may be different [if different, please write in your own definition here]*

ఇండెక్స్ చైల్డ్ పుట్టినప్పుటినుండి ఎంతమంది పిల్లలు పుట్టారో అడిగి తెలుసుకొని ఆ నెంబర్ వ్రాయండి. ఇంకా బ్రతికి వున్న పిల్లల్ని ఈ నెంబర్ వేస్తున్నప్పుడు కలవటం మరిచిపోవద్దు. కవల పిల్లలతో సహా, పిల్లలనందరిని లెక్కపెట్టండి. మేము జీవంతో పుట్టిన పిల్లలందరి గూర్చి ఆశక్తి చూపిస్తున్నాం కాని వారు కనీసం 24 గం.లు బ్రతికి ఉండాలి.

Q1.20: Establish the index child's ethnicity or origins. It may be possible that is different from the either of the biological parents. It is worth checking that the information is correct.

ఇండెక్స్ చైల్డ్ యొక్క జాతి లేక ఆరిజన్ గురించి తెలుసుకోండి. ఒక్కోసారి జన్మనిచ్చిన తల్లిదండ్రుల జాతి కాకుండా వేరుజాతి అవ్వచ్చు. తీసికొన్న ఈ సమాచారాన్ని ఒకసారి సరిచూసుకోవటే మంచిది.

Q1.21: Establish the index child's religion.

ఇండెక్స్ చైల్డ్ యొక్క మతాన్ని గురించి తెలిసికోండి.

SECTION 2 - HOUSEHOLD EDUCATION

PURPOSE :

The purpose of this section is to - ఈ సెక్షన్ యొక్క ముఖ్యోద్దేశం ఏమంటే :

Q 2.1 Identify the education levels of every household member who is 18 years and over.

18 సంవత్సరముల పైబడిన ప్రతి ఒక్క కుటుంబ సభ్యుని యొక్క విద్యాస్థాయిని గుర్తించటం.

Q 2.2 Establish the education levels and quality of education received by siblings & other children within the household between the ages of 5-17 years. This is to determine whether there are any intra-household dynamics between different children regarding quality of education. NAME should be included in this table.

పిల్ల/పిల్లవాని యొక్క సహోదరి/సహోదరుల గురించి, కుటుంబంలో 5-17 సంవత్సరాల వయస్సు వున్న ఇతర పిల్లల యొక్క విద్యాస్థాయి గురించీ ఎంతమందిగా వున్నదీ, అనే విషయాల గురించి తెలుసుకోండి. ఎందువలన అనగా, దీనిద్వారా intra-household dynamics, ఆ కుటుంబంలో ఉన్న పిల్లల విద్యాస్థాయిని వేరు వేరుగా ఏవిధంగా ప్రభావితం చేస్తుందో అంచనా వేయవచ్చు. 'పేరు'ని ఈ టేబిల్లో రాయాలి.

RESPONDENTS

The ideal respondent is the household head. However, other members of the household can help by adding information.

కుటుంబ పెద్ద జవాబు చెప్పేందుకు సరియైన వ్యక్తి. అయినప్పటికీ ఇతర కుటుంబ సభ్యులు అదనపు సమాచారాన్నివ్వటానికి సాయపడగలరు.

DEFINITIONS

A public school relies primarily on government/state funding.

ప్రభుత్వ పాఠశాల (public school) అనేది ప్రాధాన్యంగా కేంద్ర ప్రభుత్వం/రాష్ట్ర ప్రభుత్వం నిధులమీద ఆధారపడి పనిచేస్తుంది.

A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.

ప్రైవేట్ స్కూల్ ప్రాధాన్యంగా, తల్లిదండ్రులు, NGOs, మతపరమైన సంస్థలు, ఇతర దాతలు, మొదలగు ప్రభుత్వేతర సంస్థల నుండి లభించు నిధుల మీద ఆధారపడి పని చేస్తుంది.

The term full time education is used to refer to attendance requirements set by the school. The hours of attendance may not necessarily be a whole day, but may be during the morning, afternoon or evening.

పూర్తికాలం విద్య అనేది స్కూలులో పిల్లలు ఉండాల్సిన స్కూలు నిర్దేశించిన హాజరుని సూచిస్తుంది. అంటే స్కూలులో పిల్ల/పిల్లవాడు రోజంతా స్కూల్లో వుండాలని ఖచ్చితంగా కాకపోవచ్చు కాని, ప్రొద్దున, మధ్యాహ్నం లేక సాయంత్రం వుండాల్సిన గంటలు.

INSTRUCTIONS

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

చెప్పండి : 'ఇప్పుడు నేను మిమ్మల్ని ఈ ఇంటిలో వున్న ప్రతి ఒక్క వ్యక్తి యొక్క విద్యాస్థాయిని గురించి అడగబోతున్నాను.'

FIELDWORKER INSTRUCTION:

Place the household roster card over the 'ID' and 'name of household member' columns of this table. Work through the columns in the table asking questions 2.1.1 to 2.1.2 for each individual identified in the household roster card and aged 18 years and over.

ఈ పట్టికలో కుటుంబంలో వ్యక్తి పేరు, మరియు ఐడి దగ్గర హౌస్ హోల్డ్ రోస్టర్ పెట్టి వ్రాయండి. 18 సం.ల వయస్సుపై ఉన్న కుటుంబంలో ఉన్న హౌస్ హోల్డ్ రోస్టర్లో గుర్తించబడిన ప్రతి వ్యక్తిని, ప్రశ్నలు 2.1.1 నుండి 2.1.2 వరకు అడగండి.

Q2.0: Enter the ID from the household roster of the respondent.

హౌస్ హోల్డ్ రోస్టర్ నుండి రెస్పాండెంట్ ఐడిని వ్రాయండి.

Q2.1.1: Establish the highest educational grade obtained by the household member aged over 18 years. If they are still in education, record the highest grade completed so far. This question should be completed for all household members regardless of age. If they have not completed any grades, record 00. If they have completed secondary education and gone on to further education, enter the codes that match this level (13=Post secondary vocational; 14=University - NB these codes may vary slightly between countries). If the household members have not done formal grades, but have gone to religious school, enter 29; if they have not completed formal grades but have attended an adult literacy programme, this should be coded as 28.

18 సంవత్సరముల పైబడిన కుటుంబ సభ్యుడు పొందిన అత్యున్నత విద్యాస్థాయిని తెలిసికోండి. వారు ఇంకనూ చదువుకొంటున్నచో ఇప్పటికీ పూర్తి చేసిన అత్యున్నత స్థాయి (గ్రేడ్)ని గుర్తించి రికార్డు చేయండి. వయస్సు నిమిత్తం లేకుండా ఈ ప్రశ్న కుటుంబ సభ్యులందరినీ అడగాలి. ఒకవేళ ఏ విద్యా స్థాయిని పూర్తి చెయ్యలేకపోతే '00' అని రికార్డు చెయ్యండి. ఒకవేళ వారు సెకండరీ విద్యని పూర్తిచేసి పై చదువుకి వెళ్ళినట్లయితే, ఈ స్థాయికి సరిపడే కోడ్స్ని ఎంటర్ చెయ్యండి. (13=Post secondary vocational; 14=University - గమనిక : ఈ కోడ్స్ దేశానికి దేశానికి కొద్దిగా మారి వుండవచ్చు.) ఒకవేళ కుటుంబ సభ్యులు పాఠశాలకు వెళ్ళి చదువుకొని విద్యాస్థాయి సంపాదించకుండా, ఇతర మతపరమైన పాఠశాలకు వెళ్ళి వుండినట్లయితే, 29 కోడ్స్ని ఎంటర్ చెయ్యండి; ఒకవేళ పాఠశాలకు వెళ్ళి విద్యాస్థాయిని సంపాదించకుండా, వయోజన విద్య కార్యక్రమానికి హాజరయినచో కోడ్ 28 వెయ్యాలి.

Q2.1.2: Ask whether the person is currently in full time or adult education. Probe to find out if they are attending regularly or are absent sometimes. In the case of adults, record whether they are in adult education, since this may not be full time but is still important to know. This question must be answered for every household member.

ఆ వ్యక్తిని ఫుల్ టైం కాని, adult education కాని వెళ్ళారేమో అడిగి తెలుసుకోండి. వారు స్కూలుకి సక్రమంగా వెళ్తున్నారో లేక కొన్నిసార్లు మానివేస్తున్నారేమో పరిశోధించి తెలుసుకోండి. ఒకవేళ ఆ వ్యక్తులు పెద్దవాళ్ళయితే, ఇంకా వారు వయోజన విద్యకు వెళ్తున్నారేమో కనుక్కోండి. అది ఫుల్ టైం ఎడ్యుకేషన్ కాకపోయినా తెలిసికోవడం చాలా ముఖ్యం. ఈ ప్రశ్న కుటుంబంలోని ప్రతి ఒక్క వ్యక్తిని అడిగి తెలుసుకోవాల్సివచ్చినది.

FIELDWORKER INSTRUCTION: Enter the IDs from the household roster of ALL children (5-17) in the household, even if they are not currently enrolled in school. If a child is not currently enrolled in school then only answer Q 2.2.5 for this child (put 88=N/A for Q2.2.1- 2.2.4).

హౌస్‌హోల్డ్ రోస్టర్ నుండి ఇంట్లో వున్న చిన్న పిల్లలందరి (5-17) ఐడిలని ఒకవేళ వారు ప్రస్తుతము స్కూలులో నమోదు చేయబడనప్పటికీ ఎంటర్ చెయ్యండి. ఒకవేళ పిల్ల/పిల్లవాడు ప్రస్తుతము పాఠశాలలో నమోదు చేయబడివుండనట్లయితే, అప్పుడు ఈ పిల్ల/పిల్లవాడు 2.2క మాత్రమే జవాబు చెప్పాలి. (put 88=N/A for Q2.2.1- 2.2.4).

Q2.2.1: Establish the highest educational grade obtained by the household member aged below 18 years. If they are still in education, record the highest grade completed so far. This question should be completed for all household members regardless of age. If they have not completed any grades, record 00. If they have completed secondary education and gone on to further education, enter the codes that match this level (13=Post secondary vocational; 14=University; NB these codes may vary slightly between countries). If they have not done formal grades, but have gone to religious school, enter 29; if they have not completed formal grades but have attended an adult literacy programme, this should be coded as 28.

18 సంవత్సరాలు లోపల వయస్సు ఉన్న కుటుంబ సభ్యులు పొందిన అత్యున్నత విద్యాస్థాయి గురించి తెలుసుకోండి. వారు ఇంకనూ చదువుకొంటూ వున్నట్లయితే, ఇప్పటికి వారు పొందిన అత్యున్నత విద్యాస్థాయిని రికార్డు చెయ్యండి. ఈ ప్రశ్న, వయస్సు నిమిత్తం లేకుండా కుటుంబ సభ్యులందరితోనూ పూర్తి చేయవలసింది. వారు విద్యాస్థాయిలేవీ పూర్తి చేయని ఎడల కోడ్ '00' అని రికార్డు చెయ్యండి. ఒకవేళ వారు సెకండరీ ఎడ్యుకేషన్ పూర్తి చేసినట్లయితే, మరియు వారు పై చదువులకి వెళ్ళినట్లయితే, ఈ చదువుకి జతపడే కోడ్స్ వెయ్యండి. (13=Post secondary vocational; 14=University - గమనిక : ఈ కోడ్స్ దేశానికి దేశానికి కొద్దిగా మారి వుండవచ్చు.) ఒకవేళ వారు ఫార్మల్ పాఠశాలకు పోయి చదువుకొని వుండకపోయినట్లయినప్పటికీ, మతపరమైన పాఠశాలకు పోయినట్లయితే 29 కోడ్ వెయ్యండి. మరియు ఫార్మల్ పాఠశాలకు పోయి విద్యాస్థాయి పొందనప్పటికీ, వయోజన విద్యా కార్యక్రమానికి హాజరయినచో, 28 కోడ్ వెయ్యండి.

Q2.2.2: Ask whether the child is currently in full time education. Probe to find out if they are attending regularly or are absent sometimes. If they are currently attending, **skip to 2.2.5.**

పిల్ల/పిల్లవాడు ప్రస్తుతము ఫుల్ టైం విద్యలో వున్నారేమో అడిగి తెలుసుకోండి. వారు సక్రమంగా హాజరవుతున్నారో లేక కొన్నిసార్లు మానివేస్తున్నారేమో పరిశోధించి తెలుసుకోండి. ఒకవేళ ప్రస్తుతము స్కూల్‌కి వెళ్ళుచున్నట్లయితే 2.25కి స్కిప్ చెయ్యండి.

Q2.2.3: If the child is not currently in full time education, establish why. Enter the code from CODEBOX #1. Remember that if the child is too young then there is a code for this. If the child has never been enrolled, fill in 2.2.3 and skip to the next child. Put 88=N/A if they are currently receiving full time education.

ఒకవేళ పిల్ల/పిల్లవాడు ప్రస్తుతము ఫుల్ టైం విద్యకి హాజరవనట్లయితే ఎందుకు వెళ్ళలేదో అడిగి తెలుసుకోండి. కోడ్ బాక్స్ 1 నుండి కోడ్ వెయ్యండి. ఒకవేళ పిల్ల/పిల్లవాడు మరీ చిన్న వారయితే, దానికి సరిపడ కోడ్ ఉంది. ఒకవేళ పిల్ల/పిల్లవాడు స్కూలులో ఇంకనూ నమోదు చేయబడనట్లయితే 2.2.3ని నింపి, తరువాత పిల్ల/పిల్లవాని వివరాలను అడగండి. ఒకవేళ వారు ప్రస్తుతము ఫుల్ టైం ఎడ్యుకేషన్‌ని పొందుచున్నట్లయితే 88=N/A అని వ్రాయండి.

Q2.2.4: If the child used to be in full time education and has stopped, establish the age when s/he completed full time education.

పిల్ల/పిల్లవాడు ఒకవేళ ఫుల్ టైం ఎడ్యుకేషన్‌లో వుండి, మాని వేసినట్లయితే, ఏ వయస్సులో ఫుల్ టైం ఎడ్యుకేషన్ పూర్తి చేసినారో తెలుసుకోండి.

Q2.2.5: For all children who have ever been in full time education, ask how old s/he was when s/ he first started.

పిల్లలందరినీ ఎవరైనా ఎప్పుడైనా ఫుల్ టైం ఎడ్యుకేషన్ లో వుండి వున్నట్లయితే, ఆ పిల్ల/పిల్లవాడు ఏ వయస్సులో వున్నప్పుడు స్కూలుకి వెళ్ళడం ప్రారంభించారో కనుక్కోండి.

Q2.2.6 Determine the type of school that each child is attending using the education codes given. ఇచ్చిన కోడ్స్ ని ఉపయోగిస్తూ, పిల్ల/పిల్లవాడు ఏరకమైన పాఠశాలకు వెళ్ళుచున్నారో నిర్ణయించండి.

Q2.2.7: Ask for and write in the name of the school. This will allow for further information about the child's education to be gathered by comparison with the community questionnaire.

పాఠశాల పేరు అడిగి వ్రాయండి. ఇది మీకు పిల్ల/పిల్లవాడి చదువు గురించి, కమ్యూనిటీ ప్రశ్నావళితో పోల్చిచూసి, ఇంకను సమాచారం తీసికోవటానికి సాయపడుతుంది.

Q2.2.8: From the codes given determine how well the child is performing at school. You may need to prompt the respondent by asking him/her to compare to how well other children of the same age are doing at the same school.

ఇచ్చిన కోడ్స్ ను ఉపయోగించి పిల్ల/పిల్లవాడు ఎంత బాగా స్కూలు వద్ద రాణించుచున్నాడో నిర్ణయించండి. మీరు, బహుశా జవాబు చెప్పే వ్యక్తి పిల్ల/పిల్లవానికి వయస్సు ఉన్న ఇతర పిల్లలతో పోల్చి, వారెంత బాగా రాణిస్తున్నారో చెప్పమని అడగండి. Prompt చేయాల్సి రావచ్చు.

Q2.2.9: From the codes given determine what the respondent thinks about the school's teaching and infrastructure. It is a broad measure of their perception of the quality of the school.

ఇచ్చిన కోడ్స్ నుండి జవాబు చెప్పే వ్యక్తి స్కూలు బోధన గురించి, మౌళిక సదుపాయాలు, సౌకర్యాల గురించి ఏమనకుంటున్నారో నిర్ణయించండి. స్కూలు ఎంత బాగా వుందో తెలిసికోవటానికి ఇది ఒక ఒక కొలబద్ద.

Q2.3.1-2.6.4 India specific questions require instructions. For the information on these schemes, please see 'Annexure' at the end of the manual.

SECTION 3 – LIVELIHOODS & ASSET FRAMEWORK

3A – LAND AND CROP AGRICULTURE

PURPOSE:

The purpose of this section is to find out about the land belonging to the household and how it is used.

కుటుంబానికున్న స్థలం గురించి, దాన్ని ఎలా ఉపయోగిస్తున్నారో తెలిసికోవడం ఈ విభాగం యొక్క ముఖ్య ఉద్దేశం.

DEFINITIONS:

Sharecropped in/ rented in refers to the household sharecropping or renting land *from* someone else. Sharecropped out/ rented out refers to the household sharecropping/renting their land *to* someone else.

Sharecropped in/ rented in అంటే పొలాన్ని ఇద్దరు కలిసి కౌలుకి తీసుకోవడం. Sharecropped out/ rented out అంటే పొలాన్ని ఇద్దరు కలిసి ఇవ్వటం.

Bequest means inheritance. – Bequest అనగా వారికి వారసత్వంగా వచ్చినది.

RESPONDENTS

Determined from preliminary interview, but probably the household head (or the person who knows most about sale of crops, crop prices, market prices etc).

ప్రిలిమినరీ ఇంటర్వ్యూ నుండి నిర్ధారించండి కాని ఇంటి పెద్ద, జవాబు చెప్పే వ్యక్తి కావచ్చు (లేదా పంట అమ్మకం, పంట ధర మార్కెట్లో ధర గూర్చి తెలిసిన వ్యక్తి కావచ్చు).

INSTRUCTIONS:

Q3.0: Identify the respondent of this section in the household roster, and record their roster ID.

హౌస్‌హోల్డ్ రోస్టర్ నుండి జవాబు చెప్పే వ్యక్తిని గుర్తించి, వారి ఐడిని రికార్డు చెయ్యండి.

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.”

చెప్పండి : నేను ఇప్పుడు మిమ్మల్ని, ఈ కుటుంబంలోని వ్యక్తులు జీవనోపాధికోసం ఏం పని చేస్తున్నారో, వాళ్ళకుగల ఆస్తులేవో వాటిగురించి అడగబోచున్నాము.

Q3.1: This question is a filter to identify those households which did borrow or rent any land. If they did not, or if the answer is NK ➤ **skip to 3.10**. If the answer is Yes, you will have to ask Q3.2-3.9. This question includes the land the dwelling (house) is on.

ఈ ప్రశ్న, కౌలుకి తీసుకొన్న లేక కౌలుకు ఇచ్చిన కుటుంబాన్ని గుర్తించేందుకు ఉపయోగపడుతుంది. వారు ఈ ప్రశ్నకు ‘తెలియదు’ అని చెప్పినా లేక వారి సమాధానము NK అని అయినా, 3.10కి స్కిప్ చెయ్యండి. ఒకవేళ వారి సమాధానం ఔను అయినచో మీరు 3.2-3.9లని అడగాలి. ఈ ప్రశ్న నివాసం వుండే స్థలానికి కూడా వర్తిస్తుంది.

FIELDWORKER: Starting with the house and then asking about the largest plot and finishing with the smallest (or what makes sense culturally), get the respondent to provide the information asked in Q3.2.1-3.2.15. You should write the names (eg. Local names) of the plot corresponding to each plot ID in a notebook so that you can refer to the relevant plot by name when you move on to Q3.2.9, 3.2.12, 3.2.15, 3.3 and 3.4. The specific plots’ ID numbers in the first table (3.2.1-3.2.6) must match the specific plots’ ID numbers in the second table (3.3.1-3.3.3) and third table (3.4.1-3.4.4) so that we can attribute uses, crops and earnings to specific plots.

ఇల్లు వున్న స్థలం నుండి మొదలుపెట్టి అన్నింటికన్నా పెద్ద స్థలం వున్న ప్లాట్-1 గురించి అడుగుతూ, అన్నింటికన్నా చిన్న స్థలంతో ముగిస్తూ (లేక అక్కడి వ్యవహారానికి అర్థమయ్యేట్లు) జవాబు చెప్పే వ్యక్తి 3.2.1-3.2.15 ప్రశ్నలకి సమాధానం చెప్పేట్లు సిద్ధపరచండి. మీరు ఆయా ప్లాట్ల యొక్క పేర్లు (ఉదా: ఆ ప్రాంతపు పేర్లు) మీ నోట్ బుక్ లో వ్రాయాలి. అలా చేస్తే మీరు 3.2.9, 3.2.12, 3.2.15, 3.3 మరియు 3.4 ప్రశ్నలకి వెళ్ళినప్పుడు ఆ స్థలాన్ని గురించి పేరుని బట్టి అడగవచ్చు. మొదటి టేబిల్ లో వున్న (3.2.1-3.2.6), specific plots యొక్క ఐడి నెంబర్లు, రెండో పట్టికలో వున్న (3.3.1-3.3.3) specific plots యొక్క ఐడి నంబర్స్ కి మరియు మూడో టేబిల్ (3.4.1-3.4.4)లోని specific plots కి యొక్క ఐడి నంబర్స్ కి జతపరచాలి. ఆ విధంగా మనం specific plots కి ఉపయోగాలు, పంటలు మరియు ఆదాయాలు కూడా ఆపాదించవచ్చు.

Q3.2.1: Record the size of each plot in local units.

ప్రతి ప్లాట్ యొక్క పరిమాణం స్థానిక కొలతలతో రికార్డు చెయ్యండి.

Q3.2.1.1: Record the unit of measurement used. Make sure the unit you record is the one in which the size was given. Do not attempt to convert the size to a different unit. The community questionnaire will be used to collect information on how to convert these units.

కొలిచేందుకు ఉపయోగించిన కొలతలని రికార్డు చెయ్యండి. మీరిచ్చిన యూనిట్ పరిమాణం చెప్పేదేదో అదే అని చూసి నిర్ధారణ చేసుకోండి. వేర్వేరు size ఈ యూనిట్స్ కి మార్చి చూడవద్దు. దానికి కమ్యూనిటీ ప్రశ్నావళిని ఉపయోగిస్తారు.

Q3.2.2: Ask which of the codes best describes the land. In this question “sharecropped in” refers to whether the household is sharecropping on someone else’s land and “rented in” means the household rents land from someone else and does not, therefore, own this plot.

ఇచ్చిన కోడ్స్ లో స్థలాన్ని గురించి ఏది బాగా చెప్తుందో (ఏ కోడ్ సరిగ్గా స్థలాన్ని గురించి చెప్పటానికి ఉపయోగపడుతుందో) దానిని గురించి అడగండి. ఈ ప్రశ్నలో 'sharecropped in' అనే పదం ఈ కుటుంబం వేరొక కుటుంబం యొక్క స్థలాన్ని 'పాలికి తీసుకోవడం'ని సూచిస్తుంది. 'Rented in' అనే పదం 'పాలికి తీసుకోవడం'ని సూచిస్తుంది.

Q3.2.3: Starting with the plot with the household’s living accommodation, establish what each plot is used for. Record the appropriate code from the list. Probe to find out if the plot with the house on it also has other uses and consider codes 02-04 if there is more than just the household’s living accommodation on the plot. In this question “sharecropped out” refers to whether the household has other people sharecropping on their land [so the code 01 should have been put in the previous question] and “rented out” means that the land that is “owned” [so the code 01 should have been put in the previous question] is rented out.

ఈ కుటుంబం వుంటున్న నివసిస్తున్న ఇల్లు వున్న స్థలంతో మొదలు పెట్టి, ప్రతి ఒక్క స్థలం ఎలా ఉపయోగిస్తున్నారో నిర్ణయించండి. లిస్ట్ ని ఉపయోగించి తగిన/సరిపోవు కోడ్ ని రికార్డు చెయ్యండి. ఈ కుటుంబం యొక్క ఇల్లు వున్న స్థలం (ప్లాట్లు)ని (ఇంటికొరకు కాక) వేరే విధంగా కూడా ఉపయోగిస్తున్నారేమో పరిశోధించి తెలిసికోండి. ఆస్థలంలో ఇల్లుని కట్టుకొని వుండటానికి కాకుండా, మరితర ఉపయోగాలుంటే, 02-04 అనే కోడ్ ని ఉపయోగించండి. ఈ ప్రశ్నలో 'sharecropped out' అనే పదం, ఈ కుటుంబం యొక్క స్థలంలో ఇతరులు sharecropping చేసికొంటున్నారని అర్థం. (ముందు ప్రశ్నలో 01 కోడ్ ఉండి ఉండాలి), మరియు 'rented out' అనగా సొంత స్థలం అద్దెకు/కొలుకి ఇచ్చారని అర్థం.

Q3.2.4: Establish whether the household would be able to transfer the full use of this plot to anyone else through sale, gift or bequest. If they answer that they would not be able to transfer the land to someone else, record 00 for “No”. If they answer that they could transfer it without consulting anyone else or asking for approval, enter 01 for “Full transfer rights”. Record 02 for “Only bequest” if the land can only be transferred to someone else via inheritance. If community approval is needed before the household can transfer the land to someone else, enter 03 for “Transfer only with formal community approval.”

ఈ కుటుంబం ఈ స్థలం పూర్తిగా ఉపయోగించుకోవటానికి, ఇంకెవరికైనా, అమ్మకంద్వారా గాని, బహుమతిగా గాని, వారసత్వంగా

గాని, ఇవ్వగలరేమో అనే విషయాన్ని నిర్ధారణ చేయండి. ఒకవేళ వారు ఈ స్థలాన్ని ఇంకెవరికీ ఇవ్వలేరు అని చెప్పినచో 00 అని కోడ్ రికార్డు చెయ్యండి. ఒకవేళ వారు ఇతరులనెవరినీ సంప్రదించనవసరం లేకుండా/వారి అనుమతి అవసరం లేకుండా ఈ స్థలాన్ని వేరొకరికి ('Full transfer rights') ఇవ్వగలము అని చెప్పినచో 01 అని రికార్డు చెయ్యండి. "Only bequest" (వారసత్వంగా మాత్రమే) అంటే 02 వెయ్యండి. ఒకవేళ మీరు ఈ స్థలం మీద హక్కు వేరొకరికి బదిలీ చెయ్యాలంటే ఈ ప్రాంతంలోని ప్రజల అనుమతి అవసరం అయితే, "Transfer only with formal community approval" అనే దానికోసం 03 అనే కోడ్ వెయ్యండి.

Q3.2.5: Establish whether (in the last 12 months) anyone in the household would have been able to use this plot as collateral. If No or NK, ask about the other plots and then skip to Q3.2.7.

ఈ కుటుంబంలో ఎవరైనా ఈ స్థలాన్ని (గత 12 నెలలో) తాకట్టు పెట్టి వున్నారేమో అడగండి. ఒకవేళ 'లేదు' లేక తెలియదు అని అని అంటే ఇతర స్థలాల గురించి అడగండి మరియు ప్రశ్న 3.2.7కి స్కిప్ చెయ్యండి.

Q3.2.6: Ask who would be able to do this transfer OR use the plot as collateral. If the respondent says that this is two different people, ask who would be able to TRANSFER the land. If this person is someone from the household, enter their roster ID from the household roster. If the person is someone from outside the household, enter 90.

ఎవరు ఈ స్థలంమీద హక్కుని వేరొకరికి ఇవ్వగలరో లేక తాకట్టు పెట్టగలరో అడిగి తెలుసుకోండి. జవాబు చెప్పేవ్యక్తి తను కాదు అని చెప్పిన యెడల, ఎవరు ఆ స్థలాన్ని ఇవ్వగలరో లేక తాకట్టు పెట్టగలరో అడగండి. ఒకవేళ ఆ వ్యక్తి ఆ కుటుంబంలోని వారైన యెడల హౌస్‌హోల్డ్ రోస్టరు నుండి వారి ఐడిని ఎంటర్ చెయ్యండి. ఒకవేళ జవాబు చెప్పే వ్యక్తి కుటుంబంలోని వారు కాక బయటి వారైతే 90 అనే కోడ్ ఎంటర్ చెయ్యండి.

Q3.2.7: Identify the main person responsible for making decisions about most of the plots (over the last 12 months). If the respondent answers that different people would be responsible for making decisions about different plots, ask who is responsible for the most. If this person is someone from the household, enter their roster ID from the household roster. If the person is someone from outside the household, enter 90. If the answer is the household as a whole, enter 80. If the caregiver is identified, skip to Q3.2.10.

ఉన్న స్థలాల్లో ఎక్కువ స్థలం గురించిన నిర్ణయాలు (గత 12 నెలలో) ఎవరు ప్రధానంగా తీసుకుంటారో ఆ వ్యక్తిని గుర్తించండి. ఒకవేళ జవాబు చెప్పే వ్యక్తి వేర్వేరు వ్యక్తులు, వేర్వేరు పొలాల గురించి నిర్ణయాలు తీసుకోవటంలో బాధ్యులు అని చెబితే, వారిలో ఎక్కువ నిర్ణయాలు ఎవరు తీసుకొంటారో అడగండి. ఈ వ్యక్తి కుటుంబంలోని వారిలో ఒకరు అని చెబితే హౌస్‌హోల్డ్ రోస్టర్ నుండి ఆ వ్యక్తి ఐడి వెయ్యండి. ఆ వ్యక్తి కుటుంబంలోని వ్యక్తి కాకుండా బయటివారెవరో అని చెబితే 90 కోడ్ వెయ్యండి. ఒకవేళ జవాబు కుటుంబంలోని వారు మొత్తంగా అంటే 80 అని వెయ్యండి. ఆ నిర్ణయం తీసుకొనే ప్రధాన వ్యక్తి కేర్‌గివర్ అయితే ప్రశ్న 3.2.10కి స్కిప్ చేయండి.

Q3.2.8: Ask whether the caregiver is responsible for making any of the key decisions about any of the plots. If they are not, skip to Q3.2.10

ఏ ప్లాటు గురించైనా ముఖ్యమైన నిర్ణయాలు తీసుకోవటంలో కేర్‌గివర్ బాధ్యులేమో అడగండి. ఒకవేళ వారు కాకపోతే ప్రశ్న 3.2.10కి స్కిప్ చెయ్యండి.

Q3.2.9: Ask which plots the caregiver is responsible for. You can enter up to three plot IDs. If less than three are identified, enter 88 in the remaining boxes.

ఏ ప్లాటు/ప్లాట్లకి కేర్‌గివర్ బాధ్యత కలిగి ఉన్నారో అడగండి. మీరు 3 ప్లాట్ ఐడిల ద్వారా ఎంటర్ చెయ్యవచ్చు. ఒకవేళ 3 ప్లాట్ల కంటే తక్కువని గుర్తిస్తే 88 కోడ్‌ని మిగిలిన బాక్స్‌లలో వేయండి.

Q3.2.10: Establish the main person responsible for looking after/farming most of the land (over the last 12 months). The same instructions apply as those for Q3.2.7. Enter 88 for N/A if the

household does not farm this plot (eg. If all the land is left fallow or rented out). If the caregiver is identified, skip to Q3.2.13.

ఎక్కువ భాగం స్థలాన్ని చూసుకొనేందుకు/వ్యవసాయం చేసేందుకు (గత 12 నెలలుగా) ఎవరు బాధ్యత కల్గి ఉన్నారో అడగండి. ప్రశ్న 3.2.7కి ఇచ్చిన సూచనలే వర్తిస్తాయి. ఒకవేళ ఈ కుటుంబం, ఆ స్థలంలో వ్యవసాయం చేయకపోతే (ఉదా: మొత్తం స్థలం fallowగా వుంచటం లేక కౌలుకివ్వడం) 88 NA గా ఎంటర్ చెయ్యండి. కేర్గివర్ ఆ విషయంలో బాధ్యత కల్గి ఉంటే, ప్రశ్న 3.2.13కి స్కిప్ చేయండి.

Q3.2.11 Ask whether the caregiver is responsible for looking after/farming any of the land. If they are not, skip to Q3.2.13.

కేర్గివర్ స్థలాన్ని చూసుకోవటంతోగాని, ఆ స్థలంలో వ్యవసాయం చేయటానికి బాధ్యత కల్గి ఉన్నారేమో తెలుసుకోండి. వారు కాకపోతే ప్రశ్న 3.2.13కి స్కిప్ చెయ్యండి.

Q3.2.12 Ask which plots the caregiver is responsible for looking after/farming. You can enter up to three plot IDs. If less than three are identified, enter 88 in the remaining boxes.

కేర్గివర్ ఏ స్థలాన్ని చూసుకొనేటందుకు/వ్యవసాయం చేసేందుకు బాధ్యత కల్గి ఉన్నారో తెలుసుకోండి. మీరు 3 స్థలాలదాకా ఎంటర్ చెయ్యవచ్చు. మూడు కంటే తక్కువ స్థలాల్ని గుర్తిస్తే మిగిలిన బాక్స్లలో 88 అని వెయ్యండి.

Q3.2.13 Establish the main person who controls the use of the earnings from the sale of goods or rent from most of the plots (over the last 12 months). The same instructions apply as those for Q3.2.7. If the caregiver is identified, skip to Q3.3.

ఎక్కువ స్థలాల్లో ఉత్పత్తి చేసిన వస్తువులు అమ్మటం ద్వారా లేక స్థలాన్ని అద్దెకివ్వటం ద్వారా వచ్చిన ఆదాయాన్ని ఉపయోగించటంలో అధికారం వున్న ప్రధానమైన వ్యక్తి ఎవరో నిర్ణయించండి.

Q3.2.14 Ask whether the caregiver controls the use of earnings from the sale of goods or rent from any of the land. If they are not, skip to Q3.3.

కేర్గివర్ ఏ స్థలం నుండియైనా వచ్చే రాబడి అద్దె ద్వారా, స్థలం అమ్మకం ద్వారా వచ్చే డబ్బుపై నియంత్రణ కలిగి ఉన్నారా అడగండి. ఒకవేళ వారు నియంత్రణ కలిగి యుండకపోతే ప్రశ్న 3.3.3కి స్కిప్ చెయ్యండి.

Q3.2.15 Ask which plots the caregiver controls the earnings from. You can enter up to three plot IDs. If less than three are identified, enter 88 in the remaining boxes.

ఏ స్థలం మీద వచ్చే రాబడిపై కేర్గివర్ నియంత్రణ కలిగి వున్నాడో అడగండి. మూడు ప్లాట్ల వరకు ఐడి ఎంటర్ చెయ్యవచ్చు. మూడు కంటే తక్కువ ప్లాట్లు గుర్తించినచో మిగిలిన బాక్స్లలో 88 వెయ్యండి.

INSTRUCTION TO FIELDWORKER: Refer back to the table Q3.2 and insert the codes for all the plots that are not being used by the household for growing crops (i.e. All those with codes in column 3.2.3 that are NOT 05). Insert all the non-crop plots into table 3.3. For each plot that is not used for growing crops, ask Q3.3.1-Q3.3.3.

వెనుక వివరించిన 3.2లో వున్న టేబిల్ని రిఫర్ చెయ్యండి మరియు పంటలు పండించే స్థలం కాకుండా ఈ కుటుంబానికి వున్న మిగిలిన మొత్తం స్థలం గురించి కోడ్స్ వెయ్యండి (అంటే, 3.2.3 కాలంలో వున్న 05 కాని, అన్ని కోడ్స్). 3.3లో పంటల కోసం ఉపయోగించని అన్ని స్థలాలు వ్రాయండి. పంటలు పండించే స్థలం కాకుండా వున్న ప్రతి స్థలం కోసం ప్రశ్న 3.3.1 నుండి ప్రశ్న 3.3.3 దాకా అడగండి.

Q3.3.1: For each plot not used for growing crops, ask if the household received any income, in cash or in-kind from this land. If no income was received, skip to Q3.3.3.

పంటలు పండించే స్థలం కాని ప్రతి స్థలం నుండి ఈ కుటుంబం, ధనరూపంలోగాని, ఇతరంగా గాని రాబడి పొందిందేమో అడగండి. రాబడి ఏమీ లేనట్లయితే 3.3.3కి స్కిప్ చెయ్యండి.

Q3.3.2: For each plot on which income was received in the last 12 months, ask the respondent for the total (gross) value of this income.

ప్రతి స్థలంపై గత 12 నెలలుగా వచ్చిన మొత్తం ఆదాయం విలువ ఎంతో జవాబు చెప్పే వ్యక్తిని అడగండి.

Q3.3.3: For all (non-crop) plots, ask how much money was spent on this plot, including maintenance and improvements (buildings, services, repairs).

పంటలు పండించని స్థలం, ప్రతి స్థలంపై ఎంత వ్యయం చేశారో, మెయింటెనెన్స్ మరియు బాగుచేయడం (buildings, services, repairs)తో సహా, ఎంతో అడగండి.

INSTRUCTION TO FIELDWORKER: Refer back to the table Q3.2 and insert the codes for all the plots that are being used by the household for growing crops (05 codes in column 3.2.3), insert the codes for these plots into table 3.4. For each plot that is used for growing crops, ask Q3.4.1- Q3.4.4. Then ask questions 3.5- 3.8. For respondents who do not grow crops on any of their land, skip to section 3B.

ప్రశ్న 3.2లో వున్న టేబుల్ ని రిఫర్ చేసి, ఈ కుటుంబం పంటలు పండించేందుకు ఉపయోగించిన స్థలాలన్నింటికీ కోడ్స్ వెయ్యండి (3.2.3 కాలంలో వున్న 05 కోడ్స్), ఈ స్థలాల కోడ్స్ ని 3.4లో వున్న టేబుల్ లో వెయ్యండి. పంటలు పండించేందుకు ఉపయోగించే ప్రతి స్థలం గురించి ప్రశ్న 3.4.1 నుండి 3.4.4 దాకా అడగండి. అప్పుడు 3.5 నుండి 3.8 దాకా అడగండి. జవాబు చెప్పే వ్యక్తులలో, ఎవరైనా వారి స్థలాన్ని పంటలు పండించేందుకు ఉపయోగించక పోయినట్లయితే సెక్షన్-3బికి స్కిప్ చెయ్యండి.

Q3.4.1: Ask the respondent what the main crops are that are grown in the rainy season (*country specific*). Enter the codes from CODEBOX #3. If there are more than two crops, enter the two most important. If the answer is less than two, enter 88 in the second box. If no crops were grown in this season, enter 88.

జవాబు చెప్పే వ్యక్తిని ఖరీఫ్ సీజన్ లో పండించే ప్రధానమైన పంటలేవో అడగండి (*country specific*). CODE BOX #3 నుండి కోడ్ ఎంటర్ చెయ్యండి. ఒకవేళ రెండు కంటే ఎక్కువ వున్నచో రెండు ముఖ్యమైన పంటల కోడ్స్ ని ఎంటర్ చెయ్యండి. రెండుకంటే తక్కువ అని జవాబు చెప్పినచో 88 అని రెండో బాక్స్ లో ఎంటర్ చెయ్యండి. ఒకవేళ ఈ సీజన్ లో పంటలేవీ పండించలేదు అన్నట్లయితే 88 అని వెయ్యండి.

Q3.4.2: Repeat Q3.4.1 for the dry season.

రబీ సీజన్ పంటల కోసం ప్రశ్న 3.4.1ని తిరిగి అడగండి.

Q3.4.3: Establish whether any of this plot was irrigated in the last 12 months.

గత 12 నెలలలో ఎవరైనా స్థలాన్ని నీటితో సాగు చేశారామో నిర్ధారణ చేసికోండి.

Q3.4.4: Establish the proportion of this plot that was irrigated during the last dry season. Enter the code from the list given. Enter 88 if the household has not irrigated any land. This is the proportion of ALL land used, but does not include land that is rented out.

గత రబీ కాలంలో వున్న స్థలంలో ఎంత శాతం నీటితో సాగు చేశారో తెలుసుకోండి. ఇచ్చిన లిస్టులోని కోడ్స్ ని ఎంటర్ చెయ్యండి. ఒకవేళ ఈ కుటుంబం ఏ భాగాన్ని సాగు చేయకుండా వుంటే 88 అని ఎంటర్ చెయ్యండి. ఈ ఉపయోగించబడిన స్థలం, మొత్తం సాగుచేయబడిన స్థలం గురించి చెప్తుంది. కానీ కౌలుకి ఇచ్చిన స్థలం దీనిలోనికి రాదు.

Q3.5: Ask whether the household has used any chemical fertiliser on that plot of land in the last 12 months.

గత 12 నెలలలో కుటుంబంలో ఎవరైనా ఈ స్థలంలో రసాయనిక ఎరువులు ఉపయోగించారేమో అడగండి.

Q3.6: Ask the respondent whether anyone in the household has used any methods to increase the yield of their commercial crops in the last 12 months. For example, if HYV or improved variety seeds were used.

జవాబు చెప్పే వ్యక్తి గత 12 నెలలో ఈ కుటుంబంలో ఏదైనా వాణిజ్య పంటల దిగుబడి పెంచేందుకు ఏవైనా పద్ధతులు ఉపయోగించారేమో అడగండి. ఉదాహరణకు HYV కానీ మెరుగైన విత్తనాలు వాడడంలాంటి పద్ధతులు.

Q3.7: Establish if, in the last 12 months, the respondent or anyone in the household has ever shared a tractor or other farming vehicle with other people in the community. This does not include owning it.

గత 12 నెలలో జవాబు చెప్పే వ్యక్తి గాని, ఆ కుటుంబంలో ఇంకెవరైనా కాని ట్రాక్టరు గాని మరి ఏ ఇతర వ్యవసాయ పరికరాలు కానీ ఈ గ్రామంలో ఇతరులతో కలిసి పంచుకొన్నారేమో అడిగి తెలుసుకోండి.

Q3.8: Establish if, in the last 12 months, the respondent or anyone in the household has ever shared labour (agricultural labour) with other people in the community. E.g. sharing labour between farms.

జవాబు చెప్పే వ్యక్తిని, గత 12 నెలలలో జవాబు చెప్పే వ్యక్తిగాని ఆ కుటుంబంలో ఇంకెవరైనా గాని వ్యవసాయ కూలి పనిని ఈ గ్రామంలో ఇతరులతో గానీ పంచుకొన్నారేమో అడిగి తెలుసుకోండి.

FIELDWORKER: Ask the respondent to provide the information on each crop cultivated by the household in the last agricultural year.

ఫీల్డ్ వర్కర్: జవాబు చెప్పే వ్యక్తిని, గత వ్యవసాయ సంవత్సరములో ఆ కుటుంబంలో వారు పండించిన ప్రతి పంట గురించిన సమాచారాన్ని అందించమని అడగండి.

Q3.9.1: Enter the crops cultivated by the household this year according to the codes provided in questions 3.4.1 and 3.4.2 (taken from Code Box #3).

ఈ సంవత్సరములో ఈ కుటుంబీకులు పండించిన పంటలను, 3.4.1 మరియు 3.4.2 ప్రశ్నలతో పొందుపరిచిన కోడ్స్ ప్రకారము ఎంటర్ చెయ్యండి (Code Box #3 నుంచి తీసుకొని).

Q3.9.2: Enter the total quantity of this crop harvested in the last agricultural year using the given quantity unit.

గత వ్యవసాయ సంవత్సరంలో మొత్తం ఎంత పంట పండించారో ఇచ్చిన కొలతల్లో ఎంటర్ చెయ్యండి.

Q3.9.3: Establish the total value of the harvest for each crop in the last agricultural year. This should be entered in the local currency.

గత వ్యవసాయ సంవత్సరములో పండించిన ప్రతి పంటకు మొత్తం ఎంత విలువ వచ్చిందో తెలిసికోండి. ఇవి (ఈ విలువ) local currencyలో ఎంటర్ చెయ్యండి.

Q3.9.4: Establish the operational costs incurred in producing this crop in the last agricultural year.

గత వ్యవసాయ సంవత్సరంలో ఈ పంట పండించేందుకు అయిన ఖర్చు ఎంతో తెలిసికోండి.

3B – TIME ALLOCATION OF ADULTS AND CHILDREN

PURPOSE:

The purpose of this section is to find out the paid and unpaid work activities performed by each member of the household. This should be entered in the local currency.

ముఖ్యోద్దేశం : ఈ విభాగం యొక్క ముఖ్యోద్దేశం ఈ కుటుంబంలోని ప్రతి సభ్యుని వేతన పొందే, వేతనం పొందకుండా చేయు కార్యకలాపాలు గురించి తెలుసుకోవడం. ఈ విలువ local currencyలలో వ్రాయాలి.

DEFINITIONS:

Typical means usual. A typical day during the week is more likely to be a week day or a day on which the person performs the activities that they do most often.

టిపికల్ అంటే సాధారణంగా/మామూలుగా అని అర్థం. Typical day during the week అంటే వారం రోజులలో ఎక్కువ తరచూ చేసే పనులు చేసే ఒక రోజు.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

Preliminary interview లోనే నిర్ధారించిన వ్యక్తి గాని, ఎక్కువగా ఆ కుటుంబం యజమాని అయి వుంటారు.

INSTRUCTIONS:

FIELDWORKER: For each member of the household, enter their ID in Table 3.10. Q3.10.1 - 3.10.7 continue over three tables. Before you ask any of the questions, enter the ID of each household member in to all three of these tables. Then of each household member you will have to ask Q3.10.1 - 3.10.10. Use the household roster card to refer to each person by name. Make sure the person you are asking about corresponds to the ID for which you are filling in information.

కుటుంబంలోని ప్రతి ఒక్క సభ్యునికి 3.10 టేబిల్‌లో వారి ఐడిని ఎంటర్ చెయ్యండి. 3.10.1-3.10.7లను మూడు టేబుల్స్‌లో ఉంటాయి. మీరు ఏదైనా ప్రశ్న అడిగేముందే కుటుంబంలో ప్రతి ఒక్క సభ్యుని యొక్క ఐడిని మూడు టేబుల్స్‌లోనూ ఎంటర్ చెయ్యండి. అప్పుడు కుటుంబంలోని ప్రతి ఒక్క సభ్యుని 3.10.1 నుండి 3.10.10 వరకు వున్న ప్రశ్నలను అడగండి. హౌస్‌హోల్డ్ రోస్టర్‌లో కోడ్‌ని, ప్రతి ఒక్క సభ్యుని పేరు తెలిసికొనేందుకు ఉపయోగించండి. మీరు ప్రశ్న అడిగే వ్యక్తి, మీరు సమాచారాన్ని నింపే ఐడికి జతపడివున్నదో లేదో సరి చూసుకోండి.

Q3.10.1: Establish whether the person has a permanent disability that may affect work output. The nature of the disability does not matter; we are just concerned with whether or not it affects their work compared to someone of the same age without a disability. Enter the appropriate code from CODEBOX #4.

అంగవైకల్యం వలన ఆ వ్యక్తి యొక్క పని దెబ్బతింటుందేమో నిర్ధారించండి. అతడు ఎలాంటి అంగవైకల్యమో అనేది ఇక్కడ ముఖ్యం కాదు, అదే వయస్సు ఉన్న అంగవైకల్యము లేని వ్యక్తులతో పోల్చి చూస్తే, ఆ వ్యక్తి యొక్క అంగవైకల్యం వారు చేసే పనిమీద దాని ప్రభావం వుంటుందా లేదా అనేది తెలిసికోవటమే మన ఉద్దేశ్యం. CODEBOX #4ని ఉపయోగించి, సరి అయిన కోడ్‌ని ఎంటర్ చెయ్యండి.

Q3.10.2: Enter the most important work activity of each person (in terms of time spent in the last 12 months) from CODEBOX #5. Unpaid activities such as household chores should be included here. If a person has not done any work activities (eg. they are very young or very old) record code 17 to indicate that the person is not doing anything and that they are dependent.

కుటుంబంలోని ప్రతి ఒక్క వ్యక్తి చేసే అతి ముఖ్యమైన పని (గత 12 నెలలలో ఎక్కువ కాలం ఆ పనికోసం వెచ్చించినది) CODEBOX #5 నుండి ఎంటర్ చెయ్యండి. వేతనము పొందని, తప్పనిసరి ఇంటి పనులు ఇక్కడ తప్పకండా కలిపి చెప్పాలి.

ఒకవేళ ఆ వ్యక్తి ఎలాంటి పని చేయకపోతే (ఉదా: వారు చాలా చిన్న వయస్సు వున్నవారు కాని, చాలా పెద్దవారుకాని అయితే) కోడ్ 17కి ఆ వ్యక్తి ఏపని చేయని వారుగా, మరియు ఒకరిమీద ఆధారపడే వ్యక్తిగా రికార్డు చెయ్యండి.

Q3.10.3: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. Make sure the respondent does NOT give you the number of months in terms of total time spent; we are interested in months during which ANY of this work was done. If you have recorded 17 for Q3.7.2, enter -88=N/A for the months, days and hours.

ఈ పనిని ఎన్ని నెలలు చేశారో, సుమారుగా వారానికి ఎన్ని రోజులు చేశారో, రోజుకి ఎన్ని గంటలు చేశారో ఎంటర్ చెయ్యండి. జవాబు చెప్పే వ్యక్తి ఆ పనికి మొత్తం ఎంత సమయం వెచ్చించారో, దానిని నెలలలో చెప్పకుండా చూడండి. ఆ పని ఎప్పుడు చేసినా, ఎన్ని నెలలలో చేసారో తెలుసుకోవడం ముఖ్యం. ప్రశ్న 3.7.2లో 17 అని వ్రాసినట్లయితే, మిగిలిన నెలలు, రోజులు లేదా గంటలలో -88=N/A అని వ్రాయండి.

Q3.10.4: Establish the second most important work activity of each person in the last 12 months. Enter the code from CODEBOX #5. If the person has done fewer than two activities (none or one), enter 88 for N/A.

గత 12 నెలలలో ఈ కుటుంబంలోని ప్రతి వ్యక్తి చేసే రెండవ అతి ముఖ్యమైన పని ఏమిటో తెలిసుకోండి. కోడ్ బాక్స్ 5 నుండి కోడ్ ఎంటర్ చెయ్యండి. ఒకవేళ ఆ వ్యక్తి రెండు పనులకంటే తక్కువ చేసి వుంటే (అస్సలు ఏమీ చేయలేదు లేదా ఒక పని చేశారు) 88 అనే కోడ్ N/Aకి వెయ్యండి.

Q3.10.5: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. If you have recorded 88 for Q3.7.5, enter -88 for N/A for the months, days and hours.

ఈ పనిని ఎన్ని నెలలు చేశారో, వారానికి ఎన్ని రోజులు జరిగిందో, సుమారుగా రోజుకి ఎన్ని గంటలు పని చేశారో ఎంటర్ చెయ్యండి. ఒకవేళ మీరు ప్రశ్న 3.7.5కి (10.5) 88 అని రికార్డు చేసినట్లయితే -88 ఎంటర్ చేసి, నెలలకి, రోజులు మరియు గంటలకి N/A అని వెయ్యండి.

Q3.10.6: Establish the third most important work activity of each person in the last 12 months. Enter the code from CODEBOX #5. If the person has done fewer than three work activities (or none at all), enter 88 for N/A.

గత 12 నెలలలో ఈ కుటుంబంలోని ప్రతి వ్యక్తి చేసిన అతి ముఖ్యమైన మూడవ పని గురించి తెలుసుకోండి. కోడ్ బాక్స్ 5 నుండి కోడ్ ఎంటర్ చెయ్యండి. ఒకవేళ ఆ వ్యక్తి మూడు పనులకంటే తక్కువ పనులు చేసినట్లయితే (లేక అస్సలు పనులేవీ చెయ్యనట్లయితే) 88 అని కోడ్ N/A వెయ్యండి.

Q3.10.9: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. If you have recorded 88 for Q3.7.8, enter -88 for N/A for the months, days and hours.

ఎన్ని నెలలు ఈ పని జరిగిందో, ఆ పని జరిగిన వారంలో ఎన్ని రోజులు జరిగిందో, సుమారుగా రోజుకి ఎన్ని గంటలు పని చేశారో ఎంటర్ చెయ్యండి. ప్రశ్న 3.7.8లో అని రికార్డు చేసి ఉన్నట్లయితే '-88' నెలలకు, రోజులకు మరియు గంటలకు అని వేయండి.

Table 3.11:

SAY: Now I am going to ask you some questions about the activities carried out by each individual in the household between the ages of 5 and 17yrs.

చెప్పండి : నేను, ఇప్పుడు, మిమ్మల్ని మీ కుటుంబ సభ్యులలో 5-17 సంవత్సరముల వయస్సుగల సభ్యులు చేసే పనుల గురించి కొన్ని ప్రశ్నలు అడగుతాను.

FIELDWORKER: Take the household roster card and for each household member between 5 and 17 years old record their roster ID.

ఫీల్డ్‌వర్కర్: హౌస్‌హోల్డ్ రోస్టర్ రికార్డుని తీసికొని 5 నుండి 17 సంవత్సరముల మధ్య వున్న ప్రతి కుటుంబ సభ్యుని ఐడిని రికార్డు చెయ్యండి.

For each child, ask each of questions **3.11.1-3.11.8**. Enter the number of approximate HOURS for each activity. Round up or down to the nearest hour.

ప్రతి ఒక్క పిల్ల/పిల్లవానిని 3.11.1 నుండి 3.11.8 దాకా వున్న ప్రశ్నలని అడగండి. ఒకే పని సుమారుగా ఎన్ని గంటలు చేశారో ఎంటర్ చెయ్యండి.

3C – PRODUCTIVE ASSETS

PURPOSE:

The purpose of this section is to find out about animals, farm and non-farm assets owned or used the household.

ఈ విభాగం యొక్క ముఖ్యోద్దేశం ఈ కుటుంబానికి సొంతంగా వున్న లేదా ఉపయోగిస్తున్న పశుసంపద, పొలాలు వ్యవసాయేతర మిగతా ఆస్తుల గురించి తెలుసుకోవటం.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

Preliminary interviewలో నిర్ణయించబడినవారు, బహుశా కుటుంబ కావచ్చు.

INSTRUCTIONS:

SAY: Now I am going to ask you some questions about animals owned by household members in the last 12 months.

చెప్పండి : గత 12 నెలలలో ఈ కుటుంబానికి సొంతంగా వున్న పశుసంపద గురించి నేను, మిమ్మల్ని కొన్ని ప్రశ్నలు అడగబోతున్నాను.

Q3.12: This is a filter question to identify whether or not anyone in the household owns any livestock. If the answer is No or NK to this question, record 00 or 77 and skip to Q3.14.1. If the answer is Yes, record 01 and progress to Q3.13.

ఈ కుటుంబంలోని వారెవరైనా పశుసంపద సొంతంగా కల్గి వున్నారేమో గుర్తించేందుకు ఈ ప్రశ్న అడుగుతాము. ఒకవేళ మీ సమాధానం 'కాదు' అయినచో లేక NK అయినచో 00 లేక 77ని రికార్డు చెయ్యండి మరియు ప్రశ్న 3.14.1కి స్కిప్ చెయ్యండి. ఒకవేళ మీ సమాధానం 'ఔను' అయినచో 01 అని రికార్డు చేసి 3.13కి వెళ్ళిపోండి.

FIELDWORKER: For each of the animals listed in the table, ask Q3.12.1. If no one in the household has owned any of those animals, enter 00 in the answer box and skip to the next animal. You should fill in N/A (88 or -88) for Q3.12.2-Q3.12.6. If the answer to Q3.12.1 is Yes, ask Q3.12.2 and Q3.12.3.

ఫీల్డ్‌వర్కర్ : పట్టికలో లిస్ట్ చేయబడిన ప్రతి పశువు గురించిన సమాచారం కోసం ప్రశ్న 3.12.1ని అడగండి. ఒకవేళ కుటుంబంజని వ్యక్తులెవరూ సంబంధించిన పశువుని సొంతంగా కలిగి వుండకపోతే 00 అని బాక్స్‌లో ఎంటర్ చేసి తరువాత పశువు గురించిన సమాచారం కోసం స్కిప్ చెయ్యండి. మీరు ప్రశ్న 3.12.2 నుండి 3.12.6 వరకు ప్రశ్నలకు N/A (88 లేక -88) అని ఎంటర్ చెయ్యవలసి వుంటుంది. ఒకవేళ ప్రశ్న 3.12.1కి సమాధానం 'ఔను' అని చెప్పినచో, ప్రశ్న 3.12.2 మరియు 3.12.3 అడగండి.

Q3.12.1: For each animal, establish whether anyone in the household has owned any in the last 12 months. This includes any animal that has been sold during the last year. If No, enter the code

00 and then put a line through the rest of the questions using a ruler. Skip to the next line of the table. If Yes, continue asking Q3.10.2-3.10.6. All animals in this question are regarded as livestock (productive assets) and not as pets, so for example, a 'dog' does not refer to a family pet or a guard dog.

గత 12 నెలలో పశుసంపదలో, ఏరకం పశువుల్ని ఈ కుటుంబం సొంతంగా కలిగివుందో తెలిసికోవటం కోసం ప్రతి పశువు గూర్చి ఈ కుటుంబంలోని వారిని అడిగి నిర్ధారించుకోండి. ఈ వివరాలతో పోయిన సంవత్సరములో అమ్మిన పశువు గురించి కూడా ఎంటర్ చెయ్యవలసింది. వారి సమాధానం లేదు అయినచో 00 అని కోడ్ వ్రాసి మిగతా ప్రశ్నలమీద ఒక గీత కొట్టండి. టేబిల్లో తరువాత లైన్ కి స్కిప్ చెయ్యండి. ఒకవేళ సమాధానం 'ఔను' అయినచో, ప్రశ్న 3.10.2-3.10.6 ప్రశ్నలని అడగటం కొనసాగించండి. ఈ ప్రశ్నలో సమాచారం కోసం అడిగిన పశువుల రకాలన్నీ కూడా పశు సంపదకి చెందినవి అయి వుండాలి కాని పెంపుడు జంతువుల గురించి కాకూడదు.

Q3.12.2: Record how many of the animals the household currently owns. If the respondent cannot say exactly then ask them to estimate the number.

ప్రస్తుతము ఈ కుటుంబం ఎన్ని పశువుల్ని సొంతంగా కలిగివుందో రికార్డు చెయ్యండి. ఒకవేళ జవాబు చెప్పే వ్యక్తి ఖచ్చితంగా ఎన్ని పశువులో (నంబర్) చెప్పలేకపోతే సుమారుగా ఎన్నో చెప్పమనండి.

Q3.12.3: Ask how much they would get (in local currency) if the household were to sell all of these animals today. If the respondent cannot answer, ask them to estimate how much they would get for each animal, and you will then have to multiply this by the number of animals they have in order to calculate the total value.

ఒక వేళ ఆ కుటుంబం, ఇప్పుడు వున్న పశువులన్నీ అమ్మడలుచుకుంటే వారికి ఎంత డబ్బు (రూపాయలలో) వస్తుందో అడిగి తెలుసుకోండి. ఒకవేళ జవాబు చెప్పే వ్యక్తి చెప్పలేకపోతే ఒక్క పశువుని అమ్మితే ఎంత వస్తుందో సుమారుగా చెప్పమనండి. అప్పుడు మొత్తం ఎంత విలువ (రూపాయలలో) వస్తుందో తెలుసుకోవడానికి, చెప్పిన సంఖ్యని ఉన్న పశువుల సంఖ్యచే గుణించాలి.

Q3.12.4: Ask who the **main** person is who can make decisions about **most** of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people make decisions about different animals, ask who makes the decisions about the majority of the animals. If the caregiver is identified, skip to Q3.12.6.

ఎక్కువ పశువుల గురించిన నిర్ణయాలు చాలా వరకు తీసికొనే ప్రధానమైన వ్యక్తి ఎవరో అడగండి. ఆ వ్యక్తి యొక్క ఐడిని హౌస్ హోల్డ్ రోస్టర్ నుండి గుర్తించండి. ఒకవేళ ఆ వ్యక్తి ఆ కుటుంబంలో సభ్యుడు కాకపోతే 90 అని ఎంటర్ చెయ్యండి. ఒకవేళ ఆ కుటుంబం మొత్తం నిర్ణయం తీసికొంటే 80 అని ఎంటర్ చెయ్యండి. ఒకవేళ ఒక్కో పశువుని గురించిన నిర్ణయాలు ఒక వ్యక్తి/వ్యక్తులు తీసికొన్నట్లయితే, ఎక్కువ నిర్ణయాలు ఎవరు తీసికొంటారో అడగండి. ఒకవేళ కేర్ గివర్ అని గుర్తించినచో ప్రశ్న 3.12.6కి స్కిప్ చెయ్యండి.

Q3.12.5: Ask whether the caregiver can make decisions about any of the animals.

కేర్ గివర్ ఏదైనా పశువుల గురించిన నిర్ణయాలేవైనా తీసికొంటారేమో అడిగి తెలిసికోండి.

Q3.12.6: Ask whether NAME can make decisions about any of the animals.

ఒకవేళ 'పేరు' ఏదైనా పశువుని గురించిన నిర్ణయం తీసికొంటారేమో అడిగి తెలుసుకోండి.

Q3.12.7: Ask who the **main** person is who is responsible for looking after most of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people look after different animals, ask who looks after the majority of the animals. If the caregiver is identified, skip to Q3.12.9.

చాలా వరకు పశువుల్ని సంరక్షణ చేసే ప్రధాన బాధ్యత వున్న వ్యక్తి ఎవరో అడిగి తెలుసుకోండి. ఆ వ్యక్తి యొక్క ఐడిని హౌస్ హోల్డ్ రోస్టర్ నుండి గుర్తించండి. ఒకవేళ ఆ వ్యక్తి ఆ కుటుంబంలో లేనట్లయితే 90 అని ఎంటర్ చెయ్యండి. ఒకవేళ ఆ కుటుంబం

మొత్తం నిర్ణయాలు తీసికొంటే 80 అని వెయ్యండి. ఒకవేళ కొంతమంది కొన్ని పశువుల గురించిన నిర్ణయాలు తీసికొన్నట్లయితే ఎక్కువ పశువుల్ని గురించిన సంరక్షణ ఎవరు చేస్తున్నారో అడగండి. ఒకవేళ ఈ వ్యక్తి కేర్గివర్ అయినచో ప్రశ్న 3.12.9కి స్కిప్ చెయ్యండి.

Q3.12.8: Ask whether the caregiver is responsible for looking after any of the animals.

కేర్గివర్ ఏదైనా పశు సంరక్షణలో బాధ్యత కల్గి ఉన్నారేమో అడగండి.

Q3.12.9: Ask whether NAME is responsible for looking after any of the animals.

'పేరు' ఏదైనా పశు సంరక్షణలో బాధ్యత కల్గి ఉన్నారేమో అడగండి.

Q3.12.10: Ask who the **main** person is who controls the use of earnings from the sale of goods or rent from most of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people controls the earnings of different animals, ask who controls the earnings of the majority of animals. If the caregiver is identified, skip to Q3.12.12.

Q3.12.11: Ask whether the caregiver controls the use of earnings from the sale of goods or rent from any of the animals.

ఏవైనా పశువుల్ని అమ్మకం ద్వారాగాని అద్దెకివ్వడం ద్వారాగాని వచ్చిన ఆదాయంపై కేర్గివర్ అధికారము కలిగి యున్నాడేమో అడిగి తెలుసుకోండి.

Q3.12.12: Ask whether NAME controls the use of earnings from the sale of goods or rent from any of the animals.

ఏదైనా పశువుల్ని అద్దెకివ్వడం ద్వారాగాని, అమ్మకంద్వారా గాని వచ్చే ఆదాయంపై 'పేరు' అధికారం కలిగి వున్నాడేమో అడిగి తెలుసుకోండి.

Q3.13: For each item on the list in the table, ask the money value (in local currency) of the total amount of that item purchased by the household in the last 12 months. The NK code for this question is -77.

గత 12 నెలలో ఈ కుటుంబం ఈ టేబిల్లో వున్న వస్తువులలో ప్రతి ఒక్క వస్తువు కొనుగోలుపై మొత్తం ఎంత ఖర్చు పెట్టారో (రూపాయలలో) అడిగి తెలుసుకోండి. NK కోడ్ ఈ ప్రశ్నకి -77గా వెయ్యండి.

SAY: Now I am going to ask you some questions about productive assets owned, rented or accessed by household members in the last 12 months:

చెప్పండి : నేను ఇప్పుడు మిమ్మల్ని గత 12 నెలలలో మీ కుటుంబ సభ్యులు కలిగివున్న, అద్దెకు తెచ్చుకొన్న లేక అందుబాటులో వున్న ఉత్పాదక ఆస్తుల గురించి కొన్ని ప్రశ్నలు అడుగుతాను.

Q3.14.1: Ask what the primary occupation or money making activity of the household was in the last 12 months. Insert a code from CODEBOX #6.

గత 12 నెలలలో ఆ కుటుంబంలో ప్రధానమైన వృత్తి లేక ఆదాయాన్నిచ్చిన వ్యాపకం ఏదో అడిగి తెలుసుకోండి. కోడ్ బాక్స్ 6 నుండి కోడ్ వెయ్యండి.

Q3.14.2: Ask for the three most valuable assets, which can be owned, rented or borrowed, that allow the household to do this activity. Enter codes from CODEBOX #7. If less than three are mentioned, insert 88.

ఈ వృత్తిని చేసుకొనుటకు సహాయపడిన, స్వంతమైన, అద్దెకు తెచ్చిన లేక అప్పుగా తెచ్చిన మూడు విలువైన ఆస్తుల గురించి అడగండి. కోడ్ బాక్స్-7 నుండి కోడ్ వ్రాయండి. మూడుకంటే తక్కువ చెప్పినట్లయితే 88 వ్రాయండి.

Q3.14.3: Ask how many the household actually own (ie do not include those that are rented or borrowed). Enter 00 for none.

ఆ కుటుంబానికి స్వంతంగా ఎన్ని ఆస్తులు వున్నాయో (అంటే వీటితో, అద్దెకు తెచ్చిన లేక అప్పుగా తెచ్చిన వాటిని కలుపకూడదు) అడగండి. 00 ఏమీ లేవు అనే సమాధానానికి కోడ్ గా వెయ్యండి.

Q3.14.4: Ask how much they would get if they were to sell that asset today. Enter the value in the local currency. (Record -88 if the answer to Q3.13.1 was No.)

ఈ రోజు ఈ ఆస్తుల్ని అమ్మితే వచ్చే ఆదాయం ఎంతో అడిగి తెలుసుకోండి. రూపాయలలో ఈ విలువని చెప్పండి. భిన్నాన్ని (ఒకవేళ ప్రశ్న 3.13.1కి జవాబు లేదు/కాదు అని చెప్పినచో -88 అని రికార్డు చెయ్యండి).

Q3.14.5: Establish who the main person is who decides whether to sell or give away this asset. Enter the ID of this person from the household roster. If it is the whole family who makes the decision enter 80. If the decision-maker is not a member of the household enter 90. (Record 88 if the answer to Q3.13.1 was No.)

ఈ ఆస్తుల్ని అమ్మవచ్చో లేదో అని నిర్ణయించే వ్యక్తి ఎవరో అడిగి తెలిసికోండి. హోస్ హోల్డ్ రోస్టర్ నుండి వ్యక్తి యొక్క ఐడిని ఎంటర్ చెయ్యండి. ఒకవేళ ఆ కుటుంబం మొత్తం నిర్ణయిస్తే 80 అని ఎంటర్ చెయ్యండి. ఒకవేళ నిర్ణయించే వ్యక్తి కుటుంబ సభ్యులు కానట్లయితే, 90 కోడ్ వ్రాయండి. (ప్రశ్న 3.13.1 ప్రశ్నకు 'No' అని సమాధానం ఇస్తే 88 వ్రాయండి).

Q3.14.1: Ask what the secondary occupation or money making activity of the household was in the last 12 months. Insert a code from CODEBOX #6.

గత 12 నెలలలో కుటుంబంలోని వ్యక్తులు నిర్వహించిన రెండో అతి ముఖ్యమైన వృత్తి కాని ఆదాయానిచ్చే వ్యాపకం ఏదో అడిగి తెలుసుకోండి. కోడ్ బాక్స్ 6ను ఉపయోగించి, కోడ్ వెయ్యండి.

Q3.14.7-Q3.14.10: Follow the instructions for 3.14.2-3.14.5 above, completing the asset table for the secondary occupation.

ప్రశ్న 3.14.2-3 నుండి 3.14.5 దాకా వున్న ప్రశ్నలకు పైన ఇచ్చిన సూచనలను అనుసరించి రెండో ప్రధానమైన వృత్తి/ వ్యాపకానికి సంబంధించిన ఆస్తుల గురించి నిర్దేశించిన టేబిల్ ని వివరాలతో నింపండి.

3D – EARNINGS FROM OTHER ACTIVITIES

PURPOSE:

The purpose of this section is to find out about earnings from activities other than work with crops in the household.

ఈ కుటుంబంలో వ్యవసాయేతర వ్యాపకాలవల్ల వచ్చిన ఆదాయం గురించి తెలిసికోవడం ఈ విభాగం యొక్క ముఖ్యోద్దేశం.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

Preliminary interviewలో నిర్ణయించిన వ్యక్తి. బహుశా కుటుంబ పెద్ద దీనికి జవాబు చెప్పే వ్యక్తి అయి వుంటారు.

INSTRUCTIONS:

FIELDWORKERS: In this section you must provide details of earnings from working on the activities listed in the table. In principle these earnings should be 'net' earning or profits – net of costs, net of taxes. This can be time-consuming but for larger earnings (such as urban wage earners) please ensure that the figures are 'NET'. Since we are mainly interested in the more substantial earnings, do not spend too much time chasing small amounts 'exactly'.

ఫీల్డ్ వర్కర్ : ఈ సెక్షన్లో మీరు టేబిల్లో ఇవ్వబడిన పనులు చేయడం వలన వచ్చిన ఆదాయాల గురించిన వివరాలను పొందుపరచవలసింది. ఈ ఆదాయాలు నికరమైన సంపాదన లేక లాభాలు-నికర పన్నులు-నికర ఖర్చులు. ఈ పనికి చాలా సమయం పడుతుంది. కాని ఎక్కువ ఆదాయానికి సంబంధించిన మొత్తాలు వేసేటప్పుడు, ఎక్కువ సంపాదన వచ్చే వివరాలు (పట్టణంలో తెచ్చుకునే సంపాదన లాగా) గూర్చిన అంకెలు సరిగా వేస్తున్నారో లేదో సరి చూచుకోండి. ఇక్కడ మనం ముఖ్యంగా ఎక్కువ ఆదాయం వచ్చే ఆస్తుల వివరాల గురించి ఆసక్తి చూపుతున్నాం కాబట్టి చిన్న ఆదాయం వివరాల గురించి సరిగ్గా వేయడం కోసం కాలాన్ని వృధా చేయవద్దు.

Q3.15.1: Establish if anyone in the household has earned any income from each activity in the last 12 months. If the answer is No, skip to the next line of the table. If Yes ask Q3.15.2 for this activity. ఈ పని చేయడం వలన గత 12 నెలలుగా ఈ కుటుంబంలో ఎవరైనా ఆదాయం పొందారేమో అడిగి తెలుసుకోండి. ఒకవేళ సమాధానం లేదు అయినచో టేబిల్లో వున్న తరువాత లైన్కి వెళ్ళండి. ఒకవేళ సమాధానం ఔను అయినచో ప్రశ్న 3.25.2లో ఈ పని గురించిన వివరాలకోసం అడగండి.

Q3.15.2: Record the total earnings from this activity in the last 12 months. This should be recorded in the local currency. Make sure to get the decimal point in the correct place. If the respondent does not know, enter -77 for NK, but try to get them to provide an estimate. (Enter -88 if the answer to Q3.14.1 was No.)

ఈ పని చేయడం వలన గత 12 నెలలలో మొత్తం ఎంత ఆదాయం సంపాదించారో రికార్డు చెయ్యండి. ఒకవేళ జవాబు చెప్పే వ్యక్తి ఈ ప్రశ్నకు సమాధానం తెలియకపోతే -77 NK కోసం ఎంటర్ చెయ్యండి. కాని దానిని అంచనా వేయటానికి వారికి సహాయపడండి. (ఒక వేళ ప్రశ్న 3.14.1కి సమాధానం No అని చెబితే -88 అని కోడ్ వెయ్యండి).

FIELDWORKERS: If the household does any activities in the livestock section, ask **Q3.15.3-Q3.15.6.**

ఫీల్డ్ వర్కర్ : ఒకవేళ ఆ కుటుంబం పశుసంపదకి సంబంధించిన విభాగంలోని పనులు చేస్తున్నట్లయితే ప్రశ్న 3.15.3 నుండి ప్రశ్న 3.15.6 అడగండి.

If the household does any activities in the work for wages section, ask **Q3.15.7-Q3.15.10.** If the household does any activities in the business/self-employment section, ask **Q3.15.11-Q3.15.14.** ఒకవేళ ఆ కుటుంబం 'వేతనంకోసం పని' ఏదైనా చేస్తున్నట్లయితే, ప్రశ్న 3.15.7 నుండి ప్రశ్న 3.15.10 వరకు వున్న ప్రశ్నలని అడగండి. ఒకవేళ ఆ కుటుంబం వ్యాపారం/స్వయం ఉపాధికి సంబంధించిన పనులు చేస్తున్నట్లయితే ప్రశ్న 3.15.11 నుండి ప్రశ్న 3.15.11 నుండి 3.15.4 దాకా వున్న ప్రశ్నలను అడగండి.

FIELDWORKER: If the household does any activities in the livestock section, ask **Q3.15.3-Q3.15.6.** Otherwise, skip to **Q3.15.7.**

ఫీల్డ్ వర్కర్ : ఒకవేళ, ఆ కుటుంబం పశుసంపదకి సంబంధించిన విభాగంలో ఏదైనా పనులు చేస్తున్నట్లయితే ప్రశ్న 3.15.3 నుండి 3.15.6 దాకా వున్న ప్రశ్నలు అడగండి. లేకపోతే ప్రశ్న 3.15.7కి స్కిప్ చెయ్యండి.

Q3.15.3: Establish who the **main** person responsible for making the key decisions about livestock activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different livestock activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.5.**

పశుసంపదకు సంబంధించిన పనుల గురించి ప్రధానమైన నిర్ణయాలు తీసికొనే వ్యక్తి ఎవరో తెలిసికోండి. హౌస్ హోల్డ్ రోస్టర్ నుండి ఆ వ్యక్తి యొక్క ఐడిని ఎంటర్ చెయ్యండి. ఒకవేళ ఆ కుటుంబం మొత్తం ఉమ్మడిగా నిర్ణయాలు తీసికొంటున్నట్లయితే 80 అని కోడ్ ఉపయోగించండి మరియు ఒకవేళ ఆ నిర్ణయాలు తీసికొనే వ్యక్తి ఆ కుటుంబంలో లేనట్లయితే 90 అని వెయ్యండి.

ఒకవేళ పశుసంపదకు సంబంధించిన రకరకాల పనుల గురించి రకరకాల వ్యక్తులు ముఖ్యమైన నిర్ణయాలు తీసుకొంటున్నట్లయితే ఆ విభాగంలోని ఎక్కువ పశువుల గురించి ప్రధానమైన నిర్ణయాలు ఎవరు తీసుకొంటున్నారో ఆ వ్యక్తి గురించి ఎంటర్ చెయ్యండి. ఒకవేళ కేర్గివర్ ఆ వ్యక్తిగా గుర్తించబడినచో ప్రశ్న 3.15.5కి స్కిప్ చెయ్యండి.

Q3.14.4: Ask whether the caregiver is responsible for making the key decisions about any of the livestock activities.

కేర్గివర్ పశుసంపదకు సంబంధించిన ఏ పనుల గురించి అయినా ముఖ్యమైన నిర్ణయాలు తీసుకోవటంలో బాధ్యత కలిగి ఉన్నాడేమో అడగండి.

Q3.14.5: Establish who the **main** person responsible for controlling the earnings from livestock activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different livestock activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.7**.

పశుసంపద సంబంధించిన పనులపై వచ్చిన ఆదాయంపై అధికారం కలిగిన ప్రధానమైన వ్యక్తి ఎవరో తెలిసికోండి. ఆ వ్యక్తి ఐడిని హౌస్‌హోల్డ్ రోస్టర్ నుండి ఎంటర్ చెయ్యండి. ఒకవేళ మొత్తం కుటుంబం ఉమ్మడిగా నిర్ణయాలు తీసుకొంటున్నట్లయితే 80 అనే కోడ్‌ని ఉపయోగించండి మరియు ఆ నిర్ణయాలు తీసుకొనే వ్యక్తి కుటుంబంలో వుండనట్లయితే 90 అని వ్రాయండి. ఒకవేళ పశుసంపదకు సంబంధించిన పనులపై వచ్చిన ఆదాయంపై చాలామంది వ్యక్తులు బాధ్యత కలిగి వున్నట్లయితే, ఆ విభాగంకి చెందిన ఎక్కువ పనుల గురించి నిర్ణయాలు తీసుకొనే బాధ్యత కలిగిన వ్యక్తి ఎవరో ఆ వ్యక్తి గురించి ఎంటర్ చెయ్యండి. ఒకవేళ కేర్గివర్‌ని ఆ వ్యక్తిగా గుర్తించినచో ప్రశ్న 3.15.7కి స్కిప్ చెయ్యండి.

Q3.14.6 Ask whether the caregiver is responsible for controlling the earnings from any of the livestock activities.

ఒకవేళ కేర్గివర్ పశుసంపదకు సంబంధించిన పనులపై వచ్చిన ఆదాయంపై అధికారం కలిగి ఉన్నాడేమో అడిగి తెలుసుకోండి.

Fieldworker: If the household does any activities in the work for wages section, ask **Q3.15.7-Q3.15.10**. Otherwise, skip to **Q3.15.11**.

ఫీల్డ్‌వర్కర్ : ఈ కుటుంబంలోని వ్యక్తి 'వేతనంకోసం పని' ఏదైనా చేస్తున్నట్లయితే ప్రశ్న 3.15.7 నుండి 3.15.10 దాకా వున్న ప్రశ్నలని అడగండి. లేకపోతే ప్రశ్న 3.15.11కి స్కిప్ చెయ్యండి.

Q3.15.7: Establish who the **main** person responsible for making the key decisions about Work for Wages activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different Work for Wages activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.9**.

'వేతనంకోసం పని' గూర్చిన విషయాల్లో ముఖ్యమైన నిర్ణయాలు తీసుకోవటంలో ప్రధానమైన వ్యక్తి ఎవరో తెలిసికోండి. ఆ వ్యక్తి యొక్క ఐడిని హౌస్‌హోల్డ్ రోస్టర్ నుండి ఎంటర్ చెయ్యండి. ఆ కుటుంబంలోని వ్యక్తులందరూ ఉమ్మడిగా నిర్ణయం తీసుకొంటే 80 అనే కోడ్ ఉపయోగించండి, మరియు ఆ నిర్ణయం తీసుకొనే వ్యక్తి ఆ కుటుంబంలో వుండకపోతే 90 అనే కోడ్ ఉపయోగించండి. ఒకవేళ ఒక్క వ్యక్తి ఒక్కో నిర్ణయం తీసుకొంటున్నట్లయితే ఏ వ్యక్తి అయితే ఎక్కువ పనుల్లో ప్రధానమైన నిర్ణయం తీసుకొంటారో తెలుసుకోండి. ఒకవేళ ఆ వ్యక్తి కేర్గివర్‌గా గుర్తించినట్లయితే ప్రశ్న 3.15.9కి స్కిప్ చెయ్యండి.

Q3.15.8: Ask whether the caregiver is responsible for making the key decisions about any of the Work for Wages activities.

ఒకవేళ కేర్గివర్ 'వేతనంకోసం పని' చేసే విషయాల్లో ముఖ్యమైన నిర్ణయం తీసుకోవడంలో బాధ్యత కలిగి ఉన్నారా అని అడగండి.

Q3.15.9: Establish who the **main** person responsible for controlling the earnings from Work for Wages activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different Work for Wages activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.11**.

'వేతనంకోసం పని' ద్వారా వచ్చిన ఆదాయంపై ఎవరు ప్రధానంగా అధికారం కలిగి వున్నారో తెలిసికోండి. ఆ వ్యక్తి యొక్క ఐడిని హౌస్‌హోల్డ్ రోస్టర్ నుండి ఎంటర్ చెయ్యండి. ఒకవేళ కుటుంబం మొత్తం ఉమ్మడిగా నిర్ణయాలు తీసికొంటున్నట్లయితే 80 అని కోడ్ వెయ్యండి; ఒకవేళ ఆ వ్యక్తి ఆ కుటుంబంలో వుండనట్లయితే 90 అని కోడ్ వెయ్యండి. ఒకవేళ విభిన్నవ్యక్తులు విభిన్న 'వేతనం కోసం పని' విషయాల గురించి నిర్ణయాలు తీసికొంటున్నట్లయితే, ఎక్కువ విషయాల గురించి ఎవరు నిర్ణయం తీసికొంటున్నారో వారి గురించి ఎంటర్ చెయ్యండి. ఒకవేళ ఆ వ్యక్తి కేర్‌గివర్‌గా గుర్తించబడితే ప్రశ్న 3.15.11కి స్కిప్ చెయ్యండి.

Q3.15.10 Ask whether the caregiver is responsible for controlling the earnings from any of the Work for Wages activities.

ఒకవేళ కేర్‌గివర్ 'వేతనంకోసం పని' ద్వారా వచ్చిన ఆదాయంపై అధికారము కలిగి ఉన్నాడేమో తెలుసుకోండి.

Fieldworker: If household does any activities in the business/self-employment section, ask **Q3.15.11-Q3.15.14**. Otherwise, skip to **Q3.16**.

ఫీల్డ్ వర్కర్ : ఒకవేళ ఆ కుటుంబంలోని వ్యక్తి 'వేతనంకోసం పని' వ్యాపారం/స్వయం ఉపాధి కాని నిర్వహిస్తూ వుంటే ప్రశ్న 3.15.11-ప్రశ్న 3.15.4 అడగండి. లేకపోతే 3.16కి స్కిప్ చెయ్యండి.

Q3.15.11: Establish who the **main** person responsible for making the key decisions about Business/Self-Employment activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different Business/Self-Employment activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.3**.

వ్యాపారము/స్వయం ఉపాధికి సంబంధించిన విషయాలపై ముఖ్యమైన నిర్ణయాలు తీసికొనే ప్రధానమైన వ్యక్తి ఎవరో తెలుసుకోండి. హౌస్‌హోల్డ్ రోస్టర్ నుండి ఆ వ్యక్తి ఐడిని ఎంటర్ చెయ్యండి. ఒకవేళ ఆ కుటుంబం మొత్తం ఉమ్మడిగా నిర్ణయాలు తీసి కొంటున్నట్లయితే 80 కోడ్‌ని ఉపయోగించండి, ఒకవేళ ఆ వ్యక్తి ఆ కుటుంబంలో వుండనట్లయితే 90 అని వెయ్యండి. ఒకవేళ విభిన్న వ్యక్తులు, వ్యాపారము/స్వయం ఉపాధికి సంబంధించిన విభిన్న విషయాలలో నిర్ణయం తీసికొంటున్నట్లయితే, ఏ వ్యక్తి ఎక్కువ విషయాలలో నిర్ణయాలు తీసికోవడంలో బాధ్యుడయితే ఆ వ్యక్తి గురించి ఎంటర్ చెయ్యండి. ఒకవేళ ఆ వ్యక్తి కేర్‌గివర్‌గా గుర్తించినచో ప్రశ్న 3.15.3కి స్కిప్ చెయ్యండి.

Q3.15.12: Ask whether the caregiver is responsible for making the key decisions about any of the Business/Self-Employment activities.

వ్యాపారము/స్వయం ఉపాధి వ్యాపకాలకి సంబంధించిన విషయాలలో ముఖ్యమైన నిర్ణయాలు తీసికోవడంలో కేర్‌గివర్ బాధ్యత కలిగి వున్నాడేమో తెలుసుకోండి.

Q3.15.13: Establish who the **main** person responsible for controlling the earnings from Business/Self-Employment activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different Business/Self-Employment activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.16**.

వ్యాపారము/స్వయం ఉపాధి వ్యాపకాల వల్ల వచ్చిన ఆదాయంపై అధికారము కలిగిన ప్రధానమైన వ్యక్తి ఎవరో తెలిసికోండి. ఆ వ్యక్తి యొక్క ఐడిని హౌస్‌హోల్డ్ రోస్టర్ నుండి ఎంటర్ చెయ్యండి. ఒకవేళ ఆ కుటుంబం మొత్తం ఉమ్మడిగా నిర్ణయాలు

తీసికొంటున్నట్లయితే 80 అనే కోడ్ ఉపయోగించండి, ఒకవేళ ఆ నిర్ణయం తీసుకునే వ్యక్తి ఆ కుటుంబంలో లేనట్లయితే 90 వెయ్యండి. ఒకవేళ విభిన్న వ్యక్తులు వ్యాపారము/స్వయం ఉపాధి వ్యాపకాలవల్ల వచ్చిన ఆదాయంపై అధికారం కల్గి వున్నట్లయితే ఏ వ్యక్తి ఎక్కువ వ్యాపకాల గురించిన నిర్ణయాలు తీసికోవడంలో బాధ్యత కలిగి వున్నారో ఆ వ్యక్తి గురించి ఎంటర్ చెయ్యండి. ఒకవేళ కేర్గవర్ ఆ వ్యక్తిగా గుర్తింపబడినచో, ప్రశ్న 3.16కి స్కిప్ చెయ్యండి.

Q3.15.14 Ask whether the caregiver is responsible for controlling the earnings from any of the Business/Self-Employment activities.

ఒకవేళ, కేర్గవర్ వ్యాపారము/ఉపాధి వ్యాపకాలవల్ల వచ్చిన ఆదాయంపై అధికారం కలిగి వున్నారేమో తెలుసుకోండి.

3E – TRANSFERS, REMITTANCES AND DEBT

PURPOSE:

The purpose of this section is to find out about money/goods received by and sent from the household.

ఈ విభాగం యొక్క ముఖ్యోద్దేశం ఏమంటే ఈ కుటుంబానికి, ఇతరులు పంపిన/ఇచ్చిన, లేక ఈ కుటుంబం ఇతరులకిచ్చిన/పంపిన డబ్బు లేక వస్తువులు గురించి తెలుసుకోవడం.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

మీరు preliminary interview నుండి నిర్ధారించబడినవారు, కాని సాధారణంగా ఆ కుటుంబం పెద్ద అయి వుంటారు.

INSTRUCTIONS:

Say: Now I am going to ask you some questions about money or goods that people send or give you and that you send and give others.

చెప్పండి : ఇప్పుడు నేను మిమ్మల్ని, ఇతరులు మీకుగాని, మీరు ఇతరులకుగాని ఇచ్చిన/పంపిన డబ్బు లేక వస్తువుల గురించి కొన్ని ప్రశ్నలు అడగబోతున్నాను.

Q3.16.1: For each source of money/goods, ask whether the household has received anything from this source. If the answer is No, fill in 00 and skip to the next line. If the answer is Yes, continue with Q3.15.2-3.15.4.

ఇచ్చిన ప్రతి వనరులలో దేనినుండి, డబ్బు/ఇతర వస్తువులు, ఈ కుటుంబం పొంది వున్నారో అడిగి తెలిసికోండి. ఒకవేళ వారి సమాధానం 'కాదు' అని అనినచో తరువాతి లైన్కి స్కిప్ చెయ్యండి. ఒకవేళ వారి సమాధానం 'ఔను' అని అనినచో ప్రశ్న 3.15.2 నుండి 3.15.4వరకు కంటిన్యూ చెయ్యండి.

Q3.16.2: Ask the total value (cash and 'in kind') received from this source in the last 12 months. 'In kind' should be recorded as a cash amount. Make sure to put the decimal point in the correct place. Enter -77 if the respondent doesn't know the amount, but try and get them to give you an estimate. (Use 88 if the answer to Q3.15.1 was No.)

గత 12 నెలలలో ఈ వనరుల ద్వారా వారు పొందిన వస్తువుల విలువ (డబ్బు మరియు ఇతర రూపంలో) ఎంతో అడగండి. 'ఇతర రూపంలో' పొందిన వస్తువుల విలువ డబ్బు మొత్తంలో (రూపంలో) వుంచారో లేదో చూడండి. ఒకవేళ జవాబు చెప్పే వ్యక్తికి (ఇతర రూపంలో పొందిన ఆ వస్తువు యొక్క విలువ) డబ్బు రూపంలో ఎంతో చెప్పలేకపోతే, మీరు ప్రయత్నించి ఉజ్జాయింపుగా ఆ వస్తువు విలువ ఎంత వుంటుందో జవాబు చెప్పే వ్యక్తి చెప్పేటట్లు చేయండి.

Q3.16.3: Establish who the **main** person is who decides about the use of the money or goods received from this source. If there is more than one person, ask the respondent to identify the

main one. Enter the person's ID from the household roster. If the whole household makes the decision use code 80. If the decision maker is not from the household, enter code 90. (Use 88 if the answer to Q3.15.1 was No.)

పొందిన డబ్బుగాని, ఇతర వస్తువుల వినియోగం గురించి గాని నిర్ణయించే వ్యక్తి ఎవరో తెలుసుకోండి. ఒకవేళ ఆ నిర్ణయించే వ్యక్తుల సంఖ్య ఒకరికంటే ఎక్కువయినచో జవాబు చెప్పే వ్యక్తిని వారిలో ప్రధానమైన వ్యక్తిని గుర్తించమని చెప్పండి. ఆ వ్యక్తి ఐడిని హౌస్‌హోల్డ్ రోస్టర్ నుండి ఎంటర్ చెయ్యండి. ఒకవేళ ఆ కుటుంబం మొత్తం ఉమ్మడిగా నిర్ణయం తీసికొంటున్నట్లయితే 80 కోడ్‌ని ఉపయోగించండి. ఒకవేళ ఆ నిర్ణయించే వ్యక్తి ఆ కుటుంబంలో వుండకపోతే 90 కోడ్‌ని ఎంటర్ చెయ్యండి. (ఒకవేళ ప్రశ్న 3.15.18 వారి జవాబు లేదు/కాదు అనినచో 88 కోడ్‌ని వెయ్యండి).

Q3.16.4: Ask if any of this money or these goods go directly to the index child. (Use 88 if the answer to Q3.15.1 was No.)

ఒకవేళ ఈ డబ్బుగాని ఇతర వస్తువులుగాని నేరుగా ఇండెక్స్ చైల్డ్ (పేరు)కి చేరుతాయోమో అడిగి తెలుసుకోండి (ఒకవేళ వారి సమాధానం లేదు అనినచో 88 కోడ్‌ని ఉపయోగించండి).

Q3.17.1-3.17.3: India specific questions require instructions

Q3.18: This is a filter question to establish whether any member of the household has given money or goods to support individuals outside the household. If the answer is No, skip to Q3.20. If Yes, fill in Table 3.19.

ఈ ప్రశ్న, ఈ కుటుంబంలో వారెవరైనా, డబ్బుగాని, వస్తువులుగాని, కుటుంబీకులు ఇతర వ్యక్తులకు సహాయంకోసం, ఇచ్చి వున్నారేమో తెలుసుకొనేందుకు అడిగే ప్రశ్న. ఒకవేళ సమాధానం No అనినచో ప్రశ్న 3.20కి స్కిప్ చెయ్యండి. ఔను అయినచో, టేబిల్ 3.19ని నింపండి.

Q3.19.1: For each recipient ask how they are related to the index child. Enter the code from CODEBOX #8. Make sure to get their relationship to the child, not the other way around. For example, the aunt of the index child should be entered as the code for 'aunt', NOT 'niece/nephew'.

ఎవరైతే డబ్బులేక వస్తువులు పొంది ఉన్నారో, ఆ ప్రతి వ్యక్తికీ వారు 'పేరు'తో ఎటువంటి సంబంధం కల్గి వున్నారో అడిగి తెలుసుకోండి. కోడ్ బాక్స్ 8 నుండి కోడ్ ఎంటర్ చెయ్యండి. ఈ సంబంధం గురించి తెలిపేటప్పుడు దానిని గురించి సరిగ్గా రాశారో లేదో నిర్ధారణ చేసికోండి. ఉదా: పిల్ల/పిల్లవానికి 'aunt' అనే సంబంధం అని రాసేటప్పుడు, 'aunt' (పిన్ని/పెద్దమ్మ/అత్త/మేనత్త) అనే రాయాలి కాని niece (మేనకోడలు/చెల్లెలు/అక్క కూతురు)గా గాని nephew (మేనల్లుడు/అక్క/చెల్లెలు/కొడుకు)గా వ్రాయకూడదు.

Q3.19.2: Ask the total value of money sent to this recipient in the last 12 months. This should be the total of everything sent, not the value of individual transfers. Enter -77 if the respondent doesn't know the value, but try and get them to estimate the amount. If the household sent only goods and not money, use code -88.

గత 12 నెలలలో మీరు పంపిన డబ్బు/వస్తువులు విలువ (రూపాయలలో) ఎంతో అడిగి తెలుసుకోండి. ఈ మొత్తం పంపిన వాటి అన్నింటి (డబ్బు/వస్తువుల) విలువ అయి వుండాలి కాని ప్రత్యేకంగా ఒకదానిదే కాకూడదు. ఈ విలువని రూపాయలలో ఎంటర్ చెయ్యాలి. జవాబు చెప్పే వ్యక్తికి ఆ విలువ ఎంతో తెలియకపోతే -77 అని వెయ్యండి. కాని, ఉజ్జాయింపుగా ఎంతో అడిగి తెలుసుకోవటానికి ప్రయత్నించండి. ఒకవేళ ఆ కుటుంబం ఒక వస్తువు మాత్రమే కొని డబ్బు పంపకపోతే -88 అనే కోడ్ వెయ్యండి.

Q3.19.3: Ask the total value of goods sent to this recipient in the last 12 months. Enter -77 if the respondent doesn't know the value, but try and get them to estimate the amount. If the household sent only money and not goods, use code -88.

గత 12 నెలలలో మీరీ వ్యక్తికి పంపిన వస్తువుల విలువ మొత్తం ఎంతో అడిగి తెలిసికోండి. జవాబు చెప్పే వ్యక్తికి ఆ విలువ ఎంతో తెలియకపోతే-77 అని ఎంటర్ చెయ్యండి. కాని ఉజ్జాయింపున ఆ విలువ ఎంతో అతని చేత అంచనా వెయ్యడానికి ప్రయత్నించండి. ఒకవేళ ఆ కుటుంబం వస్తువులు కాకుండా, డబ్బులు మాత్రమే పంపి వుంటే, -88 అనే కోడ్ వెయ్యండి.

Q3.20: Ask whether the household has any serious debts. The term serious is used to refer to any debt that affects their life. This is a subjective question and any debt regarded as serious by the respondent should be treated as such. You should NOT use your own judgement to decide whether or not a debt is serious.

ఆ కుటుంబానికి ఏమైనా తీవ్రంగా వున్న అప్పులున్నాయేమో అడగండి. ఇక్కడ 'తీవ్రంగా' అనే పదాన్ని, ఆ అప్పు 'ప్రభావం' వాళ్ళ జీవితంమీద వుంటుందేమో అన్నది తెలిసికోవడం కోసం వాడింది. ఈ ప్రశ్న జవాబు చెప్పే వ్యక్తి మాత్రమే సంబంధించింది గాబట్టి దాని ప్రభావం వారి జీవితంమీద వుంది అంటే మీరుకూడా ఆ అప్పుని సీరియస్ గా భావించాలి. మీరు ఆ అప్పు సీరియస్ అయినదా కాదా అనేది స్వంతంగా నిర్ణయించకూడదు.

Q3.21: Ask what the household would do in case of hard times and/or misfortune caused by e.g., natural disaster, crop failure, someone losing their job. Enter codes from CODEBOX #9. There is space for three answers here, and the responses should be listed in order of importance. If there are fewer than three responses, fill in as many codes as apply and enter 88 for N/A in the remaining answer boxes. If the first response is 01=Nothing, you should enter 88 in the remaining answer boxes as 'Nothing' implies that they have no plans of what they would do.

మీరు, ఆ కుటుంబంలోనివారు, కష్టకాలంలోగాని, దురదృష్టంవల్లగాని, ప్రకృతి వైపరీత్యం, పంటలు పండకపోవటం, ఎవరైనా ఉద్యోగం పోగొట్టుకోవటం లాంటి సంఘటనలు జరిగినపుడు ఏం చేస్తారో అడిగి తెలుసుకోండి. కోడ్ బాక్స్ 9 నుండి కోడ్స్ ఎంటర్ చెయ్యండి. అక్కడ మూడు సమాధానాలకు సరిపడ స్థలం వుంది, సమాధానాలు వాటి ప్రాముఖ్యతను బట్టి క్రమంలో వెయ్యాలి. ఒకవేళ మూడు సమాధానాల కంటే తక్కువ వున్నచో ఎన్ని కోడ్స్ కి అని చెందుతాయో అన్నీ వేయండి. N/Aకి 88 అనే కోడ్ మిగిలిన బాక్స్ లో వేయండి. ఒకవేళ మొదటి జవాబు 01=Nothing (ఏమీ లేదు) అయినచో, మీరు 88 అని మిగిలిన బాక్స్ లో వేయాలి ఎందుకంటే Nothing (ఏమీ లేదు) అనేది వారికి ఏమీ చేయాలన్న ప్లాన్స్ లేవు అన్న విషయం చెప్తుంది.

Q3.22: Ask the respondent whether the household would be able to raise 1,000 rupees if they suddenly needed to. This is a hypothetical question, so you are asking the respondent to imagine a scenario where they do need to raise the money; there should not be any N/A responses.

జవాబు చెప్పే వ్యక్తిని ఒకవేళ అవసరమైన ఎడల, ఆ కుటుంబం రూ. 1000/- పొందగలరేమో అడగండి. ఇది ఒక ఊహాజనితమైన ప్రశ్న. అందుకని మీరు జవాబు చెప్పే వ్యక్తిని డబ్బు అవసరం వచ్చే సందర్భాన్ని వూహించుకోమని చెప్తారు; అందుకని N/A అనే జవాబులు ఈ ప్రశ్నకు వుండకూడదు.

Q3.23: Ask how they/other members of the household would try and raise this money. Enter codes from CODEBOX #10. There is space for three answers and they should be listed in order of importance. If there are fewer than three answers, enter as many codes as apply and enter 88 for N/A in the remaining answer boxes.

మీరు, కుటుంబంలోని మిగతా వ్యక్తులు ఎలా డబ్బు కోసం ప్రయత్నిస్తారో అడగండి. కోడ్ బాక్స్ 10 నుండి కోడ్స్ వెయ్యండి. అక్కడ మూడు సమాధానాల కోసం స్థలం వున్నది, మరియు వాటి ప్రాముఖ్యతను బట్టి ఒక క్రమంలో వెయ్యవలెను. ఒకవేళ మూడు కంటే తక్కువ జవాబులున్నచో అవి ఎన్ని కోడ్స్ కి చెందుతాయో అన్ని కోడ్స్ ఎంటర్ చేసి N/A కోసం 88 అని మిగతా బాక్స్ లో ఎంటర్ చెయ్యండి.

Section 3F and 3G: India specific questions require instructions

SECTION 4 – HOUSEHOLD FOOD AND NON-FOOD CONSUMPTION AND EXPENDITURE

4A – FOOD CONSUMPTION AND EXPENDITURE

PURPOSE:

To estimate household food consumption and expenditure in order to contribute to calculation of household income estimate.

ఈ సెక్షన్ యొక్క ముఖ్యోద్దేశం ఆ కుటుంబం ఎంత ఆహారం వినియోగం చేశారో, దానికోసం ఎంత డబ్బు ఖర్చు పెట్టారో తెలిసికోవటం - తద్వారా ఆ కుటుంబం ఆదాయం అంచనావేసే లెక్కలలో ఈ ఆహారం కోసం చేసిన భాగం ఎంతో తెలిసికోవడం.

RESPONDENTS:

Determined from preliminary interview, but probably the household head.

Preliminary interview ద్వారా నిర్ణయించబడినవారు, కాని సాధారణంగా ఆ కుటుంబం పెద్ద అయి వుంటారు.

INSTRUCTIONS:

Q4.0: Identify the respondent for this section using their ID from the household roster.

ఈ సెక్షన్ కు జవాబు చెప్పే వ్యక్తిని హౌస్ హోల్డ్ రోస్టర్ లో వారి ఐడిని ఉపయోగించి గుర్తించండి.

SAY: I am now going to ask some questions to get information on how much food has been consumed by your family in recent times.

చెప్పండి : నేను ఇప్పుడు మీ కుటుంబం ఈ మధ్య కాలంలో మీ కుటుంబంలో ఎంత ఆహారం వినియోగించారో, దాని గూర్చిన సమాచారం కోసం కొన్ని ప్రశ్నలు అడగదలిచాను.

FIELDWORKER: The first part of the table refers to purchases that have also been eaten. The second part refers to what has been eaten from the household's own production and what has been eaten from gifts/transfers/etc from other people.

ఫీల్డ్ వర్కర్ : పట్టికలోని మొదటి భాగం, మీరు ఎంత కొని వినియోగించారో దాన్ని గూర్చి తెలియజేస్తుంది. రెండవ భాగం, ఆ కుటుంబం యొక్క సొంత పంటనుండి ఎంత వినియోగించారో, మరియు ఇతరులనుండి బహుమానాలుగా, బదిలీల ద్వారా వచ్చిన వినియోగించిన వాటి గూర్చి తెలియజేస్తుంది.

Table 4.1: Ask the respondent to think about the food consumed by their family in the last two weeks (15 days). Ask if there was a major festival, wedding or other feasting or fasting ceremony that may have impacted the household's typical feeding patterns over the past 15 days. If there was, ask the respondent to think about the household's consumption during a recent typical 15 day period.

టేబిల్ 4.1 గత రెండు వారాలలో (15 రోజులలో), వారి కుటుంబం ఎంత ఆహారం వినియోగించిందో జవాబు చెప్పే వ్యక్తిని ఆలోచించమని చెప్పండి. గత 15 రోజులలో వారి ఆహార విధానాల మీద ప్రభావం చూపించే విందులు కాని, వివాహాలు, పండుగలు, ఉపవాసాంతర విందులుగాని జరిగాయేమో అడగండి. ఒకవేళ అలాంటివి జరిగినట్లయితే, ఈ మధ్య 15 రోజులలో కుటుంబం యొక్క వినియోగించిన వాటిని గూర్చి ఆలోచించమని జవాబు చెప్పే వారిని అడగండి.

For each commodity, collect the estimated value (in local currency) of the amount bought and consumed in the past two weeks. It may be necessary to work out quantities, frequency of purchase, and value of each item for some respondents, in which case the shaded boxes can be used for these calculations. The important column to fill in, as accurately as possible is 4.1.1, representing the total value purchased and consumed for each of these food categories over the previous two weeks (15 days). If the value is NK, the code is -77.

గత రెండు వారాలలో కొని, వినియోగించిన ప్రతి వస్తువు యొక్క విలువ రూపాయిలలో ఎంత ఉందో తెలుసుకోండి. కొంతమంది జవాబు చెప్పే వ్యక్తుల నుండి, ఆ వస్తువులను ఎంత పరిమాణంలో కొన్నారో, ఎంత తరచుగా కొన్నారో మరియు ప్రతి వస్తువు యొక్క విలువ తెలుసుకోవాల్సి ఉంటుంది. అలాంటప్పుడు ఆ షేడెడ్ గళ్ళను కాలుక్యులేట్ చేయడానికి ఉపయోగించండి. గత రెండు వారాలలో (15 రోజులలో) ఆహార సంబంధిత ప్రతి వస్తువు ఎంత కొన్నారో (విలువ) మరియు ఎంత వినియోగించారో తెలియచేసే ముఖ్యమైన కాలం 4.1.1ని సరిగా పూర్తి చేయండి. ఒకవేళ ఆ విలువ NK అయితే -77కోడ్ని ఉపయోగించండి.

Q4.1.2: Enter the total estimated value (in local currency) of this commodity that was consumed from the household's own harvest or stock. If the quantity or value is NK, the code is -77. Use the shaded boxes for calculation as explained in Q4.1.1.

ఆ కుటుంబం సొంతగా పండించిన లేక నిల్వల నుండి వినియోగం చేసిన వస్తువు విలువ ఎంతో రూపాయిలలో వేయండి. ఒకవేళ దాని విలువ లేదా పరిమాణం NK అయితే -77 కోడ్ వేయాలి. ప్రశ్న 4.1.1లో వివరించినట్లుగా షేడెడ్ బాక్స్‌ను ఈ లెక్కలు చేయడానికి ఉపయోగించండి.

Q4.1.3: Enter the total estimated value (in local currency) of this commodity that was consumed from the household's own harvest or stock. This includes consumption of this commodity that was purchased more than 2 weeks (15 days) ago.

కుటుంబం స్వంతంగా పండించిన పంటలు మరియు నిల్వల ద్వారా వినియోగించిన వస్తువుల విలువ రూపాయిలలో వేయండి. 15 రోజుల క్రితం వినియోగించిన వస్తువును కూడా దీనిలో కలుపవచ్చు.

4B – NON-FOOD EXPENDITURE

PURPOSE:

To estimate household non-food consumption and expenditure in order to contribute to calculation of household income estimate.

ఈ కుటుంబం ఆహారేతర వస్తువుల పై ఎంత ఖర్చు చేశారో తెలుసుకోవడం తద్వారా ఆ కుటుంబం యొక్క ఆదాయం అంచనా వేయడం ఈ విభాగం యొక్క ముఖ్య ఉద్దేశం.

RESPONDENTS:

Determined from preliminary interview, but probably the household head.

Preliminary interview ద్వారా నిర్ధారణ చేసినవారు, సాధారణంగా కుటుంబ పెద్ద అయ్యి ఉండవచ్చు.

INSTRUCTIONS:

SAY: I am now going to ask you how much you have spent on other items. Please give prices at the time of purchase.

చెప్పండి : ఇతర వస్తువులపై మీరు ఎంత ఖర్చు పెట్టారో వాటి గూర్చి ఇప్పుడు మిమ్ములను అడగడలిచాను. వస్తువు కొన్నప్పుటి ధరను దయచేసి చెప్పండి.

Q4.2: Go through each item listed in the table and ask the money value (in local currency) of the total amount of that item purchased by the household in the last 30 days. Make sure to put the decimal point in the correct place. The NK code for this question is -77.

గత 30 రోజులలో ఈ కుటుంబం ప్రతి వస్తువును ఎంతకు కొన్నారో, ఈ టేబిల్‌లో లిస్ట్ చేసిన ప్రతి వస్తువు యొక్క విలువ రూపాయిలలో ఎంతో అడిగి తెలుసుకోండి. ఈ ప్రశ్నకు కోడ్ NK అయితే -77 వేయండి.

Q4.3: Go through the items in the table and ask the money value (in local currency) of the total amount of that item purchased by the household in the last 12 months. Make sure to put the decimal point in the correct place. The NK code for this question is -77.

గత 12 నెలలలో ఈ కుటుంబం, ఈ టేబిల్‌లో లిస్ట్ చేసిన ప్రతి వస్తువును మొత్తం ఎంత కొన్నారో రూపాయిలలో అడిగి తెలుసుకోండి. ఈ ప్రశ్నకు కోడ్ NK అయితే -77 వేయండి.

Q4.4: For each item, ask how much of the total value was spent on items for the index child. Enter this amount in local currency, making sure to put the decimal point in the correct place. The NK code for this question is -77. This question should not be asked about clothing or footwear for adult men and adult women, and therefore these cells of the table are shaded out on the questionnaire.

ప్రతి వస్తువు కోసం ఖర్చు పెట్టిన దానిలో 'పేరు' కోసం కొన్ని వస్తువుల ఖర్చు మొత్తం ఎంతో అడగండి. మొత్తం విలువ రూపాయిలలో వేయండి. ఈ ప్రశ్నకు NK కోడ్ -77. ఈ ప్రశ్నలో పెద్దవారి (స్త్రీలు, పురుషులు) బట్టలకోసం, చెప్పుల కోసం ఎంత ఖర్చు చేశారో అడగకూడదు. అందువలన ఈ ప్రశ్నావళిలో ఈ సెల్స్ షేడ్ చేయబడినవి.

SECTION 5 – SOCIAL CAPITAL

PURPOSE:

This section is designed to obtain information on the household's support networks, membership of groups, participation in and access to services in the community, and information networks.

కుటుంబం యొక్క సహాయ సంబంధాలు, గ్రూపులలో సభ్యత్వము, కమ్యూనిటీలోని వివిధ సేవలలో పాలుపంచుకోవడం, ఆ సేవల అందుబాటు, మరియు ఇతర సమాచార సంబంధాల గూర్చిన సమాచారాన్ని తెలుసుకోవడం ఈ విభాగం యొక్క ముఖ్యోద్దేశం.

DEFINITIONS:

An active member of a group participates in activities, attends meetings, etc.

గ్రూపులో యాక్టివ్ మెంబర్ అంటే కార్యకలాపములలో, మీటింగులలో పాలుపంచుకొనేవారు.

RESPONDENTS:

The respondent of this section should be the caregiver. This section is about both household social capital, and that of the caregiver themselves.

ఈ విభాగానికి సమాధానం చెప్పే వ్యక్తి కేర్గివర్ అయి ఉండాలి. ఆ కుటుంబం యొక్క social capital, మరియు కేర్గివర్ యొక్క social capital గూర్చి ఈ విభాగం తెలియచేస్తుంది.

INSTRUCTIONS:

Q5.0: Identify the respondent for this section using their ID from the household roster.

హౌస్‌హోల్డ్ రోస్టర్‌లో ఐడిని ఉపయోగించి ఈ విభాగానికి జవాబు చెప్పే వ్యక్తిని గుర్తించండి.

5A – SUPPORT NETWORKS

Q5.1: Ask if the respondent had a problem, if there is someone who would help them. If No, skip to Q5.3. If Yes, continue to the next question. This is a hypothetical question; you are asking the respondent to imagine that they had a problem, so there should be no N/A responses to this question. If the respondent cannot answer this should be entered as 77 for NK.

జవాబు చెప్పే వ్యక్తికి ఏదైనా సమస్య ఉందేమో, వారికి సహాయం చేసేందుకు ఎవరైనా ఉన్నారేమో కనుక్కోండి. సమాధానం 'కాదు' అయినచో ప్రశ్న 5.3 స్కిప్ చెయ్యండి. సమాధానం 'ఔను' అయినచో తరువాత ప్రశ్న అడగండి. ఇది హాజనితమైన ప్రశ్న. మీరు జవాబు చెప్పే వారిని, వారికి కలిగిన సమస్యను గూర్చి ఊహించమని అడుగుతారు. కనుక NA సమాధానం ఈ ప్రశ్నకు రాదు. జవాబు చెప్పే వ్యక్తి ఈ ప్రశ్నకు సమాధానం చెప్పలేకపోతే 77=NK వ్రాయండి.

Q5.2: Ask who would be most likely to help them in this situation. Enter the code from CODEBOX #11. There is space for three answers here. If there are fewer than three people identified, enter as many codes as apply and put 88 for N/A in the remaining answer boxes. (Put 88 in all of the boxes if the answer to Q5.1 was No).

ఈ పరిస్థితిలో సహాయం చేయగల వ్యక్తి ఎవరో అడిగి తెలుసుకోండి. కోడ్ బాక్స్ 11 నుండి కోడ్‌ని వ్రాయండి. మూడు సమాధానాలకు సరిపడే స్థలం ఇక్కడ ఉంది. ముగ్గురు కంటే తక్కువ వ్యక్తులు గుర్తించబడినచో, ఎన్ని కోడ్స్ అవసరమవుతాయో అన్నే వేయండి. మరియు మిగిలిన సమాధానాలు బాక్స్‌లలో NA=88 వేయండి. (ప్రశ్న 5.1 కు No అని సమాధానం వచ్చినట్లయితే అన్ని బాక్స్‌లలో 88 వేయండి).

Q5.3: Ask the respondent to suppose that they were in need of material support. Ask the number of people they could rely on in such times of need, and record this number (with a leading 0 if just one digit). If the answer is none, record 00. This is a hypothetical question so there should be no N/A responses. If the respondent cannot answer this should be entered as 77 for NK.

జవాబు చెప్పే వ్యక్తిని వారికి వస్తు సహాయం అవసరం ఉన్నదని ఊహించమని చెప్పండి. అటువంటి సమయంలో ఎంతమంది వ్యక్తుల సహాయానికై నమ్మవచ్చో అడిగి, ఆ నంబర్‌ని వ్రాయండి. (ఒక్క డిజిట్ ఉన్నచో '0'తో మొదలు పెట్టండి). జవాబు 'ఎవరూ లేరు' అని చెప్పినచో '00' వేయండి. ఇది ఊహజనితమైన ప్రశ్న కాబట్టి NA అనే జవాబు ఈ ప్రశ్నకు రాదు. ఒకవేళ జవాబు చెప్పే వ్యక్తి సమాధానం చెప్పలేకపోయినచో 77=NK వ్రాయండి.

Q5.4: Ask the respondent to think back to 4 years ago, and ask whether there more, less or about the same number of people that the household can rely on in times of need. Enter the code from the list.

నాలుగు సంవత్సరములు వెనక్కి వెళ్ళి గుర్తు తెచ్చుకోమని జవాబు చెప్పే వ్యక్తిని అడగండి. వారి అవసర సమయంలో ఆధారపడడానికి, వ్యక్తులు తక్కువ మంది ఉండేవారా, లేక ఎక్కువమంది ఉండేవారా లేక ఇప్పుడెంత మంది ఉన్నారో, అంతమందే ఉన్నారా అని అడగండి. కోడ్ లిస్ట్ నుండి కోడ్ వేయండి.

5B – FAMILY, GROUP AND POLITICAL CAPITAL

SAY: I now want to ask about organisations, groups or informal associations to which you or members of your household belong.

చెప్పండి : నేను ఇప్పుడు మిమ్ములను సంస్థలు, గ్రూపులు లేదా నియమబద్ధం కాని సంస్థలలో మీరుగాని, మీ కుటుంబ సభ్యులుగాని సభ్యులుగా ఉన్నారేమో అని అడగదలిచాను.

Q5.5.1: Ask whether in the last 12 months any member of the household has been an active member of an organisation, group or informal association? Active member means that they actually participate in the group activities, attend meetings, or do something else related to being a member of that group. For example, even if the person contributes to a group savings scheme, but does not regularly attend meetings, count them as an “active member” and record their meeting participation in question 5.5.5. If the answer is No, skip to Q5.6.

గత 12 నెలలలో ఇంటిలోని సభ్యులు ఎవరైనా, ఏదైనా సంస్థలోగాని, గ్రూపులోగాని, నియమబద్ధం కాని సంస్థలలో గాని, సభ్యులుగా ఉన్నారేమో అడగండి. యాక్టివ్ మెంబర్ అనగా గ్రూపు కార్యకలాపాలలో పాల్గొనేవారు, గ్రూపు సమావేశాలకు హాజరయ్యేవారు లేదా ఆ గ్రూపు సభ్యుడిగా సంబంధిత పనులు ఏదైనా చేసేవారు. ఉదా: ఒకవేళ ఆ వ్యక్తి గ్రూపు పొదుపులో జమచేస్తుంటాడు, కాని సమావేశాలకు క్రమంగా హాజరు కాకపోయిన, వారిని 'యాక్టివ్ మెంబర్' గానే వ్రాయండి. మరియు వారు సమావేశాలకు హాజరు అయినదానికి 5.5.5 ప్రశ్నలో వ్రాయండి. జవాబు 'కాదు' అయినచో ప్రశ్న 5.6కి స్కిప్ చేయండి.

FIELDWORKER: Q5.5.1-5.9.10 are split over two tables. In the first column of each table is a column headed 'GRPID'. Q5.5.1 identifies the groups which members of the household belong to. Work through the columns in both tables asking questions 5.5.2 to 5.5.10 for each group listed. Make sure that the 'GRPID' in the second table matches the 'GRPID' in the first table; i.e. that all the questions asked about a specific group have the same 'GRPID' number in both tables.

ఫీల్డ్ వర్కర్ : ప్రశ్న 5.5.1-5.9.10 ప్రశ్నలను రెండు పట్టికలలో విభజించారు. ప్రతి పట్టికలో మొదటి కాలం 'GRPID' అనే హెడ్డింగ్‌తో ఉంటుంది. 5.5.2 నుండి 5.5.10 వరకు అన్ని ప్రశ్నలను రెండు పట్టికలలోని ప్రతి కాలంను ప్రతి గ్రూపుకు అడగండి. మొదటి పట్టికలోని 'GRPID', రెండవ పట్టికలోని 'GRPID'తో సరిఅయ్యేటట్లు చూడండి. అంటే ప్రతి ప్రశ్నలను ఒక గ్రూపును అడిగితే, ఆ గ్రూపుకు రెండు పట్టికలలో ఒకే 'GRPID' నంబరు ఉండాలి.

Q5.5.1: Identify the groups which members of the household belong to and enter the codes for these groups from CODEBOX #12.

కుటుంబ సభ్యులు ఏ గ్రూపులో సభ్యులుగా ఉన్నారో ఆ గ్రూపులను గుర్తించి, ఆ గ్రూపు కోడ్‌లను కోడ్ బాక్స్ 12 నుండి వ్రాయండి.

Q5.5.2: For each group, identify the main person in the household who is a member of the group. Enter their ID from the household roster. If the whole family belongs to the group, enter 80.

ప్రతి యొక్క గ్రూపుకు, ఆ గ్రూపులో సభ్యుడైన, ఆ కుటుంబంలో ప్రధానమైన వ్యక్తిని గుర్తించండి. హౌస్‌హోల్డ్ రోస్టర్ నుండి వారి ఐడిని గుర్తించి వ్రాయండి. కుటుంబం మొత్తం ఆ గ్రూపులో సభ్యులైతే 80 కోడ్‌ను వ్రాయండి.

Q5.5.3: For each main person, establish since when they have been a member of that group. Enter the last two digits of the year. Use -77 if the answer is unknown (NK).

ప్రతి ప్రధాన వ్యక్తికి, ఎప్పటి నుండి ఆ గ్రూపు సభ్యులుగా ఉన్నారో అడగండి. 'తెలియదు' అని జవాబు వచ్చినచో -77 వ్రాయండి.

Q5.5.4: Determine what the main benefits from the group are. This question refers to things which are *perceived* to be benefits by the respondent. Enter codes from CODEBOX #13. There is space to record two benefits here. If there is only one benefit, record 88 in the second box.

గ్రూపు నుండి పొందిన ముఖ్య ఉపయోగాలు ఏమిటో అడగండి. ఈ ప్రశ్న, జవాబు చెప్పే వ్యక్తి వేటిని లాభాలు అని అనుకుంటారో వాటిని ఉద్దేశించినది. కోడ్ బాక్స్ 13 నుండి కోడ్స్ వ్రాయండి. రెండు లాభాలను వ్రాయడానికి స్థలం ఉంది. ఒకే లాభం ఉంటే, రెండవ బాక్స్‌లో 88 అని వ్రాయండి.

Q5.5.5: For each main person, establish how often the person attends the group - more than once per week, weekly, monthly, twice per year, annually or less than once per year. Enter 77 for NK.

ఆ కుటుంబంలోని ప్రధాన వ్యక్తి ఎంత తరచుగా ఈ గ్రూపులకు హాజరు అవుతాడో తెలుసుకోండి. వారంలో ఒక సారికంటే ఎక్కువ, వారానికి ఒకసారి, నెలకు ఒకసారి, సంవత్సరానికి ఒకసారి లేదా సంవత్సరంకంటే తక్కువసార్లు హాజరవుతాడో అడగండి. NK కు 77 వ్రాయండి.

FIELDWORKER: Remember to make sure that the 'GRPID' in the second table matches the 'GRPID' in the first table; i.e. that all the questions asked about a specific group have the same 'GRPID' number in both tables.

ఫీల్డ్ వర్కర్ : రెండవ పట్టికలోని 'GRPID', మొదటి పట్టికలోని 'GRPID' రెండూ జత అయ్యేటట్లు గుర్తుంచుకోండి. అనగా ఏ గ్రూపు గురించి ప్రశ్నలు అడగుతున్నామో, అదే 'GRPID' నెంబరు రెండు పట్టికలలో ఉండేటట్లు చూడండి.

Q5.5.6: For each main person, establish whether they hold a leadership or powerful position in the group. This question refers to current positions held, NOT past positions. If no or NK, skip to Q5.6.

కుటుంబంలోని ప్రతి ముఖ్యమైన వ్యక్తికి, గ్రూపులో ఏదైన ముఖ్య హోదా లేదా లీడరుగా ఉన్నారేమో అడగండి. ఈ ప్రశ్న ప్రస్తుతం ఎలాంటి హోదాలో ఉన్నారో సూచించడానికి, తెలియచేయడానికి గాని, గతంలో కలిగియున్న హోదా గూర్చికాదు. జవాబు 'కాదు' లేదా NK అయితే ప్రశ్న 5.6.కి స్కిప్ చేయండి.

Q5.5.7: Establish since when the person has held this leadership/powerful position. Enter -88 for N/A if the answer to Q5.5.6 was No. Enter -77 if the answer is unknown (NK).

ఈ వ్యక్తి ఆ హోదాలో లేదా పదవిలో ఎప్పటి నుండి ఉంటున్నారో అడగండి. ఒకవేళ ప్రశ్న 5.5.6కి జవాబు No అయితే, NA అయితే -88 వ్రాయండి. జవాబు తెలియదు NK అయితే -77 వ్రాయండి.

Q5.5.8: Ask whether a parent or close relative of the person held this position before. Enter 88 for N/A if the answer to Q5.5.6 was No.

తల్లిదండ్రులు లేదా దగ్గరి బంధువులు గాని, ఇంతకుముందు ఆ హోదాను కలిగి ఉన్నారేమో అడగండి. 5.5.6 ప్రశ్నకు జవాబు No అయినచో -88=NA వ్రాయాలి.

Q5.5.9: Ask what the main outcome from holding the position is. Enter code from CODEBOX #14. If NK, enter 77. Enter 88 for N/A if the answer to Q5.5.6 was No.

ఆ హోదాను కలిగి ఉండడం ద్వారా పొందిన ఉపయోగం ఏమిటో దానిని గూర్చి అడగండి. కోడ్ బాక్స్ 14 నుండి కోడ్ వ్రాయండి. అయినచో 77 వ్రాయండి. ప్రశ్న 5.5.6కి జవాబు No అయితే 88 N/A వ్రాయండి.

Q5.5.10: Ask whether the position has allowed the person to influence decisions and activities and list the possible codes (no, never; somewhat, occasionally; yes, often). If NK, enter 77. Enter 88 for N/A if the answer to Q5.5.6 was No.

ఆ పదవి కలిగి ఉండడం వల్ల ఏవైన నిర్ణయాలను మరియు ఏవైనా పనులను ఆ వ్యక్తి ప్రభావితం చేయగలిగాడో అడగండి. మరియు దాని సంబంధిత కోడ్స్ను వేయండి. జవాబు NK అయినచో 77 వేయండి. ప్రశ్న 5.5.6 జవాబు No అయితే 88 N/A వేయండి.

Q5.6: Establish whether anyone in the household has ever held or currently holds a position of responsibility, authority or power. If no, skip to Q5.11. If yes, ask question Q5.6.1-Q5.6.8.

ఆ ఇంటిలో ఎవరైనా, ఎప్పుడైనా కాని, ప్రస్తుతం కాని, బాధ్యతాయుతమైన హోదా కాని, అధికారం గాని కలిగి ఉన్నారో అడగండి. No అయితే ప్రశ్న 5.11కి స్కిప్ చేయండి. అవును అయినచో ప్రశ్న 5.6.1-5.6.8 వరకు అడగండి.

FIELDWORKER: Record the household roster ID of each household member who has held a powerful position (Q5.6.1). Then, for each of these people, ask Q5.6.1-5.6.8.

ఫీల్డ్ వర్కర్ : కుటుంబంలో ఎవరైన అధికారిక హోదాను కలిగి ఉంటే హౌస్‌హోల్డ్ రోస్టర్ నుండి ఆ సభ్యుని ఐడి గుర్తించి వ్రాయండి (ప్రశ్న 5.6.1). ప్రతి ఒక వ్యక్తికి ప్రశ్న 5.6.1-5.6.8 ప్రశ్నలు అడగండి.

Q5.6.1: Enter the household roster ID of each household member who has held a powerful position. అధికారిక హోదా కలిగిన కుటుంబ సభ్యుడి ఐడిని హౌస్‌హోల్డ్ రోస్టర్ నుండి వ్రాయండి.

Q5.6.2: For each person identified, enter the position held from CODEBOX #15. కోడ్ బాక్స్ 15 నుండి, గుర్తించబడిన ప్రతి వ్యక్తికి ఆ హోదాను వ్రాయండి.

Q5.6.3: Establish when the person first obtained this position. Use -77 if the answer is unknown (NK).

ఆ వ్యక్తి మొదటగా ఎప్పుడు ఆ హోదాను పొందాడో అడగండి. సమాధానం 'తెలియదు' అయినచో -77 వ్రాయండి.

Q5.6.4: Ask for how long s/he (has) held this position. Enter the number of years. If they have held the position for less than one year, enter 00.

ఎంతకాలం ఆ హోదాలో ఉన్నాడో అడగండి. ఎన్ని సంవత్సరాలలో వ్రాయండి. వారు ఆ హోదాను/పదవిని ఒక సంవత్సరంకంటే తక్కువ సమయం కలిగి ఉంటే '00' వ్రాయండి.

Q5.6.5: Establish whether the person still holds this position.

ఆ వ్యక్తి ఇప్పటికీ ఆ హోదాను కలిగి ఉన్నాడో అడగండి.

Q5.6.6: Ask whether a parent or close relative of this person held the post before.

ఇంతకుముందు తల్లిదండ్రులుగాని, లేదా దగ్గరి బంధువులుగాని ఆ హోదాను/పదవిని కలిగి ఉన్నారో అడగండి.

Q5.6.7: Ask what the main outcome from holding this position is. Enter the code from CODEBOX #14. If NK, enter 77.

ఆ హోదాను కలిగి ఉండడం వలన వచ్చే ఉపయోగాలు ఏమిటో కనుక్కోండి. కోడ్ బాక్స్ 14 నుండి కోడ్ వ్రాయండి. ఒకవేళ NK అయితే 77 వ్రాయండి.

Q5.6.8: Ask whether the position has allowed the person to influence decisions and activities and list the possible codes (no, never; somewhat, occasionally; yes, often). If NK, enter 77.

ఈ వ్యక్తి ఆ హోదా కలిగి ఉండడం వల్ల ఏదైనా నిర్ణయాలనిగాని, పనులనుగాని ప్రభావితం చేయగలిగారేమో అడిగి తెలుసుకోండి. సంబంధిత కోడ్స్ని లిస్ట్ చేయండి. (no, never; somewhat, occasionally; yes, often). ఒకవేళ NK అయినచో 77 వ్రాయండి.

Q5.7: Ask whether the household has relatives (outside the household) living in the community. If No, skip to 5.10.

ఈ కమ్యూనిటీలో ఆ కుటుంబం యొక్క బంధువులు (ఆ యింటిలో కాకుండా) ఎవరైనా ఉన్నారేమో కనుక్కోండి. ఒకవేళ సమాధానం కాదు అయినచో 5.10 ప్రశ్నకు స్కిప్ చేయండి.

Q5.8: Establish how many relatives are living in the community. If the respondent gives a number, insert the relevant code. If the respondent finds it difficult to estimate a number, give them the choices in the codes: (none, 1-5, 6-10, 11-20, 21-30, over 30). Record -77 if NK. Record 88=NA if the answer to 5.7 was No.

ఆ కమ్యూనిటీలో ఎంతమంది బంధువులు నివసిస్తున్నారో తెలుసుకోండి. ఒకవేళ జవాబు చెప్పే వ్యక్తి ఆ నెంబరు చెప్పినట్లయితే తగిన కోడ్ వేయండి. జవాబు చెప్పే వ్యక్తికి ఆ నెంబరు అంచనా వేసి చెప్పడం కష్టం అయినట్లయితే, ఉన్న కోడ్స్లో ఎంచుకోమనండి; (none, 1-5, 6-10, 11-20, 21-30, over 30). NK అయినచో -77 అని వ్రాయండి. 5.7 ప్రశ్నకు జవాబు No అని అనినచో 88=NA అని వ్రాయండి.

Q5.9: Establish how many of these relatives are influential. This means that they are an influential figure in the community. If the respondent gives a number, insert the relevant code. If the respondent finds it difficult to estimate a number, give them the choices in the codes: (none, 1-5, 6-10, 11-20, 21-30, over 30). Record -77 if NK. Record 88=NA if the answer to 5.7 was No.

ఈ బంధువులలో ఎంతమంది ఈ కమ్యూనిటీలో పలుకుబడి గలవారో తెలుసుకోండి. వారు చాలా పలుకుబడి గలవారు అని అర్థం. ఒకవేళ జవాబు చెప్పే వ్యక్తి ఆ నెంబరు ఎంతమందో చెప్పినట్లయితే తగిన కోడ్ను వేయండి. ఆ నెంబరు చెప్పడం కష్టం అనిపిస్తే, ఉన్న కోడ్స్లో ఎంచుకోమనండి; (none, 1-5, 6-10, 11-20, 21-30, over 30). NK అయినచో -77 వ్రాయండి. 5.7 ప్రశ్నకు జవాబు No అని అనినచో 88=NA అని వ్రాయండి.

5C - COLLECTIVE ACTION AND EXCLUSION

Q5.10: For each action in the table, ask whether any of the households have done that action in the last four years. Here there is a code 79 which should be used if the respondent refuses to answer. This is different from them not knowing the answer (code 77).

గత నాలుగు సంవత్సరములలో ఆ కుటుంబంలోని వారెవరైనా టేబిల్లో ఇవ్వబడిన ప్రతిపనిని చేసారేమో అడగండి. ఒకవేళ జవాబు చెప్పవలసిన వ్యక్తి చెప్పటానికి తిరస్కరించినచో 79 కోడ్ ఇక్కడ వుంది. ఇది జవాబు తెలియదు అని చెప్పటానికి ఉపయోగపడే 77 అనే కోడ్కి భిన్నమైనది.

Q5.11.1: For each service in Table 5.11, ask whether the household has had access to this service when it has been needed or wanted. If the answer is no, ask question 5.11.2. If the answer is yes, skip to the next line (service) of the table.

టేబిల్ 5.11లో ఇచ్చిన ప్రతి సేవలు, ఆ కుటుంబానికి అవసరమైనప్పుడు కావాలి అనుకున్నప్పుడు అందుబాటులో వున్నాయో లేదో అడగండి. ఒకవేళ జవాబు No అనినచో ప్రశ్న 5.11.2 అడగండి. ఒకవేళ సమాధానం 'ఔను' అయినచో టేబిల్లోని తరువాతి లైన్ (తరువాతి సేవ)కి వెళ్ళండి.

Q5.11.2: Establish the main reason why the household has no access to this service. Enter the code from the list. If the respondent gives more than one reason, ask them to identify the main

one. (Enter 88 if they answered 01=Access to Q5.14.1.) If the answer to Q5.11.2 is code 04 ask **Q5.11.3**, otherwise skip to section 6.

ఈ సేవలు ఆ కుటుంబానికి అందుబాటులో లేకపోవడానికి గల ముఖ్యకారణం తెలిసికోండి. లిస్ట్ నుండి కోడ్ని ఎంటర్ చెయ్యండి. జవాబు చెప్పే వ్యక్తి ఒకటికంటే ఎక్కువ కారణాలు చెబితే, వారికి అందులో ప్రధానమైన దానిని గుర్తించి చెప్పమనండి (ఒకవేళ వారు ప్రశ్న 5.14.1కి 01=Accessగా సమాధానం చెప్పిన యెడల 88 అని ఎంటర్ చెయ్యండి). ఒకవేళ ప్రశ్న 5.11.2కి సమాధానం 04 కోడ్ అయితే ప్రశ్న 5.11.3ని అడగండి, లేకపోతే సెక్షన్ 6కి స్కిప్ చెయ్యండి.

Q5.11.3: If the answer to Q5.11.2 is code 04, ask what the respondent thinks the reason for being denied access.

ప్రశ్న 5.11.2కి సమాధానం 04 కోడ్ అయితే, జవాబు చెప్పే వ్యక్తిని సేవలు అందుకోలేకపోవడానికి కారణం ఏమై వుంటుందో అడగండి.

5D - INFORMATION NETWORKS

Say: I am now going to ask you some questions about where you get information from.

చెప్పండి : మీరు ఏ విషయం గురించైనా సమాచారం ఎక్కడనుండి అందుకుంటారో దానిని తెలుసుకోగోరుచున్నాను.

Q5.12.1: Go through each of the topics listed in Table 5.12 asking if anyone in the household would be able to get information on them. If the answer is anything other than Yes, skip to the next line in the table. If Yes, continue to Q5.12.2.

టేబిల్ 5.12లో ఇయ్యబడిన ప్రతి విషయం గురించి, ఆ కుటుంబంలోని వారెవరైనా సమాచారం ఎలా పొందగల్గుతారో తెలుసుకోండి. ఒకవేళ వారి సమాధానం 'ఔను' అనకుండా ఇంకేదైనా అయినచో టేబిల్ తరువాత లైన్ కి స్కిప్ చెయ్యండి. ఒకవేళ సమాధానం 'ఔను' అయినచో ప్రశ్న 5.12.2కి సాగిపోండి.

Q5.12.2: Using codes from CODEBOX #16, record their most important source of information on this topic.

సమాచారం లభించే ముఖ్యమైన మూలమును కోడ్ బాక్స్ 16 నుండి ఎంచి వేయండి.

Q5.12.3: Record their second most important source of information on this topic (using the same codes). If there is only one source of information, put 88 for N/A in this answer box.

ఆ విషయమునకు సమాచారం లభించే రెండవ ముఖ్యమైన మూలం ఏమిటో అడగండి. ఒకవేళ ఒక్క మూలము మాత్రమే ఉన్నట్లయితే answer boxలో 88=NA వ్రాయండి.

Q5.12.4: Ask whether anyone in the household has sought information on this topic in the last 4 years.

గత 4 సంవత్సరములలో ఇంటిలో ఎవరైనా ఆ విషయంపై సమాచారాన్ని అడిగారేమో నిర్ధారించండి.

Q5.12.5: Establish whether this information helped (in the way that it was intended to).

నిర్దేశించబడిన విధంగా ఆ సమాచారం ఉపయోగపడిందో లేదో అడగండి.

SECTION 6 – ECONOMIC CHANGES

PURPOSE:

This section is designed to obtain information on changes to household circumstances (specifically on important events) since the first round of YL.

యంగ్‌లైవ్ మొదటి రౌండు నుండి ఆ కుటుంబంలో పరిస్థితులలో జరిగిన మార్పులు (ముఖ్యమైన సంగతులపై) గూర్చి సమాచారాన్ని సేకరించడం కొరకు ఈ విభాగం ఏర్పాటు చేయబడినది.

DEFINITIONS:

Events and shocks do not need to be events which are in themselves negative. The questions relating to shocks aim to pick up events which have had negative economic consequences for the household.

సంఘటనలు మరియు షాక్స్ కొన్ని ప్రత్యేకమైన ఈవెంట్స్‌గా భావించనవసరం లేదు. ఎందుకంటే అవి నెగటివ్ ఎఫెక్ట్స్ ఇస్తున్నాయి కాబట్టి. షాక్స్‌కు సంబంధించిన ప్రశ్నలు, ఆ కుటుంబం యొక్క ఆర్థిక పరిస్థితులకు వ్యతిరేకంగా ప్రభావితం చేసిన వాటి గూర్చి తెలుసుకోవడానికి నిర్దేశించబడినవి.

RESPONDENTS

Determined from preliminary interview, but probably the household head (or the person who knows most about the household's economic circumstances).

Preliminary interview నుండి గుర్తించబడిన వారు, కాని ఇంటి యజమాని లేదా కుటుంబ ఆర్థిక విషయాల గూర్చి ఎక్కువగా తెలిసిన వ్యక్తి అయ్యుండవచ్చు.

INSTRUCTIONS:

Q6.0: Identify the respondent for this section using their ID from the household roster.

హౌస్‌హోల్డ్ రోస్టర్ నుండి జవాబు చెప్పే వ్యక్తి యొక్క ఐడిని గుర్తించి వేయండి.

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.

చెప్పండి : మీ యొక్క ప్రస్తుత పరిస్థితులు ఆలోచిస్తే, ఈ మధ్యకాలంలో అవి ఏవిధంగా, ఎందుకు మార్పు చెందినవో, వాటి గురించి నేను మిమ్ములను అడగదలిచాను.

Q6.1: Ask the respondent how they would describe the household they are living in currently, and the household in which they were living in four years ago (around the time of the first round survey). For households of 12 year olds only, you need to also ask what the situation was the year before NAME was born. This is a perception question. Read the codes listed under 6.1.1 and enter the one identified. 'Comfortable' is used here to mean average.

ప్రస్తుతం వారి ఇంటి జీవన పరిస్థితులను మరియు నాలుగు సంవత్సరముల క్రితం (మొదటి రౌండు సమయంలో) వారి జీవన పరిస్థితులను, జవాబు చెప్పే వ్యక్తి ఏవిధంగా వివరిస్తారో అడగండి. 12 సంవత్సరముల పిల్లవాడు ఉన్న కుటుంబాన్ని మాత్రం, 'పేరు' జన్మించక ముందు వారి పరిస్థితి ఎలా ఉండేదో అడగండి. ఇది పరిజ్ఞానం గూర్చిన ప్రశ్న 6.1.1లో కోడ్స్ చదవండి మరియు గుర్తించిన కోడ్ వ్రాయండి.

Q6.1.2: If the situation now is different to what it was four years ago or the year before NAME was born, ask up to two main reasons for this change. Note: there are two different code boxes, one code box is for improved situations and one code box is for worsened situations. Enter codes from either CODEBOX #17 for improved situations or CODEBOX #18 for worsened situations, in order of importance. If there are more than two reasons, ask the respondent to identify the two most important ones. If there is only one reason, enter 88 for N/A in the second answer box.

నాలుగు సంవత్సరములకు ముందు లేదా 'పేరు' జన్మించిన ముందు సంవత్సరములకంటే ఇప్పటి పరిస్థితి మారినట్లయితే, ఆ పరిస్థితి మారడానికి గల రెండు ముఖ్య కారణాలు అడగండి. గమనిక : అక్కడ రెండు వేర్వేరు కోడ్ బాక్సులు ఇవ్వబడ్డాయి. ఒక బాక్స్ మెరుగైన పరిస్థితి గూర్చి, రెండవ బాక్స్ క్షీణించిన పరిస్థితి గూర్చి తెలియచేస్తుంది. మెరుగైన పరిస్థితి గూర్చి కోడ్ బాక్స్ 17 నుండి వ్రాయండి మరియు కోడ్ బాక్స్ 18 నుండి క్షీణించిన పరిస్థితి గూర్చి క్రమంలో వ్రాయండి. ఒకటి కంటే ఎక్కువ కారణాలు ఉన్నచో, ముఖ్యమైన రెండింటిని గుర్తించమని జవాబు చెప్పే వ్యక్తిని అడగండి. ఒకవేళ ఒక కారణం మాత్రమే ఉన్నట్లయితే, రెండవ జవాబు బాక్స్ లో 88=NA వ్రాయండి.

Q6.2: Ask the respondent whether compared to other households in the village/suburb they would describe their household as: The richest; Among the richest; Richer than most households; About Average; A little poorer than most households; Among the poorest; or The poorest. This is a perception question so try and avoid respondents giving an answer of NK unless they really cannot make an attempt to compare their household to others. Enter the code corresponding to their answer.

జవాబు చెప్పే వ్యక్తిని ఆ గ్రామంలో, ఇతర కుటుంబాలతో పోల్చితే వారి కుటుంబ పరిస్థితి ఎలా ఉందో వివరించమని అడగండి. కుటుంబ పరిస్థితి : The richest; Among the richest; Richer than most households; About Average; A little poorer than most households; Among the poorest; or The poorest. ఇది వారి పరిజ్ఞానమునకు సంబంధించిన ప్రశ్న. అందువల్ల జవాబు చెప్పే వ్యక్తి NK అని చెప్పకుండా చూడండి (వారు వేరే కుటుంబంతో పోల్చుకోలేకపోతే తప్పించి). వారి జవాబుకు సంబంధిత కోడ్ ని వేయండి.

SAY: Now I am going to ask you about the most important events and changes that have happened since the last time we came to see you. Has this household been affected by a serious event that led, for example, to a serious reduction in assets, or that caused your household income to fall substantially or resulted in significantly reduced consumption.

చెప్పండి : మేము ఇంతకుముందు మిమ్ములను చూడడానికి వచ్చినప్పటినుంచి జరిగిన ముఖ్యమైన సంఘటనలు, మార్పులను గూర్చి మిమ్ములను ఇప్పుడు అడగాలని అనుకుంటున్నాను. ఒకవేళ ఆ కుటుంబం ఆ తీవ్రమైన సంఘటనకు గురికావడం వల్ల ఆస్తులు తగ్గిపోవడం, వారి ఆదాయం తగ్గిపోవడం, వారి వినియోగం తగ్గిపోవడం జరగవచ్చు.

FIELDWORKER: Ask each of the questions (A-G). Asking these questions prompts the respondent to think about different areas in which they might have experienced shocks. If the answer is positive, ask what the event was and prompt for the events listed under 6.3.1. If the answer is negative, skip to the next question. This question aims to pick up events which the respondent identifies as having had negative economic consequences for the household. You should not impose your own views as to whether or not something counts as an important event or change. For each event identified, answer 6.3.1 to 6.3.3. After questions A-G have been asked and all relevant shocks have been coded, ask Q6.3.4-Q6.3.5.

ఫీల్డ్ వర్కర్ : A-G వరకు ప్రతి ప్రశ్నను అడగండి. ఈ ప్రశ్నలు అడగడం ద్వారా, జవాబు చెప్పే వ్యక్తిని, ఎప్పుడెప్పుడయిన వారు అనుభవించిన షాక్స్ గూర్చి వారు గుర్తు తెచ్చుకోవడానికి ప్రాంప్ట్ చేస్తుంది. ఒకవేళ వారి జవాబు 'అవును' అన్నట్లయితే, ఆ సంఘటన ఏమిటో అడగండి మరియు 6.3.1లో లిస్ట్ లో ఉన్న సంఘటనలు చెబుతూ వారికి ప్రాంప్ట్ చేయండి. వారి జవాబు 'కాదు' అనినచో, తరువాత ప్రశ్నకు స్కిప్ చేయండి. ఆ కుటుంబం యొక్క ఆర్థిక పరిస్థితులపై వ్యతిరేకంగా ప్రభావితం చేసిన సంఘటనలను, జవాబు చెప్పే వ్యక్తి గుర్తు తెచ్చుకొనేందుకే ఈ ప్రశ్న యొక్క ముఖ్య ఉద్దేశం. ఏదైనా సంఘటనలు లేదా మార్పు చాలా ముఖ్యమైనదా, కాదా అని చెప్పేటట్లు, మీ సొంత అభిప్రాయాలను వారిమీద రుద్దకూడదు. ప్రతి గుర్తింపబడిన సంఘటనకు 6.3.1 నుండి 6.3.3వరకు అడగండి. A-G ప్రశ్నలు అడిగిన తరువాత మరియు దాని సంబంధిత సంఘటనలన్నీ కోడ్ చేసిన తరువాత, ప్రశ్న 6.3.4 నుండి ప్రశ్న 6.3.5 వరకు అడగండి.

Q6.3.1: Indicate which of the events and changes listed in Table 6.3.1 have happened in the last 4 years by filling in the code for 'Yes' in the relevant answer boxes. After you have finished this question (or at the end of the questionnaire), you should go back and fill in the 'No' codes for the remaining lines of the table.

టేబిల్ 6.3.1లో నాలుగు సంవత్సరముల క్రితం జరిగిన సంఘటనలు లిస్ట్ చేయబడిన వాటిలో ఏవి జరిగినవో గుర్తించి 'Yes' అనే కోడ్‌ని సంబంధిత జవాబు బాక్స్‌లో వేయండి. ఈ ప్రశ్న పూర్తిచేసిన తరువాత (లేదా ప్రశ్నావళిలో చివరిలో) మీరు వెనక్కి వెళ్ళి టేబిల్‌లో మిగిలిన లైన్స్‌లో No కోడ్స్ వ్రాయండి.

Q6.3.2: For each event identified, establish how widely people were affected by this event using the codes from CODEBOX #19.

గుర్తించిన ప్రతి సంఘటనకు, ఎంతవరకు ప్రజలు ఆ సంఘటన ద్వారా గురికాబడ్డారో కోడ్ బాక్స్ 19 నుండి కోడ్స్ వ్రాయండి.

Q6.3.3: For each event identified, establish what the household did about the event. There is space for up to three responses, and these should be filled in order of importance. If fewer than three responses are cited, fill in as many codes as apply and put 88 for N/A in the remaining answer boxes.

గుర్తించబడిన ప్రతి సంఘటనకు, ఆ కుటుంబం ఆ సంఘటన ఎదుర్కొన్నదానికి ఏమి చేసిందో అడగండి. మూడు జవాబులకు స్థలం ఉంది. కాని ముఖ్యమైన వాటిని క్రమపద్ధతిలో వ్రాయండి. మూడుకంటే తక్కువ జవాబులు వచ్చినట్లయితే సరి అయిన కోడ్స్ వ్రాసి, మిగిలిన జవాబు బాక్స్‌లో 88 NA వ్రాయండి.

Q6.3.4: Ask the respondent to indicate the three most important events (in order) from those they identified in Q6.3.1. In the table, enter 01 next to the most important event, 02 next to the next important event and 03 next to the third important event. After the interview, enter 00 in all the other rows of this column. If the respondent has identified three events or fewer, ask the respondent to put these in order of importance.

ప్రశ్న 6.3.1లో వారు గుర్తించిన సంఘటనలలో, ముఖ్యమైన మూడింటిని క్రమపద్ధతిలో గుర్తించమని జవాబు చెప్పే వ్యక్తిని అడగండి. పట్టికలో అతి ముఖ్యమైన సంఘటనకు 01 వ్రాయండి, 02 తరువాత ముఖ్య సంఘటన, 03 మూడవ ముఖ్య సంఘటనకు వ్రాయండి. అడగడం పూర్తి అయిన తరువాత, మిగిలిన అన్ని రోస్‌లలో 00 వ్రాయండి. ఒకవేళ జవాబు చెప్పే వ్యక్తి మూడు లేదా తక్కువ సంఘటనలు గుర్తిస్తే, వాటిని ప్రాముఖ్యపరంగా క్రమపద్ధతిలో చెప్పమని అడగండి.

SECTION 7 - SOCIO-ECONOMIC STATUS

PURPOSE:

In this section we would like to find out more about the socio-economic environment of the caregiver. It includes questions about the place where he/she lives, household possessions, land ownership and animals.

ఈ సెక్షన్లో కేర్గివర్ యొక్క ఆర్థిక, సామాజిక పరిస్థితులను గూర్చి తెలుసుకో దలుచుకున్నాము. అతడు/ఆమె ఎక్కడ నివసిస్తున్నారో, ఆ కుటుంబం కలిగి యున్న ఆస్తులు, భూమి యాజమాన్యము మరియు వారు కలిగి ఉన్న జంతువులను గూర్చి కొన్ని ప్రశ్నలు అడగదలచాము.

RESPONDENTS:

Head of household or primary caregiver of the index child.

రెస్పాండెంట్ ఇంటి పెద్ద లేక పిల్లపిల్లవాని యొక్క ప్రైమరీ కేర్గివర్ అయి ఉండాలి.

INSTRUCTIONS:

Q7.0: Identify the respondent for this section using their ID from the household roster.

హౌస్‌హోల్డ్ రోస్టర్ నుండి ఐడిని ఉపయోగించి ఈ సెక్షన్కు జవాబు చెప్పేవారిని గుర్తించండి.

Q7.1: Ask if anybody in the household owns the house. The land that the house is built on should have been discussed in question 3.2. This now refers to the actual building. If the building is mortgaged, answer yes to this question.

కుటుంబంలో ఎవరైనా ఈ ఇంటిని సొంతంగా కలిగి ఉన్నారో అడగండి. ప్రశ్న 3.2లో ఇల్లును నిర్మించిన భూమి గురించి వివరించారు. కావున ఇప్పటి ప్రశ్న ఇంటికి (building) సంబంధించినది. ఈ buildingని తాకట్టు పెట్టినచో, ఈ ప్రశ్నకు 'అవును' అని జవాబు చెప్పండి.

Q7.2: Ask whether anyone in the household has a mortgage on the house.

ఈ ఇంటిని ఎవరైనా తాకట్టు పెట్టారో లేదో అడగండి.

Q7.3: Establish how many rooms there are in the house. Do not include kitchens, bathrooms, passages, garages or store-rooms or room partitions such as curtains. Enter the number of rooms in the space provided.

ఇంటిలో ఎన్ని గదులు ఉన్నాయో దృవీకరించండి. వంట గదిని, బాత్‌రూంని, పాసేజ్‌ని, గ్యారేజ్‌ని లేదా స్టోర్ రూములను లేదా కర్టెన్ వేసి రూం పార్టిషన్ దీనిలో కలుపవద్దు. ఇవ్వబడిన ఖాళీలో ఎన్ని గదులు ఉన్నాయో నెంబరు వ్రాయండి.

Q7.4 This question includes both legal and illegal connections to electricity. The connection must however be functioning most days. Include electrical generators, wind and solar generators but not car batteries. You should look for obvious evidence of an electricity supply (e.g. electric light) as respondents may not want to admit to having an illegal supply.

ఈ ప్రశ్న చట్టపరమైన లేదా చట్టపరముకాని విద్యుత్ కనెక్షన్ గూర్చి అడుగుతుంది. అయితే, ఆ కనెక్షన్ ఎక్కువ రోజులు పనిచేస్తూ ఉండాలి. ఇవి ఎలక్ట్రిక్ జనరేటర్స్, గాలితో లేదా సూర్యశక్తితో పనిచేసే జనరేటర్స్ కావచ్చు. కాని కార్ బ్యాటరీలు దీనిలోనికి రావు. విద్యుత్ సరఫరా ఉన్నదో లేదో సరిగా చూసి (ఉదా: ఎలక్ట్రిక్ లైట్ చూడడం ద్వారా) తెలుసుకోండి. ఒకవేళ జవాబు చెప్పే వ్యక్తి విద్యుత్ సరఫరా చట్టపరమైనది కాకపోతే, వారికి విద్యుత్ సరఫరా లేదని చెప్పవచ్చు.

Q7.5-Q7.7: You must observe the building material used for the wall of the house (7.5), the roof of the house, (7.6) and the floor of the house, (7.7). If it is not immediately clear what these are made of, ask a household member. Enter the appropriate codes from CODEBOXES #21 - #23. If the roof/floor/wall is made of several different materials record the main type of material (e.g that

which covers at least 50%). If there is more than one building in the household (e.g a separate kitchen or bathroom) record the material used in the main section of the house.

ఈ ఇంటిగోడ (7.5), ఇంటి పైకప్పు (7.6), ఇంటి నేల (7.7) దేనితో కట్టారో పరిశీలించండి. వెంటనే మీకు అవి దేనితో కట్టారో తెలియకపోతే కుటుంబ సభ్యులను అడగండి. కోడ్ బాక్స్ 21.23లలో నుండి తగిన కోడ్స్ వ్రాయండి. ఒకవేళ పై కప్పు, నేల, గోడలకు వేర్వేరు మెటీరియల్ వాడినట్లయితే, ముఖ్యమైన మెటీరియల్ ఏదో (ఆ మెటీరియల్ కనీసం 50% అయి ఉండాలి) వ్రాయండి. ఒకటి కంటే ఎక్కువ ఇల్లు ఆ కుటుంబానికి ఉన్నట్లయితే (ఉదా: వేరే వంటగది, లేదా స్నానపు గది), ఇంటిలో ముఖ్యమైన భాగాలకు ఏ మెటీరియల్ వాడారో వ్రాయండి.

Q7.8: Ask about the main source of drinking water for members of the household. If different members have different sources of drinking water ask about the source for the majority of members. Enter the appropriate code from CODEBOX #24. An unprotected well is any type of well that is not a tubewell.

ఆ కుటుంబ సభ్యులకు మంచి నీటి కొరకు ఉన్న ముఖ్య వనరు ఏమిటో అడగండి. ఒకవేళ ఆ కుటుంబంలో వేర్వేరు వ్యక్తులకు మంచి నీటి కొరకు వేర్వేరు వనరులను కలిగి ఉంటే, ఎక్కువమంది వాడే ముఖ్య వనరుని అడగండి. కోడ్ బాక్స్ 24 నుండి సరియైన కోడ్ వ్రాయండి. అసంరక్షిత బావి అనగా గొట్టపుబావి కాని ఎటువంటి బావి అయినా కావచ్చు.

Q7.9: Ask about the main toilet facility used by members of the household. Enter the appropriate code from CODEBOX #25. A septic tank is a toilet that flushes with the effluence going via a pipe into a covered sediment tank. Buckets, fields, hanging latrines or canals do not count as toilets—classify them as none.

కుటుంబ సభ్యులు ఉపయోగించే ముఖ్య పారిశుధ్య సౌకర్యాలు ఏమిటో అడగండి. కోడ్ బాక్స్ 25 నుండి సరి అయిన కోడ్ వ్రాయండి. సెప్టిక్ ట్యాంక్ అనే టాయిలెట్, పైపు ద్వారా effluence sediment tankలోకి వెళ్ళేది. బకెట్, పొలాలు, వ్రేలాడే లెట్రీన్స్, లేదా కాలువల టాయిలెట్స్ క్రిందకు రావు.

Q7.10: This question asks about the main fuel the household usually uses for cooking. Enter the code from CODEBOX #26.

ఈ ప్రశ్న కుటుంబం సాధారణంగా వంట చేయడానికి ఉపయోగించే ముఖ్య ఇంధనం గూర్చి సంబంధించినది. కోడ్ బాక్స్ 26 నుండి కోడ్ వ్రాయండి.

Q7.11: You will be pre-informed if households in the sentinel site do not use fuel for heating their houses and in this case you will not ask this question. For those sites where heating is used by at least some people in the site, establish whether heating is used in the household.

ఇంటిని వేడి చేసుకోవడానికి ఇంధనం ఉపయోగిస్తారో లేదో మీకు ముందుగా తెలియచేస్తారు ఉపయోగించక పోయినచో, ఈ ప్రశ్న అడగక్కరలేదు. ఆ sentinel siteలో కొన్ని కుటుంబాలు దానిని వాడితే, ఆ కుటుంబం heatingని ఉపయోగిస్తుందేమో అడగండి.

Q7.12: Only ask this question if the household uses fuel for heating. Establish the main type of fuel usually used by the household for heating. Enter the code from CODEBOX #27.

ఒకవేళ ఆ కుటుంబం ఇంటిని వేడి చేసుకోవడానికి ఇంధనాన్ని వాడితే, ఈ ప్రశ్న అడగండి. ఇంటిని వేడి చేయడానికి ఉపయోగించే ఇంధనం ఏమిటో అడగండి. కోడ్ బాక్స్ 27 నుండి కోడ్స్ వ్రాయండి.

FIELDWORKER: For each item, ask Q7.13.1-Q7.13.2. After asking these questions for all items, ask Q7.13.3 and Q7.13.4.

ఫీల్డ్ వర్కర్ : ప్రతి ఒక్క ఐటమ్ కి ప్రశ్న 7.13.1 నుండి 7.13.2 వరకు ప్రశ్నలు అడగండి. అన్ని ఐటమ్స్ కు ఈ ప్రశ్నలు అడిగిన తరువాత, ప్రశ్న 7.13.3 మరియు 7.13.4 అడగండి.

Q7.13.1 Establish whether anyone in the household owns each of these items. Ownership of the item means that it could be sold by the household member; you can include items that are not presently in the household because they are on short term loan to someone else. The item must be functioning.

ఇంటిలో ఎవరైనా ఈ వస్తువును సొంతంగా కలిగి ఉన్నారో లేదో అడగండి. ఆ వస్తువులు సొంతంగా కలిగి ఉండటం అనగా, ఆ కుటుంబ సభ్యుడు ఆ వస్తువును అమ్మవచ్చు. ఆ వస్తువులు ప్రస్తుతం ఇంటిలో ఉండనప్పటికీ, ఎవరికైనా లోన్ పద్ధతిలో ఇచ్చిన వస్తువులను కూడా దీనిలో వ్రాయవచ్చు. ఆ వస్తువు మాత్రం పని చేసేవి అయ్యి ఉండాలి.

Q7.13.2: For each item, ask how many are owned.

ప్రతి ఒక్క వస్తువును, ఎన్ని కలిగి ఉన్నారో అడగండి.

Q7.13.3: Ask the respondent which are the five most valuable things in the list. If the item is one of the five most valuable, enter a 01 in column 7.13.3. At the end of the interview, add 00=No into the other rows in this column.

లిస్ట్ లో ఇవ్వబడిన వాటిలో ఐదు ముఖ్యమైన వాటిని చెప్పమని జవాబు చెప్పే వారిని అడగండి. ఆ వస్తువు ఐదింటిలో ముఖ్యమైనది అయితే 7.13.3 కాలంలో 01 వ్రాయండి. కాలంలో మిగిలిన రోస్ లో ఇంటర్వ్యూ ముగించిన తరువాత 00=No అని వ్రాయండి.

Q7.13.4: If the item is one of the five most valuable, ask how much it would fetch if they were to sell it. Enter the amount (in the local currency). If the respondent does not know, enter 77. If the household does not own a particular item or if it is not one of the five most valuable, enter -88 for N/A in this column.

ఆ వస్తువు ఐదు ముఖ్యమైన వస్తువులలో ఒకటి అయినచో, ఆ వస్తువును అమ్మితే వారికి ఎంత వస్తుందో అడగండి. రూపాయిలలో దాని విలువ వ్రాయండి. జవాబు చెప్పే వారికి ఆ విలువ తెలియకపోతే 77 వేయండి. ఒకవేళ ఆ కుటుంబం ఆ వస్తువును కలిగి ఉండకపోతే, లేదా ఆ వస్తువు ఐదు ముఖ్యమైన వస్తువులలో ఒకటి కాకపోతే, ఆ కాలంలో -88=NA వ్రాయండి.

Q7.14: Ask the respondent if they have invested in any improvements to their dwelling in the last four years. If the response is negative, skip to Section 8.

గత నాలుగు సంవత్సరములలో ఇంటి నివాస స్థలాన్ని మంచిగా చేసుకొనుటకు ఏమైనా పెట్టుబడి పెట్టారేమో జవాబు చెప్పే వ్యక్తిని అడగండి. జవాబు 'లేదు' అని చెప్పినట్లయితే సెక్షన్ 8కి స్కిప్ చేయండి.

Q7.14.1: If the response to Q7.14 is positive, ask the respondent what kinds of improvements were invested in. You can enter up to three codes from Code Box #28.

ప్రశ్న 7.14 'అవును' అని సమాధానం చెప్పినట్లయితే, ఎటువంటి మార్పులకు పెట్టుబడి పెట్టారో అడగండి. కోడ్ బాక్స్ 28 నుండి మూడు కోడ్స్ వ్రాయవచ్చు.

SECTION 8 – CHILD CARE, EDUCATION AND ACTIVITIES (5 YEAR OLD HH ONLY)

PURPOSE:

In this section we would like to find out more about child's early care arrangements, schooling and daily activities (including work).

'పేరు' యొక్క సంరక్షణ, విద్య మరియు రోజూ చేసే ఇతర కార్యకలాపములు (పనితో కూడా) గూర్చి ఇంకా ఎక్కువగా ఈ సెక్షన్లో అడగబడుతుంది.

RESPONDENTS:

Primary caregiver of the index child.

'పేరు' యొక్క ప్రైమరీ కేర్గివర్.

DEFINITIONS:

A creche is a place providing day-care for young children. We are interested in informal as well as formal arrangements.

creche అనేది పగటిపూట పిల్లలకు సంరక్షణ చేసే స్థలం. మనము నియత లేదా అనియత అరేంజ్‌మెంట్స్ కూడా చూస్తాము.

School is a formal general education establishment usually recognised by the government. In this section it refers to primary school.

స్కూల్ అనేది ప్రభుత్వంచే గుర్తించబడిన మరియు నియమబద్ధమైన విద్యను అందించే సంస్థ. ఈ సెక్షన్లో ఇవి ప్రాథమిక పాఠశాలకు సంబంధించినవి.

A public school relies primarily on government/state funding.

పబ్లిక్ స్కూల్ అనేది ప్రభుత్వం యొక్క ఆర్థిక సహాయంపై ఆధారపడుతుంది.

A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.

ప్రైవేట్ స్కూల్ - తల్లిదండ్రులు, NGOs, మతసంబంధ సంస్థలు మొదలగు ప్రభుత్వేతర సంస్థల ఆర్థిక సహాయంపై ఆధారపడుతుంది.

Typical means usual. A typical day during the week is more likely to be a week day or a day on which the person performs the activities that they do most often.

టిపికల్ అనగా సాధారణంగా అని అర్థం. వారంలో టిపిక్ డే అనేది వారంలో వారు సాధారణంగా అన్ని పనులు చేసే రోజు.

RESPONDENTS:

Primary caregiver of the index child.

'పేరు' యొక్క ప్రైమరీ కేర్గివర్.

INSTRUCTIONS:

Q8.0: Identify the respondent for this section using their ID from the household roster.

హౌస్‌హోల్డ్ రోస్టర్‌లోని ఐడిని ఉపయోగించి జవాబు చెప్పే వ్యక్తిని గుర్తించండి.

CHILD CARE AND PRESCHOOL EDUCATION

FIELDWORKER: Q8.1-8.4 relate to the child's crèche/day care attendance between the ages of 0 and 36 months. Q8.6-8.12 relate to pre-school attendance since the age of 36 months.

ఫీల్డ్ వర్కర్ : ప్రశ్నలు 8.1 నుండి 8.4 వరకు 0.36 నెలల మధ్య ఉన్న పిల్ల/పిల్లవాని crèche లేదా day careకు హాజరు గూర్చి తెలియచేస్తుంది. ప్రశ్న 8.6-8.12 ప్రశ్నలు 36 నెలల నుండి పిల్ల/పిల్లవాడు స్త్రీ స్కూలు (నర్సరీ, ఎల్కెజి, యుకెజి) హాజరును తెలియచేస్తుంది.

SAY: First I am going to ask you some questions about how NAME spent his/her time age 0-36 months.

చెప్పండి : 0-36 నెలల మధ్యలో 'పేరు' తన సమయాన్ని ఏవిధంగా గడుపుతాడో కొన్ని ప్రశ్నలు మొదటగా మిమ్ములను అడగాలని అనుకుంటున్నాను.

Q8.1: Establish whether the index child was regularly looked after by a crèche/day care/family day-care/baby-sitter for a whole morning, afternoon, evening or night almost every week. (COUNTRIES TO INSERT LOCAL NAME(S) FOR FORMAL OR INFORMAL CENTRES/ARRANGEMENT OPERATING IN THEIR COUNTRIES.) In this question we are trying to capture regular users of these child care groups and you should include children who attend in blocks (e.g. every day for one week and not at all for the other weeks in the month). The minimum attendance should be twice a month, this should not include unsuccessful trial of child care groups where there is no intention to return. If the child did not attend any child care groups, skip to Q8.4.

'పేరు' క్రమం తప్పకుండా క్రెచ్ లోగాని, డే కేర్ సెంటర్ లోగాని, ఫ్యామిలీ డే కేర్, బేబీ సిస్టర్ లో గాని, ఉదయం మొత్తం కొరకు, మధ్యాహ్నం, సాయంత్రం లేదా రాత్రి, వారంలో ప్రతి రోజూ చూడబడతాడు. (ఆయా దేశాలు, ఆ దేశాలలో ఉండే నియత లేదా అనియత సంస్థలు లేదా సెంటర్స్ యొక్క స్థానిక పేర్లు ఉపయోగించండి). ఈ ప్రశ్నలో క్రమం తప్పకుండా క్రెచ్ లకు వెళ్ళే పిల్లల గుంపులను గూర్చి అడగబడుతుంది. పిల్లలను వేర్వేరు బాక్స్ లో వ్రాయండి. (ఉదా: ఒక వారంనకు అన్ని రోజులు వెళ్ళేవారు, కాని నెలలో ఇతర వారంలో అసలు వెళ్ళనివారు). నెలలో కనీసం రెండుసార్లు వెళ్ళి ఉండాలి. కాని తిరిగి క్రెచ్ కి వెళ్ళడానికి ఇష్టపడనివారు, ఫలితం లేని ప్రయత్నం చేసిన వారిని ఈ గ్రూపులో కలుపవద్దు. ఒకవేళ పిల్ల/పిల్లవాడు అసలు కేర్ సెంటర్ కు హాజరు కానట్లయితే ప్రశ్న 8.4కు స్కిప్ అవ్వండి.

FIELDWORKER: For each crèche attended between the ages of 0 to 36 months, go through the columns of Table 8.2 asking Q8.2.1-8.2.8. If the child is still attending this crèche, ask the remaining questions in the present tense. If they have stopped attending, ask in the past tense.

0-36 నెలల మధ్య ఉన్న, క్రెచ్ హాజరు అవుతున్న పిల్లలనందరిని, 8.2 పట్టికలోని అన్ని కాలమ్స్, ప్రశ్న 8.2.1 నుండి 8.2.8 వరకు అడుగుతూ నింపండి. ఒకవేళ పిల్ల/పిల్లవాడు ఇప్పటికీ క్రెచ్ కి హాజరు అవుతుంటే, మిగిలిన ప్రశ్నలను వర్తమాన కాలంలో అడగండి. వారు క్రెచ్ కి వెళ్ళడం ఆపి వేసినట్లయితే భూతకాలంలో అడగండి.

Q8.2.1: Establish how old the index child was when s/he first went to the crèche/daycare centre. Enter the age in months.

క్రెచ్ కి లేదా డే కేర్ సెంటర్ కు వెళ్ళినప్పుడు 'పేరు'కి ఎన్ని సంవత్సరాల వయస్సు ఉందో అడగండి. నెలలలో వయస్సును వ్రాయండి.

Q8.2.2: Establish how long he/she attended for. Enter the appropriate code from the list. If the child is still attending, ask the remaining questions in the table the present tense. If they have stopped attending, ask the remaining questions in the past tense.

ఎంతకాలం క్రెచ్ కి పిల్ల/పిల్లవాడు వెళ్ళాడో వ్రాయండి. లిస్ట్ నుండి సరైన కోడ్ వేయండి. ఒకవేళ పిల్ల/పిల్లవాడు ఇప్పటికీ క్రెచ్ / డే కేర్ సెంటర్ కి హాజరు అవుతూ ఉంటే, పట్టికలోని మిగిలిన ప్రశ్నలను వర్తమాన కాలంలో అడగండి. ఒకవేళ పిల్ల/పిల్లవాడు క్రెచ్ కి వెళ్ళడం ఆపివేస్తే, మిగిలిన ప్రశ్నలను భూతకాలంలో అడగండి.

Q8.2.3: Establish who runs/ran the crèche/daycare centre. Enter the code from the list.

డే కేర్ సెంటర్‌ను/క్రెచ్‌ను ఎవరు నడిపిస్తున్నారో అడగండి. లిస్ట్ నుండి కోడ్స్ వ్రాయండి.

Q8.2.4: Ask whether they have/had to pay to send the index child to this crèche/daycare centre.

క్రెచ్‌కి/డే కేర్ సెంటర్‌కు పిల్ల/పిల్లవాడిని పంపడానికి వారు ఏదైనా చెల్లించారో అడగండి.

Q8.2.5: Ask the respondent how good they think the care service was. Enter the code from the list. This is a subjective question; we are interested in the respondent's opinion of the standard of care/service.

కేర్ సర్వీస్ ఎంత బాగా ఉంటున్నాయో జవాబు చెప్పే వ్యక్తిని అడగండి. లిస్ట్ నుండి కోడ్స్ వ్రాయండి. ఇది సబ్జెక్టివ్ ప్రశ్న కాబట్టి, పిల్లలను, కేర్ సెంటర్ చూసుకోవడంలో ఎలా ఉంటుందో జవాబు చెప్పే వ్యక్తి యొక్క అభిప్రాయాన్ని తెలుసుకోవడానికి ఇష్ట పడుతున్నాము.

Q8.2.6: Ask for how many days per week the child attends/attended this crèche/daycare centre. This should be the average number of days. Record this number in the answer box.

వారానికి ఎన్ని రోజులు పిల్ల/పిల్లవాడు క్రెచ్/డే కేర్ సెంటర్‌కి హాజరు అయ్యాడో అడగండి. ఇది సుమారుగా ఎన్ని రోజులో యావరేజ్ అయ్యి ఉండాలి. జవాబు బాక్స్‌లో దీని నంబరు వ్రాయండి.

Q8.2.7: Ask for how many hours per day the child attends/attended (during those days on which he/she went to crèche). Record this number in the answer box.

రోజుకి ఎన్ని గంటలు పిల్ల/పిల్లవాడు క్రెచ్‌కి హాజరు అయ్యాడో అడగండి. జవాబు బాక్స్‌లో నెంబరు వ్రాయండి.

Q8.2.8 Determine whether the respondent/caregiver was/is able to visit the child at the creche (e.g. for breastfeeding).

జవాబు చెప్పే వ్యక్తి/కేర్‌గివర్ క్రెచ్‌కి పిల్ల/పిల్లవాడికి పాలు త్రాగించడానికి కాని, పిల్ల/పిల్లవాడిని చూడడానికి కాని వెళ్ళటానికి అవకాశం ఉందేమో అడగండి.

Q8.3: Ask the respondent for the main reasons that the index child attended a crèche/daycare centre before the age of 36 months. Enter the codes from CODEBOX #29. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

36 నెలలకు ముందే పిల్ల/పిల్లవాడు క్రెచ్‌కు వెళ్ళడానికి గల ముఖ్య కారణాలు ఏమిటో అడగండి. కోడ్ బాక్స్ 29 నుండి కోడ్స్ వ్రాయండి. మూడు జవాబులకు ఖాళీ ఇవ్వబడింది. కాని అవి ప్రాముఖ్యపరంగా క్రమ పద్ధతిలో వ్రాయండి. మూడుకంటే తక్కువ జవాబులు చెప్పినట్లయితే, అవసరం అయిన కోడ్స్ వేసి, మిగిలిన ఆన్సర్ బాక్స్‌లో 88 N/A వ్రాయండి.

FIELDWORKER: If you asked Q8.3, now skip to Q8.5 (as Q8.4 only applies to those children who never attended a crèche/daycare centre).

ఫీల్డ్ వర్కర్ : మీరు ప్రశ్న 8.3 అడిగితే ప్రశ్న 8.5ని మాత్రమే అడగండి. (ప్రశ్న 8.4 క్రెచ్/డే కేర్ సెంటర్‌కు అసలు వెళ్ళని పిల్ల/పిల్లవాడికి వర్తిస్తుంది).

Q8.4: For those children who never attended a crèche/daycare centre before the age of 36 months, ask the respondent what the main reasons for this were. Enter the codes from CODEBOX #30. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

36 నెలలకు ముందు క్రెచ్/డే కేర్ సెంటర్‌కు అసలు వెళ్ళని పిల్ల/పిల్లవాని గూర్చి, వెళ్ళకపోవడానికి గల కారణాలను జవాబు చెప్పే వ్యక్తిని అడగండి. కోడ్ బాక్స్ 30 నుండి కోడ్స్ వ్రాయండి. మూడు జవాబులకు ఖాళీ ఇవ్వబడింది కాని ముఖ్యమైన వాటిని క్రమంగా వ్రాయండి. మూడు కంటే తక్కువ జవాబులు చెప్పినట్లయితే, అవసరం అయిన కోడ్స్ వ్రాసి, మిగిలిన వాటికి 88 N/A వ్రాయండి.

Q8.5: Establish the main people caring for the index child (between 0 and 36 months) on a day to day basis (when he/she was not in the crèches already mentioned). Enter the relevant codes from the list. There is space for three answers here and these should be entered in order of importance (in terms of time spent caring for the child). If fewer than three answers are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

0-36 నెలల మధ్యలో 'పేరు'ను ప్రతిరోజు ('పేరు' క్రెచ్‌లో లేని సమయంలో) సంరక్షణ చేసిన ముఖ్య వ్యక్తి ఎవరో అడగండి. లిస్ట్ నుండి సరియైన కోడ్స్ వ్రాయండి. మూడు జవాబులకు ఖాళీ ఇవ్వబడింది మరియు మూడు జవాబులు ప్రాముఖ్యపరంగా క్రమంగా (పిల్ల/పిల్లవాని సంరక్షణలో ఎంత సమయం గడుపుతున్నారో, దాని ఆధారంగా) వ్రాయండి. మూడుకంటే తక్కువ జవాబులు ఇవ్వబడితే, అవసరం అయిన కోడ్స్ వ్రాయండి. మిగిలిన జవాబు బాక్స్‌లను 88 వ్రాయండి.

Say: Now I am going to ask you some questions about NAME'S attendance at preschool or child care/crèche since the age of three.

చెప్పండి : మూడవ సంవత్సరము వయస్సు నుండి 'పేరు' వెళ్ళినటువంటి అంగన్‌వాడి/బాలవాడి/నర్సరీల గూర్చి కొన్ని ప్రశ్నలను అడుగదలిచాను.

Q8.6: Establish whether, since the age of 36 months, the index child has attended a formal or informal preschool for a whole morning, afternoon, evening or night almost every week. (COUNTRIES TO INSERT LOCAL NAME(S) FOR FORMAL OR INFORMAL PRESCHOOLS THAT EXIST IN THEIR COUNTRIES.) In this question we are trying to capture regular attendance at preschool. This should not include unsuccessful trial of preschools where there is no intention to return. Children who have just started attending a preschool but for whom there is the intention for regular attendance in the future should be included. If the child has never attended a preschool, skip to Q8.12.

36 నెలల వయస్సు మధ్యకాలంలో 'పేరు' నియమబద్ధమైన మరియు నియమబద్ధ కాని అంగన్‌వాడి/బాలవాడి/నర్సరీలకు ఉదయమంతా, మధ్యాహ్నము, సాయంకాలము లేదా రాత్రి దాదాపు ప్రతీవారం హాజరు అయ్యారా, కనుక్కోండి. (ఆయా దేశాలు నియమబద్ధ లేదా నియమబద్ధం లేని ప్రీ-స్కూల్స్ యొక్క స్థానిక పేరులు వాడండి). ప్రీ-స్కూల్‌లో పిల్ల/పిల్లవాని హాజరు గూర్చి ఈ ప్రశ్నలో అడుగుతాము. ప్రీ-స్కూలుకు తిరిగి వెళ్ళాలని లేకుండా, ఫలించని ప్రయత్నాలను దీనిలో చేర్చవద్దు. పిల్లలు ప్రీ-స్కూల్‌కు వెళ్ళడం ఇప్పుడే మొదలు పెట్టినవారు, మరియు ప్రీ-స్కూల్‌కి క్రమం తప్పకుండా వెళ్ళాలని ఆశ కలవారిని దీనిలో వ్రాయవచ్చు. ఒకవేళ పిల్ల/పిల్లవాడు ప్రీ-స్కూల్‌కు అసలు హాజరు కానట్లయితే ప్రశ్న 8.12.కి స్కిప్ చేయండి.

FIELDWORKER: For each preschool attended since the age of 36 months, go through the columns of Table 8.7 asking Q8.7.2-8.7.9.

36 నెలల వయస్సు నుండి హాజరు అయిన ప్రతి ప్రీ-స్కూల్‌కు పట్టిక 8.7లో అన్ని కాలమ్స్, 8.7.2 నుండి 8.7.9 వరకు ప్రశ్నలు అడిగి పూర్తి చేయండి.

Q8.7.1: Establish how old the index child was when s/he first went to the preschool. Enter the age in months.

ప్రీ-స్కూల్‌కి వెళ్ళినప్పుడు 'పేరు'కి ఎన్ని సంవత్సరాల వయస్సు అడగండి. నెలలలో వయస్సు వ్రాయండి.

Q8.7.2: Establish how long he/she has attended for. Enter the appropriate code from the list. If the child is still attending, ask the questions in the present tense. If the child is no longer attending, ask the questions in the table in the past tense.

ఎంతకాలం 'పేరు' ప్రీ-స్కూల్‌కు వెళ్ళారో అడగండి. లిస్ట్ నుండి సరైన కోడ్ వ్రాయండి. ఒకవేళ 'పేరు' ఇప్పటికీ ప్రీ-స్కూల్‌కు హాజరు అవుతున్నట్లయితే వర్తమాన కాలంలో అడగండి. 'పేరు' ప్రీ-స్కూల్‌కు హాజరు కానట్లయితే, పట్టికలోని ప్రశ్నలను భూతకాలంలో అడగండి.

Q8.7.3: Establish who runs/ran the preschool. Enter the code from the list.

ప్రీ-స్కూల్ను నడిపించే వారెవరో అడగండి. కోడ్ లిస్ట్ నుండి కోడ్ వ్రాయండి.

Q8.7.4: Ask whether they have/had to pay to send the index child to this preschool.

ప్రీ-స్కూల్కు పంపించటానికి వారు ఏదైనా చెల్లించారో అడగండి.

Q8.7.5: Ask the respondent how good they think the standard of care and teaching is/was at this preschool. Enter the code from the list. This is a subjective question; we are interested in the respondent's opinion of the standard of care.

ప్రీ-స్కూల్లో బోధనా పద్ధతి మరియు సంరక్షణ ఎంత మంచిగా ఉంటుందో జవాబు చెప్పే వ్యక్తిని అడగండి. లిస్ట్ నుండి కోడ్ వ్రాయండి. ఇది సబ్జెక్టివ్ ప్రశ్న కాబట్టి, స్కూల్లో సంరక్షణ విధానం మంచిగా ఉందో లేదో జవాబు చెప్పే వ్యక్తి యొక్క అభిప్రాయం తెలుసుకోవాలని భావిస్తున్నాం.

Q8.7.6: Establish the number of days per week the child attends/attended the preschool. This should be the average number of hours. Record this number in the answer box.

ప్రీ-స్కూల్కి వారానికి ఎన్ని రోజులు 'పేరు' హాజరు అయ్యారో అడగండి. ఇది యావరేజ్ రోజులు అయ్యుండాలి. ఈ నెంబరు ఆన్సర్ బాక్స్లో వ్రాయండి.

Q8.7.7: Ask for how many hours per day the child attends/attended (during those days on which he/she went to preschool). Record this number in the answer box.

రోజుకి ఎన్ని గంటలు పిల్ల/పిల్లవాడు ప్రీ-స్కూల్కు హాజరు అయ్యాడో అడగండి. ఈ నెంబరు ఆన్సర్ బాక్స్లో వ్రాయండి.

Q8.7.8: Determine whether the respondent/caregiver is/was able to visit the child at the preschool (e.g. to check the quality of care or for any other reason).

జవాబు చెప్పే వ్యక్తి/కేర్గివర్ 'పేరు' ప్రీ-స్కూల్లో ఉన్నప్పుడు సంరక్షణ బాగుందో లేదో లేదా ఇతర కారణాలతో సెంటర్ను సందర్శించే అవకాశం ఉందో లేదో అడగండి.

Q8.8: Ask the respondent for the main reasons that the index child attends/attended a preschool. Enter the codes from CODEBOX #29. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer-boxes.

'పేరు' ప్రీ-స్కూల్ హాజరు కావడానికి గల ముఖ్య కారణాలను జవాబు చెప్పే వ్యక్తిని అడగండి. కోడ్ బాక్స్ 29 నుండి కోడ్స్ వ్రాయండి. మూడు జవాబులకు ఖాళీ ఇవ్వబడింది. మరియు ప్రాముఖ్యపరంగా క్రమంగా వ్రాయండి. మూడు కంటే తక్కువ సమాధానాలు ఇచ్చినచో, అవసరం అయిన కోడ్స్ మాత్రమే వ్రాసి, మిగిలిన జవాబు బాక్స్లలో 88 వ్రాయండి.

Q8.9: Using the information from Q8.7.2, establish whether the index child is currently attending a preschool. If they are not, skip to Q8.11.

ప్రశ్న 8.7.2 ఆధారంగా 'పేరు' ఇప్పుడు ప్రీ-స్కూల్ హాజరు అవుతున్నాడో లేదో నిర్ధారించండి. లేనిచో ప్రశ్న 8.11కి స్కిప్ చేయండి.

Q8.10: If the index child is still attending at preschool, ask how well they think he/she is faring or getting on. This question refers to the respondent's perception of the child's progress in all spheres: social, educational and physical. It should be in relation to other children the child's age.

ఒకవేళ 'పేరు' ఇప్పటికీ ప్రీ-స్కూల్కి వెళుతుంటే, స్కూలులో ఎంత బాగా రాణిస్తున్నారో అడగండి. సాంఘికపరంగా, విద్యాపరంగా, భౌతికంగా పిల్ల/పిల్లవాడు ఎలా వృద్ధి చెందుతున్నది, జవాబు చెప్పే వ్యక్తి యొక్క అభిప్రాయాన్ని ఈ ప్రశ్న తెలియచేస్తుంది. ఆ అభిప్రాయం పిల్ల/పిల్లవాడి వయస్సులో ఉన్న ఇతర పిల్లలతో పోల్చి ఇవ్వబడాలి.

FIELDWORKER: If you asked Q8.10, now skip to Q8.14 (as Q8.11-Q8.13 only apply to those children who are not currently attending preschool).

ఫీల్డ్ వర్కర్ : ప్రశ్న 8.10 అడిగినచో, ప్రశ్న 8.14కి స్కిప్ చేయండి. (ప్రశ్న 8.11-8.13 వరకు ఇప్పుడు ప్రీ-స్కూల్కి హాజరుకాని పిల్లలకు మాత్రమే వర్తిస్తుంది).

Q8.11: If the child is no longer attending a preschool, ask how old s/he was when s/he stopped attending. Record the age in months.

ఒకవేళ పిల్ల/పిల్లవాడు ప్రీ-స్కూల్కు హాజరు అవ్వడం మానివేసినట్లయితే, ఏ వయస్సులో మానివేశారో అడగండి. వయస్సును నెలలలో వ్రాయండి.

Q8.12: Ask why s/he stopped attending. Enter the codes from CODEBOX #31. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

ఎందుకు ప్రీ-స్కూల్కు వెళ్ళడం మానివేశారో అడగండి. కోడ్ బాక్స్ 3 నుండి కోడ్స్ వ్రాయండి. మూడు జవాబులకు ఖాళీ ఇవ్వబడింది. కాని ప్రాముఖ్యపరంగా క్రమంలో వ్రాయండి. మూడుకంటే తక్కువ కారణాలు ఉంటే, అవసరం అయినన్ని కోడ్స్ వ్రాయండి. మిగిలిన ఆన్సర్ బాక్స్లో 88 NA వ్రాయండి.

FIELDWORKER: If you asked Q8.12, now skip to Q8.14 (as Q8.13 only applies to those children who have never attended a preschool).

ఫీల్డ్ వర్కర్ : ప్రశ్న 8.12ను అడిగినచో, ప్రశ్న 8.14కి స్కిప్ చేయండి. (ప్రశ్న 8.13 ప్రీ-స్కూల్కు అసలు హాజరుకాని పిల్లలకు వర్తిస్తుంది.)

Q8.13: For those children who have never attended a preschool, ask the respondent what the main reasons for this are. Enter the codes from CODEBOX #32. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

అసలు ప్రీ-స్కూల్కు హాజరుకాని పిల్లలను గూర్చి, వారు ఎందుకు హాజరు కాలేదో కారణాలను జవాబు చెప్పే వ్యక్తిని అడగండి. కోడ్ బాక్స్ 32 నుండి కోడ్స్ వ్రాయండి. మూడు జవాబులకు ఖాళీ ఇవ్వబడింది, ప్రాముఖ్యపరంగా క్రమపద్ధతిలో వ్రాయండి. మూడుకంటే తక్కువ కారణాలు ఇస్తే, అవసరం అయిన కోడ్స్ వ్రాసి, మిగిలిన ఆన్సర్ బాక్స్కి 88గా పూర్తి చేయండి.

SCHOOL ATTENDANCE

SAY: Now I want to ask you about NAME starting school

చెప్పండి : నేను ఇప్పుడు మిమ్ములను 'పేరు' వెళ్ళిన మొదటి (ప్రాథమిక) పాఠశాల గూర్చి అడగదలిచాను.

Q8.14: Ask whether the index child has begun school yet. School here refers to formal primary school/first grade. If No or NK, skip to Q8.16.

'పేరు' పాఠశాలకు వెళ్ళడం మొదలు పెట్టారేమో అడగండి. ఇక్కడ పాఠశాల అనగా నియమబద్ధ ప్రాథమిక పాఠశాల/మొదటి గ్రేడు అని అర్థం. 'లేదు' అని చెప్పినచో ప్రశ్న 8.16కి స్కిప్ చేయండి.

Q8.15 Ask how old the child was when s/he began school. Enter the age in years and months (e.g. 5 YRS and 2 MTHS).

'పేరు' పాఠశాలకు వెళ్ళడం మొదలు పెట్టినప్పుడు 'పేరు' వయస్సు ఎంతో అడగండి. సంవత్సరములలోనూ మరియు నెలలలో వయస్సు వ్రాయండి. (ఉదా: 5 సంవత్సరములు మరియు 2 నెలలు)

Fieldworker: If asked Q8.15, skip to Q8.18 because Q8.16-Q8.17 refer to children who have not yet started school.

ఫీల్డ్ వర్కర్ : ప్రశ్న 8.15 అడిగినచో ప్రశ్న 8.18కి స్కిప్ చేయండి. ప్రశ్న 8.16-8.17 ప్రశ్నలు ఇప్పటికీ పాఠశాలకు వెళ్ళని పిల్లలకు వర్తిస్తాయి.

Q8.16: If the index child has not yet begun formal school (i.e. primary/first grade), ask at what age the respondent expects the child to begin school. Enter the age in years. If the respondent does not expect that the child will ever go to school, record 66 for 'Never'.

ఇప్పటికీ 'పేరు' స్కూలుకు (మొదటిగ్రేడు) వెళ్ళడం మొదలు పెట్టకపోతే, ఏ వయస్సులో 'పేరు' స్కూలుకు వెళ్ళడం మొదలు పెట్టవచ్చు అని జవాబు చెప్పే వ్యక్తి అనుకుంటున్నారో అడగండి. సం.లలో వయస్సు వ్రాయండి. జవాబు చెప్పే వ్యక్తి 'పేరు' అసలు స్కూలుకు వెళ్ళరు అని అనుకుంటే 'నెవర్' అనే దానికి 66 వ్రాయండి.

FIELDWORKER: If the answer to Q8.16 is an age over the official starting age for primary school (countries to insert country specific age) or if they answer 'never', then ask Q8.17. If the answer is an age which would not indicate a delayed start to primary school, skip to Q8.18.

ఫీల్డ్ వర్కర్ : ప్రశ్న 8.16లో ఇచ్చిన వయస్సు ఆదేశంలో పిల్లలు స్కూలుకు వెళ్ళే వయస్సుకంటే ఎక్కువ అయితే లేదా 'నెవర్' అనే జవాబు చెప్పినచో ప్రశ్న 8.17 ప్రశ్న అడగండి. ఒకవేళ ఆ వయస్సు స్కూలుకు వెళ్ళే వయస్సు కంటే తక్కువగా ఉంటే ప్రశ్న 8.18కు స్కిప్ చేయండి.

Q8.17: Ask the respondent why they expect that the index child will begin school later than the official starting age for primary school (COUNTRIES TO INSERT COUNTRY SPECIFIC AGE), or why they expect they will never go to school (depending on the answer to Q8.18). Enter the codes from CODEBOX #33. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

ఆదేశంలో ప్రైమరీ స్కూలుకు వెళ్ళే వయస్సు కంటే ఆలస్యంగా 'పేరు' ఎందుకు వెళతాడని జవాబు చెప్పే వ్యక్తి అనుకుంటున్నారో అడగండి. లేదా 'పేరు' అసలు స్కూల్కి వెళ్ళడు అని ఎందుకు అనుకుంటున్నారో అడగండి (ప్రశ్న 8.18లో వచ్చిన జవాబు ఆధారంగా). కోడ్ బాక్స్ 33 నుండి కోడ్ వ్రాయండి. మూడు జవాబులకు ఇక్కడ ఖాళీ ఇవ్వబడింది, మరియు ప్రాధాన్యపరంగా క్రమంలో వ్రాయండి. మూడుకంటే తక్కువ సమాధానాలు ఇచ్చినట్లయితే అవసరం అయిన కోడ్స్ వ్రాయండి.

FIELDWORKER: Ask Q8.18-Q8.25 of all respondents, whether their child is in school or not. If their child is not in school, ask the questions about the school that NAME is most likely to attend.

ఫీల్డ్ వర్కర్ : ప్రశ్నలు 8.18 నుండి ప్రశ్న 8.25 వరకు వారి పిల్ల/పిల్లవాడు స్కూలులో ఉన్నా, లేకపోయిన అన్ని ప్రశ్నలు అడగండి. మరియు 'పేరు' హాజరు అవ్వబోతున్న ప్రాథమిక పాఠశాల గూర్చి ప్రశ్నలు అడగండి.

Q8.18: Ask what type of school NAME attends or is likely to attend.

ఏ పాఠశాలకు 'పేరు' హాజరు అవ్వబోతున్నాడో అడగండి.

Q8.19: Establish whether the school is single sex.

అది బాలురకు మాత్రమే లేదా బాలికలకు మాత్రమే ఉన్న స్కూలేమో అడగండి.

Q8.20: Ask why the respondent has chosen this school for NAME or would choose this school. Enter the code from CODEBOX #34

'పేరు' వెళ్ళడానికి ఈ స్కూలునే ఎందుకు ఎన్నిక చేసుకున్నారు లేదా చేసుకుంటారు అని జవాబు చెప్పే వ్యక్తిని అడగండి. కోడ్ బాక్స్ 34 నుండి కోడ్స్ వ్రాయండి.

Q8.21: Ask how long it takes/would take for the child to get to school. Enter the time in minutes. స్కూలుకు వెళ్ళడానికి 'పేరు'కు ఎంత సమయం పడుతుందో అడగండి. సమయం నిమిషములలో వ్రాయండి.

Q8.22: Establish how the child gets to school. Enter the code from the list.

'పేరు' స్కూలుకు ఏవిధంగా వెళ్ళతారో అడగండి. లిస్ట్ నుండి కోడ్ వ్రాయండి.

Q8.23: Ask whether the child feels in danger when traveling to school. If No, skip to Q8.25.

'పేరు' స్కూలుకు వెళుతున్నప్పుడు ప్రమాదంలో ఉన్నాడని 'పేరు' అనుకుంటున్నాడేమో అడగండి. 'లేదు' అనినచో ప్రశ్న 8.25కి స్కిప్ చేయండి.

Q8.24: If the respondent has answered 'Yes' to Q8.24, ask what the main risks are on the child's journey to school. Enter the codes from the list. There is space for three answers here and these should be entered in order of importance (in terms of time spent caring for the child). If fewer than three answers are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

8.24 ప్రశ్నకు, 'ఔను' అని సమాధానం చెప్పినట్లయితే, స్కూలుకు ప్రయాణించేటప్పుడు 'పేరు' ఎందుకొంటున్న ప్రధాన ప్రమాదాలు లేదా ఇబ్బందులు ఏమిటో జవాబు చెప్పే వ్యక్తిని అడగండి. లిస్ట్ నుండి కోడ్స్ వ్రాయండి. మూడు జవాబులకు ఖాళీ ఇవ్వబడింది, మరియు అవి ప్రాధాన్యతాపరంగా, క్రమంగా వ్రాయండి. మూడు జవాబుల కంటే తక్కువ జవాబులు ఇచ్చినట్లయితే, అవసరం అయిన కోడ్స్ వ్రాయండి. మరియు మిగిలిన ఆన్సర్ బాక్స్ లకు 88=NA వ్రాయండి.

Q8.25: Ask whether the child normally goes alone or with other people. If they go with other people, find out who these people are and enter the appropriate code from the list.

సాధారణంగా 'పేరు' స్కూలుకు ఒక్కడే వెళతాడా లేక ఇతరులతో కలిసి వెళతాడో అడగండి. ఒకవేళ వారు ఇతరులతో కలిసి వెళుతున్నట్లయితే, వారు ఎవరో అడగండి మరియు లిస్ట్ నుండి సరైన కోడ్ వ్రాయండి.

CHILD WORK AND ACTIVITIES

Say: I am now going to ask you about how NAME spent his/her time yesterday/on xxxday (last working day). **Do not say 'last working day', instead use the name of the day you are referring to, if yesterday was a holiday or a rest day.**

చెప్పండి : నేను ఇప్పుడు మిమ్ములను 'పేరు' నిన్నటి రోజు/చివరి పనిదినమున తన సమయమును ఏవిధంగా గడిపారో అడగడలిచాను. చివరి పని దినము అని అడగవద్దు. దానికి బదులుగా ఒకవేళ నిన్నటి రోజు సెలవు రోజు/విశ్రాంతి రోజు అయినట్లయితే, ఏ రోజు గూర్చి అడుగుతున్నారో ఆ రోజు పేరు చెప్పండి.

Q8.26.1: Ask what activities the index child did yesterday/on the last working day. Enter each of the activities mentioned on a separate line of the table. Use the codes from CODEBOX #35.

'పేరు' నిన్న/చివరి పనిరోజున ఏ పనులు చేశారో అడగండి. పట్టికలో ప్రత్యేకమైన లైన్ లో ఆ పనులను వ్రాయండి. కోడ్ బాక్స్ 35 నుండి కోడ్స్ వ్రాయండి.

Q8.26.2: For each activity, ask who the child was with while they were doing this activity. Enter the code from CODEBOX #36.

ప్రతి పని చేస్తున్నప్పుడు 'పేరు'తో ఎవరు ఉన్నారో అడగండి. కోడ్ బాక్స్ 36 నుండి కోడ్ వ్రాయండి.

Q8.26.3: Ask if the child was able to choose whether or not s/he did this activity. This question aims to explore whether the child has autonomy over what they do, or whether others tell them what they must do.

‘పేరు’ ఆ పని చేయుటకు లేదా చేయకుండా ఉండటానికి ఎన్నుకోగలడేమో అడగండి. ‘పేరు’ తన పని తాను చేసుకోవడానికి స్వాతంత్ర్యం కలిగి ఉన్నాడో లేదో మరియు తను ఏపని చేయాలో ఇతరులు చెప్పుతున్నారో లేదో అని తెలుసుకోవడమే ఈ ప్రశ్న యొక్క ముఖ్య ఉద్దేశం.

Say: I now want you to think about the last year of NAME's life.

చెప్పండి : గత సంవత్సరము ‘పేరు’ యొక్క జీవనము గూర్చి మిమ్ములను ఆలోచించమని కోరుచున్నాను.

Q8.27: Establish whether the index child has done anything in the last 12 months to get money or things for him/herself or their family. We are interested here in activities that the child has done to earn money/goods rather than things they have done for enjoyment (such as school plays) that have then resulted in some kind of payment. If the answer to this question is No, skip to Q8.29.

గత 12 నెలలలో ‘పేరు’ తనకోసం లేదా తన కుటుంబం కోసం, డబ్బు లేదా వస్తువులను సంపాదించే పని ఏదైనా చేశారేమో అడగండి. ‘పేరు’ తన ఆనందం కొరకు (బడిలో నాటకాలు లాంటివి) కాకుండా, డబ్బు లేదా వస్తువులు సంపాదించడం కొరకు ఏమైనా పనులు చేశారేమో తెలుసుకోవాలి. ప్రశ్నకు సమాధానం ‘కాదు’ అయినచో ప్రశ్న 8.29కి స్కిప్ చేయండి.

Q8.28.1: If the child has done activities in the last 12 months to get money/things, ask what these activities were. Enter each activity on a separate line using codes from CODEBOX #37. Enter each type of activity, not each individual job.

గత 12 నెలలలో ‘పేరు’ డబ్బు/వస్తువుల సంపాదన కొరకు ఏదైనా పనులు చేసినట్లయితే, ఆ పనులు ఏమిటో అడగండి. కోడ్ బాక్స్ 37 నుండి ప్రతి పనిని ప్రత్యేకమైన లైన్లో వ్రాయండి. ప్రతి పని దాని టైప్ ప్రకారం వ్రాయండి కాని ప్రత్యేకమైన పనులుగా వ్రాయవద్దు.

Q8.28.2: For each activity mentioned, ask what form of payment was received/is expected for this activity. Enter the code from the list.

చెప్పబడిన ప్రతి పనికి, ‘పేరు’ ఎటువంటి వేతనము పొందినారు లేదా పొందుతారని అనుకుంటున్నారో అడగండి. లిస్ట్ నుండి కోడ్ వ్రాయండి.

Q8.28.3: Ask whether the child got to keep all or some of the payment for each activity. Enter the code from the list.

‘పేరు’ తాను సంపాదించిన దానినంతటినీ తన దగ్గరే ఉంచుకొంటాడా లేక కొంత భాగమును ఉంచుకుంటాడో అడగండి. లిస్ట్ నుండి కోడ్ వ్రాయండి.

Q8.28.4: Of all the activities mentioned in Q8.28.1, ask which the child spent most time on during the year. Enter 01 in the line corresponding to the activity identified by the respondent. Ask which activity the child spent the next most time on. At the end of the interview, enter 00 on all other rows in this column.

ప్రశ్న 8.28.1లో ఇవ్వబడిన అన్ని పనులలో, ఏపని మీద ‘పేరు’ సంవత్సరములో ఎక్కువ సమయం గడుపుతాడో అడగండి. జవాబు చెప్పే వ్యక్తి గుర్తించిన పనికి ‘01’ వేయండి. తరువాత ఎక్కువ సమయాన్ని ఏపనిమీద గడుపుతాడో అడగండి. ఇంటర్వ్యూ ముగిసిన తరువాత అన్ని ‘రో’లలో ‘00’ వ్రాయండి.

SECTION 9 – CHILD HEALTH

PURPOSE:

We would like to find out more about the child's general health and well-being.

'పేరు' యొక్క ఆరోగ్యము మరియు well-being గూర్చి ఎక్కువగా తెలుసుకోవలెచూను.

RESPONDENT:

Determined from preliminary interview, but probably the primary caregiver of the index child.

Preliminary interview ఆధారంగా, ప్రైమరీ కేర్గివర్ని జవాబు చెప్పే వ్యక్తిగా తీసుకోవచ్చు.

DEFINITIONS:

Traffic accidents (serious injury code) include any accidents in or caused by any mode of transport including bicycles, horses and cars.

Traffic accidents (serious injury code) సైకిల్, గుఱ్ఱం మరియు కార్లద్వారా జరిగిన ఏ ప్రమాదం అయినా.

INSTRUCTIONS:

Q9.0: Identify the respondent for this section using their ID from the household roster.

హౌస్‌హోల్డ్ రోస్టర్‌లోని ఐడిని ఉపయోగించి ఈ సెక్షన్కు జవాబు చెప్పే వారిని గుర్తించండి.

SAY: Now I am going to ask you some questions about 'NAME's' health.

చెప్పండి : 'పేరు' యొక్క ఆరోగ్యం గూర్చి మిమ్ములను కొన్ని ప్రశ్నలు అడగదలెచూను.

Q9.1: Ask the respondent whether they think the index child's health is the same, better or worse compared to other children of this age. If the caregiver asks compared to who tell them to think of other children of the same age as the index child that they know well, and to make a comparison between their health and that of the index child. If the caregiver tells you the child is currently ill prompt him/her to tell you about the child's health in general. Enter the relevant code from the list.

ఈ వయస్సులో ఉన్న ఇతర పిల్లలతో పోలిస్తే 'పేరు' ఆరోగ్యం అలానే ఉందా? మెరుగ్గా ఉందా? బాగా లేదా అని జవాబు చెప్పే వ్యక్తిని అడగండి. ఒకవేళ కేర్గివర్ ఎవరితో పోల్చాలి అని అడిగితే, వారికి తెలిసిన, 'పేరు' వయస్సు ఉన్న పిల్లలగూర్చి ఆలోచించి, వారి ఆరోగ్యానికి 'పేరు' ఆరోగ్యానికి పోల్చుమని చెప్పండి. కేర్గివర్ను 'పేరు' ఆరోగ్యం ఎలా ఉంటుందో అని ప్రాంప్ట్ చేయండి. లిస్ట్ నుండి సరి యిన కోడ్ వ్రాయండి.

Q9.2: Ask whether the index child has had one or more serious illnesses or injuries in the last three years when the respondent really thought s/he might die. You should stress that the focus of this question is on severe illnesses or injuries where the caregiver **really** thought the child would die (this includes illnesses where they thought the child might die if they did not receive treatment). If it is culturally inappropriate to talk about dying in this way, ask about a time when the child may not have recovered. This is a perception question, and you should accept the answer the respondent gives without imposing your own views as to what counts as a serious illness/injury. If the answer is No, skip to Q9.5.

గత 4 సం.లలో 'పేరు' చనిపోతాడు అనుకునేంతగా ఒకటి లేదా అంతకంటే ఎక్కువసార్లు జబ్బు పడటంగాని, గాయాలు తగలడం గాని జరిగిందేమో అడగండి. తీవ్రమైన అనారోగ్యం లేదా గాయాల వల్ల 'పేరు' చనిపోతాడేమో అనే వాటిమీదే ఈ ప్రశ్న ప్రాముఖ్యత నిస్తుంది. (ఈ అనారోగ్యాలు అనేవి, ఒకవేళ 'పేరు'కి చికిత్స ఇవ్వకపోతే చనిపోతాడు అని అనుకునేవి). 'చనిపోవడం' గూర్చి ఈ విధంగా అడగడం, అక్కడ కల్చరల్ సరి అయినది కానట్లయితే, ఏ సమయంలో పిల్ల/పిల్లవాడు కోలుకోలేక పోయాడు అని అడగండి. ఇది ఒక perception question కాబట్టి తీవ్రమైన అనారోగ్యం/గాయం అని జవాబు చెప్పే వ్యక్తి దేనినైతే చెప్పతాడో దానినే అంగీకరించండి. కాని మీ అభిప్రాయాలు వారిమీద impose చేయవద్దు. 'కాదు' అని జవాబు చెప్పినట్లయితే ప్రశ్న 9.5కి స్కిప్ చేయండి.

Q9.3: If the child had one or more serious illnesses, ask what the illnesses were. If the child had an injury but did not have any illnesses, skip to Q9.4.

ఒకవేళ పిల్ల/పిల్లవానికి ఒకటి లేదా అంతకంటే ఎక్కువ అనారోగ్యాలు ఉంటే, ఆ అనారోగ్యాలు ఏమిటో అడగండి. పిల్ల/పిల్లవానికి గాయం మాత్రమే అయి అనారోగ్యం లేకపోయినట్లయితే ప్రశ్న 9.4కి స్కిప్ చేయండి.

Q9.3.1: Enter as many illness codes as apply from CODEBOX #38, putting each on a new line of the table. Do not prompt for specific illnesses and do not interpret what the caregiver reports; if they describe symptoms rather than a specific illness record the symptoms under 'Other'. If the caregiver reports a specific illness and then describes the symptoms, only record the specific illness (e.g. if they report a traditional illness that had diarrhoea as a symptom only record the traditional illness).

కోడ్ బాక్స్ 38 నుండి ఎన్ని అనారోగ్యాలు ఉంటే, వాటిని ప్రత్యేకమైన లైన్లో వ్రాయండి. అనారోగ్యాల గూర్చి ప్రాంప్ట్ చేయవద్దు, మరియు కేర్గివర్ చెప్పినాదిని వేరేగా interpret చేయవద్దు. వారు ఒకవేళ అనారోగ్యం యొక్క symptoms మాత్రమే చెబితే, ఆ symptomsను 'Other'లో వ్రాయండి. ఒకవేళ కేర్గివర్ ముందుగా ఆ అనారోగ్యంను చెప్పిన తరువాత ఆ symptoms చెప్పినచో, అనారోగ్యంను మాత్రమే వ్రాయండి. (ఉదా: ట్రెడిషినల్ అనారోగ్యం చెప్పి, విరేచనాలను దాని సూచనగా చెబితే, ట్రెడిషినల్ అనారోగ్యాన్నే వ్రాయండి).

Q9.3.2: For each illness identified, ask whether they sought treatment or advice for this illness at any point. We are interested in all types of treatment and advice (e.g. visit to a health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next illness (or next question if there are no more illnesses).

గుర్తించిన ప్రతి ఒక్క అనారోగ్యానికి, ఏ సమయంలోనైనా చికిత్సగాని సలహాగాని తీసుకున్నారేమో అడగండి. మనం అన్ని రకాల చికిత్స లేక సలహాల గూర్చి అడుగుతున్నాము (ఉదా: ఆరోగ్య కేంద్రానికి వెళ్ళడం, ప్రవేటు లేదా, ప్రభుత్వ సెంటర్స్ నుండి సలహా తీసుకోవడం, సాంప్రదాయ వైద్యుడి దగ్గరకు వెళ్ళడం, మందుల దుకాణం నుండి మందులు తీసుకోవడం, ఇంటి వారినుండి సలహా తీసుకోవడం మొదలైనవి). ఒకవేళ జవాబు No లేదా NK అయినచో తరువాత అనారోగ్యానికి స్కిప్ చేయండి (వేరే అనారోగ్యాలు లేకపోయినట్లయితే తరువాత ప్రశ్నకు స్కిప్ చేయండి).

Q9.3.3: For each illness for which they sought treatment/advice, ask where they sought treatment/advice from. Enter the codes from CODEBOX #39. There is space for three answers here; fill in as many codes as apply in order of attendance. If fewer than three answers are given, put 88 for N/A in the remaining answer-boxes.

చికిత్స/సలహా తీసుకొన్న ప్రతి అనారోగ్యానికి, ఎక్కడ నుండి చికిత్స/సలహా తీసుకొన్నారో అడగండి. కోడ్ బాక్స్ 39 నుండి కోడ్ వ్రాయండి. మూడు జవాబులకు ఖాళీ ఇవ్వబడింది. కాని దేనికి ఎక్కువగా వెళ్ళారో దాని ప్రకారం కోడ్స్ వ్రాయండి. మూడు జవాబులకంటే తక్కువ ఉన్నట్లయితే, మిగిలిన ఆన్సర్ బాక్స్కి 88=NA వ్రాయండి.

Q9.3.4: Ask whether they had to pay for any of this treatment. This question applies to ANY of the treatment that they sought for this particular illness. Payment may be for any aspect of treatment (e.g. consultation, clinic fees, drug charges, etc).

వారు ఈ చికిత్స కొరకు ఏమైన డబ్బు చెల్లించారేమో అడగండి. ఆ అనారోగ్యానికి ఎటువంటి చికిత్స అయిన అడిగినచో దానిని గూర్చి ఈ ప్రశ్న అడగబడుతుంది. డబ్బు చెల్లించడం చికిత్సలో ఏ భాగానికి సంబంధించినది అయినా కావచ్చు. (ఉదా: సంప్రదించటము, క్లినిక్ ఫీజ్, మందుల చార్జీలు మొదలైనవి).

Q9.3.5: Establish the time it took for them to get to the first treatment place (for each illness). We are interested in the actual time taken here; it is not important what mode of transport they used to get there. Time should be recorded in minutes.

మొదటి చికిత్స తీసుకొన్న ప్రదేశానికి వెళ్ళడానికి వారికి ఎంత సమయం పట్టిందో అడగండి. వారికి ఎంత సమయం పట్టిందో అడగదలిచాము. వారు ఎటువంటి రవాణా సౌకర్యాన్ని ఉపయోగించారు అనేది ముఖ్యం కాదు. సమయాన్ని నిమిషాల్లో వ్రాయండి.

Q9.4: If the child had one or more serious injury, ask what the injuries were. If the child had an injury but did not have any injuries, skip to Q9.5.

ఒకవేళ పిల్ల/పిల్లవాడు ఒకటి లేదా అంతకంటే ఎక్కువ గాయాలకు గురి అయితే, అవి ఎటువంటి గాయాలో అడగండి. ఒకవేళ పిల్ల/పిల్లవానికి ఒక్క గాయం మాత్రమే అయితే ప్రశ్న 9.5కి స్కిప్ చేయండి.

Q9.4.1: Enter as many injury codes as apply from CODEBOX #40, putting each on a new line of the table. Do not prompt for specific accidents and do not interpret what the caregiver reports.

కోడ్ బాక్స్ 40 నుండి ఎన్ని కోడ్స్ అవసరం అయితే అన్ని వ్రాయండి. ప్రతి ఒక్కటి ప్రత్యేకమైన లైన్లో వ్రాయండి. ప్రత్యేకమైన ప్రమాదాల గూర్చి ప్రాంప్ట్ చేయవద్దు లేదా కేర్గివర్ చెప్పిన వాటిని మీరు ఇంటర్ప్రట్ చేయవద్దు.

Q9.4.2: Ask the cause of the injury. Enter the code from CODEBOX #41. This includes injuries obtained while working or doing domestic chores.

ఆ గాయానికి కారణం ఏమిటో అడగండి. కోడ్ బాక్స్ 41 నుండి కోడ్ వ్రాయండి. ఇంటి పనులు చేస్తున్నప్పుడు గాని, పని చేస్తున్నప్పుడు గాని అయిన గాయాలను కూడా దీనిలో వ్రాయండి.

Q9.4.3: For each injury identified, ask whether they sought treatment or advice for this injury at any point. We are interested in all types of treatment and advice (e.g. visit to a health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next injury (or next question if there are no more injury).

గుర్తించిన ప్రతి గాయానికి, ఎటువంటి సమయంలోనైనా చికిత్స కోసం లేదా సలహా కోసం అడిగారేమో అడగండి. ప్రతి ఒక్క చికిత్స లేదా సలహా గూర్చి అడగండి (ఉదా: వైద్య సౌకర్యానికి వెళ్ళడం, ప్రైవేటు లేదా ప్రభుత్వ సంస్థల నుండి సలహా లేదా సంప్రదించడం, సాంప్రదాయిక వైద్యుల దగ్గరకు వెళ్ళడం, మందుల కొట్టు నుండి మందులు తీసుకోవడం, కుటుంబ సభ్యుల నుండి సలహా పొందడం మొదలైనవి). ఒకవేళ జవాబు No లేదా NK అని చెప్పినచో తరువాత గాయానికి స్కిప్ చేయండి (లేదా వేరే గాయాలు లేకపోతే తరువాత ప్రశ్నలకు వెళ్ళండి).

Q9.4.4: For each injury for which they sought treatment/advice, ask where they sought treatment/advice from. Enter the codes from CODEBOX #39. There is space for three answers here; fill in as many codes as apply in order of attendance. If fewer than three answers are given, put 88 for N/A in the remaining answer-boxes.

ప్రతి ఒక్క గాయానికి ఎక్కడనుండి చికిత్స లేదా సలహా పొందారో అడగండి. కోడ్ బాక్స్ 39 నుండి కోడ్ వ్రాయండి. మూడు సమాధానాలకు ఖాళీ ఉంది. వారు హాజరు అవుతున్న చికిత్స లేదా సలహా కేంద్రం దాన్ని బట్టి క్రమంలో కోడ్ వ్రాయండి. మూడు కంటే తక్కువ జవాబులు ఇస్తే, మిగిలిన ఆన్సర్ బాక్స్కి 88 వ్రాయండి.

Q9.4.5: Ask whether they had to pay for any of this treatment. This question applies to ANY of the treatment that they sought for this particular injury. Payment may be for any aspect of treatment (e.g. consultation, clinic fees, drug charges, etc).

ఆ చికిత్స కోసం వారు ఏమైన డబ్బు చెల్లించారేమో అడగండి. ఆ గాయానికి ఎటువంటి చికిత్స అయినా, ఈ ప్రశ్న వర్తిస్తుంది. చెల్లించడం అనేది చికిత్సలో ఎటువంటి ఏ భాగానికి సంబంధించినది అయినా కావచ్చు. (ఉదా: సంప్రదింపులకు, క్లినిక్ ఫీజులు, మందుల ఖర్చులు మొదలైనవి).

Q9.4.6: Establish the time it took for them to get to the first treatment place (for each illness). We are interested in the actual time taken here; it is not important what mode of transport they used to get there. Time should be recorded in minutes.

మొదట చికిత్స తీసుకొన్న ప్రదేశం కొరకు వెళ్ళడానికి వారికి ఎంత సమయం పట్టిందో అడగండి. ఎటువంటి రవాణా సౌకర్యాన్ని ఉపయోగించాలో ఇక్కడ ముఖ్యం కాదు, వారికి ఎంత సమయం పట్టిందో అడగండి. నిమిషాలలో సమయం వ్రాయండి.

Q9.5: Establish if the index child has any long term health problems that affect their daily life. A long term health problem is a health problem that is likely to persist for a long time either because it is incurable or because it is not being treated. It can include physical disability, chronic and mental health problems as well as recurring/seasonal problems. This question refers to the perception of the caregiver so you should not prompt for specific health problems. If there are no long term health problems, skip to Q9.7.

‘పేరు’కి రోజువారీ జీవితంలో సమస్యగా ఉండే (బాధపెట్టే) దీర్ఘకాలంగా ఉన్న ఆరోగ్య సమస్యలేవైనా ఉన్నాయేమో అడగండి. దీర్ఘకాల ఆరోగ్య సమస్య అనగా నయంకాని ఆరోగ్య సమస్య లేదా అసలు చికిత్స ఇవ్వకపోవడం వలన అది ఎక్కువ కాలం ఉంటుంది. భౌతిక అంగవైకల్యం, తీవ్రమైన మానసిక సమస్య, తరచుగా వచ్చే సీజనల్ సమస్యలు దీనిలోకి వస్తాయి. ఈ ప్రశ్న కేర్గివర్ అభిప్రాయాన్ని అడుగుతుంది కాబట్టి మీరు ప్రత్యేకించి ఒక ఆరోగ్య సమస్యను ప్రాంప్ట్ చేయవద్దు. అసలు ఆరోగ్య సమస్యలే లేనట్లయితే, ప్రశ్న 9.7కి స్కిప్ చేయండి.

Q9.6: If the caregiver reports that the child has a long term health problem, ask what these problems are.

ఒకవేళ కేర్గివర్ ‘పేరు’కు దీర్ఘకాలిక ఆరోగ్య సమస్య ఉందని చెప్పినట్లయితే, ఆ ఆరోగ్య సమస్యలు ఏమిటో అడగండి.

Q9.6.1: Enter as many health problem codes as apply from CODEBOX #42, putting each on a new line of the table. Do not prompt for specific health problems and do not interpret what the caregiver reports; if they describe symptoms rather than a specific illness record the symptoms under ‘Other’. If the caregiver reports a specific illness and then describes the symptoms, only record the specific illness. If the caregiver reports two linked problems such as HIV/AIDS and TB record both.

కోడ్ బాక్స్ 42 నుండి ఎన్ని ఆరోగ్య సమస్యలుంటే, అన్నీ పట్టికలోని ప్రత్యేకమైన బాక్స్ లో వ్రాయండి. ప్రత్యేకించి ఆరోగ్య సమస్య గూర్చి ప్రాంప్ట్ చేయండి మరియు కేర్గివర్ చెప్పినదానిని మీరు ఇంటరప్ట్ చేయవద్దు. వారు ఆ ప్రత్యేకమైన అనారోగ్యం గూర్చి కాక వాటి లక్షణాలను తెలియచేసినచో, ఆ లక్షణాలను ఇతరములలో వ్రాయండి. ఒకవేళ కేర్గివర్ మొదటగా ఆ అనారోగ్యం గూర్చి తెలియచేసి, తరువాత లక్షణాలగూర్చి తెలియచేస్తే, ఆ అనారోగ్యాన్ని మాత్రమే వ్రాయండి. ఒకవేళ కేర్గివర్ రెండు అనారోగ్యాలను (ఉదా: HIV/AIDS మరియు TB) కలిపి చెబితే రెండింటినీ వ్రాయండి.

Q9.6.2: For each health problem identified, ask how much treatment NAME has had in the last year. We are interested in all types of treatment and advice (e.g. visit to a health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next health problem (or next question if there are no more health problems).

ప్రతి ఒక్క ఆరోగ్య సమస్యకు, గత సంవత్సరములో ‘పేరు’ ఆ అనారోగ్య సమస్యను ఎంత చికిత్స తీసుకున్నారో అడగండి. ప్రతి చికిత్స లేదా సలహా (ఉదా: వైద్య సదుపాయానికి వెళ్ళడం, ప్రభుత్వ లేదా ప్రవేటు సంస్థల నుండి సంప్రదించడం, సాంప్రదాయిక వైద్యులను కలవడం, మందుల కొట్టు నుడి మందులు తీసుకోవడం, కుటుంబం నుండి సలహా మొదలైనవి) కూడా అడగండి. ఒకవేళ సమాధానం No లేదా NK అయినచో, తరువాత ఆరోగ్య సమస్యకు స్కిప్ చేయండి. (అసలు ఆరోగ్య సమస్యలే లేనట్లయితే తరువాత ప్రశ్నకు వెళ్ళండి).

Q9.6.3: Ask how much has been spent on treatment for this health problem in the last 12 months. గత 12 నెలలలో ఆ ఆరోగ్య సమస్యలపై ఎంత ఖర్చు పెట్టారో అడగండి.

Q9.7: Ask the nine disability and development questions in Table 9.7. For each item, record whether the index child is not able to do it at all, is able to do it with great difficulty, is able to do it with some

difficulty, or is able to do it easily. For the first question, if NAME is present, it should be observable whether he/she can walk. If the caregiver is having difficulty in answering these questions, ask him/her to think of other children that are the same age as the index child, and compare the index child to them with respect to the abilities explored in these questions.

పట్టిక 9.7లో ఉన్న అంగవైకల్యానికి సంబంధించిన తొమ్మిది ప్రశ్నలను అడగండి. ప్రతి దానికి 'పేరు' అసలు చేయలేక పోతున్నాడో, అతి కష్టంపై చేయగలుగుతున్నారో, కొంచెం కష్టంపై చేయగలుగుతున్నారో, లేదా చాలా సులువుగా చేయగలుగుతున్నారో అడగండి. మొదటి ప్రశ్నకు ఒకవేళ 'పేరు' అక్కడే ఉన్నట్లయితే తను నడవగలడో లేదో గమనించండి. ఒకవేళ కేర్గివర్ ఈ ప్రశ్నలకు సమాధానాలు చెప్పలేకపోతుంటే, వారిని, వారి పిల్ల/పిల్లవాడితో సమాన వయస్సు ఉన్న పిల్లలతో పోల్చి, ఈ ప్రశ్నలలోని విషయాలను చెప్పమని అడగండి.

REMAINING 9.7 QUESTIONS: India specific questions require instructions

Q9.8: Ask whether the index child has a vaccination card.

'పేరు'కి వాక్సినేషన్ కార్డు ఉందేమో అడగండి.

Q9.9: If they do have a vaccination card, use this card to fill in whether the index child has had any of the vaccinations listed (BCG, Measles, 3 courses of DPT, Polio and HIB (flu)). Check with the caregiver whether the child has had any vaccinations not recorded on the vaccination card. If they do not have a vaccination card, ask the caregiver whether or not the child has had each of these vaccinations. You may ask about events such as national immunisation days in the area in order to help them remember.

వాక్సినేషన్ కార్డు ఉన్నట్లయితే, దానిని ఉపయోగించి, లిస్ట్ చేయబడిన వేక్సినేషన్లను [BCG, Measles, 3 courses of DPT, Polio and HIB (flu)] 'పేరు'కి ఇచ్చారో లేదో వ్రాసుకోండి. వేక్సినేషన్ కార్డులో వ్రాయని, ఇతర వేక్సినేషన్స్ 'పేరు'కి ఇచ్చారేమో కేర్గివర్ని అడిగి తెలుసుకోండి. ఒకవేళ వారికి వేక్సినేషన్ కార్డు లేనట్లయితే 'పేరు' వాక్సినేషన్స్ తీసుకున్నారో లేదో కేర్గివర్ని అడగండి. వారు గుర్తు తెచ్చుకోవడానికి national immunisation days లాంటివి చెప్పవచ్చు.

Q9.10.1-Q9.10.7: (5 year old HH only) Ask whether the index child consumed each of the meals/snacks mentioned in these questions during the last 24-hour period. Make sure to word the questions to reflect the last 24 hours rather than referring to what the child 'usually' does. If the child was ill during this time, ask the questions of the last 24 hour period in which the child was well. Items such as a glass of milk or breastfeeding may be counted as items between meals.

(5 yr HH మాత్రమే) గత 24 గంటలలో 'పేరు' అక్కడ ఇవ్వబడిన ఆహారం/స్నాక్స్ తిన్నారో అడగండి. ప్రశ్నలు 24 గంటలలో తిన్నవాటిని గూర్చి మాత్రమే అడిగేటట్లు ఉండాలి కాని 'పేరు' సాధారణంగా ఏమి తింటాడో అనేది కాదు. ఒకవేళ పిల్ల/పిల్లవాడు ఆ సమయంలో అనారోగ్యంగా ఉంటే, ఆరోగ్యంగా ఉన్న 24 గంటల గూర్చి అడగండి. గ్లాసు పాలు లేదా తల్లిపాలు అనేవి మీల్స్ మధ్యలో తిన్న వాటిగా వ్రాయండి.

Q9.11.1-Q9.11.11: (5 year old HH only) Ask whether the index child consumed any of each of the food-types listed during the last 24 hours. We are interested in the generic categories and not just those specific foods listed in parentheses as examples. Make sure to word the questions to reflect the last 24 hours rather than referring to what the child 'usually' does. If the child was ill during this time, ask the questions of the last 24-hour period in which the child was well. In the case of oil/fat, you may need to prompt as to whether they consumed fried food, sauces with oil, etc. Similarly, prompt as to whether they consumed sugar in drinks, etc.

(5 yr HH మాత్రమే) గత 24 గంటలలో ఎటువంటి ఆహారం 'పేరు' తీసుకున్నారో అడగండి. generic category foods అడుగుతున్నాం కాని, బ్రాకెట్స్లో ఉదాహరణలుగా ఇచ్చిన ఫుడ్ పదార్థాలను గూర్చి అడగటం లేదు. ప్రశ్నలు 24 గంటలలో తిన్నవాటిని గూర్చి మాత్రమే అడిగేటట్లు ఉండాలి. కాని 'పేరు' సాధారణంగా ఏమి తింటాడో అనేది కాదు. ఒకవేళ పిల్ల/పిల్లవాడు

ఆ సమయంలో అనారోగ్యంగా ఉంటే, ఆరోగ్యంగా ఉన్న 24 గంటల గూర్చి అడగండి. నూనె, కొవ్వు పదార్థాలు తీసుకుంటే, వేయించిన పదార్థాలు, నూనెలతో ఉన్న sauces మొదలగునవి తింటున్నారేమో అని ప్రాంప్ట్ చేయండి. త్రాగే వాటిలో చెక్కెర వేసుకుంటారేమో అని ప్రాంప్ట్ చేయండి.

Q9.12: Ask whether the household has had any periods of food shortages in the last 12 months. If no, skip to section 10.

గత 12 నెలలలో ఆ కుటుంబంలో ఆహార కొరతలు సంభవించాయో అడగండి. 'లేదు' అని సమాధానం చెబితే సెక్షన్ 10కి స్కిప్ చేయండి.

Q9.13.1: For each of the strategies listed, ask whether anyone in the household does this. If yes, ask Q9.13.2. If no, skip to the next strategy, on the next line.

అక్కడ ఇవ్వబడిన strategiesలో ఆ కుటుంబంలో ఎవరైనా ఆ strategiesని చేశారో అడగండి. 'అవును' అనినచో, ప్రశ్న 9.13.2ని అడగండి. 'కాదు' అనినచో, తరువాత strategiesకి స్కిప్ చేయండి. లేదా next lineకి స్కిప్ చేయండి.

Q9.13.2: For each strategy employed during a food shortage, ask who it affects the most. Enter the code from CODEBOX #44.

ఆహార కొరతలలో వారు ఉపయోగించిన strategyని గూర్చి అడగండి. వాటివల్ల ఎవ్వరు ఎక్కువ గురి అయ్యారో అడగండి. కోడ్ బాక్స్ 44 నుండి కోడ్ వ్రాసికోండి.

SECTION 10- ANTHROPOMETRY

PURPOSE:

To measure the height and weight of the index child and mother.

'పేరు' మరియు 'పేరు' యొక్క తల్లి బరువు, ఎత్తులను కొలవడమే ఈ విభాగం యొక్క ఉద్దేశము.

RESPONDENT:

Mother and index child will be measured.

తల్లి మరియు 'పేరు'లు measure చేయబడతారు.

INSTRUCTIONS:

Q10.0: Identify the main respondent for this section using their ID from the household roster.

హౌస్‌హోల్డ్ రోస్టర్ నుండి ఐడిని ఉపయోగించి జవాబు చెప్పే వ్యక్తిని గుర్తించండి.

Q10.1-Q10.2: Ask for the caregiver's perception of the child's weight and height health compared to other children his/her age. If the caregiver asks compared to who tell them to think of other children of the same age as the index child that they know well, and to make a comparison between their weight and height and that of the index child.

'పేరు' వయస్సు ఉన్న ఇతర పిల్లలతో పోల్చితే, 'పేరు' యొక్క బరువు, ఎత్తులు కేర్‌గివర్ అభిప్రాయంలో ఎలా ఉన్నాయో అడగండి. ఒకవేళ కేర్‌గివర్ ఎవరితో పోల్చుకోవాలి అని అడగినచో, వారికి తెలిసిన వారి పిల్ల/పిల్లవాని వయస్సుతో సమానంగా ఉన్న పిల్లలతో 'పేరు' యొక్క బరువు, ఎత్తులను పోల్చమని చెప్పండి.

MEASURING THE CHILD:

SAY: I have to use XXXX to make sure the measurements are right, this won't hurt. I am going to ask you to XXXX.

చెప్పండి : కొతలు సరిగా ఉన్నాయని నిర్ధారించుటకు ---ని ఉపయోగిస్తాను. ఇది మీకు హాని/నొప్పి కలిగించదు.

Q10.3: Make sure the scale has been checked and is working. Tick the box to indicate that this check has taken place.

కొతలు కొలిచే వస్తువు సరిగా పనిచేస్తున్నదో లేదో చూడండి. సరిగా చూచారని బాక్స్‌లో టిక్ చేయండి.

Q10.4-Q10.6: Take two weight measurements, enter each one in Q10.4 and Q10.5, and then enter the agreed weight in Q10.6.

రెండుసార్లు బరువు తూచండి. 10.4 మరియు 10.5లో వ్రాయండి. ఎగ్రి అయ్యాక బరువును 10.6లో వ్రాయండి.

Q10.7-Q10.9: Take two height measurements, enter each one in Q10.7 and Q10.8, and then enter the agreed weight in Q10.9.

పొడవును రెండుసార్లు కొలవండి. రెండు కొలతలను ప్రశ్న 10.7 మరియు 10.8లో వ్రాయండి. ఎగ్రి అయిన పొడవును 10.9లో వ్రాయండి.

Q10.10: If the child was not measured, record the reason why not using the appropriate code from the list.

ఒకవేళ పిల్ల/పిల్లవాడు measure చేయబడకపోతే, ఎందుకు చేయలేకపోయారో సరియైన కోడ్స్ లిస్ట్ నుండి వ్రాయండి.

PROCEDURES FOR MEASURING HEIGHT

For height you need a wall or door frame to support the height measure if it is not free standing.

పొడవును కొలవడానికి, సహాయకంగా ఉండటానికి గోడకాని, తలుపుగాని అవసరం.

1. Appropriate clothing: remove shoes and any bulky clothing like a coat or bulky skirt which would prevent the child's buttocks being in contact with the board.

సరియైన వస్త్రధారణ : బూట్లు మరియు బరువైన కోటు లేదా skirt లాంటివి చైల్డ్ యొక్క పొడవు కొలవడానికి అడ్డురావచ్చు కాబట్టి వాటిని తొలగించండి.

2. Position the child so that they stand by the height stick with their feet parallel, and with their heels, buttocks, shoulders and back of the head touching the upright stick. The head should be held comfortably with the child looking straight ahead, not with their head tipping up or down. The arms should hang loosely at the child's side. Ask the mother to help if necessary.

పిల్లవాడి తలవెనుక భాగం, buttocks, భుజాలు మరియు మడమలు ఆ కొలిచే కర్రకి అంటించేటట్లు, కాళ్ళు రెండు సమానంగా పెట్టి పిల్ల/పిల్లవాడిని నిలబెట్టండి. పిల్లవాడు తల పైకి, క్రిందకు తల వంచకుండా, పిల్ల/పిల్లవాడు ఎదురుగా చూసేటట్లు పిల్లవాడి తలను వీలుగా ఉండేటట్లు చూడండి. చేతులు సులువుగా వేలాడేటట్లు చూడండి. అవసరమైతే తల్లి సహాయం తీసుకోండి.

3. Gently lower the headpiece of the measuring stick to make contact with the top of the head. Press the hair down if necessary to make this contact but only enough to make contact.

మెజరింగ్ స్టిక్ పై ఉన్న headpieceను పిల్ల/పిల్లవాడి తలకు పైన పెట్టండి. ఒకవేళ అవసరం అయితే జుట్టును కొంచెం క్రిందకు నొక్కి ఆ headpiece సరిగా ఉండేటట్లు చేయండి.

4. Read the length to within 0.1cm, making sure your vision is aligned with the position of the marker, not lower or higher. If the measurement is in between 2 millimetre markers, take the lowest value.

కొలిచేదానిని 0.1 సెం.మీ దూరం నుండి చూడండి. మీ దృష్టి మార్కర్ కి క్రిందగాని, పైనగాని ఉండకుండా దానితో సమానంగా ఉండేటట్లు చూడండి. ఒకవేళ కొలత 2 millimetre markers మధ్యలో ఉన్నట్లయితే అతి తక్కువ విలువ తీసుకోండి.

5. Say clearly what the measurement is and note it down immediately.

ఆ కొలత ఏమిటో సరిగాచూచి, వెంటనే వ్రాయండి.

Lift the head board, check the alignment and measure the child again. If the two measurements are the same accept this measurement. If the measures are different, measure again until you get two similar measures and write this measure in the agreed child height space.

హెడ్ బోర్డును పైకి తీసి, అలైన్మెంట్ సరిగా ఉందో చూసి, పిల్ల/పిల్లవాడిని తిరిగి కొలవండి. ఒకవేళ రెండు కొలతలు ఒకలానే ఉంటే, అదే కొలతను అంగీకరించండి. రెండు కొలతలు వేరువేరుగా ఉంటే మరల, ఒకే కొలత వచ్చే వరకు కొలవండి మరియు అంగీకరించిన పొడవును ఇవ్వబడిన ఖాళీలో వ్రాయండి.

6. Always thank the mother and the child.

ఎప్పుడూ తల్లిని మరియు పిల్ల/పిల్లవాడికి కృతజ్ఞతలు తెలియచేయండి.

PROCEDURES FOR MEASURING WEIGHT

1. If using a balance that you stand on then find a level and secure surface. Balances do not measure accurately if they are on a slope. Ordinary bathroom balances are not sufficiently robust, precise and accurate but there are now more precise standing balances which could be used. For children who are very upset by weighing or if you have a sufficiently precise balance, you can weigh the child with the mother and then the mother alone. In such cases, make sure that your forms are designed to allow you to write down the measurements as you read them off the balance and do the calculations later step by step.

Balance (weighing machine)ను ఉపయోగిస్తుంటే బాలెన్స్‌ను సమతలంగా ఉన్న నేలపై ఉంచండి. పల్లంగా ఉన్న స్థలంలో పెడితే బాలెన్స్ కొలత సరిగా ఇవ్వదు. బాత్‌రూంలో ఉపయోగించే సాబీరణ బాలెన్స్‌లు పెద్దవిగా, సరిగా ఉండవు కావున సరిగ్గా కొలతలు ఇచ్చే నిలబడగలిగిన బాలెన్స్‌లు ఉపయోగించాలి. పిల్లలు బరువు తూచినప్పుడు భయపడుతూ ఉంటే, పిల్లలను తల్లితో సహా తూచవచ్చు. తరువాత తల్లిని విడిగా తూచండి. అబింటి సందర్భాలలో మీ ప్రశ్నావళితో ఇటువంటివి వ్రాసి తరువాత కలెక్ట్ చేయడానికి వీలుగా ఉండేటట్లు చూడండి.

2. Calibrate the scales with the weighing sack trousers before measuring each child. If you are going to weigh with a blanket, calibrate the sack with the blanket to zero.

పిల్ల/పిల్లవానిని బరువు తూచడానికి ముందే కొలబద్ధ కొలిచే సంచితో సరిగ్గా వున్నాయో లేదో చూసుకోండి. ఒకవేళ ఒక దుప్పటిలో చుట్టబెట్టి పిల్ల/పిల్లవానితో బరువీ చూస్తున్నట్లయితే, స్కేల్‌ని సంచిన దుప్పటితో సహా zero వద్ద మార్క్ చేసికోండి.

3. Appropriate clothing: nude or with the blanket used in calibration. If it is impossible to weigh children nude, as in cold weather, then weigh the child with the minimum of clothing possible. In this case you will need to construct a list of the weights of typical articles of clothing. Note down the clothing the child was wearing and later deduct from the weight. Do not make general estimates to allow for clothing and don't try and do the calculations at the same time as the weighing. Write down the weight as you actually read it off the balance and do the adjustment later. If you are going to have to do this make sure your form is designed to facilitate the procedure.

బరువు చూసేటప్పుడు ధరించ తగిన దుస్తులు : బట్టలు లేకుండా బరువు తూస్తే మంచిది. లేకపోతే ఒక దుప్పటితో చుట్టి, కొలతని బ్లాంకెట్ దగ్గర అడ్జస్ట్ చేశాక తూచవచ్చు. చలికాలంలో, పిల్లల్ని బట్టలు లేకుండా బరువుతూచడం సాధ్యంకాదు కాబట్టి, వీలైనంత తక్కువ దుస్తులువేసి తూచండి. అలాంటప్పుడు, మీరు సాధారణంగా పిల్లలు ధరించే బట్టల బరువుల గురించిన ఒక లిస్ట్ తయారు చేయవలసి వుంటుంది. ముందు పిల్ల/పిల్లవాడు ఎలాంటి బట్టవేసికొన్నాడో నోట్ చేసికొని తరువాత పిల్ల/పిల్లవానిని తూచగా ఆ బరువుని వచ్చిన బరువునుండి తీసివేయండి. మీకు మీరుగా ఉజ్జాయింపుగా బట్టల బరువుని వేయకండి. మరియు బరువు తూస్తున్నప్పుడే, ఈ లెఖలు (బట్టలతోపాటు వున్న బరువునుండి బట్టల బరువుని తీసివేయటం లాటి) వెయ్యవద్దు. బరువు తూస్తున్నప్పుడు బాలెన్స్ రీడింగ్ ఎలావుందో సరిగా అలాగే నోట్ చేసికొని, తరువాత అడ్జస్ట్ రీడింగ్‌ని ఎంటర్ చేసికోండి. మీరవిధంగా చేయవలసి వచ్చినట్లయితే మీరు చేసే విధానానికి అనువుగా మీ formని డిజైన్ చేసికొన్నారో లేదో సరి చూసుకోండి.

4. Ask the mother for her help and explain to her about the importance of measuring weight precisely and that is why it is best to weigh her child without clothes.

పిల్ల/పిల్లవాని తల్లికి కుప్తంగా పిల్ల/పిల్లవాని బరువుని తెలిసికోవడం ఎంత అవసరమో మరియు బట్టలేమీ లేకుండా పిల్ల/పిల్లవాని బరువు తూయుట ఎందుకు అవసరమో చెప్పి బరువు తూయడం ఆమె సహాయం అడగండి.

5. Weigh the child and call out the measurement clearly. If the weight falls between two markers on the dial, take the lower measure. Register the weight immediately.

పిల్ల/పిల్లవాడు బరువుతూచి ఆ బరువు ఎంతో బిగ్గరగా చెప్పండి. ఒకవేళ బరువు రీడింగ్ రెండు markers (Units/అంకెలకి) మధ్యలో వున్నట్లయితే తక్కువగా వున్న కొలత తీసికోండి. ఆ బరువు కొలతను వెంటనే రిజిస్టరు చేసికోండి.

Take a second reading, either steadying the child and balance again or getting the child to step onto the balance again. If the two measures are the same note this measure as the agreed weight, if not weigh again and take the measure for which you have two the same. If you can't get two measures the same and you are sure that you have done the procedure correctly each time, take the average of the measures.

పిల్ల/పిల్లవానికి సరిగ్గా పట్టుకొని బాలెన్స్‌ని సరిగ్గా పెట్టికొని లేక పిల్ల/పిల్లవానిని ఒకసారి తీసి మళ్ళీ కూర్చోబెట్టి రెండోసారి పిల్ల/పిల్లవాని బరువు కొలత రీడింగ్ నోట్ చేసికోండి. మొదటిసారి కొలత, రెండోసారి కొలత ఒకటే అయితే మీరు ముందు తీసికొన్న కొలత సరి అయినదే. అలాకాకపోతే మళ్ళీ రెండు కొలతలు ఒకేరకంగా వస్తాయోమో చూడండి. మీరు కొలిచే విధానం ప్రతీసారి

సరిగ్గానే వుందని నిర్ధారించుకొన్నాక కూడా, రెండుసార్లు ఒకటే రీడింగ్ రాకుండా వున్నట్లయితే, ఈ రెండు కొలతల సరాసరిని తీసుకోండి.

6. Always thank the mother for her help.

పిల్లపిల్లవాని తల్లికి, వారి సహాయానికై కృతజ్ఞతలు తెలియచేయండి.

QUALITY CONTROL FOR WEIGHING AND MEASURING

1. Reading the measurements - కొలతలను చదవడం

a. if the indicator falls exactly on a marker (mm or g) then take this as the measurement

ఒకవేళ సూచి marker (mm or g) పై సరిగ్గా ఉంటే దానినే తీసుకోండి.

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

రెండు మార్కర్స్ మధ్యలో ఉంటే, తక్కువ వ్యూల్యూ తీసుకోండి.

2. Writing the measurements - కొలతలను వ్రాయండి

a. it is very important to write the numbers very clearly

నెంబర్లు సరిగ్గా వ్రాయండి.

b. if the wrong number is written down, do not erase it or change it – cross it out and write the correct one at the side.

ఒకవేళ తప్పు నెంబరు వ్రాసినట్లయితే, దానిని మార్చడం కాని, తుడపడంగాని చేయవద్దు - దానిని కొట్టివేసి, దాని ప్రక్కనే సరైన నెంబరు వ్రాయండి.

3. Reading and registering the weights and heights

బరువు, ఎత్తులు చదవడం మరియు రిజిస్టర్ చేసుకోవడం

a. the person measuring calls out the measurement

మెజర్ చేసే వ్యక్తి మెజర్మెంట్ను గట్టిగా పట్టుకోవాలి

b. the assistant repeats what is called out

బయటికి చదివిన దానిని సహాయకుడు తిరిగి చదువుతారు

c. the person measuring says “yes” or “fine”

మెజర్ చేసే వ్యక్తి ‘ఔను’ గాని, ‘ఫైన్’ అని గాని చెప్పాలి.

d. the assistant says “yes” or “fine” and writes down the measurement

సహాయకుడు ‘ఔను’ లేదా ‘ఫైన్’ అని చెప్పి, వాటిని వ్రాస్తారు

e. the assistant shows the person measuring what they have written down

సహాయకుడు ఆ వ్యక్తికి ఏమి వ్రాశారో చూపిస్తారు

4. Common errors in measuring length - పొడవు కొలిచేటప్పుడు చేసే సాధారణ తప్పులు

a. position of the person taking the measurement

మెజర్ చేసే వ్యక్తి యొక్క position

• they are too far from the child’s feet - పిల్లవాని పాదాల దగ్గర నుండి దూరంగా ఉండటం

• they are not kneeling down - వారు మోకాళ్ళమీద ఉండటం

• they are too far from the board - బోర్డు నుండి దూరంగా ఉండటం

b. the child's feet - పిల్లవాని పాదాలు

- the toes are pointed - బొటనవ్రేలు సూటిగా ఉంచడం (బొటన వ్రేలిమీద నుంచోవడం)
- the soles of the feet are not perpendicular to the board
మడమలు బోర్డుకి లంబంగా ఉండకపోవడం
- measuring only one foot - ఒక పాదం మాత్రమే కొలవడం

c. the child's head - పిల్లవాని తల

- the neck is stretched too much - మెడ ఎక్కువ సాగదీయడం
- the neck is tucked in too much - మెడ ఎక్కువ ఆన్వేయడం
- the palm of the mother's hand totally covers the ear (the fingers are not flexed)
తల్లియొక్క చేతులు పిల్లవాని చెవి మూసి వేయడం

d. the child's position on the board - బోర్డు మీద పిల్లవాడు ఉండాల్సిన తీరు

- the child is not in the centre of the board - బోర్డు మధ్యలో పిల్లవాడు నిలబడక పోవడం
- The child is wearing a nappy or other bulky item, plaits or hair accessories so that the head board is not in contact with the child's head.
పిల్లవాడు nappy గాని బరువు వాటిని, జడలు, తలకి పెట్టుకొనేవి పెట్టుకోవడం వలన హెడ్ బోర్డు పిల్లవాని తలకు సరిగా తాకకపోవడం.

1. Common errors in measuring weight : బరువును కొలవడంలో సాధారణ లోపాలు :

- The balance was not zeroed with the weighing sack
బాలెన్స్ జీరోతో మొదలు పెట్టకపోవడం
- The balance is not at eye level
బాలెన్స్ కంటి చూపుకి ఒకే లెవల్లో లేదు
- The child can touch a wall or grabs at nearby people
పిల్లవాడు గోడకి పడుకోవడం, లేదా ఇతరులను పట్టుకోవడం
- The child is wearing clothes
పిల్లవాడు బట్టలు వేసుకోవడం

Check the equipment every two weeks or when you get back to base.
equipment ను ప్రతి రెండు వారాలకు చెక్ చేయండి.

Length:

- use a stick of known length and check the measurement
తెలిసిన లెంగ్త్ స్టిక్ ను తీసుకొని, మెజరమెంట్ సరిచూడండి.
- the gap between the foot-base and the board should be less than 2mm
పాదాలకు మరియు బోర్డుకు మధ్యలో 2mm కంటే తక్కువ స్థలం ఉండాలి.

Weight

- use standard weights of 5kg and 10kg to check the scales check each time that the scales are set to zero
స్టాండర్డ్ వైట్ అయిన 5 కెజి, 10 కెజిలను వాడండి. చెక్ చేసే ప్రతి సారి '0' వచ్చేటట్లు చూడండి.

SUPERVISOR CHECKLIST WHEN OBSERVING ANTHROPOMETRIC MEASUREMENTS

	Yes	No	No observation
1. Did the anthropometrist introduce themselves and explain what they intended to do? anthropometrist తనని తాను పరిచయం చేసుకొని మరియు వారు ఏమి చెప్పాలని అనుకుంటున్నారో దానిని చెప్పారా?			
2. Length board			
a) Did the anthropometrist put the board on a flat surface with sufficient space in which to work? Anthropometrist బోర్డును సమాంతర నేలపై పనిచేయడానికి సరిపడే స్థలం ఉన్నచోట పెట్టారా?			
b) Did the anthropometrist put the sliding bar in an appropriate place before measuring the child? పిల్ల/పిల్లవాని కొలవకముందు సాలిడ్ బార్ ని సరైన పని చేసుకొనేందుకు సరిపడ స్థలంలో పెట్టారా?			
c) Did the anthropometrist ensure the child was wearing appropriate clothing? పిల్లవాడు సరైన దుస్తులు వేసుకున్నాడో లేదో anthropometrist చూశారా?			
d) Who was the assistant? సహాయకులు ఎవరు?			
e) Did the assistant hold the child's head? సహాయకులు పిల్ల/పిల్లవాని తల సరిగా పట్టుకున్నారా?			
f) Did the anthropometrist push down to make the child's knee a straight line lying in the middle of the board? పిల్లవాని మోకాలు బోర్డు మధ్యలో ఉండేటట్లు anthropometrist చూశారా?			
g) Were the feet of the child in the right place (both feet lying straight and both heels placed against the sliding bar)? పిల్లవాని కాళ్ళు సరైన స్థానంలో (రెండు కాళ్ళు తిన్నగా ఉండేటట్లు, మరియు రెండు హీల్స్ స్టాండింగ్ బార్ కి వ్యతిరేకంగా ఉండేటట్లు) ఉన్నాయా?			
h) Did the anthropometrist stand in the correct place to read the length? పొడవు సరిగా కొలవడానికి anthropometrist సరైన స్థానంలో నిలబడ్డాడా?			
i) Did the anthropometrist and the assistant follow the procedure for reading and registering the length? పొడవును చదవటంలో, రిజిస్టర్ చేయడంలో anthropometrist మరియు సహాయకుడు సరియైన పద్ధతి వాడుతున్నారా?			

	Yes	No	No observation
3. Height stick			
a) Did the anthropometrist put the stick on a flat surface with sufficient space in which to work? ఆంథ్రోపాలజిస్ట్ స్టిక్ను సమాంతరంగా నేలపై పని చేసుకొనేందుకు సరిపడ స్థలంలో పెట్టారా?			
b) Did the anthropometrist put the sliding bar in an appropriate place before measuring the child? పిల్ల/పిల్లవాని కొలవకముందు, sliding barని సరైన స్థానంలో పెట్టారా?			
c) Did the anthropometrist ensure the child's shoes were removed and that hair accessories, hats etc were removed? పిల్ల/పిల్లవాని బూట్లు, జుట్టుకి పెట్టుకునేవి, టోపీలు మొదలైనవి లేకుండాటట్లు anthropometrist చూశారా?			
d) Who was the assistant? సహాయకులు ఎవరు?			
e) Did the anthropometrist ensure the child was standing in the correct position? పిల్ల/పిల్లవాడు సరైన స్థానంలో నిలబడేటట్లు చూశారా?			
f) Did the anthropometrist bring the sliding bar to the top of the head and push the hair down? స్టాండింగ్ బార్ పిల్ల/పిల్లవాని జుట్టు అణచిపెట్టి, స్టాండింగ్ బార్ తలపైకి సరిగా వచ్చేటట్లు చూశారా?			
g) Did the anthropometrist stand in the correct position to read the height? ఎత్తు చదవడానికి అనువైన ప్రదేశంలో anthropometrist నిలబడ్డారా?			
h) Did the anthropometrist and the assistant follow the procedure for reading and registering the height? ఎత్తు కొలవడానికి మరియు రిజిస్టర్ చేయడానికి anthropometrist మరియు సహాయకుడు సరైన పద్ధతి ఉపయోగించారా?			
4. Weight			
a) Did the anthropometrist ensure the weighing scales were hanging correctly and in a place with sufficient space to work? బరువు తూచే స్కేల్ సరిగా ఉన్నదో మరియు దానిని సరి అయిన స్థలంలో పని చేయడానికి అనువుగా పెట్టారా?			
b) Did the anthropometrist calibrate the scales before weighing the child? పిల్లవాని బరువు తూచకముందు ఆంథ్రోపాలజిస్ట్ స్కేల్స్ సరి చూశారా?			

	Yes	No	No observation
c) Did the anthropometrist ensure the child was wearing appropriate clothing? పిల్ల/పిల్లవాడు సరైన దుస్తులు వేసుకొనేటట్లు ఆంథ్రోపాలజిస్ట్ చూశారా?			
d) Who was the assistant? - ఆ సహాయకులు ఎవరు?			
e) Did the anthropometrist stand in the correct position to read the weight? బరువు తూచడానికి మరియు రిజిస్టర్ చేయడంలో ఆంథ్రోపాలజిస్ట్ మరియు సహాయకులు సరైన పద్ధతి ఉపయోగించారా?			
f) Did the anthropometrist and the assistant follow the procedure for reading and registering the height? వైట్ తూచడంలో మరియు రిజిస్టర్ చేయడంలో ఆంథ్రోపాలజిస్ట్ మరియు సహాయకులు సరైన పద్ధతి ఉపయోగించారా?			
5. At the end of the session			
a) Did the anthropometrist put away the equipment in an appropriate manner? Equipment అంతటినీ ఆంథ్రోపాలజిస్ట్ సరైన విధంగా పెట్టారా?			
b) Did the anthropometrist thank the household members for their cooperation? ఆంథ్రోపాలజిస్ట్ వారి సహాయానికి ఇంటివారికి కృతజ్ఞతలు తెలియచేశారా?			

MEASURING THE MOTHER:

SAY: Now I would like to record your [the mother's] measurements. I have to use XXXX to make sure the measurements are right. This won't hurt. I am going to ask you to XXXX.

చెప్పండి తల్లి యొక్క ఎత్తు, బరువులు తీసుకోదలిచాము. ఎత్తు, బరువులు సరిగా ఉన్నాయో లేదో నిర్ధారించుకొనడానికి ఈ --- వాడతాము. ఇది మీకు హాని కలిగించదు.

Q10.11: Make sure the scale has been checked and is working. Tick the box to indicate that this check has taken place.

స్కేల్ సరిగా పని చేస్తుందో లేదో చూడండి. సరి చూచుకొని బాక్స్ లో టిక్ చేయండి.

Q10.12-Q10.14: Take two weight measurements, enter each one in Q10.12 and Q10.13, and then enter the agreed weight in Q10.14.

రెండుసార్లు బరువు తూయండి. వాటిని ప్రశ్న 10.12 మరియు ప్రశ్న 10.13లో వ్రాయండి. అంగీకరించిన బరువును ప్రశ్న 10.14లో వ్రాయండి.

Q10.15-Q10.17: Take two weight measurements, enter each one in Q10.15 and Q10.16, and then enter the agreed weight in Q10.17.

రెండుసార్లు పొడవు కొలవండి. వాటిని ప్రశ్న 10.15 మరియు ప్రశ్న 10.16లో వ్రాయండి. అంగీకరించిన పొడవును ప్రశ్న 10.17లో వ్రాయండి.

Q10.18: If the child was not measured, record the reason why not using the appropriate code from the list.

తల్లి యొక్క బరువు, ఎత్తు కొలవలేకపోతే, కొలవకపోవడానికి గల కారణాలు లిస్ట్ లో నుండి కోడ్ వ్రాయండి.

SECTION 11 – CAREGIVER PERCEPTIONS AND ATTITUDES

PURPOSE:

We would like to find out about the caregiver's feelings and attitudes towards their family, children, themselves and their community.

కేర్గివర్ యొక్క భావాలు మరియు దృక్పథములు, వారి కుటుంబం పిల్లలు, వారికి వారు, మరియు వారి కమ్యూనిటీపై ఎలా ఉన్నాయో తెలుసుకోదలిచాము.

RESPONDENTS:

The respondent for this section must be the primary caregiver.

ప్రైమరీ కేర్గివర్ మాత్రమే జవాబు చెప్పే వ్యక్తి అయ్యి ఉండాలి.

DEFINITIONS:

INSTRUCTIONS

FIELDWORKER INSTRUCTION: Do practise questions until respondent understands task – up to 3 times.

జవాబు చెప్పే వ్యక్తి అర్థం చేసుకొనేంత వరకు 3 సార్లు ఈ ప్రశ్నలు ప్రాక్టీస్ చేయండి.

SAY: I am going to read some things that people sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

నేను ఇప్పుడు ప్రజలు కొన్నిసార్లు చెప్పే, అనుకొనే లేక భావించే విషయాల గూర్చి చదువుతాను. దయచేసి ఆ విషయం మీరు చెప్పే, అనుకొనే లేదా భావించే విషయంలా ఉందో లేదో ఆలోచించండి. ఈ నాలుగు కార్డులలో ఒక దానిని ఎంచుకోవాలని కోరుచున్నాను. అది మీరు చెప్పే అనుకొనే లేక భావించే విషయంలాగే అనిపిస్తే పెద్ద టిక్‌లని ఎంచుకోండి (పెద్ద టిక్ చూపండి=01). అది కొంచెం అనిపిస్తే చిన్న టిక్ ఎంచుకోండి (చిన్న టిక్=02). అది మీరు చెప్పే, అనుకొనే లేక భావించే విషయాలు అనిపించకపోతే క్రాస్‌లో ఒకదానిని ఎంచుకోండి (క్రాస్ చూపండి). అది అసలు అనిపించకపోయినా, చాలా విరుద్ధంగా అనిపించిన పెద్ద క్రాస్ ఎంచుకోండి (పెద్ద క్రాస్ చూపండి=04). అది నిజంగా అది అనిపించకపోతే చిన్న క్రాస్ ఎంచుకోండి (చిన్న క్రాస్ చూపండి=03) మొదట కొన్ని ప్రాక్టీస్ ప్రశ్నలు చేద్దాం.

Say: 'I like XXXX'

'I can run fast'

'I like eating XXXX'

(Countries to adapt this with examples appropriate to their setting)

చెప్పండి :నాకు - ఇష్టం

నేను వేగంగా పరిగెత్తగలను

నేను - తినడానికి ఇష్టపడతాను

Say: First, I want you to think about the area in which you live.

చెప్పండి : మీరు ఎక్కడ నివసిస్తున్నారో ఆ పరిసరాలను ఆలోచించమని అడుగుతున్నాను.

Q11.1.1-11.1.10: For each of the statements in Table 11.1, read the sentence aloud and ask the

caregiver to indicate the appropriate tick or cross. Make sure that the respondent has heard and understood the statement and if s/he has not you must repeat it and/or add further explanation as necessary. However, it is important not to change the meaning of the question. (NB There are only 9 questions in the 12 year old household questionnaire)

పట్టిక 11.1లో ఉన్న ప్రతి లైన్‌ను గట్టిగా చదివి మరియు టిక్, క్రాస్‌లలో సరియైన దానిని కేర్గివర్‌ని గుర్తించమని అడగండి. జవాబు చెప్పే వ్యక్తి సరిగ్గా ప్రశ్నను చదివి, అర్థం చేసుకున్నారో చూచుకొని, మరియు ఒకవేళ వారు అర్థం చేసుకోలేకపోతే, తిరిగి చదివి, అవసరమైతే మరికొంత విపులంగా చెప్పండి. కాని ఆ ప్రశ్నయొక్క అర్థాన్ని మార్చవద్దు. (12 సంవత్సరముల హౌస్‌హోల్డ్ ప్రశ్నావళిలో 9 ప్రశ్నలు మాత్రమే ఉన్నాయి).

Say: Now, I want you to think about other aspects of your life.

చెప్పండి : మీ జీవితంలో ఇతర విషయాల గూర్చి ఆలోచించమని అడుగుతన్నాను.

Q11.2.1-11.1.12: For each of the statements in Table 11.1, read the sentence aloud and ask the caregiver to indicate the appropriate tick or cross. Make sure that the respondent has heard and understood the statement and if s/he has not you must repeat it and/or add further explanation as necessary. However, it is important not to change the meaning of the question.

పట్టిక 11.2లో అన్ని ప్రశ్నలను గట్టిగా చదివి, కేర్గివర్ టిక్ or crossలలో సరి అయినవి గుర్తించమని అడగండి. జవాబులు చెప్పే వ్యక్తి దానిని సరిగా విని, అర్థం చేసుకున్నారో లేదో చూడండి మరియు ఒకవేళ వారికి అర్థంకాకపోతే, దానిని తిరిగి చదవండి. అవసరం అయితే మరింత వివరంగా చెప్పండి. కాని ఆ ప్రశ్న యొక్క అర్థాన్ని మార్చవద్దు.

FIELDWORKER: If the child is in school, ask Q11.2.13-11.2.14. If not, skip to Q11.3.

ఫీల్డ్ వర్కర్ : ఒకవేళ పిల్ల/పిల్లవాడు స్కూలుకు వెళ్ళకపోతే, ప్రశ్న 11.2.13-11.2.14 ప్రశ్నలు అడగండి. లేనిచో ప్రశ్న 11.3కి స్కిప్ చెయ్యండి.

Q11.2.13-11.2.14: As above, read each of the sentences aloud and ask the respondent to indicate the appropriate tick or cross.

పైన చెప్పిన విధంగా, ప్రతి sentencesను గట్టిగా చదివి మరియు జవాబు చెప్పే వ్యక్తిని సరైన tick or crossలను గుర్తించమని అడగండి.

FIELDWORKER: Show the child the 'LADDER OF LIFE' picture.

ఫీల్డ్ వర్కర్ : LADDER పటమును చూపించండి.

Q11.3: Say: "There are nine steps on this ladder. Suppose we say that the ninth step (09), at the very top represents the best possible life for you and the bottom step (01) represents the worst possible life for you. Where on the ladder do you feel you personally stand at the present time?" Make sure the respondent understands that the ladder refers to all aspects of life (eg. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general – it should not be confused with, for example, a measure of purely economic wellbeing. Be very clear about which direction the ladder goes in (ie. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided. If the respondent answers 09, skip to Q11.5. Otherwise, continue on to the next question.

చెప్పండి : ఈ నిచ్చైనమీద తొమ్మిది మొట్టలు ఉన్నాయి. మీరు తొమ్మిదవ మొట్టమీద, అన్నింటికంటే పైనన్న మొట్టమీద ఉన్నారనుకోండి. అది మీ మంచి జీవితమును తెలియచేస్తుంది. మరియు చివరి మొట్టు మీ జీవితంలో దుర్భర పరిస్థితి చూపిస్తుంది. ఈ ప్రస్తుత పరిస్థితులలో వ్యక్తిగతంగా మీరు నిచ్చైనలో ఏ మొట్టమీద ఉన్నారని అనుకుంటున్నారు? జవాబు చెప్పే వ్యక్తి, ఈ నిచ్చైన వారి జీవితంలో అన్ని అంశాల (ఆర్థిక, వైద్య, సాంఘిక, వ్యక్తిగత విషయాలు మొదలైనవి)ను గూర్చి తెలియచేస్తుంది అని అర్థం చేసుకున్నారేమో అడగండి. ఆ నిచ్చైన అనేది వారి జీవితం గూర్చి జవాబు చెప్పే వ్యక్తి సాధారణంగా ఎలా అనుకుంటున్నారో దాని గూర్చి చెప్పే

subjective measure అని అర్థం చేసుకొనేలా చూడండి. ఉదా: అర్థికంగా బాగా మంచిగా ఉండటం నిచ్చినలో ఏదిశలో వెళుతున్నారో సరిగా చెప్పండి (ఏ దిశ మంచిదో, ఏ దిశ మంచిది కాదో). వారు ఎన్ని మెట్లు చెప్పతారో ఆ నెంబరు బాక్స్లో వ్రాయండి. ఒకవేళ జవాబు చెప్పే వ్యక్తి 09 అని చెప్పినచో, ప్రశన 11.5కి స్కిప్ చేయండి. లేనిచో తర్వాత ప్రశన అడగండి.

Q11.4: Ask the respondent did where s/he thinks that he/she will be on the ladder in four years. Enter the step on which they will be.

వచ్చే నాలుగు సంవత్సరములలో ఈ నిచ్చినలో ఎక్కడ ఉంటారని అనుకొంటారో జవాబు చెప్పే వ్యక్తిని అడగండి. వారు ఏ మెట్టుపై ఉంటారో వ్రాయండి.

Q11.5: If the respondent answered 09 to 11.3, enter 88=NA and skip to 11.6.

Ask the respondent what s/he thinks would *help* them to move up the ladder (whether or not they think they actually will move up or down). This is asking for perceptions of services and/or circumstances that could lead to an improvement. Record up to three responses with the most important listed first using CODEBOX #45. If the respondent only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

ఒకవేళ జవాబు చెప్పే వ్యక్తి ప్రశన 11.3 ప్రశనకు 09 చెప్పినచో, 88 వ్రాసి, ప్రశన 11.6కి స్కిప్ చేయండి. వారు నిచ్చిన పైకి ఎక్కడానికి ఏవి దోహదపడుతుందో అడగండి (వారు నిచ్చినపైకి ఎక్కడం లేదా దిగడం జరుగుతుందని అనుకోకపోయినా). పరిస్థితులు లేదా సేవల ద్వారా వారి జీవితంలో అభివృద్ధి వచ్చినచో వారి అభిప్రాయాన్ని వ్రాయండి. ఒకవేళ జవాబు చెప్పే వ్యక్తి ఒకటి లేదా రెండు జవాబులు చెప్పినట్లయితే, తరువాత జవాబులను 88=N/A వ్రాయండి. మూడుకంటే ఎక్కువ జవాబులు చెప్పినట్లయితే అతి ముఖ్యమైన వాటిని వ్రాయండి.

Q11.6: If the respondent answered 01 to 11.3, enter 88=NA and skip to 11.7.

For all respondents, ask what might cause them to move down the ladder. This is the opposite of Q11.5 and refers to circumstances or events that may lead to life getting worse. Record up to three responses with the most important listed first using CODEBOX #46.

జవాబు చెప్పే వ్యక్తి ప్రశన 11.3కి 01 అని సమాధానం ఇచ్చినట్లయితే, 88 వ్రాసి, ప్రశన 11.7 ప్రశనకు స్కిప్ చేయండి. వారు నిచ్చిన దిగడానికి ఏవి కారణమవుతాయో అడగండి. ప్రశన 11.5కి ఈ ప్రశన వ్యతిరేకమైనది. మరియు జీవితం బాగా దిగజారడానికి ఏ పరిస్థితులు లేదా సంఘటనలు కారణం అవుతున్నాయో ఈ ప్రశన తెలియజేస్తుంది. కోడ్ బాక్స్ 46 నుండి మూడు ముఖ్యమైన జవాబులను వ్రాయండి.

SAY: I am now going to ask your opinion on various issues. There are no right and wrong answers; I just want to know what you think.

చెప్పండి : అనేక విషయాల మీద మీ అభిప్రాయాలను తెలుసుకొనుటకు మిమ్ములను కొన్ని ప్రశనలు అడగదలిచాను. ఇవి తప్పు, ఒప్పు ప్రశనలు కావు. ఈ విషయాలపై మీరు ఏమి అనుకొంటున్నారో దానిని తెలుసుకోవాలని అనుకొంటున్నాను.

Q11.7: Ask the respondent to imagine that a family in the village/suburb has a 12 year old son who is attending school full-time, and the family badly needs to increase the household income. Read out the options that the family faces. Ask the respondent to choose from the list of possible responses of what the family should do. Enter the code corresponding to the option that they choose.

ఒక గ్రామంలోగాని, సబర్బన్లోగాని ఒక కుటుంబంలో పూర్తి సమయం బడికి వెళ్ళే 12 సం.ల కుమారుడు ఉన్నాడని ఊహించుకోమని జవాబు చెప్పే వ్యక్తిని అడగండి. ఆ కుటుంబ ఆదాయాన్ని పెంచుకోవాల్సిన కఠిన పరిస్థితిలో ఉన్నారు. ఆ కుటుంబం ఎంచుకొనే ఆప్షన్ను చదవండి. ఆ కుటుంబం ఏమి చేయాలో లిస్ట్లో నుండి వ్రాయండి. ఆ జవాబుకు తగినట్లుగా కోడ్ వ్రాయండి.

FIELDWORKER: Check whether the respondent went to school. If they did, ask Q11.8. If not, skip to Q11.9

ఫీల్డ్‌వర్కర్ : జవాబు చెప్పే వ్యక్తి స్కూలుకు వెళ్ళారో లేదో అడగండి. వారు స్కూలుకు వెళ్ళినట్లయితే ప్రశ్న 11.8ని అడగండి, లేనిచో ప్రశ్న 11.9కి స్కిప్ చేయండి.

Q11.8: For those respondents who went to school, ask whether they think that formal schooling was useful in their current life. Now skip to Q11.10.

స్కూలుకు వెళ్ళిన జవాబు చెప్పే వ్యక్తులను, నియమబద్ధ పాఠశాలకు వెళ్ళడం వారి ప్రస్తుత జీవితంలో ఉపయోగపడిందని అనుకుంటున్నారేమో అడగండి. ప్రశ్న 11.10కి స్కిప్ చేయండి.

Q11.9: For those respondents who did not go to school, ask whether they think that formal schooling would have been useful to them in their current life.

స్కూలుకు వెళ్ళని వారిని, వారి జీవితంలో నియమబద్ధ పాఠశాలకు వెళ్ళడం ఉపయోగపడి ఉండేది అని అనుకుంటున్నారేమో అని అడగండి.

Q11.10: Ask the respondent what job s/he thinks NAME will be doing when NAME is about 20 years old. Do not prompt. Enter the code from CODEBOX #47. This answer should reflect what they think NAME will *actually* be doing.

'పేరు'కి 20 సం.లు వచ్చేటప్పటికి, ఏ ఉద్యోగము చేస్తు ఉంటారు అని జవాబు చెప్పే వ్యక్తిని అడగండి - ప్రాంప్ట్ చేయవద్దు. కోడ్ బాక్స్ 47 నుండి కోడ్ వ్రాయండి. ఈ ప్రశ్న, 'పేరు'లో ఏ ఉద్యోగం చేస్తుంటాడని అనుకుంటున్నారో దానిని తెలియజేస్తుంది.

FIELDWORKER: For HH questionnaire for 12 year old child, check whether NAME is still in school. If so, ask Q11.11 to Q11.13. If not, SKIP to Q11.14.

ఫీల్డ్‌వర్కర్ : 12 సం.ల పిల్ల/పిల్లవాడు ఉన్న హౌస్‌హోల్డ్ ప్రశ్నవాళి, 'పేరు' ఇప్పటికీ పాఠశాలలో ఉన్నాడో లేదో చెక్ చేయండి. ఉన్నట్లయితే ప్రశ్న 11.11 నుండి ప్రశ్న 11.13 వరకు అడగండి. లేనిచో ప్రశ్న 11.14కి స్కిప్ చేయండి.

Q11.11: Ask the respondent what level of education they would ideally like the index child to complete. The answer should reflect their hopes for the child, not be restricted by what they think will actually happen. Enter the highest grade if the level is not higher than secondary education; otherwise enter the appropriate code from the types of post-secondary education.

'పేరు' ఏ తరగతి వరకు చదవాలని అనుకుంటున్నారో జవాబు చెప్పే వ్యక్తిని అడగండి. వారి జవాబు, పిల్లవానిపై వారికున్న ఆశలను తెలియజేస్తుంది. కాని ఏమి జరుగుతుందో అని వారు అనుకుంటున్నారో దాని గూర్చి కాదు. సెకండరీ ఎడ్యుకేషన్ కంటే తక్కువ అయితే, అత్యధిక గ్రేడు ఏమిటో వ్రాయండి. లేనిచో post-secondary education types నుండి కోడ్స్ వ్రాయండి.

Q11.12: Ask the respondent whether they think the index child will actually reach the level of education that they indicated in Q11.11. If No, skip to Q11.14.

ప్రశ్న 11.11లో 'పేరు' చెప్పిన ఆ తరగతి వరకు చదవగలడని వారు అనుకుంటున్నారో అడగండి. లేనిచో ప్రశ్న 11.14కి స్కిప్ చేయండి.

Q11.13: If the respondent answered No to Q11.12, ask what they think are the main reasons that NAME is likely to drop out of school before they have reached the level indicated in Q11.11. Enter the codes from CODEBOX #48 in order of importance. There is space for three answers here; if fewer than three reasons are given, enter as many codes as apply and fill in 88 in the remaining answer-boxes.

ప్రశ్న 11.12లో 'కాదు' అని జవాబు చెప్పినచో, 'పేరు' ప్రశ్న 11.11లో చెప్పిన తరగతి వరకు రాకముందే పాఠశాలను విడచి పెట్టడానికి గల ప్రధాన కారణాలు ఏమని వారు అనుకుంటున్నారో అడగండి. కోడ్ బాక్స్ 48 నుండి ప్రాముఖ్యపరంగా క్రమంగా వ్రాయండి. మూడు జవాబులను ఖాళీలు ఇవ్వబడినాయి, మూడు జవాబుల కంటే తక్కువ ఇచ్చినచో, సరి అయిన కోడ్స్ వ్రాసి, మిగిలిన answer-boxesలో 88 వ్రాయండి.

Q11.14: Ask the respondent what would be the ideal number of sons for her/him to have or to have had. We are asking what they think would be/have been best for them rather than just how many they have now. The number may be smaller than, larger than or the same as the actual number. Use code 80 if they answer that they did/do not mind.

వారికి ఎంతమంది కుమారులు ఉంటే లేదా ఉన్న మంచిదని జవాబు చెప్పే వ్యక్తి అనుకుంటున్నారో అడగండి. వారికి ఇప్పుడు ఎంతమంది కుమారులు ఉన్నారని కాదుగాని ఎంతమంది ఉంటే మంచిదని వారు అనుకుంటున్నారో అడగండి. ఆ నెంబరు ఇప్పుడు ఉన్నదానికంటే ఎక్కువ అవ్వవచ్చు, తక్కువ కావచ్చు లేదా సమానంగానైనా ఉండవచ్చు. వారికి ఎటువంటి ప్రిఫరెన్స్ లేకపోతే '80' కోడ్ వ్రాయండి.

Q11.15: Ask the respondent what would be the ideal number of daughters for her/him to have or to have had. We are asking what they think would be/have been best for them rather than just how many they have now. The number may be smaller than, larger than or the same as the actual number. Use code 80 if they answer that they did/do not mind.

వారికి ఎంతమంది కుమార్తెలు ఉంటే లేదా ఉన్న మంచిదని జవాబు చెప్పే వ్యక్తి అనుకుంటున్నారో అడగండి. వారికి ఇప్పుడు ఎంతమంది కుమార్తెలు ఉన్నారని కాదుగాని ఎంతమంది ఉండే మంచిదని వారు అనుకుంటున్నారో అడగండి. ఆ నెంబరు ఇప్పుడు ఉన్న దానికంటే ఎక్కువ కావచ్చు, తక్కువ కావచ్చు లేదా సమానంగానైనా ఉండవచ్చు. వారికి ఎటువంటి ప్రిఫరెన్స్ లేకపోతే '80' కోడ్ వ్రాయండి.

Q11.16: Ask the respondent to imagine that a family in the village/suburb has a 12 year old daughter who is attending school full-time, and the family badly needs to increase the household income. Read out the options that the family faces. Ask the respondent to choose from the list of possible responses of what the family should do. Enter the code corresponding to the option that they choose.

ఒక గ్రామంలో గాని, సబర్బన్లోగాని ఒక కుటుంబంలో పూర్తి సమయం బడికి వెళ్ళే 12 సం.ల కుమార్తె ఉన్నారని ఊహించుకోమని జవాబు చెప్పే వ్యక్తిని అడగండి. ఆ కుటుంబం ఆదాయాన్ని పెంచుకోవాల్సిన కఠిన పరిస్థితిలో ఉన్నారు. ఆ కుటుంబం ఎంచుకొనే ఆప్షన్‌ను చదవండి. ఆ కుటుంబం ఏమి చేయాలో లిస్ట్‌లో నుండి వ్రాయండి. జవాబుకు తగినట్టుగా కోడ్ వ్రాయండి.

Q11.17.1-11.17.13: Read the list of qualities and ask whether they think this is important for children to learn at home. Make sure the respondent understands what each of the qualities mean. You may have to explain some of the concepts but be careful not to change the meaning of any of the items.

పిల్లలు ఇంటి దగ్గరే నేర్చుకొని గుణాలు చదవండి. ప్రతి యొక్క గుణం జవాబు చెప్పే వ్యక్తి అర్థం చేసుకొనేటట్లు చూడండి. కొన్ని conceptsను మీరు వివరించాల్సి ఉంటుంది కాని వాటి అర్థం మారకుండా చూడండి.

Q11.18: Ask the respondent which three of these qualities they consider to be the most important. Enter the quality ID from the first column of table 11.17.

ముఖ్యమైనవి అనుకొనే మూడు గుణాలను జవాబు చెప్పే వ్యక్తిని అడగండి. టేబిల్ 11.17లో మొదటి కాలం నుండి గుణాల ఐడిని వ్రాయండి.

SAY: Here is a scale for rating beliefs about reasons for having children according to how important you think they are (SHOW SCALE). If you think it is "Very important", indicate by pointing to this end; if you think it is "Not important at all", point to this end of the scale. These three points in the middle mean "Not very important", "Moderately important" and "Important".

చెప్పండి : సాధారణంగా ప్రజలు, పిల్లలు కావాలని ఎందుకు అనుకుంటారో, చెప్పే కారణాల జాబితా చూపించి, అవి ఎంత ముఖ్యమైనవో అడగండి. ఒకవేళ మీరు 'చాలా ముఖ్యమైనది' అనుకుంటే "Very important" అనే దానిని చూపించండి; 'అసలు ముఖ్యమైనది' కాదు అనుకుంటే స్కేల్‌లో చివరి స్థానం చూపించండి. మధ్యలో ఉన్న మూడు పాయింట్స్ "Not very important", "Moderately important" and "Important"ని తెలియచేస్తాయి.

FIELDWORKER: Do practise questions until respondent understands task – up to three times.

ఫీల్డ్ వర్కర్ : జవాబు చెప్పే వ్యక్తికి అర్థం అయ్యేంత వరకు ఈ ప్రశ్నలను మూడుసార్లు ప్రాక్టీస్ చేయండి.

Say: 'I like XXXX'

'I can run fast'

'I like eating XXXX'

(Countries to adapt this with examples appropriate to their setting)

SAY: I have a list here of reasons people may give for wanting to have children. Please use this scale as a guide. Think about your experience with your own child/children and tell me how important the following reasons for wanting to have children are to you personally.

చెప్పండి : సాధారణంగా ప్రజలు పిల్లలను ఎందుకు కావాలని అనుకుంటున్నారో చెప్పే కారణాల జాబితా క్రింద ఇవ్వబడింది. స్వేలును ఉపయోగించండి. మీ పిల్లల వలన కలిగిన స్వానుభవంలో ఈ క్రింద ఇవ్వబడిన కారణాలలో మీరు పిల్లలు కలిగి ఉండడానికి ఏమి ముఖ్యమైనవో తెలుపండి.

Q11.19.1-11.19.14: Read the list of reasons for having children and fill in the codes corresponding to the answers given. Make sure the respondent understands each item on the list. You may have to offer further explanation where necessary, but be careful not to change the meaning of any of the items.

పిల్లలు కావాలని అనుకోవడానికి లిస్ట్లో ఇవ్వబడిన కారణాలను చదవండి. వారు చెప్పిన జవాబును బట్టి కోడ్స్ వ్రాయండి. లిస్ట్లో ఉన్న వాటన్నిటికీ జవాబు చెప్పే వ్యక్తి అర్థం చేసుకొనేటట్లు చూడండి. మీరు ఇంకా విపులంగా చెప్పవలసి రావచ్చు కాని ఆ ఐటమ్స్ అర్థం మారకుండా చూడండి.

SAY: Please tell me the extent to which you expect the following kinds of help from 'NAME' when s/he is grown-up.

చెప్పండి : 'పేరు' పెరిగి పెద్ద అయినప్పుడు, 'పేరు' నుండి క్రింద ఇవ్వబడిన సహాయాన్ని మీరు ఎంతవరకు ఆశిస్తారో చెప్పండి.

Q11.20.1-11.20.7: Read through the kinds of help listed in the table, and for each one ask whether the respondent expects this help from NAME. Inform the respondent of the possible responses: "Not at all", "A little", "Somewhat", "Quite a lot", or "A lot".

పట్టికలో ఇవ్వబడిన సహాయాలను చదవండి. ప్రతి ఒక్క సహాయానికి, జవాబు చెప్పే వ్యక్తి 'పేరు' నుండి ఆ సహాయాన్ని ఆశిస్తున్నాడో లేదో అడగండి. అన్ని జవాబులను "Not at all", "A little", "Somewhat", "Quite a lot", or "A lot" వారికి తెలియచేయండి.

SAY: I am now going to ask you about some of your expectations for NAME's life specifically.

చెప్పండి : 'పేరు' జీవితం ఎలా ఉండాలి అని మీరు అనుకుంటున్నారో, నేను మిమ్ములను కొన్ని ప్రశ్నలు అడగదలిచాను.

Q11.21: Ask at what age NAME did or at what age the respondent expects NAME to do each of the things listed in Table 11.21. Enter the age given by the respondent. If they don't know, enter NK. If they do not expect NAME to do this, enter 00.

పట్టిక 11.21లో ఇవ్వబడిన అన్ని అంశాలను, ఏ వయస్సులో 'పేరు' ఆ అంశాలు చేస్తారని అనుకుంటారో జవాబు చెప్పే వ్యక్తిని అడగండి. జవాబు చెప్పే వ్యక్తి తెలియజేసిన వయస్సు వ్రాయండి. వారికి తెలియదు అని చెప్పినచో, NK అని వ్రాయాలి. వారు 'పేరు' ఆ అంశం చేస్తాడు అని అనుకున్నచో '00' వ్రాయండి.

Q11.22: Ask the respondent what job they would most like NAME to do in the future. Do not prompt. Enter the code from CODEBOX #47. Their answer should reflect what they *want* for NAME, not necessarily what they think is realistic.

భవిష్యత్తులో 'పేరు' ఏ ఉద్యోగం చేయాలని అనుకుంటున్నారో జవాబు చెప్పే వ్యక్తిని అడగండి - ప్రాంట్స్ చేయవద్దు. కోడ్ బాక్స్ 47 నుండి కోడ్ వ్రాయండి. వారి జవాబు 'పేరు' భవిష్యత్తులో ఏ ఉద్యోగం చేస్తాడని కాదు, కాని ఏ ఉద్యోగం 'పేరు' చేయాలి అని అనుకుంటున్నారో తెలియచేయాలి.

Section 12 Child Development

Note: A Separate Manual is given for this section

CHILD QUESTIONNAIRE

CHILD ID AND DATA HANDLERS:

You should complete this section preferably before you conduct the interview. Your supervisor will have the IDs for each child and you should insert your own ID and the ID of your supervisor in the appropriate places. Make sure that you fill in the correct date of the interview and the correct ID. An incorrect ID will mean we cannot use the data collected in the questionnaire.

మీరు ఇంటర్వ్యూ చేయకముందే ఈ సెక్షన్‌ను పూర్తి చేయాలి. మీ సూపర్‌వైజర్ ప్రతి పిల్లవాని ఐడిని కలిగి ఉంటాడు మరియు మీరు మీ ఐడిని, సూపర్‌వైజర్ ఐడిని సరైన స్థలంలో వ్రాయాలి. సరియైన ఐడిని, మరియు సరిఅయిన తేదీని వ్రాయాలని మీరు గమనించుకోండి. తప్పు ఐడిని ఉపయోగిస్తే మీరు సేకరించిన సమాచారాన్ని ఉపయోగించలేరు.

You should sign this section on the fieldworker signature line only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems, and that the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire.

మీరు ప్రశ్నావళిని పూర్తి చేసి, సరి చూసిన తర్వాత మాత్రమే ఈ సెక్షన్‌లో ఉన్న ఫీల్డ్ వర్కర్ సంతకము అని ఉన్న ఖాళీలో సంతకం చేయాలి. మీరు సంతకం చేసారు అంటే, ఆ ప్రశ్నావళిలోని సమస్యలను మీరు చెక్ చేసారు మరియు ప్రశ్నావళి అంతా పూర్తి చేయబడింది అని తెలియచేస్తుంది.

The supervisor will sign and date the questionnaire once s/he has carried out a set of consistency and completeness checks. The data entry staff will also sign and date the questionnaire after they have done the data entry.

సూపర్‌వైజర్, ఆ ప్రశ్నావళిలో consistency ఉందా మరియు సరిగా పూర్తి చేయబడిందా అని చూసి సంతకం చేసి, తేదీ వ్రాస్తారు. డేటా ఎంట్రీ చేసేవారు, ఆ ప్రశ్నావళిని డేటా ఎంట్రీ చేసిన తరువాత సంతకం చేసి, తేదీ వ్రాస్తారు.

SECTION 1 – SCHOOL AND ACTIVITIES

PURPOSE :

The purpose of this section is to ask a number of questions about the index child's previous and current schooling as well as work activities.

ఇండెక్స్ చైల్డ్ యొక్క ముందు మరియు ప్రస్తుత పాఠశాల విద్య మరియు ఏవైనా కార్యకలాపాల గూర్చి కొన్ని ప్రశ్నలను అడగడం ఈ సెక్షన్ యొక్క ముఖ్య ఉద్దేశం.

RESPONDENT :

The 12 year old child. If the child does not know the answer and the question is a factual question, ask the caregiver at the end of the interview. All such questions are identified. Always ask the caregiver at the end of the interview so that the flow of the interview with the child is not interrupted. If you do ask the question of the caregiver and not the child, please indicate this in the comments section at the end of the questionnaire.

జవాబు చెప్పేవారు 12 సం.ల పిల్ల/పిల్లవాడు అయి ఉండాలి. పిల్ల/పిల్లవాడిని ప్రశ్నకు జవాబు తెలియకపోయిన, మరియు ప్రశ్న factual question అయినా, ఇంటర్వ్యూ చివరలో కేర్గివర్ని అడగండి. అటువంటి ప్రశ్నలను గుర్తించండి. ఇంటర్వ్యూ చివరలో మాత్రమే కేర్గివర్ని అడగండి కాని పిల్లవాడితో ఇంటర్వ్యూ చేస్తున్నప్పుడు అంతరాయం కల్పించవద్దు. మీరు ఒకవేళ పిల్ల/పిల్లవాడిని కాకుండా, కేర్గివర్ని ఆ ప్రశ్న అడిగినచో, ప్రశ్నావళి చివరిలో comments sectionలో దానిని వ్రాయండి.

DEFINITIONS:

School is a formal general education establishment usually recognised by the government.

ప్రభుత్వంచే గుర్తించబడిన నియత విద్యా సంస్థ

A public school relies primarily on government/state funding.

A public school అనేది ఎక్కువగా ప్రభుత్వం ఇచ్చే ఆదాయంపై ఆధారపడి ఉంటుంది.

A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.

ప్రవేటు పాఠశాల తల్లిదండ్రులు ఇచ్చే డబ్బు, ప్రభుత్వేతర సంస్థలు, మతపరమైన సంస్థలు ఇచ్చే డబ్బుమీద ఆధారపడింది.

Full time means attendance requirements set by the school and does not necessarily mean a whole day. It may also mean mornings or afternoons only if this is what the school means by full time.

పూర్తికాలము అనగా పూర్తి రోజు అని కాదు కాని అది ఉదయం లేదా మధ్యాహ్నం కావచ్చు. కాని అది పూర్తి కాలము అని పాఠశాల వారిచే నియమింపబడాలి.

Typical means 'usual' and so does not include something the child does irregularly.

టిపికల్ అనగా పిల్ల/పిల్లవాడు అప్పుడప్పుడు చేస్తున్నది కాదు మరియు సాధారణంగా చేస్తున్నది.

INSTRUCTIONS:

Q1.1: Ask whether the index child has ever attended a 'formal' school. Include children who went or go to school very irregularly but do not include children who are/were enrolled but have NEVER attended school. Do not include children who only attended a pre-school such as a nursery school or crèche. If the child never attended school **skip to Q1.25**.

పిల్ల/పిల్లవాడు ఎప్పుడైనా నియత పాఠశాలకు వెళ్ళాడో అడగండి. అప్పుడప్పుడు వెళ్ళే పిల్ల/పిల్లవాడిని దీనిలో కలుపవచ్చు కాని పాఠశాలలో పేరు నమోదు చేసుకొని అసలు బడికి వెళ్ళని పిల్లలను దీనిలో కలుపవచ్చు కాని పాఠశాలలో పేరు నమోదు చేసుకొని

అసలు బడికి వెళ్ళని పిల్లలను దీనిలో కలుపవద్దు. ప్రీ-స్కూల్ అనగా నర్సరీ, క్రెచ్, బాలవాడి, అంగన్‌వాడికి వెళ్ళే పిల్లలను దీనిలో కలుపవద్దు. బడికి ఆ పిల్లపిల్లవాడు అసలు హాజరు కాకపోయినట్లయితే ప్రశ్న 1.25కి వెళ్ళండి.

Q1.2: Ask if the child is currently attending a 'formal' school. Include children who attend irregularly but do not include children who are enrolled but NEVER attend. NOTE: This question is not asking if the child is physically attending school at the time of the interview. If the child is not currently attending school **skip to Q1.16**.

ప్రస్తుతం పిల్ల/పిల్లవాడు 'formal' స్కూల్‌కి వెళుతున్నాడా అని అడగండి. అప్పుడప్పుడు బడికి వెళ్ళే పిల్లలను దీనిలో కలుపవచ్చు & కాని పాఠశాలలో పేరు నమోదు చేసుకొని అప్పులు బడికి వెళ్ళని పిల్లలను దీనిలో కలుపవద్దు. నోట్: ఇంటర్వ్యూ సమయంలో పిల్ల/పిల్లవాడు శారీరకంగా బడికి హాజరు అవుతున్నాడా అని అడగట్లేదు. ప్రస్తుతం పిల్ల/పిల్లవాడు బడికి వెళ్ళట్లేదంటే ప్రశ్న 1.16కి వెళ్ళండి.

Q1.3 Determine whether the school is a single sex school, i.e. boys only or girls only.

పాఠశాల ప్రత్యేకంగా బాలురదా లేదా బాలికలదా అని నిర్ణయించండి.

Q1.4: If the child is attending school ask if the school is public or private (see definitions above). If the child doesn't know the answer, ask the parent/guardian at the end of the interview. *Countries should change the examples in these definitions according to local conditions, if necessary. However, the categories and codes should not be changed.*

ఒకవేళ పిల్ల/పిల్లవాడు పాఠశాలకు వెళ్తూ ఉంటే అది ప్రభుత్వం దా లేక ప్రవేటుదా అడగండి. ఈ ప్రశ్నకు ఆ పిల్ల/పిల్లవానికి జవాబు తెలియకపోయినట్లయితే, తల్లిదండ్రులను లేదా సంరక్షకులను ఇంటర్వ్యూ చివరిలో అడగండి. ఆయా దేశాలు ఈ డెఫినిషన్‌లో స్థానిక పరిస్థితులకు అనుగుణంగా ఉదాహరణలు మార్చవచ్చు. కాని కాటగిరీస్ మరియు కోడ్స్ మార్చకూడదు.

Q1.5: Record the grade or class that the child is currently in. Enter grade 01-12; where 01 is the first grade of [primary] school.

ప్రస్తుతం పిల్ల/పిల్లవాడు ఉన్న తరగతి లేదా గ్రేడ్ వ్రాయండి. గ్రేడ్ 01-02 వ్రాయండి. 01 అనేది ప్రాథమిక శ్రేణి.

Q1.6: Record, in MINUTES, the time that it usually takes the child to get to school. This is by the usual means of getting there from door to door and may mean having to combine different journey times if the child uses different modes of transport.

పిల్ల/పిల్లవాడు స్కూలుకు వెళ్ళడానికి పట్టే సమయాన్ని నిమిషములలో వ్రాయండి. ఇది సాధారణంగా ఉపయోగించే రవాణా సాధనాల ద్వారా ఇంటినుండి బడికి చేరే సమయం. ఒకవేళ పిల్ల/పిల్లవాడు వివిధ రవాణా సాధనాలను ఉపయోగిస్తున్నట్లయితే ఆ వివిధ ప్రయాణ సమయాలను కలిపి వ్రాయండి.

Q1.7: Ask the child how they usually get to school. If the child says that they walk and also get a bus in the same journey then record the journey which takes the longest time.

సాధారణంగా బడికి ఎలా వెళతారో పిల్ల/పిల్లవాడిని అడగండి. అదే ప్రయాణంలో ఒకవేళ పిల్ల/పిల్లవాడు నడిచి వెళతాడు లేదా బస్‌లో వెళతాడు అని చెప్పినట్లయితే, ఎక్కువ సమయం తీసుకొనే ప్రయాణాన్ని వ్రాయండి.

Q1.8: Ask the child whether or not they feel in danger when travelling to school. If the answer is no then **skip to Q1.10**.

బడికి వెళ్ళేటప్పుడు వారేమైనా ప్రమాదంలో ఉన్నారని అనుకుంటున్నారో అని పిల్ల/పిల్లవానిని అడగండి. జవాబు 'కాదు' అయినచో ప్రశ్న 1.10కి స్కిప్ చేయండి.

Q1.9: Only answer this if the child answered 'yes' to the previous question (Q1.8). Ask the child why they feel in danger when going to school and record up to three responses, recording the

most important first, using the codes given in the question. If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A.

ముందు ప్రశ్న 1.9కి 'అవును' అని జవాబు చెప్పినచో ఈ ప్రశ్నను అడగండి. బడికి వెళుతున్నప్పుడు, వారు ఎందుకు ప్రమాదంలో ఉన్నారని అనుకుంటున్నారో పిల్ల/పిల్లవాని మూడు జవాబుల వరకు అడగండి. కాని కోడ్స్ ఉపయోగించి ముఖ్యమైనది ముందు వ్రాయండి. పిల్ల/పిల్లవాడు ఒకటి లేదా రెండు కారణాలు మాత్రమే చెప్పి, ఇతర కారణాలు లేవు అని చెప్పినచో, మిగిలిన బాక్స్లను 88=N/Aతో పూర్తి చేయండి.

Q1.10: Establish whether the child has missed one or more COMPLETE week of school during the last 12 months. Do not include time missed due to school holidays, national holidays for example. If the answer is no then **skip to Q1.13**.

గత 12 నెలల్లో ఒకటి లేదా ఎక్కువ వారాలు పూర్తిగా పిల్ల/పిల్లవాడు బడికి వెళ్ళలేదేమో అడగండి. జాతీయ సెలవు దినాలు, బడి సెలవులను దీనిలో వ్రాయవద్దు. జవాబు 'కాదు' అయితే ప్రశ్న 1.13కి స్కిప్ చేయండి.

Q1.11: From CODEBOX #1 record up to three main reasons why the child missed school. If there are more than three reasons, record the ones which resulted in the longest amount of times missed (in order). If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A.

పిల్ల/పిల్లవాడు స్కూలుకు ఎందుకు వెళ్ళలేదో మూడు కారణాలను కోడ్ బాక్స్-1 నుండి వ్రాయండి. మూడు కంటే ఎక్కువ కారణాలు ఉంటే, ఏ కారణం వలన ఎక్కువ రోజులు స్కూలు మానేశారో అది వ్రాయండి. కవేళ పిల్ల/పిల్లవాడు ఒకటి లేదా రెండు కారణాలు మాత్రమే చెప్పినచో మిగిలిన రెస్పాన్స్ బాక్స్లలో 88=N/A వ్రాయండి.

Q1.12: Enter the months during which most of the absences occurred. If a single period crossed into two months then enter them both in month order.

ఎక్కువసార్లు హాజరుకాని నెల వ్రాయండి. హాజరుకాని పీరియడ్ రెండు నెలలూ కలిసి ఉంటే రెండు నెలలను క్రమంలో వ్రాయండి.

Q1.13: Establish the best things that the child likes about school. From CODEBOX #2, record up to three main 'likes' about school but do not prompt using codes or suggestions. It is still ok to encourage the child to think around the question. If there are more than three reasons, only record the most important ones, in order of importance. If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A. If the child says that they can not think of anything then ask Q1.15 and return to Q1.14 after; sometimes it is easier to say what they dislike rather than like.

పిల్లవాడు స్కూలు గూర్చి ఇష్టపడే మంచి అంశాలను గూర్చి అడగండి. కోడ్ బాక్స్-2ని ఉపయోగించి స్కూలు గూర్చి మూడు ఇష్టమైన అంశాలను వ్రాయండి. కాని కోడ్స్ ఉపయోగించి ప్రాంప్ట్ చేయడం లేదా సలహా ఇవ్వడం చేయవద్దు. పిల్ల/పిల్లవాడిని ఆ ప్రశ్న గూర్చి ఆలోచించమని ప్రోత్సహించడం మంచిదే. మూడుకంటే ఎక్కువ కారణాలు ఉన్నచో, ముఖ్యమైనవి మాత్రమే, ప్రాముఖ్యపరంగా, క్రమంగా వ్రాయండి. ఒకవేళ పిల్ల/పిల్లవాడు ఒకటి లేదా రెండు కారణాలు మాత్రమే చెప్పినచో, వేరే కారణాలు లేవు అని అన్నచో, మిగిలిన రెస్పాన్స్ బాక్స్లలో అని వ్రాయండి. ఒకవేళ పిల్ల/పిల్లవాడు దాని గూర్చి ఆలోచించలేనిచో, ప్రశ్న 1.15ని అడిగి ప్రశ్న 1.14కి రండి. కొన్నిసార్లు వారు సులభముగా వారికి ఇష్టం ఉన్న విషయాలకంటే ఇష్టం లేని విషయాలు బాగా చెప్పగలరు.

Q1.14: Establish the things that the child most dislikes about school. Enter the codes that apply from CODEBOX #3 but do not prompt using codes or suggestions. It is still ok to encourage the child to think around the question.

స్కూలు గూర్చి పిల్ల/పిల్లవాడు ఇష్టపడని అంశాలు అడగండి. కోడ్ బాక్స్-3 నుండి వ్రాయండి కాని కోడ్స్ ఉపయోగించి ప్రాంప్ట్ చేయడం లేదా సలహా ఇవ్వడం చేయవద్దు. కాని ప్రశ్న గూర్చి ఆలోచించమని పిల్ల/పిల్లవానిని ప్రోత్సహించడం మంచిదే.

FIELDWORKER INSTRUCTION: If the child is still attending school then **skip to Q1.24**. Only answer questions Q1.15 to Q1.23 if the child is **no longer** attending school (the questions should be asked in the past tense – except Q1.23). If the child doesn't remember some of the factual information required in questions 1.15-1.20, they can be asked of the caregiver at the end of the interview. However, ensure that you give the child priority in answering this question, and encourage them to try to remember. Questions 1.21-1.23 should not be asked of the caregiver as they do not refer to factual information and 1.23 is already included in the caregiver questionnaire.

ఒకవేళ పిల్ల/పిల్లవాడు బడికి వెళుతున్నట్లయితే ప్రశ్న 1.24కి స్కిప్ చేయండి. ఒకవేళ పిల్ల/పిల్లవాడు స్కూలుకు వెళ్ళనట్లయితే ప్రశ్న 1.15 నుండి ప్రశ్న 1.23 మాత్రమే అడగండి. [Past tense లోనే ఈ ప్రశ్నలు (ప్రశ్న 1.23 తప్పించి) అడగాలి]. పిల్ల/పిల్లవాడు ప్రశ్న 1.15-1.20లో ఇవ్వబడిన factual informationను గుర్తు తెచ్చుకోలేకపోతే, కేర్గివర్ను ఆ ప్రశ్నలను ఇంటర్వ్యూ చివరలో అడగవచ్చు. కాని, ఈ ప్రశ్నకు జవాబు ఇచ్చుటకు పిల్ల/పిల్లవానికి ప్రాధాన్యత ఇవ్వండి, గుర్తు తెచ్చుకోవడానికి పిల్ల/పిల్లవానిని ప్రోత్సహించండి. ప్రశ్న 1.21 నుండి 1.23 వరకు కేర్గివర్ను అడుగకూడదు. ఎందువలన అనగా అవి factual informationకు సంబంధించిన ప్రశ్నలు కావు. కేర్గివర్ ప్రశ్నావళిలో ప్రశ్న 1.23 ముందుగానే ఇవ్వబడింది.

Q1.15: Record the last grade that the child successfully completed before s/he left school. So even if they are, for example, in year 10 the last year that they would have successfully completed is most likely year 9. In this year the code would be 09.

పిల్ల/పిల్లవాడు బడి మానివేయకముందు పూర్తి చేసిన తరగతిని వ్రాయండి. ఉదా: ఒకవేళ వారు ఇప్పుడు 10వ తరగతి అయితే, పోయిన సం. వారు 9వ తరగతి పూర్తి చేసి ఉంటారు. ఈ సం.లో ఆ కోడ్ 09 అవుతుంది.

Q1.16: Record the age (IN YEARS) of the child when s/he stopped attending school. This is the actual age that the child was when s/he stopped attending.

పిల్ల/పిల్లవాడు ఏ వయస్సులో స్కూలు మానివేశాడో సం.లలో వ్రాయండి. ఇది స్కూలు మానివేసినప్పుడు పిల్ల/పిల్లవాని అసలు వయస్సు.

Q1.17 Determine whether the school was a single sex school, i.e. boys only or girls only.

ఆ స్కూలు ప్రత్యేకముగా బాలురదా లేదా బాలికలదా అడగండి.

Q1.18: Establish whether the last school attended was public or private. *Countries should change the examples in these definitions according to local conditions, if necessary. However, the categories and codes should not be changed.*

చివరగా హాజరయిన స్కూలు ప్రభుత్వముదా లేక ప్రవేటుదా అడగండి. (అవసరం అయితే, స్థానిక పరిస్థితులకు అనుగుణంగా ఆయా దేశాలు ఉదాహరణలు మార్చుకోవచ్చు. కాని కేటగిరీస్ మరియు కోడ్స్ మార్చకూడదు).

Q1.19: Record, in MINUTES, the time that it usually took the child to get to school. This is by the usual means of getting there from door to door and may mean having to combine different journey times if the child uses different modes of transport.

సాధారణంగా పిల్ల/పిల్లవాడు స్కూలుకు వెళ్ళడానికి పట్టిన సమయాన్ని నిమిషాలలో వ్రాయండి. ఇది సాధారణంగా ఉపయోగించే రవాణా సాధనాల ద్వారా ఇంటి నుండి బడికి చేరే సమయం. ఒకవేళ పిల్ల/పిల్లవాడు వివిధ రవాణా సాధనాలను ఉపయోగిస్తున్నట్లయితే ఆ వివిధ ప్రయాణ సమయాలను కలిపి వ్రాయండి.

Q1.20: Ask the child how they usually travelled to school. If the child says that they walked and also took a bus in the same journey then record the journey which took the longest time.

సాధారణంగా పిల్ల/పిల్లవాడు స్కూలుకు ఎలా ప్రయాణం చేస్తారో అడగండి. ఒకవేళ పిల్లవాడు నడుచుకుంటూ వెళ్ళాను మరియు బస్లో వెళ్ళాను అని చెప్పినచో, దేనిద్వారా ఎక్కువ సమయం పట్టిందో దానిని వ్రాయండి.

Q1.21: Ask the child whether or not they felt in danger when travelling to school. If the answer is no then **skip to Q1.23**.

స్కూలుకు వెళ్ళేటప్పుడు ప్రమాదంలో ఉన్నారని పిల్ల/పిల్లవాడు అనుకున్నాడేమో అడగండి. జవాబు 'కాదు' అని చెప్పినచో ప్రశ్న 1.23కి స్కిప్ చేయండి.

Q1.22: Only answer this if the child answered 'yes' to the previous question (Q1.23). Ask the child why they felt in danger when going to school using the codes given in the question.

ప్రశ్న 1.23కి 'అవును' అని జవాబు చెప్పినప్పుడు మాత్రమే ఈ ప్రశ్న అడగండి. ప్రశ్నలో ఉన్న కోడ్స్ ఉపయోగించి పిల్లవాడు ప్రమాదంలో ఉన్నాడని ఎందుకు అనుకున్నారో అడగండి.

Q1.23: Establish the main reasons why s/he is no longer attending school. Record up to three reasons in order of importance using CODEBOX #4. Do not prompt using codes or suggestions but it is still ok to encourage the child to think around the question. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

బడికి ఎందుకు వెళ్ళటం లేదో ప్రధాన కారణాలు అడగండి. కోడ్ బాక్స్-4ని ఉపయోగించి ప్రాముఖ్యపరంగా మూడు కారణాలు వ్రాయండి. కోడ్స్ ఉపయోగించి ప్రాంప్ట్ చేయవద్దు లేదా సలహా ఇవ్వవద్దు. కాని ప్రశ్న గూర్చి ఆలోచించడానికి పిల్ల/పిల్లవానిని ప్రోత్సహించండి. ఒకవేళ పిల్ల/పిల్లవాడు ఒకటి లేదా రెండు కారణాలు చెప్పినచో, మిగిలిన జవాబులను 88=N/A వ్రాయండి. మూడుకంటే ఎక్కువ కారణాలు ఉంటే, ముఖ్యమైన వాటినే వ్రాయండి.

Q1.24: We would like to know what the child does on a typical (see definition above) day that is not a weekend day or a holiday. The best way to find this out is to ask about what the child did yesterday, providing that this was a 'typical' day and not a holiday.

సెలవు రోజు లేదా వారం చివరి రోజులు కాని ప్రత్యేకమైన రోజు పిల్ల/పిల్లవాడు ఏమి చేస్తాడో తెలుసుకోవాలి. పిల్లవాడు నిన్న ఏమి చేశాడో అడగడం ద్వారా దీనిని తెలుసుకోవచ్చు. నిన్నటిరోజు ప్రత్యేకమైన రోజు అయి ఉండాలి సెలవు రోజు కాకూడదు.

Say: I am now going to ask you about how you spent your time yesterday/on xxxday (last working day). If 'yesterday' was a weekend, holiday or day-off then ask him/her about the last working day.

చెప్పండి : నిన్నటి రోజు/చివరి పనిదినం మీ సమయాన్ని మీరు ఏవిధంగా గడిపారో నేనిప్పుడు మిమ్ములను అడగడలిచాను. ఒకవేళ నిన్న, వారం చివరి రోజు, సెలవు రోజు, డే-ఆఫ్ అయినచో చివరి పనిరోజు గూర్చి అడగండి.

Q1.24.1: Enter all the codes corresponding to all the activities that the child did yesterday (or the last working day) from CODEBOX #5. The activities include up to eight things the child did whether, for example, paid or unpaid work, caring for other people or livestock, studying, leisure activities etc.

కోడ్ బాక్స్-5 నుండి నిన్నటి రోజు పిల్ల/పిల్లవాడు చేసిన అన్ని పనులను గూర్చి అడగండి. ఆ పనులు 8 వరకు చెప్పవచ్చు. ఉదా: వేతనంకు చేసే పని, వేతనం లేకుండా చేసే పని, ఇతరులను చూడడం, పశుసంపదను చూడడం, చదవడం, విరామ సమయంలో చేసే పనులు మొదలైనవి.

Q1.24.2: Ask the child whether or not they were supervised during any of these activities. This means supervised by an adult and where the adult is present at all times or checks upon the child frequently/at regular intervals. This could include adults who are instructing the child in their work or playground supervisors, for example, who are indirectly supervising the child. It may be that the child doesn't know that s/he is being supervised, in which case you may need to prompt further about whether anyone else was there and who those people were and what they were doing.

ఈ పనులు చేసేటప్పుడు ఎవరైనా పిల్ల/పిల్లవానిని పర్యవేక్షించారో అడగండి. పెద్దవారు తరచుగా/క్రమంగా అప్పుడప్పుడు ప్రతి సమయంలోనూ పర్యవేక్షిస్తున్నారని అర్థం. పిల్లవాని పనిలో, పెద్దవారు సూచనలు ఇవ్వవచ్చు. ఆట సమయంలో సూపర్వైజ్

చేయవచ్చు. వారు పిల్లవానిని పరోక్షంగా పర్యవేక్షించేవారు. వారు పర్యవేక్షించబడుతున్నారని పిల్ల/పిల్లవానికి తెలియక పోవచ్చు. కావున మీరు వారికి ప్రాంప్ట్ చేసి, ఆ పని చేసేటప్పుడు ఎవరైనా అక్కడ ఉన్నారో వారు ఎవరు, వారు ఏమి చేస్తున్నారు అని అడగాలి.

Q1.24.3: Ask the child whether or not they were responsible for supervising other younger children during this activity; so watching, instructing or checking on other children constantly or at regular intervals/frequently.

ఆ పనిలో వారికంటే చిన్న వయస్సు ఉన్న పర్యవేక్షించే బాధ్యత పిల్ల/పిల్లవానికి ఉందేమో అడగండి. ఇది ఆ పిల్లలను చూడడం సూచనలు ఇవ్వడం లేదా వేరే పిల్లలను తరచుగా, క్రమపద్ధతిలో చెక్ చేయడం మోదలైనవి.

Q1.24.4: Ask the child whether or not s/he had any choice in whether they did this activity. This means whether or not they could have said 'no' to doing this activity or not.

ఆ పని చేయడంలో చెయ్యాలా వద్దా అని ఎంచుకోవడానికి ఆ పిల్ల/పిల్లవానికి అవకాశం ఉందేమో అడగండి.

Q1.25: We want to know how much time the child spent on the following activities. For all countries, start by asking children to say how many hours they sleep, then move on to discuss what they do with the rest of their waking hours.

క్రింది పనులకు పిల్ల/పిల్లవాడు ఎంత సమయం గడిపాడో తెలుసుకోండి. అన్ని దేశాలలో, పిల్లలు ఎన్ని గంటలు నిద్రపోతారో అని అడగడంతో మొదలుపెట్టి, మిగిలిన పని గంటలు ఏ విధంగా గడుపుతారో అడగండి.

Enter the number of approximate HOURS. Round up or down to the nearest hour. If the child does an activity for 30 minutes or less, use the code -30.

సుమారుగా ఎన్ని గంటలలో వ్రాయండి. ఒకవేళ పిల్ల/పిల్లవాడు ఒక పనిని 30 నిమిషములలో లేదా అంతకంటే తక్కువలో చేస్తూ ఉంటే, -30 అని కోడ్ వేయండి.

Q1.25.1-Q1.25.8: Enter the number of hours spent on each activity. If no time was allocated on an activity then record the response as 00. Emphasise that 26.3, domestic tasks, includes any jobs or chores or other things done to help out at home *except* caring for others in the household.

ప్రతి పనిలో ఎన్ని గంటలు గడుపుతున్నారో వ్రాయండి. ఏ పనిమీదనైనా సమయం గడపకపోతే జవాబు '00' అని వ్రాయండి. 26.3లో ఇంటిలో ఇతరులకు సహాయం చేయడానికి చేసే పనులు ఏమైన, ఇంటిపనుల క్రిందకు వస్తాయి. కాని ఇంటిలో ఇతరులు సంరక్షణ-ఇంటి పనుల క్రిందకు రావు.

Q1.26: Determine whether the child has done anything in the last 12 months where they were either given money of things for their family or themselves as payment. Things here could be physical things such as food, sweets, other gifts etc, or it could be payment where a favour is repaid but nothing 'physical' is given. If nothing was done or the child could not remember (NK=77) then **skip to 1.30**.

గత 12 నెలలో, ఆ పిల్ల/పిల్లవాడు, ఏదైనా వస్తువులుగాని, డబ్బులుగాని ఆ కుటుంబం కోసంగాని, తమ కోసంగాని సంపాదించే పని ఏదైనా చేశారేమో తెలిసికోండి. వస్తువులంటే అవి ఆహారం కావచ్చు లేక కాని లేక ఇతర బహుమతులు కావచ్చు. ఒకవేళ ఏ పని చేయకపోయినా, పిల్ల/పిల్లవానికి గుర్తు లేకపోయినా (NK=77) ప్రశ్న 1.30కి స్కిప్ చేయండి.

Q1.27: We want to know the details of what the child did to earn money or things. Record the responses in the table.

మేము, పిల్ల/పిల్లవాడు డబ్బుగాని, వస్తువులుగాని సంపాదించేందుకు ఏం పని తెలిసికోగోరుచున్నాము. చెప్పిన జవాబులను టేబిల్లో రికార్డు చేయండి.

Q1.27.1: Use CODEBOX #6 to record the type of activity. Remember to include here **all** activities where payment was given, even if this was given by the family for doing domestic and household chores.

కోడ్ బాక్స్-6ని వారు ఎలాంటి పని చేశారో చెప్పటం కోసం, ఉపయోగించండి. పిల్ల/పిల్లవాడు సంపాదన కోసం చేసిన పనులన్నీ ఇక్కడ చెప్పడం గుర్తుంచుకోవాలి; ఒకవేళ ఆ పని కుటుంబం కోసం చేసే తప్పనిసరి ఇంటి పనులు అయినా సరే.

Q1.27.2: Establish what kind of payment was received (or will be received if not yet received from an activity already done).

పిల్ల/పిల్లవానికి పనిచేసినందుకు కూలి ఏ రూపేణా ముట్టిందో తెలుసుకోండి.

Q1.27.3: Establish whether the child got (or will get) to keep 'all' or 'some' of this payment or not. We are more concerned with whether the child gets to keep some/all of this payment rather than the actual amount.

పిల్ల/పిల్లవానికి, ఈ సంపాదన మొత్తంగాని, కొంతగాని అప్పటికే అందిందో లేక అందలేదో అడిగి తెలుసుకోండి. మేము, పిల్ల/పిల్లవాడు, ఈ వచ్చిన మొత్తం డబ్బు కాకపోయినా, కనీసం కొంతైనా తనకోసం వుంచుకున్నారో లేదా అనేది తెలుసుకోవాలనుకొంటున్నాం.

Q1.27.4: Ask the child which activity they spent most time on over the year. Do this **only** for the activity they spent most time on. In this row, insert 01. For the other activities record 88=N/A.

పిల్ల/పిల్లవాడు సంవత్సరంలో ఏపని మీద ఎక్కువ సమయం గడిపారో అడిగి తెలుసుకోండి. ఈ ప్రశ్నని అడగడం ఏపనిమీద ఎక్కువ గడిపారో దానిగురించి మాత్రమే అడగండి. ఈ రోలో 01ని వ్రాయండి. మిగతా పనులకు 88=N/A అని వ్రాయండి.

Q1.28: Ask the child what they most like about the paid activity that they spent the most time on, ranked 01 in 1.28.4. You can record up to three responses (using CODEBOX #7); record the responses in order of importance with the most important one first. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

ప్రశ్న 1.28.4లో 01 అని గుర్తించిన, పిల్ల/పిల్లవానిని సంపాదన కోసం చేసిన పనిలో ఎక్కువగా నచ్చిన అంశం ఏమిటో అడిగి తెలుసుకోండి. మీరు 3 జవాబులు దాకా రికార్డు చెయ్యవచ్చు (కోడ్ బాక్స్-7ని ఉపయోగించి). ఆ రాబడులను, వాటి ప్రాముఖ్యతని బట్టి వ్రాయండి; అతి ప్రాముఖ్యమైన దానిని ముందుగా రికార్డు చేస్తూ, ఒకవేళ పిల్ల/పిల్లవాడు ఒకటి లేక రెండు సమాధానాలు మాత్రమే చెబితే, మిగతా జవాబుకున్న ఖాళీలో 88=N/A అని వ్రాయండి. ఒకవేళ మూడు సమాధానాలకంటే ఎక్కువ వున్నచో ముఖ్యమైన వాటినే వ్రాయండి.

Q1.29: Ask the child what they most dislike about the paid activity that they spent the most time on, ranked 01 in 1.28.4.. You can record up to three responses (using CODEBOX #8); record the responses in order of importance with the most important one first. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

పిల్ల/పిల్లవానిని ప్రశ్న 1.28.4లో 01 అని గుర్తించిన, ఈ సంపాదన కోసం చేసే పని గురించి, నచ్చని అంశం ఏదో అడిగి తెలుసుకోండి. మీరు 3 సమాధానాల దాకా రికార్డు చెయ్యవచ్చు (కోడ్ బాక్స్-8ని ఉపయోగించి). జవాబులను వాటి ప్రాముఖ్యతను బట్టి ఒక క్రమంలో, అతి ప్రాముఖ్యమైనదానిని ముందురాస్తూ, రికార్డు చేయండి. ఒకవేళ పిల్ల/పిల్లవాడు ఒకటి లేక రెండు కారణాలు మాత్రమే చెప్పినట్లయితే మిగతా జవాబు కోసం వున్న జాగాలో 88=N/A అని వెయ్యండి. 3 కంటే ఎక్కువ సమాధానాలుంటే ముఖ్యమైన వాటిని రికార్డు చెయ్యండి.

Q1.30: Ask the child what his/her feelings are about working and schooling in their present situation and which if the following choices they would like to make. We want to know whether the child feels that they would be better off just going to school and not working, just working and not going to school or doing both work and going to school. The code 03, mixing work and school, should only apply to term time situations. It doesn't mean working at the weekend or during holidays and going to school full time. It means combining work with school on a day to day basis during the

school period. (For example, this may include going to afternoon or evening school and working the rest of the day).

పిల్ల/పిల్లవానిని పని చేయుట మరియు స్కూలుకి వెళ్ళడం గురించి వారి భావనలు గురించి అడగండి. వారికివ్యభజిన ఎంపికలలో ఏది కావాలని వారు అనుకుంటారో అడగండి. మేము ఒకవేళ పిల్ల/పిల్లవాడు పనిచేయకుండా, స్కూలుకి వెళ్ళడం మాత్రమే చెయ్యటం మంచిగా భావిస్తాడా, లేక స్కూలుకి వెళ్ళకుండా పనికి వెళ్ళడం మాత్రమే, లేక పనికి వెళ్ళడం, స్కూలుకి వెళ్ళడం రెండూ చెయ్యడంలో మంచిగా భావిస్తాడా తెలుసుకోగోరుతున్నాము. కోడ్ 03 స్కూలు, పని రెండు కల్పి చేస్తున్నప్పుడు మాత్రమే ఉపయోగించాలి. అంటే వారంతంలోకాని, సెలవుల్లోకాని పని చేయడం మరియు పూర్తి సమయం స్కూలుకి వెళ్ళడము కాదు. అది అంటే, రోజూ స్కూలు వున్న కాలంలో, పనికి వెళ్ళడం, స్కూలుకి వెళ్ళడం రెండూ కలవటం (ఉదా: మధ్యాహ్నం కాని, సాయంత్రం కాని స్కూలుకి వెళ్ళడం, రోజులో మిగిలిన కాలంలో పనికి వెళ్ళడం లాంటిది).

Q1.31: Ask the child if they have missed any school in the last four years because they were working. If the child has NOT been in school during the last four years then record 88=N/A.

గత 4 సం.లలో, వారు పనికి వెళ్ళడం వల్ల బడికి వెళ్ళలేకపోయారేమో అడగండి. ఒకవేళ గత 4 సం.లలో పిల్ల/పిల్లవాడు అసలు బడికి వెళ్ళకపోతే 88=N/A అని వ్రాయండి.

Q1.32.1: Ask the child whether they have had any serious injuries or illnesses while working or doing domestic work. If no, skip to section 2.

పిల్ల/పిల్లవానిని పనిచేస్తున్నప్పుడు కాని లేక ఇంటి పనులు చేస్తున్నప్పుడుకాని ఏమైనా గట్టి దెబ్బలు తగలటంకాని, అనారోగ్యంగా వుండటంకాని జరిగిందేమో అడిగి తెలుసుకోండి. ఒకవేళ వారి సమాధానం లేదు అనినచో సెక్షన్ 2కి స్కిప్ చెయ్యండి.

Q1.32.2: Ask what these were. Enter code from CODEBOX #9. If no illnesses or injuries while working, enter 88=NA.

అవి ఏమిటో అడగండి. కోడ్ బాక్స్-9 నుండి కోడ్ వెయ్యండి. ఒకవేళ ఎలాంటి అనారోగ్యం లేకపోవడం లేక గాయాలవటం లేకపోతే 88=NA అని ఎంటర్ చెయ్యండి.

SECTION 2 – CHILD HEALTH

PURPOSE

We would like to find out more about the child's general health and well-being.

మేము పిల్ల/పిల్లవాని యొక్క మొత్తం ఆరోగ్యం, సంక్షేమం గురించి ఇంకనూ తెలుసుకోవాలనుకుంటున్నాము.

RESPONDENT

The 12 year old child (Questions 2.2, 2.3 and 2.6-2.8 can be asked of the caregiver if the child does not know or is too embarrassed to answer. If you do ask the question of the caregiver and not the child, please indicate this on the questionnaire.)

12 సంవత్సరముల వయస్సు కలిగిన పిల్ల/పిల్లవాడు (ప్రశ్న 2.2, 2.3 మరియు 2.6-2.8 ప్రశ్నలని పిల్ల/పిల్లవానికి తెలియకపోయినా లేక బాగా సిగ్గుపడుతున్నా, కేర్గివర్ని అడగవచ్చు. ఒకవేళ మీరు పిల్లవాడిని కాకుండా కేర్గివర్ని ప్రశ్న అడుగుతూ వుంటే ప్రశ్నావళిలో దీనిని సూచించండి.

DEFINITIONS

Food is defined as anything that has calorific value and includes food in liquid form such as milk or milkshakes. If the child is having a milky tea at the start of the day where most of the tea is milk then include as a food.

ఆహారం అంటే ఏదైనా క్యాలరీ విలువ వున్నది. Milk or milkshakes లాంటి ద్రవరూపంలో వున్న liquid food కూడా కావచ్చు. ఒకవేళ పిల్ల/పిల్లవాడు రోజు ప్రారంభంలో ప్రొద్దున లేవగానే పాల టీ అంటే పాలు ఎక్కువగావున్న టీ తీసుకొంటున్నా అది కూడా ఆహారంగానే భావించవచ్చు.

INSTRUCTIONS

Q2.1: Ask for the child's perception of his/her health compared to other children his/her age. If the child asks compared to who tell them to think of other children of the same age that they know well, and to make a comparison between their health and that of other children the same age. If the child tells you that s/he is currently ill prompt him/her to tell you about his/her health in general.

పిల్ల/పిల్లవానిని, ఆ ఈడున్న ఇతర పిల్లలతో పోలిస్తే, వాళ్ళు ఆరోగ్యం గురించి వాళ్ళేమనుకుంటున్నారో అడిగి తెలుసుకోండి. ఒకవేళ పిల్ల/పిల్లవాడు ఎవరితో పోల్చుకోవాలి అని అడిగితే తమ వయస్సే వున్న తమకి బాగా తెలిసిన ఇతర పిల్లలతో అనీ, తమ ఆరోగ్యాన్ని ఇతర పిల్లల ఆరోగ్యంతో పోల్చి చెప్పమని అడగండి. ఒకవేళ పిల్ల/పిల్లవాడు ప్రస్తుతము తాను అనారోగ్యంగా వున్నారని చెబితే వాళ్ళ జనరల్ హెల్త్ గురించి చెప్పమనండి.

Q2.2: We would like to know the frequency of **all** food consumption during the previous 24 hour period. If the child was ill during the **previous 24 hours** then ask the child to recall the frequency of food consumption just before they were ill. The questions should be asked as they appear even if it is not usual that the child ate before breakfast. We are trying to determine if the child is eating between meals and this includes snacks. Asking the questions as they appear will hopefully cover snacks that might ordinarily be forgotten. It may not be culturally usual for anything to be eaten before breakfast but do **not** assume that this is the case. Do not fill in the last row as this will be done automatically in the database.

గత 24 గంటలలో ఎప్పుడెప్పుడు ఏం ఆహారం, ఎంత మొత్తంగా తీసికొన్నారో తెలిసికోగోరుచున్నాము. గత 24 గంటలలో ఒకవేళ పిల్ల/పిల్లవాడు అనారోగ్యంగా వుండి వున్నట్లయితే, అనారోగ్యం అయ్యేందుకు ముందు తీసికొన్న ఆహారం విధానం గుర్తు తెచ్చుకోమని అడగండి. ఒకవేళ ఆ ప్రశ్న breakfastకి ముందుగా ఏం తిన్నాడు అని వుంటే అలాగే అడగాలి, breakfast ముందు ఏమన్నా తినటం సర్వసాధారణం కాకపోయినా, మనం పిల్ల/పిల్లవాడు భోజనానికి, భోజనానికి మధ్యలో ఏమైనా ఆహారం తీసికొంటున్నాడో లేదో తెలిసికోడానికి ప్రయత్నిస్తున్నాము. ప్రశ్నలు ఎలా వున్నవో అలాగే అడగడం ద్వారా సాధారణంగా భోజనానికి భోజనానికి మధ్య తినే చిరుతిళ్ళు గురించికూడా తెలిసికోవచ్చు. సాంప్రదాయ ప్రకారం breakfast ముందు ఏమైనా తినకపోవచ్చు కాని ఇలాగే ఎప్పుడూ వుండాలని మీరు ముందుగానే అనుకోవద్దు. చివరి రోని నింపవద్దు ఎందుకంటే డేటా బేస్ లో దానిని చేస్తారు.

Q2.3: We want to know the general types of food that the child has eaten during the **previous 24 hours**. You can change these to be more in context with what is usually eaten in the area but the food groups need to stay the same. Do not fill in the last row as this will be done automatically in the database.

గత 24 గంటలలో ఎటువంటి ఆహారాన్ని పిల్ల/పిల్లవాడు తీసుకున్నారో అడగండి. ప్రతీ ఆహారంను ఆ ప్రాంతంలో ఎటువంటి ఆహారాన్ని తీసుకుంటారో వాటితో మార్చవచ్చు కాని food groups మాత్రం ఒకటే ఉండాలి. చివరి రోను పూర్తి చేయవద్దు. ఎందువలన అనగా అది డేటా బేస్ లో automaticగా పూర్తి అవుతుంది.

Q2.4-Q2.6: These are sensitive questions to be asked or observed, e.g. it should be fairly easy to observe hair growth on the chin. If the child is too embarrassed it may be better to ask the mother or caregiver at the end of the interview.

ఇవి అడగడానికి చాలా సున్నితమైనవి లేదా పరిశీలించాల్సిన ప్రశ్నలు. ఉదా: గడ్డంమీద వెంట్రుకలు రావడంను పరిశీలించవచ్చు. ఒకవేళ పిల్లవాడు సిగ్గుపడుతుంటే, ఇంటర్వ్యూ చివరిలో తల్లిని గాని, కేర్ గివర్ని గాని అడగడం మంచిది.

SECTION 3 – SOCIAL NETWORKS, SOCIAL SKILLS & SOCIAL SUPPORT

PURPOSE

We would like to find out about the child's social networks, social skills and social support.
మేము పిల్లవాడికి గల సాంఘిక సంబంధాలు, నైపుణ్యాలు మరియు సాంఘిక సహకారం గురించి తెలుసుకోగోరుతున్నాము.

RESPONDENT

The 12 year old child only

12 సంవత్సరములు కలిగిన పిల్ల/పిల్లవాడు మాత్రమే

INSTRUCTIONS

Q3.1: Ask the child who is the main person that they confide in generally. For example, if they have a problem who would be the first or main person they would turn to. If the child says that there is no one then record none and **skip to Q3.3**. If the child says that they have never had a problem and have never had to confide in anyone ask them to think that if a problem came up tomorrow then who might they turn to. It maybe that the child is having difficulty imagining any kind of problem that they might face. In this case the child should be prompted.

సూచనలు : సాధారణంగా పిల్ల/పిల్లవాడు ఏ వ్యక్తిని నమ్ముతాడో అడగండి. ఉదా: ఏదైనా సమస్య వచ్చినప్పుడు ఆ పిల్ల/పిల్లవాడు ఏ వ్యక్తి దగ్గరకు వెళ్తాడో అని. ఒకవేళ పిల్ల/పిల్లవాడు 'ఎవరు లేరు' అని చెప్పినట్లయితే 'ఎవరూలేరు' అని నమోదు చెయ్యండి మరియు ప్రశ్న 3.3కి వెళ్ళండి. ఒక పిల్ల/పిల్లవాడు వారికి ఎప్పుడు సమస్య ఎదురవలేదు మరియు ఎవరినీ ఆశ్రయించలేదు అని అన్నట్లయితే, ఒకవేళ సమస్య ఎదురైతే అని అనుకొని ఎవరి వద్దకు వెళ్తారో అడగండి. పిల్ల/పిల్లవాడికి అలా సమస్య ఎలా ఎదురవుతుందో వూహించుకొని చెప్పటంకూడ కష్టమనిపించవచ్చు. అలాంటప్పుడు పిల్ల/పిల్లవానికి కొంచెం అందించండి (సాయం చేయండి ఊహించడంలో).

Q3.2: Record the code of the person from Q3.1 using CODEBOX #10.

కోడ్ బాక్స్-10ని ఉపయోగిస్తూ ప్రశ్న 3.1 నుంచి వ్యక్తి యొక్క కోడ్ని నమోదు చెయ్యండి.

Q3.3: Ask the child whether there is anyone that they could confide in for the situations that follow.
పిల్ల/పిల్లవాడిని ఈ దిగువనీయబడిన పరిస్థితి ఎదురైనప్పుడు ఎవరిని నమ్ముతారో (నమ్మే వారెవరైనా వున్నారేమోనని) అడగండి.

Q3.3.1-Q3.3.6: If the child says that they have never faced a problem of this nature and have, therefore, never had to confide in anyone, ask him/her to think about whom they would turn to if they faced that particular problem tomorrow. If the child is having difficulties thinking of a problem, you can give them the following examples:

ఒకవేళ పిల్ల/పిల్లవాడు తనకు ఎప్పుడూ ఎటువంటి సమస్య ఎదురొనలేదు, కాబట్టి ఎవ్వరినీ సంప్రదించలేదు అని అంటే, పిల్లవానిని ఒక రకమైన సమస్య ఎదురైనట్లుగా వూహించి అప్పుడు ఎవరిని నమ్ముతారో అడగండి. ఒకవేళ పిల్ల/పిల్లవాడికి సమస్య వూహించడానికి కష్టమైనట్లయితే మీరు ఈ క్రింది ఉదాహరణలని వారికి ఇయ్యవచ్చు.

If you were having problems with your studies at school? E.g. *If you did not have a good relationship with your teacher*

ఒకవేళ స్కూల వద్ద మీ చదువు గూర్చి సమస్య వున్నట్లయితే? ఉదా: మీకు మీ టీచర్ తో మంచి సంబంధం లేకుండా వున్నట్లయితే

If you were worried about something at home? E.g. *If your parents were arguing.*

ఒకవేళ ఇంటివద్ద దేనిగురించి అయినా బాధపడుతున్నట్లయితే? ఉదా: ఒకవేళ మీ తల్లిదండ్రులు వాదించుకొంటూ వున్నట్లయితే.

If you were being teased or bullied by another child? E.g. *If a child was calling you names.*

ఒకవేళ మీరింకో పిల్ల/పిల్లవానిచేత ఏడిపించబడుతూ వున్నట్లయితే లేక భయపెట్టబడుతున్నట్లయితే? ఉదా: ఒకవేళ ఒక పిల్ల/పిల్లవాడు మిమ్మల్ని వేరు పేర్లతో పిలుస్తున్నట్లయితే.

If you needed advice about a religious matter? *Country Specific (The country specific examples need to remain the same across the country: choose something that makes sense in all contexts and do not allow fieldworkers to give their own examples.)*

ఒకవేళ ఒక మత సంబంధమైన విషయంపై మీకు సలహా అవసరమైనట్లయితే? (దేశపరంగా, దేశం కోసం వున్న ఉదాహరణలు అలాగే వుండాలి: అన్ని సందర్భాలలో అర్థవంతంగా వున్న వాటిని (వాక్యాలను) ఎంచుకోండి, మరియు ఫీల్డ్ వర్కర్ తన స్వంత ఉదాహరణలు ఇవ్వడాన్ని అనుమతించకండి.

Q3.4: Ask the child to recall the names of all his/her friends that he has spoken to in the last week (seven days). Ensure the child understands that this means close friends that they care about, not just peers. Keep a tab of all the names so to record the number of friends. The reason why we ask the question this way is because it is easier for the child to recall the number of friends by name rather than counting how many they have (and possibly therefore forgetting some). After finishing the list of names, count how many friends were listed and enter the number of friends listed.

పిల్ల/పిల్లవాడిని గతవారం (ఏడు రోజులు)లో కలిసిన, మాట్లాడిన ఆమె యొక్క/అతని యొక్క స్నేహితుల పేర్లని గుర్తు తెచ్చుకోమని చెప్పండి. దీని అర్థం దగ్గరి స్నేహితులనిగాని, కేవలం సహచరులని అర్థం కాదు అని, పిల్ల/పిల్లవాడు అర్థం చేసికొన్నాడో లేదో నిర్ధారించుకోండి. స్నేహితుల పేర్లని నమోదు చేసికోవటం కోసం మొత్తం అన్ని పేర్లు వున్నా జాబితాని దగ్గర వుంచుకోండి. ఈ ప్రశ్నని ఇలా ఎందుకు అడుగుతున్నాము అంటే పిల్ల/పిల్లవాడికి, ఎంతమంది స్నేహితులున్నారో లెక్కబెట్టి చెప్పటం కంటే, వారిని స్నేహితుల పేర్లు గుర్తు తెచ్చుకోటం ద్వారా ఎంతమంది వున్నారో చెప్పడం తేలిక. (మరియు అందువల్ల కొంతమందిని మర్చిపోయే అవకాశం వుండవచ్చు). పేర్ల జాబితా పూర్తి అయినాక ఎంతమంది వున్నారో లెక్కపెట్టి ఎంటర్ చెయ్యండి.

FIELDWORKER INSTRUCTION: Answer the following questions [Q3.5-Q3.13] with 'always', 'sometimes' or 'never'.

ఫీల్డ్ వర్కర్ : ఈ క్రింది ప్రశ్నలకు (ప్రశ్న 3.5-3.13) 'ఎల్లప్పుడూ', 'కొన్నిసార్లు' లేక 'ఎప్పుడూలేదు'లతో జవాబు చెప్పండి.

Say: Please answer the following questions with 'always', 'sometimes' or 'never'.

చెప్పండి : దయచేసి ఈ క్రింది ప్రశ్నలను 'ఎల్లప్పుడూ', 'ఎప్పుడూలేదు' అనే జవాబులతో చెప్పండి.

Q3.5: Ask the child if they think that their friends look up to them as a leader.

పిల్ల/పిల్లవాడిని వారి స్నేహితులు ఒక నాయకుడిలా చూస్తారని అనుకుంటున్నారేమో అడగండి.

FIELDWORKER INSTRUCTION: If the child is currently attending school, ask 3.6 - 3.14. If not skip to 3.15.

ఫీల్డ్ వర్కర్ కి సూచన : పిల్ల/పిల్లవాడు ప్రస్తుతము స్కూలుకి హాజరవుచున్నచో ప్రశ్న 3.6-3.14 అడగండి. అలా కానిచో ప్రశ్న 3.15కి స్కిప్ చేయండి.

Say: I'm now going to ask you some questions about school.

చెప్పండి : ఇప్పుడు నేను మీమ్ములను స్కూలు గురించిన కొన్ని ప్రశ్నలు అడుగుతాను.

Q3.6: Ask the child if other children include them in games during break time at school.

పిల్ల/పిల్లవాడికి స్కూలు విరామ సమయంలో ఆటల్లో తమను కూడ చేర్చుకుంటారేమో అడగండి.

Q3.7: Ask the child if s/he finds it hard to talk to other children in their class (with their class mates); whether the child initiated the conversation or not. The topic of conversation is not as important as being able to talk (about anything).

పిల్ల/పిల్లవాడిని, వారి తరగతిలో ఇతర పిల్లలతో (తోటి విద్యార్థులతో) మాట్లాడటం కష్టంగా వుంటుందేమో తెలుసుకోండి; పిల్ల/పిల్లవాడు తామే సంభాషణ మొదలు పెడతారో లేదో తెలుసుకోండి. వారు దేనిపేద మాట్లాడుకుంటారు అనే విషయం అస్సలు మాట్లాడగల్గుతున్నారు అనేంత ముఖ్యం కాదు (ఏ విషయం గురించైనా). (ఇక్కడ మాట్లాడగల్గుతున్నారో లేదో అనేది ముఖ్యం; దేని గురించి మాట్లాడుతారు అనేది కాదు; అది ఏ విషయమైనా అవ్వచ్చు).

Q3.8: Ask the child whether they help other children who have a problem at school. If the child needs an example, say if the other child was being teased by others.

పిల్ల/పిల్లవాడు స్కూల్లో సమస్యలో (కష్టంలో) వున్న ఇతర పిల్లలకి సాయం చేస్తారో లేదో తెలుసుకోండి (అడగండి).

FIELDWORKER INSTRUCTION: If the child does **paid** work, ask 3.9 - 3.13. If not, **skip to 3.14.**

ఫీల్డ్‌వర్కర్‌కి సూచన : పిల్ల/పిల్లవాడు డబ్బుకోసం పని చేస్తున్నట్లయితే ప్రశ్న 3.9-3.13 అడగండి. కానిచో, ప్రశ్న 3.14కి స్కిప్ చేయండి.

Say: I'm now going to ask you some questions about the work that you do.

చెప్పండి : ఇప్పుడు నేను మిమ్మలను మీరు చేసే పని గురించి కొన్ని ప్రశ్నలు అడగదల్చుకున్నాను.

Q3.9: Ask the child whether they work along side other children (less than 15 years old) when at work. If never or NK (77) > **skip to 3.14.**

పిల్ల/పిల్లవాడిని, పనిచేసే చోట ఇతర పిల్లలతో (15 సం.ల లోపు వయస్సు ఉన్న పిల్లలతో) కలిసి పని చేస్తారేమో అడగండి. 'ఎప్పుడు చేయలేదు' అని అన్నట్లయితే లేక తెలియదు NK (77) అయితే 3.14కి స్కిప్ చెయ్యండి.

Q3.10: Ask the child whether they find it easy to work alongside other children. This means are they comfortable working alongside other children.

పిల్ల/పిల్లవాడిని ఇతర పిల్లలతో కలిసి పని చేయటం సులభంగా వుందేమో అడగండి. అంటే ఇతర పిల్లలతో పనిచేయటం వీలుగా (హాయిగా) వుండటం.

Q3.11: Ask the child whether they find it difficult to talk to other children at work; whether the child initiated the conversation or not. The topic of conversation is not as important as being able to talk (about anything).

పిల్ల/పిల్లవాడిని పనిచేసే చోట ఇతర పిల్లలతో మాట్లాడటం కష్టంగా వుందేమో అడగండి; పిల్ల/పిల్లవాడు తామే మొదట సంభాషణ ప్రారంభిస్తారో లేదో తెలుసుకోండి. వారు దేనిమీద మాట్లాడుకుంటారో అనే విషయం, అస్సలు మాట్లాడగల్గుతున్నారా అనేటంత ముఖ్యం కాదు (ఏ విషయం గురించి అయినా). (ఇక్కడ మాట్లాడగల్గుతున్నారో లేదా అనేది ముఖ్యం; దేని గురించి మాట్లాడుతారో అనేది కాదు; అది ఏ విషయం గురించి అయినా అవ్వచ్చు).

Q3.12: Ask the child whether they help other children who have a problem at work. If the child needs an example, say if the other child was being teased by others.

పిల్ల/పిల్లవాడిని పనిచేసేచోట ఇతర పిల్లలకి ఎవరికైనా కష్టం కలిగినప్పుడు (సమస్య వచ్చినప్పుడు) సహాయం చేస్తారేమో కనుక్కోండి. పిల్ల/పిల్లవాడికి ఉదాహరణ కావాల్సి వస్తే, 'పిల్ల/పిల్లవాడు, తోటి పిల్లలతో ఏడిపించబడడం' లాంటివి అని చెప్పండి.

Q3.13: Ask the child whether it is possible for him/her to talk to the person responsible for paying him/her in money or goods if s/he does not get paid on time or is paid less than expected.

పిల్ల/పిల్లవాడిని, తనకు డబ్బు లేక ఇతరములైన వానిని చెల్లించే బాధ్యతాయుతమైన వ్యక్తిని, సరియైన టైంలో చెల్లించనియెడల లేక ఆశించిన మొత్తంకంటే తక్కువ పొందినా ఆ వ్యక్తితో మాట్లాడే వీలు వుందేమోనని అడగండి.

Q3.14: Say: We are now going to ask you some questions about groups in your local area that you may be a member of.

చెప్పండి: మేము మిమ్మల్ని ఇప్పుడు, మీ ప్రాంతంలో వున్న కొన్ని సంఘాలకు మీరు సభ్యులేమో అనేదాని గురించి కొన్ని ప్రశ్నలు అడగబోతున్నాము.

Q3.14.1: Ask the child whether they are a member of the groups listed under Q3.21.

పిల్ల/పిల్లవానిని, ప్రశ్న 3.21లో లిస్ట్ చేయబడిన సంఘంలో సభ్యులేమో అడగండి.

Q3.14.2: Ask the child how often they attend these meetings.

పిల్ల/పిల్లవానిని ఎంత తరచుగా ఈ మీటింగ్స్‌కి హాజరవుతారో అడగండి.

SECTION 4 – FEELINGS AND ATTITUDES

PURPOSE

We would like to find out more about the child's feelings and attitudes to various things.

ఉద్దేశ్యం : మేము, పిల్ల/పిల్లవాడు, అనేకమైన విషయాల పట్ల గురించి ఎలా భావిస్తాడో, ఎలాంటి దృక్పథాలు వున్నాయో, ఎక్కువ/ఇంకనూ తెలిసికో గోరుతున్నాము.

RESPONDENT

The 12 year old child only

12 సం.ల పిల్ల/పిల్లవాడు మాత్రమే

INSTRUCTIONS

Say: Now I am going to ask you your opinion on various things. I want you to say how you think or feel about them.

చెప్పండి : నేను ఇప్పుడు మిమ్మల్ని అనేక విషయాల గురించి మీరేం అనుకుంటున్నారో అడగదలుచుకున్నాను. మీరు వాటి గురించి ఏం అనుకున్నారో లేక భావించారో మీరు చెప్పగోరుతున్నాము.

Q4.1, Q4.6: These are hypothetical questions which may need to be explained beforehand, and in more depth. The two questions are very nearly the same so make sure that you are asking the correct question: this one is about a family and their son.

ఈ ప్రశ్నలు ఊహాజనితమైనవి కాబట్టి ముందుగా, కొంచెం వివరించవలసినవి. ఈ రెండు ప్రశ్నలు ఇంచుమించు ఒక్కలాగే వుంటాయి. అందువల్ల మీరు సరియైన ప్రశ్న అడుగుచున్నారని నిర్ధారించుకోండి: ఈ ప్రశ్న ఒక కుటుంబం మరియు వారి కొడుకు గురించి.

Q4.2: Using the diagram of the 'ladder' explain as simply as you can, to the child, what the ladder represents; i.e. explain that the ladder represents the best possible life but is not restricted to one aspect but combines all aspects of life such as economic, health, social, personal etc aspects. Say that the bottom step (01) represents the worst possible life and the top step (09) represents the best possible life. Ask the child which step that they think that they are on in their current situation. Make sure that the respondent fully understands what is being asked of them before starting.

'నిచ్చిన' బొమ్మను ఉపయోగించి నిచ్చిన దేనిని సూచిస్తోందో వీలైనంత సులభంగా పిల్ల/పిల్లవానికి వివరించండి; అంటే, 'నిచ్చిన' జీవితంలో సాధించిన/అత్యున్నత స్థాయిని (ఉన్నతమైన స్థాయి/చేరగలిగిన) సూచిస్తుందని కాని ఈ ఎదుగుదలస్థాయి ఒక్క విషయం గురించి మాత్రమే కాదు అనీ, అది జీవితానికి సంబంధించిన ఆర్థిక, ఆరోగ్య, సాంఘిక, వ్యక్తిగత మొదలగు అన్ని విషయాల గురించి అని వివరించండి. నిచ్చినలో క్రింద మెట్టు (01) వ్యక్తి వున్న అత్యంత హీనమైన స్థితిని మరియు పై మెట్టు (09) అత్యున్నతమైన స్థితిని సూచిస్తాయి అని చెప్పండి. ఇప్పుడున్న పరిస్థితిలో ఏ మెట్టుమీద వారు ఉన్నారని అనుకుంటున్నారో పిల్ల/పిల్లవాడిని అడగండి. జవాబు చెప్పే వ్యక్తి దేనిని గురించి అడగబడుచున్నాడో అది అతనికి బాగా అర్థం అయింది అన్న విషయాన్ని మీరు నిర్ధారించుకోండి.

Make sure the respondent understands that the ladder refers to all aspects of life (eg. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general – it should not be confused with, for example, a measure of purely economic wellbeing. Be very clear about which direction the ladder goes in (ie. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided. If the respondent answers 09, skip to Q4.5. Otherwise, continue on to the next question.

ఈ ప్రశ్నకు జవాబు చెప్పే వ్యక్తికి, 'నిచ్చిన' జీవితంలోని అన్ని అంశాలనీ (ఉదా: ఆర్థిక, ఆరోగ్య, సాంఘిక, వ్యక్తిగత మొదలైనవి) సూచిస్తుందనీ, అది అతను/ఆమె తన జీవితం ఎలావుందో అంచనా వేసుకొనే సాధనమనీ మరియు ఉదాహరణకు ఆర్థికంగా బాగా

వుండటం మాత్రమే అనుకొని తప్పుగా అర్థం చేసికోవద్దనీ నిర్ధారించి చెప్పండి. 'నిచ్చిన', స్థాయిని సూచించేదిగ ఎటునుండి ఎటువైపు చూడాలో అనేదాన్ని బాగా తెలిసేట్లు చూడండి (అంటే, ఏకొన వున్నత స్థాయిని సూచిస్తుందో, ఏ అవతలికొన అతిహీనమైన స్థాయిని చూపిస్తుందో అని). పిల్ల/పిల్లవాడు సూచించిన నిచ్చిన మెట్టు నెంబరుని అందుకొరకు నిర్దేశించిన ఆన్సర్ బాక్స్లో ఎంటర్ చెయ్యండి. జవాబు చెప్పే వ్యక్తి ఒకవేళ 09 అని జవాబు చెప్పినట్లయితే, ప్రశ్న 4.5కి స్కిప్ చెయ్యండి. అలా కాకపోయినట్లయితే తరువాత ప్రశ్నని కొనసాగించండి.

Q4.3: Ask the child where s/he thinks that he/she will be on the ladder in four years. Enter the step on which they will be.

పిల్ల/పిల్లవానికి, నాలుగు సంవత్సరములలో, నిచ్చినలో ఏమెట్టు మీద వుంటారని అనుకుంటున్నారో అడగండి.

Q4.4: If the child answered 09 to 4.2, skip to 4.5. Ask the child what s/he thinks would *help* them to move up the ladder (whether or not they think they actually will move up or down). This is asking for perceptions of services and/or circumstances that could lead to an improvement. Record up to three responses, the most important first, using CODEBOX #11. If the child only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

ఒకవేళ పిల్ల/పిల్లవాడు ప్రశ్న 4.2కి 09 అని జవాబు చెప్పినట్లయితే ప్రశ్న 4.5కి స్కిప్ చెయ్యండి. పిల్ల/పిల్లవాడికి ఏది నిచ్చినలో పైమెట్టు ఎక్కటానికి సాయం చేస్తుందో అడగండి. (ఒకవేళ వారు అనుకున్న, లేకపోయినా నిజానికి వారు పై మెట్టుకో, క్రింది మెట్టుకో జరుగుతూనే వుంటారు). వారి అభివృద్ధికి సహాయపడే పరిస్థితులు, సేవల గూర్చి వారి పరిజ్ఞానం తెలుసుకోవడం దీని ఉద్దేశం. కోడ్ బాక్స్-11ని ఉపయోగిస్తూ అతి ముఖ్యమైన దానిని తెలుసుకుంటూ మూడు జవాబులదాకా రికార్డు చెయ్యండి. ఒకవేళ పిల్ల/పిల్లవాడు ఒకటి లేక రెండే సమాధానాలు చెప్పినట్లయితే మిగతా సమాధానాల్ని 88=N/Aగా కోడ్ చెయ్యండి. ఒకవేళ మూడుకంటే ఎక్కువ సమాధానాలు చెప్పినట్లయితే ముఖ్యమైన వాటిని మాత్రమే రికార్డు చెయ్యండి.

Q4.5: If the child answered 01 to 4.2, skip to 4.6. For all children, ask what might cause them to move down the ladder. This is the opposite of Q12.5 and refers to circumstances or events that may lead to life getting worse. Record up to three responses, the most important first, using CODEBOX #12. If the child only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

ఒకవేళ పిల్ల/పిల్లవాడు ప్రశ్న 4.2కి 01 అని చెప్పినట్లయితే ప్రశ్న 4.6కి స్కిప్ చెయ్యండి. పిల్లలందరినీ నిచ్చినలో క్రింద మెట్టుకి దిగటానికి గల కారణం ఏమయ్యింటుందో అడగండి. ఇది ప్రశ్న 4.4కి భిన్నమైనది మరియు ఇది ఎలాంటి పరిస్థితులు లేదా సంఘటనలు జీవితం ఇంకను బాగా లేకుండా చేయటానికి దారి తీసినాయో సూచిస్తుంది. మూడు జవాబులదాకా రికార్డు చెయ్యండి; కోడ్ బాక్స్-12ని ఉపయోగిస్తూ, అత్యంత ముఖ్యమైనదానిని ముందు రాస్తూ, ఒకవేళ పిల్ల/పిల్లవాడు ఒకటి లేక రెండే జవాబులు చెప్పినట్లయితే మిగతా సమాధానాలని 88=N/Aగా కోడ్ చెయ్యండి. ఒకవేళ మూడు కంటే ఎక్కువ సమాధానాలు చెప్పినట్లయితే, ముఖ్యమైన వాటిని మాత్రమే రికార్డు చెయ్యండి.

Q4.6: See comment for Q4.1. This question asks about a family and their daughter.

ప్రశ్న 4.1కి వ్రాసిన వ్యాఖ్య (comment)ని చూడండి. ఈ ప్రశ్న ఒక కుటుంబం మరియు వారి కూతురు గురించి.

FIELDWORKER INSTRUCTION: If the child has received some schooling, ask Q4.7. If the child has **not**, ask Q4.8. There is a subtle difference in these two questions so make sure that you ask the right question.

ఫీల్డ్ వర్కర్ కి సూచన : ఒకవేళ పిల్ల/పిల్లవాడు పాఠశాల చదువు కొంత చదివినట్లయితే ప్రశ్న 4.7ని అడగండి. అవి కానట్లయితే ప్రశ్న 4.8 అడగండి. ఈ రెండు ప్రశ్నలలో చిన్న తేడా ఉన్నది; అందువల్ల మీరు సరైన ప్రశ్ననే అడుగుతున్నారేమో నిర్ధారించుకోండి.

NOTE: ONLY ANSWER ONE OF THE TWO FOLLOWING QUESTIONS.

ఈ క్రింది వానిలో ఒకదానిని మాత్రమే సమాధానం చెప్పండి.

Q4.7: Ask the child, who has attended formal school, whether or not they think that their schooling will be useful in their future life.

నియమబద్ధ పాఠశాలకు హాజరైన పిల్ల/పిల్లవాడిని, పాఠశాలలో చదువుకోవడం వారి భవిష్యత్ జీవితంలో ఉపయోగపడుతుందని వారు అనుకుంటున్నారో లేదో అడగండి.

Q4.8: Ask the child, who has NOT attended formal school, whether or not they think that, had they attended school, it would have been useful in their future life.

నియమబద్ధ పాఠశాలకు హాజరుకాని పిల్ల/పిల్లవాడిని, పాఠశాలలో చదివి ఉన్నట్లయితే, భవిష్యత్ జీవితంలో ఉపయోగం వుంటుందని అనుకుంటున్నారో లేదో అడగండి.

Q4.9: Ask the child what type of job that s/he thinks they might be doing when they are 20 years old. It is possible that the child cannot envisage being 20 years old so it is fine to use another member of the family of the same age as a gauge or to use some *country specific measure e.g. when they are married if people usually marry by 20 years old*. Encourage the child to think about being grown up but DO NOT PROMPT with specific examples. Try to match this answer with the codes in CODEBOX #13.

పిల్ల/పిల్లవానిని వారికి 20 సం.ల వయస్సు వచ్చేటప్పటికి, ఎలాంటి ఉద్యోగం వారు చేస్తూ వుంటారని వారు అనుకుంటున్నారో అడగండి. పిల్ల/పిల్లవాడికి 20 సం.ల వయస్సుగల వారిగా వూహించుకోలేక పోవచ్చు; అందుకని, ఆ వయస్సు (20 సం.ల) ఉన్న, కుటుంబంలోని ఇతర సభ్యునిగాని, ఏదైనా ఆదేశం కోసం ప్రత్యేకంగా నిర్దేశించిన (country specific) పరిమాణాన్ని దేనినైనా ఉపయోగించండి. ఉదా: ఒకవేళ, సాధారణంగా, 20 సం.లకి పెళ్ళి చేసుకొంటూ వున్నట్లయితే 'మీరు పెళ్ళి చేసుకొనేటప్పటికి' అనే ఉదాహరణ ఉపయోగించండి. పిల్ల/పిల్లవానిని ఎదగటం అనేదాన్ని గురించి వూహించటాన్ని ప్రోత్సహించండి. కాని ప్రత్యేకమైన ఉదాహరణలు (specific examples) అందించవద్దు. వచ్చిన ఈ సమాధానాన్ని కోడ్ బాక్స్-13లోని కోడ్స్ జతపరచటానికి ప్రయత్నించండి.

Q4.10: This is a hypothetical question. Ask the child to imagine that they could stay at school as long as they liked and had no other constraints, what level of [formal] education they would like to complete. Enter the grade from the codes given in the question.

ఇది ఒక వూహితమైన ప్రశ్న. పిల్ల/పిల్లవానిని ఏ ఆంక్షలు లేకుండా వాళ్ళకిష్టమైనంతకాలం బడిలో వుండొచ్చు అన్నట్లయితే నియమబద్ధ పాఠశాల చదువు ఏ తరగతి/స్థాయి వరకు పూర్తి చేయాలని అనుకుంటున్నాడో అడగండి. ప్రశ్నలో ఇవ్వబడిన కోడ్ నుండి గ్రేడ్ (స్థాయి)ని ఎంటర్ చెయ్యండి.

Q4.11: Ask the child whether or not they expect to be able to finish the level of education reported in Q4.11 given his/her current situation [meaning given the life that s/he is living now and assuming it will not change]. If yes or 77=NK, **Skip to Q4.14.**

పిల్ల/పిల్లవానిని ప్రస్తుతము వున్న పరిస్థితిలో (అంటే అతడు/ఆమె ప్రస్తుతం వున్న స్థితి మారదు అని వూహించుకొని) ప్రశ్న 4.11లో రిపోర్టు చెయ్యబడిన విద్యాస్థాయిని వారు పూర్తి చేయగలరో లేదో అడగండి. సమాధానం అవును అయినచో లేక 77=NK అయినచో, ప్రశ్న 4.14కి స్కిప్ చేయండి.

Q4.12: If the child has answered no to the question above ask him/her to give up to three reasons [most important first] why s/he is most likely to drop out of education early. Enter all codes that apply from CODEBOX #14 but DO NOT PROMPT.

పిల్ల/పిల్లవాడు ఒకవేళ పై ప్రశ్నకు 'కాదు' అని సమాధానం చెప్పినచో, వారిని, స్కూలు మానివేయుటకు గల కారణాలను మూడు వరకు చెప్పమనండి (ముఖ్యమైన దానిలో ముందు ప్రారంభించండి). కోడ్ బాక్స్-14కి సంబంధించిన అన్ని కోడ్స్ని వ్రాయండి. కాని అందించవద్దు.

FIELDWORKER INSTRUCTION: For all children ask question 4.13 and 4.14. If the child is currently attending school ask 4.15. If the child does any paid work ask 4.16.

ఫీల్డ్ వర్కర్ సూచనలు : పిల్లలందరిని ప్రశ్న 4.13 మరియు ప్రశ్న 4.14 అడగండి. ప్రస్తుతం పిల్ల/పిల్లవాడు స్కూలుకి హాజరు అవుచున్నచో ప్రశ్న 4.15 అడగండి. ఒకవేళ పిల్ల/పిల్లవాడు డబ్బుకోసం ఏదైనా పని చేస్తున్నట్లయితే ప్రశ్న 4.16 అడగండి.

Say: I am going to read some things that young people your age sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

చెప్పండి : నేను, మీ వయస్సు యవ్వనస్తులు కొన్నిసార్లు చెప్పే, అనుకొనే లేక భావించే కొన్ని విషయాలు గూర్చి చదువుతాను. ఈ నాలుగు కార్డులలో ఒక దానిని మీరు ఎంచుకోగోరుతున్నారు. అది మీరు చెప్పే, అనుకొనే లేక భావించే దానిలా అనిపిస్తే దయచేసి టిక్స్ లో ఒక దానిని ఎంచుకోండి. అది మీకు చాలా బాగా మీరు అనుకొనేలా అనిపిస్తే, దయచేసి పెద్ద టిక్ ని ఎంచుకోండి (పెద్ద టిక్ చూపండి=01). అది అలా కొంచెం అనిపిస్తే దయచేసి చిన్న టిక్ ని ఎంచుకోండి (చిన్న టిక్ చూపండి=02). అది మీరు చెప్పే, అనుకొనే లేక భావించే దానిలాగే అనిపించకపోతే క్రాస్ లో ఒక దానిని ఎంచుకోండి. అది అసలు అలా అనిపించకపోయినా, దానికి విరుద్ధంగా అనిపించినా పెద్ద క్రాస్ ని ఎంచుకోండి (పెద్ద క్రాస్ చూపండి=04). మీరు అనుకొనే విధంగా అనిపించకపోతే చిన్న క్రాస్ ఎంచుకోండి (చిన్న క్రాస్ చూపండి=03). ముందు మనం కొన్ని ప్రాక్టీసు ప్రశ్నలని చేద్దాం.

- Say:** 'I like XXXX' - నేను - ఇష్టపడతాను
 'I can run fast' - నేను త్వరగా పరుగెత్తగలను
 'I like eating XXXX' - నేను - తినుటకు ఇష్టపడతాను

FIELDWORKER INSTRUCTION: Do practise questions until child understands task – up to 3 times.

ఫీల్డ్ వర్కర్ కి సూచనలు : పిల్ల/పిల్లవాడు విషయాన్ని అర్థం చేసుకొనేంత వరకు మూడుసార్లుదాకా అడగండి.

Q4.13: Explain that you want to know whether the following statements are things they would say, feel or think about their neighbourhood and people around them. Read out all the questions that follow in Q4.13 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

పొరుగువారి గూర్చి, చుట్టు ప్రక్కల ఉన్న ప్రజల గూర్చి వారు చెప్పే, భావించే, అనుకొనే వాటి గూర్చి మీరు తెలుసుకొన కోరుతున్నారని వారికి వివరించండి. ప్రశ్న 4.13లో ఉన్న అన్ని ప్రశ్నలను చదవండి, మరియు పిల్ల/పిల్లవాడిని టిక్స్, క్రాస్ ఉపయోగించి సమాధానం చెప్పమనండి. ఒకవేళ పిల్ల/పిల్లవాడు ఏదైనా ప్రశ్నను అర్థం చేసుకోక పోయినట్లయితే, అప్పుడు ఇంకా వివరణ అవసరం ఉండి ఉండొచ్చు. కాని ప్రశ్న యొక్క అర్థం మారకూడదు అనేది చాలా ముఖ్యం.

Q4.14: Explain that you want to know whether the following statements are things they might say, feel or think about themselves and other aspects of their lives. Read out all the questions that follow in Q4.13 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

పిల్ల/పిల్లవాడికి వారి గురించి మరియు వారి జీవితాలను గూర్చిన ఇతర విషయాలు గూర్చి, వారు అనుకొనే, చెప్పే, భావించే ఈ క్రింద ఇవ్వబడిన వ్యాఖ్యలు గూర్చి మీరు తెలుసుకోగోరుతున్నారని వివరించండి. ప్రశ్న 4.13లో వున్న అన్ని ప్రశ్నలని చదవండి మరియు పిల్ల/పిల్లవానిని టీక్స్, క్రాస్స్ ఉపయోగించి సమాధానం చెప్పమనండి. ఒకవేళ పిల్ల/పిల్లవాడు ఏదైనా ప్రశ్నను అర్థం చేసుకోనట్లయితే, అప్పుడు ఇంకా వివరణ ఇవ్వవలసిన అవసరం ఉండి ఉండవచ్చు.

Q4.14.1: Only answer this question if the child AGREED with the last question in Q4.14 [question 17]. The response box is shaded to alert you to this fact. Ask the child why s/he thinks an adult, or adults, in his/her village treats him/her worse than other children. Give up to three answers from CODEBOX #14, recording the most important reasons first. **DO NOT PROMPT. THESE QUESTIONS MAYBE HIGHLY SENSITIVE. DO NOT PRESSURISE FOR A RESPONSE.**

ఒకవేళ పిల్ల/పిల్లవాడు ప్రశ్న 4.14 (క్రిందట ప్రశ్న)కు సరే అన్నట్లయితే (AGREED) ఈ ప్రశ్నకు మాత్రమే జవాబు చెప్పండి. [question 17]. Response boxని మిమ్మల్ని ఈ విషయం గురించి మాత్రమే షేడ్ చేయబడింది. తన గ్రామంలో ఉన్న పెద్దవారు పిల్ల/పిల్లవాడిని తమ వయస్సు పిల్లలకంటే హీనంగా చూస్తున్నారని ఎందుకు అనుకుంటున్నారో అడగండి. కోడ్ బాక్స్-14 నుండి మూడు సమాధానాలు వ్రాయండి. ప్రాంప్ట్ చేయవద్దు. ఈ ప్రశ్నలు ఎక్కువ సున్నితమైనవి. కావున ఈ ప్రశ్నలకు జవాబు కోసం ఒత్తిడి చేయవద్దు.

FIELDWORKER INSTRUCTION: If the child is in school, ask 4.15, if not, skip to 4.16.

ఫీల్డ్ వర్కర్ కి సూచన : పిల్ల/పిల్లవాడు బడిలో ఉన్నట్లయితే ప్రశ్న 4.15 అడగండి, కానిచో 4.16కి స్కిప్ చేయండి.

Q4.15: Read out all the questions that follow in Q4.15 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions it may be necessary to prompt. For example, question 6 says 'I am proud of my achievements at school' If the child is unsure of what achievements are then you may prompt with 'In Reading/Maths/Science/Sport'. It is important not to change the meaning of the question.

ప్రశ్న 4.15లో ఉన్న అన్ని ప్రశ్నలు చదవండి. మరియు పిల్ల/పిల్లవాడిని టీక్స్, క్రాస్స్ ఉపయోగించి సమాధానం చెప్పమనండి. ఒకవేళ పిల్ల/పిల్లవానికి ఏదైనా ప్రశ్న అర్థంకాక పోయినట్లయితే, ప్రాంప్ట్ చేయవలసిన అవసరం ఉండొచ్చు. ఉదాహరణకు ప్రశ్న 6 - 'నేను స్కూలు వద్ద సాధించిన విజయాల గూర్చి గర్వపడుతున్నాను' అని చెప్పినట్లయితే, పిల్ల/పిల్లవాడికి 'విజయాలంటే' తెలియకపోతే, అప్పుడు మీరు 'చదవడంలో/లెక్కల్లో, సైన్స్ లో, ఆటల్లో అని అందించవచ్చు. ఈ ప్రశ్న యొక్క అర్థం మారకూడదు అనేది చాలా ముఖ్యం.

Q4.15.1: Only answer this question if the child AGREED with the last question in Q4.16 [question 6]. The response box is shaded to alert you to this fact. Ask the child why s/he thinks that a teacher(s) treats him/her worse than other children. Give up to three answers from CODEBOX #, recording the most important reasons first. **DO NOT PROMPT. THESE QUESTIONS MAYBE HIGHLY SENSITIVE. DO NOT PRESSURISE FOR A RESPONSE.**

ఒకవేళ పిల్ల/పిల్లవాడు ప్రశ్న 4.1లో ఉన్న చివరి ప్రశ్న (ప్రశ్న 6) సరే అన్నట్లయితే, ఈ ప్రశ్నను అడగండి. మిమ్మల్ని ఈ విషయం గూర్చి హెచ్చరించుటకు మాత్రమే రెస్పాన్స్ బాక్స్ షేడ్ చేయబడింది. తన ఉపాధ్యాయులు పిల్ల/పిల్లవాడిని, తన వయస్సు పిల్లలకంటే హీనంగా చూస్తున్నారని ఎందుకు అనుకుంటున్నారో అడగండి. కోడ్ బాక్స్-15 నుండి మూడు సమాధానాలు వ్రాయండి. కాని ముఖ్యమైనది మొదట వ్రాయండి. ప్రాంప్ట్ చేయవద్దు. ఈ ప్రశ్నలు సున్నితమైనవి కాబట్టి జవాబు కోసం ఒత్తిడి చేయవద్దు.

FIELDWORKER INSTRUCTION: If the child does any work, ask 4.16, if not, skip to Section 5.

ఫీల్డ్ వర్కర్ కి సూచన : పిల్ల/పిల్లవాడు ఏదైనా పని చేస్తుంటే, 4.16 అడగండి, లేనిచో సెక్షన్ 5కి స్కిప్ చేయండి.

Q4.16: Read out all the questions that follow in Q4.17 and ask the child to respond using the ticks and crosses.

ప్రశ్న 4.17లో ఉన్న అన్ని ప్రశ్నలను చదవండి. మరియు పిల్ల/పిల్లవాడిని టీక్స్, క్రాస్సెస్ ఉపయోగిస్తూ సమాధానం చెప్పమనండి.

SECTION 5 – PARENTS AND INTRA-HOUSEHOLD ISSUES

PURPOSE

We would like to find out more about the child's feelings about their family and home.

మేము పిల్ల/పిల్లవాడు వారి కుటుంబము గూర్చి, ఇంటి గూర్చి, ఏమనకుంటున్నాడో ఇంకా తెలుసుకోగోరుచున్నాము.

RESPONDENT

The 12 year old child only

12 సంవత్సరముల పిల్ల/పిల్లవాడు మాత్రమే

INSTRUCTIONS

Say: I am now going to ask you some questions about your parents and about what things are like at home. I am going to read some things that young people might say, think or feel and I want you to tell me how much they sound like things you might say, think or feel.

చెప్పండి : నేను ఇప్పుడు మీ తల్లిదండ్రులు, ఇంటి దగ్గర ఉండే విషయాల గూర్చి, కొన్ని ప్రశ్నలను మిమ్ములను అడగదలిచాను. యవ్వనస్తులు కొన్నిసార్లు చెప్పే, అనుకొనే లేక భావించే విషయాలు చదవబోతున్నాను. అది మీరు చెప్పే, అనుకొనే లేక భావించే దానిలా అనిపిస్తుంటే నాకు చెప్పండి.

Say: I am going to read some things that young people your age sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

చెప్పండి : నేను మీ వయస్సు పిల్లలు కొన్నిసార్లు చెప్పే, అనుకొనే లేక భావించే విషయాలు కొన్ని చదవబోతున్నాను. ఈ కార్డులలో ఒకదానిని మీరు ఎంచుకోగోరుతున్నాను. అది మీరు చెప్పే, అనుకొనే లేక భావించే దానిలాగా అనిపిస్తే దయచేసి టిక్స్ లో ఒకదానిని ఎంచుకోండి. అది మీకు చాలా బాగా మీరు అనుకునేలాగా అనిపిస్తే, దయచేసి పెద్ద టిక్ ని ఎంచుకోండి (పెద్ద టిక్ ని చూపండి=01). అది అలా కొంచెం అనిపిస్తే, దయచేసి చిన్న టిక్ ని ఎంచుకోండి (చిన్న టిక్ చూపండి=02). అది మీరు చెప్పే, అనుకొనే లేక భావించే దానిలాగా అనిపించకపోతే క్రాస్ లో ఒక దానిని ఎంచుకోండి. అది అస్సలు అలాగా అనిపించకపోయినా, దానికి విరుద్ధంగా అనిపించినా, పెద్ద క్రాస్ ని ఎంచుకోండి (పెద్ద క్రాస్ చూపండి=04). మీరు అనుకొనే విధంగా అనిపించకపోతే చిన్న క్రాస్ ఎంచుకోండి (చిన్న క్రాస్ చూపండి=03). ముందు మనం కొన్ని ప్రాక్టీసు ప్రశ్నలు చేద్దాం.

Say: 'I like XXXX' - 'నాకు XXXX ఇష్టం'

'I can run fast' - 'నేను బాగా పరుగెత్తగలను'

'I like eating XXXX' - 'నాకు XXXX తింటం ఇష్టం'

FIELDWORKER INSTRUCTION: Do practise questions until child understands task – up to 3 times.

ఫీల్డ్ వర్కర్ కి సూచన : పిల్ల/పిల్లవాడు విషయాన్ని అర్థం చేసుకొనేంత వరకు ప్రాక్టీసు ప్రశ్నలు 3 సార్లు చేయించండి.

Q5.1: Read out all the questions that follow in Q5.1 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

ప్రశ్న 5.1లో ఉన్న అన్ని ప్రశ్నలను చదవండి. మరియు పిల్ల/పిల్లవాడిని టీక్స్, క్రాసెస్స్ ఉపయోగిస్తూ సమాధానం చెప్పమనండి. పిల్ల/పిల్లవాడికి ఏదైన ప్రశ్న అర్థం కాకపోయినట్లయితే, అప్పుడు ఇంకా వివరణ అవసరం ఉండి ఉండొచ్చు. కాని ప్రశ్న యొక్క అర్థం మార్చకూడదు అనేది ముఖ్యం.

Q5.2: Ask the child if they think that his/her parents have ever made a major decision about his/her life that s/he (the child) was not happy about (such as taking him/her out of school or sending him/her to live with somebody else). If No or NK (77) **skip to Section 6.**

పిల్ల/పిల్లవాడిని, వారి తల్లిదండ్రులు ఎప్పుడైనా వారి జీవితం గూర్చి వారికి సంతోషంగా లేకుండా చేసిన పెద్ద నిర్ణయాలు తీసుకున్నారని అనుకుంటున్నారేమో అడగండి (పిల్లవాడిని, స్కూలు నుండి తీసివేయడం లేకపోతే పిల్ల/పిల్లవాడిని ఇంకా ఎవరితోనైనా జీవించమని పంపడం లాంటివి). కాదు లేక NK అయినచో సెక్షన్ 6కి స్కిప్ చేయండి.

Q5.3: Only ask this question if the answer to the previous question was yes. Ask the child who made the decision in the previous question - Q5.3 - and code using the codes given in the question. ముందు చెప్పిన ప్రశ్నకు సమాధానం 'అవును' అయినచో ఈ ప్రశ్న అడగండి. పిల్ల/పిల్లవాడిని ఈ ముందు ప్రశ్నలో (ప్రశ్న 5.2లో) నిర్ణయం ఎవరు తీసుకొని ఉండి ఉన్నారో అడగండి. మరియు కోడ్స్ ఉపయోగించండి.

Q5.4: Ask the child what the decision was about using the codes given in CODEBOX #16.

కోడ్ బాక్స్-16 లోని కోడ్స్ ఉపయోగిస్తూ అది ఏ నిర్ణయమో పిల్ల/పిల్లవాడిని అడగండి.

Q5.5: Ask the child whether or not s/he felt able to change the mind of the person(s) who made the decision.

పిల్ల/పిల్లవాడిని ఎవరైతే ఆ నిర్ణయాన్ని చేశారో వారి మనస్సును మార్చగలిగారో లేదో అడగండి.

SECTION 6 – PERCEPTIONS OF FUTURE, ENVIRONMENT AND HOUSEHOLD WEALTH

PURPOSE

We would like to find out more about the child's thoughts about his/her life now and in the future. మేము ఇప్పుడు పిల్ల/పిల్లవాని యొక్క ఇప్పటి జీవితం మరియు భవిష్యత్ జీవితం గూర్చిన ఆలోచనల గూర్చి ఇంకనూ తెలుసుకోగోరు చున్నాము.

RESPONDENT

The 12 year old child only

12 సంవత్సరముల పిల్ల/పిల్లవాడు మాత్రమే

INSTRUCTIONS

Say: I am now going to ask you some more questions about your life now and in the future.

చెప్పండి : నేను ఇప్పుడు మిమ్ములను ఇప్పటి లేదా భవిష్యత్ జీవితం గూర్చి కొన్ని ప్రశ్నలు అడగబోతున్నాను.

Q6.1: Ask the child what kind of job s/he would most like to do in the future. This may not necessarily mean the type of job that they will end up doing or think that they will end up doing. Enter the code from CODEBOX #13 but DO NOT PROMPT. It maybe necessary to help a child think up an answer, especially as this is a question that some children may never have thought about. For example, if a child responds 'I would like a good job' it would be fine to say 'What type of job do you consider to be a good job?'

పిల్ల/పిల్లవాడికి భవిష్యత్తులో ఏరకమైన ఉద్యోగం చేయడానికి ఎక్కువగా ఇష్టపడుతున్నాడో అడగండి. అంటే పిల్ల/పిల్లవాడు ఈ ఉద్యోగంలోనే స్థిరపడిపోతాడు లేదా పిల్ల/పిల్లవాడు తను ఈ ఉద్యోగంలోనే స్థిరపడి పోతానని అనుకుంటున్నారని కాదు. కోడ్ బాక్స్-13 నుండి కోడ్స్ వ్రాయండి. కాని అందించవద్దు. ఒకవేళ పిల్లవాడికి జవాబు చెప్పడంలో సహాయం చేయవల్సి రావచ్చు, ప్రత్యేకించి ఈ ప్రశ్న గూర్చి పిల్లలెప్పుడూ ఆలోచించి ఉండి ఉండరు కాబట్టి. ఉదా: ఒకవేళ పిల్ల/పిల్లవాడు నేను ఒక మంచి ఉద్యోగాన్ని ఇష్టపడుతున్నాను అని సమాధానం చెప్పినట్లయితే, ఎలాంటి ఉద్యోగం మంచి ఉద్యోగమని మీరు అనుకుంటున్నారు అని అడిగితే మంచిది.

Q6.2: Say: I now want you to think about the household you are living in. Ask which of the following best describes their household. List the codes and ask them to choose. Enter the code. 'Comfortable' is used here to mean average. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

చెప్పండి : నేను మిమ్మల్ని ఇప్పుడు, మీ కుటుంబం గూర్చి ఆలోచించగోరుతున్నాను. ఈ క్రింద ఇచ్చినవాటిలో ఏది ఎక్కువ వారి కుటుంబం గూర్చి వర్ణిస్తుందో చెప్పమనండి. కోడ్స్ ని లిస్ట్ చేసి వారిని ఎంచుకోమనండి. కోడ్ ని వ్రాయండి. 'Comfortable' అనేది అనే average అర్థాన్ని చెప్పడం కోసం ఇక్కడ ఉపయోగించబడింది. ఇది పిల్ల/పిల్లవాడి యొక్క కుటుంబము గూర్చిన పరిజ్ఞానమునకు సంబంధించిన ప్రశ్న. అందువల్ల పిల్ల/పిల్లవాడు వాళ్ళ కుటుంబాన్ని ఇతర కుటుంబాలతో పోల్చి చెప్పాలనే ప్రయత్నం చెయ్యలేకపోతే తప్పించి, NK అనే జవాబు చెప్పకుండా చూడండి. వారికి సంబంధిత కోడ్ ని జవాబుతో ఎంటర్ చెయ్యండి.

Q6.3: Ask the child how s/he would describe their household which they were living in four years ago (around the time of the first round survey). Enter the code from the list provided in the question. 'Comfortable' is used here to mean average. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

పిల్ల/పిల్లవాడిని 4 సం.ల క్రితం ఉన్న కుటుంబాన్ని ఎలా వర్ణిస్తారో అడగండి (first round survey సమయంలో). ఈ ప్రశ్నకు సంబంధించిన జాబితా నుండి కోడ్స్ ఎంటర్ చేయండి. 'Comfortable' అనేది అనే average అర్థాన్ని చెప్పడం కోసం ఇక్కడ ఉపయోగించబడింది. ఇది పిల్ల/పిల్లవాడి యొక్క కుటుంబము గూర్చిన పరిజ్ఞానమునకు సంబంధించిన ప్రశ్న. అందువల్ల పిల్ల/పిల్లవాడు వాళ్ళ కుటుంబాన్ని ఇతర కుటుంబాలతో పోల్చి చెప్పాలనే ప్రయత్నం చెయ్యలేకపోతే తప్పించి, NK అనే జవాబు చెప్పకుండా చూడండి. వారికి సంబంధిత కోడ్ ని జవాబుతో ఎంటర్ చెయ్యండి.

Q6.4: If the two answers for 6.2 and 6.3 are different, give the two main reasons for this change. Enter codes from the CODEBOX #17. in order of importance. If there are more than two reasons, ask the child to identify the two most important ones. If there is only one reason, enter 88 for N/A in the second answer box.

ప్రశ్న 6.2కి 6.3కి జవాబులు భిన్నంగా ఉన్నట్లయితే, అలా ఉండడానికి గల ముఖ్యమైన కారణాలు ఇవ్వండి. కోడ్ బాక్స్-17 నుండి కోడ్స్ ని ఎంటర్ చెయ్యండి. ఒకవేళ రెండు కంటే ఎక్కువ కారణాలుండినట్లయితే పిల్ల/పిల్లవానిని రెండు ముఖ్యమైన కారణాల్ని చెప్పమనండి. ఒకవేళ ఒక్క కారణమే వున్నట్లయితే రెండో సమాధానం బాక్స్ నుండి 88 for N/Aని ఎంటర్ చెయ్యండి.

Q6.5: Now, think about the area where you live _____ (INSERT name of VILLAGE/ SUBURB). Ask the child whether, compared to other households in the area, s/he would describe his/her household as: The richest; Among the richest; Richer than most households; About Average; A little poorer than most households; Among the poorest; or The poorest. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

ఇప్పుడు మీరు నివసిస్తున్న ప్రాంతం గురించి ఆలోచించండి. (గ్రామం పేరు వ్రాయండి). ఇక్కడ ఉన్న ఇతర కుటుంబాలతో పోల్చితే, వారి కుటుంబాన్ని ఇలా వర్ణిస్తారేమో పిల్ల/పిల్లవాడిని అడగండి: The richest; Among the richest; Richer than most households; About Average; A little poorer than most households; Among the poorest; or The poorest. ఇది పిల్ల/పిల్లవాడి పరిజ్ఞానమునకు సంబంధించిన ప్రశ్న. అందువల్ల పిల్ల/పిల్లవాడు తన కుటుంబాన్ని ఇతర కుటుంబాలతో పోల్చుకోలేకపోతే తప్పించి, NK అదే జవాబు చెప్పకుండా చూడండి. వారి జవాబును తగినట్టుకా కోడ్ వ్రాయండి.

ANNEXURE

BRIEF OVERVIEW ON POLICIES AFFECTING CHILDREN IN INDIA

The **National Plan of Action for Children** prepared in the year 1992, 1996 and 2005 outlines India's commitment to ensure all rights to all children up to the age of 18 years. The Plan of action is based on various documents and processes such as the National Policy for children 1974, UN Convention on the Rights of the Child, India's commitment to the Millennium Development Goals and the National Charter for Children 2004.

The National Plan of Action documents are envisaged to provide the framework for all programmes focusing on children or affecting children directly and indirectly. At the state level, the State Plan of Action document (prepared by 15 states in India) helps in contextualising the existing development programmes to incorporate a child rights perspective. Andhra Pradesh is in the process of drafting its State Plan of Action.

The twelve key areas identified in the Plan of Action are:

1. Reducing Infant Mortality
2. Reducing Maternal Mortality
3. Reducing malnutrition among children
4. Achieving 100% civil registration of births
5. Universalisation of early childhood care and development and quality education for all children
6. Abolition of female foeticide, female infanticide and child marriage
7. Improving water and sanitation in rural and urban areas
8. Addressing and upholding rights of children in difficult circumstances
9. Social protection of all children from all kinds of abuse, exploitation and neglect
10. Abolition of child labour
11. Monitoring review and reform of policies and programmes and laws to ensure protection of children's rights
12. Ensuring child participation

With the National Plan of Action for Children in the background, we now move to the discussion on the various policies and programmes of the Government at National and state level to assess for ourselves how much these programmes are focusing on children and child rights.

The policies and programmes have been categorized under the broader heads of Child Survival, Child Development, Child Protection and Child Participation, as outlined in the UN CRC.

CHILD SURVIVAL:

1. **HEALTH:** The Health programmes at national and state level have recently undergone a process of structural transformation. From April 2005 (to continue till March 2012), all the different programmes being implemented by the Health and Family Welfare department have been merged (except National/State AIDS control society and Cancer

control programme) with the National Rural Health Mission. At state level it is known as the State Health Mission and the activities of the Mission are conducted through the State Health Society. The Chief Minister heads the *Mission* whereas the Chief Secretary heads the *Society*. This structural overhauling has been done to achieve the MDG goal of reducing MMR and IMR and making health services accessible to all by 2015.

Context of the National Rural Health Mission:

NRHM is the follow up on the National Health Policy 2002 and the Population Policy 2000. The National Health policy was first drafted in 1983 and declared Health for All by 2000 but could not achieve its goal. To accelerate the achievements of the public health services and include the focus on HIV/AIDS (which was not an issue in 1983), the new National Health Policy was drafted in 2002. The new policy focused on reducing inequities in accessing health services amongst castes, communities and regions; increasing health sector expenditure, convergence of all programmes, making primary health care and also developing social health insurance scheme. The National Population policy focused on reproductive and child health needs by addressing issues of child survival, maternal health, contraception and increasing the coverage of Reproductive Child Health Programmes.

All these have been amalgamated in the NRHM.

Goals of NRHM:

- ✓ Reduce IMR/MMR
- ✓ Universal access to Public Health Services
- ✓ Access to health care
- ✓ Revitalise local health tradition
- ✓ Population stabilization, achieve gender and demographic balance

Key components of the National Rural Health Mission:

- ✓ Having a health activist, preferably women in every village for generating awareness and linking up with available services. Unlike anganwadi worker, this activist will focus on all aspects of the health mission;
- ✓ Village health plans to be made for identifying the health needs and assessment of available services;
- ✓ Integration of health concerns with determinants of health such as sanitation, hygiene, nutrition and safe drinking water;
- ✓ Merger of traditional systems of medicine with the mainstream methods

Programmes of the National/State Health Mission:

All the earlier programmes of Health and Family Welfare departments have been continued and will be implemented at District level through the newly constituted District Health Society as part of the District Health Mission. The District Health Society is functional in both rural and urban areas of the District and is headed by the District Collector. This new structure converges all the existing departments that were functioning separately.

The programmes being implemented in Andhra Pradesh at present include:

1. Disease control programmes (Tuberculosis/Leprosy/ Malaria/ Blindness)
2. Iodine Deficiency Disorder control programme

3. Reproductive and Child Health Programme Phase II
4. Family Planning operations
5. Sukheebhawa (for institutionalized deliveries)
6. Janani (mother and child health care team at village level)
7. Sukhparivaram (social marketing of contraceptives)
8. Arogyaraksha (health insurance to people who undergo sterilization)

2. NUTRITION:

The analysis of various phases of nutrition programmes in India indicates that food production and technological advancement to improve nutritive value of foods dominated the nutrition scene during the first two Five Year Plans. The **Crash Feeding Programme** (Special Nutrition Programme) was launched in 1970 for bridging the energy and protein gap in daily diets of pre-school children in urban slums, tribal areas and backward rural areas. Specific nutritional interventions like Prophylaxis against Nutritional Anaemia and Nutritional Blindness were launched through the health infrastructure. Recognising the multi-faceted problem of malnutrition, the Integrated Child Development Services (ICDS) Scheme was launched in 1975. Universal Immunisation Programme, Oral Rehydration Therapy, Nutrition Promotion through poverty alleviation programmes, public distribution of food, health and family welfare measures, adult education, were among the important **indirect nutrition interventions** undertaken by the Government.

In 1993, the **National Nutrition Policy (NNP)**, prepared by the Department of Women and Child Development, was launched by the Government. The Nutrition Policy recognized that "*Nutrition affects development as much as development affects nutrition*". Integration of Nutritional concerns in various developmental policies and programmes were recognized as an important tool for maximizing the nutritional outcome of developmental measures. The Policy advocates a series of actions in different spheres like food production, food distribution, education, health and family welfare, people with special needs and nutritional surveillance. The **National Plan of Action on Nutrition (NPAN)** in 1995 outlined the action plan for the implementation of the policy.

Subsequently a National Nutrition Mission was set up in 2003 (announced by the Prime Minister in 2001) to provide free food grains to under-nourished, pregnant and lactating women and adolescent girls belonging to below-poverty-line. The main tasks of the Mission are to review and revise the goals set in the National Nutrition Policy and the National Plan of Action on Nutrition; review the existing strategies and coordinate the various programmes adopted by the different Ministries on nutrition.

Programmes being implemented on Nutrition in Andhra Pradesh:

1. Food supplementation programme: Undertaken by Department of Women and Child Development through ICDS. Focus on improving nutritional status of mother and children
2. Addressing Micronutrient malnutrition: Undertaken by Ministry of Health and Family Welfare to tackle micronutrient deficiency such as Vitamin A, folic acid and iodine deficiency
3. Pradhan Mantri Gramodaya Yojana: Undertaken by the Ministry of Rural Development, an additional central assistance is provided to address the nutrition issues under this programme
4. Mid-Day Meal Scheme: Department of Education launched this programme as an incentive for children attending Government schools

5. Antodaya Ann Yojana (AAY): Department of Food and Civil Supplies provides rice at a subsidized price to families living below the poverty line.
6. Public Distribution System also provides subsidized rice, edible oil and other cereals and food grains to families living below poverty line

3. EARLY CHILDHOOD CARE AND EDUCATION:

The programmes focusing on early childhood care and education have been undertaken under the ICDS Scheme. Integrated Child Development Services Scheme was launched in 1975. The scheme is implemented under 100% assistance of Government of India i.e., Centrally Sponsored scheme. The beneficiaries of the ICDS scheme are the women and children (0-6 years). The following services are provided by the Anganwadi centers:

- ✓ Supplementary Nutrition
- ✓ Health Check-up
- ✓ Referral Services
- ✓ Pre-school
- ✓ Education
- ✓ Health and Nutrition Education of Mothers
- ✓ Immunization

Apart from the abovementioned activities the ICDS programme has initiated in some of its anganwadi centers, programme components such as **Early childhood education** and **adolescent girls scheme**. **Early childhood education** is for children below 6 years of age. The main objective of this program is to provide opportunities to explore, investigate and acquire the ability of expression through verbalization as per the needs of the growing child. The activity aims to provide learning environment to every child. Under adolescent girls scheme, girls (between 11-17 years) were provided with IFA supplements for combating nutritional anemia. (This was only in the World Bank funded centers).

In addition to children below six years of age, ICDS also takes care of the essential needs of pregnant women and nursing mothers residing in socially and economically backward villages and urban slums.

Among the 251 ICDS projects in the state, 150 projects till September 2005 were functioning with World Bank Assistance.

Setting up **Mother's Committees**: Mother's Committees have been set up as part of ICDS programme. Mother's committee plays an important role in linking the ICDS services to the beneficiaries and is involved in programmes on supplementary nutrition, immunization, pre-school education, nutrition and Health education. Mother's committee is the Executive body of anganwadi centre and comprises of eight members and has a tenure of two years. There is a guideline for formation of these committees.

4. SAFE DRINKING WATER AND SANITATION:

Schemes for providing drinking water facilities and sanitation are implemented by the State government and the Central Government supplements the effort by providing technical and financial support. The Tenth Plan envisages provision of safe drinking water to all rural habitations. At

national level two major programmes have been taken up for providing safe drinking water and sanitation, across all the states. These are the Accelerated Rural Water Supply Programme (ARWSP), popularly known as Swajaldhara and Total Sanitation Campaign. The PRI's have the authority to implement the schemes for providing safe drinking water by identifying the locations for installation of handpumps and operation and maintenance of these sources.

Under the **Swajaldhara Scheme**, focus is on community participation in the implementation of rural water supply schemes. The Gram Panchayat takes up the implementation and the operation and Maintenance responsibility. A Gram Panchayat/ Block Panchayat or a Beneficiary Group can take up the Swajaldhara project. User charges in form of community contribution (5-10%) are integral and has to be given by the users only. Emphasis is on having women in the users group who would otherwise spend much of their time in collecting drinking water. Providing safe drinking water in schools is also covered by the Swajaldhara project.

The **Total Sanitation Campaign** launched in 1999 at national level and in 2002 in Andhra Pradesh is the restructured version of the Central Rural Sanitation Programme launched in 1986. The TSC focuses on awareness generation to create demand for sanitation facilities. 25% funds under TSC are earmarked for individual household toilets for SC's and ST's. Financial support is provided for construction of individual household toilets by the below poverty line, community sanitary complexes for women (where individual household land availability is a problem). TSC is expected to cover all districts of the country by 2007.

Under the TSC is the **School Sanitation and Hygiene Education** programme (SSHE) focusing on generating awareness amongst school children about safe drinking water and sanitation. This programme also includes constructing toilets in schools with separate toilets for boys and girls. In A.P. UNICEF is providing funds for this programme under the Sanitation, Hygiene and Water Supply Programme Phase I.

The **AP Urban Services for the Poor** (APUSP) undertaken by DFID provides infrastructure on water supply, sanitation, solid waste management in 32 class 1 towns of the state. This programme is implemented through the municipalities.

The drinking water and sanitation programmes are supported by an **IEC programme** aimed to improve people's awareness regarding safe drinking water and sanitation. The IEC campaign through print, audio and visual media focuses on the project concept, importance of water and its conservation, importance of sanitation, rural water supply technology, water quality and its monitoring and need for community participation. All panchayats across the state have been provided with all the information (through booklets in local languages).

CHILD DEVELOPMENT:

I. EDUCATION:

It was in 1968 that India adopted its National Policy on Education aimed at promoting national progress, a sense of common citizenship and culture and to strengthen national integration. In keeping with the economic and technical development of the country, the existing policy was modified to a new National Policy on Education in 1986 and again in 1992.

The 86th Constitutional Amendment Act in 2002, provided for free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right under Article 21A of the

Constitution. After the 86th amendment was made, various schemes for achieving total literacy amongst children and adults were launched by the Government. These included the Education for All campaign, Mid-Day meal scheme, Girl Child Education programme etc. . These schemes were financially supported by the World Bank, UNDP, UNICEF, DFID and other donor agencies. To put in effect the Right to Free and Compulsory Education, the Right to Education Bill 2005 has been drafted which may be passed in the coming year 2006.

To achieve the Goal of Education for All by 2015, the Government of India has initiated various programmes and schemes all over the country. In Andhra Pradesh, along with Central Government programmes, some state Government initiatives have been also taken up. The programmes are as follows:

1. **Sarva Shiksha Abhiyan:** Launched in 2000 (to continue till 2010), it covers the entire country with special focus on the educational needs of the Girl child, schedule castes, schedule tribe population and children in difficult circumstances. The programme seeks to open new schools in habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, drinking water facilities, toilets, maintenance and school improvement grants. Existing schools with inadequate teachers would be also provided with teaching staff and capacity building of all teachers is also emphasized. Under this children with special needs have been given priority. An annual grant of Rs. 1200 has been outlined for addressing the specific educational needs of each child with disability. For girls and children of weaker sections, there are provisions for free text books and other incentives.

Schemes under SSA include:

- a) Education Guarantee Scheme and Alternative and Innovative Education: This includes forming schools in school less habitations, condensed course for migrating children, bridge courses, residential camps, drop in centers for street and slum children, coaching for children in formal schools. The expenditure for this is incurred from the overall budget of SSA.
 - b) National Programme for Education of Girls at National Level: **Kasturba Gandhi Balika Vidyalaya:** Launched in 2005, such schools will be set up only in those backward blocks that do not have residential schools for elementary education of girls under any other scheme. Andhra Pradesh has taken the lead in getting sanction for setting up of 94 schools. According to the scheme at the primary level, the emphasis will be on the slightly older girls who are out of schools and were unable to complete primary schools (10+). However, in difficult areas (migratory populations, scattered habitations that do not qualify for primary/upper primary schools) the focus will be on younger girls. Established NGOs and other non-profit making bodies will be involved in the running of the schools, wherever possible. State Governments will implement the scheme through the Mahila Samakhya (MS) Society and through the Sarva Siksha Abhiyan (SSA) society.
2. **District Primary Education Programme:** DPEP is a centrally sponsored scheme to achieve universalisation of primary education launched in 1994 (got over in September 2005). It focuses on district specific planning emphasizing on decentralized management and participatory processes. It is implemented in the backward areas and fills up the existing gaps by providing inputs over and above the provisions made under central and state

sector schemes for primary education. Developing infrastructure such as construction of schools is an important component under DPEP. It also aims at reducing drop out rates and reduce differences between gender and class groups. DPEP is an externally aided project and includes 85% central assistance (raised from IDA, DFID, Unicef, EC, Government of Netherlands. The programme in A.P. is supported by DFID and IDA) and 15% state assistance. In A.P., DPEP is a bigger programme than SSA (In 2001-02 funds sanctioned for SSA was Rs 16990 lakhs and for DPEP it was Rs 32734 lakhs)

3. **Janshala Programme** :This was launched in 1999 in four districts, East Godavari, West Godavari, Krishna districts and in four mandals of Hyderabad district. Only Andhra Pradesh and 10 cities in 9 states are implementing this programme in India and is supported by UNDP, UNESCO, UNICEF, ILO & UNFPA). It is implemented through a state level society which also implements the DPEP and the Sarva Shiksha Abhiyan. Janshala focuses on community participation along with improvement of school facilities and monitoring various quality aspects of the school as a prerequisite for any efforts for achieving UEE. Other components include capacity building of teachers, academic support and monitoring, improving access to primary school, reaching out to out of school children through bridge courses and alternative schools. New teaching-learning methods have been also developed as part of this programme.
4. **Teacher Education programme**: This Centrally sponsored scheme was initiated in 1987 to create viable institutional infrastructure, academic and technical resource base for orientation training and continuous upgradation of knowledge, skills and pedagogical skills of elementary teachers in India. Under this scheme, each district of the country is expected to have a District Institutes for Education and Trainings (DIETs).
5. **Mid-Day Meal Scheme**: National Programme of Nutritional Support to Primary Education: Launched in 1995 to boost the enrolment and retention of children for primary education. This is given to children in Classes 1st to 5th . The programme aims to provide wholesome cooked food through local bodies such as Panchayats and Nagar Palikas who are expected to develop institutional arrangements for the purpose.

II. **Community Participation Act 1998- Andhra Pradesh:**

The State Government enacted this Act and formed Committees for improvement of education at various levels. School education committees at habitation level, Panchayat education committees at Panchayat level, and also at mandal, municipal and district level also. The school committees are involved in micro planning exercises and development of habitation education plan.

III. **Allocation of 15% revenue for women and child development activities:**

Under the Women Empowerment policy 15% of the revenue of Zilla Parishads and Mandal Parishads have to be earmarked for women and child welfare activities. The activities for children include, nursery /pre schools attached to the Mahila mandals have to be sanctioned and maintained, holiday camps for children to be organized, community development programmes such as setting up of balwadis to be taken up.

CHILD PROTECTION:

I. CHILD LABOUR:

There are various legislations apart from the Child Labour (Prohibition and Regulation) Act 1986, which refer to eliminating child labour. But the main drawback of all the legislations is that they are limited in scope and do not cover all children. The laws do not cover children in agriculture, non-wage activities and in tertiary activities such as retail and wholesale trade, restaurants etc. Even the 1986 Act, refers to prohibiting child labour only in hazardous work and generally talks about regulating it.

To emphasise its commitment to eradicate child labour, the GOI framed The National Child Labour Policy in 1987. The action plan under this policy mainly consists of a legislative action plan, development programmes for the benefit of the families of children and project based action plan in areas of high concentration of child labour.

Programmes being implemented for eradication of child labour include:

1. **National Child Labour Project:** It started in 1988, in pursuance of the policy. It is implemented in 22 districts of the state. This programme reaches out to all out of school children. The programme aims at withdrawing children from hazardous occupations and rehabilitating them through special schools and finally mainstreaming them to the formal education system. It provides for bridge course camps for children for preparing them to join the formal schools. The project also provides for:
 - ✓ One master vocational trainer for each district
 - ✓ One doctor for every 20 schools
 - ✓ The amount for provision of nutrition to children in special schools has been fixed at Rs. 5.00
 - ✓ A monthly stipend of Rs. 100 (which was earlier directly disbursed) to be deposited in the bank account of the child and disbursed to them at the time of their joining the regular schools
 - ✓ Running the NCLP schools through the NGOs
2. **Andhra Pradesh State Based Project (APSBP) for the Elimination of Child Labour-Phase II:** The ILO is currently implementing the second phase of the project started in 1999. It is being implemented in Kurnool and Mahbubnagar districts and in urban areas of Hyderabad. The strategy is to prevent drop out, providing additional income opportunities for child labour families through skill training and self help groups and developing monitoring and evaluation based on community development indicators.
3. **District Poverty Initiatives Project:** The poverty elevation programme undertaken by SERP in 6 districts focus on elimination of child labour through universal elementary education. Initially this programme focused mainly on girl child as they were the most deprived section of the society.
4. **Education programmes:** The various education programmes such as DPEP and SSA also have components of eradicating child labour through education.

Government Orders Issued to Encourage Children to Attend Schools

Sl.No.	GO Number/ Date	Details
1.	6536/DPEP/B5/ 2000 Dated 24/8/2002	It was instructed that attendance monitoring of teachers and pupils will be done regularly and fortnightly from 1st September 2001 and the MRPs will be personally held responsible for giving false information.
2.	G.O.Ms.No.53 Dated 20/4/2001	In order to ensure that the detention of students at the primary level is kept to a minimum so that high incidence of stagnation leading to a stage is minimised, it was proposed that the minimum attendance for students in classes I to VI shall be 60% (from 80%) Further, in case the student secures in the prescribed tests and examinations not less than 40% marks the attendance requirement shall be waived. Moreover, the minimum attendance prescribed shall be calculated from the date of admission of the child in the School.
3.	No.272/B4-1/2001 Dated 19/4/2001	In order to prevent a number of children dropping out of school after class V, partly because of the shortage of upper primary sections and partly because of the unfamiliarity of the children with the new school it was suggested that the Headmaster of the primary school concerned will first prepare a list of all children in class V due to go to class VI and will communicate this list personally to the headmaster of the nearest UP School or High School. The Headmaster of the UP School or High School as the case may be will automatically admit the child in the school. It shall be the responsibility of the concerned primary school to ensure that school based certificates such as transfer certificates and so on are given.
4.	272/B4-1/2001 Dated 20/4/2001	Keeping in mind that in many schools children are being detained in the same class each year without any valid reasons it was ordered that as a general rule all children would be promoted to the next class. All children who have been given rice on account of regular attendance will be automatically promoted to the next class since they have satisfied the attendance criterion. No child will be detained in the same class merely on the grounds that he/she has not achieved the appropriate standard. Every teacher shall prepare and submit to the MEO through the Headmaster a list of all children detained in his/her class along with reasons. The Headmaster of the concerned school will be held responsible for any wrong detention of a child in the same class.

II. Girl Child:

India formulated the National Plan of Action for the Survival, Protection and Development of the Girl Child in 1992. In the National Policy for Empowerment of Women, a policy framework has been laid down for Elimination of Discrimination Against and Violation of the Rights of the Girl Child. The Plan of Action for the Girl child is implemented through inter departmental coordination committees such as health, education, women and child development. After the framing of this plan, the adolescent girls scheme was added to the ICDS programme. The programmes include:

- 1. Kishora Balika Pathakam:** The scheme “Kishora Balika Pathakam” is to engineer the change in social attitudes, self-esteem and ensure capabilities and 100% enrollment in elementary education especially for girls and to discourage early marriage. Under the scheme it is proposed to train the adolescent girls in bridge course, skill training programs and includes exposure visits and workshops. The scheme is implemented in 13 districts, 80 blocks with a budget of Rs.129.75 lakhs. Under this scheme 0.64 lakh Adolescent girls will be empowered every year.
- 2. Balika Samridhhi Yojana:** Balika Samridhhi Yojana was introduced in 1997. It is a part of the long-term strategy to change social attitudes and behavioral practices towards the girl child. Financial assistance is extended to the families living below the poverty line as a post delivery grant to the mother with the objective of providing additional nutrition to the mother and child.
- 3. Girl Child Protection Scheme:** Under this scheme a sum of Rs.6000/- for each girl child is deposited in a public A/C by the government with an interest of 12% p.a. to be maintained in the name of the beneficiary girl child. The amount is to be given to the family at periodical intervals for the girl child to complete primary/high school/intermediate education. When the girl completes the age of 20 years, a lump sum amount of Rs.20,000/- will be provided to enable her to establish her family or to go for higher studies. Girl child protection scheme was introduced in the year 1996-97.
- 4. Adolescent girls scheme:** Under ICDS programme this scheme focuses on school drop outs and girls in the age group 11-18 years to meet their needs of development, nutrition, health, illiteracy and skill formation. Mahila Samakhya (a Government initiative on Education of Women) collaborates with the ICDS on this programme. The activities undertaken are skill / vocational training, literacy classes and awareness camps. In some of the ICDS centers (only in the World Bank funded centers), girls (between 11-17 years) were provided with IFA supplements for combating nutritional anemia.

III. CHILD TRAFFICKING:

The first direct legislation by the Government of India, to prevent trafficking was made in 1956. This was known as the Suppression of Immoral Traffic in Women and Girls Act. This Act was later amended in 1986 and is now known as the Immoral Traffic Persons Prevention Act (ITPPA).

The original SITA Act had the objective of prohibiting or abolishing trafficking in women and girls for purposes of prostitution by making soliciting a crime. It penalized brothel-keepers, pimps and procurers. But it did not penalize the clients and also did not differentiate between adult and child victims of trafficking. The Act also did not provide for adequate measures for prevention and rehabilitation of victims. All these issues have been addressed to some extent in the amended ITPPA in 1986.

In Andhra Pradesh, state level legislations have been formed for prevention of traditional forms of prostitution. The Andhra Pradesh Devadasis (Prohibition of Dedication) Act of 1988 makes dedication of devadasis unlawful (devadasis also include Basavi, Jogini, Parvathi, Mathamma and Thyama forms of traditional prostitution) and punishes any person who performs, promotes or takes part in ceremonies or acts that dedicate a girl.

In 2001, a National Plan of Action to Combat Trafficking and Commercial and Sexual Exploitation was initiated by the GOI. UNFEM, UNFPA and UNICEF support the activities under this action plan. Andhra Pradesh is one of the main focus states. Consequent to this National Plan, the Network Against Trafficking and Sexual Exploitation in Andhra Pradesh (NATSAP) prepared a draft plan on combating trafficking of women and children in A.P., based on which the Government of Andhra Pradesh (Women Development, Child Welfare & Disabled Welfare (Programmes) Department issued a G.O. M.S.No.1, dated 3rd January 2003.

Government of India has supported a number of schemes for rehabilitation and re-integration through Women and Child Welfare Department, Central and State Social Welfare Board at state level. These schemes include:

- ✓ Short Stay Homes: These are intermediate temporary transit homes meant for the rescued girls for a period of 4 to 6 weeks. These are run by both Government and NGOs.
- ✓ Family Counseling Centers for counseling the rescued girls, the community and family so as to create a smooth path for the rescued girls to reintegrate in the society.
- ✓ Residential Transit schools (in all mandals) for abandoned, neglected, orphaned and homeless children.
- ✓ Welfare services provided (through financial support to NGOs) include food, shelter, education, health, rehabilitation, vocational training etc.
- ✓ The SWADHAR programme is a centrally assisted programme for combatting trafficking of women and children. This scheme was the first to include prosecution of traffickers and repatriation of the rescued victims and their rehabilitation.
- ✓ Awareness campaigns on prevention of trafficking by joint efforts of local bodies, educational institutions and NGOs
- ✓ Setting up community vigilant groups in every Panchayat especially in high risk areas to monitor, report and take action against people involved in trafficking

IV. CHILD MARRIAGE:

The Child Marriage Restraint Act makes marriage of a girl under 18 years of age illegal and punishable. The Girl Child Protection Scheme of A.P. government is an initiative to stop child marriages.

V. CHILDREN WITH DISABILITY :

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 focuses on prevention and detection of disabilities, education, employment, non-discrimination, social security and grievance redressal for people with special needs. For early detection of disabilities all children are supposed to be assessed "once a year" for identifying children at risk, focus on prenatal, perinatal and post natal care of mother and children. All people with disability are also supposed to have an identity card issued by the state Government.

Every child with disability shall have the rights to free education till the age of 18 years in integrated schools or special schools. According to the Act, appropriate transportation, removal of architectural barriers and restructuring of curriculum and modifications in the examination system shall be ensured for the benefit of children with disabilities. Children with disabilities shall have the right to free books, scholarships, uniforms and other learning material. Special School for children with disabilities shall be equipped with vocational training facilities.

The Ministry of Social Justice and Empowerment is the nodal agency for implementing schemes and programmes for the disabled.

IV. OTHER INITIATIVES:

- ✓ **CHILDLINE** : A national service for children in need of care and protection was launched by the central Government Ministry of Social Justice and Empowerment along with local NGOs is functional in all the metro cities of the country. This is a toll free number which a child or anybody on behalf of child can call in any emergency or distress situation.
- ✓ **SHELTER HOMES**: There are 18 Children's Homes and 2 Sishuvihars for taking care of destitute and abandoned children in the state. Apart from these various NGOs also run their shelter homes.
- ✓ **JUVENILE JUSTICE**: there is a proper juvenile justice system comprising of a juvenile justice board, juvenile courts, juvenile homes and after care organizations. The Juvenile Justice Act 1986 laid the foundation for the national scheme for prevention and control of Juvenile Social Maladjustment. This Act also ensured that no child is lodged in jail or police lock up under any circumstances.
- ✓ **DAY CARE FACILITIES**: Children of migrant workers and construction labourers are entitled to day care facilities under the National Crèche
- ✓ Fund set up by the Department of Women and Child Development 1994, providing assistance to NGO's to set up crèches.

CHILD PARTICIPATION:

The National Plan of Action 2005 emphasises on giving a voice to children particularly girl children in all matters concerning them and their well-being. But there is no policy or programme focused on achieving the goal of child participation.

Some NGO's have initiated Bal Panchayats (children's Panchayat) in some states, as a model intervention.

¹ This is the average age group of the current sample and will be referred to as such throughout this document for ease.



MANUAL DE ENCUESTADOR

Noviembre del 2006



PROCESAMIENTO DEL LLENADO DEL CUESTIONARIO DEL HOGAR

¿COMO LLEVAR A CABO LA ENTREVISTA?

Hay un número básico de principios que el encuestador(a) debe tomar en cuenta a través de la entrevista. El encuestador(a) debe ser cuidadoso y seguir todas las instrucciones presentadas en este manual:

a) Hacer las preguntas exactamente en la forma como aparecen en el cuestionario.

Cada pregunta ha sido cuidadosamente diseñada y probada a fin de recolectar la información precisa para satisfacer los requisitos de análisis. El encuestador(a) debe leer las preguntas tal como están escritas en el cuestionario. Después de leer las preguntas de manera clara y fluída, el encuestador(a) debe esperar por la respuesta. Si el entrevistado no responde en un tiempo corto, esto puede deberse a que el entrevistado:

- No escuchó la pregunta,
- No entendió la pregunta aún,
- No sabía como responder

Para cada uno de estos casos, el encuestador(a) debe repetir la pregunta. Si el entrevistado aún no responde, preguntar hasta averiguar si el entrevistado ha entendido la pregunta. Si el entrevistado no ha entendido la pregunta el encuestador(a) debe formular la pregunta de otra manera, manteniendo siempre el sentido de la pregunta original (**lo que se quiere averiguar**). Tratar de evitar aceptar como respuesta "No sé" ayudando (guiando) al entrevistado encontrar una respuesta. *Si hay secciones enteras que el entrevistado no puede responder, pregunte amablemente si hay alguien más en el hogar que pueda responder las preguntas.* Si la persona mencionada no está físicamente en el hogar, usted tendrá que hacer otra visita para completar la sección con la persona mencionada.

b) En el caso que el encuestador(a) ya sabe de antemano cierta información, como por ejemplo que una persona está casada con otra persona, ya no es necesario preguntar el estado civil de estas dos personas, sólo escribir la información. Sin embargo, si usted no está seguro o sólo sospecha que esta es la situación entonces es necesario preguntar.

Todos los formatos serán verificados y enviados de regreso al encuestador(a) si es que no están conformes, ya que debe comprender que la información en estos cuestionarios es esencial y que **bajo ninguna circunstancia** debe suplir la información. Esto es lo peor que un encuestador(a) puede hacer. En caso de darse tal situación, usted será despedido inmediatamente.

c) Mantener la fluidez de la entrevista. Evitar discutir demasiado con el entrevistado. Si recibe una respuesta inapropiada o complicada, no interrumpa tan súbitamente, sino trate de escuchar lo que el entrevistado está diciendo y guíelo luego de nuevo a la pregunta original. Es importante prestar atención y escuchar atentamente al entrevistado y evitar ofender o sugerir respuestas al entrevistado.

d) Mantener una actitud neutral con las personas entrevistadas. Es importante que el encuestador(a) permanezca absolutamente NEUTRAL con respecto a la persona entrevistada. La mayoría de las personas son naturalmente amables, particularmente con los visitantes, y ellos tienden a dar respuestas y adoptar actitudes que pueden agradar al visitante. El encuestador(a) no debe asombrarse, aprobar o desaprobar las respuestas dadas por el entrevistado, ni debe decir lo que piensa acerca de estas cosas. Evitar cualquier prejuicio acerca de las habilidades del entrevistado para responder ciertas preguntas o acerca del tipo de respuestas que pueda dar. Su tarea más importante es leer las preguntas exactamente como están escritas en el cuestionario.

e) Encuestador(a) si no entiende una pregunta o procedimiento, primero lea este Manual, después pregunte a su supervisor(a) para mayor aclaración si es necesario. Es muy importante que **escriba notas detalladas (comentarios)** acerca de las preguntas problemáticas, respuestas donde usted no esté seguro del código y de repuestas sorprendidas. Encuestador(a) debe escribir cualquier nota legible en la parte posterior de la página etiquetada correctamente con el número de la pregunta correcta. Después de la entrevista usted debe discutir sus notas con su supervisor. Anotaciones correctas pueden salvarlo de regresar al hogar para resolver su duda.

¿CÓMO LLENAR EL CUESTIONARIO?

El cuestionario debe llenarse durante la entrevista. El encuestador(a) no debe ingresar una respuesta en el formato hasta que esté seguro que ha entendido la respuesta correctamente. No debe registrar las respuestas en pedazos de papel ("Post it") con la intención de pasarlos al cuestionario después, o contar con su memoria para llenar las respuestas una vez que ha dejado el hogar.

La mayoría de respuestas están pre-codificadas con un número dado. El encuestador(a) debe marcar el código correspondiente a la respuesta dada por el entrevistado escribiendo en número COMPLETO claramente con un **lapicero azul** en el espacio otorgado. Por ejemplo, al llenar la pregunta, si Nombre del Niño es masculino entonces usted debe escribir 01. Si se equivoca al llenar tache el error y coloque al costado la respuesta correcta, luego debe escribir sus iniciales y la fecha de corrección. El ejemplo a continuación muestra como registrar la respuesta

Ejm.	Es Nombre del niño masculino o femenino?		
	01=Masculino 02=Femenino	[01]	[SEX]

A la derecha de cada pregunta verá una palabra en mayúsculas, en el ejemplo anterior es [SEX]. Estas palabras son instrucciones con código para el digitador. Debe ignorarlos.

INSTRUCCIONES EN EL CUESTIONARIO

El cuestionario contiene instrucciones y recordatorios los cuales lo ayudarán a llenar el cuestionario correctamente.

1. Para mejorar la fluidez del cuestionario y mantener a los entrevistados informados de lo que sucede en él, hay varias frases resaltadas por la palabra "DIGA". Estas frases se deben leer textualmente, tal como están. (Ejm. **DIGA:** "Ahora voy a hacerle algunas preguntas acerca del nivel de educación de cada persona en el hogar")
2. Donde vea la palabra **ENCUESTADOR(A)** son instrucciones para usted que no deben ser leídas al entrevistado. (Ejm. **ENCUESTADOR(A):** Colocar la tarjeta de la lista familiar sobre las columnas del 'ID' y 'nombre del miembro de la familia' de esta tabla. Hacer las preguntas en la tabla de 1.1.1 a 1.1.5 para cada persona identificada en la tarjeta de la lista familiar)
3. Cuando vea la palabra Nombre del Niño deberá insertar el nombre del niño y leer en voz alta la pregunta incluyendo este nombre. (Ej. **DIGA:** voy a hacerle algunas preguntas acerca de los arreglos del cuidado, educación y actividades de Nombre del Niño)
4. Las palabras en **MAYÚSCULAS** sirven de guía al encuestador(a) y no se deben leer en voz alta, por ejemplo, en la tabla a continuación:

8.13	Para Ud., ¿Cuál fue la razón más importante por la cual <u>Nombre del Niño</u> dejó de asistir? (Puede dar hasta 3 razones) VEA TABLA DE CODIGOS # 31. NO SUGERIR		
	☑ _____ [_ _]	STOPAT1 (SPECSTP1)	
	☑ _____ [_ _]	STOPAT2 (SPECSTP2)	
	☑ _____ [_ _]	STOPAT3 (SPECSTP3)	

5. Encontrará otras instrucciones en el cuestionario son "SUGERIR" o "NO SUGERIR". Generalmente **no debe leer en voz alta los códigos de las respuestas** al entrevistado a menos que la instrucción diga "SUGERIR" o si la

pregunta es una con una raíz (ver la sección en los tipos de preguntas a continuación). En algunas preguntas encontrará la instrucción "NO SUGERIR", esta instrucción (señal) es un recordatorio y se encuentran en las preguntas donde los encuestadores no deben leer en voz alta los códigos de las respuestas.

6. Hay algunas preguntas que tienen la instrucción [ESPECIFICAR] y se encuentran en cualquier parte donde hay la categoría "Otro" en el cuestionario. El número de "Otro, ESPECIFICAR" ha sido reducido y los códigos para estas preguntas han sido hechas lo más exhaustivamente posible. Sin embargo, se puede dar el caso que no hay código para esta respuesta. El encuestador(a) siempre debe tratar de encontrar el código más apropiado para la respuesta del entrevistado. Si no hay un código apropiado, puede usar el código "Otro", y como la instrucción dice "ESPECIFICAR" debe escribir los detalles de la respuesta actual. **Por favor escribir las respuestas en letra mayúscula y legible.**

Puede darse el caso de que la respuesta no tenga código y que no encuentre el cuadro de la opción "Otro, ESPECIFICAR". En este caso se solicita al encuestador(a) escribir la respuesta al margen, o al reverso del cuestionario, indicando claramente la pregunta a la que se refiere.

TIPOS DE PREGUNTAS

Hay seis tipos de preguntas en el cuestionario, de las cuales todos los cuadros de respuestas deben tener una respuesta escrita claramente en ellas. Algunas preguntas son acerca del hogar en conjunto y algunas son hechas acerca del niño, y esta diferenciación se hace claramente en el cuestionario.

1. Preguntas con opciones: cada pregunta es seguida por una serie de opciones, en donde se debe indicar sólo una opción. Algunas preguntas son de respuestas si/no por ejemplo:

7.1	¿Alguien de su hogar es el dueño/propietario de la tierra donde está construída su vivienda / casa? 00 = No 01 = Sí 77 = NS	[___]	OWNHOUSE
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En este ejemplo el encuestador(a) registraría "00" para no o "01" para sí. Usted verá algunos otros códigos aquí. Si el entrevistado no sabe la respuesta (aun después de información adicional) entonces el encuestador(a) deberá ingresar el código "77" (NS).

Algunas preguntas tienen otros tipos de respuestas, como figura en los siguientes ejemplos:

9.7.1	¿Nombre del Niño está cubierto por algún tipo de Seguro de Salud? 01= Sí 00 = No, 77 = NS → Pase a 9.8	[___]	PEINSURE
9.7.2	Este Seguro de Salud es: 01= Minsa 04=Sanidad de la Policía 77 = NS 02= Essalud 05=Sanidad del Ejército 88= NA 03=Privado 06 = Otro (especifique): _____	[___]	PEHINS SPECPLN1 PLAN2 SPECPLN2

Notará el código "88=NA", significa que la pregunta es "no aplicable" al hogar. Esto depende generalmente de la respuesta a una pregunta anterior. Por ejemplo, del cuadro anterior tenemos que si en 9.7.1 nos contestaron que el niño NO tiene seguro de Salud, entonces NO APLICA preguntar que tipo de seguro tiene (9.7.2).

2. Preguntas con lista de códigos/claves: Algunas veces encontrará preguntas que necesitan que se guíe de la tabla de códigos para identificar las respuestas. Esto sucede cuando las respuestas posibles son demasiadas como para detallarlas en el espacio disponible o las mismas opciones de respuestas aplican a una pregunta diferente. Un buen ejemplo es la pregunta 3.24 en "planes para tiempos difíciles" el cual se muestra a continuación:

3.24	¿Qué haría Ud. u Otros miembros del Hogar en caso de Tiempos Difíciles y/o Desafortunados causados, por ejemplo, por desastres naturales, pérdida de la cosecha, pérdida de trabajo, etc.? Escriba lo que dice y Vea Tabla con Códigos # 13 de Planes Para Tiempos Difíciles	[___]	
1° Plan	_____	[___]	PLAN1 SPECPLN1
2° Plan	_____	[___]	PLAN2 SPECPLN2

3° Plan	_____	[___]	PLAN3 SPECPLN3
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En la pregunta 3.24 hay muchas respuestas posibles tanto que se necesita una tabla de códigos. Las instrucciones dicen “**VER TABLA DE CODIGOS 13**”. Las tablas de los códigos estarán en el cuestionario cerca de la(s) pregunta(s) a la(s) que pertenece(n). Estas estarán señalizadas claramente. En este ejemplo la Tabla de Códigos 13 (ver a continuación) contiene una lista de “Planes para tiempos difíciles” y son de dos dígitos.

TABLA DE CODIGOS # 13 - PLANES PARA TIEMPOS DIFICILES			
01 = Ninguno, no lo ha pensado	10 = Me iría/mudaría a otro lugar del país	17 = Vendería propiedades/bienes	31 = Regresaría a mi pueblo
02 = Pediría ayuda a la familia	11 = Utilizaría el Programa Trabajo por Alimentos	18 = Hipotecar activos	32 = Empeñar activos (casa, terreno, carro, negocio, etc.)
03 = Pediría ayuda a Amigos / vecinos	12 = Trabajaría Horas Extras/más horas	19 = Pediría prestado a otros agricultores	33 = Me iría/mudaría con mi familia
04 = Buscaría/conseguiría Trabajo	13 = Enviaría a los niños (sus hijos) a trabajar	20 = Otro (especifique)	34 = Utilizaría mis ahorros
07 = Solicitaría Crédito/Préstamo al Banco	14 = Sacaría a los niños (sus hijos) del colegio	21 = Pediría prestado a vecinos (efectivo o en especies)	77 = NS
08 = Pediría dinero a Prestamista	15 = Me iría a otro país	22 = Pediría prestado a la familia (efectivo o en especial)	88 = NA
09 = Conseguiría crédito del sistema informal de préstamos (Ejm. Fondos rotativos, juntas, panderos)	16 = Confiaría/rogaría a Dios	30 = Vendería los animales	

Regresando al ejemplo de la pregunta 3.24, observamos que permite hasta tres respuestas diferentes. Los códigos apropiados debe ser ingresados en las líneas [___]. Por ejemplo, si el plan más importante fue “buscar trabajo” entonces debe ingresar el código 04, [0 4] para PLAN1; si un segundo plan más importante fue “comida por trabajo” entonces usted debe ingresar [1 1] para PLAN2. Si no hay más planes entonces ingresar [8 8] (no aplicable NA) para PLAN3. **No encerrar en un círculo los códigos en la tabla.**

Donde hay espacios para más de una respuesta, se necesita que usted ingrese la respuesta o razón **MÁS IMPORTANTE** primero.

Algunas de estas preguntas son hechas a manera de recoger los códigos apropiados del relato. Como por ejemplo en la Sección 6 (Cambios Económicos) donde se pregunta al entrevistado acerca de lo que ha sucedido en los últimos 12 meses. Aquí el encuestador(a) debe hacer una nota de todas las respuestas. Otras veces se le preguntará al entrevistado acerca de los tres “eventos” más importantes y el encuestador(a) debe colocarlos en el orden correcto.

3. Escribir en las preguntas: Para algunas preguntas, se solicita los nombres y direcciones, para lo cual se necesita que el encuestador(a) escriba la respuesta o respuestas envés de colocar un check o ingresar el código en un cuadro. Para estas preguntas, se le proporcionará un espacio para escribir; marcado con ‘_____’. Escribir siempre claramente en letras mayúsculas y legibles. Si no está seguro de la ortografía de un lugar o nombre consultar con el supervisor.

4. Preguntas numéricas: Algunas preguntas requieren que los entrevistados proporcionen un número o un monto tales como la fecha de nacimiento, peso al nacer del niño o el número de animales que posee el hogar. El encuestador(a) debe escribir los números claramente y debe usar números arábigos (por ejemplo, debe escribir 6 en vez de VI). Siempre se proporcionará un espacio en los cuadros o en líneas para escribirlos, por ejemplo en la pregunta 7.2, como se muestra a continuación, se proporciona un espacio para dos dígitos en el caso que pueda haber más de 9 cuartos en la casa, si hay 9 o menos cuartos usted debe registrar la respuesta usando un cero antecedido (por ejemplo, usted tendría que registrar una respuesta de 6 meses como [0 6] Cada vez que usted escuche que la respuesta del entrevistado tenga menos números que los del espacio proporcionado debe usar los ceros antecidados.

7.2	¿Cuántos cuartos hay en la casa? 77=NS	[___]	(NUMROOM)
7.3	¿Tiene electricidad? 00=No, 01=Si, 77=NS	[___]	(ELEC)

Para preguntas donde hay espacio para un decimal entonces el formato necesario será de la siguiente manera:

4.11	<u>En los últimos 30 días, ¿Cuánto dinero en total han gastado en su hogar, (todos los miembros), en comprar:</u> 00 = Nada -77 = NS		
01	Tabaco / Cigarros	[_____ . _]	SPEND01
02	Cuidado personal: Jabón, crema dental, shampoo, cosméticos, perfume, peluquería, etc.	[_____ . _]	SPEND02
03	Leña, kerosene, Gas, baterías, carbón	[_____ . _]	SPEND03

Verá aquí que los códigos para NS se ha convertido en -77. Esto es para proteger de una confusión con la figura actual que puede ser 77. Es MUY importante que el signo menos (-) sea escrito claramente.

La mayoría de preguntas numéricas no requerirán escribir las unidades usadas como se les enseñó para usar la unidades estándar. Sin embargo, donde las unidades locales podrían ser usado (porque así se prefiere) se les indicará en los lugares y nos gustaría que usted escriba las unidades.

5. Repuestas pre-impresa: Se le proporcionará una lista familiar que tiene una lista de detalles de cada miembro del hogar con los números ID de cada miembro. Si hubo algún cambio en la lista de miembros del hogar entonces necesitará ser indicado claramente por el encuestador(a). Esto es muy importante! De la lista de miembros del hogar se escribirá una tarjeta de la lista familiar y este será usado para identificar al miembro del hogar correcto por el número ID para las preguntas del Hogar sobre los detalles de todos los miembros del Hogar.

6. Preguntas matrices: Varias preguntas están en forma de una matriz o tabla. Esto es usualmente cuando hacemos la misma pregunta acerca de las diferentes personas o cosas (ej. Educación de la familia). El cuestionario incluye instrucciones de cómo llenar las tablas y cada pregunta usualmente tiene una lista y tabla de códigos debajo de ella.

	3.12.1	3.12.2	3.12.3
TIPO DE ANIMALES	En los últimos 12 meses ¿Algún miembro del hogar ha tenido/ tiene alguno de los siguientes animales? 00 = No 01 = Si 77 = NS, 88 = NA	¿Cuántos de estos animales tiene ahora? -77 = NS} → <u>Pase a Sgte. Línea</u> -88 = NA	Si Ud. vendiera hoy día, aquí, todos estos <u>Nombre del animal</u> que tiene, ¿cuánto le pagarían? -77 = NS -88 = NA
	ANYAIM	NUMAIM	VALAIM
PRODUCTORES DE LECHE			
01. Vaca, Vaquilla, Vaquillona, ternera (Variedad Mejorada)	[___]	[___]	[_____ . _]
02. Vaca(Res), Vaquilla, Vaquillona (Variedad <u>No</u> Mejorada)	[___]	[___]	[_____ . _]
ANIMALES DE ARADO			
06. Buey, Toro, Torete, Becerro	[___]	[___]	[_____ . _]
09. Caballos, Burros, Mulas	[___]	[___]	[_____ . _]

PATRONES DE SALTO

Algunas preguntas tienen patrones de salto, si no hay patrones de SALTO cuando usted ha completado la pregunta puede simplemente pasar a la siguiente pregunta. El indicador " → Pase a la pregunta" después de una respuesta, indica que la siguiente pregunta que se hará. Por ejemplo, si la respuesta a la pregunta 3.1 como se muestra a continuación es "Si", usted deberá registrar la respuesta e ir a la pregunta 3.2, si la respuesta es

“No”, usted deberá registrar la respuesta y seguir el patrón de salto, el cual le indica la siguiente pregunta, en donde usted deberá preguntar 3.10. Se sugiere que los encuestadores marquen las preguntas que han sido saltadas para indicar que ellos han realizado el salto.

3.1	En los últimos 12 meses, ¿alguien de su Hogar ha tenido o tiene, (de su propiedad, se ha prestado o alquilado), algún Terreno? 01=Sí 00=No, 77=NS → Pase a 3.10.0	[_ _]	OWNLAND
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TRACKING (FORMULARIO DE RASTREO)

PROPOSITO:

El propósito principal del rastreo (tracking) es ubicar al niño índice, luego de ubicado verificar que él/ella está vivo aún y si su familia desea que el niño continúe en el Proyecto. Puede haber varios formularios de rastreo (tracking) completados para un solo niño índice, lo cual va significar que se ha cambiado varias veces de dirección y se le esta haciendo la búsqueda respectiva.

El formulario de rastreo (tracking) tiene las siguientes preguntas:

T1: Número de intento de rastreo (Tracking)

Aquí el encuestador(a) debe registrar el número de veces que tratado de encontrarlo cada vez que el niño(a) se había cambiado de dirección. Se puede necesitar varios intentos hasta encontrar al niño índice. Por ejemplo, si el encuestador ubicó al niño en una sola vez, entonces debe tener solo un formulario de tracking y en T1=01. Pero si por ejemplo recién lo ubicó en el tercer intento, entonces para este niño tendrá tres formularios de tracking, los cuales en cada uno debe figurar el número correlativo de 1 a 3.

T2: Fecha

Registrar la fecha de cada vez que se inicia la búsqueda.

T3: ¿Pudo encontrar la casa/vivienda? 00=No, 01=Sí

El encuestador(a) registrará aquí si logró conseguir la dirección física de la vivienda donde se supone esta viviendo actualmente el niño del proyecto. La dirección que llevará el encuestador(a) será la última registrada en el Tracking del 2004. Si es Si, entonces registrar 01 e ir a la pregunta T4, de lo contrario continúe con la pregunta T3.1.

Registrar esta información claramente en el cuadro proporcionado. Incluir la nueva dirección si es posible. Las otras preguntas de este programa se deben dejar en blanco. Comenzar un nuevo programa para el siguiente intento para encontrar al niño índice.

T3.1 ¿Por qué no pudo encontrar la casa/vivienda?

Esta pregunta busca conocer las razones por las cuales no se pudo encontrar la dirección física de la vivienda. Ingresar el código de acuerdo a la lista correspondiente y explicar en observaciones en los casos pertinentes.

T3.2 ¿Si no pudo localizar la casa/vivienda que acciones tuvo que tomar? ¿Qué hizo?

Si el encuestador(a) no logró ubicar la vivienda debe conversar con los vecinos o usar la información de su hoja de contactos (vecinos, parientes, amigos, etc.) para encontrar toda la información posible acerca de donde se pudo haberse mudado la familia del niño. Todas las acciones realizadas para ubicar al niño deben ser registradas en esta pregunta. Codifique de acuerdo a la lista dada o especifique en Otro.

T3.3 ¿Logró conseguir alguna dirección?

Si logró conseguir alguna dirección, pase a la pregunta T3.4. Pero si, a pesar de agotar todos los recursos para ubicar la nueva dirección del niño, no logró una nueva dirección dé por terminado el rastreo (tracking) e informe a su supervisor.

T3.4 ¿Quién fue la persona que le dio información de la nueva dirección de la familia?

Cuando tenga una nueva dirección, debe definir con la lista de códigos cual fue la fuente de información para obtener dicha dirección.

T3.5 Nueva (posible) dirección de la vivienda del niño y su Familia

Ingresar la nueva posible dirección tomando en cuenta las especificaciones del recuadro respectivo.

T3.6 Puntos de referencia para ubicar la vivienda

Anote en este espacio algunos puntos de referencia que le pudieron dar los informantes acerca de la nueva dirección del niño del Proyecto. Puntos de referencia que le puedan servir para encontrar con mayor facilidad la nueva dirección de la vivienda. Tome en cuenta que estas referencias deben ser duraderas con la finalidad de que otra persona sea capaz de llegar al lugar en la próxima ronda.

T3.7 ¿Puede ir a la nueva dirección?

Si puede ir a la nueva dirección abra una nueva página de Rastreo (tracking) y reinicie el proceso. Si no puede ir a la nueva dirección pase a la siguiente pregunta.

T3.8 ¿Por qué no puede ir a la nueva dirección?

Codificar de acuerdo a la lista de códigos la razón por la cual no se puede ir a la nueva dirección, de por finalizado el Tracking e informe a su Supervisor(a).

Encuestador si logra ubicar la vivienda si no hay nadie en la casa y los vecinos no le saben dar información si la familia del niño del proyecto vive allí debe regresar en diferentes momentos hasta encontrar a alguien que le de esa información. Todas las visitas que tenga que realizar deberá registrarlas en el cuadro respectivo de control de campo. Debe tener en cuenta que siempre como mínimo debe estar registrada una visita (al menos la primera que va a la casa)

T4: ¿En esta casa (vivienda) vive la Familia del Niño que participa en el proyecto?

Esta pregunta asume que usted ha encontrado la vivienda y desea saber si es que la familia del niño índice aún vive allí. Puede necesitar regresar más de una vez si no hay alguien en la casa que pueda atenderlo. Si la familia vive allí, entonces registrar 01=SI y pasar a la pregunta T5. De lo contrario registre 00=NO y pase a la T4.1.

T4.1 Si la familia del niño que participa en el proyecto no vive en esta casa ¿Qué acciones tuvo que tomar? ¿Qué hizo?

Si en la vivienda ubicada no vive la familia del niño índice, el encuestador(a) debe conversar con los vecinos o usar la información de su hoja de contactos (vecinos, parientes, amigos, etc.) para encontrar toda la información posible acerca de donde se pudo haber mudado la familia del niño. Todas las acciones realizadas para ubicar al niño y su familia deben ser registradas en esta pregunta. Codifique de acuerdo a la lista dada o especifique en Otro.

T4.2 ¿Logró conseguir alguna dirección?

Si logró conseguir alguna dirección, pase a la pregunta T4.3. Pero si, a pesar de agotar todos los recursos para ubicar al niño y a su familia, no lo logró, dé por terminado el rastreo (tracking) e informe a su supervisor(a).

T4.3 ¿Quién fue la persona que le dio información de la nueva dirección de la familia?

Definir con la lista de códigos cual fue la fuente de información para obtener la nueva dirección, donde supuestamente vive el niño y su familia.

T4.4 Nueva (posible) dirección de la vivienda del niño y su Familia

Ingresar la nueva posible dirección tomando en cuenta las especificaciones del recuadro.

T4.5 Puntos de referencia para ubicar la vivienda

Anote en este espacio algunos puntos de referencia que le pudieron dar los informantes acerca de la nueva dirección del niño del Proyecto. Puntos de referencia que le puedan servir para encontrar con mayor facilidad la nueva dirección de la vivienda.

T4.6 ¿Puede ir a la nueva dirección?

Si puede ir a la nueva dirección abra una nueva página de Rastreo (tracking) y reinicie el proceso. Si no puede ir a la nueva dirección pase a la siguiente pregunta.

T4.7 ¿Por qué no se puede ir a la nueva dirección?

Codificar de acuerdo a la Lista de códigos la razón por la cual no se puede ir a la nueva dirección. Anote en el espacio para comentarios toda la información posible, y dé por terminado el Tracking e informe a su Supervisora.

Encuestador(a) no se olvide de anotar en el cuadro de control de campo el Nombre de la persona a la cual estamos entrevistando esta parte del tracking y luego anotar el código de parentesco respecto al niño índice.

T5: ¿Cómo está Nombre del niño? 00=No, 01=Sí

El objetivo de esta pregunta es determinar si el niño índice aún está vivo. Si el niño ha fallecido a partir de la última visita (tracking 2004), entonces registrar 00 y preguntar T6. Si el niño no ha fallecido ir a la pregunta T7.

T6: ¿Qué edad tenía Nombre del niño cuando murió?

Registre la edad en años y meses. Por favor sea muy sensato aquí y no presione al entrevistado. Encuestador(a) recuerde que para niños de 5 años, la edad registrada debe ser menor de 6 años y para los niños de 12 años, la edad debe ser menor de 13 años. No olvidar expresar sus condolencias a la familia por la pérdida y agradecer al hogar por su tiempo. Finalizar la entrevista aquí.

T6.1 Fecha de fallecimiento

Ingresar la fecha de fallecimiento de Nombre del Niño en días, meses y años. Si no sabe la fecha exacta tratar en lo posible de obtener algún documento como un certificado de defunción, por ejemplo.

T6.2 ¿De qué murió? (causa de fallecimiento)?

Especificar si el fallecimiento se debió a alguna enfermedad accidente o alguna otra causa. Escribir la causa en la línea correspondiente.

T6.3 Lugar donde falleció:

Escribir el nombre de la localidad y/o Establecimiento de Salud donde Nombre del niño falleció.

T6.4 ¿Le mostraron algún documento?

Si no le mostraron ningún documento agradezca por la atención prestada y finalice el rastreo (tracking). Si le mostraron el Certificado de Defunción o algún otro documento especifique de acuerdo a la lista de códigos.

T6.5 - T6.8 Si tiene certificado de defunción trate de copiar la información requerida

Copiar el lugar de fallecimiento, la fecha, la hora y la causa principal de fallecimiento del certificado de defunción en caso lo hubiera. Dé por concluido el Rastreo (tracking) e informe a su Supervisor(a).

T7: ¿Está viviendo Nombre del niño la mayor parte del tiempo en esta casa / vivienda? 00=No, 01=Sí

Esta pregunta asume que usted ha encontrado el hogar de la ronda 1 y el niño índice aún está vivo. El objetivo de esta pregunta es determinar si el niño índice aún está viviendo en el mismo hogar o si se ha mudado. Si es Si, (ej. Si el niño vive aquí) registrar 01 e ir a la pregunta T12.3. De lo contrario hacer las preguntas T8 hasta la pregunta T12. Estas preguntas son para tratar de averiguar donde está viviendo el niño índice ahora, con quién posiblemente está viviendo y por qué se ha mudado.

T8: ¿Dónde está viviendo Nombre del niño?

Esta pregunta aplica cuando la respuesta en T7=00 (No). Si este es el caso, el encuestador(a) debe averiguar y registrar la dirección donde se ha mudado el niño. Debe tratar de conseguir la mayor información posible acerca de su paradero para que se le pueda buscar.

T8.1 Puntos de referencia para ubicar la vivienda

Indicar algunos puntos que puedan servir para encontrar la vivienda. Tome en cuenta que estas referencias deben ser duraderas con la finalidad de que otra persona sea capaz de llegar al lugar.

T9: ¿Con quién esta viviendo Nombre del niño?

Aquí el objetivo es saber quien es la persona responsable del niño en el nuevo hogar en el que se encuentra viviendo, el encuestador(a) debe anotar la relación de parentesco y buscar el código respectivo. Por ejemplo, los padres pueden estar separados y el niño índice puede estar viviendo ahora con el padre, o puede haberse mudado a vivir con la abuela. Los detalles exactos del nuevo hogar del niño índice serán registrados en la lista familiar en la entrevista preliminar. La información aquí es sólo para ayudar a ubicar al niño índice. Si el niño esta viviendo con sus padres en otro lugar, entonces debe pasar a la T9.1, en caso sea un pariente diferente a los padres pase a la pregunta T10.

T9.1 El Nombre del niño está viviendo allí con:

Esta pregunta solo se aplica si nos informaron que Nombre del Niño se mudó y esta viviendo con alguno de sus padres o con los dos.

T10: ¿Cuánto tiempo Nombre del niño está viviendo allí?

Registrar el tiempo que el niño esta viviendo allí en años y meses. Registrar años como 00 en caso de que el niño este viviendo allí por menos de un año. Si el entrevistado no sabe, usar el código de No Sabe -77 tanto para años y meses.

Nota: si el niño no estaba viviendo en esta nueva ubicación al momento de la última ronda de encuesta, entonces el número de años no puede ser mayor de 04.

T11: ¿Por cuánto tiempo espera/crea que Nombre del niño permanezca ahí?

Esta pregunta es para tratar de determinar si se espera que el niño retorne al hogar actual o no. La opción "Temporal" implica que se espera el regreso del niño en algún momento, aunque no se puede saber cuándo exactamente. La opción "Permanente" significa que no hay expectativas de que el niño retorne a vivir al hogar actual. Si el niño está fuera por un corto tiempo como en feriados con sus parientes, entonces se debe considerar a él/ella como parte del hogar actual y registrar que está viviendo en este hogar en la pregunta T7.

T12: ¿Por qué razón Nombre del niño está viviendo en otro lugar?

Tratar de averiguar el por qué está viviendo en otro lugar. Puede ser porque los padres están separados, o porque la nueva ubicación se encuentra cerca de mejores escuelas, etc. Registrar toda la información posible. Por todas estas respuestas textuales, usted debe escribir claramente, usando letras mayúsculas, en todo momento. Encuestador(a), en esta pregunta encontrará dos columnas, una para registrar las razones o motivos por las que salió el niño y la otra columna, se usará para registrar las razones o motivos para quedarse en ese otro lugar.

Coordinar con supervisión para más instrucciones acerca de este niño. Puede ser posible rastrearlo en su nueva ubicación en tal caso usted debe empezar un nuevo programa de rastreo para este intento.

T12.1 ¿Puede ir a la nueva dirección?

Si puede ir a la nueva dirección abra una nueva página de Rastreo (tracking) y reinicie el proceso. Si no puede ir a la nueva dirección pase a la siguiente pregunta.

T12.2 ¿Por qué no se puede ir a la nueva dirección?

Codificar de acuerdo a la lista de códigos la razón por la cual no se puede ir a la nueva dirección.

CONSENTIMIENTO

Si al momento de la visita la persona responsable del cuidado del niño no está presente ya sea por trabajo por viaje temporal o cualquier otro motivo, pregunte a que hora o día se le puede ubicar y en el cuadro de control de campo todas las veces que tenga que regresar hasta encontrarla.

T12.3 ¿Es usted la persona responsable del cuidado de Nombre de niño?

Esta pregunta siempre tiene que ser “Si”, ya que previamente el encuestador(a) ha tratado de ubicar al responsable del niño del Proyecto.

T12.4 Anote los nombre y apellidos completos de la persona responsable del niño.

En esta parte el encuestador(a) deberá de anotar con letra mayúscula y legible los nombres y apellidos de la responsable del cuidado del niño.

T12.5 ¿Qué relación tiene ésta persona con el niño(a) del Proyecto?

Se quiere es averiguar la relación de parentesco que hay entre el niño índice y la persona responsable, para lo cual primero el encuestador escribirá en el espacio correspondiente lo que le dice el entrevistado y luego utilizando la lista de Códigos # 1 de parentesco, codificará.

T12.6 ¿Es Ud. La misma persona que firmó el consentimiento hace 4 años atrás para que Nombre del niño participe en el Proyecto de Niños del Milenio?

Si la persona responsable del cuidado del niño con la que el encuestador(a) se entrevistando es la misma que firmó el consentimiento hace 4 años, debe pasar a la pregunta T13. En caso contrario, es decir, si sucede que la persona que firmó el consentimiento inicial (Round1 2002) ya no viva con el niño o falleció, la persona que actualmente es responsable legal del niño deberá firmar un nuevo consentimiento, para lo cual el encuestador(a) debe explicarle del proyecto e invitarle a participar en él.

ENCUESTADOR: *Es importante que sepa que en esta parte del tracking pueda suceder el RECHAZO pero debe tener en cuenta que solo se puede aceptar el rechazo de la persona que firmó el consentimiento en el Round 1, ninguna otra persona esta autorizada a realizar un rechazo a excepción que la persona responsable del Round 1 ya no viva con el niño o haya fallecido y que la actual persona responsable legal ya no quiera que el niño siga participando en el Proyecto (2002).*

Solo una vez firmado el consentimiento se considera al Hogar de Nombre del Niño apto para poder responder las preguntas correspondientes.

T13: ¿Está de acuerdo con que Nombre del Niño continúe participando en Niños del Milenio?

Recuerde aquí que el entrevistado puede no ser la misma persona que le dio el consentimiento en la ronda 1. Es posible que tenga que explicar el estudio a esta persona. Debe estar preparado para esto y llevar toda la información necesaria con usted. Si ellos no están seguros preguntar si estarían de acuerdo en responder algunas preguntas (ej. la entrevista preliminar). De lo contrario preguntar si ellos necesitan más tiempo para tomar una decisión e informar que regresarán después. En esta etapa usted debe reconfirmar el consentimiento y preguntarles si desean firmar la hoja de consentimiento. Si ellos dan su consentimiento entonces puede continuar con la entrevista preliminar. Si ellos rechazan rotundamente el consentimiento, entonces, no debe presionarlos para continuar y deberá finalizar la visita.

ENCUESTADOR : *sólo una vez que haya confirmado la participación del niño en el Proyecto con la persona responsable del niño para el caso de que se trate de la misma persona del Round 1 o que haya obtenido un nuevo consentimiento para el caso de que se trate del nuevo responsable del niño recién puede empezar con la entrevista Preliminar SIN EL CONSENTIMIENTO NO PODRA INICIAR LA ENTREVISTA.*

T13.1 ¿Cuál es la razón por la que no desea que Nombre del Niño continúe en el proyecto?

Escribir detalladamente las razones por las que él/la responsable no desea participar o continuar en el proyecto. Si no es dado el consentimiento, deje detalles y toda la información a la familia de cómo comunicarse con el Instituto de Investigación Nutricional (IIN) – PROYECTO NIÑOS DEL MILENIO, en caso cambie de opinión. Dé por finalizado el rastreo (tracking) e informe a su Supervisor(a).

ENTREVISTA PRELIMINAR

PROPOSITO:

El principal propósito es reintroducir en el estudio a todas las familias enroladas en el 2002. La Entrevista Preliminar asume que el niño índice ha sido ubicado y que la persona responsable del niño ha confirmado / autorizado seguir participando del Proyecto, cada niño índice debe tener solo un formato de Entrevista Preliminar.

La entrevista preliminar será usada para hacer citas para realizar posteriormente la encuesta al hogar, previamente se le anticipará a los posibles entrevistados del tiempo que durara la entrevista, para así buscar la mejor forma de acomodarnos al horario y disponibilidad de tiempo de nuestros entrevistados.

Otro propósito de la entrevista preliminar es confirmar y verificar detalles del niño Índice, como el nombre, apodo, edad, fecha de nacimiento, además de actualizar la lista familiar; pues algunos miembros pueden haber dejado el hogar (ejm. Muertes, mudanzas) y otros habérseles unido (ejm. nacimientos, mudanzas). El encuestador(a) puede recolectar también aquí los nombres de dos personas que pueden ser contactadas en las demás rondas para ayudar a ubicar al niño índice en el caso que el niño mude.

ENTREVISTADOS:

Es preferible que sea el entrevistado anterior (es decir la persona responsable del cuidado del niño(a)), o en su ausencia, cualquier adulto en el hogar puede responder las preguntas de la entrevista preliminar, pero debe ser alguien que conozca a los miembros de la familia muy bien. Las citas se deben hacer con los posibles entrevistados.

INSTRUCCIONES:

Presentarse (hacer una introducción de usted mismo) y un breve resumen del estudio con el esbozo que se le ha proporcionado.

Soy del proyecto “Niños del Milenio”, un estudio sobre la pobreza de la niñez el cual está siendo llevado a cabo en cuatro países (Etiopía, India, Perú y Vietnam). Puede recordar que la primera vez que lo visitamos fue hace 4 años, en donde usted gentilmente nos respondió algunas preguntas sobre varios aspectos de sus vidas. Lo estamos visitando de nuevo ahora para averiguar cómo ha sido su vida en estos 4 años y en particular en ver como Nombre del Niño se está desarrollando. Para hoy nos gustaría verificar algunos detalles con usted y después hacer una cita para una entrevista más prolongada en el momento que le parezca más conveniente. Por favor recuerde que usted tiene todo el derecho de retirarse del estudio en cualquier momento.

Puede ser posible que los miembros de la familia deseen saber el por qué de la participación del mismo niño. Ellos pueden parecer molestos/fastidiados de que no se involucre a otros niños. En estos casos puede apaciguar a la familia, consiguiendo que todos los niños hagan las pruebas de desarrollo del niño (después del niño índice) o la antropometría.

Verifique que el niño índice coincida con el nombre del formato de la entrevista preliminar. Es esencial que la persona entrevistada esté respondiendo las preguntas acerca del niño correcto. Si está seguro que se trata del mismo niño, pero los nombres son diferentes, entonces debe aclarar cuál es el correcto y hacer los cambios correspondientes.

PQ0: COD. DEL NIÑO

Llenar el número ID del niño de la información dada a usted por su Supervisor(a). Verificar esto también con el número ID del niño el cual será preimpreso en la lista familiar.

PQ1: FECHA DE INICIO DE LA ENTREVISTA PRELIMINAR

Llenar la fecha de la entrevista preliminar.

HACER LA CITA:

PQ2-4: Haga una cita con la familia para llevar a cabo la entrevista preliminar. Es preferible que el/la responsable del cuidado del niño (o la persona que respondió el cuestionario la última vez), el jefe de familia y el niño del Proyecto Niños del Milenio estén presentes en la entrevista principal. Si es necesario, haga más de una cita. Informe al entrevistado que la entrevista tomará aproximadamente **90 minutos (entre 1.5 y 2 horas)**.

CONFIRMACION DE DATOS DEL NIÑO:

PQ5: Confirme que usted tiene el nombre y los apellidos correctos del niño. Especialmente verifique la ortografía y escríbalos cuidadosamente en el espacio dado. Si los padres son analfabetos pregúnteles si existe algún documento con el nombre del niño. En caso de no haber ningún documento, los padres deben decir lentamente el nombre mientras que usted lo escribe como suena (fonéticamente).

PQ5.1: ¿Se documentó la información?

Establecer si la información dada está respaldada por algún documento. Si no se documentó, pase a la pregunta PQ5.3.

PQ5.2: ¿Cuál fue el documento?

Establecer de acuerdo a la lista de códigos, qué documento fue mostrado para la verificación de datos del niño. En caso de 04=Otro, especificar el tipo de documento.

PQ5.3: ¿Tiene partida de nacimiento?

Establecer si Nombre del Niño, tiene partida de nacimiento y si le enseñó o no al encuestador(a).

PQ6: ¿Tiene Nombre del niño un apodo?

Pregunte si el niño tiene un apodo/sobrenombre con el que se le conoce en su vida diaria. Verifique si es el mismo que se registró en la ronda 1 y escríbalo cuidadosamente en el espacio proporcionado. Puede ser que el apodo/sobrenombre sea diferente al de la última ronda. En tal caso registre el nuevo apodo/sobrenombre además del antiguo. Esta información es para ayudarlo a asegurar que en esta ronda, y en las rondas futuras, usted tiene al niño correcto. Si el niño tiene actualmente más de un apodo/sobrenombre, escribir sólo el que es usado frecuentemente.

PQ7: Verifique la fecha de nacimiento del niño. Asegúrese de haber ingresado al menos el mes y año en la fecha de nacimiento del niño. Si los miembros de la familia no saben la edad del niño en meses entonces pregúnteles si existe algún documento como la Tarjeta de Control de Salud, Partida de Nacimiento, Tarjeta de vacunación o Certificado de Bautizo y copie la fecha exacta del nacimiento. Usted puede usar también maneras informales de referirse a la edad como relacionando el momento del nacimiento a eventos tales como cambios estacionales y locales o eventos nacionales o comparando al niño con otros niños de los cuales conoce su edad. Si no hay manera de encontrar el mes de nacimiento (ej. el niño fue abandonado) por favor escriba una nota describiendo la situación y continúe con el cuestionario.

PQ7.1: ¿Se documentó esta información?

Establecer si la información dada está respaldada por algún documento. Si no se documentó, pase a la pregunta PQ7.3.

PQ7.2: ¿Cuál fue el documento?

Establecer de acuerdo a la lista de códigos, qué documento fue mostrado para la verificación de datos del niño. En caso de 04=Otro, especificar el tipo de documento.

PQ7.3: ¿Cuál fue el primer idioma que habló *Nombre del niño*?

Determinar, de la lista de códigos, el primer idioma que aprendió el niño. El primer idioma puede ser también referido como su lengua materna. Encuestador(a) debe codificar en lo posible un sólo idioma o lengua, a menos que el entrevistado(a) diga que aprendió los dos idiomas simultáneamente. Debe tener presente que si mencionan un idioma nativo de la selva, debe preguntar a cual se refiere y anotarlo en el espacio correspondiente, de igual manera cuando indican un idioma diferente al que se encuentra en la lista, debe especificarlo en el campo respectivo.

PQ8: Sexo del niño índice:

Verificar el género del niño. Si se cometió un error la última vez entonces corregirlo en el nuevo cuestionario.

PQ8.1: ¿Cuántas personas en total viven en este hogar?

Pregunte al entrevistado por el número de miembros en la familia, incluyendo al niño índice. Encuestador, Ud. podrá verificar éste número luego que actualice el Roster (Listado de Miembros del Hogar), donde ambos números deben coincidir.

ROSTER (LISTADO DE MIEMBROS DEL HOGAR):

La lista del hogar o el Roster, es una hoja preimpresa con los miembros del hogar de la ronda 1. El primero en la lista es el niño índice y tiene como ID, el 00. Para cada persona en la lista, verifique el nombre (incluyendo la ortografía). Si el nombre es correcto, coloque un "check" (✓) en el cuadro debajo del nombre. Si el nombre fue escrito erróneamente, ingrese la ortografía correcta en el espacio debajo del nombre preimpreso. Para los nuevos miembros del Hogar, si es que existen, use una nueva línea y un nuevo ID, este nuevo ID debe ser un número correlativo al último número utilizado en la lista de miembros del hogar en la ronda 1. En caso algún miembro de la lista de la ronda 1 ya no esta viviendo en el hogar, el encuestador(a) no debe utilizar éste ID para asignarlo a un nuevo miembro de la lista actual.

La siguiente columna es sobre la edad en años completos. Este es la edad registrada en la ronda 1 más 4. Verificar estas edades, si son correctas colocar un "check" (✓) en el cuadro debajo de la columna de edad, de lo contrario ingresar la edad correcta en el siguiente cuadro.

Posteriormente verificar el sexo de cada miembro de la familia en la lista. Marcar con un "check" (✓) el cuadro de sexo si es correcto o registrar el nuevo valor (usar los códigos 01 Masculino, 02 Femenino).

La columna con el encabezado "**Parentesco con el niño índice**" es la relación que fue registrada en la ronda 1. Para esta ronda tenemos una tabla de códigos más extensa (Tabla de Códigos 1). Para el niño índice ingresar el código 00 en este columna. Para otros miembros del hogar, los antiguos y los nuevos debe preguntar por el parentesco de esta persona con el niño Índice e ingresar el código apropiado - no asumir que es el mismo de la ronda 1.

La columna final pregunta "¿Esta persona aún vive en el hogar?" Los códigos son 01=Si, si aún vive en el hogar, 02=No, vive en otro lugar, 03=Esta persona ha muerto. Para el niño índice el código debe ser 01 en esta columna. Si el niño vive en otro hogar usted no debe entrevistar al antiguo hogar, sino al nuevo hogar del niño índice. Para los demás miembros del hogar, hacer la pregunta al entrevistado y llenar los códigos correspondientes en el Roster (lista de miembros del hogar).

En la página 2 de la hoja del Roster o lista de miembros del Hogar hay una tabla en blanco para agregar a las personas que se han unido al hogar desde la última ronda de encuesta. Recuerde que es posible que el niño índice haya cambiado de hogar y es sólo la única persona de la lista de la ronda 1 en el hogar actual. Sin embargo, para nuestros propósitos consideramos a otros miembros del hogar en la casilla “nuevo” y se debe agregar a todos aquí.

Se le debe asignar a cada persona un único ID. Para los nuevos miembros empiece con los números ID uno más que el último usado en la ronda 1. Por ejemplo si en la ronda 1 los número ID 00, 01, 02 y 15 fueron usados, el primer número que se le asigne al nuevo miembro será el ID 16. Usted NO debe volver a usar los número ID de los miembros de la familia que ya hayan dejado el hogar.

Registre (en letras mayúsculas) el nombre completo de cada miembro nuevo del hogar. Registre las edades en años cumplidos. Si no sabe la edad, usar -77 como “valor no sabe”. Registre el sexo de cada miembro (usando los códigos 01=Masculino, 02=Femenino) y su parentesco con el niño índice.

Hubo muchos problemas con los códigos de parentesco en la ronda 1. En algunos casos el código de parentesco aparecía en la ronda de manera incorrecta (ej. tía en vez de sobrino). Si un miembro de la familia es la hermana de la madre del niño índice, entonces ésta es la tía del niño y se le debe asignar el código 13 de parentesco. Por otro lado, la hija de la hermana del niño es la sobrina y se le debe asignar el código 15 de parentesco. Siempre se debe tener en cuenta que esta relación es con el niño índice y NO la relación con el entrevistado.

Debe verificar si las edades y las relaciones son factibles. No es posible, por ejemplo que un abuelo tenga 12 años. (A no ser que el término “abuelo” sea usado por el niño índice para referirse a otro niño, por favor pida una explicación de este vínculo y registre la relación genealógica más que la relación social entre el niño y la persona). Entre la entrevista preliminar y el cuestionario familiar principal, usted debe verificar la consistencia en la lista de miembros del hogar. Si existe duda en algunos de los datos registrados, estos deberán ser verificados con la familia en la siguiente visita.

IDENTIFICACION DE LOS ROLES EN EL HOGAR:

PQ9: ¿Quién es el Jefe del Hogar?

Pregunte al entrevistado quien es considerado el jefe del hogar, ya que a ellos les corresponde definir el mando (dirección) de la familia en el hogar. En caso de que el entrevistado nombrase a alguien que no pertenece al hogar, recuérdelo que estamos interesados en el jefe del hogar y no en el jefe de la familia. Si el entrevistado reporta a más de una persona como el jefe del hogar, pregúntele cual de estas personas que mencionó controla los recursos/ingresos del hogar. Si el entrevistado le brinda detalles acerca de más de una persona, pregúntele cuál de estas personas contribuye en la mayoría de los recursos/ingresos del hogar. Ingrese el número ID que identifica al jefe del hogar en la lista. Recuerde que solo puede anotar a una sola persona.

PQ10: ¿Quién es la mejor persona (entrevistada) que puede contestar preguntas acerca del niño?

Tratamos de encontrar quien es el/la principal cuidador(a) (o tutor) del *Niño Índice*. Esta es la persona que vive en el mismo hogar del niño, y puede responder mejor las preguntas acerca del *Niño Índice*. Esta persona es usualmente la madre. Esta pregunta refiere a todas las personas que viven en el hogar, no solo las personas que están presentes físicamente cuando usted las visita. Si el entrevistado nombra a más de una persona, recuérdelos que usted está interesado en la persona quien puede responder **MEJOR** a las preguntas y pídale que escoja entre las personas que mencionó. **Tratar en lo posible de contactar a la misma persona que fue entrevistada la ultima vez, si es que todavía es parte del hogar actual.**

La cuidadora principal no debe ser discapacitada mentalmente (usted debe usar su discreción para determinar si siente que la cuidadora mencionada es capaz de responder las preguntas). Tampoco debe ser menor de 13 años. En casos especiales donde usted sienta que la cuidadora no puede proporcionar un dato de buena calidad o si es menor de 13 años, escriba una nota en el cuestionario y gentilmente pregunte si hay alguien más en el

hogar que pueda responder las preguntas acerca del niño índice. Asegúrese hacer esto de una manera que no ofenda o fastidie a la cuidadora mencionada.

SI LA CUIDADORA PRINCIPAL NO ESTA EN CASA: usted nunca debe emplear entrevistados sustitutos. Debe averiguar dónde se ha ido la cuidadora, cuánto tiempo estará afuera, y si regresará. Usted debe tratar de encontrarla/o al menos 2 veces más. Debe tratar de hacer una cita y decidir el mejor momento y lugar para ver a la cuidadora principal. Donde sea posible, pedir un número telefónico y preguntar cuál es el mejor momento para llamar a la cuidadora principal para hacer una cita.

Debe recordar también que es su tarea trabajar de acuerdo al horario de la cuidadora principal y no que ellos se adecúen a usted. Debe evitar sugerir a la cuidadora principal permanecer en casa en vez de ir al trabajo o hacerle perder dinero por no ir a trabajar en vez de esperarla a que venga para entrevistarla/o. En este tipo de situación usted debe venir ya sea más temprano al hogar o más tarde después que ella/él haya regresado a casa del trabajo. No debe permitir que las personas mayores o las autoridades en la comunidad fueren a las personas a esperarlo en casa, pues pueda ser que estén perdiendo dinero por no ir a trabajar.

CUIDADORA EN CASA: Si usted encuentra a la cuidadora en casa, por favor hablar sobre la hoja de consentimiento con él/ella. Debe leer la declaración de la hoja de consentimiento y seguir con el procedimiento del mismo. Debe preguntar a la cuidadora y a los otros miembros del hogar si ellos tienen alguna pregunta o necesitan alguna aclaración. La cuidadora tiene 24 horas para tomar una decisión acerca de si desean participar o no en el estudio. Debe recordar que la cuidadora principal no es necesariamente la única persona que necesita dar su consentimiento para la participación en el estudio.

Después de 24 horas, regresará a la casa a leer la introducción de la primera página del cuestionario y completar la hoja de consentimiento para la cuidadora principal y otras para los miembros del hogar de quienes se necesita el consentimiento. Debe asegurarse también que usted tiene el permiso de algunos de los guardianes.

En el caso de analfabetos, se necesitará que se ponga la huella digital del dedo índice derecho y tendrá que haber un testigo (vecino, parientes, amistades, etc.) que sepa leer. El entrevistado deberá marcar una **X** al costado de su nombre en la hoja de consentimiento.

PQ10.1: ¿Cuál es el idioma que prefieren para la entrevista?

Esta pregunta es acerca de las necesidades de traducción. El encuestador(a) necesita establecer las necesidades de traducción antes de ir al hogar para que haya tiempo de seleccionar y capacitar a la persona ideal para la traducción. Se requiere registrar el idioma preferido para la entrevista al Jefe del Hogar, a la cuidadora Principal y al niño, en ese orden.

INFORMACION DE UBICACIÓN (DIRECCION)

PQ11: Dirección de la vivienda:

Escribir la dirección física completa de la vivienda donde esta viviendo el niño del Proyecto: nombre de la calle, avenida, jirón, etc. El número de la casa, o del departamento, el piso (1, 2, etc.), el interior (A, B, C etc.), la manzana, el lote, si es que fuera posible. Además de esto, deberá anotar el nombre de la localidad, para lo cual primero anotará la categoría: Urb., AAHH., PPJJ., Caserío, Anexo y luego recién el nombre propiamente de la localidad. Si la localidad de la vivienda es una categoría que a su vez está dentro de otra, escriba después del nombre la palabra “de” o “del” seguido del nombre de la población (localidad mayor) a la que pertenece. *Ejm. La vivienda está ubicada en el AAHH. 10 de Febrero, que se encuentra en el PPJJ. Huáscar. Entonces escribir: AA.HH. 10 de Febrero del PP.JJ Huáscar.*

Encuestador(a), no se olvide que debe codificar el nombre de la categoría de su localidad de acuerdo a la tabla de códigos # 1 de Categorías de Localidades.

Si no existiera nombre de la calle, el encuestador(a) escribir en el espacio correspondiente Calle, Av. Jr. SIN NOMBRE. Pero si además la vivienda no cuenta con una numeración en la puerta de su casa ni tampoco un número de lote, se anotará S/N (sin número). Y para estos casos en PQ11.2 debe registrar direcciones (referencias) muy específicas a la ubicación física del hogar. Estas no deben incluir características que puedan cambiar a largo plazo. Las direcciones (referencias) deben ser escritas de tal manera que después de tres años alguien mas pueda llegar a la dirección indicada para realizar una entrevista futura.

PQ11.2: Referencias de la Vivienda:

Encuestador(a), en este espacio debe anotar toda la información de referencias para llegar con mayor facilidad a la vivienda. Recuerde que las referencias que registre deben ser muy específicas y sobre todo que no puedan cambiar en el largo plazo, para que pueda servir a alguien mas que necesite llegar a la dirección indicada para realizar una entrevista futura.

PQ11.3: Ubicación geográfica de la dirección:

Escribir el Distrito, Provincia y Departamento en el que se encuentra la dirección física actual del *Niño Índice*. No se olvide que luego tiene que codificar de acuerdo al Ubigeo.

PQ11.4: ¿La familia se ha mudado de la vivienda respecto al Tracking 2004?

Establecer si el hogar se ha mudado o no de domicilio respecto a la dirección que figura en la hoja de datos del Niño. Si no se ha mudado, pase a la PQ12.

PQ11.5: ¿Cuál fue el motivo de la mudanza?

Establecer de acuerdo a la lista de códigos, la razón de la mudanza de Nombre del Niño.

PQ11.6: La nueva dirección se encuentra en:

Establecer de acuerdo a la lista de códigos, la ubicación del nuevo domicilio con respecto a la dirección anterior que se encuentra en la hoja de datos del niño.

PQ12: Número Telefónico del Hogar / Contacto

Registrar el número telefónico del hogar si tuvieran uno, incluir todos los códigos necesarios. En el caso que el hogar tenga un celular, registrar también este número, pero asegúrese indicar cuál número es el teléfono fijo y cuál es el celular.

PQ12.1: ¿A quién pertenece el número telefónico de contacto?

Especificar el nombre de la persona u hogar a quien pertenece el número de teléfono de contacto. Incluir el código de ciudad.

PQ12.2: ¿Qué relación o vínculo tiene con el hogar?

Especificar cuál es la relación o vínculo del contacto con el hogar del niño índice.

PQ12.3: ¿Tiene dirección postal?

Pregunte si el hogar tiene dirección postal, si el entrevistado no entiende que es una dirección postal, Ud. debe preguntar por el lugar donde le llegan las encomiendas, cartas, etc. Si la respuesta es Sí, continúe con la pregunta, de lo contrario pase a la pregunta PQ12.5. La dirección postal no tiene que ser una dirección de casa o la dirección de un apartado postal, es simplemente donde la familia recibe las comunicaciones escritas.

PQ12.4 En caso la vivienda tenga una dirección postal, pregunte si es la dirección de la vivienda, una agencia de transportes, una Oficina de Correos, o la casa de un pariente, tendiendo presente que si le indican cualquiera de las tres últimas opciones, Ud. debe preguntar por la dirección de esos lugares y escribirlo en el espacio correspondiente.

PQ12.5: Independientemente si ha pensado mudarse o no, si Ud. se viera en la necesidad de mudarse, ¿A dónde (a qué lugar) se mudaría?

Escribir la localidad, distrito, provincia, departamento y país, adonde se mudaría el hogar. Interesa saber el lugar donde es más probable que se mude (más que el lugar adonde le gustaría ir). La finalidad de la pregunta es rastrear al hogar en caso de mudanza.

PQ12.6: ¿Conoce a alguien en ese lugar?

Si no conoce a nadie en ese lugar, anote 00=No y pase a la pregunta 13.1.

PQ12.7: ¿A quién conoce?

Si es que conoce a alguien en el lugar que piensa mudarse, especificar la relación o vínculo de parentesco de ese contacto con el niño índice, escriba la relación de parentesco y luego codifique usando la tabla de códigos # 3.

INFORMACIÓN PARA EL SEGUIMIENTO DEL NIÑO (TRACKING):

Usando las direcciones y las hojas de contacto proporcionados por su Supervisor(a), entonces preguntar si los contactos que existen son válidos (al final de la columna de la tabla de contactos). Verificar que los nombres y direcciones son correctos. Si los contactos existentes ya no son válidos, entonces establecer los nombres y dirección de **DOS** personas que puedan ser contactadas en el futuro para ayudar a ubicar al niño índice y registrar estos detalles en la tabla en blanco con el título "*Nuevos contactos para este niño*". Donde sea posible, éstos deben ser parientes con direcciones permanentes a largo plazo.

INFORMACION COMPLEMENTARIA

Esta parte de la entrevista es para el encuestador(a), aquí no interviene el entrevistado(a).

PQ13.1: Registrar las coordenadas del GPS en el formato WGS84, dando la posición al Norte y la posición al Este. El punto de referencia estándar para la medición es a 1 metro al frente de la puerta principal de la vivienda. Encuestador(a) debe tener en cuenta que solo deberá tomar GPS a los niños mudados en esta Ronda y a los que se encuentran en la Lista enviada por Cómputo.

PQ13.2: Anote en este espacio la fecha y hora en la que se toma el GPS.

PQ13.3: Encuestador, utilice este campo solo para registrar las referencias del lugar donde se tomó el GPS, cuando no se haya utilizado el punto de referencia estándar.

PQ14: Cluster (Número de Agrupamiento)

Registrar el número correspondiente del "cluster", este es un número que va del 01 al 20. Tener en cuenta que así el niño se haya mudado desde la primera ronda, este "número" debe ser el mismo como estuvo en la primera ronda.

PQ14.1: ¿La localidad donde actualmente esta viviendo Nombre del Niño se encuentra relacionada / vinculada a alguna Encuesta de Comunidad?

Con esta pregunta se quiere relacionar el hogar del niño del Proyecto a una Encuesta de Comunidad, si el niño esta viviendo en una localidad donde se esta ejecutando una Encuesta de Comunidad o si de alguna forma se encuentra vinculada o relacionada a la localidad donde se lleva a cabo una encuesta de Comunidad, anotará 01=Si. De lo contrario anotará 00=NO y pasara a la PQ15.1.. Si no está relacionada, pase a la PQ15.1.

PQ15: Código de la Encuesta de Comunidad que le corresponde.

En caso la respuesta fue afirmativa en PQ14.1, el encuestador(a) deberá preguntar a los encuestadores cualitativos de Comunidad el Código respectivo de dicha Encuesta y lo anotará en el espacio respectivo. Si el niño no se ha mudado desde la primera ronda, este ID debe permanecer el mismo como estuvo en la primera ronda.

PQ15.1: Anote nombre y código de la encuesta de comunidad que se encuentre más cerca / mas vinculada a la localidad donde vive actualmente el Niño.

Encuestador(a) deberá anotar el código de una encuesta de Comunidad, mas cercana a la localidad donde vive el niño. Si el niño se ha mudado muy lejos y no existe forma de relacionarlo con alguna encuesta de Comunidad, entonces Ud. deberá llenar el espacio respectivo de 9s.

PQ15.2: ¿Cuánto tiempo (en minutos) demora en llegar a ése lugar desde la localidad donde vive *Nombre del niño*?

Si en PQ15.1 logró relacionar la localidad del niño con una encuesta de Comunidad cercana, deberá anotar el tiempo en minutos que toma llegar desde el domicilio donde vive el niño índice a esa localidad donde se está ejecutando una Encuesta de Comunidad. Si es que no logró relacionarla a ninguna encuesta Comunal anote -88=NA.

PQ15.3: ¿Cuál es el medio de transporte más utilizado para llegar a ése lugar desde la localidad donde vive *Nombre del niño*?

Si en PQ15.1 logró relacionar la localidad del niño con una encuesta de Comunidad cercana, deberá establecer de acuerdo a la lista de códigos, qué medio de transporte se utiliza para llegar a la localidad más cercana desde donde vive el niño. En caso que tenga más de dos medios de transporte considerar aquel con el que hace el recorrido más largo. Si es que no logró relacionarla a ninguna encuesta Comunal anote -88=NA.

PQ16: ¿La vivienda está en una zona Urbana o Rural?

Establecer si la vivienda donde actualmente vive el niño índice se encuentra en una zona rural o urbana.

PQ17: Región de Residencia:

Registrar la región de residencia: Costa, Sierra o Selva.

Encuestador(a) si tuviera alguna información relevante que cree que debiera ser anotado escríbalo en el espacio correspondiente de comentarios al final de la entrevista Preliminar.

FOTOS DEL NIÑO

Las fotos que se le tomen al niño son muy importantes por varias razones:

- Nos permiten capturar la imagen de nuestro niño en esta etapa de la encuesta, observar su aspecto físico y como va creciendo con el Proyecto, la cual quedara plasmada en el tiempo.
- La foto es de mucha ayuda cuando se trata de ubicar al niño, sobre todo cuando se muda, es por ello necesario contar con una foto actual del niño y de su familia, así la próxima vez que los visitemos, es mucho mas fácil ubicar a la familia y al niño a través de la foto.
- Nos da una idea visual de la vivienda del niño, tanto del interior como de la parte exterior de la casa, además de los alrededores de la zona donde vive.
- Es parte del compromiso con la familia del niño del Proyecto, alcanzarle alguna de las fotos como recuerdo que estuvimos visitándolos.

La toma de fotos estará a cargo de una persona asignada por el Supervisor(a), es por ello que el encuestador(a) debe asegurarse que su niño encuestado tenga las fotos solicitadas, debe anotar en el espacio correspondiente si se le tomó o no, también debe anotar el número de la cámara con que se tomó la foto y el número de toma y la fecha, en caso no se le pudiera tomar alguna foto, el encuestador(a) debe anotar en observaciones la razón por la que no se tomó.

Las fotos que se piden son las siguientes:

a. Cartel (Fecha, Localidad, Nombre y Código del niño)

Es importante que cada vez que se haga una sesión de fotos a cualquiera de los niños del proyecto, exista un cartel con los datos principales que los identifiquen, para tener un mejor orden y evitar que se nos mezclen las fotos.

b. Niño Solo, dentro de casa en: _____

Se le puede tomar en la sala, comedor, pasadizo, en cualquier parte que la familia crea que es lo mejor pero siempre y cuando sea dentro de la casa y que el niño procure estar solo sin compañía.

c. Niño con su Madre (Tutora / Padre) en: _____

Se pide una foto del niño con su madre, en caso no es posible, se puede considerar al padre o a la responsable del niño, al igual que el caso anterior se pide que sea dentro de la casa, en el lugar que la familia elija.

d. Niño en la puerta de su casa, con vista panorámica de su vivienda

Con esta foto queremos captar las características exteriores de la vivienda del niño, si el niño no quiere salir solo en la foto, se acepta que vaya acompañado con algún familiar o con toda su familia.

e. Niño en la calle con vista de la vivienda y de la calle

La foto del niño en la calle cerca de su casa, nos dará una pequeña visión de la zona en la que vive el niño. Aquí el niño puede tomarse la foto solo, con algún miembro de su familia o con toda su familia.

Si la persona asignada para la toma de foto no pudo tomar alguna de las fotos solicitadas, pero logró otra toma que no está en la lista, o si es que la familia solicitó fotos extras, se tiene dos espacios para llenar otra toma, especificando el tema de la foto.

CUESTIONARIO PRINCIPAL DEL HOGAR

ID DEL NIÑO Y LOS ADMINISTRADORES DE DATOS:

Debe completar esta sección preferiblemente antes de llevar a cabo la entrevista. Su Supervisor(a) tendrá los IDs para cada niño, el cual debe colocar en el lugar correcto. Un ID incorrecto significará que no podemos usar el dato recolectado en el cuestionario. Asegúrese de llenar la fecha correcta en que inicia la entrevista.

Datos de los Trabajadores de Campo:

El encuestador(a) que inicia la entrevista deberá escribir sus nombre y apellidos completos en el espacio asignado y luego colocará su código respectivo entregado por el Supervisor(a), luego tendrá que firmar y nuevamente colocar la fecha de inicio de la entrevista.

Si el mismo trabajador de campo que inicio la entrevista es el mismo que la acaba, también debe colocar sus nombres y apellidos, al igual que su código en el lugar correcto y solo debe firmar si esta que ha completado y verificado minuciosamente el cuestionario. Firmado el cuestionario muestra que usted ha verificado por cualquier problema que pudiese haber, y que el cuestionario ha sido completado. Esta firma es una señal que usted tomo la responsabilidad por la calidad del cuestionario.

El supervisor firmará y colocará la fecha en el cuestionario una vez que él/ella ha realizado la consistencia e integridad de las verificaciones.

Datos de los Digitadores:

El personal de digitación también colocará sus nombres y apellidos, su código respectivo y firmará y colocará la fecha en el cuestionario después que ellos hayan realizado el ingreso de datos.

SECCIÓN 1 - ANTECEDENTES DE LOS PADRES

PROPOSITO:

El propósito de esta sección es recolectar la información acerca de los antecedentes de los padres (o tutores) del *Niño Índice*, y la relación de la cuidadora principal con el *Niño Índice*.

ENTREVISTADO:

Preferiblemente, la misma persona de la última encuesta.

DEFINICIONES:

La cuidadora principal o responsable se define como la persona que pasa la mayor parte del tiempo cuidando al *Niño Índice*, la cual podría ser la madre, el padre, otro miembro del hogar, o incluso alguien que no sea del hogar. Si el/la responsable no es miembro del hogar, entonces usar el código "90".

Localidad se refiere a áreas administrativas (zonas/barrios en el área urbana y centros poblados/caseríos en el área rural). Serán normalmente utilizadas como punto de partida, (esta es una definición operacional; en éste instrumento se le conoce como "localidad"). A partir de allí se procederá a la administración del cuestionario permitiendo que se expandan las fronteras establecidas. La frontera de la comunidad dependerá de cada tema.

Edad refiere en años cumplidos, que es la edad de su último cumpleaños.

Migración se define como el cambio permanente de la residencia habitual independientemente del tiempo que se haya residido en el lugar.

INSTRUCCIONES:

Para las preguntas 1.1 a 1.14.2 de esta sección, pida al hogar identificar al padre, la madre y la cuidadora principal responsable del niño. La madre o el padre podría ser la cuidadora principal responsable del cuidado del niño, en tal caso no hay necesidad de ingresar ningún detalle en la última columna (columna de la cuidadora principal). En este caso usted puede tachar esta columna para mostrar que ha entendido las instrucciones. Si ni la madre o el padre es el/la cuidador/a principal, entonces identifique quién es, y llene los detalles para esta persona en la última columna empezando desde la pregunta 1.4. Si algunas de las personas que se mencionan no son miembros del hogar entonces usar el código "90".

Las columnas para Padre y Madre no siempre tendrán los datos del padre o madre biológicos. Puede ocurrir que el padre o la madre biológicos hayan fallecido o que no mantengan una relación con el niño. Si se diera el caso que hay un/a nuevo/a cónyuge, y en el hogar lo consideran como el padre/madre del *Niño Índice*, entonces debemos respetar esa respuesta y realizar las preguntas como padre y/o madre del *Niño Índice*. De todas formas nos interesan los datos de la persona que cumpla el rol de padre/madre. Por ejemplo, si la madre tiene un nuevo compromiso y considera a su nueva pareja como el padre del *Niño Índice* y el niño también lo reconoce como tal, debemos recoger la información del padrastro como si fuera el padre, teniendo en cuenta que al momento de preguntarle si es el padre biológico, la respuesta será 02=No, pero el resto de preguntas se pueden seguir con normalidad. O también puede suceder que la madre considera al Tío del *Niño Índice* como padre (debido a que lo crió desde pequeño, ya que el padre biológico nunca se hizo cargo) se tomarán los datos acerca de esta persona como si fueran del padre. Para cualquiera de los casos o si se presentase otro, es muy importante escribirlo en Comentarios. Encuestador(a) no olvidarse que la percepción de padre/madre en el hogar se lo tienen que dar los mismos miembros del hogar, Ud. no debe forzar la información.

Las preguntas de la 1.1 hasta 1.14.2 son acerca de la madre, padre y/o cuidadora principal responsable del *Niño Índice*. Las preguntas 1.15 hasta la 1.21 son acerca del *Niño Índice*.

PREGUNTAS ACERCA DE LA MADRE, PADRE Y/O CUIDADOR/A PRINCIPAL:

Q 1.0: Escribir solo el nombre (Sin apellidos) de la persona que estamos entrevistando en ésta sección y luego fijarse en la Lista de los Miembros del Hogar (Roster) para anotar el ID que le corresponde.

Para el llenado de las respuestas para estas preguntas, de preferencia hacerlo por columna, es decir primero preguntar para el padre, luego para la madre, y si ninguno de los dos es el cuidador principal, preguntar la tercera columna.

Q 1.1: Determinar si la Madre y el Padre aún están vivos. En el caso de que alguno de ellos haya fallecido, ponga el código correspondiente y pase a la pregunta 1.12. Para aquellas que continúan vivas, responder todas las preguntas.

Q 1.2: Determinar si la madre o el padre, son los padres biológicos. Encuestador, tenga en cuenta que no necesariamente la persona mencionada en Q1.1 tiene que ser el padre/madre biológica. La respuesta para PADRE ó MADRE dependerá de la percepción del entrevistado/a. No se olvide de anotar los comentarios correspondientes de presentarse el caso.

Q 1.3: Determinar si la madre o el padre es el/la cuidador/a principal. Si la madre o el padre es el/la cuidadora principal, entonces no hay necesidad de llenar la tercera columna (cuidador principal). Solo puede haber un/a cuidador/a principal por lo que debe asegurarse que el/la entrevistado/a determine quién es el/la

CUIDADORA PRINCIPAL responsable del *Niño Índice*. Si un entrevistado dice más de uno, entonces tratar de establecer cual de ellos pasa la mayor parte del tiempo con el *Niño Índice*.

Q 1.4: Ingresar el número ID de la persona de la lista de Miembros del Hogar. Recuerde usar el código "90" si la persona no es un miembro del hogar.

Q 1.5: Establecer la frecuencia con ésta persona ve al *Niño índice*. Si vive en el Hogar, la respuesta será 01=Diario, pero si vive fuera del hogar esto puede ser diferente. Para el entrevistado/a re-formular la pregunta: "*¿con qué frecuencia usted lo ve?*" Debe hacer esta pregunta aun si el entrevistado vive en el hogar. Incluir cualquier contacto, por ejemplo si la madre ve al *Niño índice* a diario, aun si no lo cuida o no juega con él, se debe registrar como contacto diario.

Q 1.6: Establecer cuánto tiempo la persona ha vivido dentro de la "localidad". Ver la definición anterior para determinar que es una "localidad" en nuestro contexto. Ingresar el número de años. En el caso de que la persona este viviendo allí menos de un año, registrar 00. Si el número de meses es de 6 a mas considerar como un año. Para el caso en que la persona ha vivido allí toda su vida, existe el código -66. Recuerde también colocar números negativos si la respuesta es -77=NS o -88=NA.

Q 1.7: Determinar, de la lista de códigos, el primer idioma que la persona aprendió de niño. El primer idioma puede ser también referido como su lengua materna. Encuestador debe codificar en lo posible un sólo idioma o lengua, a menos que el entrevistado/a diga que aprendió los dos idiomas simultáneamente. No debe olvidarse de que si le mencionan que el idioma que habla es un idioma nativo de la Selva, debe especificar.

Q 1.8: Usando la lista de códigos, determinar si cada persona puede leer y entender una carta, periódico en el idioma o lengua materna que aprendió de niño (idioma que mencionó en la 1.7).

Q 1.9: Usando la lista de códigos, determinar qué tan bien cada persona puede leer y entender una carta, periódico en Castellano. Si la persona mencionó que el primer idioma que hablo de niño fue el Castellano, entonces debe copiar la respuesta de la 1.8 en la 1.9. y ya no preguntarle.

Q 1.10: Determinar si cada persona puede hablar el Castellano.

Q 1.11: Determinar qué tan bien cada persona puede hablar el Castellano, solo para el caso en que respondieron afirmativamente en la 1.10.

ENCUESTADOR: Las preguntas de la 1.12 a la 1.14 aplican aun así si el padre/madre haya fallecido.

Q 1.12: Preguntar acerca de la raza de la persona. En esta pregunta puede leer la lista de códigos dados para ayudar al entrevistado a que opte por alguna de las opciones. Recuerde que en esta pregunta se quiere recoger la percepción de la persona acerca de la raza a la que pertenece. Si es que usted observa que la respuesta dada difiere de lo que usted podría observar, anotarlo como Comentario.

Q 1.13: Establecer cuál es la religión de la persona. Si la persona es agnóstica o no tiene religión, pero cree en Dios, codificar 00=Ninguno y escribir los comentarios respectivos. El Ateo también deberá ser codificado con 00=Ninguno. Para los pertenecientes a las Iglesias Adventistas del Séptimo Día y de los Testigos de Jehová se codificaran con 12 = Otros a especificar.

Q 1.14: Determinar cuál es, o fue, el grado de educación mas alto que haya concluido. Para estudios básicos (Primaria y/o Secundaria) registrar el número en años concluidos del 00 al 11 (00=ningún nivel, 01=primer grado, 02=segundo grado, ... , 11=Quinto de secundaria). Si se da el caso que recién esta comenzando una carrera superior y no tiene ningún ciclo, se considerará el último nivel alcanzado, es decir 11=Quinto de Secundaria. Para los casos en que la persona esta haciendo una Maestría, Post grado, Doctorado, se considerara

como último nivel alcanzado el nivel superior universitario completo, pero si ya terminó la Maestría o Doctorado, ésta debe ser registrada en 18=Otros a especificar.

Q 1.14.1 El objetivo de esta pregunta es determinar si los padres cuentan con Documento de Identificación Nacional. No es necesario mostrar ni anotar el número de DNI. Para el caso de las personas fallecidas no aplica esta pregunta, debe poner 88=NA.

Q 1.14.2 Esta pregunta es solo para saber si tuvo o tiene Libreta Militar. No es necesario que muestre el documento, ni anotar el número. Para el caso de las personas fallecidas no aplica esta pregunta, debe poner 88=NA.

PREGUNTAS ACERCA DEL NIÑO INDICE:

Q 1.15: Determinar dónde vivía la madre cuando nació el *Niño Índice*. No estamos interesados en saber el lugar exacto donde nació (hospital o posta), sino la ubicación de la primera residencia habitual del *Niño Índice* desde que nació (es decir, su primera casa).

Q 1.16: Establecer cuánto tiempo el *Niño Índice* ha vivido en la localidad donde nació (primer lugar de residencia). Ingresar el número de años y meses. Recuerde que, si el niño sigue viviendo hasta ahora en la localidad donde nació y nunca se ha mudado de localidad, entonces este dato debe coincidir con su edad en años y meses.

Q 1.17: Preguntar si el *Niño Índice* ha dejado alguna vez la localidad por cualquier motivo. Estamos interesados en su movilidad aquí, por lo tanto, se deben incluir feriados fuera del área. También deben considerarse los viajes por diversión, turismo.

Q 1.18: Preguntar cuántos niños han nacido **antes** *Niño Índice* y escribir el número. Los niños que nacieron vivos y sobrevivieron más de 24 horas y después murieron, también se cuentan. No se olvide de contar todos los niños, incluyendo gemelos. Estamos interesados en todos los nacimientos vivos que duraron más de 24 horas. Si es que hubiera el caso que se tiene información que la madre tuvo nacidos vivos que vivieron menos de 24 horas, anotarlos en comentarios pero no contabilizarlos en esta pregunta.

Q1.18.1: Se desea saber si la madre estuvo embarazada después que nació el *Niño Índice*. Si responde que 00=No estuvo embarazada, entonces debe colocar "00" en la pregunta 1.19 y luego pasar a la 1.20.

Q 1.19: Estamos interesados en saber de los embarazos que tuvo la madre **después** del *Niño Índice*, cuantos de ellos terminaron en el nacimiento de un niño vivo. No se olvide de incluir los niños que aún están vivos. No olvidar contar todos los niños, incluyendo los gemelos. Nuevamente, estamos interesados en todos los nacimientos vivos que duraron por lo menos 24 horas, de presentarse casos de nacimientos en donde los niños vivieron menos de 24 horas, esto debe escribirse en comentarios, mas no debe ser contabilizado.

Q 1.20: Establecer la raza del *Niño Índice*. Puede ser posible que sea diferente a la de los padres biológicos. Valdría la pena verificar (como observaciones) que esta información sea correcta.

Q 1.21: Preguntar por la religión del *Niño Índice*, la cual puede ser la misma que la de los padres. Si el entrevistado manifiesta que su hijo aun no tiene religión, marcar el código 11=Ninguna, y escribir un comentario al respecto.

Q 1.21.1: Determinar, de la lista de códigos, el primer idioma que el niño aprendió. El primer idioma puede ser también referido como su lengua materna. Encuestador debe codificar en lo posible un sólo idioma o lengua, a menos que el entrevistado/a diga que el niño aprendió los dos idiomas simultáneamente. No debe olvidarse de que si le mencionan que el idioma que habla es un idioma nativo de la Selva, debe especificar.

Q 1.21.2: Se desea saber si actualmente *Niño Índice* habla y/o entiende el castellano.

SECCION 1B - MIGRACION DE LA MADRE

PROPOSITO: Esta sección tiene como intención recoger la experiencia migratoria previa de la madre/tutora y cuanto esto puede afectar en el desarrollo del niño. Por ejemplo el hecho de que una madre provenga de una zona de violencia puede afectar el normal desarrollo del niño.

ENTREVISTADO: La madre o en ausencia permanente de ella (por fallecimiento, por abandono, por viaje indefinido, etc.), la persona que haga las veces de Madre.

Q 1.22 Se busca saber si la madre de la madre (es decir, la abuela del *Niño Índice*) o de la persona que a hace las veces de madre del *Niño índice* vivía en esta localidad cuando ella nació. Esta pregunta tiene como objetivo saber si la localidad donde ahora se encuentra viviendo es el lugar donde ella nació. no se desea saber el lugar físico donde nació (donde estaba ubicado el hospital o la posta), sino el lugar de residencia habitual de la madre/tutora desde que nació. Si la respuesta es 01=SI, pase a la pregunta 1.28.

Q 1.23 Esta pregunta solo aplica si la entrevistada respondió en la anterior pregunta que no vivía en la localidad cuando ella nació. En ese caso se quiere saber dónde vivía su madre (la abuela del *Niño Índice*) cuando ella nació.

Q 1.24 Llenar el cuadro especificando el lugar donde habitaba la madre del *Niño Índice* al momento que ella nació (no es necesario especificar la dirección, solo el nombre de la localidad, el Distrito, Provincia, Departamento).

Q 1.25 Este cuadro es para rastrear las localidades en las cuales puede haber habitado la madre o tutora del *Niño Índice* a lo largo de su vida. Si los cambios de residencia de la madre han sido dentro de la misma localidad no se considerarán en esta pregunta, nos importa más la migración de una localidad a otra. En el caso de migraciones periódicas o estacionales, se debe ingresar la primera vez que se realizó esta migración, y luego escribir como comentario la naturaleza de estas migraciones.

Q 1.25.2 Llenar los cuadros especificando el nombre de la localidad, distrito, provincia, departamento y país a los cuales puede haber cambiado su residencia desde su nacimiento hasta llegar a la localidad actual de residencia.

Q 1.25.3 Ingresar la edad que tenía la madre o tutora cuando migró (mudó) de cada localidad.

Q 1.25.4 Ingresar, con ayuda de la Tabla de Códigos # 2, la razón por la cual cambió el lugar de residencia, migró de la localidad.

Q 1.26 En esta pregunta se busca saber la razón por la cual la Madre o tutora vino a vivir a esta localidad (vivienda actual). Esta pregunta no es igual a la anterior, ya que no se pide la razón de salida, sino que aquí se quiere saber la razón o motivo por el cual eligió vivir en la localidad en la que vive ahora.

Q 1.27 Establecer qué grado de instrucción tenía la madre/tutora cuando vino a vivir a la localidad actual. Luego de esta pregunta, pase a la pregunta 1.32.

Q 1.28 Si la Madre o tutora nació en la localidad donde actualmente vive puede ser que haya tenido episodios de migración y ya haya retornado a su lugar de nacimiento. Si ha tenido alguna migración, pasar al cuadro de la pregunta 1.29. Si la respuesta en NO=00, pase a la 1.32.

Q 1.29 Este es un cuadro alternativo al de la pregunta 1.25. El cuadro de esta pregunta se aplica a los casos que haya habido una migración de retorno. Si los cambios de residencia de la madre han sido dentro de la misma localidad no se considerarán en esta pregunta, nos importa más la migración de una localidad a otra. En el caso de migraciones periódicas o estacionales, se debe ingresar la primera vez que se realizó esta migración, y luego escribir como comentario la naturaleza de estas migraciones.

Q 1.29.2 Llenar los cuadros especificando el nombre de la localidad, distrito, provincia, departamento y país a los cuales puede haber cambiado su residencia desde su nacimiento hasta haber regresado a la localidad de nacimiento.

Q 1.29.3 Ingresar la edad que tenía la madre o tutora cuando migró (se mudó) de cada localidad.

Q 1.29.4 Ingresar, con ayuda de la Tabla de Códigos #2, la razón por la cual cambió el lugar de residencia, migró de la localidad.

Q 1.30 En esta pregunta se busca saber la razón por la cual la Madre o tutora regresó a vivir a su localidad de nacimiento (vivienda actual). Esta pregunta no es igual a la anterior, ya que no se pide la razón de salida, sino que aquí se quiere saber la razón o motivo por la cual regresó o decidió volver a vivir en la localidad de su nacimiento. Establecer los códigos con ayuda de la Tabla de Códigos # 2.

Q 1.31 Establecer qué grado de instrucción que tenía la madre/tutora cuando regresó a vivir a la localidad de nacimiento.

Q 1.32 Esta pregunta es para saber si la madre tiene o ha tenido intención de migrar a otra localidad. Si la respuesta es NO=00, pase a la sección 2.

Q 1.33 Para el caso en que la madre o tutora tenga la intención de migrar, preguntar la razón que la llevaría a tomar esta decisión, escribala y luego con ayuda de la Tabla de Códigos # 2, codifique.

SECCIÓN 2 EDUCACIÓN FAMILIAR

PROPOSITO:

El propósito para esta sección es identificar los niveles de educación de todos los miembros del hogar. Para lo cual esta sección se ha dividido en dos partes.

El cuadro de la 2.1 es para averiguar el nivel de educación que han alcanzado los miembros del hogar que tenga 18 años o más.

Y en el cuadro de la 2.2, se busca establecer los niveles de educación y calidad de educación recibida por los hermanos y otros niños dentro del hogar entre 4 y 17 años (incluyendo al *Niño Índice*). Esto es para determinar si hay alguna dinámica intrafamiliar entre niños respecto a la calidad de educación.

ENTREVISTADOS:

El entrevistado ideal es la cuidadora principal responsable o tutora del *Niño Índice*, ya que (usualmente) es la que está más enterada sobre su educación. Sin embargo, otros miembros del hogar pueden ayudar si es que la persona entrevistada desconoce alguna información.

DEFINICIONES:

Una escuela pública del estado depende de los fondos del gobierno/estado.

Una escuela privada depende principalmente de fondos y fuentes no gubernamentales incluyendo padres, ONGs, organizaciones religiosas o donadores.

Una escuela informal es el lugar donde se imparte enseñanza a los niños, pero esta educación no está reconocida por el Estado.

El término de educación a tiempo completo es usado para referirse a los requisitos de asistencia establecida por el colegio. Las horas de asistencia pueden no ser necesariamente un día entero, pero puede ser durante la mañana, tarde o noche.

INSTRUCCIÓN PARA ENCUESTADOR(A): Colocar la lista familiar sobre la columna de "ID" y "nombre del miembro del hogar" de esta tabla. Trabajar todas las columnas de esta tabla desde la pregunta 2.1.1 a 2.1.2 para cada persona identificada en la lista familiar y que tenga 18 años a más.

Q 2.0: Escribir el ID de la persona que estamos entrevistando en ésta sección. Para el ID debe fijarse en la Lista de los Miembros del Hogar (Roster).

Q 2.1.1: Esta pregunta solo aplica para los miembros del hogar que tengan de 18 años a más. Se quiere establecer el grado de educación más alto obtenido por cada miembro del hogar comprendido en ese rango de edad. La información acerca de la educación del padre y la madre del *Niño Índice* ya se tiene por la pregunta 1.14 de la Sección 1 por lo cual no es necesario que se haga la pregunta con respecto a ellos, pero no debe olvidarse de copiar la información para esta parte. Es importante que el encuestador(a) recuerde que al preguntar por el último grado completado, no se incluye el Preescolar (Inicial, Jardín, PRONOEI, etc.)

Q 2.1.2: Preguntar si actualmente la persona está estudiando a tiempo completo. Esta pregunta se hace a todos los miembros del hogar de 18 años a más, incluyendo el padre y la madre del *Niño Índice*. En el caso de los adultos, registrar si ellos están en algún programa de educación para adultos (no escolarizado), ya que este puede no ser a tiempo completo, sin embargo debe consignar esta información.

INSTRUCCIÓN ENCUESTADOR(A): Ingresar los IDs de la lista familiar de TODOS los niños del hogar entre 4 y 17 años, incluso si ellos no están inscritos en la escuela actualmente.

Q 2.2.1: Establecer el último grado de educación obtenido por cada miembro del hogar entre los 4 y 17 años de edad. Si ellos no han completado ningún grado de primaria, registrar 00. Si ellos han completado la educación secundaria y han seguido estudiando, ingresar los códigos que coincidan con este nivel (13=Sup. No Univ. Incompleta, 14=Sup. No Univ. Completa, 18=Otros). En esta pregunta **NO** se considera la educación pre-escolar (Inicial, Jardín, PRONOEI).

Q 2.2.2: Preguntar si el niño está actualmente estudiando a tiempo completo (incluir pre-escolar e inicial). Si la respuesta es sí, repreguntar si está asistiendo regularmente o irregularmente (se ausenta algunas veces). Si el niño(a) está estudiando actualmente pase a la 2.2.5, de lo contrario pase a la siguiente pregunta.

Q 2.2.3: Si el niño actualmente no está estudiando a tiempo completo, establecer cual es la razón principal de acuerdo a la Tabla de Códigos # 3. Si el niño aún no va a la escuela o nunca ha ido, luego de preguntar la razón para ello, pasar al siguiente niño o (de no haber otro) pasar a la sección 3 y llenar con 88=NA el resto de columnas.

Q 2.2.4: Si el niño no está estudiando actualmente pero alguna vez estudió, se desea saber la edad en años en que dejó de estudiar.

Q 2.2.5: Para todos los niños que han estudiado o están estudiando a tiempo completo, preguntar su edad en años al momento de empezar a estudiar.

Q 2.2.6: Determinar el tipo de escuela a la cual cada niño está asistiendo.

Q 2.2.7: Preguntar por el nombre de la Escuela / Colegio (incluir el número de ser posible). Esto permitirá tener información adicional acerca de la educación del niño que luego será comparada con la información del Cuestionario Comunidad. La forma estandarizada de escribir es: primero el nombre de la escuela/colegio luego separar por un “/” para escribir el número si es que tuviera.

Q 2.2.8: Con ayuda de los códigos de la lista, determinar cómo el niño se está desempeñando en el colegio. Si hay dificultad en responder esta pregunta, puede sugerir al entrevistado pidiéndole que compare con otros niños de la misma edad que están asistiendo a la misma escuela.

Q 2.2.9: Con ayuda de los códigos de la lista se quiere saber la opinión del entrevistado acerca de la calidad de la escuela (enseñanza e infraestructura). Si el entrevistado tiene percepciones diferentes entre la enseñanza y la infraestructura codificar la respuesta por la calidad de enseñanza y escribir como comentario la calidad de infraestructura.

SECCION 3 - MEDIOS DE VIDA Y ESTRUCTURA DE LA PROPIEDAD

3A - TERRENOS (AGRÍCOLAS Y NO AGRÍCOLAS)

PROPÓSITO

El propósito de esta sección es averiguar acerca de los terrenos del hogar y cómo estos son usados. También se quiere tener información acerca de los cultivos y de quiénes son las personas que toman algunas o todas las decisiones sobre estos terrenos.

ENTREVISTADO

El miembro del hogar que conozca más sobre los terrenos; probablemente sea el jefe del hogar (u otra persona que sepa más de los cultivos, precios del cultivo, precio de mercado, etc.).

INSTRUCCIONES

Q 3.0: Identificar al entrevistado de esta sección en la lista del hogar (Roster) y registrar su ID de la lista.

Q 3.1: Esta pregunta es para identificar aquellos hogares que utilizan algún terreno (para vivienda, cultivo, etc), aún si el terreno es alquilado, arrendado, prestado, compartido, etc. Esta pregunta incluye el terreno de la vivienda donde actualmente vive el Hogar.

ENCUESTADOR (A): *Empezando con la casa y después preguntando por el terreno más grande y finalizando con el más pequeño, consiga que el entrevistado proporcione la información solicitada en la Q3.2.1, Q3.2.1.1, Q3.2.2 y Q3.2.3.*

Q 3.2: Esta pregunta contiene unas subpreguntas, mediante las cuales deseamos averiguar datos de todos los terrenos que pueda tener el hogar ya sean propios, o prestados, alquilados, compartidos, etc. en los últimos 12 meses.

Q 3.2.1: Registrar el tamaño de cada terreno en la **unidad** proporcionada por el entrevistado (muchas de las cuales pueden ser unidades locales). El primer terreno a ser registrado será el de la vivienda, después de ello el registro será empezando por el terreno mas grande y terminando en el mas pequeño.

Si la casa/vivienda tiene Jardín, corral, huerto, dependerá del entrevistado si lo registramos junto o por separado. Lo más probable es que si este terreno adicional al de la vivienda es pequeño, sea registrado como parte de la vivienda, pero si es muy grande, lo mejor sería separarlo.

Cuando la casa/vivienda tiene varios pisos construídos y el hogar vive en todos ellos, entonces la forma de registrar el terreno es: área total de terreno del primer piso como **terreno** mas area construída en cada piso.

Pero si el hogar solo vive en el primer piso y los otros pisos son alquilados, entonces registrar cada piso como si se tratase de terrenos diferentes.

Q 3.2.1.1: En esta columna se registra las unidades de medida de los terrenos que menciona el entrevistado. Asegúrese que la unidad que usted registró es la misma que le fue dada. No sugerir convertir el tamaño a una unidad diferente de medida.

Q 3.2.2: Preguntar sobre la situación del terreno.

01= Alquilado: el terreno es de otra persona y se lo ha alquilado a alguien del hogar.

02= Prestado: el terreno es de otra persona y se lo ha prestado a alguien del hogar.

03= Al partir/compartida: el terreno está siendo compartido con otra persona que da el terreno para ser trabajado. Esto bajo un contrato que señalaría repartir un porcentaje de la cosecha y/o un pago monetario. *Si la persona es propietaria del terreno y está bajo la modalidad de "al partir", entonces esta persona señalará el terreno con el código "04 propio".*

04= Propio: el terreno es propiedad del hogar. Si está alquilado, prestado y/o al partir, sigue siendo propio.

05= Comunal/propiedad común: el terreno es de propiedad de la comunidad.

06= Invasión/ocupación ilegal. Si el terreno es producto de una invasión y ahora ya tienen los títulos de propiedad, considerar estos terrenos como propios, pero si aun lo están tramitando no tienen el título de propiedad, considerarlos como invasión, ilegales.

Q 3.2.3: Establecer para qué es usado el terreno. Registrar el código apropiado de la lista de Códigos.

01= Cultivo: el terreno es usado con finalidad de cultivo del hogar o para venta.

02= Pastos cultivados: es usado como chala o forraje, generalmente para dar de comer a los animales.

03= Jardín de la casa: Terreno desagregado previamente de la casa en la 3.2.1.

04= Construcción (casa/tienda): Cuando el terreno es para vivienda o negocio.

05= Industria: terreno usado con fines industriales.

06= Alquilar: cuando el terreno es propio, pero se alquila para vivienda, negocio o cultivo.

07= Trabajo como aparcerero: cuando se trabaja a medias o por una parte de la producción con otra persona.

08= Nada/Inactivo: el terreno no tiene ningún uso, terreno eriazo, baldío.

09= Recreación

10= Pastar animales:

11= Cultivo y/o crianza para consumo

12= Silvicultura: el terreno es utilizado para la formación y el cultivo de bosques.

Si el terreno tiene definida la separación entre casa y corral se separan, se registran como terrenos separados y van en el código 04 y 11 respectivamente. De lo contrario, si no hay una separación bien definida, se utiliza el código 04 y se anotan los comentarios respectivos.

Q 3.3 Esta tabla solo será llenada si el hogar tiene terrenos propios, los cuales deben ser registrados de acuerdo al número que se le asignó en la pregunta 3.2 (PLOTID). El encuestador, debe tener cuidado al momento de copiar y anotar este número, el cual debe respetar el orden con que se trabajaron en la pregunta anterior.

La pregunta 3.3, contiene unas subpreguntas las cuales tienen como finalidad saber quiénes en el hogar tienen uso pleno (o limitado) de los terrenos propios.

ENCUESTADOR (A): Debe tener cuidado en utilizar los mismos códigos de terrenos (PLOTID) del cuadro 3.2 en las preguntas Q3.3.1, Q3.3.2, Q3.3.3 y Q3.3.4.

Q 3.3.1 Establecer si el Hogar podría transferir cada terreno a otra persona a través de una venta, regalo o como donación. Si ellos responden que no podrían transferir este terreno a otra persona, registrar 00 = NO y pasar a la pregunta 3.3.3.

01="Si transferir completamente": tienen uso pleno del terreno, ya sea para venderlo, alquilarlo, regalarlo.

02="Si, donar, regalar": el terreno puede ser sólo transferido a otra persona por vía de herencia.

03="Sí, transferir con aprobación formal de la comunidad": si se necesita una aprobación de la comunidad antes que el hogar pueda transferir el terreno a otra persona.

Nota: Los terrenos invadidos sin título de propiedad no cuentan para el recuadro 3.3.

Q 3.3.2: Para cada terreno propio registre el nombre y el código de la persona que estaría encargada de realizar esta transferencia. Hay espacio para ingresar hasta dos nombres. Si es todo el hogar (3 o más miembros) el que toma la decisión, ingresar el código 80. Si no es un miembro del hogar ingresar el código 90.

Q 3.3.3: Para cada terreno propio establecer si alguien en el hogar podría usar este terreno como garantía, por ejemplo para pedir un préstamo bancario. Si la respuesta es No o NS, ir al siguiente terreno.

Q 3.3.4 Para cada terreno propio para el que respondieron "01=Sí" en la pregunta anterior, registre el nombre y el código de la persona que podría usar este terreno como garantía. Hay espacio para ingresar hasta dos nombres. Si es todo el hogar (3 o más miembros) el que toma la decisión, ingresar el código 80. Si no es un miembro del hogar ingresar el código 90.

ENCUESTADOR: Las preguntas de la 3.3.5 a la 3.3.13 se harán para todos los terrenos.

Q 3.3.5 Identificar a la persona principal, responsable de tomar las decisiones importantes acerca de todos los terrenos. Si el entrevistado responde que son varias las personas responsables, el encuestador debe preguntar quien es responsable por la mayoría de éstos. Si dos personas toman las decisiones por igual (una perteneciente al Hogar y otra fuera de él) dar prioridad a la del Hogar.

Sólo si se identifica a la **responsable** o tutora del Niño Índice como responsable de tomar decisiones acerca de los terrenos, pasar a la pregunta 3.3.8.

Q 3.3.6 Preguntar si la **responsable** o tutora del Niño Índice puede tomar decisiones importantes acerca de alguno de los terrenos. Si la respuesta es NO, ir a la pregunta 3.3.8.

Q 3.3.7 Si la respuesta es SÍ en la pregunta 3.3.6, preguntar cuáles son los terrenos sobre los cuales la **responsable** o tutora puede tomar decisiones importantes. Se pueden ingresar los IDs de hasta tres terrenos. Si son menos de tres, ingresar 88=NA en los espacios restantes.

Q 3.3.8 Identificar a la persona principal, responsable de cuidar o cultivar los terrenos. Si el entrevistado responde que son varias las personas encargadas de cuidar o cultivar los terrenos, preguntar quién cuida o cultiva la mayoría de éstos. Si dos personas toman las decisiones por igual (una perteneciente al Hogar y otra fuera de él) dar prioridad a la del Hogar.

Sólo si se identifica a la **responsable** o tutora del Niño Índice, ir a la pregunta 3.3.11.

Q 3.3.9 Preguntar si la **responsable** o tutora del Niño Índice es la encargada de cuidar/cultivar alguno de los terrenos. Si la respuesta es NO, ir a la pregunta 3.3.11.

Q 3.3.10 Preguntar de cuál(es) terreno(s) **la responsable** o tutora del Niño Índice está encargada de cuidar o cultivar. Se pueden ingresar los IDs de hasta 3 terrenos. Si son menos de tres, ingresar 88=NA en los espacios restantes.

Q 3.3.11 Identificar a la persona principal encargada de controlar el uso de las ganancias de la venta de los bienes o alquiler de los terrenos. Si el entrevistado responde que son varias las personas encargadas del control de las ganancias, preguntar quién controla la mayor parte. Si dos personas controlan las ganancias por igual (una perteneciente al Hogar y otra fuera de él) dar prioridad a la del Hogar.

Sólo si se identifica a la **responsable** o tutora del *Niño Índice*, ir a la pregunta 3.4.3.

Q 3.3.12 Preguntar si la **responsable** o tutora del *Niño Índice* es encargada de controlar las ganancias de la venta de los bienes o alquiler de alguno de los terrenos. Si la respuesta es NO, ir a la pregunta 3.4.3.

Q 3.3.13 Preguntar de cuál(es) de estos terrenos, **la responsable** o tutora controla las ganancias. Se pueden ingresar los IDs de hasta tres terrenos. Si son menos de tres, ingresar 88=NA en los espacios restantes.

ENCUESTADOR: *De la 3.4.3 a la 3.4.9 son preguntas que se harán solo si el Hogar realiza actividades agropecuarias (se incluyen los pastos cultivados, más no los pastos naturales, que crecen solos). Aplica para los terrenos propios y no propios.*

Q 3.4.3 Preguntar si la familia ha irrigado alguno de los terrenos en los últimos 12 meses. Esta pregunta está dirigida a las personas que están utilizando el terreno (no importa si es de su propiedad o no). Si la respuesta es NO, debe pasar a la pregunta 3.5.

Q 3.4.4: Establecer que proporción de este terreno fue irrigada durante la última **estación seca**. Se quiere la proporción con relación a TODO el terreno usado. Incluye terrenos propios, alquilados, prestado, etc.

Estación seca es la estación en la que no hay lluvias

Q 3.5: Preguntar si la familia ha usado algún fertilizante **químico** (no estiércol, guano, compost, etc) en alguno de los terrenos durante los últimos 12 meses. El encuestador debe tener cuidado que el estiércol, el guano, el compost, son fertilizantes orgánicos, por tanto **NO DEBEN SER CONSIDERADOS** en esta pregunta.

Q 3.6: Preguntar al entrevistado si, en los últimos 12 meses, alguien del Hogar ha usado algún método para incrementar el rendimiento de los cultivos y/o animales (por ejemplo, si fueron usadas semillas mejoradas, o métodos de inseminación artificial para el caso de los animales, etc).

Q 3.7: Establecer si, en los últimos 12 meses, alguien en el Hogar ha compartido/alquilado alguna vez un tractor u otro vehículo de agricultura/granja con otras personas de la localidad. **No se considera si el tractor o vehículo es propiedad del Hogar.**

Q 3.8: Establecer si, en los últimos 12 meses, alguien del Hogar ha compartido trabajo agrícola con otras personas de la comunidad (por ejemplo en faenas comunales, ayni o minka).

Q 3.9: El siguiente cuadro solo aplica si es que el hogar realiza actividades agrícolas, ya que se pregunta acerca de los cultivos cosechados por el Hogar en los últimos 12 meses.

Q 3.9.1: Si es que en el Hogar hay actividad agrícola, pregunte por los cultivos cosechados en los últimos 12 meses e ingrese el nombre del cultivo y luego con ayuda de la Tabla de Códigos # 5, ingrese su código respectivo. Si el Hogar ha cultivado, pero aun no ha cosechado, no considerarlo, pero hacer las anotaciones respectivas del Cultivo en Comentarios.

Q 3.9.2: Ingresar la cantidad total del producto cosechado en el último año agrícola. Asegúrese colocar el punto decimal en el lugar correcto.

Q 3.9.3: Escribir la unidad de medida proporcionada en el cuadro 3.9.2. En caso de unidades de medida poco conocidas, intentar transformarlas (a kilos de preferencia o a alguna otra unidad conocida). Si es difícil

encontrar una equivalencia para la unidad proporcionada por el entrevistado, anotar la medida original y luego en comentarios escribir el área cosechada de este cultivo. Por ejemplo, si en un Hogar el cultivo cosechado es cebolla y el entrevistado nos dice que cosechó 500 atados. Si no logramos saber con acierto que todos los atados tienen el mismo peso en kilos, anotamos en unidad ATADO, y luego en comentarios escribiremos cuanto pesa un atado o quizás decir cuantas unidades de cebolla contiene un atado. Esta información adicional que Uds. Puedan lograr nos ayudara a tomar decisiones mas adecuadas.

3B - DISTRIBUCIÓN DEL TIEMPO DE ADULTOS Y NIÑOS

PROPÓSITO

El propósito de esta sección es ver cómo los miembros del Hogar distribuyen su tiempo en las actividades u ocupaciones que realicen (de trabajo pagado o no pagado), y si es que tienen alguna dificultad o discapacidad que les impida desarrollar sus actividades de manera normal.

ENCUESTADOR (A): Para cada miembro del hogar, ingresar su ID en las tablas 3.10.0 y 3.10.1. Usar la lista de Miembros del Hogar (Roster) para referir a cada persona por nombre. Asegúrese que la persona por la que usted está preguntando coincide con el ID del cual ha llenando la información.

Q 3.10.0: Ingresar sólo el nombre de cada miembro del hogar y su ID correspondiente. Luego, con ayuda de la Tabla de Códigos # 6, establecer si la persona tiene una **Discapacidad Permanente** que pueda afectar su producción laboral. La naturaleza de la discapacidad no es lo más importante, pero puede escribir lo que la persona dice. Sin son términos técnicos, intentar explicar un poco más en qué consiste esta discapacidad. Deseamos saber si esta discapacidad permanente afecta o no su trabajo comparado con alguien de la misma edad sin discapacidad, por lo cual no se deben incorporar discapacidades eventuales (fracturas de piernas, brazos, por ejemplo). *En el caso de las alergias, se pueden considerar como discapacidad cuando no permiten a la persona hacer los mismos trabajos que otras personas.*

Nota: El encuestador no debe olvidar que el objetivo principal de la encuesta es recoger el tipo de discapacidad más evidentes y/o traumáticas (incapacidad de caminar, de hablar, de ver ,ausencia de manos, brazos, piernas, etc)

Q 3.10: El objetivo de este cuadro es recoger información de las ocupaciones y/o trabajos más importantes que realizan cada uno de los miembros del hogar en los últimos 12 meses. Incluye trabajo remunerado y no remunerado, dentro y fuera del hogar.

Q 3.10.1: En esta columna se ingresan los IDs de cada uno de los miembros del Hogar. No se olvide que debe considerar a todos los miembros, sea estos trabajen o no.

Q 3.10.2: Para cada uno de los miembros del hogar, preguntar por los trabajos/ocupaciones mas importantes que ha realizado en los últimos 12 meses, puede mencionar hasta 3, si es que menciona menos de 3 completar con 88=NA los espacios restantes. Las actividades no pagadas como las labores del hogar se deben incluir aquí. De la misma manera para aquellos miembros del hogar que no realizan alguna actividad laboral (son muy niños o muy ancianos para realizar un trabajo), deben ser incluídos en este cuadro, indicando que no están haciendo nada porque ellos son dependientes. Si solo se dedican a estudiar y dependen de sus padres, también debe anotarse esta ocupación y serán considerados como dependientes.

Se pide a los encuestadores ser lo más específico posible en la descripción de las ocupaciones/trabajos. Interesa saber el cargo que desempeña, qué tipo de empresa es (privada o pública), si trabaja por cuenta propia o es dependiente.

Q 3.10.3: Ingresar el Código del Económico al cual pertenece la ocupación o trabajo que realiza el miembro del hogar. Esta codificación será realizada en Gabinete, no llenar en campo.

Q 3.10.4: Ingresar el código de ocupación de acuerdo a la Tabla de Códigos # 8.

Si una persona no ha realizado alguna actividad laboral (ya sea por ser muy joven o muy viejo) registrar el código 19 (dependiente -niños o adulto mayor retirado).

En el caso de los ancianos/jubilados/adultos mayores, si realizan alguna actividad, ingrese el código correspondiente; sino realizan actividad alguna, ingresar el código 19.

Para las amas de casa o para aquellas labores del hogar donde no son remuneradas, ingresar el código 18.

Los miembros del hogar que solo estudien y no trabajen, también son incluidos y serán ingresados con el código 19 (dependientes).

Si algún miembro del hogar está desempleado desde hace 12 meses y no ha hecho ninguna actividad, entonces considerar el código 17.

La tabla de Códigos # 8 de Ocupaciones incluye se ha separado en actividades extractivas (vinculadas al sector agropecuario, pesquero, forestal) y no extractivas (producción, comercio)

Ganadero: Es una ocupación/trabajo muy general, desagregarla, por ejemplo en crianza de animales y en venta y elaboración de subproductos pecuarios (lácteos, carne, cuero, etc.). Si sólo comercia ganado es Comerciante Independientemente (código 14).

Comerciante: El intermediario entre el productor y el consumidor por lo cual genera una ganancia.

Autoempleado, de Servicios: como un estibador, gasfitero, taxista. Soluciona un problema, no entrega un producto final.

Autoempleado, Pequeña Empresa: genera o produce un bien. Pueden trabajar solos y seguir siendo pequeña empresa.

Si la madre es socia del Comedor Popular va en el código **16=Otro, No vinculado al sector agropecuario/pesca / forestal**. Si le pagan con comida no se considerará para la pregunta 3.10.6.

Q 3.10.5 Ingresar el número aproximado de meses, días al mes, semanas al mes, días a la semana y horas por día para cada una de las ocupaciones que la persona ha realizado en los últimos 12 meses. El encuestador debe tener mucho cuidado, en la pregunta de meses por año, ya que no estamos interesados en contabilizar el mes cumplido y trabajado, suficiente es que haya trabajado alguno días del mes para considerarlo como 1 mes. Por tanto no debe existir 00 en esta columna., el mismo criterio se usaría para tratar semanas al mes.

Nota: Si usted ha registrado los códigos 17, 18, 19 o 20 para la pregunta 3.10.4, ingresar 88=NA para los espacios de meses, semanas, días y horas.

Q 3.10.6: Indicar cuál de estas actividades (en caso haya más de una) es la más importante o rentable para la persona en términos de ingreso. Tener presente que no necesariamente esto implica que señale la actividad que actualmente esta realizando, pues puede suceder que una ocupación que ya no realiza el entrevistado fue la que le generó mas ingresos monetarios. Tampoco es necesario que la actividad que mas tiempo le ocupó sea la mas importante en términos de ingreso, pues puede existir otra ocupación que le ocupó menos tiempo pero que le generó un mayor ingreso monetario. Por tanto el encuestador debe tener mucho cuidado cuando el entrevistado elija el trabajo mas importante en términos de ingreso.

Si el entrevistado considera que ninguna ocupación o trabajo que realiza le genera ingresos monetarios, entonces para esta pregunta debe anotar 00=Ninguna.

Q 3.11: En este cuadro, lo que queremos es averiguar como distribuyen su tiempo cada uno de los miembros del hogar comprendidos entre 4 y 17 años, para lo cual se tomará como referencia un día normal de clases (de lunes a viernes, no feriados).

Cada una de las columnas de este cuadro representa una actividad que posiblemente el niño realice. El encuestador debe ingresar para cada niño el número de horas empleadas para cada una de las actividades señaladas. Si el niño no la realiza, colocar "00". Es importante recordarles que la suma del tiempo empleado en todas las actividades por niño no debe exceder de 24.

ENCUESTADOR(A): Ingresar en la primera columna del cuadro los IDs de la lista de Miembros del Hogar (Roster) para cada miembro del Hogar cuyas edades oscilen entre los 4 y los 17 años. Ingresar el número de horas aproximado. Redondear al máximo o mínimo más cercano de la hora. Por ejemplo, si el tiempo es menor a 30 minutos, ingresar 00; si es igual o mayor de 30 minutos colocar 01 (1 hora).

Q 3.11.1: "Durmiendo". Incluye el tiempo en que haya hecho siesta.

Q 3.11.2: Refiere a si el niño estuvo cuidando a algún miembro del hogar como hermanos pequeños, enfermos u otros adultos con alguna discapacidad.

Q 3.11.3: Enfatizar que "Labores domésticas", incluye cualquier trabajo o tarea hechos para ayudar a la casa EXCEPTO el cuidado de niños menores que tiene su propio código.

Q 3.11.4: Si el niño colabora dentro del hogar con actividades que generan ingresos, anotar aquí el tiempo empleado en estas actividades como trabajo en la chacra, pastear animales, ayudar a vender en la tienda, en el kiosco, etc.

Q 3.11.5: Si el niño realiza actividades fuera del hogar para otras personas que no son miembros de su hogar, registrar aquí el tiempo en horas que le ocupa hacerlo.

Q 3.11.6: Queremos saber cuanto tiempo el niño esta en la escuela. Si el niño no va a la escuela poner "00" como respuesta.

Q 3.11.7: Cuando esta en casa cuanto tiempo el niño le dedica a estudiar, hacer sus tareas escolares, o de repente toma clases particulares.

Q 3.11.8: Registrar cuanto tiempo le dedica el niño a jugar o a divertirse.

3C - ACTIVOS PRODUCTIVOS

PROPÓSITO

El propósito de esta sección es saber acerca de los activos productivos (animales, herramientas, utensilios, máquinas agrícolas y no agrícolas) que posee o ha tenido el Hogar en los últimos 12 meses. A su vez, interesa saber el valor de estos activos y quién o quiénes son los encargados de decidir acerca de ellos.

ENTREVISTADO

El miembro del hogar que conozca más sobre los activos, probablemente sea el jefe del hogar.

DEFINICIONES

- **Activo productivo:** Es cualquier bien tangible, utensilio, maquinaria o herramienta utilizada para alguna labor de producción y generación de ingresos. Esta puede ser agrícola o no agrícola. Por ejemplo, un tractor, carretillas y hachas, son activos productivos agrícolas; mientras que una hiladora, un taladro, una máquina de coser, son activos productivos no agrícolas.

Q 3.12: Esta es una pregunta filtro para identificar si alguien en el Hogar posee o ha poseído algún animal en los últimos 12 meses. El encuestador debe tener en cuenta que se está preguntando por animales de crianza, que puedan generar ingresos. *No se quiere saber la posesión de mascotas.* Si la respuesta es No o NS a esta pregunta, ir a la pregunta 3.14.1.

Q 3.12.1: Para cada animal, establecer si alguien en el hogar tiene o ha tenido alguno de éstos en los últimos 12 meses. Incluye cualquier animal que ha sido vendido durante los últimos 12 meses. Si la respuesta es "00 = No", pasar a preguntar por el siguiente tipo de animal. Si la respuesta es afirmativa pregunte la 3.12.2.

ENCUESTADOR (A): Para cada animal detallado en esta tabla que el Hogar no posea o no haya poseído en los últimos 12 meses, ingresar "00=NO". Luego pasar a anotar "88=NA" en las preguntas 3.12.2 y 3.12.3.

Q 3.12.2: Para cada respuesta afirmativa en la 3.12.1 registrar cuántos animales posee actualmente el hogar. Para el caso de animales en donde es un poco difícil su conteo, como por ejemplo abejas, peces, langostinos, camarones, etc. pedir al entrevistado que nos dé un aproximado, tratar en lo posible de **NO** usar el código 77=NS.

Q 3.12.3: Preguntar cuánto dinero (en soles) obtendría el Hogar si vendiera todos los animales que actualmente posee. Si el entrevistado no puede hacer el cálculo total, preguntar por un estimado de cuánto obtendría por un animal, y luego el encuestador deberá multiplicar por el número total de animales y de esta manera obtener el valor del grupo total. Puede suceder que un animal tenga distintas variedades y calidades (por ejemplo, vaca, vaquilla, ternera) y cada variedad tenga un precio diferente. En este caso, se tendrá que hacer los cálculos por cada tipo de variedad y sumara cada subtotal para poder hallar el total. Asegúrese que el punto decimal este en el lugar correcto. Este mismo criterio se utilizará en el caso el hogar posee distintas variedades de animales dentro de un mismo grupo, por ejemplo, en el ítem aves de corral, puede tener pollos, patos, gallinas, etc. entonces para el calculo primero debe hacerlo por variedad y luego sumar estos subtotales para obtener un total general.

Q 3.12.4: Preguntar quién es la persona **principal** que toma las decisiones acerca de los animales (o la **mayoría** de estos). Ingresar el ID de la persona de la lista de Miembros del Hogar. Si existe más de una persona, preguntar quien es la responsable de la mayor parte de los animales, si aun así no se puede distinguir entonces usar el código 80 (por lo menos 2 o mas miembros del hogar). Si la persona que toma las decisiones no pertenece al hogar, utilizar el código 90.

Sólo si se identifica a la responsable o tutora del Niño Índice, ir a la pregunta 3.12.6.

Q 3.12.5: Preguntar si la **responsable** o tutora del *Niño Índice* puede tomar decisiones (venta, regalo, etc.) acerca de algunos de estos animales.

Q 3.12.6: Preguntar si el *Niño Índice* puede tomar decisiones (venta, regalo, etc.) con respecto a alguno de estos animales.

Q 3.12.7: Preguntar quien es la persona **principal** responsable de cuidar los animales (o la mayoría de ellos). Ingresar el ID de la persona de la lista de Miembros del Hogar. Si existe más de una persona, preguntar quien es la responsable de cuidar la mayor parte de los animales, si aun así no se puede distinguir entonces usar el código 80 (por lo menos 2 o mas miembros del hogar). Si la persona que cuida a los animales no pertenece al hogar, utilizar el código 90.

Sólo si se identifica a la **responsable** o tutora del Niño Índice, ir a la pregunta 3.12.9.

Q 3.12.10: Preguntar quién es la persona principal que controla las ganancias por la venta o alquiler de los animales. Ingresar el ID de la persona de la lista de Miembros del Hogar. Si existe más de una persona, preguntar quien controla la mayor parte de las ganancias por la venta o alquiler de los animales, si aun así no se puede distinguir entonces usar el código 80 (por lo menos 2 o mas miembros del hogar). Si la persona que controla las ganancias por la venta o alquiler de los animales no pertenece al hogar, utilizar el código 90.

Sólo si se identifica a la **responsable** o tutora del Niño Índice, ir a la pregunta 3.12.12.

Q 3.14: El objetivo de este pregunta es saber si el Hogar posee activos productivos (equipos, maquinarias, herramientas, infraestructura) agrícolas y no agrícolas, de su propiedad o no, que hayan sido usadas en los últimos 12 meses para generar ingresos para el hogar. Se pide solo registrar los 6 más valiosos para el entrevistado. Si menciona menos de 6, anotar 88=NA en el resto de los espacios.

ENCUESTADOR: Si el hogar no posee, ni hace uso para generar ingresos de ningún activo productivo en los últimos 12 meses, colocar el código 21= Otro en la columna 3.14.1, y escriba "Ninguno" en el espacio dado. Luego llenar con "00 =NO" la pregunta 3.14.2, con 88=NA la 3.14.3, con 88=NA (3.14.4), y trazar una línea en la pregunta 3.14.5.

Q 3.14.1: En esta columna escriba primero el activo productivo que le mencionan y luego con ayuda de la Tabla de Códigos # 9 codifique, el encuestador debe tener en cuenta que la tabla de códigos de activos productivos comprende tanto activos agrícolas como no agrícolas.

Si los activos que mencionan están dentro de un mismo código, **no se deben ingresar por separado** en el cuadro. Se pueden leer las alternativas en caso que el entrevistado no comprenda.

ENCUESTADOR: Las preguntas 3.14.2, 3.14.3, y 3.14.4 aplican solo para los activos productivos propios, mientras que la pregunta 3.14.5 incluye a todos los activos (ya sean propios, alquilados, prestados en uso, etc.)

Q 3.14.2 Preguntar cuántos de éstos activos posee el hogar actualmente. Para esta pregunta se consideran solo los activos propios. Para el caso de los activos productivos alquilados o prestados, ingresar 00, y pasar a la pregunta 3.14.5.

Q 3.14.3 Preguntar cuánto obtendría el hogar si vendiera esos activos. Anotar el **precio por unidad**. Ingresar el valor en soles (asegúrese que el punto decimal esté en el lugar correcto). Si es que existen diferentes activos registrados en un mismo grupo, como por ejemplo el código 18: picos, palas, lampas, etc. la forma de poner el precio es

Q 3.14.4 Establecer quién es la persona principal quien decide si se vende, alquila o regala este activo. Ingresar el ID de la persona de la lista de Miembros del Hogar. Si existe más de una persona, preguntar quien es el responsable de decidir por la venta o alquiler de la mayoría de los activos productivos. si aun así no se puede distinguir entonces usar el código 80 (por lo menos 2 o mas miembros del hogar). Si la persona que decide sobre la venta o alquiler de los activos no pertenece al hogar, utilizar el código 90.

Q 3.14.5: Preguntar para qué actividad se utiliza este activo. Escribir la respuesta dada por el entrevistado en el recuadro. Esta pregunta aplica tanto para el caso de que el activo sea propio del hogar o no.

3D - INGRESOS (GANANCIAS) POR ACTIVIDADES AGRÍCOLAS Y NO AGRÍCOLAS

PROPÓSITO

El propósito de esta sección es tener un monto aproximado de los ingresos del Hogar a partir de la ocupación principal en términos de ingreso de cada uno de sus miembros.

ENCUESTADOR: Los IDs de los miembros del hogar cuya respuesta a la pregunta de la columna 3.10.6 tenga un código distinto a "00 =Ninguna" se colocarán en la tabla 3.15.1. Recuerde que los montos deben ser siempre en soles.

3.15.1 Copie el ID de la columna 3.10.1 para cada uno de los miembros del Hogar cuya código en la pregunta 3.10.6 sea distinto a "00= Ninguna". **Si la ocupación que se pasó a este cuadro ya no está siendo realizada, considerarla en este cuadro, anotando un comentario diciendo que esta ocupación ya no se realiza.**

3.15.2 El propósito es saber si la actividad que realiza el miembro del Hogar es como un trabajador:

Dependiente: (trabaja para terceras personas como empleado asalariado, jornalero, peón, y recibe un sueldo o jornal), ó

Independiente: (actividades en casa, negocios propios, ambulantes, costureros, gasfitero, etc. La persona decide su actividad laboral y genera sus propios ingresos).

ENCUESTADOR. Debe tener en cuenta que para la actividad de agricultor en su propia chacra se debe considerar la actividad como independiente, pero si es un agricultor jornalero que trabaja de chacra en chacra por un jornal diario, será considerado como dependiente.

3.15.3 El objetivo es saber el total del **Ingreso Neto** (Ingreso menos costos) que recibe por la actividad laboral en una determinada unidad de tiempo, que puede variar de acuerdo a las condiciones de dependencia o independencia laboral. Esta pregunta siempre debe tener información.

Nota: El encuestador debe tener cuidado con los ingresos que se reportan. Si el encuestado está siendo afectado por un descuento por algún crédito, no debe considerar esta disminución.

Por ejemplo, si es un profesor que recibe por planilla 1,050 Nuevos Soles y dicho docente señala que le descuentan 500 Nuevos soles por un crédito pedido, entonces el encuestador deberá registrar como ingreso neto 1,050 Nuevos Soles. En esta pregunta no debe realizarse el descuento del crédito.

Si es Independiente, pregunte por el total del último **Ingreso Neto (Ingreso Total - Costos)**. Ingrese el monto en soles y anótarlo en la columna correspondiente. Por ejemplo para el agricultor de su propia chacra, si es que no entiende bien el ingreso neto, el encuestador deberá preguntar por el valor de la venta de su cosecha, a esa cantidad debe restarle todo lo que invirtió para que resulte la cosecha. (semilla, mano de obra, abono, riego etc.). Luego pase a la pregunta de la columna 3.15.6.

Si es Dependiente, pregunte por el último **Ingreso Neto**, (no por el que figure como sueldo total en su boleta de pago), y continúe con las preguntas de las siguientes columnas y proceda a preguntarle de la 3.15.4 a la 3.15.6.

Q 3.15.4: Esta pregunta aplica sólo para el trabajador dependiente, preguntar si recibió pagos extras, como gratificaciones, comisiones, aguinaldos, etc. Si es así preguntar por el monto y cada cuánto tiempo lo recibía o lo recibe.

Q 3.15.5: Para el trabajador dependiente preguntar si recibió alguna remuneración o pago extra en bienes y/o servicios gratis o subvencionados. Si es así preguntar por el monto y cada cuánto tiempo lo recibía o recibe. Si los bienes y/o servicios fueron o son recibidos en unidades de tiempo distintas, convertir a una sola unidad de tiempo (tomando como referencia la mayor unidad de tiempo).

Q 3.15.6: Preguntar el tiempo que trabajó o lleva trabajando en esta ocupación. Esta pregunta aplica tanto para los independientes como para los dependientes.

ENCUESTADOR: Las preguntas de la 3.15.7 a 3.15.10 se aplican si alguien en el Hogar realiza o realizó alguna actividad dependiente/asalariados (incluye a los jornaleros o peones, no agricultores de su propia chacra. Si en el hogar no existe nadie que realice esta actividad llenar de 88=NA para todas estas preguntas.

Q 3.15.7: Se quiere saber quién decide en qué actividad(es) dependientes/asalariadas (agrícolas o no agrícolas) trabajan los miembros del Hogar (por ejemplo, si el padre decide la actividad de la cónyuge o si la madre decide la ocupación de sus hijos, etc.). Si cada miembro del Hogar decide sobre su propia actividad, emplear el código “80 =Hogar en su conjunto”. En el caso que alguien del Hogar decida sobre las actividades dependientes (asalariadas) de los demás miembros del Hogar, ingresar el ID de esta persona de la lista de miembros del Hogar.

Solo si se identifica a la **responsable** o tutora del *Niño Índice*, ir a la pregunta 3.15.9.

Q 3.15.8: Preguntar si la **responsable** o tutora del *Niño Índice* puede tomar decisiones acerca de alguna de las actividades asalariadas.

Q 3.15.9: Establecer quién es la persona **principal** responsable de controlar las ganancias de las actividades asalariadas. Ingresar el ID de la persona de la lista familiar. Si cada miembro del Hogar controla sus propios ingresos, ingresar el código “80 =El Hogar en su conjunto”.

Sólo si se identifica a la **responsable** o tutora del *Niño Índice*, ir a la pregunta 3.15.11.

Q 3.15.10: Preguntar si la **responsable** o tutora del *Niño Índice* puede controlar las ganancias de alguna de las actividades asalariadas.

ENCUESTADOR: Las preguntas de la 3.15.11 a 3.15.14 se aplican si alguien en el Hogar realiza o realizó alguna actividad independiente no agrícola (no incluye agricultores en su propia chacra). Si en el hogar no existe nadie que realice esta actividad llenar de 88=NA para todas estas preguntas.

Q 3.15.11: Se quiere saber quién decide en qué actividad(es) independientes no agrícolas trabajan los miembros del Hogar (por ejemplo, si el padre decide la actividad de la cónyuge o si la madre decide la ocupación de sus hijos, etc.). Si cada miembro del hogar decide sobre su propia actividad, emplear el código “80= hogar en su conjunto”. En el caso que alguien del hogar decida sobre las actividades independientes no agrícolas de los demás miembros del mismo, ingresar el ID de esta persona de la lista familiar.

Sólo si se identifica a la responsable o tutora del *Niño Índice*, ir a la pregunta 3.15.13.

Q 3.15.12: Preguntar si la **responsable** o tutora del *Niño Índice* puede tomar decisiones acerca de alguna de las actividades independientes de negocio o autoempleo (no agrícola).

Q 3.15.13: Establecer quién es la persona **principal** responsable de controlar las ganancias de las actividades independientes no agrícolas. Ingresar el ID de la persona de la lista familiar. Si cada miembro del Hogar controla sus propios ingresos, ingresar el código “80= hogar en su conjunto”.

Sólo si se identifica a la **responsable** o tutora del *Niño Índice*, ir a la pregunta 3.16.

Q 3.15.14: Preguntar si la **responsable** o tutora del *Niño Índice* puede controlar las ganancias de alguna de las actividades independientes de negocios o autoempleo.

3E - TRANSFERENCIAS (PAGOS, DEUDAS)

PROPÓSITO

El propósito de esta sección es saber acerca del dinero, bienes y/o productos recibidos y enviados por y para el hogar en los últimos doce meses. Aquí también recogeremos información acerca de las deudas que pueda tener el hogar.

ENTREVISTADO

Determinado de la entrevista preliminar, probablemente sea el jefe del Hogar.

Q 3.16: En este cuadro recogeremos información de todas las transferencias que **recibió** el hogar en los últimos doce meses, de parte de personas que nos son miembros de su hogar o de Instituciones. Dichas transferencias pudieron ser en dinero o en bienes.

Q 3.16.1: Para cada fuente de transferencia, preguntar si el Hogar ha recibido algo de esta fuente. Si la respuesta es NO, llenar 00 y pasar a la siguiente fila (llenar de 88 ó -88, las preguntas de 3.16.2 a 3.16.7). *Para todas aquellas respuestas que haya sido SI, pregunte de la 3.16.2 a la 3.16.7.*

01= Fondo de Jubilación, Cesantía, AFP, ONP, etc. considerar también pensión por invalidez o viudez.

02= Seguridad Social (ESSALUD): incluye la lactancia materna.

09= Pensión por alimentos, divorcio, hijos, etc. Sean estos resultado de una demanda o por iniciativa voluntaria del cónyuge.

11= Intereses recibidos por Cuentas de ahorros y otras formas de ahorro, de manera formal e informal.

12= Arrendamiento (Renta Neta): El alquiler de un taxi propiedad del hogar a un tercero por ejemplo.

15= Indemnizaciones, CTS: se considera el monto disponible.

16= Seguro Médico o de Vida: incluye el SIS (medicamentos sí, pero NO las consultas).

19= Otras transferencias públicas: Por ejemplo Programa Juntos.

20= Otras transferencias privadas: Por ejemplo Juntas o Panderos.

Si alguien en el hogar en los últimos 12 meses recibió algún premio en alimentos o un regalo de una persona a título personal serán consideradas en la opción 21=Otras transferencias, anotando el detalle.

Q 3.16.2: Para todas aquellas fuentes de donde recibieron una transferencia preguntar el monto recibido la última vez. Si ha recibido en bienes debe pedir al entrevistado dar una equivalencia en soles. Ingresar -77= NS si el entrevistado no sabe el monto. La opción -77 es el último recurso al que debe recurrir el encuestador. Su misión es ser persuasivo y tener la capacidad de convencer al informante que dé una cifra aproximada.

Q 3.16.3: Ingresar el número de veces que recibió esta transferencia en los últimos 12 meses.

Q 3.16.4: Establecer quién es la persona principal que decide acerca del uso del dinero o bienes recibidos de esta fuente. Hay espacio para mencionar hasta para dos personas. Ingresar los respectivos IDs de la lista de Miembros de Hogar. Si solo es una persona, entonces llenar el otro espacio con 88=NA. Si la decisión la toman los miembros del hogar (más de dos miembros) usar el código "80 = Hogar en su conjunto".

Q 3.16.5: Preguntar si algo de este dinero o bienes está destinado al *Niño Índice*.

Q 3.16.6: Establecer el vínculo de parentesco respecto al niño de la persona que envía esta transferencia, es importante mencionar que ésta pregunta sólo aplica para las opciones 13= Remesas nacionales, y 14= Remesas del extranjero.

Q 3.16.7: Preguntar qué fue lo que le enviaron, es decir si fue dinero, bienes o ambos. Esta pregunta sólo aplica para las opciones 13= Remesas nacionales, y 14= Remesas del extranjero.

Q 3.18: Se quiere saber si algún miembro del hogar ha **enviado** dinero o bienes para apoyar a parientes personas que no son miembros del hogar. Si la respuesta es No, ir a la pregunta 3.20. Si es Si, pasar a pregunta 3.19.

Q 3.19: Para cada individuo al que el Hogar envió dinero, regalos o bienes en los últimos 12 meses, deseamos saber el vínculo de parentesco respecto al niño, si se le envió dinero cuanto fue, y si fue en bienes o especies cual es el monto equivalente en dinero.

Q 3.19.1 Para cada destinatario preguntar por el parentesco que tiene con el *Niño Índice*. Escribir la relación de parentesco y luego codificar con ayuda de la Tabla de Códigos # 1.

Q 3.19.2: Preguntar el **valor total del dinero** enviado a este destinatario en los últimos 12 meses. *Este debe ser el total de dinero enviado, no el valor de las transferencias individuales*. Ingresar el valor en soles, asegurándose de que el punto decimal esté en el lugar correcto. Si el hogar envió sólo bienes y no dinero, ingresar -88= NA y pasar a la pregunta 3.19.3.

Q 3.19.3: Preguntar el **valor total de bienes** enviados a este destinatario en los últimos 12 meses. Aquí es necesario que la persona valore los bienes que envió. Ingresar el valor en efectivo soles, asegurándose de que el punto decimal está en el lugar correcto. Si el hogar envió sólo dinero y no bienes, usar el código -88= NA. La opción -77 es el último recurso al que debe recurrir el encuestador. Su misión es ser persuasivo y tener la capacidad de convencer al informante que dé una cifra aproximada.

Q 3.20: Establecer si alguien en el Hogar recibe o ha recibido alimentos donados en los últimos 12 meses. **El encuestador debe tener cuidado en indagar si el hogar ha recibido algún alimento donado que actualmente ya no lo este recibiendo, anotarlo si esto sucedió dentro de los últimos 12 meses.**

Si la respuesta para 3.20 es "SÍ", seguir con las preguntas 3.21 a 3.22. Si la respuesta es "NO", pase a la pregunta 3.23.

ENCUESTADOR: *Las donaciones en alimentos seran consideradas como tales, sólo si no de Instituciones o Grupos Organizados, independientemente de la frecuencia con que puedan ser recibidos. Por ejemplo, si una ONG o un Partido Político llega a un lugar y realiza por única vez una donación de alimentos a una población ésta debe ser reportada en alimentos donados siempre y cuando haya sido en los últimos 12 meses. Cuando uno recibe un regalo o donativo a cambio de nada, es considerado DONACION, pero si por medio hay una forma de pago o hay una subvención, entonces deja de ser Donación.*

RECORDAR:

- Si una madre recibe algo extra de alimentos por trabajar en el Vaso de Leche o Comedor Popular, este adicional va en el cuadro de la Sección 4 de Gasto por consumo por ALIMENTOS, opción "31 Refrigerios y otros alimentos recibidos como parte de su remuneración que aún no se hayan considerado".

- Para el caso de regalos de candidatos a título personal (no de Partidos), sorteos por el Día de la Madre, Campañas Navideñas que no sean de Grupos organizados, , etc. no serán considerados como Donaciones, estos deben ser anotados en Transferencias (pregunta 3.16, ítem 21. además, anotarlo como Comentario).

- Para el caso de recibir alimentos como parte de pago, tener mucho cuidado, porque los pobladores pueden no reconocerlos como compensaciones por su trabajo, sino como una donación; por eso es importante indagar antes de hacer la anotación como alimento donado. Un ejemplo de ello son los alimentos que da PRONAMACH, los cuales no deben ser considerados como donación sino como parte de pago.

Q 3.21: Si el hogar recibe o recibió alimentos donados en los últimos doce meses, queremos saber de que Institución u Organización los recibe o los recibió, escriba lo que el entrevistado le menciona en el espacio correspondiente.

Q 3.21.1: Ingresar el código correspondiente con ayuda de la Tabla de Códigos # 11.

Q 3.21.2: Establecer, en años y en meses, el tiempo en que es o fue beneficiario de este Donativo. Recuerde no confundir la información solicitada en meses como la equivalencia de lo mencionado en años. Si es que el entrevistado informa que el tiempo que lleva en el programa es menos de un año, colocar en años 00 y en meses el tiempo que le indican.

Q 3.22: Si el hogar recibe o recibió alimentos donados en los últimos doce meses, se quiere saber qué alimentos donados recibieron. Se incluyen también los alimentos preparados.

Q 3.22.1: Escribir el nombre del alimento recibido como donación.

Q 3.22.2: Para cada alimento donado menciona codificar con ayuda de la Tabla de Códigos # 12.

Q 3.22.3: Escribir el número de veces que recibió cada alimento donado en los últimos 12 meses.

Q 3.22.4: Averiguar cuál fue la cantidad que recibió la última vez. Anotar la cantidad y la unidad de medida. La unidad de medida puede ser en Kilogramos, litros, tarro grande, tarro chico, bolsas, sacos, platos, tazas, etc.

Q 3.22.5: Preguntar cuánto le habría costado cada alimento donado si lo hubiese tenido que comprar. Anotar el precio unitario por unidad de medida. La unidad de medida debe ser la misma que en la pregunta 3.22.4.

Q 3.23: Preguntar si el Hogar tiene alguna deuda que considere seria, fuerte o grande. Esta es una pregunta subjetiva y cualquier deuda considerada como seria por el entrevistado se debe tratar como tal. NO debe usar su propio juicio para decidir si es una deuda seria, fuerte o grande.

Q 3.24: Preguntar que haría el hogar en caso de tiempos difíciles y/o desafortunados causados, por ejemplo, por un desastre natural, falla del cultivos, pérdida de empleo, etc. Anote en el espacio asignado y luego ingresar los Códigos con ayuda de la Tabla # 13. Hay espacio para tres respuestas, las cuales deben ser detalladas por escrito en orden de importancia. Si la primera respuesta es "01= ninguna, no lo ha pensado", ingresar 88 =NA para el resto de alternativas.

Q 3.25: Preguntar al entrevistado si sería capaz de conseguir 1000 soles si los necesitara repentinamente. Esta es una pregunta hipotética, por lo que usted le dirá al entrevistado que imagine un escenario donde ellos necesiten conseguir este monto. Si responden "03= Definitivamente no, nada" o "77 = NS", pase a la pregunta 3.27.

Q 3.26: Si la respuesta en 3.25 fue diferente a 03 ó 77=NS, preguntar al entrevistado cómo trataría de conseguir este dinero. Primero escriba la respuesta en los espacios asignados y luego ingresar los códigos con ayuda de la tabla # 13. Hay espacio para tres respuestas que serán detalladas por escrito en orden de importancia. Si la primera respuesta es "01 = ninguna, no lo ha pensado", ingresar el código "88 =NA" para el resto de alternativas.

Q 3.27: Establecer si en los últimos 12 meses, alguien en el hogar realizó gestiones para obtener un préstamo o crédito. Si la respuesta es "Si = 01", pasar a la pregunta 3.29.

Q 3.28: Si la respuesta en 3.27 fue NO, preguntar por qué razón **no** solicitó el crédito, de acuerdo a lo que respondió anote el código que le corresponde. Luego pase a la pregunta 3.30.

Q 3.29: Si en 3.27 la respuesta fue SI, preguntar si obtuvo el préstamo o crédito que solicitó.

Q 3.30: Establecer el monto máximo que le darían si solicitara un préstamo a una fuente formal de crédito para ser pagado en un plazo máximo de 6 meses. Ingresar el monto en soles.

Q 3.31: Establecer el monto máximo que le darían si solicitara un préstamo a algún otro proveedor de crédito (habilitador, comerciante, ONG, etc) para ser pagado en un plazo máximo de 6 meses. Ingresar monto en soles.

Q 3.32: Establecer el monto máximo que le prestaría un pariente o amigo para ser pagado en un plazo máximo de 6 meses. Ingresar monto en soles.

ENCUESTADOR: Para las preguntas 3.30, 3.31 y 3.32, no debe obtener por respuesta un NO SABE, solo si agotó todas las formas de obtener la respuesta, recién debe anotar el código -77= No Sabe. Recuerde, su misión es ser persuasivo y tener la capacidad de convencer al informante que dé una cifra aproximada.

Q 3.33: Este es un caso hipotético, en el cual se desea saber hasta cuánto estaría dispuesta a pagar la persona entrevistada por una rifa, cuyo premio es de **100 soles**. Esta es una pregunta que busca medir la capacidad para correr riesgos de las personas.

Q 3.34: Tiene el mismo objetivo de la pregunta 3.33, sólo varía en el monto del premio hipotético que ahora es **2,000 soles**.

Q 3.35: Se quiere saber la opinión del entrevistado acerca de las afirmaciones propuestas. El encuestador, debe leer cada una de ellas, y preguntar al entrevistado si está de acuerdo, o en desacuerdo. La tercera alternativa "03= Indiferente, (duda)" no debe ser leída al entrevistado, solo considerarla si el entrevistado expresa duda o no sabe qué responder.

SECCION 4 - ALIMENTOS EN EL HOGAR - CONSUMO Y GASTO EN ALIMENTOS

4A - GASTO EN CONSUMO, AUTOCONSUMO Y AUTOSUMINISTRO DE ALIMENTOS

PROPOSITO

Estimar el consumo de alimentos en el hogar y el gasto, a fin de contribuir al cálculo del ingreso estimado de la familia.

ENTREVISTADOS

El entrevistado ideal es la persona que se encarga de hacer las compras del hogar o el que decide qué alimentos deben consumirse en el hogar. Generalmente es la responsable o tutora del *Niño Índice*.

INSTRUCCIONES: Para las preguntas en donde se pide una cantidad en soles, si el monto es igual o mayor a cincuenta (0.50) céntimos, debe redondearse a un sol. Si por el contrario, el monto es menor a cincuenta céntimos, entonces se considera Cero soles.

RECUERDE: Cuando se suman los precios de varios productos de un tipo (por ejemplo la opción "19 papa, camote, yuca, oca, olluco, mashua, etc"), el redondeo se hace al final de la operación. Por ejemplo si el K. de papa cuesta 0.80 céntimos y el K. de camote cuesta 0.60, el resultado FINAL debe ser 1.00 Soles (porque la suma de ambos productos es 1.40 céntimos).

Q 4.0: Identificar al entrevistado para esta sección usando su ID de la lista de Miembros del Hogar (Roster).

Q 4.1: Refiriéndose a los últimos 15 días, preguntar si el hogar ha consumido alimentos de su propia chacra. Si es "Si =01", preguntar qué alimentos y marcar con una X en la columna A1.

NOTA.- Los alimentos que son producto de la crianza de animales en el hogar que no son para fines de negocio se consideraran en CHACRA. Por ejemplo, el consumo de huevos, de leche, de carne (cuy, conejo, gallina, pollo, etc.) que no son parte del negocio del Hogar. Del mismo modo los alimentos que son resultado de la extracción directa de los recursos de la naturaleza, como por ejemplo pescar en el río para consumo familiar, cazar o recoger frutas silvestres del campo/bosque, deben ser considerados en el rubro CHACRA, para efectos de estandarización.

Q 4.2: Refiriéndose a los últimos 15 días, preguntar si el hogar ha consumido alimentos recibidos como regalo o donaciones. Si es "Si =01", preguntar qué alimentos y marcar con una X en la columna A2.

NOTA.- Los alimentos considerados en la pregunta 3.22 como alimentos donados, si fueron consumidos por los miembros del hogar en los últimos quince días, deben ser considerados en esta pregunta. Del mismo modo todos los regalos, premios que hayan sido en alimentos y que se hayan consumido en los últimos quince días, también deben estar considerados aquí.

Q 4.3: Refiriéndose a los últimos 15 días, preguntar si el hogar ha consumido alimentos de su propio negocio. Si es "Si =01", preguntar qué alimentos y marcar con una X en la columna A3.

NOTA.- Si el hogar tiene un negocio propio del cual se auto suministran de algún alimento que consumieron en los últimos quince días, también debe ser considerados en esta pregunta. Por ejemplo, si la familia se dedica al negocio de la venta de leche de sus propias vacas y consumen de ello, entonces ya no se considera en Chacra, sino como parte del negocio. Lo mismo ocurre con las piscigranjas, si el hogar consume peces de su negocio, ya no sería de chacra, sino como parte de su negocio.

Q 4.4: Refiriéndose a los últimos 15 días, preguntar si el hogar ha consumido alimentos recibidos como parte de pago. Si es "Si =01", preguntar qué alimentos y marcar con una X en la columna A4.

NOTA.- Si el hogar ha recibido alimentos del PRONAMACH, y lo han consumido en los últimos quince días, estos deben ser considerados como parte de pago, y no como regalo o donación.

Q 4.5: Se quiere saber si es que el entrevistado u otro miembro del hogar ha consumido alguno de los alimentos detallados en el cuadro. Leer cada uno de éstos y subrayar el alimento mencionado por el entrevistado. Si la respuesta es "No", anote 00 en esta columna y llene 88 ó -88 desde la pregunta 4.6 a la 4.10, luego pase al siguiente alimento. Si la respuesta es SI pase a la siguiente pregunta.

Q 4.6: Si la respuesta es SI en la 4.5, pregunte cuánto se gastó en la compra de este alimento en los últimos 15 días. Anotar el monto en soles, no centavos. En caso que no haya gastado nada, y si ha marcado alguna de las de las columnas A1-A4, ir a la pregunta 4.9, de lo contrario ir a la pregunta 4.10.

Q 4.7: Esta pregunta solo aplica si el hogar tuvo que comprar el alimento, se pide responder si consumió todo el alimento que compró. En caso la respuesta es SI (consumió todo), y si ha marcado alguna de las de las columnas A1-A4, pase a la pregunta 4.9, ó si la respuesta fue SI (consumió todo) y no ha marcado nada en las columnas A1-A4, pase a la pregunta 4.10.

Q 4.8: En caso la respuesta en 4.7=00 (no consumió todo el alimento), pedir al entrevistado que haga un estimado del valor de lo que sobró del alimento. Anotar el monto en soles, no centavos. Luego, si ha marcado alguna de las de las columnas A1-A4, ir a la pregunta 4.9, de lo contrario ir a la pregunta 4.10.

Q 4.9 Esta pregunta contiene subpreguntas que refiere a si en los últimos quince días el hogar ha realizado autoconsumo o auto suministro. Se quiere saber el valor de los alimentos consumidos de la chacra, recibidos de regalos, de negocios y parte de pago. Anotar el monto en soles, no centavos

Q 4.9.1: Estimar el valor del alimento consumido de la chacra, según el precio de mercado.

Q 4.9.2: Estimar el valor del alimento consumido, recibido como regalo, según el precio de mercado.

Q 4.9.3: Estimar el valor del alimento consumido del negocio, según el precio del costo del producto.

Q 4.9.4: Estimar el valor del alimento consumido, recibido como parte de pago, según el precio de mercado.

Q 4.10: Esta pregunta tiene como objetivo capturar el consumo de alimento en los últimos quince días de alimentos que fueron comprados antes de los últimos 15 días. Si la respuesta es No, llenar con 00. Si la respuesta es "Sí", colocar el valor estimado del consumo del alimento. Esta pregunta tiene como propósito saber qué tanto las personas consumen alimentos almacenados con anterioridad.

4B - GASTOS EN OTROS NO-ALIMENTOS

PROPOSITO

Estimar el gasto del hogar en otros que no sean alimentos, a fin de contribuir al cálculo del ingreso estimado del hogar.

ENTREVISTADOS

El entrevistado ideal es la persona encargada de los pagos y gastos del Hogar. Generalmente es el jefe del Hogar o la responsable o tutora del *Niño Índice*.

Q 4.11: Preguntar si en los últimos 30 días el hogar ha realizado un gasto por la compra de cada uno de los rubros detallados. Asegúrese que el punto decimal esté en el lugar correcto. Si no realizo gasto, escriba 00 en el espacio correspondiente.

En los rubros referidos al gasto en luz, agua, y teléfono, si en el último mes pagó varios recibos acumulados de meses anteriores, considerar solo lo gastado por el recibo del último mes. Por otro lado, si no ha pagado el último mes, considerar el gasto en el último mes que pagó.

RECUERDE: Los gastos por instalación de servicios se registran en el rubro 24="Otros gastos" de la pregunta 4.13.

Los Materiales de limpieza que se señalan en la opción 31 incluyen detergentes, lavavajillas, jabón de ropa, cera, utensilios de limpieza (escoba, trapeador, plumeros, etc.).

Q 4.12: Preguntar si en los últimos 12 meses, el hogar ha realizado gastos en cada uno de los rubros detallados. Leer cada detalle y en caso si hubo gasto anotar el valor monetario. Asegúrese que el punto decimal está en el lugar correcto. Si no realizo gasto, escriba 00 en el espacio correspondiente.

Q 4.13: Pregunte si en los últimos 12 meses, el hogar gastó o no en cada rubro detallado para esta pregunta. Para todos los casos en que la respuesta es SI, preguntar cuál fue el valor total de lo que se gastó en estos artículos en los últimos 12 meses.. Finalmente, determinar qué proporción de este gasto fue hecha para el *Niño Índice*. Ingresar el monto en soles. Asegúrese que el punto decimal esté en el lugar correcto. Otras prendas de vestir no mencionadas (como sombreros o gorros) irán en "Otros". Para el caso de las prendas **AUTO manufacturadas**, considerar el gasto en materia prima. Si no se realizó gasto (materia prima de animales propios), consignarlo como Comentario.

ENCUESTADOR: Solo si la persona entrevistada no sabe diferenciar el gasto en ropa hecha para hombres y para mujeres, ingresar el gasto total (casilleros 02A y 04A).

SECCION 4C - SEGURIDAD ALIMENTARIA

PROPOSITO

Esta sección tiene como propósito saber si en los últimos 12 meses los miembros del Hogar tienen/tuvieron acceso a cantidades suficientes de alimentos saludables y nutritivos que respondan a sus necesidades y preferencias, con la finalidad de tener una vida activa y saludable.

ENTREVISTADO

Las preguntas deben de estar dirigidas a la responsable o tutora del *Niño Índice*.

INTRUCCIONES

Identificar al entrevistado de esta sección en la lista de miembros del hogar, y registrar su ID.

Recuerde que todas las preguntas están referidas a los últimos 12 meses.

4.14: Se refiere a las situaciones que describen mejor la situación del hogar con respecto a los alimentos consumidos en los últimos 12 meses. Leer las alternativas dadas. Si la respuesta es "01 = Siempre comen lo suficiente y los alimentos que quieren", pase a la pregunta 4.15.

Si el(la) entrevistado(a) responde la opción " 02 = Comen lo suficiente pero no siempre lo que quieren" pase a la pregunta 4.14.2.

4.14.1: Se quiere saber por qué razón no comen lo suficiente en el hogar. Leer todas las alternativas, y marcar con "01 =Sí" todas las respuestas afirmativas y con "00 =No" las respuestas negativas. El entrevistado puede referir más de una respuesta.

4.14.2: Se quiere saber por qué razón no obtienen los tipos de alimentos que quisieran. Leer todas las alternativas, y marcar con "01 =Sí" todas las respuestas afirmativas y con "00 =No" las respuestas negativas. El entrevistado puede referir más de una respuesta.

4.15 Se quiere saber con qué frecuencia el hogar se preocupó por la carencia de alimentos antes de poder conseguir más. Ingresar los códigos de acuerdo a las frecuencias dadas. Si la respuesta es 01, 02 o 03, especificar el número de días que ocurrió el último mes de ocurrencia.

4.16: Se quiere saber con qué frecuencia los alimentos que consiguieron o compraron no duraron lo suficiente y no había para conseguir más. Esperar una respuesta espontánea, **NO LEER LAS ALTERNATIVAS DE LA LISTA DE CÓDIGOS.**

4.17: Se quiere saber con qué frecuencia el hogar tuvo suficientes alimentos variados o combinados buenos para la salud. Esperar una respuesta espontánea, **NO LEER LAS ALTERNATIVAS DE LA LISTA DE CÓDIGOS.**

4.18: Se quiere saber con qué frecuencia el hogar tuvo que dar a los niños alimentos más económicos de lo que usualmente consumen, porque se les terminó lo que tenían y era difícil conseguir mejores alimentos. Esperar una respuesta espontánea, **NO LEER LAS ALTERNATIVAS DE LA LISTA DE CÓDIGOS.**

4.19: Se quiere saber con qué frecuencia no tuvieron lo suficiente para darles a los niños del hogar una alimentación variada y buena para la salud. Si la respuesta es 01,02 o 03, especificar el número de días que ocurrió esto el último mes de ocurrencia.

4.20: Se quiere saber con qué frecuencia los hijos no comieron lo suficiente por falta de alimentos. Esperar una respuesta espontánea, **NO LEER LAS ALTERNATIVAS DE LA LISTA DE CÓDIGOS.**

4.21: Se quiere saber si algún miembro del hogar comió menos de lo normal o dejó de comer porque no había suficiente comida en casa. Si la respuesta es NO o NS, pase a la pregunta 4.22.

4.21.1: Se quiere saber con qué frecuencia ocurrió esto. Si la respuesta es 01,02 o 03, especificar el número de días que ocurrió esto el último mes de ocurrencia.

4.22: Se quiere saber si la persona entrevistada comió menos de lo que pensaba de lo pensaba que debía comer para estar sano porque no había suficiente comida en casa. Si la respuesta es SI, escribir en la línea correspondiente qué hace-o hacía- la persona en esos casos. Por ejemplo "Sí pero no hacía nada".

4.23: Se quiere saber si la persona entrevistada alguna vez tuvo hambre pero no comió porque no había suficiente comida en casa. Si la respuesta es SI, escribir en la línea correspondiente qué hace-o hacía- la persona en esos casos.

4.25: Se quiere saber si la persona entrevistada o algún otro adulto del hogar dejaron de comer todo un día porque no había suficiente comida en casa. Si la respuesta es NO o NS pase a la pregunta 4.26.

4.25.1: Se quiere saber con qué frecuencia, número de meses al año, ocurrió que un adulto del hogar se quedara sin comer.

4.26: Se quiere saber si la persona entrevistada alguna vez dio menos cantidad de comida a sus hijos porque no había suficiente en casa. Si la respuesta es NO o NS pase a la pregunta 4.28.

4.27: Se quiere saber si alguno de los hijos de la persona entrevistada dejó de comer porque no había suficiente comida en casa. Si la respuesta es NO o NS, pase a la pregunta 4.28.

4.27.1: Se quiere saber con qué frecuencia ocurrió. Si la respuesta es 01,02 o 03, especificar el número de días que ocurrió esto el último mes de ocurrencia.

4.28: Se quiere saber si alguno de los hijos de la persona entrevistada tuvo hambre, pero en casa no había más comida para darle.

4.29: Se quiere saber si alguno de los hijos de la persona entrevistada alguna vez no comió en todo el día por falta de alimentos en casa.

4.30: LEER LAS ALTERNATIVAS, pero si la persona refiere una respuesta diferente a las de la lista de códigos, marcar el tiempo más cercano a los tiempos dados en la lista de códigos y señalarlo en comentarios.

Nota: La pregunta 4.30 está dirigida a conocer la provisión o almacenamiento de comida en el hogar. También se toma en cuenta el dinero destinado para la compra de comida aunque no se haya comprado aun, siempre y cuando tenga el dinero a su disposición en cualquier momento.

4.31: Se quiere saber cuál es la mayor preocupación de la persona entrevistada frente a la falta de alimentos. *Leer todas las alternativas dadas*, o especificar en "05 =otro" una respuesta distinta.

4.32: Se quiere saber si la posibilidad de conseguir alimentos para el hogar varía durante el año. *Leer todas las alternativas* o especificar en "03 =otro" una respuesta distinta.

4.33: Se quiere saber qué hace la persona entrevistada cuando no hay suficiente comida en casa. *Leer todas la alternativas* o especificar en "08 =otro" una respuesta distinta.

ENCUESTADOR: Leer las alternativas de las preguntas 4.30, 4.31, 4.32, y 4.33. Si responde más de una de las alternativas de las preguntas, pedir al entrevistado que mencione la principal o la más importante.

4.34: Se quiere saber si la persona entrevistada ha ido- o va- al Comedor Popular de su localidad/comunidad. Si respondió “No =04”, pasar a la pregunta 4.36. Si la persona asistió al Comedor Popular al menos una vez, considerarlo dentro de la alternativa “03= Sólo uno o dos meses”, y señalarlo en comentarios.

4.35: El encuestador tiene espacio para ingresar hasta dos razones señaladas por el entrevistado. Debe registrarse según el orden de importancia indicado por el(la) entrevistado(a). Esperar una respuesta espontánea, **NO LEER LAS ALTERNATIVAS**. Luego, pase a la pregunta 4.37.

4.36: Se quiere saber cuál es la razón principal por la que la persona entrevistada **NO** va al Comedor Popular. El encuestador tiene espacio para ingresar hasta dos razones señaladas por el entrevistado. Debe registrarse según el orden de importancia indicado por el(la) entrevistado(a). Esperar una respuesta espontánea, **NO LEER LAS ALTERNATIVAS**.

4.37: Se quiere conocer la frecuencia con que los hijos de la persona entrevistada han sido beneficiados por el Programa Vaso de Leche (PVL) de la zona. Si la respuesta es “No =04”, pase a la pregunta 4.39.

4.38: Se quiere saber cuál es la razón principal por la que los hijos de la persona entrevistada son beneficiarios del PVL. Esperar una respuesta espontánea, **NO LEER LAS ALTERNATIVAS**.

4.39: Se quiere saber cuál es la razón principal por la que la persona entrevistada no asisten como beneficiarios del PVL Tiene espacio para ingresar hasta dos razones. Debe registrarse según el orden de importancia indicado por el(la) entrevistado(a). Esperar una respuesta espontánea, **NO LEER LAS ALTERNATIVAS**.

SECCION 5 – CAPITAL SOCIAL

PROPOSITO

Esta sección está diseñada para obtener información del sistema/red de apoyo del hogar, la participación en grupos formales e informales, las redes de información, así como el acceso o exclusión a los distintos servicios. Esta sección trata acerca del capital social tanto del Hogar como de la responsable o tutora del *Niño Índice*.

DEFINICIONES

Miembro activo de un grupo: Es aquel que actualmente participa en actividades, asiste a reuniones, etc. de un determinado grupo u organización. Por ejemplo, una madre que participa en el Vaso de Leche o Club de Madres, o alguna otra organización.

Cargo de responsabilidad o poder: es un cargo en el que la persona que lo ostenta tiene un grado de influencia y liderazgo sobre un determinado grupo. Este cargo puede ser como representante del Estado, cargo no oficial o cargo a nivel de la comunidad. Lo que interesa es ver el grado de influencia y liderazgo que tiene el miembro del Hogar con respecto a su comunidad. Tener en cuenta que una ex-autoridad, puede mantener la posición de poder e influencia sobre el resto de la comunidad.

ENTREVISTADOS

El entrevistado de esta sección puede ser la **responsable** o tutora del *Niño Índice*, así como algún otro miembro del Hogar que esté informado de las redes sociales de apoyo con las que cuenta dicho Hogar.

INSTRUCCIONES

Q 5.0: Identificar el entrevistado para esta sección usando su ID de la lista de Miembros del Hogar (roster).

5A - SISTEMA/RED DE APOYO

Q 5.1: Preguntar al entrevistado si alguien podría ayudarlos en caso alguien en el Hogar tuviese alguna preocupación o problema (económico ó de índole personal). Si el entrevistado no ha pasado por una situación de este tipo, el encuestador debe pedir al entrevistado que se suponga en una situación de este tipo (caso hipotético); por lo tanto siempre debe existir una respuesta a esta pregunta. Si la respuesta es No=00, pasar a la pregunta 5.3.

Q 5.2: Preguntar quiénes serían las personas más dispuestas a ayudarlo en caso lo necesite. Escribir el nombre de la persona y luego con ayuda de la Tabla de Códigos # 14, asigne el código correspondiente. Recuerde que la relación de parentesco en este caso es respecto a la entrevistada(o). Puede mencionar hasta tres personas. Si se identifican menos de tres personas, colocar 88=NA en los demás espacios.

Q 5.3: Preguntar al entrevistado con cuántas personas cree que podría contar el Hogar en caso de una necesidad material (económica). Pregunte el número de personas con las que podría contar en tiempos de necesidad, y registrar los rangos de acuerdo a la lista de códigos dada. Nuevamente, esta pregunta es hipotética, por lo que siempre habrá una respuesta.

Q 5.4: Preguntar al entrevistado que piense o recuerde si hace 4 años atrás había más, menos o igual número de personas con las que el Hogar podía contar en tiempos de necesidad. Los códigos Más=01 y Menos=02 aplican siempre que haya una cantidad distinta a la dada en la pregunta 5.3, independientemente de que esta cantidad pueda estar dentro del mismo rango. El código 03="Más o menos igual" se usa si se menciona una misma cantidad que en la pregunta 5.3, o cuando el entrevistado dio como respuesta un número grande en la pregunta 5.3, por lo que ahora sea difícil de precisar si es el mismo número.

5B - CAPITAL FAMILIAR, GRUPAL Y POLITICO

Q 5.5: Preguntar si en los últimos 12 meses algún miembro del Hogar ha sido/es miembro activo (ver definición) de una organización, grupo o asociación, formal o informal. Si la respuesta es SI=01 continúe con el cuadro de la pregunta 5.5.1 a la 5.5.10. Si la respuesta es NO=00, ir a la pregunta 5.6.

MIEMBRO ACTIVO, es la persona que actualmente participa en las actividades del grupo, asiste a reuniones, o hacen alguna otra actividad relacionada a ser miembro de ese grupo.

ENCUESTADOR: 5.5.1 - 5.5.10 se ha dividido en dos tablas. La primera columna de cada tabla es una columna que encabeza "GRPID". 5.5.1 identifica los grupos a los cuales pertenecen los miembros del hogar. Asegúrese que el "GRPID" en la segunda tabla sea igual al "GRPID" en la primera tabla; y que todas las preguntas realizadas acerca de un grupo específico (5.5.1) tenga el mismo número ID del grupo en ambas tablas.

Q 5.5.1: Identificar los grupos a los que los miembros del Hogar pertenecen/pertenecieron. Escribir el nombre del grupo y luego ingrese los códigos de estos grupos con ayuda de la Tabla de Códigos # 15.

Q 5.5.2: Para cada grupo, identificar la persona que es/fue la más involucrada del Hogar con el grupo. Ingresar su ID de la lista de miembros del hogar (roster). Si más de un miembro del Hogar participa activamente del grupo u organización, ingresar el código de aquél que participe de manera más activa; que esté más involucrado en el grupo. Si es que no se puede hacer esta distinción (ya que los miembros del Hogar participan de manera idéntica) ingresar el ID de cada miembro en líneas separadas y hacer las pregunta para

cada uno de ellos. Si todo el Hogar participa activamente en el grupo, ingresar el código 80=El Hogar en su conjunto.

Q 5.5.3: Para la persona más involucrada, establecer desde cuándo ha sido miembro de este grupo. Ingresar los 4 dígitos del año. Si todo el Hogar es miembro del grupo, tomar la fecha del más involucrado en el grupo (a pesar que no sea el más antiguo).

Q 5.5.4: Determinar cuáles son los principales beneficios que se reciben de este grupo. Esta es una pregunta subjetiva y se refiere a las cosas que son percibidas como beneficios por el entrevistado. Ingresar los códigos de la Tabla de Códigos # 16. Aquí hay espacio para registrar hasta dos beneficios. Ingresarlos de acuerdo al orden de importancia dado por el entrevistado. Si solo menciona un beneficio, entonces el otro espacio llenarlo de 88=NA. Tener presente que estamos preguntando por los beneficios, si es que el entrevistado mencionara que mas bien le trae perjuicios, entonces esto anotarlo en comentarios, pero y no sería registrado en esta pregunta.

Q 5.5.5: Para el miembro activo, establecer la frecuencia de asistencia al grupo utilizando la lista de códigos.

Q 5.5.6: Para la persona miembro activo del grupo (la más involucrada), establecer si tiene un cargo importante o de dirección en el grupo. Esta pregunta refiere a las posiciones actuales; no cargos pasados. Si dicha persona no ocupa ningún cargo, las preguntas 5.5.7 a la 5.5.10 no proceden y se debe pasar a la pregunta 5.6.

Q 5.5.7: Establecer desde que año esta persona ocupa dicho cargo en el grupo. Ingresar los cuatro dígitos del año. Ingresar -88=NA si la respuesta en la pregunta 5.5.6 fue No.

Q 5.5.8: Preguntar si algunos de los padres o parientes cercanos de la persona en cuestión ocupó esta posición o cargo antes. El objetivo de esta pregunta es saber si estos cargos son hereditarios o transmitidos de generación en generación.

Q 5.5.9: Preguntar cuál es el principal beneficio o perjuicio de ocupar este cargo. Esta es una pregunta subjetiva, por lo que el entrevistado puede dar como respuesta un beneficio o un perjuicio. Si la persona piensa que obtiene tanto beneficios como perjuicios, preguntar cuál de ellos es más importante. El objetivo con esta pregunta es conocer las motivaciones para participar activamente en grupos y qué consecuencias trae esta participación. Ingresar el código correspondiente de la Tabla # 17, la cual contiene tanto beneficios como perjuicios del cargo.

Q 5.5.10: Preguntar si el cargo le permitió a la persona influir en las decisiones y actividades del grupo. Detallar de acuerdo a las opciones dadas en la lista de códigos.

Q 5.6: Establecer si alguien en el Hogar mantiene un cargo de responsabilidad, autoridad o poder. Esta pregunta tiene como propósito saber qué tan influyentes pueden ser los miembros del Hogar dentro de la comunidad. La influencia o poder que ostenta la persona puede deberse a un cargo que ocupa en la actualidad o que ocupó en el pasado. Por esta razón esta pregunta no se circunscribe a un período específico de tiempo. Lo que importa es saber si tiene esa posición de poder, más allá de cuando haya ocupado o dejado el cargo. Si la respuesta es No=00, ir a la pregunta 5.7. Si la respuesta es Si, continuar con las preguntas de la 5.6.1 a la 5.6.8.

ENCUESTADOR: Registrar el ID de la lista de miembros del Hogar (roster) de cada miembro del hogar que mantiene un cargo o posición de poder, o influencia. Después, para cada una de estas personas, hacer las preguntas 5.6.1- 5.6.8

Q 5.6.1: Ingresar el nombre y ID de la lista de miembros del hogar (roster) cuando dicho miembro mantiene un cargo de poder o influencia.

Q 5.6.2: Para cada persona identificada escribir el cargo, e ingresar, con ayuda de la Tabla de Códigos # 18, el código que corresponda al cargo o posición que mantiene. Si el cargo ya no es ocupado, pero mantiene una posición de poder y/o influencia, anotar dicho cargo igualmente.

Q 5.6.3: Establecer cuando esta persona ocupó este cargo por primera vez. Registrar los cuatro dígitos del año. Si no sabe el año anotar -77=NS.

Q 5.6.4: Preguntar al entrevistado por cuánto tiempo ha mantenido este cargo. Anotar el número de años. Si el tiempo es menor de un año, anotar 00.

Q 5.6.5: Establecer si esta persona aún ocupa o mantiene este cargo. Esta pregunta aplica especialmente para el caso de ex-autoridades que ya no ocupen el cargo, pero que sin embargo continúen manteniendo una posición de poder, influencia entre los demás miembros de la comunidad.

Q 5.6.6: Preguntar si alguno de los padres o parientes cercanos de esta persona mantuvo este cargo antes. Lo que se quiere con esta pregunta es saber hasta qué punto estos cargos son hereditarios o transmitidos de generación en generación.

Q 5.6.7: Preguntar cuál es el beneficio o perjuicio principal de ocupar este cargo. Ingresar el código de la Tabla # 17. Esta Tabla contempla tanto los beneficios como los perjuicios de ocupar el cargo. Si la persona entrevistada considera que solo obtiene beneficios, ingresar aquél que considere más importante; igualmente si considera que solo obtiene perjuicios. Si percibe que obtiene tanto beneficios como perjuicios, pedir al entrevistado que elija aquel que considere más relevante e ingresar la respuesta dada.

Q 5.6.8: Preguntar si esta posición o cargo le ha permitido a la persona influir en las decisiones y actividades de la comunidad/localidad. Detallar de acuerdo a la lista de códigos.

Q 5.7: Preguntar si el hogar tiene parientes cercanos (no incluir a los miembros del Hogar) viviendo en la localidad. El grado de parentesco es relativo, y va a depender de lo que el entrevistado diga, y de a quiénes considere como parientes cercanos. Si la respuesta es NO, llenar 5.8 y 5.9 de -88=NA e ir a la pregunta 5.10.

Q 5.8: Establecer cuántos de estos parientes están viviendo actualmente en la localidad. Si el entrevistado da un número exacto, anotar el código correspondiente de acuerdo a los rangos dados. Si el entrevistado encuentra dificultad para estimar un número, pedir un aproximado.

Q 5.9: Establecer cuántos de estos parientes (los que viven en la localidad) son influyentes, tienen cierto poder o autoridad dentro de la localidad (si solo son influyentes fuera de la localidad, escribir un comentario). Si el entrevistado da un número exacto, anotar el código correspondiente de acuerdo a los rangos dados. Si el entrevistado encuentra dificultad para decir un número, pedir un estimado. Esta es una pregunta subjetiva que depende de la percepción del entrevistado y de a quiénes considere como influyentes.

5C - ACCION COLECTIVA Y EXCLUSION

Q 5.10: Para cada acción en la tabla, preguntar si alguien del Hogar ha realizado en los últimos cuatro años algunas de las acciones detalladas en el cuadro. El objetivo de esta pregunta es saber de qué maneras los miembros del Hogar se involucran colectivamente para solucionar los problemas que puedan afectarlos.

Q 5.11: Esta pregunta tiene como objetivo ver si los miembros del Hogar tienen acceso o no, a ciertos servicios, que son detallados en la tabla.

Q 5.11.1: Para cada servicio detallado, preguntar si el Hogar ha tenido acceso o no a este servicio cuando lo ha necesitado o deseado. Si la respuesta es NO, hacer la pregunta 5.11.2. Si la respuesta es SI=01 o NS=77, ir al siguiente servicio detallado.

ENCUESTADOR: Si el entrevistado o alguien del Hogar aun no ha usado o no ha buscado alguno de estos servicios mencionados, porque no lo requiere, entonces poner de respuesta en la 5.11.1 = NO y en la 5.11.2 utilizar el código correspondiente a la razón que diga.

Q 5.11.2: Establecer la razón **principal** por la que el Hogar **no tiene acceso** a este servicio. Ingresar el código de la lista. Si el entrevistado da más de una razón, preguntarle que identifique la principal. Solo si la respuesta a esta pregunta es el código 04="Traté de acceder pero me negaron el acceso", continuar con la pregunta 5.11.3. De lo contrario, continuar con el siguiente servicio, y codificar con 88=NA en la 5.11.3.

Q 5.11.3: Si la respuesta en 5.11.2 = 04 (traté de acceder pero me negaron el acceso), establecer la razón por la cual se negó el servicio de acuerdo a la lista de códigos. Si se registra algún rechazo, es importante, además de codificar el motivo, especificarlo de manera más detallada como comentario.

5D - REDES DE INFORMACION

Q 5.12: Esta pregunta tiene como objetivo saber que tan fácil es para los miembros del Hogar conseguir información sobre temas específicos, mencionados en detalle en la tabla. Si responde que sí, preguntarles donde la podrían conseguir, si la buscaron en los últimos 4 años y si le ayudó esta información. Se da una lista de temas.

Q 5.12.1: Por cada uno de los temas mencionados, preguntar si alguien en el Hogar podría conseguir información acerca del tema. En esta pregunta hay que distinguir entre los códigos 00=NO, y 02=No lo necesita. El primer código se refiere a que no podría conseguir la información; el segundo código está referido a que la persona no necesita, no ha buscado, ni se ha interesado en conseguir esa información. Sólo si la respuesta a esta pregunta es SI, continúe con la pregunta 5.12.2. De lo contrario, pasar a la siguiente línea y llenar con 88=NA de las preguntas 5.12.2 a la 5.12.5.

Q 5.12.2- Q 5.12.3: Si la respuesta fue SI en 5.12.1, preguntar donde conseguiría o quien les daría esa información, escriba la respuesta y luego con ayuda de la Tabla # 19, codifique. Si sólo menciona una fuente de información, entonces llenar con 88=NA el segundo recuadro de respuesta.

Q 5.12.4: Se quiere saber si alguien en el Hogar ha buscado información sobre este tema en los últimos cuatro años. Si la respuesta es NO, pase a preguntar por el siguiente tema.

Q 5.12.5: Si han buscado información en los últimos cuatro años, establecer si esta información ayudó al miembro del Hogar que la buscó o solicitó.

Q 5.13: Preguntar si algún miembro del Hogar utiliza Internet (cabinas de Internet, correo electrónico). Si la respuesta es NO o NS, pase a la sección 6.

Q 5.14: Si es que alguien en el hogar hace uso del Internet, preguntar de qué manera accede a este servicio (si tiene más de un modo de acceder, preguntar por el más frecuente, al que más **utiliza**).

SECCION 6 - CAMBIOS ECONOMICOS

PROPOSITO

Esta sección tiene como propósito obtener información sobre los cambios de las circunstancias (situaciones / condiciones) del Hogar, producidas por eventos importantes en los últimos cuatro años, es decir, desde la primera ronda de Niños Del Milenio.

DEFINICIONES

Conmoción / shock: Las preguntas relacionadas a las conmociones están dirigidas a recoger los eventos que hayan tenido consecuencias económicas negativas para el Hogar.

ENTREVISTADOS

El entrevistado debe ser la persona que sepa más acerca de los eventos o circunstancias económicas ocurridas en el Hogar en los últimos cuatro años. Comúnmente será la responsable o tutora del *Niño Índice*, o el jefe del Hogar.

INSTRUCCIONES:

Q 6.0: Identificar al entrevistado para esta sección usando su ID de la lista de miembros del hogar (roster).

Q 6.1.1: Esta pregunta, tiene dos etapas, en la primera preguntamos al entrevistado cómo describiría la situación/circunstancias del Hogar en el que está viviendo **actualmente**, para lo cual el encuestador debe leer las alternativas y colocar el código que le corresponde. En una segunda etapa le pedimos la situación/circunstancias del Hogar **hace cuatro años** (alrededor de la primera ronda de encuestas), igualmente el encuestador debe leer las alternativas y colocar el código correspondiente.

Las respuestas que podamos obtener son de percepción, por lo cual si la respuesta difiere mucho de lo que usted pueda observar, consignar nuestra percepción como comentario y anotar lo que diga la persona entrevistada. Tiene espacio para escribir lo que la persona señale, en caso no se ubique en ninguna de las alternativas leídas. No obstante, debe procurar que la persona se ubique en alguna de las alternativas. **En esta pregunta, el código 03="Tenemos lo suficiente, nos la arreglamos" significa promedio.**

Luego, de obtener estas dos respuestas hacemos una comparación, si las respuestas difieren pasar a la pregunta 6.1.2, de lo contrario, si la situación no ha cambiado pasar a la pregunta 6.2.

Q 6.1.2: Si la situación ahora es diferente que hace cuatro años, preguntar por las dos razones más importantes para este cambio, con ayuda de la Tabla de Códigos # 20. Esta tabla está dividida en dos partes: una con códigos para situaciones donde la situación del hogar mejoró y la otra con códigos para situaciones donde el Hogar empeoró. Escriba lo que le dan por respuesta y luego con ayuda de la tabla # 20, codifique. Puede mencionar hasta dos razones, preguntar al entrevistado identificar por orden de importancia. Si hay sólo una razón, ingresar 88=NA en el recuadro de la segunda respuesta.

Q 6.2: Preguntar al entrevistado en comparación con otros hogares de la localidad, cómo describiría su Hogar. Esta es una pregunta de percepción por lo que debe tratar de evitar respuestas como NS, a menos que realmente no puedan comparar su Hogar con otros.

Q 6.3: Esta es una subtabla que tiene como objetivo averiguar si en los últimos cuatro años el hogar ha tenido eventos/shocks que afectaron negativamente la economía del Hogar. Estos eventos se han agrupado en 7 grupos, a los cuales se les asignó una letra (A - G). Dentro de cada grupo, existe un subgrupo con otros eventos mas específicos. Al entrevistado sólo se le leerá las preguntas que tienen las letras (A -G), y solo si existe una respuesta positiva "SI", el encuestador debe preguntar cual fue ese evento, no debe leer las alternativas, debe dejar que el entrevistado responda espontáneamente.

ENCUESTADOR(A): Esta pregunta está dirigida a recoger qué eventos afectaron el Hogar que pudieron haber tenido una consecuencia económica negativa para el Hogar. El encuestador no debe imponer sus puntos de vista ni decidir si un evento se cuenta como un shock. Para cada evento identificado, responder de la pregunta 6.3.2 a la 6.3.3. Después que las preguntas de A - G han sido realizadas y todas las shocks han sido codificados, preguntar la 6.3.4 y 6.3.5.

Q 6.3.1: Indicar cuál de los eventos y cambios detallados en la tabla, han sucedido en los últimos 4 años. Después que ha finalizado esta pregunta (o al finalizar el cuestionario), debe regresar y llenar el código "No" para los demás eventos de la tabla.

Q 6.3.2: Por cada shock identificado, preguntar, con ayuda de la Tabla de Códigos # 21, quiénes fueron los más afectados por este evento.

Q 6.3.3: Para cada shock o evento identificado, preguntar qué hizo el hogar para enfrentar este shock, es decir, cuál fue su respuesta para contrarrestar el evento que los afectó. Hay espacio para tres respuestas, a ser llenadas en orden de importancia. Si hay menos de tres respuestas, colocar 88=NA en los espacios restantes.

Q 6.3.4: Pedir al entrevistado indicar los tres eventos más importantes (los que afectaron más al Hogar) de aquellos que fueron identificados en la pregunta 6.3.1 y escribir el código que le corresponde a cada evento de acuerdo al orden de importancia dado por el entrevistado. Si hay menos de tres respuestas, colocar 88=NA en los espacios restantes.

Q 6.3.5 Por cada evento identificado en la pregunta 6.3.4, indicar si alguno de ellos afectó al *Niño Índice*.

SECCION 7 - CONDICIÓN SOCIOECONÓMICA

PROPOSITO

En esta sección se quiere averiguar más acerca del ambiente socioeconómico del Hogar. Esto incluye preguntas acerca de las condiciones del lugar en donde vive, posesiones del hogar, y gastos efectuados por el Hogar.

ENTREVISTADO:

Esta sección puede ser contestada por la responsable o tutora del *Niño Índice*, el Jefe del Hogar ó por el miembro del Hogar que conozca mejor las condiciones de la vivienda (infraestructura) y las posesiones del Hogar.

INSTRUCCIONES:

Q 7.0: Identificar al entrevistado para esta sección usando su ID de la lista de miembros del Hogar (roster).

Q 7.1: Se quiere saber si algún miembro del Hogar es dueño del terreno donde está construída la casa. Si la construcción está hipotecada, responder sí a esta pregunta.

Q 7.2: Preguntar si alguien en el hogar tiene una hipoteca de esta casa.

Q 7.3: Establecer cuántas habitaciones o ambientes hay en la casa. No incluye cocina, baños, pasaje, garaje, depósitos o cuartos divididos con objetos tales como con una cortina. Ingresar el número de habitaciones que le mencionen en el espacio proporcionado.

Q 7.4: Esta pregunta alude tanto a conexiones de electricidad legal como ilegal. La conexión debe estar funcionando la mayor parte de los días. Incluir los generadores eléctricos, de viento y los generadores solares, pero **no los que utilicen batería de carro**.

Q 7.5-Q 7.7: Se pide observar el material de construcción usado para la pared (7.5), el techo (7.6) y el piso de la vivienda (7.7). Si los materiales no fueran visibles, preguntar a un miembro del Hogar por el mismo. Ingresar los códigos apropiados de las Tablas # 23, 24 y 25. Si el techo, piso, o pared están hechos de diferentes materiales registrar el tipo de material principal (aquel que cubra más del 50%). Si ocupan la misma proporción predomina el mejor material, y se anota el otro como comentario.

Q 7.8: Preguntar la principal fuente de agua para beber de los miembros del Hogar. Si los diferentes miembros tienen diferentes fuentes de agua para beber preguntar sobre la fuente utilizada por la mayoría de los miembros. Ingresar el código apropiado de la Tabla de Códigos # 26.

*Si el Hogar se abastece de agua entubada que proviene de manantiales, puquios, ríos, etc; debe registrarse en otros y anotar que es agua entubada señalando la fuente.
Para que una fuente se considere "red pública" debe tener un mínimo de tratamiento (Cloro)*

Q 7.9: Preguntar sobre el tipo de servicio higiénico usado por los miembros del Hogar. Ingresar el código apropiado de la Tabla de Códigos # 27.

Pozo séptico, es cuando los residuos humanos son enviados por una tubería directamente a un pozo, el cual recibe tratamiento con cal, ceniza, etc.

Pozo Ciego o negro, cuando los residuos humanos son enviados directamente a un pozo, el cual no recibe tratamiento alguno.

Desagüe Se considerará así cuando los residuos humanos desfoguen por lo menos a una poza de oxidación; no así si desfogan a un río, acequia, etc.

Si el Hogar manifiesta que el destino final de los residuos humanos es directamente el Campo, Chacra, Corral, cualquier campo abierto, ó el río canal, acequia, cocha, serán clasificados como Ninguno, dependiendo si el campo (código 02) o el río, acequia, etc. (código 04).

Nota: hay dos códigos Ninguno (02 y 04) diferenciados de acuerdo al tipo de lugar utilizado por las personas para hacer sus necesidades (si es en campo abierto o en alguna fuente de agua lo que podría ocasionar alguna clase de contaminación).

Q 7.10: Esta pregunta es sobre el combustible que el hogar utiliza usualmente para cocinar. Ingresar el código de la Tabla de Códigos # 28 o especificar en caso se utilice algún otro combustible.

Q 7.11: Se desea averiguar si en la Localidad se usa algún material/combustible para calentar el ambiente en las viviendas. Previamente a esta pregunta, el encuestador debe estar informado si el Cluster que están visitando tiene un clima que requiere el uso de algún material/combustible para calentar las viviendas, ya que si la localidad visitada tiene un clima cálido o tropical, no va a requerir de calefacción, entonces para esta pregunta se coloca 00=NO y se pasa a la pregunta 7.13. **Para aquellos sitios donde la calefacción es usada por lo menos por algunas personas en el sitio, pasar a la siguiente pregunta.**

Q 7.12: Sólo si en la localidad se usa algún material/combustible para la calefacción, preguntar si en el Hogar también hacen uso de algún material/combustible para calentar sus viviendas. Establecer el tipo de combustible principal utilizado por el hogar con ayuda de la Tabla de Códigos # 29.

Si el entrevistado menciona que no utilizan nada para calentar el ambiente de su vivienda pese a que en la zona que viven se requiere de calefacción, utilizar el código 11=Ninguno/No usa calefacción

Q 7.13: Mediante este cuadro, queremos averiguar acerca del bienestar del hogar en relación al equipamiento y comodidades con que cuenta para el desarrollo normal de sus actividades. Se desea saber por las que son de su propiedad. Para cada artículo, preguntar de 7.13.1 a 7.13.2. Después de haber hecho estas preguntas para todos los artículos, preguntar desde la 7.13.3 a la 7.13.4.

Q 7.13.1: Establecer si alguien en el Hogar es propietario de alguno de los artículos detallados. Propiedad de un artículo se entiende que éste podría ser vendido por el miembro del Hogar. Se puede incluir artículos que no están presentes momentáneamente en el Hogar debido a que están en calidad de préstamo a otra persona que no es miembro del Hogar. Se debe tener en cuenta que el artículo debe estar funcionando. Marcar 01=SI para todos aquellos artículos que el Hogar posea.

Q 7.13.2: Para cada artículo que es propiedad del hogar, pregunte cuántos posee. Ingresar la cantidad dada por el entrevistado.

Q 7.13.3: Preguntar al entrevistado cuáles son los cinco artículos más valiosos de todos los que mencionó. El término valioso esta referido a lo económico, no incluye el valor sentimental. Ingrese el código 01 para cada uno de los cinco artículos más valiosos, y 00 para los demás mencionados.

Si el entrevistado menciona en 7.13.1 que posee menos de 5 artículos, entonces el encuestador debe considerar estos como los mas valiosos en términos económicos.

Q 7.13.4: Solo si el artículo es una de las cinco cosas más valiosas, preguntar cuánto obtendría si fuera a venderlos. Ingresar el monto en soles. Para todos los artículos codificados con 00=NO en la pregunta 7.13.3, ingresar -88=NA. Si el entrevistado posee más de una artículo de un tipo (por ejemplo, tres televisores) sumar todos los artículos.

Q 7.14: Se quiere saber si alguien en el Hogar ha invertido en mejoras para la infraestructura de la vivienda en los últimos 4 años (desde la visita en la primera ronda). Si la respuesta es NO o NS, pase a la sección 8.

Nota: En caso que el hogar cuente con un taller al interior de la vivienda, éste se considerará como parte de la vivienda, siempre que el entrevistado así lo considere.

Q 7.15: Determinar de acuerdo a la lista de códigos, qué tipo de inversiones se han realizado. Puede marcar hasta tres. Si el entrevistado menciona más de tres, entonces se elegirá las tres que demandaron más gasto, y el resto se anotará como comentario. Por el contrario, si menciona menos de tres inversiones, anote las que mencione y el resto de espacios llene de 88=NA.

Q 7.16: Se quiere saber si las mejoras de la casa fueron financiadas con ayuda de algún Programa Público del Estado.

SECCION 8 - CUIDADO DEL NIÑO, EDUCACION Y ACTIVIDADES (SOLO NIÑO DE 5 AÑOS)

PROPOSITO

En esta sección nos gustaría saber más acerca del cuidado que recibió el *Niño Índice*, su educación y las actividades diarias que realiza (incluyendo el trabajo). A lo largo de esta sección podemos distinguir tres temas relevantes que nos podrán ayudar a tener una idea de cómo el *Niño Índice* va desarrollando e interrelacionando con su entorno. Primero preguntaremos por los primeros 3 años de vida del Niño Índice, si asistió o no a un centro de cuidado infantil, luego desde los 3 años, preguntaremos si esta asistiendo a un Centro Pre escolar o a una Escuela, y en después se preguntará sobre las actividades que el niño realiza en un día cualquiera, que puede ser de lunes a viernes.

ENTREVISTADOS:

La entrevistada ideal es la **responsable o tutora** del *Niño Índice*, o el miembro del Hogar que esté más enterado acerca de la educación del *Niño Índice*.

DEFINICIONES:

Una **guardería** es un lugar proporcionado para el cuidado diario de niños menores. Estamos interesados tanto en cuidados formales como informales.

El Programa Nacional Wawa Wasi es un programa social del Estado que brinda atención integral a la Infancia Temprana, respondiendo a la necesidad de cuidado diurno para niñas y niños menores de cuatro años.

Una escuela es un establecimiento de educación general formal reconocido usualmente por el Estado. En esta sección se refiere a la escuela primaria.

Un colegio estatal cuenta con fondos principalmente del Estado.

Un colegio particular cuenta con fondos de fuentes no gubernamentales, incluyendo de los padres, ONGs, organizaciones religiosas o donantes.

Un Pronoei (Programa no escolarizado de Educación Inicial) es financiado por el Estado y/o aportes de la comunidad. Su cobertura actual incluye niños y niñas de 3 a 5 años en zonas urbano marginales. La enseñanza está a cargo de promotoras de educación que generalmente son madres capacitadas para la enseñanza.

INSTRUCCIONES

Q 8.0: Identificar al entrevistado para esta sección usando su ID de la lista de miembros del hogar (roster).

CUIDADO DEL NIÑO Y EDUCACION PRE-ESCOLAR

ENCUESTADOR (A): Las preguntas 8.1 - 8.5 están referidas al cuidado diario del Niño Índice desde que nació hasta los 3 años (entre los 0 y 36 meses).

Q 8.1: Establecer si el *Niño Índice* fue cuidado regularmente por una Guardería, Nido, Wawa wasi o donde un familiar/pariente (que se dedique al cuidado de niños) en las mañanas, tardes, o noches regularmente. En esta pregunta estamos tratando recoger los usuarios regulares de estos centros de cuidado de niños y se debe incluir a los niños que asistieron mínimo dos veces al mes. No deben incluirse la asistencia a los centros de cuidado cuando solo fue por probar y nunca mas volvió.

Si el niño no asistió a ningún Centro de Cuidado Infantil, anotar 00=NO y pasar a la pregunta 8.4.

Q 8.2 En esta tabla, se recogerá la información para cada centro de cuidado infantil al que el *Niño Índice* asistió entre los 0 y 36 meses, preguntando desde la 8.2.1-8.2.8. Ya sea que el niño esté asistiendo aún al Centro de Cuidado, o haya dejado de asistir, las preguntas se harán en todos los casos en tiempo pasado, ya que interesa conocer sobre los primeros tres años de edad del *Niño Índice* (tomando en cuenta que en todos los casos el *Niño Índice* tendrá más de 4 años).

Q 8.2.1: Preguntar qué edad tenía el *Niño Índice* cuando fue por primera vez a cada Centro de Cuidado Infantil que se haya mencionado. La información que se ingresa es **edad en meses**.

Q 8.2.2: Se quiere saber por cuánto tiempo el *Niño Índice* asistió al Centro de Cuidado Infantil. Ingresar el código apropiado de acuerdo a los rangos de tiempo de la lista de códigos.

Q 8.2.3: Establecer quién dirigía o de quién dependía el Centro de Cuidado Infantil. **Escribir el tipo de Centro de Cuidado Infantil** (nido, guardería, wawa wasi, etc.) e ingresar el código de acuerdo a la lista proporcionada.

ENCUESTADO(A): Es importante que Ud. escriba si el Centro de Cuidado Infantil al que asistió el Niño Índice es un nido, guardería, Wawa Wasi, PIET, etc.

Q 8.2.4: Preguntar si la persona tuvo que pagar algo para enviar al *Niño Índice* a este Centro de Cuidado Infantil.

Q 8.2.5: Preguntar al entrevistado qué tan bueno cree que fue el servicio de cuidado en el Centro. Esta es una pregunta subjetiva; estamos interesados en saber la opinión del entrevistado sobre la calidad del cuidado/servicio. Ingresar el código de acuerdo a las alternativas de la lista proporcionada.

Q 8.2.6: Preguntar al entrevistado cuántos días a la semana el *Niño Índice* asistía a este Centro de Cuidado Infantil. Este debe ser un promedio de número de días por semana.

Q 8.2.7: Preguntar cuántas horas al día el *Niño Índice* asistía al Centro de Cuidado Infantil. Registrar el número de horas en el cuadro de respuestas. Solo se considerarán horas enteras, si es de 30 a más minutos se sumará un hora más. Por ejemplo si asiste 2 horas y 30, entonces anotar 3 horas.

Q 8.2.8: Determinar si a la responsable o tutora le era permitido visitar al *Niño Índice* en el Centro de Cuidado Infantil (por ejemplo, para la lactancia materna).

Q 8.3: Preguntar al entrevistado por las razones principales por las que el *Niño Índice* asistió a este Centro de Cuidado Infantil antes de los 3 años (36 meses). Escriba las razones que le mencionan y con ayuda de la Tabla # 30, codifique. Puede mencionar hasta tres razones según el orden de importancia. Si el entrevistado da menos de tres razones, llenar con 88=NA los espacios restantes.

ENCUESTADOR (A): Si usted hizo la pregunta 8.3 pase a la pregunta 8.5 (ya que la pregunta 8.4 sólo aplica para aquellos niños que nunca han asistido a un Centro de Cuidado diario).

Q 8.4: Para aquellos niños que nunca han asistido a un Centro de Cuidado diario antes de los 3 años (36 meses), preguntar cuáles fueron las razones por las que nunca asistió. Escriba las razones que le mencionan y con ayuda de la Tabla de Códigos # 31, codifique. Se pueden mencionar hasta tres respuestas, pero deben ingresarse por orden de importancia para el entrevistado. Si el entrevistado menciona menos de tres razones, llenar con 88=NA los espacios restantes.

NOTA: La Tabla de Códigos # 31 contiene códigos que aplican en su mayoría para los niños que dejaron la escuela por lo cual debe tomar en cuenta que solamente algunos de estos códigos podrían aplicar para esta pregunta. Por ejemplo los códigos 01, 03, 11, 13, 15, 16, 28, 29 pueden ser aplicables a esta pregunta.

Q 8.5: Esta pregunta es tanto para los niños que asistieron a un Centro de Cuidado Infantil, como para los que no asistieron. Preguntar quiénes fueron las personas principales encargadas del cuidado del *Niño Índice* entre los 0 y 36 meses cuando no asistía a alguno de los Centros de Cuidado Infantil. Aquí hay espacio para tres respuestas y estas se deben ingresar de acuerdo al orden de importancia en el cuidado para el *Niño Índice*. Si son menos de tres personas, llenar con 88=NA los espacios restantes. Recuerde que la relación de parentesco es respecto al *Niño Índice*.

ENCUESTADOR: Las preguntas 8.6 - 8.15 se refieren a la educación pre-escolar del *Niño Índice* a partir de los 36 meses.

Q 8.6: Establecer si, desde los 36 meses, el *Niño Índice* ha asistido regularmente a un Centro Pre-escolar (CEI, Jardín, PRONOEL, etc.) formal e informal. En esta pregunta estamos tratando de capturar la asistencia regular al Centro Educativo pre-escolar, **por lo que no debe incluirse un intento fallido de asistencia a centros educativos donde no hay intención de regresar**. Los niños que han comenzado a asistir recién a un centro educativo, y tenga la intención de una asistencia regular en el futuro debe ser incluido. Si el niño nunca ha asistido al centro educativo, ir a la pregunta Q 8.14.

Q 8.7: En esta tabla, se recogerá la información para cada Centro Pre-escolar al que el *Niño Índice* asistió o este asistiendo desde los 3 años (36 meses) de edad. Para cada centro Pre-escolar asistido desde los 3 años (36 meses) preguntar desde la 8.7.1 a la 8.7.8.

ENCUESTADOR: *Si el Niño Índice aún está asistiendo a uno de los Centros Pre-escolares, debe hacer las preguntas en tiempo presente. Si el niño ha dejado de asistir, preguntar en tiempo pasado.*

Q 8.7.1: Preguntar qué edad tenía el *Niño Índice* cuando fue por primera vez a cada Centro Pre-escolar que se haya mencionado. La información que se ingresa es **edad en meses**.

Q 8.7.2: Establecer por cuánto tiempo el *Niño Índice* asistió. Ingresar el código apropiado de la lista de códigos. Si el niño aún está asistiendo, hacer las preguntas en el tiempo presente. Si el niño no está asistiendo más, hacer las preguntas de la tabla en tiempo pasado.

Q 8.7.3: Establecer quién dirige/dirigió o de quien depende el centro educativo al que asiste/ asistía *Nombre del Niño*. **Escribir el tipo de Centro Pre-escolar (CEI, Jardín, PRONOEI, etc.)** e ingresar el código de acuerdo a la lista proporcionada.

ENCUESTADO(A): *Es importante que Ud. escriba si el Centro Pre-escolar al que asiste/asistió el Niño Índice es un CEI, Jardín, PRONOEI, etc.*

Q 8.7.4: Preguntar si tuvieron que pagar para enviar al *niño índice* al Centro Pre-escolar.

Q 8.7.5.1: Preguntar al entrevistado qué tan bueno es/era el Servicio de Cuidado que brindaba el Centro Pre-escolar al *Niño Índice*, es una pregunta subjetiva, de opinión al entrevistado.

Q 8.7.5.2: Preguntar al entrevistado qué tan bueno cree que es/era la enseñanza que le dieron al *Niño Índice* en el Centro Pre-escolar.

Q 8.7.6: Establecer el número de días a la semana (en promedio) que el niño asiste/ asistió al Centro Pre-escolar. Registrar el número en el cuadro de la respuesta.

Q 8.7.7: Preguntar por cuántas horas al día el niño asiste/asistió regularmente al Centro Pre-escolar. Registrar este número en el cuadro de la respuesta.

Q 8.7.8: Determinar si el entrevistado o la cuidadora puede/pudo visitar al niño en el Centro Pre-escolar (ej. para verificar la calidad del cuidado o por alguna otra razón).

Q 8.8: Preguntar al entrevistado por las principales razones por las que el niño índice asiste/ asistió al Centro Pre-escolar. Escriba las razones y luego con ayuda de la tabla de Códigos # 30, codifique. El entrevistado, puede mencionar hasta tres razones de acuerdo a la importancia. Si son menos de tres razones, llenar con 88=NA los espacios restantes.

Q 8.9: Preguntar, cuales han sido los principales servicios que proporciona el Centro Pre-escolar, el entrevistado puede mencionar hasta dos servicios, pero debe establecer un orden de importancia. Si solo menciona un servicio, llene con 88=NA el espacio restante.

Q 8.10: Establecer si el *Niño Índice* actualmente esta asistiendo a un Centro Pre-escolar. Si es NO, ir a la pregunta 8.12.

Q 8.11: Si el niño índice está asistiendo aún al Centro Pre-escolar, preguntar qué tan bien se está desempeñando. Esta pregunta se refiere a la percepción del entrevistado del progreso del niño en el área social, educacional y

física. Si el entrevistado no entiende la pregunta, puede pedirle que compare el desempeño de *Nombre del Niño* con otros niños de su edad.

ENCUESTADOR (A): *Luego de que el entrevistado contestó la 8.11, debe pasar a la 8.17, ya que las preguntas de la 8.12 a 8.16 sólo aplica a aquellos niños que no están actualmente asistiendo a un Centro Pre-escolar.*

Q 8.12: Si el niño no asiste más a un Centro Pre-escolar, preguntar cuántos años tenía cuando dejó de asistir. Registrar la edad en meses.

Q 8.13: Preguntar por qué el *Niño Índice* ha dejado de asistir. Escriba las razones que le mencionan y luego con ayuda de la tabla de códigos # 31, codifique. Hay espacio para tres respuestas, y éstas se deben ingresar de acuerdo al orden de importancia, según el entrevistado. Si son menos de tres, llenar 88= NA los espacios restantes.

ENCUESTADOR (A): *Luego de que el entrevistado contestó la 8.13, debe pasar a la 8.15, ya que la pregunta 8.14 sólo aplica para aquellos niños que nunca asistieron a un Centro Pre-escolar.*

Q 8.14: Para aquellos niños que nunca asistieron a la escuela, preguntar al entrevistado cuáles son las razones principales. Escribir lo que menciona y luego con ayuda de la tabla de Códigos # 31, codifique. Aquí hay espacio para tres respuestas, y éstas se deben ingresar de acuerdo al orden de importancia, según el entrevistado. Si son menos de tres razones, llenar con 88=NA en los espacios restantes.

ASISTENCIA EN LA ESCUELA

Q 8.15: Preguntar si el *Niño Índice* ha comenzado a asistir a la Escuela Primaria. Escuela aquí se refiere a la escuela primaria formal/primer grado. Si es No o NS, ir a la pregunta 8.17.

Q 8.16.1: Escribir el nombre y/o el número de la escuela a la cual está asistiendo en *Niño Índice*.

Q 8.16.2: Determinar si la escuela a la que asiste el *Niño Índice* es de un solo sexo o es mixta (puede leer las alternativas).

Q 8.16.3: Preguntar cuántos años tenía *Niño Índice* cuando comenzó la escuela. Ingresar la edad en años y meses (ej. 05 años y 02 meses).

Q 8.16.4: Deseamos saber quién dirige o de quién depende esta escuela, ya sea del estado o de otras instituciones. Si ya empezó la escuela pase a la 8.21.

ENCUESTADOR: *Si el Niño Índice ya empezó la escuela pase a la pregunta 8.21, ya que las preguntas de la 8.17 a la 8.20, solo aplica en el caso de que el niño aun no ha comenzado a ir a la escuela.*

Q 8.17: Si el niño índice no ha comenzado aún la escuela formal (primaria/primer grado), preguntar al entrevistado a qué edad espera que el niño comience la escuela. Ingresar la edad en años. Si el entrevistado no espera que el niño vaya a la escuela, **registrar 66 para "Nunca"**.

ENCUESTADOR (A): *Si la respuesta a la pregunta 8.17 es igual a 6 o menos, pase a la pregunta 8.19, ya que la 8.18 sólo aplica si la respuesta en 8.17 \geq 7 o 7.17=66 (nunca).*

Q 8.18: Sólo si el niño irá a la escuela cuando tenga 7 años o mas, o nunca, preguntar al entrevistado la razón de esta decisión. Escriba las respuestas que le mencionan y luego con ayuda de la tabla de códigos # 31, codifique. Hay espacio para tres respuestas, y éstas se deben ingresar de acuerdo al orden de importancia según el entrevistado. Si son menos de tres, llenar con 88= NA en los espacios restantes.

ENCUESTADOR: *Sólo para el caso de la respuesta en 8.17 respondió que NUNCA enviará a la escuela a su niño, luego de contestar la 8.18 debe pasar a la pregunta 8.27.*

Q 8.19: Preguntar el tipo de escuela a la que el niño índice piensa asistir. Esta es una pregunta que aplica sólo a los niños que aún no están asistiendo a la escuela.

ENCUESTADOR: *Si la persona entrevistada no tiene idea o no ha pensado aun en una escuela donde podría enviar a su niño (pregunta 8.19), y si ya se agotaron todos los medios para obtener una respuesta válida, utilice el código 77=NS, luego para el resto de preguntas (de la 8.20 a 8.26) **NO DEBE ASUMIR** que también es 77=NS, de todas maneras realice las preguntas pues alguna puede tener una respuesta válida.*

Q 8.20: Establecer si la escuela a la que enviará al Niño Índice asisten niños de un solo sexo. Esta pregunta solo aplica para los niños que aún no están asistiendo a la escuela.

ENCUESTADOR: *A partir de la 8.21 a la 8.26 son preguntas que aplican tanto para los niños que estan asistiendo a la Escuela como a los que piensan asistir en un futuro.*

Q 8.21: Preguntar al entrevistado por qué escogió/escogería esta escuela para el niño. Escriba las respuestas que le dan y con ayuda de la Tabla de Códigos # 30B, codifique. Se puede mencionar hasta tres razones, pero deben estar por orden de importancia. Si existen menos de 3 respuestas, llene con 88=NA los espacios restantes.

Q 8.22: Preguntar cuánto tiempo le toma/tomaría al niño llegar a la escuela. Ingresar el tiempo en minutos.

Q 8.23: Establecer qué medio de transporte utiliza/utilizaría para llegar a la escuela. Ingresar el código de la lista según la respuesta del entrevistado.

Q 8.24: Preguntar si el niño normalmente va/iría solo o con otra persona.

Q 8.25: Preguntar si el niño se siente/sentiría en peligro cuando se dirige a la escuela. Si la respuesta es No, ir a la pregunta 8.27.

Q 8.26: Si el entrevistado respondió "Si" a la pregunta 8.25, preguntar cuáles son/serían los principales riesgos en el trayecto a la escuela. Escriba la respuesta y luego codifique de acuerdo a la lista detallada en esta pregunta. Hay espacio para tres respuestas, y éstas se deben ingresar de acuerdo al orden de importancia, según el entrevistado. Si son menos de tres, llenar con 88=NA los espacios restantes.

TRABAJO Y ACTIVIDADES DEL NIÑO

Q 8.27: A través de esta tabla de preguntas, deseamos averiguar acerca de las actividades que hizo el Niño Índice, en un día normal de clases (de lunes a viernes, no feriados).

ENCUESTADOR: *Si es que mencionan actividades que pudieran estar encerradas en un mismo código como por ejemplo tareas domesticas (lavar, barrer, tender las camas, etc.) no mencionarlas uno por uno si no considerarlas todas en un solo registro.*

Q 8.27.1: Preguntar qué actividades hizo el Niño Índice ayer (un día normal de clases) durante todo el día. Si es que el día de ayer fue un sábado, domingo o un día feriado, replantear la pregunta refiriéndose al día mas inmediato en que si hubo clases normales. Escribir las actividades que menciona el entrevistado y luego con ayuda de la tabla de Códigos # 32, codifique.

Q 8.27.2: Para cada actividad mencionada, preguntar con quién estaba el niño mientras realizaba esta actividad. Ingresar el código de la tabla # 33. El objetivo de la pregunta es saber si el *Niño Índice* es supervisado mientras realiza dichas actividades y quien es la persona que lo supervisa.

Q 8.27.3: Preguntar si el niño pudo escoger si hacía esta actividad o no. Esta pregunta se dirige a explorar si el niño tiene autonomía sobre lo que él hace, o si otros le dicen qué debe hacer.

Q 8.28: El objetivo de esta pregunta es saber si los últimos 12 meses el *Niño Índice* ha hecho algo para conseguir dinero o cosas para el mismo o para su hogar. Estamos interesados aquí en las actividades que el niño ha hecho para ganar dinero/productos (o cualquier actividad que haya servido como forma de pago de alguna deuda del hogar). Si la respuesta a esta pregunta es No o NS, ir a la sección 9.

Q 8.29: Las preguntas de esta tabla sólo aplican en el caso el *Niño Índice* haya realizado alguna actividad pagada ya sea monetariamente o en especies, en los últimos 12 meses. También incluye el trabajo realizado a cambio de disminuir alguna deuda pendiente que tuviera el Hogar.

Q 8.29.1: Preguntar al entrevistado, cuáles fueron las actividades que hizo el niño. Escribir cada actividad mencionada en líneas separadas y con ayuda de la tabla de códigos # 34, codificar. **Ingresar cada tipo de actividad, no cada trabajo individual.**

Q 8.29.2: Para cada actividad mencionada, preguntar cuál fue la forma de pago recibido o que se espera recibir por esta actividad realizada. Ingresar el código de la lista detallada para esta pregunta.

Q 8.29.3: Preguntar si el niño consiguió quedarse con todo o con algo del pago por esta actividad. Ingresar el código de la lista.

Q 8.29.4: De todas las actividades mencionadas en la 8.29.1, preguntar en cuál el niño paso más tiempo durante el año. Ingresar 01 en la línea correspondiente a la actividad identificada por el entrevistado, para todas las demás actividades mencionadas llenar de 00 en todas las demás filas de esta columna.

SECCIÓN 9 - SALUD DEL NIÑO

PROPOSITO

Esta Sección tiene por propósito saber más acerca de la salud general del niño y de su bienestar.

ENTREVISTADO

Determinado de la entrevista preliminar, pero probablemente sea la cuidadora principal del *Niño Índice*.

DEFINICIONES

Accidente: es un evento no deseado, el cual resulta con lesiones a las personas.

Lesión: daño o detrimento corporal causado por una herida, un golpe o una enfermedad.

Enfermedad: alteración más o menos grave de la salud.

Problema de salud crónico: referente a la enfermedad se refiere a una enfermedad larga.

INSTRUCCIONES

Q 9.0: Identificar al entrevistado para esta sección usando el ID de la lista de Miembros del Hogar (roster).

Q 9.1: Preguntar al entrevistado si cree que la salud del niño índice es la misma, mejor o peor comparada con la de otros niños de su misma edad. Si la cuidadora le dice que el niño está enfermo actualmente sugerirle que le diga acerca de la salud del niño en general. Ingresar el código correspondiente de la lista.

Q 9.2: Preguntar si el niño índice ha tenido una o más enfermedades o lesiones/accidentes serios en los últimos cuatro años en las que el entrevistado haya pensado que el niño no podría recuperarse. Se debe enfatizar que el sentido de esta pregunta es saber sobre la enfermedades o lesiones/accidentes severos donde la cuidadora pensó que el niño **realmente** no iba a poder recuperarse (esto incluye enfermedades donde ellos pensaron que el niño pudo morir si no recibía el tratamiento ó atención). Esta es una pregunta perceptiva, y usted debe aceptar la respuesta del entrevistado sin imponer su punto de vista de qué es lo que cuenta como enfermedad/lesión seria. Si la respuesta es No (el niño no ha tenido enfermedades serias ni lesiones/accidentes severos) ó NS, pasar a la pregunta 9.5.

ENCUESTADOR: *Tener en cuenta que si la respuesta fue 01=SI para 9.2, puede presentar cualquier de los siguientes 3 casos:*

- 1) Si 9.2=01, entonces pueda ser que tuvo una o mas enfermedades serias mas una lesión/accidente grave.*
- 2) Si 9.2=01, entonces puede ser que solo tuvo una o mas enfermedades serias*
- 3) Si 9.2=01, entonces puede ser que solo tuvo una lesión/accidente serio.*

Q 9.3: Si la respuesta en 9.2 fue SI, entonces preguntar si cuando pensó que el niño no podía recuperarse fue a causa de una o más enfermedades serias. Si la respuesta es NO, debe pasar a la 9.4, porque entonces el niño debe haber tenido una lesión/accidente grave.

Q 9.3.1: Escribir todas las enfermedades que le menciona el entrevistado y luego con la ayuda de la tabla de Códigos # 35, codificar. No sugerir enfermedades específicas ni interpretar lo que la cuidadora reporta. Si el entrevistado describe los síntomas más que una enfermedad específica, registrar los síntomas bajo la opción 33="Otro". Si el entrevistado reporta una enfermedad específica y después describe los síntomas, sólo registrar la enfermedad específica.

Q 9.3.2: Para cada enfermedad identificada, preguntar si buscaron tratamiento o consejo para esta enfermedad en algún momento. Estamos interesados en todos los tipos de tratamientos y consejos (ej. visita a una instalación de salud, consulta o consejo de otro centro/grupo gubernamental o privado, visita a curanderos tradicionales, medicinas de una farmacia, o consejo de familia, etc.). Si la respuesta es No o NS, pasar a la siguiente enfermedad (o la siguiente pregunta si no hay más enfermedades).

Q 9.3.3: Para cada enfermedad en la que buscaron tratamiento/consejo, preguntar donde o con quien lo buscaron. Ingresar el código de la tabla # 36. Aquí hay espacio para tres respuestas, y éstas se deben ingresar de acuerdo al orden de importancia, según el entrevistado. Si son menos de tres, llenar con 88=NA en los espacios restantes.

Q 9.3.4: Preguntar si tuvieron que pagar por cualquier tratamiento. Esta pregunta aplica a CUALQUIERA de los tratamientos que buscaron para esta enfermedad en particular. Pago puede ser por cualquier aspecto del tratamiento (ej. consulta, pagos clínicos, cargos de medicina, etc.)

Q 9.3.5: Establecer el tiempo que les tomó llegar al primer lugar de tratamiento (para cada enfermedad). Es importante qué medio de transporte usó para llegar allí. El tiempo se debe registrar de acuerdo a la lista detallada. Esta pregunta busca medir el nivel de acceso (a través de la distancia y el desplazamiento) al lugar de tratamiento. Si es que no se realizó ningún desplazamiento, ingresar 88=NA.

Q 9.4: Esta pregunta sólo aplica si es que en la 9.2 contestaron SI. Se pide averiguar si el niño tuvo una o más accidentes severos, de ser así, preguntar cuáles fueron. SI el niño tuvo un accidente pero no tuvo lesiones, ir a la pregunta 9.5.

Q 9.4.1: Escribir todas las lesiones/accidentes graves que le mencionan y luego con ayuda de la tabla de Códigos # 37, codifique No debe sugerir accidentes específicos ni interpretar lo que la cuidadora reporta.

Q 9.4.2: Para cada lesión/accidente identificado, preguntar si buscaron tratamiento o consejo en algún momento. Estamos interesados en todos los tipos de tratamiento y consejos (ej. visita a una instalación de salud, consulta o consejo de otro centro/grupo gubernamental o privado, visita a curanderos tradicionales, medicinas de una farmacia, o consejo de familia, etc.). Si la respuesta es No o NS, pasar a la siguiente lesión/accidente (o la siguiente pregunta si no hay más lesiones/accidentes reportados).

Q 9.4.3: Para cada lesión/accidente para el cual buscaron tratamiento/consejo, preguntar donde lo buscaron. Ingresar los códigos de la tabla # 36. Aquí hay espacio para tres respuestas, y éstas se deben ingresar de acuerdo al orden de importancia, según el entrevistado. Si son menos de tres, llenar con 88=NA en los espacios restantes.

Q 9.4.4: Preguntar si tuvieron que pagar por cualquier tratamiento. Esta pregunta aplica a CUALQUIERA de los tratamientos que buscaron para esta lesión/accidente en particular. El pago puede ser por cualquier aspecto del tratamiento (ej. consulta, pagos clínicos, cargos de medicina, etc.).

Q 9.4.5: Establecer el tiempo que les tomó llegar al primer lugar de tratamiento (para cada lesión/accidente). Es importante qué medio de transporte usó para llegar allí. El tiempo se debe registrar de acuerdo a la lista de códigos. Esta pregunta busca medir el nivel de acceso (a través de la distancia y el desplazamiento) al lugar de tratamiento. Si es que no se realizó ningún desplazamiento, ingresar 88=NA.

Q 9.5: Establecer si el niño índice tiene problemas de salud crónicos/permanentes que pueden afectar su vida diaria. Un problema de salud a largo plazo es un problema que persiste de manera constante debido a que es incurable o porque no está siendo tratado. Puede incluir incapacidad física, crónica y problemas de salud mental además de problemas estacionales o periódicos. Esta pregunta refiere a la percepción de la cuidadora por lo que no se debe sugerir problemas específicos de salud. Si no hay problemas de salud a largo plazo, pasar a la pregunta 9.7.

Q 9.6: En esta tabla se pide al entrevistado que mencione cuales son los problemas de salud crónico o a largo plazo que tiene el *Niño Índice*, si buscó tratamiento, la frecuencia con que recibe el tratamiento y el gasto que le ocasiona.

Q 9.6.1: Escribir todos los problemas de salud crónico o a largo plazo que mencionan y luego con ayuda de la tabla de Códigos # 38, codificar. No debe sugerir para los problemas de salud específicos ni interpretar lo que la entrevistada reporta; si describe síntomas más que una enfermedad crónica específica, registrar los síntomas bajo el código de 17="Otro". Si la entrevistada reporta una enfermedad crónica específica y después describe los síntomas, sólo registrar la enfermedad crónica específica.

Q 9.6.1.1: Deseamos saber si es que han buscado algún tipo de tratamiento o consejo para esta enfermedad permanente o crónica.

Q 9.6.2: Para cada problema de salud identificado por el cual recibe un tratamiento, establecer de acuerdo a la lista de códigos, qué frecuencia de tratamiento ha recibido en el último año. Estamos interesados en todos los tipos de tratamientos y consejos (ej. visita a una instalación de salud, consulta o consejo de otro centro/grupo gubernamental o privado, visita a curanderos tradicionales, medicinas de una farmacia, o consejo de familia, etc.). Si la respuesta es No o NS, ir a la siguiente enfermedad crónica (o la siguiente pregunta si no hay más enfermedades crónicas).

Q 9.6.3: Para cada tratamiento que recibe para el problema de salud crónico, establecer cuánto ha gastado en los últimos 12 meses. Ingresar la cantidad en soles asegurarse de colocar el punto decimal en el sitio correcto.

Q 9.7: En esta tabla, se proporciona una lista detallada sobre discapacidades o desarrollo, para cada una de ellas, registrar si el niño índice es capaz de hacerlo con dificultad o facilidad. Para el primer ítem (¿Puede caminar igual que otros niños de su edad?), primero debe asegurarse que el *Niño Índice* está presente, ya que es

una respuesta de observación del encuestador hacia el Niño Índice. Si la entrevistada tiene dificultad de responder estas preguntas, pedirle que piense en otros niños y que luego lo compare con el *Niño Índice*.

Q 9.7.1: Se quiere saber si el niño índice está cubierto por algún tipo de Seguro de Salud. Si no lo está, pase a la pregunta 9.8. Esta información debe ser actual. No estamos interesados en saber si antes si lo tenía y ahora ya no lo tiene.

Q 9.7.2: Se quiere saber la procedencia del Seguro, de acuerdo a la respuesta del entrevistado, busque el código en la lista y anote. Si la fuente proviene de Otra, especificar en el espacio correspondiente..

Q 9.8: Preguntar si el niño índice tiene tarjeta de vacunación. No es necesario que la muestre, es suficiente la respuesta que brinda el entrevistado.

Q 9.9: Esta pregunta tiene por objetivo, averiguar si el *Niño Índice* esta cubierto por las vacunas mas importantes, las elementales para su Inmunización contra las Enfermedades. Si tienen tarjeta de vacunación, usar esta tarjeta para llenar si el niño índice tiene todas las vacunas detalladas (BCG, sarampión, las 3 dosis de la triple DPT, polio, influenza y hepatitis). Verificar con la entrevistada si el niño ha tenido alguna vacuna no registrada en la tarjeta de vacunación.

Si no tiene tarjeta de vacunación, preguntar a la entrevistada si el niño tiene cada una de estas vacunas o no. Puede preguntar acerca de los eventos como días de inmunización nacional en el área para ayudarla a recordar. Si aparte de las vacunas mencionadas en el detalle, el *Niño Índice* ha recibido otras, anotarlas estas en comentarios.

ENCUESTADOR: Si la entrevistada le menciona o en la tarjeta registra que recibió las tres dosis de la Pentavalente, debe registrarse como 01=Si para las vacunas: DPT, Influenza y Hepatitis

Para el caso del cuestionario de Hogar de 12 años, replantear la pregunta como: **¿Alguna vez le han puesto al Niño Índice alguna de estas vacunas?**

Q 9.9.1: Determinar si es que el niño sigue lactando. (Esta pregunta no aplica para el Cuestionario de Hogar de 12 años)

Q 9.10: Preguntar si el *Niño Índice* consumió cada uno de las comidas/refrigerios mencionados en esta pregunta durante el último periodo de 24 horas. Asegúrese puntualizar que las preguntas reflejen las últimas 24 horas más que referirse a lo que "usualmente" el niño come. Si el niño estuvo enfermo durante el último día, hacer las preguntas referidas a las últimas 24 horas en las cuales el niño se encontraba bien. Detalles como un vaso de leche o lactancia materna se puede contar como alimentos entre comidas.

Q 9.11: Preguntar si el *Niño Índice* consumió alguno de estos tipos de alimentos detallados durante las últimas 24 horas. Estamos interesados en las categorías genéricas y no en aquellas comidas específicas detalladas en los paréntesis como ejemplos. Asegúrese puntualizar que las preguntas reflejen las últimas 24 horas más que referirse a lo que "usualmente" el niño come. Si el niño estuvo enfermo durante el último día, hacer las preguntas referidas a las últimas 24 horas en las cuales el niño se encontraba bien.

En el caso de aceite/grasa, a lo mejor es mas conveniente preguntar, si consumieron frituras (comida frita), salsas con aceite, etc. Similarmente, puede sugerir si consumieron azúcar en las bebidas, etc.

Q 9.12: Preguntar si el hogar ha tenido algún periodo de escasez de alimentos en los últimos 12 meses. Si es No o NS, pasar a la sección 10.

Q 9.13.1: Para cada una de las estrategias mencionadas en caso de haber escasez de alimentos, preguntar si alguien en el hogar hizo alguna de ellas. Si es Si, hacer la pregunta Q 9.13.2. Si es No, pasar a la siguiente estrategia.

Q 9.13.2: Para cada estrategia empleada durante la escasez de alimentos, preguntar quién fue el más afectado. Ingresar el código según la tabla # 39.

SECCION 10 – ANTROPOMETRIA

PROPOSITO

Medir la talla y el peso del niño índice y de los padres biológicos.

ENTREVISTADO

Madre y padre biológicos y el niño índice serán medidos y pesados.

PROCEDIMIENTOS PARA MEDIR EL PESO

- Se usará una balanza electrónica, encuentre un nivel adecuado y una superficie segura. Este tipo de balanza no puede medir con precisión si es que se encuentra en una pendiente.
- Asegúrese de anotar cada una de las medidas de peso en los espacios correspondientes del cuadro. No olvidar anotar el peso definitivo.
- Pese al niño con un mínimo de ropa y sin zapatos. En este caso usted necesitará escribir en una lista la ropa que el niño está usando y después deducirá la ropa del peso total. Este cálculo se hará posterior a que usted haya escrito el peso marcado por la balanza.
- Anotar todos los cálculos del peso en la parte posterior de la hoja.
- Pesar al Niño y leer la medida de peso claramente. Tomar una segunda lectura, cuando el Niño y la balanza estén estables otra vez. Si las dos medidas son las mismas, anotar como la medida de peso definitiva. Si son distintas pesar una tercera vez y tomar la medida que se repita dos veces.
- Si usted no puede conseguir que las dos medidas sean iguales, y está seguro que ha seguido el procedimiento correctamente en cada oportunidad, tomar el promedio de las medidas.
- Siempre agradecer a la madre.

PROCEDIMIENTOS PARA MEDIR LA TALLA

- Para tallar usted necesita una pared o una puerta para apoyar la medida de la talla si es que no se puede parar.
- Ropa apropiada: sacarse los zapatos y cualquier ropa voluminosa como una chaqueta o polo voluminoso el cual detendría que los glúteos del niño no estén en contacto con la tabla.
- Colocar al niño de tal manera que quede parado en el tallímetro con sus pies paralelos, y con sus talones, glúteos, hombros y espalda tocando la parte superior del tallímetro. La cabeza debe ser sostenida confortablemente con el Niño mirando justo de frente, no con su cabeza inclinada hacia arriba o abajo. Los brazos deben estar colgados al lado del niño. Pedir a la madre que ayude si es necesario.
- Suavemente baje el tope móvil del tallímetro y colóquelo encima de la cabeza del niño. Presione hacia abajo si es necesario para asegurar el contacto, pero sólo para asegurar que haga contacto.

- Leer la longitud dentro de 0.1cm. Asegúrese que su visión esta alineada con la posición del marcador, no más abajo ni más arriba. Si la medición está entre dos marcadores de 2 milímetros, tomar el valor más bajo.
- Decir claramente cuál es la medida y anotarla inmediatamente.
- Levantar la cabeza del tablero, verificar la alineación y medir al niño otra vez. Si las dos medidas son las mismas, aceptar esta medida. Si las medidas son diferentes, medir de nuevo hasta que consiga dos medidas similares y escribir esta medida en el espacio de la talla definitiva.
- Siempre agradecer a la madre y al niño.

CONTROL DE CALIDAD DE PESO Y MEDIDA

- 1) Leer las medidas
 - a) Si el indicador cae en un marcador exactamente (mm o g) entonces tomar esto como la medida.
 - b) Si éste cae entre dos marcadores, entonces tomar el de menor valor.
- 2) Escribir las medidas
 - a) Es muy importante escribir los números muy claramente.
 - b) Si se escribe mal un número, no borrarlo o cambiarlo – tacharlo y escribir el número correcto al lado
- 3) Leer y registrar los pesos y las tallas
 - a) La persona que está midiendo leer la medida
 - b) El asistente repite lo que se ha leído
 - c) La persona que esta midiendo dice “si” o “bien”
 - d) El asistente dice “si” o “bien” y escribe la medida
 - e) El asistente muestra a la persona la medida que ha escrito

Talla

- 4) Los errores comunes en la medida de la talla
 - a) Posición de la persona que toma la medida
 - Está demasiado lejos de los pies del niño
 - No está arrodillado
 - Está demasiado lejos de la tabla
 - b) Los pies del niño
 - Está en puntillas
 - La planta de los pies no están de manera perpendicular a la madera.
 - Midiendo en un solo pie.
 - c) La cabeza del niño
 - El cuello está demasiado estirado
 - El cuello está demasiado doblado.
 - La palma de la mano de la madre cubre totalmente la oreja (los dedos no están flexionados)
 - d) La posición del niño en el tallímetro
 - El niño no está en el centro del tallímetro
 - El niño está usando un pañal u otra prenda voluminosa, trenza o accesorios para el cabello por lo que la cabeza del niño no está en contacto con el tallímetro.

Peso

5) Los errores comunes en el peso

- El niño puede tocar una pared o agarrar a otras personas cerca
- El niño está usando ropa

Verificar el equipo cada dos semanas o cuando usted regresa a la base.

Talla

- Utilice un palo para saber su largo y verifique la medida
- El espacio entre la base de los pies y la tabla debe ser menos de 2mm

Peso

- Utilice una pesa estándar de 5 a 10 kg para verificar las balanzas
- Verificar cada vez que las balanzas estén calibradas

INSTRUCCIONES

Q 10.0: Identificar al entrevistado principal para esta sección usando el ID de la lista de miembros del hogar (roster).

Q 10.1-Q10.2: Preguntar la percepción del entrevistado(a) sobre el peso y la talla del niño comparado con otros niños de su misma edad.

MIDIENDO AL NIÑO

Q 10.3: Asegúrese que la escala ha sido verificada y está trabajando bien. Colocar el código correspondiente para indicar que están bien.

Q 10.4-Q10.6: Tomar dos medidas de peso. Ingresar cada una en las preguntas 10.4 y 10.5, y después ingresar el peso definitivo en la pregunta 10.6.

Q 10.6.1: En caso que el niño no se haya pesado, indicar el motivo por el cual no se realizó. Si el niño fue pesado entonces debe colocar 88=NA.

Si al momento de pesar al niño, este no se quedo con ropa ligera, el Encuestador debe anotar en el cuadro de control de campo, la ropa que no se quitó y el peso aproximado de cada prenda.

Q 10.7-Q10.9: Tomar dos medidas de la talla, ingresar cada una en las preguntas 10.7 y 10.8, y después ingresar la talla definitiva en la pregunta 10.9.

Q 10.10: En caso que el niño no se haya tomado la talla, indicar el motivo por el cual no se realizó. Pero si fue tallado debe colocar aquí 88=NA.

ENCUESTADOR: Debe tener en cuenta que para el Cuestionario de Hogares de 12 años, existe una medición adicional para el niño, que es la Circunferencia Abdominal.

ENCUESTADOR: Para tallar y pesar a los Padres, estos deben ser los padres biológicos del niño, si por alguna razón alguno o los dos padres biológicos ya no vivieran con el niño, debe ser cuidadoso al momento de pedir

que los padres del niño sean pesados y tallados. De todas maneras se debe pesar a las personas que asuman el papel de padres, pero su peso y talla no serán registrados en este cuestionario, es importante que se anoten los comentarios respectivos, de presentarse el caso.

MIDIENDO A LA MADRE BIOLÓGICA

Q 10.11: Asegúrese que la balanza ha sido verificada y está funcionando. Colocar el código correspondiente para indicar que están bien.

Q10.12 - Q10.14: Tomar los dos pesos, ingresar cada uno en la pregunta 10.12 y 10.13, y después ingresar el peso definitivo en la pregunta 10.14.

Q 10.14.1: En caso que la madre biológica no se haya pesado, indicar el motivo por el cual no se realizó. Si la madre biológica ya fue pesada, anotar 88=NA para esta pregunta

Si al momento de pesar a la madre biológica, esta no se quedo con ropa ligera, el Encuestador debe anotar en el cuadro de control de campo, la ropa que no se quitó y el peso aproximado de cada prenda.

Q10.15 - Q10.17: Tomar las dos medidas, ingresar cada uno en la pregunta 10.15 y 10.16, y después ingresar la talla definitiva en la pregunta 10.17.

Q 10.18: En caso que la madre biológica no se haya tomado la talla, indicar el motivo del por qué no se realizó. Pero si ya fue tallada, entonces colocar 88=NA para esta pregunta.

MIDIENDO AL PADRE BIOLÓGICO

Q 10.19: Asegúrese que la balanza ha sido verificada y está funcionando. Colocar el código correspondiente para indicar que están bien.

Q10.20 - Q10.22: Tomar los dos pesos, ingresar cada uno en la pregunta 10.20 y 10.21, y después ingresar el peso definitivo en la pregunta 10.22

Q 10.23: En caso que el padre biológico no se haya pesado, indicar el motivo del por qué no se realizo. Si ya se peso, colocar 88=NA para esta pregunta.

Si al momento de pesar al padre biológico, este no se quedo con ropa ligera, el Encuestador debe anotar en el cuadro de control de campo, la ropa que no se quitó y el peso aproximado de cada prenda.

Q10.24 - Q10.26: Tomar las dos medidas, ingresar cada uno en la pregunta 10.24 y 10.25, y después ingresar la talla definitiva en la pregunta 10.26.

Q 10.27: En caso que el padre biológico no se haya tomado la talla, indicar el motivo por el cual no se realizó. Si el padre biológico fue tallado, colocar 88=NA para esta pregunta.

LISTA DE OBSERVACIÓN DE MEDIDAS ANTROPOMETRICA DEL SUPERVISOR

	Sí	No	No observo
1. ¿Se presento correctamente el/la antropometrista y explico lo que pensaban hacer?			
2. Tallímetro			
a) El/la antropometrista ¿colocó el tallímetro en una superficie plana con el espacio suficiente para trabajar?			

	Sí	No	No observo
b) El/la antropometrista ¿colocó el móvil en un lugar apropiado antes de medir al niño?			
c) El/la antropometrista ¿se aseguró si el niño está usando la ropa apropiada?			
d) ¿Quién fue el asistente?			
e) El/la asistente ¿sostuvo la cabeza del niño?			
f) El/la antropometrista ¿colocó al niño de tal manera que sus rodillas formaran una línea recta horizontal en el medio del tallímetro?			
g) Estaban los pies del niño en el lugar correcto (ambos pies rectos horizontal y ambos talones colocado contra la base de madera)?			
h) El/la antropometrista ¿estuvo de pie en el lugar correcto para leer la medida?			
i) El/la antropometrista y el asistente siguieron el procedimiento para leer y registrar la altura?			
3. Medida del palo			
a) El/la antropometrista colocó el palo en una superficie plana con el espacio suficiente para trabajar?			
b) El/la antropometrista ¿colocó el móvil en un lugar apropiado antes de medir al niño?			
c) El/la antropometrista ¿se aseguró que el niño se quitara los zapatos y sus accesorios para el cabello, gorro, etc.?			
d) ¿Quién fue el asistente?			
e) El/la antropometrista ¿se aseguró que el niño estuvo parado en la posición correcta?			
f) El/la antropometrista ¿colocó el móvil encima de la cabeza del niño y aplastó su cabello?			
g) El/la antropometrista ¿estuvo de pie en el lugar correcto para leer la medida?			
h) El/la antropometrista y el asistente ¿siguieron el procedimiento para leer y registrar la altura?			
4. Peso			
a) El/la antropometrista aseguró que el peso de las balanzas estaban colgadas correctamente y en un lugar con el suficiente espacio para trabajar?			
b) El/la antropometrista ¿calibró las balanzas antes de pesar al niño?			
c) El/la antropometrista ¿se aseguró que el niño estaba usando la ropa apropiada?			
d) ¿Quién fue el asistente?			
e) El/la antropometrista ¿estuvo de pie en el lugar correcto para leer el peso?			
e) El/la antropometrista y el asistente ¿siguieron el procedimiento para leer y registrar el peso?			
5. Al final de la sesión			
a) El/la antropometrista recogió el equipo en la manera apropiada?			

	Sí	No	No observo
b) El/la antropometrista agradeció a los miembros del hogar por su cooperación?			

SECCIÓN 11 - PERCEPCIONES Y ACTITUDES DE LA CUIDADORA

PROPOSITO

Nos gustaría saber sobre los sentimientos y actitudes de la cuidadora principal hacia su familia, niños, ella misma y su comunidad.

ENTREVISTADO:

El entrevistado para esta sección debe ser la **cuidadora principal**.

ENCUESTADOR: *Para las preguntas de la tabla 11.1 pedir a la cuidadora principal, que piense en el área (lugar) en el que vive.*

Q 11.1 (1 - 10): Para cada una de las oraciones de la Tabla 11.1, leer en voz alta la oración y preguntar a la cuidadora principal que indique si está de acuerdo o en desacuerdo. Asegurarse que la cuidadora ha escuchado y entendido la oración y si no ha sido así deberá repetirla y/o agregar una explicación adicional si es que es necesario. Sin embargo, es importante no cambiar el significado de la oración.

Si la cuidadora duda o responde "más o menos" ingresar el código 02. Tenga en cuenta que la cuidadora no debe enterarse que existe este código como respuesta. **El encuestador debe leer las oraciones como afirmaciones no como preguntas.**

ENCUESTADOR: *Para las preguntas de la tabla 11.2 pedir a la cuidadora principal, que piense sobre otros aspectos de su vida.*

Q 11.2 (1 - 10): Para cada una de las oraciones en la Tabla 11.2, leer en voz alta la oración y preguntar a la cuidadora que indique si está de acuerdo o en desacuerdo. Asegurarse que la cuidadora ha escuchado y entendido la oración y si no ha sido así deberá repetirla y/o agregar una explicación adicional si es necesario. Sin embargo, es importante no cambiar el significado de la oración.

Si duda o responde "más o menos" ingresar el código 02. Tenga en cuenta que la cuidadora no debe enterarse que existe este código como respuesta. **El encuestador debe leer las oraciones como afirmaciones no como preguntas.**

ENCUESTADOR: *Si el niño está en la escuela, preguntar 11.2 (13 - 14). Si no, pasar a la pregunta 11.3.*

Q 11.2 (13 - 14): Leer cada una de las oraciones en voz alta y preguntar a la cuidadora si está de acuerdo o en desacuerdo. **El encuestador debe leer las oraciones como afirmaciones no como preguntas.**

ENCUESTADOR: *Mostrar a la cuidadora principal/entrevistada la figura de la "ESCALERA DE VIDA"*

Q 11.3: Asegúrese que la cuidadora entiende que la escalera se refiere a todos los aspectos de su vida (económico, salud, social, personal, etc.) y es una medida subjetiva de cómo el entrevistado se siente acerca de su vida en general. No se debe confundir con una medida de bienestar económico simplemente. Ser muy claro acerca de cuál es el objetivo de la escalera. Ingresar el número de escalón que indica en el espacio proporcionado.

Q 11.4: Preguntar a la cuidadora en que número de la escalera piensa que estará dentro de 4 años. Ingresar el escalón en el cuál el entrevistado estará.

ENCUESTADOR: *Si la cuidadora respondió 11.3=09, es decir que ella considera que se encuentra en lo mejor de su vida, en lo máximo, entonces no tendría caso preguntar la 11.5, por lo que coloque 88=NA en la 11.5 y pase a la pregunta 11.6*

Q 11.5: Preguntar a la cuidadora qué cree que la ayudaría a subir de escalón desde la posición en que se encuentra actualmente. Esta pregunta es sobre percepciones de servicios y/o circunstancias que puedan llevar a una mejora. Escribir la respuesta que diga la cuidadora y luego con ayuda de la Tabla de Códigos # 40, codificar. Puede registrar hasta tres respuestas, pero debe ser por orden de importancia, si menciona menos de 3, llene con 88=NA en los espacios restantes. Si hay más de tres respuestas, sólo registrar las tres más importantes.

ENCUESTADOR: *Si la cuidadora respondió 11.3=01, es decir que ella considera que se encuentra en lo peor de su vida, en lo más bajo, entonces no tendría caso preguntar la 11.6, por lo que coloque 88=NA en la 11.6 y pase a la pregunta 11.7*

Q 11.6: Preguntar a la cuidadora que cree que puede causar que baje de nivel desde la posición en que se encuentra actualmente en la escalera. Esto es lo contrario de la pregunta 11.5 y refiere a circunstancias o eventos que pueden llevar a que su vida sea peor. Escribir la respuesta que diga la cuidadora y luego con ayuda de la Tabla de Códigos # 41, codificar. Puede registrar hasta tres respuestas, pero debe ser por orden de importancia, si menciona menos de 3, llene con 88=NA en los espacios restantes. Si hay más de tres respuestas, sólo registrar las tres más importantes.

Las preguntas que siguen, recogen la opinión de la cuidadora en varios temas. Por tanto, aquí no hay respuestas buenas ni malas, sólo el deseo de saber la opinión de la cuidadora.

Q 11.7: Preguntar al entrevistado que imagine a una familia en la localidad que tiene un hijo de 12 años que está asistiendo a la escuela a tiempo completo, y la familia necesita urgentemente incrementar el ingreso familiar. Leer en voz alta las opciones de respuesta y pedir a la cuidadora escoger una posible respuesta de qué debería hacer la familia. Ingresar el código correspondiente a la opción que escoja.

ENCUESTADOR: *Verificar si la cuidadora fue a la escuela. Si fue a la escuela preguntar la 11.8. Si es no, pasar a la pregunta 11.9*

Q 11.8: **Sólo si la cuidadora fue a la escuela**, preguntar si ellos creen que la escuela formal fue de ayuda en su vida actual. Si la respuesta es SI, pregunte que tan esencial fue ir a la escuela, codifique de acuerdo a la respuesta. Luego, coloque 88=NA en la pregunta 11.9 y pase a la 11.10.

Q 11.9: **Sólo si la cuidadora no fue a la escuela**, preguntar si piensan que la escuela formal hubiese ayudado en su vida actual. Si la respuesta es SI, pregunte qué tal esencial fue ir a la escuela y codificar de acuerdo a la lista de códigos.

Q 11.10: Preguntar a la cuidadora principal qué trabajo cree que el *Niño Índice* estará haciendo cuando tenga 20 años. El encuestador **NO debe sugerir** una respuesta. Ingresar el código de la tabla # 42. Esta respuesta debe reflejar que es lo que actualmente piensan que el *Niño Índice* estará haciendo cuando tenga 20 años.

Q 11.11: Preguntar a la cuidadora principal idealmente, qué nivel de educación le gustaría que el *Niño Índice* complete. La respuesta debe reflejar sus esperanzas de lo mejor para el niño, no se restringirá por lo que crean que sucederá actualmente. Ingresar el grado más alto si el nivel es menor que la educación secundaria completa; de lo contrario ingresar el código apropiado de los tipos de educación post secundaria.

Q 11.12: Preguntar a la cuidadora principal si creen que el *Niño Índice* alcanzará actualmente el nivel de educación que ellos indicaron en la pregunta 11.11. Si la respuesta es SI, pasar a la pregunta 11.14.

Q 11.13: Si a la cuidadora principal respondió No a la pregunta 11.12, preguntar cuáles creen que son las principales razones por las que el *Niño Índice* probablemente deje la escuela antes de alcanzar el nivel de educación indicado en la pregunta 11.11. Escribir las respuestas que menciona la cuidadora y con ayuda de la Tabla de Códigos # 43. Hay espacio para tres respuestas, pero deben ser por orden de importancia. Si menciona menos de tres razones, llenar con 88=NA los espacios restantes.

Q 11.14: Preguntar a la cuidadora principal cuál sería el número ideal de hijos varones que le hubiera gustado o le gustaría tener. Estamos preguntando lo que creen que hubiera sido lo ideal para la cuidadora, independientemente de los hijos que pueda tener ahora. El número puede ser más pequeño, más grande o el mismo número actual. Usar el código 80 si responde que "le da igual" o que "no tienen preferencia alguna".

Q 11.15: Preguntar a la cuidadora principal cuál sería el número ideal de hijas mujeres que le hubiera gustado o le gustaría tener. Estamos preguntando lo que creen que hubiera sido lo ideal para la cuidadora, independientemente de los hijos que pueda tener ahora. El número puede ser más pequeño, más grande o el mismo número actual. Usar el código 80 si responde que "le da igual" o que "no tienen preferencia alguna".

Q 11.16: Preguntar al entrevistado que imagine a una familia en la localidad que tiene una hijaf de 12 años que está asistiendo a la escuela a tiempo completo, y la familia necesita urgentemente incrementar el ingreso familiar. Leer en voz alta las opciones de respuesta y pedir a la cuidadora escoger una posible respuesta de qué debería hacer la familia. Ingresar el código correspondiente a la opción que escoja.

Q 11.17: En esta tabla tenemos al detalle una lista de cualidades que se debe leer a la cuidadora principal, con el objetivo de saber cuales de ellos cree que es importante motivarlas en los niños en el hogar. Asegurarse que la cuidadora principal entienda lo que significa cada una de las cualidades. Se puede explicar algunos de los conceptos, pero hay que cuidar de no cambiar el significado de algunos de ellos.

Q 11.18: Preguntar a la cuidadora principal, de todas las cualidades que le gustaría motivar en el Niño Índice y que las consideró en la pregunta 11.17, cuales serían las tres cualidades que considera como más importantes. Ingresar el ID de la cualidad (primera columna de la tabla 11.17).

Si la cuidadora principal menciona una cualidad que no se encuentra en la lista, anotarla como comentario, pero no considerarla entre las tres más importantes de la tabla 11.18.

ENCUESTADOR: Para la pregunta 11.19 debe mostrar a la Cuidadora Principal la cartilla de la Escalera de "Creencias acerca de los Niños". Esta escalera es un instrumento que nos ayudara a poder medir mejor la opinión de la cuidadora en escalas que van desde No es importante hasta es Muy importante.

Q 11.19 (1 - 14): En la tabla 11.19, están detalladas una lista de razones que justifican el porque de tener niños, las cuales se deben leer a la cuidadora y para cada una de las razones, se debe obtener una respuesta. Asegurarse que la cuidadora entienda cada una de ellas, se puede ofrecer más explicación si es necesario, pero con el debido cuidado de no cambiar el significado de cada una de ellas.

ENCUESTADOR: Para la pregunta 11.20 debe mostrar a la Cuidadora Principal la cartilla de la Escalera de "Espera recibir Ayuda del Niño". Esta escalera es un instrumento que nos ayudara a poder medir mejor la opinión de la cuidadora en escalas que van desde Nada a Bastante.

Q 11.20 (1 - 7): En la tabla 11.20, se dan al detalle una lista de maneras de ayuda que la cuidadora esperaría que el Niño Índice hiciera cuando sea grande, leer cada una de ellas a la cuidadora y anotar para cada tipo de ayuda, el código que señale en la escalera: "Nada", "Un poquito", "Algo más que poquito", "Mucho" o "Bastante"

Q 11.21 (1 -6): En la tabla 11.21 se dan al detalle una lista de acciones que la cuidadora esperaría que el *Niño Índice* hiciera a cierta edad, las cuales se deben leer y para cada una de ellas, anotar la edad que la madre responda. En caso mencionara como respuesta "nunca" o "no espera que lo haga" anotar el código 00.

Q 11.22: Preguntar a la cuidadora principal, qué trabajo le gustaría que el *Niño Índice* haga en el futuro. El encuestador no debe sugerir. Escriba lo que dice la cuidadora y con ayuda de la Tabla de Códigos # 42, codificar. La respuesta de la cuidadora debe reflejar lo que ella desea para el *Niño Índice*, lejos de lo que puede ser su realidad actual.

Q 11.23: Preguntar a la cuidadora principal, cual es la manera de corregir al niño cuando no obedece o no hace caso. Es una pregunta abierta, es decir, se debe anotar en el espacio todo lo que la cuidadora menciona.

Q 11.24: Escribir en el espacio señalado, la reacción de la cuidadora hacia el *niño índice* al momento de un accidente u otro evento como romper platos, vasos u otros.

Nota: Evitar respuestas muy generales, tales como "le llamo la atención", "lo castigo". En esos casos indagar de qué manera la cuidadora principal llama la atención o castiga al niño índice.

Q 11.25: Escribir en el espacio señalado, la reacción de la cuidadora cuando el *Niño Índice* le falta el respeto.

Q 11.26: Ingresar el número de personas del hogar que fuman dentro de la casa. No se quiere saber cuántas personas del hogar fuman, sino cuántas lo hacen al interior de la vivienda.

ENCUESTADOR: Si la cuidadora principal es la madre biológica, pregunte la 11.27 y 11.28, de lo contrario llene con 88=NA en los respectivos espacios y pase a la pregunta 11.29

Q 11.27: Si la cuidadora es la madre biológica, queremos saber si actualmente ella fuma o si dejó de fumar, ó nunca ha fumado. Si menciona que no fuma, pasar a la pregunta 11.29.

Q 11.28: Si es la madre biológica y además alguna vez ha fumado, preguntar si durante el embarazo del *Niño Índice* fumaba, ya sea algunas veces o continuamente.

Q 11.29: Preguntar a la cuidadora principal si alguien del hogar toma bebidas alcohólicas, por lo menos una vez por semana. Si la respuesta es NO o NS pasar a la sección 11B.

Q 11.30: Si respondió SI en la pregunta 11.29, deseamos saber si beben hasta el punto de llegar a emborracharse. Si la respuesta es NO o NS pasar a la sección 11B.

Q 11.31: Si en caso llegan a emborracharse, deseamos saber si se ponen agresivos (agraden físicamente).

SECCION 11B - SALUD DE LA MADRE (SOLO APLICA A HOGARES DE 5 AÑOS)

PROPOSITO

Nos gustaría saber sobre los problemas y molestias que siente la madre y como esto influye en la vida diaria del *Niño Índice*. Estamos interesados sobre todo en la salud física y mental de la madre.

ENTREVISTADO:

El entrevistado para esta sección debe ser la Madre Biológica o en ausencia permanente de ella (por fallecimiento, por abandono, por viaje indefinido, etc.), la persona que haga las veces de Madre.

Q 11.32 - Q 11.51 : El objetivo es esta lista de preguntas, es llegar a conocer si la madre biológica en los últimos 30 días (último mes) ha sufrido de dolores y molestias que considere fuera de lo normal, todas las preguntas son perceptibles y el encuestador tiene que tener mucho cuidado cuando la madre le da una respuesta, no se . Para aquellas preguntas donde note algo anormal y necesite hacer comentarios, debe anotarlos en la hoja de control de campo para esta sección.

SECCION 11C - PERCEPCION DEL DESARROLLO DEL NIÑO/A (SOLO APLICA A HOGARES DE 12 AÑOS)

PROPOSITO

Nos gustaría saber sobre la percepción que tiene la madre respecto al desarrollo físico del *Niño Índice* en el tema de salud, nutrición, como también saber que es lo que la madre entiende como buena salud y buena nutrición.

ENTREVISTADO:

El entrevistado para esta sección debe ser la Madre Biológica o en ausencia permanente de ella (por fallecimiento, por abandono, por viaje indefinido, etc.), la persona que haga las veces de Madre.

ENCUESTADOR: *Muestre a la madre , de acuerdo al Sexo del Niño Índice, la cartilla de Imágenes con niños ó niñas que son aproximadamente de la misma edad del niño Índice, y proceda a preguntar de la 11.52 a 11.55.*

Q 11.52: Mostrándole la cartilla a la madre, pregunte cual de los niños que observa le parece mas saludable, con esto queremos medir que entiende la madre por buena salud. La madre debe elegir solo una figura de todas las que se encuentran en la cartilla.

Q 11.53: Mostrándole la cartilla a la madre, pregunte cual de los niños que observa le parece que ha recibido mejor dieta, es decir, se encuentra mejor nutrido, con esto queremos medir que entiende la madre por una nutrición buena y balanceada. La madre debe elegir solo una figura de todas las que se encuentran en la cartilla.

Q 11.54: Mostrándole la cartilla a la madre, pregunte a cual de los niños que observa se parece mas el *Niño Índice*, esto nos dará una idea de al opinión que tiene la madre del aspecto físico de su hijo. La madre debe elegir solo una figura de todas las que se encuentran en la cartilla.

Q 11.55: Mostrándole la cartilla a la madre, pregunte a cual de los niños que observa le gustaría que el *Niño Índice* se pareciera, con esto queremos que la Madre nos de su opinión respecto a como a ella le gustaría que su hijo fuera físicamente. La madre debe elegir solo una figura de todas las que se encuentran en la cartilla.

COMENTARIOS DEL ENCUESTADOR (A)

Se debe animar a los encuestadores a escribir sus observaciones personales acerca de la cuidadora principal, el niño índice y su entrevista (estuvo la cuidadora distraída, contenta, comprometida con la entrevista). La calidad de la información acerca de la parte socio-económica y el contexto físico del hogar será valiosa para los investigadores cuando traten de interpretar los resultados.

FIELDWORKER INSTRUCTION HANDBOOK

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PART 1 FIELD PREPARATIONS

1: INTRODUCTION

BACKGROUND OF STUDY

Young Lives: An International Study of Childhood Poverty is a collaborative project investigating the changing nature of childhood poverty in selected developing countries. The UK's Department for International Development (DFID) is funding the project.

Young Lives involves collaboration between Non Governmental Organisations (NGOs) and the academic sector. In the UK, the project is being run by Save the Children-UK together with an academic consortium that is led by Oxford University.

The Young Lives study is being conducted in Vietnam, Peru, Ethiopia and the Indian State of Andhra Pradesh. **Countries to add a paragraph about the collaborating institutions in their country.**

OBJECTIVES OF THE STUDY

The Young Lives study (YLS) has three broad objectives:

- ***producing good quality panel data*** about the changing nature of the lives of children in poverty;
- ***tracing linkages between key policy changes and child poverty; and***
- ***influencing policy makers, planners and other stakeholders to improve child-focused and poverty reduction policies.***

There will also be a ***strong communications, education and media element***, both in the countries where the project takes place, and in the UK.

The study takes a broad approach to child poverty, exploring not only household economic indicators such as assets and wealth, but also child centred poverty measures such as the child's physical and mental health, growth, development and education. These child centred measures are age specific so the information collected by the study will change as the children get older.

The YLS uses a mixed methodology combining large-scale quantitative studies with a number of smaller quantitative and qualitative sub-studies; to enable the further investigation of issues that cannot easily be explored through large-scale quantitative surveys.

This training manual focuses only on the household and child components of the large-scale quantitative study.

METHODOLOGY

The Young Lives study is a 15 year study that is following the same 2000 children (from age 6-17.9 months) and 1000 children (from age 7.5–8.5 years) in each country. The study was started in 2002 and the second round of interviews is planned for 2006; the younger children now being around 5 years old¹ and the older children about 12 years old¹. The caregiver and, when the child is old enough, both the caregiver and the child are being interviewed every three to four years with a quantitative survey. The height and weight of each child (and mother) is also being measured and community level questionnaires are being completed at every data collection round.

There are a number of questionnaires used in the YLS:

1. Tracking (5yr & 12yr old)
2. Preliminary interview (5yr & 12yr old)
3. Core household questionnaire (5yr & 12yr old)
4. Child specific questionnaire (12yr old only)
5. Community questionnaire

The community questionnaire training manual is a separate document since those involved in data collection here may well be different from the other quantitative survey data collection.

TIMINGS

In general the community questionnaire should always be carried out before the household questionnaire.

The household questionnaire should be done when most of the household members are available, so not during the migration season, and not during school vacations. Also interviews need to be carried out so they are convenient for the household and not the interviewer.

All quantitative questionnaires should be done at the same of time year each round to control for seasonal variation.

1. Tracking

There is a short tracking schedule to help fieldworkers locate the child and confirm that they have the correct address and household. For each child there will be a sheet showing details of the child – Name, date of birth, sex, nickname if applicable; names of the caregiver and household head from round 1; and the address of the household. The sheet also shows names and addresses of contacts that may be used to help locate the household and the child. These data were taken from the round 1 and tracking databases.

For each child fieldworkers will also have one or more tracking schedules. These are not pre-printed so the fieldworker must fill in the details starting with the CHILDDID. There are 13 questions in the tracking schedule. Not all questions will be completed for all children.

¹ This is the average age group of the current sample and will be referred to as such throughout this document for ease.

Details of the questions are found in PART 3. The tracking schedule assumes you locate the child by first locating the dwelling, then locating the household/family then finally locating the child.

2. Preliminary interview

The preliminary interview consists of a number of sections:

- Appointment(s) for main interview
- Household roster (pre-printed roster)
- Locating information
- Tracking information

3. Core household interviews

The core elements of the questionnaire are shown in Box 1. Each questionnaire will include a number of country-specific questions that will focus on particularly important policy issues of interest to each country.

Box 1: Core 5 & 12 year old household questionnaire

- Section 1: Parental background
- Section 2: Household education
- Section 3: Livelihoods and asset framework
 - Section 3a: Land & crops
 - Section 3b: Time allocation
 - Section 3c: Productive assets
 - Section 3d: Non-agricultural earnings
 - Section 3e: Transfers
- Section 4: Consumption/Expenditure
 - Section 4a: Food consumption/expenditure
 - Section 4b: Non-food consumption/expenditure
- Section 5: Social capital
 - Section 5a: Support networks
 - Section 5b: Family, group and political capital
 - Section 5c: Collective action and exclusion
 - Section 5d: Information networks
- Section 6: Economic changes and recent life history
- Section 7: Socio-economic status
- Section 8: Child care, education & activities (blank in 12yr old household)
- Section 9: Child health
- Section 10: Child development (blank in 12yr old household)
- Section 11: Anthropometry
- Section 12: Caregiver perceptions & attitudes

Note that the 12 year olds' questions on education and activities and the child development questionnaires will be asked in the Child questionnaire. The section headers and a note to this effect remain in the 12yr old household questionnaire in order to keep

consistency of section numbering across the two household questionnaires. For example Section 11 is the Anthropometry section in both household questionnaires.

4. 12 year old Child questionnaire

The 12 year old child questionnaire is asked directly to the child by trained interviewers.

Box 2: 12 year old child questionnaire

- Section 1: School and activities
- Section 2: Child health
- Section 3: Social networks, social skills and social support
- Section 4: Feelings and attitudes
- Section 5: Parents and household issues
- Section 6: Perceptions of household wealth and future
- Section 7: Child Development

FIELDWORK SCHEDULE...TO BE DECIDED

Countries to adapt this section for their fieldwork schedule/procedures. Remember there must be a 24-hour gap between the preliminary interview and the administration of the main household questionnaire to allow households time to consider participating. Also remember to factor into your time plan:

1. *Introducing and reporting back the project to the community,*
2. *Completion of the community questionnaire,*
3. *Return visits to empty households/households where the caregiver was absent.*
4. *Return visits to recollect incorrect or missing data,*
5. *The completion of household questionnaires and child questionnaires for the 12yr olds*

Starting in [MONTH], the length of each fieldwork round will be X months. During this time the 3000 selected households from Round 1 will be interviewed by X survey teams. Each team will be responsible for surveying X sentinel sites and will spend X weeks in each sentinel site working X days per week. In each sentinel site the same 100 households with 5 year old children will be interviewed and 50 households with 12 year old children will be interviewed. After the interviews in each sentinel site are completed you will have X days break before moving to the next site, the average travel time between sentinel sites is X days. Your supervisor will be responsible for your transport and lodgings in each sentinel site. You must take care not to return to households where we know from tracking that the child has died. Please check your schedules carefully to ensure this does not happen.

Interviews should take an average of X hours. The child specific questionnaire will be shorter and can be done in one sitting (if agreed by the household) but please remember to factor in a break. The household questionnaire, especially in rural areas, is much longer and countries need to decide on how they will do these interviews: e.g. whether in two or more sittings or using two or more interviewers at the same time. You will be expected to undertake X-X interviews each day (more if non-contact). If you make any errors, this will create more work for you to resolve them, **so please be careful in your work.**

In the case of households with 12 year olds there should be two interviewers present. One will collect data on the household and the other will interview the child. The latter interviewer will be well rehearsed in child interviewing techniques and in the case of girl children the interviewer MUST be a woman.

At the end of each interview you should check the questionnaire for consistency and completeness; use the check list provided. *(This checklist will be provided once the questionnaires are finalised)*. Once you have done the checks you must sign and date the front of the questionnaire in the space provided. You should then pass the questionnaire to your supervisor who will run a similar set of checks. If there are any mistakes identified then you will be expected to go back to the household to correct the information.

PROJECT MANAGEMENT

In each country, a Principal Investigator (PI) has been appointed to lead the fieldwork and data management activities. The PI works closely with the UK consortium and with the National Co-ordinator (NC), based in SC UK offices in each participating country. The NC's function is to make links with and between the academic teams, government and civil society, and to ensure the involvement of different stakeholders, the local dissemination of outputs, and to devise advocacy strategies and organise media coverage.

The Policy Research Manager (PCM) for the project is based at Save the Children UK in London. The PCM is responsible for overall co-ordination of the project, working with country partners the academic institutions, DFID and other partners with a particular focus on ensuring linkages to policy and dissemination of outputs.

Countries to add the details of the organisational structure, line management and main responsibilities in their country and should adapt the following section.

The Young Lives Survey is being overseen by an in-country **management committee** who have the responsibility to co-ordinate the survey according to the set schedule. The committee works with a staff of fieldwork co-ordinators who supervise the survey teams, who are based in regional offices. **A microcomputer is installed in each of the regional offices for the immediate entry of data from all questionnaires that are completed by each team.** Data entry is carried out at HQ. The survey team that the fieldwork co-ordinators oversee consists of:

X Supervisors: Responsible for overseeing, monitoring and, where necessary, correcting the work of the interviewers. In addition, s/he is responsible for managing the team's equipment, vehicle and funds and completing the community questionnaire. S/he represents the project co-ordinator at the sentinel site level.

X Fieldworkers: Responsible for collecting and recording information from households in the household questionnaire.

X Data managers: Responsible for supervising the entry of data from the questionnaires into the data entry programme, carrying out consistency checks, ensuring the security of the data and managing the completed questionnaires and diskettes containing entered data including making backup copies.

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X Anthropometrists: Responsible for measuring the height and weight of the index child and mothers. (Countries delete this if fieldworkers are the anthropometrists and add the following sentence to the above fieldworker instruction: They will also be responsible for measuring the height and weight of the index child and mother).

IMPORTANT: MAKE SURE EQUIPMENT IS IN FULL WORKING ORDER BEFORE YOU LEAVE.

X Child development measurers: Responsible for implementing the child development tests.

2: ETHICS AND CONSENT

Young Lives and its entire staff must ensure that they act in an ethical way towards everyone involved in the study. Essential factors to consider as you perform your work are:

RESPECT

It is important that everyone the project encounters is treated with respect, from community leaders and local officials, to parents and children. This will be important in every aspect of the study from engaging people in the study, to the way interviews are conducted, and in the importance of providing feedback to the participants and communities involved. It also entails crediting people for providing ideas or information – with identities masked if necessary.

BENEFIT TO RESPONDENTS

As the community questionnaire will be carried out first we expect that the community interviewers would have identified any services/referral systems that are in place for the protection of children. **Countries to add specific services.** If it is the case that when fieldworkers doing the household questionnaire may suspect that a child's safety is at risk then the fieldworker needs to contact the supervisor to alert them of the situation. **Countries to add content regarding referral procedures.**

Policy influencing/ change: The primary purpose of this study is to collect data to inform policy and programmes. It is not attached to a development project and has little of direct benefit to offer to participants. It is important to be clear about this up-front. It may be possible to link with organisations working in study areas that can use the information collected to support processes of empowerment, and in the delivery of improved services or other programmes.

Feeding back to communities and respondents: Research results will be related to the communities concerned, probably in summary form. This will be in the form of a newsletter in the local language, as well as presentations and discussions of findings in the communities. It is important that you let your supervisor know about any respondents who request information about the results of the study.

Small incentives (Countries to adapt but should remember that these incentives should not be used to pressurise caregivers to participate and it may be better not to mention them during enrolment. They could be given mid-interview to break up the interview into two parts): The project will offer small incentives e.g. a photo, a bag of sugar, a t-shirt to the participating child and family to maintain their interest over a fifteen year period and in recognition of the time they have spent answering questions. It may also give donations to community facilities, e.g. school or health post.

Specific practical assistance (Countries to adapt considering the most appropriate response to different types of requests and in different settings, e.g. rural and urban sites): Fieldworkers may be asked for assistance from participating households, e.g. transporting a sick person to a health facility etc. In principle, Young Lives encourages fieldworkers to respond positively to such requests. However, there are limits as to what is practical; each survey team will need to decide this with reference to the local context. **Do not make any promises you cannot keep.**

If the caregiver tells you or you suspect that any of the children in the household are suffering from sexual or other abuse you must tell your supervisor who will follow the issue up. Countries to add to/adapt this and add specific details for referral procedures.

AVOIDING HARM TO RESPONDENTS

You **must** ensure that you:

- Are **sensitive to the timing and procedures for interviewing.** For example, organise data collection so that it is at convenient times for respondents, even if this is inconvenient for interviewers.
- Ensuring that male interviewers do not visit women alone at home if this is unacceptable locally.
- **Avoid asking intrusive questions** that are not in the questionnaire and that may be upsetting to respondents. All questions in the questionnaire **must** be asked with sensitivity and when asking these questions be prepared to react appropriately if respondents become upset (distressed, angry or silent). This may require leaving that section and moving on to another or stopping the interview.
- Are prepared to **answer all the questions about the project honestly and openly** as far as you can and refer to the supervisor any question you cannot answer.
- Do everything possible to ensure that project **findings cannot be used to justify action that would make the lives of certain individuals, groups or communities worse.** For example, if it becomes clear that children of a certain ethnic minority have notably worse nutritional status than the majority population, it will be important to avoid stereotyping, such as 'these people don't look after their children properly'.

CONFIDENTIALITY

You must treat anything the respondent tells you as confidential. You should keep your completed interviews safe and only show them to Young lives employees. You can and should discuss interviews with your supervisor and other members of the survey team. Sometimes you may hear stories that make you so sad (or angry) and you may feel the need to talk about it. If this is the case you should do so only with team members and in a way that does not easily identify the respondent. Interviewers must sign the confidentiality form.

CONSENT

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

Although consent was received in the first round this doesn't mean that the household is still in consent to continue. It is vital to get consent for the next round.

If the mother/caregiver is under 18yrs you must also obtain consent from their legal guardian who is usually their mother, father or spouse.

If you also interview other members of the household you must make sure that they are individually informed of the project and know what is being asked of them. They must know that answering the questions is voluntary and give verbal consent. It is not acceptable that any respondents are instructed to answer your questions by the child's parent/legal guardian or by the head of the household. *Countries to adapt e.g. add that consent should be gained from the household head if this is appropriate.*

No project staff should pressurise, coerce or deceive respondents in an effort to ensure their participation and staff should also try to ensure that respondents are not pressurised by other family or community members. Staff should not make any promises they cannot or are unlikely to keep. The mother/caregiver will have at least 24 hours to consider whether they want to take part and will be free to withdraw from the study at any time.

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

INTERVIEWING 12 YEAR OLDS

There are some special considerations to take into account when obtaining informed consent from children. Children are less likely than adults to understand what research is, what the purpose of the interview is, or why you are asking them questions and entering

their answers in a form. Hence, it is vital to take extra care to explain in ways that they can understand why you are there, why you are interviewing them and what the information is to be used for. It is also important to bear in mind that children are generally taught from a very young age that they must obey adults. This makes it very difficult for them to refuse you. So you must make every effort not to put any pressure on them to participate in the study and to make it clear that there will be no adverse consequences for them if they refuse to take part. Similarly, you should explain the concept of anonymity in words they can understand. They should know that their identity will be kept a secret and that the information will not be used to identify them or to describe their life in particular, but rather to explain the typical life of a child in their community.

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

Children may not be used to talking to adults and it is very important to put them at their ease by talking to them in a relaxed, conversational style, by sitting down with them rather than standing over them and by using any other appropriate means to reduce their discomfort. It is fine to pause an interview in order to give the child time to think, to address any concerns s/he may have or simply to make the exchange seem more natural and less intimidating. If you have children of your own, or there are children in your family, it may help create an informal atmosphere if you show them family photos and talk about them. Even a photo of your home can be used as a way of introducing yourself and making you seem less intimidating.

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

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

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

3: FIELDWORKER'S TASK

Your role as a fieldworker is crucial to the survey. The quality of the data to be collected will be determined by the quality of your work. This is a big responsibility because we hope that the data from this study will be used to help formulate national policy and help the government make important decisions. You should keep in constant touch with your supervisor and inform her/him of any problems you encounter in your work in the field. *Countries to add in how they might do this. E.g. use of pre-paid mobile phones??Other ideas?.* The supervisor, on her/his part, will provide you with all the necessary materials and instructions and will also collect and check your work and help you resolve any problems that may arise.

INTERVIEW AT THE SURVEY HOUSEHOLDS

Your principal task is to conduct interviews with households at the rate of at **X-X** interviews a day during the survey period. You must return to households where the caregiver or child was absent at least **twice** and should attempt to trace children who have moved. If households or children have moved then you must inform your supervisor and pass on any information about their whereabouts or contacts. You can use the tracking schedule to do this. Remember you may have more than one tracking schedule before you find a child. You will need to plan your work (see Preliminary Interview) so you visit households at appropriate times and make appointments with caregivers/respondents/children as needed. You must follow strictly all instructions contained in this manual and read all questions **exactly** as they appear in the questionnaire.

You will be provided with the following materials for use in carrying out the interviews:

Countries to adapt

- Briefcase/satchel
- Instruction manual
- Writing pad
- Red pens to correct data
- Raincoat
- Black indelible biro.
- Identification card which identifies you as an employee of the Young Lives Study
- Letter from national or national authorities approving the study

You are the only person responsible for keeping these working materials in order.

CHECKING THE COMPLETED QUESTIONNAIRE

After finishing each interview, you must verify that all the sections have been filled out correctly and legibly and that there is no missing information. If there was something which was unclear during the interview, or after completing the survey you want to double check something, make sure you ask and have everything clear before you leave the house. You are encouraged to make notes, and if necessary jot down the information to ask the supervisor how this should be coded if you have a doubt.

Your checking must be done immediately after the interview before you hand in the questionnaires to your supervisor and, most importantly, before leaving the sentinel site. Although you may correct places you wrote in an unclear manner during the interview, you must never under any circumstance make any other changes in the completed questionnaire without consulting with your supervisor or returning to the household to ask the respondents the same questions again. After carrying out these checks you must sign and date the questionnaire. You will have been provided with a unique code identifying you as a fieldworker – please enter this code on the questionnaire in the appropriate box.

Do not copy the information you have collected onto a new questionnaire. At the end of each day's work, all filled questionnaires must be submitted to your supervisor for editing. Errors detected must be corrected by revisiting the household.

RELATIONS WITH THE SUPERVISOR

You should always follow the instructions given to you by your supervisor, who is the representative of the Young Lives Project research co-ordinator. S/he will assign you work at the beginning of each sentinel site. In order to satisfy her/himself that the data collected is up to standard, the supervisor will carry out the following checks in the field:

- S/he will examine in detail all questionnaires filled out by you to verify that each interview has been carried out properly and in full. S/he will then ask you to return to the household to recollect any missing or wrong data if this is possible.
- S/he will make random visits to some of the households that you have already interviewed to make sure that you went to the correct addresses and to re-ask a few questions in the questionnaire as a basis to assess the reliability of the data we are collecting. *Countries must factor in that a random sample of 5% of households will be re-interviewed by the supervisors. Each re-interview will take a maximum of 15 minutes during which the supervisor will re-administer a selection of the stable parts of the questionnaire e.g. parental background and the household roster.*
- S/he will observe **X** or more of your interviews per sentinel site to evaluate your method of asking questions. You will not be informed of this in advance. *Countries note you have been provided with a supervisor checklist for anthropometry.*
- Each day s/he will meet with the team to discuss the work and will make regular reports to the fieldwork co-ordinator on the results of the work.

Your supervisor is the link between you and the survey organisation and you should work closely together. Just as you will receive instructions from her/him, you must inform her/him of any difficulties or problems that you encounter. For instance, if you do not understand a procedure or the meaning of a question in the questionnaire, you should ask your supervisor for an explanation.

Only when the supervisor is satisfied with your work will s/he sign the data handler form to say so.

RECOLLECTING INFORMATION REJECTED DURING DATA ENTRY - (This assumes data is entered and checked in the field. If this is not possible, especially where data is only entered back at HQ, then supervisors should carry out some consistency checks when reviewing the questionnaires).

For data entered in the field: Your work will also be reviewed by the data entry programme, which will carry out checks on the answers to various questions, parts and sections of the questionnaire.

After reviewing the data entry logs, your supervisor will circle in red ink all the answers in the questionnaire that were rejected by the data entry programme and return the questionnaire to you so you can return to the household to recollect the missing or wrong data if this is possible. Interviewers are forbidden to change or repair data without consulting their supervisor or re-interviewing the household.

4: INTERVIEWING PROCEDURES

ARRIVAL IN THE COMMUNITY (*Countries to adapt this section*)

Community questionnaire will be done first

The team will arrive in the community a day before the start of the survey. Accompanied by the fieldworkers, the supervisor will visit the community leaders and local authorities to explain the purpose of the survey, and introduce the members of the team and discuss the plan of work in that area.

RE-CONTACTING THE RESPONDENTS (*Countries to adapt this section in line with their own procedures.*)

Tracking

Your supervisor will give you the pre-printed address and contact sheets for households enrolled in the study. These sheets, together with the tracking schedule (detailed in PART 3) should be used to help you locate first the dwelling, then the household, and finally the child. If the dwelling and/or family cannot be found then you will need to obtain information from others in the neighbourhood or from the contacts on the sheet. In all cases you must be polite, explain who you are and what you are doing. Fill in all information you find out on the tracking schedules and remember to start a new tracking schedule for each attempt you make to find each child. If any of the contacts on the address and contacts sheet were used to help you locate the child, please indicate this on the sheet by completing the columns headed:

- Used contact to find child? 00=No, 01=Yes (did you use this contact to help you locate the child?)
- Located contact? 00=No, 01=Yes (did you find this person at the address given?)
- Date used (complete the date when this contact was used)

- Was contact helpful? (00=No, 01=Yes (did information received from this person help you locate the YL child?))

Preliminary interview

The preliminary interview assumes you have located the YL child and before starting the preliminary interview you should have a tracking schedule for this child with question T13 completed.

Your supervisor will tell you which area in the sentinel site you are working in, and will give you the pre-printed household rosters for households enrolled in the study. When you arrive at each house you must greet people in the traditional manner, introduce yourself, show your fieldworker's card and re-explain the purpose of the survey to the head of the household and other important household members. Give them several opportunities to ask you questions, if you do not know the answer to any question tell them that you will ask a supervisor. Never promise anything you cannot guarantee to do.

You must first follow the consent procedure. If the household does not give consent then ask them briefly why (do not probe). You may ask, depending on how consent was denied, if it is possible to return the following day to give them more time to think about it. For those who agree to continue with the study you should arrange a convenient time to return the next day to complete the consent procedure and conduct the interview. During this visit find out whether an interpreter will be needed when you return for the interview the next day and make the necessary arrangements. When you have completed the interview, thank all the members of the household who took part in the interview and inform them of the date for the next visit.

The preliminary interview consists of a number of sections:

- Appointment(s) for main interview
 - This section allows the interviewer to make an appointment with the household respondent(s). It may be that more than one appointment is necessary and that the interview is done in two parts to avoid disruption to the household. Each appointment should not normally take more than 90 minutes.
 - The interviewer can also check that all the child's details are correct (name, age, address etc)
- Household roster (pre-printed roster)
 - Changes to the household during the second round can be amended on the pre-printed household roster containing details of the household that were collected from the last survey. There are spaces for new household members that have joined the household since the last survey. There is also a code [RELATIONSHIP] that has been added in order to determine the relationship of the household members to the index child. Please do not simply copy the relationship recorded in round 1 as many additional codes have been added for this round one of which may be more appropriate.

- Locating information
 - This section allows the interviewer to document with more detail the child's physical and geographical location, including GPS co-ordinates. **Countries delete if not using.**
- Tracking information
 - This information has replaced the previous section on tracking. Using the address and contact sheets provided by your supervisor the interviewer needs to ask whether existing contacts are still valid (final column in the contacts table). Check that the names and addresses are correct. If existing contacts are no longer valid then establish the name and address of TWO people that could be contacted in the future to help locate the child and record these details in the blank table headed "*New contacts for this child*". Where possible these should be relatives with permanent addresses.

During your household visits you may be offered gifts or food by the household, whilst you should try not to accept gifts or food that are precious resources for the household you must also be courteous and follow local customs. Try to refuse food or gifts politely, for example, by saying that you have already made arrangements for food that day, that you have an upset stomach or by accepting a smaller offering such as a glass of water.

EXPLANATION OF THE SURVEY

Explanations play a great part in the willingness of people to reply to questions, and during the consent procedure you will give a detailed explanation of the study to the caregiver, household head and other important household members. You should give this explanation by reading the information sheet provided, checking if the respondent has understood the points and re-phrasing if they have not. When interviewing children, you will need to explain the study in more simple terms, using words and ideas that children will understand.

During the consent procedure and at the beginning of every visit you should frequently remind the respondent of the purpose of the survey, the fact that participation is voluntary, that the data obtained will be kept confidential and give the respondent the chance to ask questions. If you are accompanied by a supervisor or a member of the management committee, you should introduce her/him at the beginning of each interview.

USE OF INTERPRETERS

In this round we would like to establish the interpretation needs of each site and of all households so that we can meet these requirements in advance of the next round.

IMPORTANT: Your supervisor should have established before you go to the field whether there is going to be a need for interpreters and hopefully should have identified suitable people for this job and trained them in the requirements of this role. However, in the

absence of such an arrangement, when you first enter a household, you must find out whether you will need an interpreter or not.

If, for any reason, none of the survey team speaks the language of the household and no one in the household speaks the interview language well enough to interpret you must ask the household to choose someone (for instance, a friend, a neighbour or a relative) to interpret for the fieldworker. This person should be someone who speaks the interview language well and is trusted by the household, since the questions are confidential. You should be aware that in either case certain problems can arise from the use of an interpreter:

- It is difficult to know how good the translation is. It is possible that the respondent's friend who speaks the interview language does not speak it well enough, or isn't familiar with jargon/concepts of the study, to translate everything said during the interview, and s/he will not want to admit it. If you find that the replies do not correspond to the questions, try tactfully to help the interpreter or to replace her/him. You could for instance, suggest that interpreting is a very tiring job, and that the interpreter should take a rest while someone else carry on. Or you might say that you have already taken up too much of his (interpreter's) time, and that the job should be shared among a number of people.
- Another difficulty often encountered is that the interpreter is so familiar with the household that he starts to answer for the respondent without directing the question to her/him (respondent). In such a situation you must politely remind the interpreter that it is the respondent that has been chosen for the interview, and that it is only his/her answers that you can write in the questionnaire.
- On the other hand you should also avoid engaging interpreters who could pose any kind of threat, e.g. linked to a political party or government.

PRIVATE NATURE OF THE INTERVIEW

All the data collected are strictly confidential. Any breach of the confidentiality is forbidden by your oath of secrecy. In principle, all the questions should be asked in complete privacy to ensure that the answers remain confidential but this is not always possible. The presence of other people during the interview may cause the respondent embarrassment and influence some of her/his answers. This could especially be true for the child interviews.

There are some sections, which are very sensitive and might require more privacy. These are:

Household questionnaires'

- Livelihoods and asset framework (section 3 which asks some questions on earnings);
- Economic changes (section 6 which asks about economic difficulties in the household);
- Socio economic status (section 7 where questions on assets are asked); and
- Caregiver perceptions & attitudes (section 12 in the 5yr old and section 10 in the 12yr old; which asks caregivers to reflect on their feelings and views on a number of personal issues.

When you get to these sections you should explain to the respondents that some questions are confidential and ask her/him for the best place in the house where s/he is least likely to be disturbed. If another adult does not understand and refuses to leave, you must use tact and imagination to try and get him/her to leave.

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

CHILD INTERVIEWS

Most communities have very clear ideas about the appropriate manner for treating children and how children themselves should behave. Ideas about what is appropriate for boys and girls will most likely be very different, especially once they have reached age 12. Therefore, so that you do not cause offence, it is very important to be aware of and follow local customs that determine the different ways in which adults treat boys and girls, as well as the manner in which young people are expected to behave towards adults. It is because of these kinds of customs that our study requires all interviews with girls to be conducted by female fieldworkers. We also recommend that fieldworkers who interview children should be fairly young, as children tend to be less shy with adults who are nearer their own age than with older adults.

In your contact with children it is essential that you are respectful, patient and sympathetic at all times and that you allow them sufficient time to answer your questions. You can be encouraging and supportive but should avoid providing children with answers when they do not respond immediately to your questions or find it hard to express themselves clearly. It is important that you are able to understand their answers, but if you provide the answers for them you may adversely affect the results of the study. If a child becomes distressed, you should act as naturally as possible, offering comfort as appropriate and ceasing the interview if you think it is necessary.

When interviewing children the following behaviour is unacceptable:

Fieldworkers must **not**:

1. Spend time alone with children – always make sure to be within sight of another adult.
2. Physically assault children.
3. Develop an abusive relationship with children.
4. Engage in any form of physical contact beyond the strictly necessary for the purpose of the data collection.
5. Act in a way that may place a child at risk of abuse.
6. Use language, make suggestions or give advice which is inappropriate, offensive or abusive.
7. Behave physically in an inappropriate or sexually provocative manner.
8. Sleep in the same room or bed as a child.
9. Condone/participate in behaviour that is illegal, unsafe or abusive.
10. Act in ways intended to shame, humiliate, belittle or degrade children.

11. Discriminate against or exclude children.

Countries to add a section about how fieldworkers' safety will be ensured in difficult/unsafe areas.

CONDUCT OF THE FIELDWORKER

The fieldworker must observe the following rules:

1. You must be courteous towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and everyone else involved). Your behaviour can have an enormous influence on people's opinions in the localities covered by the survey.
2. You must avoid disturbing or upsetting anyone by your behaviour.
3. You must be properly dressed, so that the respondent will be inclined to trust you, as a reliable and responsible person.
4. You must arrive at the stated time, and never keep the respondents waiting.
5. You must exercise patience and tact in conducting the interview, to avoid antagonising the respondent or leading her/him to give answers that are not in conformity with the facts. Be tactful about asking questions to which you have just been given the answer, if necessary say that 'you just need to be sure' to avoid giving the impression that you were not listening to what the respondent just said. For instance, if the mother tells you that her child is very well and has no illness and then you have to ask specifically about symptoms
6. You must not attempt to sell anything to the child or family.
7. You must not lend or borrow money or goods from the family
8. You must not bribe the child or family in order to get them to cooperate

PART 2 THE INDEX CHILD/HOUSEHOLD QUESTIONNAIRE

5: HOW TO CONDUCT THE INTERVIEW

There are a number of basic principles that the fieldworker must observe throughout the interview. You must be careful to follow all the instructions set out in this manual, you must:

1. Ask the questions exactly in the form in which they appear on the questionnaire. Each question has been carefully designed and tested in order to collect precise information to satisfy the requirements of analysis. The interviewer should read the question as it is written in the questionnaire. After reading the question clearly and fluently the first time, the interviewer should wait for the response. If the respondent doesn't answer in a short period of time, this could be because the respondent:

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

With each case, the interviewer should repeat the question. If the respondent still doesn't answer the question, ask to find out if the respondent understood the question. If the respondent didn't understand the question the interviewer should rephrase the question in a different way, while maintaining the meaning of the question. Try to avoid accepting the answer "I don't know" by helping the respondent to estimate or find an answer close to correct. If there are whole sections the respondent cannot answer, politely ask if there is anyone else in the household who can answer the questions. If the named person is not physically in the household you may have to make a return visit to complete the section with the named person.

2. **In the case that the interviewer already knows some simple information**, such as that this person is the wife of some other person, it is not necessary to ask marital status of those two people, only to write that information down. However, if you are not clear, or only suspect that this is the situation it is still necessary to ask.
3. All forms will be checked and will be sent back to you if they are not satisfactory. You must realise that the information on these questionnaires is essential and under **no circumstances should you make information up**. This is the worst thing an interviewer can do. You will be dismissed immediately if you make any information up.
4. **Maintain the pace of the interview**. Avoid discussing too much with the respondent. If you receive an inappropriate or complicated response, do not break in too suddenly, but listen to what the respondent is saying and then lead her/him back to the original question. It is important to pay attention and listen attentively to the respondent and avoid offending or suggesting answers to the respondent.
5. **Keep a neutral attitude with the interview subjects**. It is extremely important that you should remain absolutely NEUTRAL about the subject of the interview. Most people are naturally polite, particularly with visitors, and they tend to give answers and adopt attitudes that they think will please the visitor. You must not express surprise, approval or disapproval about the answers given by the respondent and you must not

tell her/him what you think about these things yourself. Avoid any preconceived ideas about the respondent's ability to answer certain questions or about the kind of answer he is likely to give. Your most important task is to read the questions exactly as they are written in the questionnaire.

- If you don't understand a question or procedure, first read this handbook, then ask the supervisor to clarify further if necessary. It is very important that you **write detailed notes** about problem questions, answers where you are unsure of the code and surprising answers. You should write any notes legibly on the back of the page clearly labelled with the correct question number. After the interview you should discuss your notes with your supervisor, good notes may save you having to return to the household to resolve the query.

INTERVIEWER COMMENTS

Fieldworkers should be encouraged to write down their personal observations about the primary caregiver, the index child and the interview itself (was the caregiver distracted, happy, engaged). Qualitative information about the socio-economic and physical context of the household will be valuable to researchers when they try to interpret results.

6. HOW TO FILL OUT THE QUESTIONNAIRE

Fill out the questionnaire during the interview. You should not enter an answer onto the form until you are sure you have understood the answer correctly. You must not record the answers on scraps of paper with the intention of transferring them to the questionnaire later or count on your memory for filling in the answers once you have left the household.

Most answers in the questionnaire are pre-coded with a given number. You must mark the code corresponding to the answer given by the respondent by writing in the WHOLE number clearly with a black indelible biro in the space given. For example, in completing the question below, if NAME is male then you must write in 01. If you make a mistake then cancel it by putting two clear horizontal lines and enter the correct response. The example below shows you how to record the answer:

Ví dụ	TÊN là nam hay nữ?		
	<i>01=Nam 02=Nữ</i>	[_ _]	[SEX]

To the right of each question you will see a word also in capitals, in the example above this is [SEX], these small capitals are not instructions but codes for data entry. You should ignore them.

INSTRUCTION IN THE QUESTIONNAIRE

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




- To improve the flow of the questionnaire and to keep the respondents informed of what is going on the questionnaire also contains several linking phrases, these are marked by

'SAY:' and should be read exactly as they are. (E.g. **SAY:** "Now I am going to ask you some questions about the education level of each individual in the household.")

2. Where you see the word **FIELDWORKER** then these are instructions for you that should not be read to the respondent. (E.g. **FIELDWORKER:** Place the household roster card over the 'ID' and 'name of household member' columns of this table. Work through the columns in the table asking questions 1.1.1 to 1.1.5 for each individual identified in the household roster card.)

3. Whenever you see the word **[NAME]** then you need to insert the child's name and read out the question including this name. (E.g. **SAY:** I am now going to ask you some questions about **NAME'S** care arrangements, education and activities.)

4. Words in **CAPITALS** are there to guide the interviewer and should not be read out loud, for example, in table XXXX below:

XXX	What are main reasons [NAME] is most likely to drop out of school early? You can give up to three answers but please give the most important one first.	
	(ENTER ALL CODES THAT APPLY. DO NOT PROMPT)	If other, please SPECIFY
YNOID	SCHWHY	SPECYNO
1	[_ _]	 _____
2	[_ _]	 _____
3	[_ _]	 _____

5. Another instruction you will find in the questionnaire is 'PROMPT' or 'DO NOT PROMPT'. Generally you **should not read out the response codes** to the respondent unless the instruction tells you to 'PROMPT' or the question is one with a stem (see section on types of questions below). In some questions you will find an instruction 'DO NOT PROMPT', this instruction is a reminder and is found for questions where fieldworkers often forget that they should not read out the response codes.

6. There are some questions that have the instruction **[SPECIFY]** and are found wherever there is an 'Other' category in the questionnaire (see table above). The number of 'Other, SPECIFY' has been reduced and codes for these questions have been made as comprehensive as possible. However, it may be the case that there is no code for the answer given. You should always try and find the most appropriate code for the response of the interviewee or the observation you have made. If there is no appropriate code you can use the code 'Other', and as the 'SPECIFY' instruction tells you write down the details of the actual response. **Please write the answers in clear capital letters.**

It may be the case that there is no code and no 'Other, SPECIFY' box' although a code for 'other' will be given. In this case the interviewer is requested to write the answer in the margin, or on the reverse of the questionnaire, clearly indicating the question it is referring to.

TYPES OF QUESTIONS

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

1. **Option questions:** Where each of the questions is followed by a series of options, of which only one option should be indicated. Some of these questions are simple yes/no responses such as:

7.1	Does anyone in your household own your house? 00=No, 01=Yes, 77=NK	[_ _]	(OWNHOUSE)
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In this example the interviewer would record '00' for no or '01' for yes. You will see some other codes here. If the respondent doesn't know the answer (even after further enquiry) then the interviewer must enter the code '77' (NK).

Some questions have other types of responses, such as in the examples below:

5.9	How many of these relatives are influential in the community? (00=none, 01=1-5, 02=6-10, 03=11-20, 04=21-30, 05=over 30, 77=NK, 88=N/A)	[_ _]	(INFREL)
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You will notice here the code '88' (N/A). This means that the question is 'not applicable' to the household. This generally depends on the response to an earlier question. So in this case the household may have already answered that they do not have any relatives (excluding those of the household) who live in the community and therefore question 5.9 is not applicable.

2. **Key/code list questions:** Sometimes you will encounter a question that requires you to refer to a code box to identify the response code. This happens when the possible responses are too many to list in the available space or the same response options apply to different question. An example is question 3.18 on 'planning for hard times' shown below:

3.21	What would you or other members of your household do in case of hard times and/or misfortune caused by, e.g., natural disaster, crop failure, someone losing their job? (ENTER CODES FROM CODE BOX #9)	[_ _]	(PLAN1)
		[_ _]	(PLAN2)
		[_ _]	(PLAN3)

In question 3.21 there are so many potential answers that a code box is need. The instructions tell you to '**ENTER CODES FROM BOX #9**'. Code boxes will either be in a

separate Code Book or embedded in the questionnaire close to the question/s that refers to them. They are clearly labelled. In this example Code box # 9 (shown below) contains a list of 'plans for hard times' and their two digit codes. This question allows for up to three different answers. The appropriate codes should be entered on the two lines '[___]' for example if the most important plan was to 'look for work' then you would enter the code 04 like this 0 4 for PLAN1, and a second most important plan was 'food for work' then you enter 1 1 for Plan2. If there are no other plans then enter 8 8 (not applicable N/A) for PLAN3.

Do not circle the codes in the box.

Where there are spaces for more than one answer then it is required that you enter the MOST IMPORTANT one first.

Some of the questions are asked in such a way as to capture the appropriate codes from narrative. Such as Question 6.3 on economic changes where the respondent is asked about what has happened in the last 12 months. Here the interviewer must make a note of all the responses. At other times the respondent will be asked about the three most important 'events' and the interviewer must put into the correct order.

CODEBOX 9 - PLANS FOR HARD TIMES			
<i>01=Nothing</i>	<i>07=Use formal credit</i>	<i>13=Send children to work</i>	<i>19=Borrow from farmers</i>
<i>02=Ask relatives for help</i>	<i>08=Borrow from money lender</i>	<i>14=Take children out of school</i>	<i>20=Other</i>
<i>03=Ask friends/neighbours for help</i>	<i>09=Get credit from informal loan system (e.g. rotating funds)</i>	<i>15=Emigrate to another country</i>	<i>21=Borrow from neighbours (cash or in kind)</i>
<i>04=Look for work</i>	<i>10=Migrate to another part of the country</i>	<i>16=Faith/pray to God/Allah</i>	<i>22=Borrow from family (cash or in kind)</i>
<i>05=Use formal savings</i>	<i>11=Food for work</i>	<i>17=Sell properties or assets</i>	
<i>06=Use informal savings</i>	<i>12=Work longer hours (take extra work)</i>	<i>18=Mortgage assets</i>	

- 3. Write in questions:** Some questions, such as those asking for names or addresses will require you to write in the answer rather than tick a box or enter a code, you will be provided with space to write; marked by '_____'. Always write clearly in capitals, if you are not sure of the spelling of a place or name see the supervisor.
- 4. Numerical questions:** Some questions require that the respondents provide you with a number or an amount such as a date of birth, the child's birth weight or the number of animals the household owns. You must write the numbers clearly and should use [Arabic] numbers i.e. you must write 6 instead of VI. You will always be provided with boxes or lines to write numbers in, for example question 7.3, shown below, provides space for two digits as there may be more than 9 rooms in the house, if there are 9 or

fewer rooms you must record the answer using a leading zero, that is you would record an answer of 6 months as '0 6.' Whenever you find the respondent's answer has fewer numbers than the space provides you must use leading zeros.

7.3	How many rooms are there in the house? 77=NK	[_ _]	(NUMROOM)
7.4	Do you have electricity? 00=No, 01=Yes, 77=NK	[_ _]	(ELEC)

For questions that allow the space for a decimal point then the necessary format will be as follows:

You will see here that the codes for NK has become -77. This is to guard against confusion that the actual figure may indeed be 77. It is VERY important that the minus sign (-) is written clearly.

4.2	What is the money value (in local currency) of the total amount purchased by the household in the last 30 days on the following items: (Enter value in local currency or codes 00=Nothing, -77=NK)		
01	Tobacco, cigarettes, etc.	[_____ . ____]	(SPEND01)
02	Personal care items (cosmetics, hair oil, perfume, beauty parlour fees, hair cuts)	[_____ . ____]	(SPEND02)
03	Firewood, kerosene, electricity, gas, batteries, candles	[_____ . ____]	(SPEND03)

Most of the numerical questions do not require you to write in the units used as you are instructed to use standard units. However, where local units might be used (because they are preferred) you will be clearly instructed in these places and we would like you to write down the units.

- 5. Pre-printed responses:** You will be provided with a household roster that has a pre-printed list of household member details and of member ID numbers. Where there have been any changes to the roster then they need to be clearly indicated by the interviewer. This is very important! From the household roster a household roster card will be drawn up and this will be used to identify the correct household member by ID number for household questions that ask for details of all household members.
- 6. Matrix questions:** Several questions are in the form of a matrix or table. This is usually the case when we are asking the same questions about several different people or things (e.g. household education). The questionnaire includes instructions on how to fill in the tables and each question usually has a list of codes underneath it.

SKIP PATTERNS

Some questions have skip patterns, if there is no skip pattern when you have completed the question and can simply move on to the next question. The indicator '➤ skip to' after a response indicates the next question to be asked. For example, if the response to 3.1, shown below, is 'Yes' you should record the answer and move onto 3.2, if the answer is 'No' you should record the answer and follow the skip pattern, which tells you the next question you should ask is 3.10. It is suggested that the interviewers mark through the questions that have been skipped to indicate that they have understood the skip.

3.1	In the last 12 months has anyone in your household owned, borrowed or rented any land? 00=No, 01=Yes, 77=NK If No or NK (77), ➤ skip to 3.10	[_ _]	(OWNLAND)
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PART 3 THE QUESTIONNAIRES

7. 5YR OLD HOUSEHOLD QUESTIONNAIRE

TRACKING SCHEDULE

The main purpose of the tracking is to locate the child and check that s/he is still alive. The Preliminary Interview assumes the child has been located. There may be several tracking schedules completed for any one child but each child should have at most one Preliminary Interview form. It is possible that the child has died since the first survey and we were unaware. If this is the case then the interviewer must make appropriate sympathetic statements on behalf of the project. With care not to upset the person, if it is possible the interviewer should try to learn at what age the child died by asking a member of the household or a neighbour (see T5 and T6 below).

The tracking schedule has the following questions:-

T1: Tracking attempt number

Several attempts may be needed to find the child. Record here the number of times you have tried to find the child.

T2: Date

Record the date of each attempt.

T3: Can you find the house/dwelling? 00=No, 01=Yes

This is whether or not you have managed to find the physical dwelling for the family. If Yes then record 01 and skip to T4, otherwise talk to neighbours or use the contact details on your contact sheet to find as much information as you can about where the family has gone. Record this information clearly in the box provided. Include

the new address if possible. Other questions on this schedule must be left blank – start a new schedule for your next attempt to find this child.

T4: Does the YL family live here? 00=No, 01=Yes

This question assumes you have found the dwelling and you want to know if the child's family is still living here – you may need to come back later if there is no one at home to ask. If the YL family does live there then record 01 (Yes) and move to T5. Otherwise record 00 (No) and ask neighbours and/or contacts for information about the family's current location. Refer back to your supervisor for further instructions. Start a new tracking schedule for your next attempt to find this child.

T5: Is NAME still alive? 00=No, 01=Yes

This question is probably very sensitive but we need to determine whether the YL child is still alive. Ask this question in a sensitive manner so as not to upset the respondent. If the child has died since the tracking round in 2004 then ask question T6 otherwise skip to T7.

T6: Approximately what age was NAME when he/she died?

Record the age in years and months if possible – use missing value codes where appropriate. Please be very sensitive here and do not pressurise the respondent. Remember for 5yr olds the age recorded must be less than 6yrs and for the 12yr olds the age must be less than 13yrs. Don't forget to express your sympathies for the family's loss and thank them for their time. End the interview here.

T7: Does NAME live in this household? 00=No, 01=Yes

This question assumes you have found the family/household from round 1 and the child is still alive. The question is to determine whether the child is still living in the same household or whether they have moved away. If yes, (i.e. yes the child does live here) record 01 and skip to T13. Otherwise ask questions T8 through to T12 – these are to try to find out where the child is now living, who they are living with and why they have moved away.

T8: Where is NAME living?

Record the address and if possible the name of someone the child is living with.

T9: Who is NAME living with?

Use one of the codes from the code box. It is likely that the child is living with several people so here we are looking for the main person. For example, the parents may have separated and the child may now be living with the father, or s/he may have moved to live with the grandmother. Exact details of the child's new household will be recorded in the household roster in the preliminary interview. Information here is just to help locate the child. Note the codes include a code for "Other, related" and a code for "Other, non-related".

T10: How long has NAME been living there?

Record the length of time the child has been living there in years and months. Record years as 00 if the child has lived there for less than one year. If the respondent does not know use missing values codes of -77 for both years and months. Note: the child was not living in this new location at the time of the last survey round so the number of years cannot be greater than 04.

T11: For how long do you expect NAME to stay there? 01=Temporarily, 02=Permanently

This question is to try and determine whether or not the child is expected to return to the current household. “Temporarily” implies that the child is expected to return at some time though exactly when might not be known. “Permanently” means the child is not expected to return to live in the current household. NB: If the child is away for a very short time such as a holiday with relatives, then s/he should be considered as part of the current household and recorded as “living in this household” in question T7.

T12: Why is NAME living elsewhere?

Try to find out why the child is living somewhere else. This could be because the parents have separated, or the new location is nearer to better schools, etc. Record as much information as you can. For all these text answers you must write clearly using capital letters throughout. Refer back to your supervisor for further instructions about this child – it may be possible to track him/her at the new location in which case you should start a new tracking schedule for that attempt.

T13: Are you still happy to be part of the study? 00=No, 01=Yes

Remember that the respondent here may not be the same person who gave consent in round 1. You may have to explain the study to this person – be prepared for this and take all the necessary information with you. If they are unsure ask if they are happy to answer a few questions (i.e. the preliminary interview). Otherwise ask if they need more time to consider and say that you will come back later. If they do consent then you can continue with the preliminary interview. Either way this is just a verbal consent at this stage – you must reconfirm consent at the start of the main interview and ask them to sign the consent form at that stage. If they clearly refuse consent at this point then you must not pressurise them to continue and you should stop the interview.

PRELIMINARY INTERVIEW

The main purpose of the preliminary interview is to re-introduce the study to all households enrolled in 2002. The Preliminary Interview will be used to make appointments, and to get consent for participation in the next round. Here the child's details, such as name, nickname, age, date of birth will be checked, as well as up-dating the household roster; some members may have left and others joined e.g. births and deaths. The interviewer can also collect here the names of two people who can be contacted in further rounds to help locate the child if the child has moved.

RESPONDENTS:

Preferably the previous respondent, or in their absence, any adult in the household can answer the preliminary interview questions, but they should be somebody who knows the household members well (i.e. not a visitor). Appointments should be made with the necessary respondents.

INSTRUCTIONS:

Introduce yourself and the study briefly using the outline provided to you.

I am from the 'Young Lives' project, a study of childhood poverty which is being carried out in four countries (Ethiopia, India, Peru and Vietnam). You may remember that we first visited you 4 years ago when you kindly answered questions for us on various aspects of your lives. We are visiting you again now to find out how your life has been over the past 4 years and in particular to see how NAME is developing. For today we would like to check some details with you and then make an appointment for a longer interview with you at a time convenient to yourselves. Please remember you have the right to withdraw from the study at any time.

It may be possible that the household members want to know why the same child. They may appear upset that the other children are not involved. It may be that you can placate the family if they are still upset by getting all the children to do the child development tests (after the index child) or the anthropometric....

Check the name of the index child against the name on the preliminary interview form. It is essential that the caregiver is answering questions about the correct child. If you are sure the child is the same but the names are different clarify which is correct and make the appropriate changes. If the child is not the same, ask for the identified child and start the questionnaire again.

PQ0: Fill in the child's ID number from the information given to you by your supervisor. Check this also with the child ID number which will be pre-printed on the household roster.

PQ1: Fill in the date of the preliminary interview.

MAKING THE APPOINTMENT:

PQ2-4: Make an appointment with the family for conducting the main interview. Ideally the caregiver (or the person who answered the questionnaire last time), the household head and the Young Lives child will be present at the main interview. If necessary, make more than one appointment. Inform the respondent that the interview will take approximately **X minutes**.

CONFIRMING THE CHILD'S DETAILS:

PQ5: Check that you have the correct name and surname(s) for the child. Especially check the spelling and write these carefully in the space given. If the parents are illiterate, ask if there is any documentation with the spelling of the name. If there is no documentation then the parents should say the name slowly while you write it down as it sounds (phonetically).

PQ6: Check the child's nickname (the name that the child is called on a day-to-day basis) from the last round and write it carefully in the space provided. It may be that the nickname is different from the last round. In such a case record the new nickname as well as the old one. This information is to help you ensure that in this round, and in future rounds, you have the correct child. If the child has more than one nickname, write down the one that is most frequently used.

PQ7: Check the child's date of birth. Make sure that you enter at least a month and year for the child's date of birth. If the family members do not know how old the child is in months then ask for documentation such as The Road to Health Card, Birth Certificate, Vaccination Card, Affidavit of Birth or Baptismal Certificate and copy out the exact date of birth. You can also use informal ways of prompting for age such as relating the time of the birth to events such as seasonal changes and local or national events or by comparing the child with other children whose ages are known. If there is no way to find the month of birth, (e.g. the child was abandoned) please write a note describing the situation and continue with the questionnaire.

PQ8: Check the child's gender. If a mistake was made last time then correct this on the new questionnaire.

PQ8.1: Ask the respondent to tell you the number of household members, including the index child. Check that this also equals the numbers on the household roster.

HOUSEHOLD ROSTER:

The household roster is pre-printed with household members from round 1. The index child is first in the list and has an ID of 00. For each person in the list check the name (including the spelling). If the name is correct tick the box below the name. If the name has the wrong spelling, enter the correct spelling in the space below the pre-printed name. If a person in the list is not known to anyone in the current household then cross through that row – do NOT reuse that row for new household members, there are spaces for new members on the next page of the roster sheet.

The next column is age in completed years. This is the age recorded in round 1 plus 4. Check these ages – if correct then tick the box under the age column, otherwise enter the correct age next to the box.

Next check the sex of each household member in the list. Tick the box if the sex given is correct or record the correct value (using the codes 01=Male, 02=Female).

The column headed "**Relationship to YL child**" is the relationship that was recorded in round 1. For this round we have a more comprehensive list of codes. The code box is shown on the second page of the roster sheets. The column headed "**New Relationship Code**" is for entering one of the new set of codes. For the YL child enter the code 00 in this column. For other household members ask for the relationship of this person to the YL child and enter the appropriate code – do not assume it is the same as in round 1.

The final column asks "Does this person still live in the household?" Codes are 01=Yes, still lives in household, 02=No, lives elsewhere, 03=Person has died. For the YL child the code should be 01 in this column – if the child lives elsewhere you should not be interviewing this household. For all other household members ask the question of the respondent and fill in the appropriate codes.

On page 2 of the roster sheet there is a blank table for adding individuals who have joined the household since the last survey round. Remember it may be that the YL child has moved households and is the only person from the round 1 roster list in the current household. However, for our purposes we consider other household members to be "new" and they should all be added here.

A unique ID must be assigned to each person. For new members start the ID numbers as one higher than the highest ID used in round 1. For example if in round 1 ID numbers 00, 01, 02 and 15 were used, the first new member should be given an ID of 16. You must NOT reuse ID numbers from household members who have left the household.

Record (in capitals) the full name of each new household member. Record the ages in completed years. If the age is unknown use -77 as the missing value. Record the sex of each member (using the codes 01=Male, 02=Female) and their relationship to the YL child.

There were lots of problems with relationship codes in round 1. In some cases the relationships appeared to be the “wrong way round” – e.g. Aunt instead of niece. If a household member is the sister of the child’s mother then this is the child’s aunt and should be assigned the relationship code of 13. On the other hand, the daughter of the child’s sister is the child’s niece and should be assigned the code 15. Always keep in mind that this is the relationship to the YL child and NOT the relationship to the respondent.

You should check that ages and relationships are feasible. It is not possible, for example, to have a 12yr old grandmother. (While the term ‘grandmother’ may be used by the YL child to refer to this other child, please ask for an explanation of this relationship and record the genealogical rather than the social relationship between the child and the relation.) Between the preliminary interview and the main household questionnaire you should check for consistency in the household roster. If in doubt about any of the recorded data this must be checked with the family at the next visit.

PQ9: Ask the respondent who they consider to be the head of the household, it is up to them to define headship, but if they name somebody outside the household remind them that we are interested in the head of the household not the head of the family. If the respondent reports more than one person as head of the household ask which of the people they named controls the household resources, if they still list more than one person ask which of the people contributes the most to the household resources. Enter the ID number that identifies the household head in the roster.

PQ10: QUESTIONS ABOUT BEST RESPONDENT HERE – TRY AS MUCH AS POSSIBLE TO USE THE SAME RESPONDENT AS LAST TIME.

We are trying to find out who is the primary caregiver (or guardian) for the child. This is the person who lives in the same household as the child and can best answer questions about the index child. This will usually be the mother. This question refers to all people who live in the household not only the people who are physically present when you visit. If the respondent names more than one person remind them that you are interested in the person who can BEST answer questions and ask them to choose between the people they mentioned.

The primary caregiver should not be intellectually handicapped (you should use your discretion to determine whether you feel the named caregiver is capable of answering questions) or under 13 years of age. In the rare cases that you feel the caregiver cannot provide good quality data or they are under 13 years write a note on the questionnaire and

politely ask if there is anyone else in the household who can answer questions about the child, be sure you do this in a way that does not offend or upset the named caregiver.

Write down the ID that identifies the caregiver in the household roster.

IF CAREGIVER NOT AT HOME: If the identified primary caregiver is not at home you must never use proxy respondents, you must establish where the caregiver has gone to, how long the caregiver will be away, and when will s/he be back. You must try and find her/him at least 2 more times. You should try and make an appointment and work out the best time and best place to see the caregiver. Where possible, take a telephone number and ask for the best time to phone the caregiver for an appointment.

You must also remember that it is your job to work around the primary caregiver's schedule and not for her/him to fit in with yours. You should avoid encouraging the caregiver to stay home from work or losing money by not going out to work in order to wait for you to come and interview her/him. In this type of situation you should either come early to the household or come late after s/he has returned home from work. You should also discourage elders in the community from coercing people into waiting for you at home and losing money because they could not go to work.

CAREGIVER AT HOME: If you find the caregiver at home, please discuss the information sheet with her/him. You should read the statement on the information sheet and follow the consent procedure. You should ask the caregiver and other household members if they want to ask any questions or need any clarification. The caregiver then has 24 hours to make a decision about whether they want to participate in the study. You should remember that the primary caregiver is not necessarily the only person who needs to give consent for participation in the study.

After 24-hours you will return to the household read the introduction on the first page of the questionnaire and complete the consent form for the primary caregiver and other household members for whom consent is needed. You should also make sure that you have the permission of any gatekeepers.

In case of illiteracy, and where a thumbprint is not desirable, please ask the respondent to make an **X** next to her/his name on the consent form.

PQ10.1: This question is about translation needs. You need to establish the translation needs before you go to a household so that there is time to select and train a suitable person for translation. SEE SECTION ON TRANSLATORS.

Record the preferred language for the household head, the caregiver and the child in that order.

PQ11: Write down the complete physical address for the household. If there is no easy way to find a physical address, such as a house number, record very specific directions to the physical location of the household. This should include features that are unlikely to change over time. Someone else should be able to follow your directions after three years and find the same place. You will also need this to relocate the household when you return to complete the interview.

PQ12: Record the household's telephone number if they have one, including all codes as necessary. In the case of the household having a mobile telephone then also record this number, but make sure you say which number is the landline and which is the mobile.

PQ13: If this is different from the physical address write down the complete postal address, for the primary caregiver. The postal address does not have to be to a house address or post office box address, it is merely where the household receives written communications.

PQ14: Record the sentinel site ID. If the child has not moved since the first round, this ID should remain the same as it was in the first round.

PQ15: Enter the community ID. As above, this should be the same as it was in the first round if the child has not moved.

PQ16: Establish whether the household is in a rural or urban site (according to the country definition). In all countries except Peru all houses within each site should be assigned the same code.

PQ17: Record the region of residence.

TRACKING INFORMATION:

Using the address and contact sheets provided by your supervisor and then ask whether existing contacts are still valid (final column in the contacts table). Check that the names and addresses are correct. If existing contacts are no longer valid then establish the names and addresses of TWO people that could be contacted in the future to help locate the child and record these details in the blank table headed "*New contacts for this child*". Where possible these should be relatives with permanent addresses.

SUGGESTION: Countries could plot the co-ordinates of households by using a Global Information System. This does not mean that the co-ordinates have to be plotted onto a map. They can just be attached to the household physical address and used for hard to find cases.

CHILD ID AND DATA HANDLERS:

You should complete this section preferably before you conduct the interview. Your supervisor will have the IDs for each child and you should insert your own ID and the ID of your supervisor in the appropriate places. Make sure that you fill in the correct date of the interview and the correct ID. An incorrect ID will mean we cannot use the data collected in the questionnaire.

You should sign this section on the fieldworker signature line only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems, and that the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire.

The supervisor will sign and date the questionnaire once s/he has carried out a set of consistency and completeness checks. The data entry staff will also sign and date the questionnaire after they have done the data entry.

SECTION 1 – PARENTAL BACKGROUND

PURPOSE:

The purpose of this section is to collect background information about the biological parents of the index child, the caregiver if not the biological parent, and on the child.

RESPONDENT:

Same as last survey

DEFINITIONS:

The primary caregiver is defined as the person who spends the most time looking after the child, which could be the mother, or the father or another member of the household, or someone outside the household. If any of the individuals are not members of the household then use code “90”.

Community refers to the commune.

Age refers to completed years, that is, age as at last birthday.

INSTRUCTIONS:

For questions Q 1.1 to Q 1.12 in this section, ask the family to identify the father, the mother and the primary caregiver (the person who spends the most time looking after the child). The mother or father could be the primary caregiver, in which case there is no need to enter any details in the last column (Primary caregiver column). In this case you may ‘strike through’ this column - to show that you have understood the instructions. If neither mother nor father is the primary caregiver then identify who is the primary caregiver and fill in the details for this person in the last column - starting from Q 1.2. If any of the individuals are not members of the household then use code “90”.

Questions Q 1.1 to Q 1.14 are about the mother, father and/or primary caregiver. Questions Q 1.15 to Q 1.21 are about the INDEX child.

QUESTIONS ABOUT THE MOTHER, FATHER AND/OR PRIMARY CAREGIVER:

Q1.0: Enter the ID from the household roster of the respondent.

Q1.1: Determine whether the ‘mother’ and ‘father’ are still alive. If either the mother or the father is not alive then skip to question 1.10 for that person/s. For those still alive continue to answer all the questions. There is no option for an answer to be put in the ‘caregiver’ column since the primary caregiver, if not the mother or father, will be the one answering the questions.

Q1.2: Determine whether the mother or father is the biological parent.

Q1.3: Determine whether the mother or father is the primary caregiver. If the mother or father is the primary caregiver then there is no need to fill out the third (caregiver) column. There can only be one primary caregiver so make sure that this is so – You cannot fill in

'Yes' to this question for more than one person. If a respondent says more than one then try to establish which of them spends the most time with the child.

Q1.4: Enter the ID number of the person from the Household roster. Remember to use the code '90' if the person is not a member of the household.

Q1.5: Establish how often the person sees the child. This may be daily for people living within the household. For those parents living away from the household then this may well be annually, less than once a year, or never. For the respondent rephrase the question: *'how often do you see him/her?'* You must ask this question even if the respondent lives in the household. Include any contact, however brief, for example a biological mother who sees the index child every day but doesn't take care or play with the child should still be recorded as daily contact.

Q1.6: Establish how long the person has lived in the commune. Enter the number of years. In the case of half years then round to the nearest completed year. If a person has lived there for less than a year then use the code 00. There is a code to indicate that a person has lived there all their lives -66. Remember to put negative (-) numbers for NK and 'all their life'.

Q1.7: Determine the first language that these people learnt as a child from the codes given. The first language may also be referred to as the mother tongue.

Q1.8: Determine whether each person can read and understand a letter or newspaper in the most 'IMPORTANT LOCAL LANGUAGE' using the codes given. This is often the language that is most widely used in the community. In the case that the most important language is a non-written one then use the code 04=verbal language. If the answer is 'Yes', **skip to Q1.10**

Q1.9: Determine how well each person can read and understand a letter, newspaper in 'any' language using the codes given. Where there is no written language then use the code 88=N/A.

Q1.10: Determine whether each person can speak the most 'IMPORTANT LOCAL LANGUAGE'. This should be the language that is referred to in Q 1.7. If the answer is 'No', meaning that they speak nothing at all of the language, then **skip to Q 1.12**. However, it may be that the person speaks 'a little' of the language, in which case ask Q 1.9.

Q1.11: Determine how well each person can speak the most 'IMPORTANT LOCAL LANGUAGE' from Q 1.8 using the codes given.

Q1.12: This question is asking about 'ethnicity' or 'origin'. Ask about each person's ethnicity. You should also ask this, and the following questions, of the parent if they are no longer living. Read the list of codes given to help the respondent to decide.

Q1.13: Establish what is, or was, each person's religion.

Q1.14: Determine what is, or was, the highest completed education grade completed by each person. Record the number in years [00 -11] for primary and secondary school, use

the other codes for completed education above secondary school, e.g. 13=Post secondary vocational; 14=University.

QUESTIONS ABOUT THE INDEX CHILD:

Q1.15: Determine where the index child lived when he/she was first born using the codes given. We are not interested in the exact location where they were born if, for example, the mother went to the next town to give birth. Instead, we want to know the location (commune, district, region) of NAME's first home.

Q1.16: Establish how long the index child has lived there. Write in the number of years and months that the child has lived there.

Q1.17: Ask whether NAME has ever left this locality. We are really interested in their mobility here so do include holidays outside of the area.

Q1.18: Ask how many children have been born **before** the index child and write in this number. Don't forget to include children who are still alive. Don't forget to count all children, including twins etc.

Q1.19: Ask how many children have been born **since** the index child and write in this number. Don't forget to include children who are still alive. Don't forget to count all children, including twins etc.

Q1.20: Establish the index child's ethnicity or origins. It may be possible that is different from that of either of the biological parents. It is worth checking that the information is correct.

Q1.21: Establish the index child's religion.

SECTION 2 - HOUSEHOLD EDUCATION

PURPOSE:

The purpose of this section is to:

Q 2.1 Identify the education levels of every household member who is 18 years and over.

Q 2.2 Establish the education levels and quality of education received by siblings & other children within the household between the ages of 5-17 years. This is to determine whether there are any intra-household dynamics between different children regarding quality of education. NAME should be included in this table.

RESPONDENTS

The ideal respondent is the household head. However, other members of the household can help by adding information.

DEFINITIONS

A public school relies primarily on government/state funding.

A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.

The term full time education is used to refer to attendance requirements set by the school. The hours of attendance may not necessarily be a whole day, but may be during the morning, afternoon or evening.

INSTRUCTIONS

SAY: “Now I am going to ask you some questions about the education level of each individual in the household aged 18 and over.”

FIELDWORKER INSTRUCTION: Place the household roster card over the ‘ID’ and ‘name of household member’ columns of this table. Work through the columns in the table asking questions 2.1.1 to 2.1.2 for each individual identified in the household roster card and aged 18 years and over.

Q2.0: Enter the ID from the household roster of the respondent.

Q2.1.1: Establish the highest educational grade obtained by the household member aged over 18 years. If they are still in education, record the highest grade completed so far. If they have not completed any grades, record 00. If they have completed secondary education and gone on to further education, enter the codes that match this level (13=Post secondary vocational; 14=University - NB these codes may vary slightly between countries). If the household members have not done formal grades, but have gone to religious school, enter 29; if they have not completed formal grades but have attended an adult literacy programme, this should be coded as 28.

Q2.1.2: Ask whether the person is currently in full time or adult education. Probe to find out if they are attending regularly or are absent sometimes. In the case of adults, record whether they are in adult education, since this may not be full time but is still important to know. This question must be answered for every household member.

INSTRUCTIONS

SAY: “Now I am going to ask some questions about the education of all individuals in the household aged between 5 and 17 years.”

FIELDWORKER INSTRUCTION: Enter the IDs from the household roster of ALL children (5-17) in the household, even if they are not currently enrolled in school. If a child is not currently enrolled in school then only answer Q 2.2.5 for this child (put 88=N/A for Q2.2.1- 2.2.4).

Q2.2.1: Establish the highest educational grade obtained by the household member aged from 5 to 17 years. If they are still in education, record the highest grade completed so far. If they have not completed any grades, record 00. If they have completed secondary education and gone on to further education, enter the codes that match this level (13=Post secondary vocational; 14=University). If they have not done formal grades, but have gone to religious school, enter 29; if they have not completed formal grades but have attended an adult literacy programme, this should be coded as 28.

Q2.2.2: Ask whether the child is currently in full time education. Probe to find out if they are attending regularly or are absent sometimes. If they are currently attending, **skip to 2.2.5.**

Q2.2.3: If the child is not currently in full time education, establish why. Enter the code from CODEBOX #1. Remember that if the child is too young then there is a code for this. If the child has never been enrolled, fill in 2.2.3 and skip to the next child. Put 88=N/A if they are currently receiving full time education.

Q2.2.4: If the child used to be in full time education and has stopped, establish the age when s/he completed full time education.

Q2.2.5: For all children who have ever been in full time education, ask how old s/he was when s/he first started.

Q2.2.6 Determine the type of school that each child is attending using the education codes given.

Q2.2.7: Ask for and write in the name of the school. This will allow for further information about the child's education to be gathered by comparison with the community questionnaire.

Q2.2.8: From the codes given determine how well the child is performing at school. You may need to prompt the respondent by asking him/her to compare to how well other children of the same age are doing at the same school.

Q2.2.9: From the codes given determine what the respondent thinks about the school's teaching and infrastructure. It is a broad measure of their perception of the quality of the school.

SECTION 3 – LIVELIHOODS & ASSET FRAMEWORK

PURPOSE:

The purpose of this section is to find out about the land belonging to the household and how it is used.

DEFINITIONS:

Sharecropped in/ rented in refers to the household sharecropping or renting land *from* someone else. Sharecropped out/ rented out refers to the household sharecropping/renting their land *to* someone else.

Bequest means inheritance.

RESPONDENTS

Determined from preliminary interview, but probably the household head (or the person who knows most about sale of crops, crop prices, market prices etc).

INSTRUCTIONS:

Q3.0: Identify the respondent of this section in the household roster, and record their roster ID.

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.”

3A – LAND AND CROP AGRICULTURE

SAY: “I am going to ask you some questions about how the household makes a living.”

Q3.1: This question is a filter to identify those households which did borrow or rent any land. If they did not, or if the answer is NK ➤ **skip to 3.10**. If the answer is Yes, you will have to ask Q3.2-3.9. This question includes the land the dwelling (house) is on.

FIELDWORKER: Starting with the house and then asking about the largest plot and finishing with the smallest, get the respondent to provide the information asked in Q3.2.1-3.2.15. You should write the names (eg. local names) of the plot corresponding to each plot ID in a notebook so that you can refer to the relevant plot by name when you move on to Q3.2.9, 3.2.12, 3.2.15, 3.3 and 3.4. The specific plots' ID numbers in the first table (3.2.1-3.2.6) must match the specific plots' ID numbers in the second table (3.3.1-3.3.3) and third table (3.4.1-3.4.4) so that we can attribute uses, crops and earnings to specific plots.

Q3.2.1: Record the size of each plot in **metres squared**.

Q3.2.1.1: Record the unit of measurement used. Make sure the unit you record is the one in which the size was given. Do not attempt to convert the size to a different unit. The community questionnaire will be used to collect information on how to convert these units.

Q3.2.2: Ask which of the codes best describes the land. In this question “sharecropped in” refers to whether the household is sharecropping on someone else’s land and “rented in” means the household rents land from someone else and does not, therefore, own this plot.

Q3.2.3: Starting with the plot with the household’s living accommodation, establish what each plot is used for. Record the appropriate code from the list. Probe to find out if the plot with the house on it also has other uses and consider codes 02-04 if there is more than just the household’s living accommodation on the plot. In this question “sharecropped out” refers to whether the household has other people sharecropping on their land [so the code 01 should have been put in the previous question] and “rented out” means that the land that is “owned” [so the code 01 should have been put in the previous question] is rented out.

Q3.2.4: Establish whether the household would be able to transfer the full use of this plot to anyone else through sale, gift or bequest. If they answer that they would not be able to transfer the land to someone else, record 00 for “No”. If they answer that they could transfer it without consulting anyone else or asking for approval, enter 01 for “Full transfer rights”. Record 02 for “Only bequest” if the land can only be transferred to someone else via inheritance. If community approval is needed before the household can transfer the land to someone else, enter 03 for “Transfer only with formal community approval.”

Q3.2.5: Establish whether (in the last 12 months) anyone in the household would have been able to use this plot as collateral. If No or NK, ask about the other plots and then skip to Q3.2.7.

Q3.2.6: Ask who would be able to do this transfer OR use the plot as collateral. If the respondent says that this is two different people, ask who would be able to TRANSFER the land. If this person is someone from the household, enter their roster ID from the household roster. If the person is someone from outside the household, enter 90, and if it is the household as a whole, enter 80.

Q3.2.7: Identify the main person responsible for making decisions about most of the plots (over the last 12 months). If the respondent answers that different people would be responsible for making decisions about different plots, ask who is responsible for the most. If this person is someone from the household, enter their roster ID from the household roster. If the person is someone from outside the household, enter 90. If the answer is the household as a whole, enter 80. If the caregiver is identified, skip to Q3.2.10.

Q3.2.8: Ask whether the caregiver is responsible for making any of the key decisions about any of the plots. If they are not, skip to Q3.2.10

Q3.2.9: Ask which plots the caregiver is responsible for. You can enter up to three plot IDs, giving the most important one first. If less than three are identified, enter 88 in the remaining boxes.

Q3.2.10: Establish the main person responsible for looking after/farming most of the land (over the last 12 months). The same instructions apply as those for Q3.2.7. Enter 88 for N/A if the household does not farm this plot (eg. if all the land is left fallow or rented out). If the caregiver is identified, skip to Q3.2.13.

Q3.2.11 Ask whether the caregiver is responsible for looking after / farming any of the land. If they are not, skip to Q3.2.13.

Q3.2.12 Ask which plots the caregiver is responsible for looking after / farming. You can enter up to three plot IDs, giving the most important one first. If less than three are identified, enter 88 in the remaining boxes.

Q3.2.13 Establish the main person who controls the use of the earnings from the sale of goods or rent from most of the plots (over the last 12 months). The same instructions apply as those for Q3.2.7. If the caregiver is identified, skip to Q3.3.

Q3.2.14 Ask whether the caregiver controls the use of earnings from the sale of goods or rent from any of the land. If they are not, skip to Q3.3

Q3.2.15 Ask which plots the caregiver controls the earnings from. You can enter up to three plot IDs, giving the most important one first. If less than three are identified, enter 88 in the remaining boxes.

INSTRUCTION TO FIELDWORKER: Refer back to the table Q3.2 and insert the codes for all the plots that are not being used by the household for growing crops (i.e. all those with codes in column 3.2.3 that are NOT 05). Insert all the non-crop plots into table 3.3. For each plot that is not used for growing crops, ask Q3.3.1-Q3.3.3.

Q3.3.1: For each plot not used for growing crops, ask if the household received any income, in cash or in-kind from this land. If no income was received, skip to Q3.3.3.

Q3.3.2: For each plot on which income was received in the last 12 months, ask the respondent for the total (gross) value of this income.

Q3.3.3: For all (non-crop) plots, ask how much money was spent on this plot, including maintenance and improvements (buildings, services, repairs).

INSTRUCTION TO FIELDWORKER: Refer back to the table Q3.2 and insert the codes for all the plots that are being used by the household for growing crops (05 codes in column 3.2.3), insert the codes for these plots into table 3.4. For each plot that is used for growing crops, ask Q3.4.1-Q3.4.4. Then ask questions 3.5- 3.8. For respondents who do not grow crops on any of their land, skip to section 3B.

Q3.4.1: Ask the respondent what the main crops are that are grown in the plot. Enter the codes from CODEBOX #2. If there are more than two crops, enter the two most important. If the answer is less than two, enter 88 in the second box. If no crops were grown in this season, enter 88.

Q3.4.2: Ask the respondent whether or not the plot was irrigated in the last 12 months.

Q3.4.3: Establish the proportion of this plot that was irrigated during the last dry season. Enter the code from the list given. Enter 88 if the household has not irrigated any land. This is the proportion of ALL land used, but does not include land that is rented out.

Q3.5: Ask whether the household has used any chemical fertiliser on that plot of land in the last 12 months.

Q3.6: Ask the respondent whether anyone in the household has used any methods to increase the yield of their commercial crops in the last 12 months. For example, if HYV or improved variety seeds were used.

Q3.7: Establish if, in the last 12 months, the respondent or anyone in the household has ever shared a tractor or other farming vehicle with other people in the community. This does not include owning it.

Q3.8: Establish if, in the last 12 months, the respondent or anyone in the household has ever shared labour (agricultural labour) with other people in the community. E.g. sharing labour between farms.

FIELDWORKER: Ask the respondent to provide the information on each crop cultivated by the household in the last agricultural year.

Q3.9.1: Enter the crops cultivated by the household this year according to the codes provided in questions 3.4.1 and 3.4.2 (taken from Code Box #3).

Q3.9.2: Enter the total quantity in quintiles of this crop harvested in the last agricultural year. Make sure to get the decimal point in the correct place.

Q3.9.3: Establish the total value in VND of the harvest for each crop that was sold in the last agricultural year. Make sure to get the decimal point in the correct place.

Q3.9.4: Establish the operational costs in VND incurred in producing this crop in the last agricultural year.

3B – TIME ALLOCATION OF ADULTS AND CHILDREN

PURPOSE:

The purpose of this section is to find out the paid and unpaid work activities performed by each member of the household. This should be entered in the local currency. Make sure to get the decimal point in the correct place.

DEFINITIONS:

Typical means usual. A typical day during the week is more likely to be a week day or a day on which the person performs the activities that they do most often.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

FIELDWORKER: For each member of the household, enter their ID in Table 3.10. Q3.10.1 - 3.10.7 continue over three tables. Before you ask any of the questions, enter the ID of each household member in to all three of these tables. Then of each household member you will have to ask Q3.10.1 - 3.10.10. Use the household roster card to refer to each person by name. Make sure the person you are asking about corresponds to the ID for which you are filling in information.

Q3.10.1: Establish whether the person has a permanent disability that may affect work output. The nature of the disability does not matter; we are just concerned with whether or not it affects their work compared to someone of the same age without a disability. Enter the appropriate code from CODEBOX #3.

Q3.10.2: Enter the most important work activity of each person (in terms of time spent in the last 12 months) from CODEBOX #4. Unpaid activities such as household chores should be included here. If a person has not done any work activities (eg. they are very young or very old) record code 17 to indicate that the person is not doing anything and that they are dependent.

Q3.10.3: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. Make sure the respondent does NOT give you the number of months in terms of total time spent; we are interested in months during which ANY of this work was done. If you have recorded 17 for Q3.7.2, enter -88=N/A for the months, days and hours.

Q3.10.4: Establish the second most important work activity of each person in the last 12 months. Enter the code from CODEBOX #4. If the person has done fewer than two activities (none or one), enter 88 for N/A.

Q3.10.5: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. If you have recorded 88 for Q3.7.5, enter -88 for N/A for the months, days and hours.

Q3.10.6: Establish the third most important work activity of each person in the last 12 months. Enter the code from CODEBOX #6. If the person has done fewer than three work activities (or none at all), enter 88 for N/A.

Q3.10.7: Enter the number of months in which any of this work was done, the number of days per week during these months, and the approximate number of hours per day. If you have recorded 88 for Q3.7.8, enter -88 for N/A for the months, days and hours.

Table 3.11:

SAY: Now I am going to ask you some questions about the activities carried out by each individual in the household between the ages of 5 and 17yrs.

FIELDWORKER: Take the household roster card and for each household member between 5 and 17 years old record their roster ID.

For each child, starting with NAME, ask each of questions **3.11.1-3.11.8**. Enter the number of approximate HOURS for each activity during a typical day in the last week. Round up or down to the nearest hour.

3C – PRODUCTIVE ASSETS

PURPOSE:

The purpose of this section is to find out about animals, farm and non-farm assets owned or used the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

SAY: Now I am going to ask you some questions about animals owned by household members in the last 12 months.

Q3.12: This is a filter question to identify whether or not anyone in the household owns any livestock. If the answer is No or NK to this question, record 00 or 77 and skip to Q3.14.1. If the answer is Yes, record 01 and progress to Q3.13.

FIELDWORKER: For each of the animals listed in the table, ask Q3.12.1. If no one in the household has owned any of those animals, enter 00 in the answer box and skip to the next animal. You should fill in N/A (88 or -88) for Q3.12.2-Q3.12.6. If the answer to Q3.12.1 is Yes, ask Q3.12.2 and Q3.12.3.

Q3.12.1: For each animal, establish whether anyone in the household has owned any in the last 12 months. This includes any animal that has been sold during the last year. If No, enter the code 00 and then put a line through the rest of the questions using a ruler. Skip to the next line of the table. If Yes, continue asking Q3.10.2-3.10.6. All animals in this

question are regarded as livestock (productive assets) and not as pets, so for example, a 'dog' does not refer to a family pet or a guard dog.

Q3.12.2: Record how many of the animals the household currently owns. If the respondent cannot say exactly then ask them to estimate the number.

Q3.12.3: Ask how much they would get in VND if the household were to sell all of these animals today. If the respondent cannot answer, ask them to estimate how much they would get for each animal, and you will then have to multiply this by the number of animals they have in order to calculate the total value. Make sure to get the decimal point in the correct place.

Q3.12.4: Ask who the **main** person is who can make decisions about **most** of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people make decisions about different animals, ask who makes the decisions about the majority of the animals. If the caregiver is identified, skip to Q3.12.6.

Q3.12.5: Ask whether the caregiver can make decisions about any of the animals.

Q3.12.6: Ask whether NAME can make decisions about any of the animals.

Q3.12.7: Ask who the **main** person is who is responsible for looking after most of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people look after different animals, ask who looks after the majority of the animals. If the caregiver is identified, skip to Q3.12.9.

Q3.12.8: Ask whether the caregiver is responsible for looking after any of the animals.

Q3.12.9: Ask whether NAME is responsible for looking after any of the animals.

Q3.12.10: Ask who the **main** person is who controls the use of earnings from the sale of goods or rent from most of the animals. Enter the ID of the person from the household roster. If the person is not in the household, enter 90. If the whole family makes the decisions enter 80. If different people controls the earnings of different animals, ask who controls the earnings of the majority of animals. If the caregiver is identified, skip to Q3.12.12.

Q3.12.11: Ask whether the caregiver controls the use of earnings from the sale of goods or rent from any of the animals.

Q3.12.12: Ask whether NAME controls the use of earnings from the sale of goods or rent from any of the animals.

Q3.13: For each item on the list in the table, ask the money value in VND of the total amount of that item purchased by the household in the last 12 months. Make sure to put the decimal point in the correct place. The NK code for this question is -77.

SAY: Now I am going to ask you some questions about productive assets owned, rented or accessed by household members in the last 12 months:

FIELDWORKER: These questions relate to both farm and non-farm productive assets.

Q3.14.1: Ask what the primary occupation or money making activity of the household was in the last 12 months. Insert a code from CODEBOX #5. If none, skip to Q3.15.

Q3.14.2: Ask for the three most valuable assets, which can be owned, rented or borrowed, that allow the household to do this activity. Enter codes from CODEBOX #6. If less than three are mentioned, insert 88.

Q3.14.3: Ask how many the household actually own (ie do not include those that are rented or borrowed). Enter 00 for none.

Q3.14.4: Ask how much they would get if they were to sell that asset today. Enter the value in VND. Make sure to get the decimal point in the correct place. (Record -88 if the answer to Q3.13.1 was No.)

Q3.14.5: Establish who the main person is who decides whether to sell or give away this asset. Enter the ID of this person from the household roster. If it is the whole family who makes the decision enter 80. If the decision-maker is not a member of the household enter 90. (Record 88 if the answer to Q3.13.1 was No.)

Q3.14.6: Ask what the secondary occupation or money making activity of the household was in the last 12 months. Insert a code from CODEBOX #5. If none, skip to Q3.15.

Q3.14.7-Q3.14.10: Follow the instructions for 3.14.2-3.14.5 above, completing the asset table for the secondary occupation.

3D – EARNINGS FROM OTHER ACTIVITIES

PURPOSE:

The purpose of this section is to find out about earnings from activities other than work with crops in the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

FIELDWORKERS: In this section you must provide details of earnings from working on the activities listed in the table. In principle these earnings should be 'net' earning or profits – net of costs, net of taxes. This can be time-consuming but for larger earnings (such as urban wage earners) please ensure that the figures are 'NET'. Since we are mainly interested in the more substantial earnings, do not spend too much time chasing small amounts 'exactly'.

Q3.15.1: Establish if anyone in the household has earned any income from each activity in the last 12 months. If the answer is No, skip to the next line of the table. If 'Yes', ask Q3.15.2 for this activity. If 'No', skip to next activity.

Q3.15.2: Record the total earnings from this activity in the last 12 months. This should be recorded in the local currency. Make sure to get the decimal point in the correct place. If the respondent does not know, enter -77 for NK, but try to get them to provide an estimate. (Enter -88 if the answer to Q3.14.1 was No.)

FIELDWORKERS: If the household does any activities in the livestock section, ask **Q3.15.3-Q3.15.6**.

If the household does any activities in the work for wages section, ask **Q3.15.7-Q3.15.10**.

If the household does any activities in the business/self-employment section, ask **Q3.15.11-Q3.15.14**.

FIELDWORKER: If the household does any activities in the livestock section, ask **Q3.15.3-Q3.15.6**. Otherwise, skip to **Q3.15.7**.

Q3.15.3: Establish who the **main** person responsible for making the key decisions about livestock activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different livestock activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.5**.

Q3.15.4: Ask whether the caregiver is responsible for making the key decisions about any of the livestock activities.

Q3.15.5: Establish who the **main** person responsible for controlling the earnings from livestock activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different livestock activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.7**.

Q3.15.6 Ask whether the caregiver is responsible for controlling the earnings from any of the livestock activities.

Fieldworker: If the household does any activities in the 'Work for Wages' section, ask **Q3.15.7-Q3.15.10**. Otherwise, skip to **Q3.15.11**.

Q3.15.7: Establish who the **main** person responsible for making the key decisions about Work for Wages activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different Work for Wages activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.9**.

Q3.15.8: Ask whether the caregiver is responsible for making the key decisions about any of the Work for Wages activities.

Q3.15.9: Establish who the **main** person responsible for controlling the earnings from Work for Wages activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different Work for Wages activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.11**.

Q3.15.10 Ask whether the caregiver is responsible for controlling the earnings from any of the Work for Wages activities.

Fieldworker: If household does any activities in the business/self-employment section, ask **Q3.15.11-Q3.15.14**. Otherwise, skip to **Q3.16**.

Q3.15.11: Establish who the **main** person responsible for making the key decisions about Business/Self-Employment activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different Business/Self-Employment activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.15.3**.

Q3.15.12: Ask whether the caregiver is responsible for making the key decisions about any of the Business / Self-Employment activities.

Q3.15.13: Establish who the **main** person responsible for controlling the earnings from Business / Self-Employment activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different Business / Self-Employment activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, skip to **Q3.16**.

Q3.15.14 Ask whether the caregiver is responsible for controlling the earnings from any of the Business / Self-Employment activities.

3E – TRANSFERS, REMITTANCES AND DEBT

PURPOSE:

The purpose of this section is to find out about money/goods received by and sent from the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

Say: Now I am going to ask you some questions about money or goods that people send or give you and that you send and give others.

Q3.16.1: For each source of money/goods, ask whether the household has received anything from this source. If the answer is 'No', fill in 00 and skip to the next line. If the answer is Yes, continue with Q3.15.2-3.15.4.

Q3.16.2: Ask the total value (cash and 'in kind') received from this source in the last 12 months. 'In kind' should be recorded as a cash amount. Make sure to put the decimal point in the correct place. Enter -77 if the respondent doesn't know the amount, but try and get them to give you an estimate. (Use 88 if the answer to Q3.15.1 was No.)

Q3.16.3: Establish who the **main** person is who decides about the use of the money or goods received from this source. If there is more than one person, ask the respondent to identify the main one. Enter the person's ID from the household roster. If the whole household makes the decision, use code 80. If the decision maker is not from the household, enter code 90. (Use 88 if the answer to Q3.15.1 was 'No'.)

Q3.16.4: Ask if any of this money or these goods go directly to NAME. (Use 88 if the answer to Q3.15.1 was 'No'.)

Q3.17: This is a filter question to establish whether any member of the household has given money or goods to support individuals outside the household. If the answer is No, skip to Q3.20. If Yes, fill in Table 3.19.

Q3.18.1: For each recipient ask how they are related to the index child. Enter the code from CODEBOX #7. Make sure to get their relationship to the child, not the other way around. For example, the aunt of the index child should be entered as the code for 'aunt', NOT 'niece/nephew'.

Q3.18.2: Ask the total value of money sent to this recipient in the last 12 months. This should be the total of everything sent, not the value of individual transfers. Enter the value in the local currency and make sure to get the decimal point in the correct place. Enter -77 if the respondent doesn't know the value, but try and get them to estimate the amount. If the household sent only goods and not money, use code -88.

Q3.18.3: Ask the total value of goods in VND sent to this recipient in the last 12 months. Make sure to get the decimal point in the correct place. Enter -77 if the respondent doesn't know the value, but try and get them to estimate the amount. If the household sent only money and not goods, use code -88.

Q3.19: Ask whether the household has any serious debts. The term serious is used to refer to any debt that affects their life. This is a subjective question and any debt regarded as serious by the respondent should be treated as such. You should NOT use your own judgement to decide whether or not a debt is serious.

Q3.20: Ask what the household would do in case of hard times and/or misfortune caused by e.g., natural disaster, crop failure, someone losing their job. Enter codes from CODEBOX #8. There is space for three answers here, and the responses should be listed in order of importance. If there are fewer than three responses, fill in as many codes as apply and enter 88 for N/A in the remaining answer boxes. If the first response is 01=Nothing, you should enter 88 in the remaining answer boxes as 'Nothing' implies that they have no plans of what they would do.

Q3.21: Ask the respondent whether the household would be able to raise 230,000 VND if they suddenly needed to. This is a hypothetical question, so you are asking the respondent to imagine a scenario where they do need to raise the money; there should not be any N/A responses.

Q3.22: Ask how they/other members of the household would try and raise this money. Enter codes from CODEBOX #9. There is space for three answers and they should be listed in order of importance. If there are fewer than three answers, enter as many codes as apply and enter 88 for N/A in the remaining answer boxes.

Q3.23-3.29: Vietnam specific questions require instructions.

SECTION 4 – HOUSEHOLD FOOD AND NON-FOOD CONSUMPTION AND EXPENDITURE

4A – FOOD CONSUMPTION AND EXPENDITURE

PURPOSE:

To estimate household food consumption and expenditure in order to contribute to calculation of household income estimate.

RESPONDENTS:

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

Q4.0: Identify the respondent for this section using their ID from the household roster.

SAY: I am now going to ask some questions to get information on how much food has been consumed by your family in recent times. I am going to start by asking how much you consumed of goods you bought in the last two weeks, then ask you how much you consumed from your own harvest or stocks, and then how much you consumed from other sources.

FIELDWORKER: The first part of the table refers to purchases that have also been eaten. The second part refers to what has been eaten from the household's own production and what has been eaten from gifts/transfers/etc from other people.

Table 4.1: Ask the respondent to think about the food consumed by their family in the last two weeks (15 days). Ask if there was a major festival, wedding or other feasting or fasting ceremony that may have impacted the household's typical feeding patterns over the past 15 days. If there was, ask the respondent to think about the household's consumption during a recent typical 15 day period.

For each commodity, collect the estimated value in VND of the amount bought and consumed in the past two weeks. It may be necessary to work out quantities, frequency of purchase, and value of each item for some respondents, in which case the shaded boxes can be used for these calculations. The important column to fill in, as accurately as

possible is 4.1.1, representing the total value purchased and consumed for each of these food categories over the previous two weeks (15 days). If the value is NK, the code is -77.

Q4.1.2: Enter the total estimated value in VND of this commodity that was consumed from the household's own harvest or stock. If the quantity or value is NK, the code is -77. Use the shaded boxes for calculation as explained in Q4.1.1.

Q4.1.3: Enter the total estimated value in VND of this commodity that was consumed from the household's own harvest or stock. This includes consumption of this commodity that was purchased more than 2 weeks (15 days) ago

4B – NON-FOOD EXPENDITURE

PURPOSE:

To estimate household non-food consumption and expenditure in order to contribute to calculation of household income estimate.

RESPONDENTS:

Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:

SAY: I am now going to ask you how much you have spent on other items. Please give prices at the time of purchase.

Q4.2: Go through each item listed in the table and ask the money value in VND of the total amount of that item purchased by the household in the last 30 days. Make sure to put the decimal point in the correct place. The NK code for this question is -77.

Q4.3: Go through the items in the table and ask the money value in VND of the total amount of that item purchased by the household in the last 12 months. Make sure to put the decimal point in the correct place. The NK code for this question is -77.

Q4.4: For each item, ask how much of the total value was spent on items for the index child. Enter this amount in VND, making sure to put the decimal point in the correct place. The NK code for this question is -77. This question should not be asked about clothing or footwear for adult men and adult women, and therefore these cells of the table are shaded out on the questionnaire.

SECTION 5 – SOCIAL CAPITAL

PURPOSE:

This section is designed to obtain information on the household's support networks, membership of groups, participation in and access to services in the community, and information networks.

DEFINITIONS:

An active member of a group participates in activities, attends meetings, etc.

RESPONDENTS:

The respondent of this section should be the caregiver. This section is about both household social capital, and that of the caregiver themselves.

INSTRUCTIONS:

Q5.0: Identify the respondent for this section using their ID from the household roster.

5A – SUPPORT NETWORKS

Q5.1: Ask if the respondent had a problem, if there is someone who would help them. If 'No,' skip to Q5.3. If 'Yes,' continue to the next question. This a hypothetical question; you are asking the respondent to imagine that they had a problem, so there should be no N/A responses to this question. If the respondent cannot answer this should be entered as 77 for NK.

Q5.2: Ask who would be most likely to help them in this situation. Enter the code from CODEBOX #11. There is space for three answers here. If there are fewer than three people identified, enter as many codes as apply and put 88 for N/A in the remaining answer boxes. (Put 88 in all of the boxes if the answer to Q5.1 was No).

Q5.3: Ask the respondent to suppose that they were in need of material support. Ask the number of people they could rely on in such times of need, and record this number (with a leading 0 if just one digit). If the answer is none, record 00. This is a hypothetical question so there should be no N/A responses. If the respondent cannot answer this should be entered as 77 for NK.

Q5.4: Ask the respondent to think back to 4 years ago, and ask whether there more, less or about the same number of people that the household can rely on in times of need. Enter the code from the list.

5B – FAMILY, GROUP AND POLITICAL CAPITAL

SAY: I now want to ask about organisations, groups or informal associations to which you or members of your household belong.

Q5.5.1: Ask whether in the last 12 months any member of the household has been an active member of an organisation, group or informal association? Active member means that they actually participate in the group activities, attend meetings, or do something else related to being a member of that group. For example, even if the person contributes to a group savings scheme, but does not regularly attend meetings, count them as an "active member" and record their meeting participation in question 5.5.5. If the answer is 'No,' skip to Q5.6.

FIELDWORKER: Q5.5.1-5.5.10 are split over two tables. In the first column of each table is a column headed 'GRPID'. Q5.5.1 identifies the groups which members of the household belong to. Work through the columns in both tables asking questions 5.5.2 to 5.5.10 for each group listed. Make sure that the 'GRPID' in the second table matches the 'GRPID' in the first table; i.e. that all the questions asked about a specific group have the same 'GRPID' number in both tables.

Q5.5.1: Identify the groups which members of the household belong to and enter the codes for these groups from CODEBOX #12.

Q5.5.2: For each group, identify the main person in the household who is a member of the group. Enter their ID from the household roster. If the whole family belongs to the group, enter 80.

Q5.5.3: For each main person, establish since when they have been a member of that group. Enter the last two digits of the year. Use -77 if the answer is unknown (NK).

Q5.5.4: Determine what the main benefits from the group are. This question refers to things which are *perceived* to be benefits by the respondent. Enter codes from CODEBOX #13. There is space to record two benefits here. If there is only one benefit, record 88 in the second box.

Q5.5.5: For each main person, establish how often the person attends the group - more than once per week, weekly, monthly, twice per year, annually or less than once per year. Enter 77 for NK.

FIELDWORKER: Remember to make sure that the 'GRPID' in the second table matches the 'GRPID' in the first table; i.e. that all the questions asked about a specific group have the same 'GRPID' number in both tables.

Q5.5.6: For each main person, establish whether they hold a leadership or powerful position in the group. This question refers to current positions held, NOT past positions. If no or NK, **skip to Q5.6.**

Q5.5.7: Establish since when the person has held this leadership/powerful position. Enter the last two digits of the year. Enter -88 for N/A if the answer to Q5.5.6 was No. Enter -77 if the answer is unknown (NK).

Q5.5.8: Ask whether a parent or close relative of the person held this position before. Enter 88 for N/A if the answer to Q5.5.6 was No.

Q5.5.9: Ask what the main outcome from holding the position is. Enter code from CODEBOX #14. If NK, enter 77. Enter 88 for N/A if the answer to Q5.5.6 was No.

Q5.5.10: Ask whether the position has allowed the person to influence decisions and activities and list the possible codes (no, never; somewhat, occasionally; yes, often). If NK, enter 77. Enter 88 for N/A if the answer to Q5.5.6 was No.

Q5.6: Establish whether anyone in the household has ever held or currently holds a position of responsibility, authority or power. If no, skip to Q5.11. If yes, ask question Q5.6.1-Q5.6.8.

FIELDWORKER: Record the household roster ID of each household member who has held a powerful position (Q5.6.1). Then, for each of these people, ask Q5.6.1-5.6.8.

Q5.6.1: Enter the household roster ID of each household member who has held a powerful position.

Q5.6.2: For each person identified, enter the position held from CODEBOX #15.

Q5.6.3: Establish when the person first obtained this position. Record the last two digits of the year. Use -77 if the answer is unknown (NK).

Q5.6.4: Ask for how long s/he (has) held this position. Enter the number of years. If they have held the position for less than one year, enter 00.

Q5.6.5: Establish whether the person still holds this position.

Q5.6.6: Ask whether a parent or close relative of this person held the post before.

Q5.6.7: Ask what the main outcome from holding this position is. Enter the code from CODEBOX #14. If NK, enter 77.

Q5.6.8: Ask whether the position has allowed the person to influence decisions and activities and list the possible codes (no, never; somewhat, occasionally; yes, often). If NK, enter 77.

Q5.7: Ask whether the household has relatives (outside the household) living in this commune. If No, **skip to 5.10**.

Q5.8: Establish how many relatives are living in the commune. If the respondent gives a number, insert the relevant code. If the respondent finds it difficult to estimate a number, give them the choices in the codes: none, 1-5, 6-10, 11-20, 21-30, over 30). Record -77 if NK. Record 88=NA if the answer to 5.7 was No.

Q5.9: Establish how many of these relatives are influential. This means that they are an influential figure in the commune. If the respondent gives a number, insert the relevant code. If the respondent finds it difficult to estimate a number, give them the choices in the codes: none, 1-5, 6-10, 11-20, 21-30, over 30). Record -77 if NK. Record 88=NA if the answer to 5.7 was No.

5C - COLLECTIVE ACTION AND EXCLUSION

Q5.10: For each action in the table, ask whether any of the households have done that action in the last four years. Here there is a code 79 which should be used if the respondent refuses to answer. This is different from them not knowing the answer (code 77).

Q5.11.1: For each service in Table 5.11, ask whether the household has had access to this service when it has been needed or wanted. If the answer is no, ask question 5.11.2. If the answer is yes, skip to the next line (service) of the table.

Q5.11.2: Establish the **main** reason why the household has no access to this service. Enter the code from the list. If the respondent gives more than one reason, ask them to

identify the main one. (Enter 88 if they answered 01=Access to Q5.14.1.) If the answer to Q5.11.2 is code 04 ask **Q5.11.3**, otherwise skip to section 6.

Q5.11.3: If the answer to Q5.11.2 is code 04, ask what the respondent thinks the reason for being denied access was.

5D - INFORMATION NETWORKS

Say: I am now going to ask you some questions about where you get information from.

Q5.12.1: Go through each of the topics listed in Table 5.12 asking if anyone in the household would be able to get information on them. If the answer is anything other than Yes, skip to the next line in the table. If Yes, continue to Q5.12.2.

Q5.12.2: Using codes from CODEBOX #16, record their most important source of information on this topic.

Q5.12.3: Record their second most important source of information on this topic (using the same codes). If there is only one source of information, put 88 for N/A in this answer box.

Q5.12.4: Ask whether anyone in the household has sought information on this topic in the last 4 years.

Q5.12.5: Establish whether this information helped (in the way that it was intended to).

5E – COMMUNITY WORKS

Q5.13-18.4: Vietnam specific questions require instructions.

SECTION 6 – ECONOMIC CHANGES AND RECENT LIFE HISTORY

PURPOSE:

This section is designed to obtain information on changes to household circumstances (specifically on important events) since the first round of YL.

DEFINITIONS:

Events and shocks do not need to be events which are in themselves negative. The questions relating to shocks aim to pick up events which have had negative economic consequences for the household.

RESPONDENTS

Determined from preliminary interview, but probably the household head (or the person who knows most about the household's economic circumstances).

INSTRUCTIONS:

Q6.0: Identify the respondent for this section using their ID from the household roster.

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.

Q6.1: Ask the respondent how they would describe the household they are living in currently, and the household in which they were living in four years ago (around the time of the first round survey). For households of 12 year olds only, you need to also ask what the situation was the year before NAME was born. This is a perception question. Read the codes listed under 6.1.1 and enter the one identified. 'Comfortable' is used here to mean average.

Q6.1.2: If the situation now is different to what it was four years ago or the year before NAME was born, ask up to two main reasons for this change. Note: there are two different code boxes, one code box is for improved situations and one code box is for worsened situations. Enter codes from either CODEBOX #17 for improved situations or CODEBOX #18 for worsened situations, in order of importance. If there are more than two reasons, ask the respondent to identify the two most important ones. If there is only one reason, enter 88 for N/A in the second answer box.

Q6.2: Ask the respondent whether compared to other households in the village/suburb they would describe their household as: The richest; Among the richest; Richer than most households; About Average; A little poorer than most households; Among the poorest; or The poorest. This is a perception question so try and avoid respondents giving an answer of NK unless they really cannot make an attempt to compare their household to others. Enter the code corresponding to their answer.

SAY: Now I am going to ask you about the most important events and changes that have happened since the last time we came to see you. Has this household been affected by a serious event that led, for example, to a serious reduction in assets, or that caused your household income to fall substantially or resulted in significantly reduced consumption.

FIELDWORKER: Ask each of the questions (A-G). Asking these questions prompts the respondent to think about different areas in which they might have experienced shocks. If the answer is positive, ask what the event was and prompt for the events listed under 6.3.1. If the answer is negative, skip to the next question. This question aims to pick up events which the respondent identifies as having had negative economic consequences for the household. You should not impose your own views as to whether or not something counts as an important event or change. For each event identified, answer 6.3.1 to 6.3.3. After questions A-G have been asked and all relevant shocks have been coded, ask Q6.3.4-Q6.3.5.

Q6.3.1: Indicate which of the events and changes listed in Table 6.3.1 have happened in the last 4 years by filling in the code for 'Yes' in the relevant answer boxes. After you have finished this question (or at the end of the questionnaire), you should go back and fill in the 'No' codes for the remaining lines of the table.

Q6.3.2: For each event identified, establish how widely people were affected by this event using the codes from CODEBOX #19.

Q6.3.3: For each event identified, establish what the household did about the event. There is space for up to three responses, and these should be filled in order of importance. If fewer than three responses are cited, fill in as many codes as apply and put 88 for N/A in the remaining answer boxes.

Q6.3.4: Ask the respondent to indicate the three most important events (in order) from those they identified in Q6.3.1. In the table, enter 01 next to the most important event, 02 next to the next important event and 03 next to the third important event. After the interview, enter 00 in all the other rows of this column. If the respondent has identified three events or fewer, ask the respondent to put these in order of importance.

Q6.3.5: Vietnam specific question requires instruction.

SECTION 7 - SOCIO-ECONOMIC STATUS

PURPOSE:

In this section we would like to find out more about the socio-economic environment of the caregiver. It includes questions about the place where he/she lives, household possessions, land ownership and animals.

RESPONDENTS:

Head of household or primary caregiver of the index child.

INSTRUCTIONS:

Q7.0: Identify the respondent for this section using their ID from the household roster.

Q7.1: Ask if anybody in the household owns the land the house is built on.

Q7.2: Ask whether anyone in the household has a mortgage on the house.

Q7.3: Establish how many rooms there are in the house. Do not include kitchens, bathrooms, passages, garages or store-rooms or room partitions such as curtains. Enter the number of rooms in the space provided.

Q7.4 This question includes both legal and illegal connections to electricity. The connection must however be functioning most days. Include electrical generators, wind and solar generators but not car batteries. You should look for obvious evidence of an electricity supply (e.g. electric light) as respondents may not want to admit to having an illegal supply.

Q7.5-Q7.7: You must observe the building material used for the wall of the house (7.5), the roof of the house, (7.6) and the floor of the house, (7.7). If it is not immediately clear what these are made of, ask a household member. Enter the appropriate codes from CODEBOXES #21 - #23. If the roof/floor/wall is made of several different materials, record the main type of material (e.g. that which covers at least 50%). If there is more than one building in the household (e.g a separate kitchen or bathroom), record the material used in the main section of the house.

Q7.8: Ask about the main source of drinking water for members of the household. If different members have different sources of drinking water ask about the source for the majority of members. Enter the appropriate code from CODEBOX #24. An unprotected well is any type of well that is not a tubewell.

Q7.9: Ask about the main toilet facility used by members of the household. Enter the appropriate code from CODEBOX #25. A septic tank is a toilet that flushes with the effluence going via a pipe into a covered sediment tank. Buckets, fields, hanging latrines or canals do not count as toilets– classify them as none.

Q7.10: This question asks about the main fuel the household usually uses for cooking. Enter the code from CODEBOX #26.

Q7.11: You will be pre-informed if households in the sentinel site do not use fuel for heating their houses and in this case you will not ask this question. For those sites where heating is used by at least some people in the site, establish whether heating is used in the household.

Q7.12: Only ask this question if the household uses fuel for heating. Establish the main type of fuel usually used by the household for heating. Enter the code from CODEBOX #27.

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

FIELDWORKER: For each item, ask Q7.13.1-Q7.13.2. After asking these questions for all items, ask Q7.13.3 and Q7.13.4.

Q7.13.1 Establish whether anyone in the household owns each of these items. Ownership of the item means that it could be sold by the household member; you can include items that are not presently in the household because they are on short term loan to someone else. The item must be functioning.

Q7.13.2: For each item, ask how many are owned.

Q7.13.3: Ask the respondent which are the five most valuable things in the list. If the item is one of the five most valuable, enter a 01 in column 7.13.3. At the end of the interview, add 00=No into the other rows in this column.

Q7.13.4: If the item is one of the five most valuable, ask how much it would fetch if they were to sell it. Enter the amount in VND. If the respondent does not know, enter 77. If the household does not own a particular item or if it is not one of the five most valuable, enter -88 for N/A in this column.

Q7.14: Ask the respondent if they have invested in any improvements to their dwelling in the last four years. If the response is negative, skip to Section 8.

Q7.14.1: If the response to Q7.14 is positive, ask the respondent what kinds of improvements were invested in. You can enter up to three codes from Code Box #28.

SECTION 8 – CHILD CARE, EDUCATION AND ACTIVITIES (5 YEAR OLD HH ONLY)
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PURPOSE:

In this section we would like to find out more about child's early care arrangements, schooling and daily activities (including work).

RESPONDENTS:

Primary caregiver of the index child.

DEFINITIONS:

A crèche is a place providing day-care for young children. We are interested in informal as well as formal arrangements.

School is a formal general education establishment usually recognised by the government. In this section it refers to primary school.

A public school relies primarily on government/state funding.

A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.

Typical means usual. A typical day during the week is more likely to be a week day or a day on which the person performs the activities that they do most often.

RESPONDENTS:

Primary caregiver of the index child.

INSTRUCTIONS:

Q8.0: Identify the respondent for this section using their ID from the household roster.

CHILD CARE AND PRESCHOOL EDUCATION

FIELDWORKER: Q8.1-8.4 relate to the child's crèche/day care attendance between the ages of 0 and 36 months. Q8.6-8.12 relate to pre-school attendance since the age of 36 months.

SAY: First I am going to ask you some questions about how NAME spent his/her time age 0-36 months.

Q8.1: Establish whether the index child was regularly looked after by a crèche/day care/family day-care/baby-sitter for a whole morning, afternoon, evening or night almost every week. (COUNTRIES TO INSERT LOCAL NAME(S) FOR FORMAL OR INFORMAL CENTRES/ARRANGEMENT OPERATING IN THEIR COUNTRIES.) In this question we are trying to capture regular users of these child care groups and you should include children who attend in blocks (e.g. every day for one week and not at all for the other weeks in the month). The minimum attendance should be twice a month, this should not include unsuccessful trial of child care groups where there is no intention to return. If the child did not attend any child care groups, skip to Q8.4.

FIELDWORKER: For each crèche attended between the ages of 0 to 36 months, go through the columns of Table 8.2 asking Q8.2.1-8.2.8. If the child is still attending this crèche, ask the remaining questions in the present tense. If they have stopped attending, ask in the past tense.

Q8.2.1: Establish how old the index child was when s/he first went to the crèche/daycare centre. Enter the age in months.

Q8.2.2: Establish how long he/she attended for. Enter the appropriate code from the list. If the child is still attending, ask the remaining questions in the table the present tense. If they have stopped attending, ask the remaining questions in the past tense.

Q8.2.3: Establish who runs/ran the crèche/daycare centre. Enter the code from the list.

Q8.2.4: Ask whether they have/had to pay to send the index child to this crèche/daycare centre.

Q8.2.5: Ask the respondent how good they think the care service was. Enter the code from the list. This is a subjective question; we are interested in the respondent's opinion of the standard of care/service.

Q8.2.6: Ask for how many days per week the child attends/attended this crèche/daycare centre. This should be the average number of days. Record this number in the answer box.

Q8.2.7: Ask for how many hours per day the child attends/attended (during those days on which he/she went to crèche). Record this number in the answer box.

Q8.2.8 Determine whether the respondent/caregiver was/is able to visit the child at the crèche (e.g. for breastfeeding).

Q8.3: Ask the respondent for the main reasons that the index child attended a crèche/daycare centre before the age of 36 months. (COUNTRIES TO INSERT LOCAL NAME(S) FOR FORMAL OR INFORMAL CENTRES/ARRANGEMENT OPERATING IN THEIR COUNTRIES.) Enter the codes from CODEBOX #29. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

FIELDWORKER: If you asked Q8.3, now skip to Q8.5 (as Q8.4 only applies to those children who never attended a crèche/daycare centre).

Q8.4: For those children who never attended a crèche/daycare centre before the age of 36 months, ask the respondent what the main reasons for this were. Enter the codes from CODEBOX #30. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

Q8.5: Establish the main people caring for the index child (between 0 and 36 months) on a day to day basis (when he/she was not in the crèches already mentioned). Enter the relevant codes from the list. There is space for three answers here and these should be entered in order of importance (in terms of time spent caring for the child). If fewer than three answers are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

Say: Now I am going to ask you some questions about NAME'S attendance at preschool or child care/crèche since the age of three.

Q8.6: Establish whether, since the age of 36 months, the index child has attended a formal or informal preschool for a whole morning, afternoon, evening or night almost every week. (COUNTRIES TO INSERT LOCAL NAME(S) FOR FORMAL OR INFORMAL PRESCHOOLS THAT EXIST IN THEIR COUNTRIES.) In this question we are trying to capture regular attendance at preschool. This should not include unsuccessful trial of preschools where there is no intention to return. Children who have just started attending a preschool but for whom there is the intention for regular attendance in the future should be included. If the child has never attended a preschool, skip to Q8.12.

FIELDWORKER: For each preschool attended since the age of 36 months, go through the columns of Table 8.7 asking Q8.7.2-8.7.9. (COUNTRIES TO INSERT LOCAL NAME(S) FOR FORMAL OR INFORMAL CENTRES/ARRANGEMENT OPERATING IN THEIR COUNTRIES.)

Q8.7.1: Establish how old the index child was when s/he first went to the preschool. Enter the age in months.

Q8.7.2: Establish how long he/she has attended for. Enter the appropriate code from the list. If the child is still attending, ask the questions in the present tense. If the child is no longer attending, ask the questions in the table in the past tense.

Q8.7.3: Establish who runs/ran the preschool. Enter the code from the list.

Q8.7.4: Ask whether they have/had to pay to send the index child to this preschool.

Q8.7.5: Ask the respondent how good they think the standard of care and teaching is/was at this preschool. Enter the code from the list. This is a subjective question; we are interested in the respondent's opinion of the standard of care.

Q8.7.6: Establish the number of days per week the child attends/attended the preschool. This should be the average number of hours. Record this number in the answer box.

Q8.7.7: Ask for how many hours per day the child attends/attended (during those days on which he/she went to preschool). Record this number in the answer box.

Q8.7.8: Determine whether the respondent/caregiver is/was able to visit the child at the preschool (e.g. to check the quality of care or for any other reason).

Q8.8: Ask the respondent for the main reasons that the index child attends/attended a preschool. Enter the codes from CODEBOX #29. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer-boxes.

Q8.9: Using the information from Q8.7.2, establish whether the index child is currently attending a preschool. If they are not, skip to Q8.11.

Q8.10: If the index child is still attending at preschool, ask how well they think he/she is faring or getting on. This question refers to the respondent's perception of the child's progress in all spheres: social, educational and physical. It should be in relation to other children the child's age.

FIELDWORKER: If you asked Q8.10, now skip to Q8.14 (as Q8.11-Q8.13 only apply to those children who are not currently attending preschool).

Q8.11: If the child is no longer attending a preschool, ask how old s/he was when s/he stopped attending. Record the age in months.

Q8.12: Ask why s/he stopped attending. Enter the codes from CODEBOX #31. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

FIELDWORKER: If you asked Q8.12, now skip to Q8.14 (as Q8.13 only applies to those children who have never attended a preschool).

Q8.13: For those children who have never attended a preschool, ask the respondent what the main reasons for this are. Enter the codes from CODEBOX #32. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

SCHOOL ATTENDANCE

SAY: Now I want to ask you about NAME starting school

Q8.14: Ask whether the index child has begun school yet. School here refers to formal primary school/first grade. If No or NK, skip to Q8.16.

Q8.15 Ask how old the child was when s/he began school. Enter the age in years and months (e.g. 5 YRS and 2 MTHS).

Fieldworker: If asked Q8.15, skip to Q8.18 because Q8.16-Q8.17 refer to children who have not yet started school.

Q8.16: If the index child has not yet begun formal school (i.e. primary/first grade), ask at what age the respondent expects the child to begin school. Enter the age in years. If the respondent does not expect that the child will ever go to school, record 66 for 'Never'.

FIELDWORKER: If the answer to Q8.16 is an age over the official starting age for primary school (countries to insert country specific age) or if they answer 'never', then ask Q8.17. If the answer is an age which would not indicate a delayed start to primary school, skip to Q8.18.

Q8.17: Ask the respondent why they expect that the index child will begin school later than the official starting age for primary school (COUNTRIES TO INSERT COUNTRY SPECIFIC AGE), or why they expect they will never go to school (depending on the

answer to Q8.18). Enter the codes from CODEBOX #33. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

FIELDWORKER: Ask Q8.18-Q8.25 of all respondents, whether their child is in school or not. If their child is not in school, ask the questions about the school that NAME is most likely to attend.

Q8.18: Ask what type of school NAME attends or is likely to attend.

Q8.19: Establish whether the school is single sex.

Q8.20: Ask why the respondent has chosen this school for NAME or would choose this school. Enter the code from CODEBOX #34.

Q8.21: Ask how long it takes/would take for the child to get to school. Enter the time in minutes.

Q8.22: Establish how the child gets to school. Enter the code from the list.

Q8.23: Ask whether the child feels in danger when traveling to school. If No, skip to Q8.25.

Q8.24: If the respondent has answered 'Yes' to Q8.24, ask what the main risks are on the child's journey to school. Enter the codes from the list. There is space for three answers here and these should be entered in order of importance (in terms of time spent caring for the child). If fewer than three answers are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

Q8.25: Ask whether the child normally goes alone or with other people. If they go with other people, find out who these people are and enter the appropriate code from the list.

CHILD WORK AND ACTIVITIES

Say: I am now going to ask you about how NAME spent his/her time yesterday/on xxxday (last working day). **Do not say 'last working day', instead use the name of the day you are referring to, if yesterday was a holiday or a rest day.**

Q8.26.1: Ask what activities the index child did yesterday/on the last working day. Enter each of the activities mentioned on a separate line of the table. Use the codes from CODEBOX #35.

Q8.26.2: For each activity, ask who the child was with while they were doing this activity. Enter the code from CODEBOX #36.

Q8.26.3: Ask if the child was able to choose whether or not s/he did this activity. This question aims to explore whether the child has autonomy over what they do, or whether others tell them what they must do.

Say: I now want you to think about the last year of NAME's life.

Q8.27: Establish whether the index child has done anything in the last 12 months to get money or things for him/herself or their family. We are interested here in activities that the child has done to earn money/goods rather than things they have done for enjoyment (such as school plays) that have then resulted in some kind of payment. If the answer to this question is No, skip to Q8.29.

Q8.28.1: If the child has done activities in the last 12 months to get money/things, ask what these activities were. Enter each activity on a separate line using codes from CODEBOX #37. Enter each type of activity, not each individual job.

Q8.28.2: For each activity mentioned, ask what form of payment was received/is expected for this activity. Enter the code from the list.

Q8.28.3: Ask whether the child got to keep all or some of the payment for each activity. Enter the code from the list.

Q8.28.4: Of all the activities mentioned in Q8.28.1, ask which the child spent most time on during the year. Enter 01 in the line corresponding to the activity identified by the respondent. Ask which activity the child spent the next most time on. At the end of the interview, enter 00 on all other rows in this column.

SECTION 9 – CHILD HEALTH

PURPOSE:

We would like to find out more about the child's general health and well-being.

RESPONDENT:

Determined from preliminary interview, but probably the primary caregiver of the index child.

DEFINITIONS:

Traffic accidents (serious injury code) include any accidents in or caused by any mode of transport including bicycles, horses and cars.

INSTRUCTIONS:

Q9.0: Identify the respondent for this section using their ID from the household roster.

SAY: Now I am going to ask you some questions about 'NAME's' health.

Q9.1: Ask the respondent whether they think the index child's health is the same, better or worse compared to other children of this age. If the caregiver asks compared to who tell them to think of other children of the same age as the index child that they know well, and to make a comparison between their health and that of the index child. If the caregiver tells you the child is currently ill prompt him/her to tell you about the child's health in general. Enter the relevant code from the list.

Q9.2: Ask whether the index child has had one or more serious illnesses or injuries in the last three years when the respondent really thought s/he might die. You should stress that the focus of this question is on severe illnesses or injuries where the caregiver **really** thought the child would die (this includes illnesses where they thought the child might die if they did not receive treatment). If it is culturally inappropriate to talk about dying in this way, ask about a time when the child may not have recovered. This is a perception question, and you should accept the answer the respondent gives without imposing your own views as to what counts as a serious illness/injury. If the answer is No, skip to Q9.5.

Q9.3: If the child had one or more serious illnesses, ask what the illnesses were. If the child had an injury but did not have any illnesses, skip to Q9.4.

Q9.3.1: Enter as many illness codes as apply from CODEBOX #38, putting each on a new line of the table. Do not prompt for specific illnesses and do not interpret what the caregiver reports; if they describe symptoms rather than a specific illness record the symptoms under 'Other'. If the caregiver reports a specific illness and then describes the symptoms, only record the specific illness (e.g. if they report a traditional illness that had diarrhoea as a symptom only record the traditional illness).

Q9.3.2: For each illness identified, ask whether they sought treatment or advice for this illness at any point. We are interested in all types of treatment and advice (e.g. visit to a health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next illness (or next question if there are no more illnesses).

Q9.3.3: For each illness for which they sought treatment/advice, ask where they sought treatment/advice from. Enter the codes from CODEBOX #39. There is space for three answers here; fill in as many codes as apply in order of attendance. If fewer than three answers are given, put 88 for N/A in the remaining answer-boxes.

Q9.3.4: Ask whether they had to pay for any of this treatment. This question applies to ANY of the treatment that they sought for this particular illness. Payment may be for any aspect of treatment (e.g. consultation, clinic fees, drug charges, etc).

Q9.3.5: Establish the time it took for them to get to the first treatment place (for each illness). We are interested in the actual time taken here; it is not important what mode of transport they used to get there. Time should be recorded in minutes.

Q9.4: If the child had one or more serious injury, ask what the injuries were. If the child had an injury but it was not serious, skip to Q9.5.

Q9.4.1: Enter as many injury codes as apply from CODEBOX #40, putting each on a new line of the table. Do not prompt for specific accidents and do not interpret what the caregiver reports.

Q9.4.2: Ask the cause of the injury. Enter the code from CODEBOX #41. This includes injuries obtained while working or doing domestic chores.

Q9.4.3: For each injury identified, ask whether they sought treatment or advice for this injury at any point. We are interested in all types of treatment and advice (e.g. visit to a

health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next injury (or next question if there are no more injuries).

Q9.4.4: For each injury for which they sought treatment/advice, ask where they sought treatment/advice from. Enter the codes from CODEBOX #39. There is space for three answers here; fill in as many codes as apply in order of attendance. If fewer than three answers are given, put 88 for N/A in the remaining answer-boxes.

Q9.4.5: Ask whether they had to pay for any of this treatment. This question applies to ANY of the treatment that they sought for this particular injury. Payment may be for any aspect of treatment (e.g. consultation, clinic fees, drug charges, etc).

Q9.4.6: Establish the time it took for them to get to the first treatment place (for each illness). We are interested in the actual time taken here; it is not important what mode of transport they used to get there. Time should be recorded in minutes.

Q9.5: Establish if the index child has any long term health problems that affect their daily life. A long term health problem is a health problem that is likely to persist for a long time either because it is incurable or because it is not being treated. It can include physical disability, chronic and mental health problems as well as recurring/seasonal problems. This question refers to the perception of the caregiver so you should not prompt for specific health problems. If there are no long term health problems, skip to Q9.7.

Q9.6: If the caregiver reports that the child has a long term health problem, ask what these problems are.

Q9.6.1: Enter as many health problem codes as apply from CODEBOX #42, putting each on a new line of the table. Do not prompt for specific health problems and do not interpret what the caregiver reports; if they describe symptoms rather than a specific illness record the symptoms under 'Other'. If the caregiver reports a specific illness and then describes the symptoms, only record the specific illness. If the caregiver reports two linked problems such as HIV/AIDS and TB record both.

Q9.6.2: For each health problem identified, ask how much treatment NAME has had in the last year. We are interested in all types of treatment and advice (e.g. visit to a health facility, consultation or advice from other private or government centres/groups, visit to traditional healers, drugs from a pharmacy, advice from family, etc). If the answer is No or NK, skip to the next health problem (or next question if there are no more health problems).

Q9.6.3: Ask how much has been spent on treatment for this health problem in the last 12 months.

Q9.7: Ask the nine disability and development questions in Table 9.7. For each item, record whether the index child is not able to do it at all, is able to do it with great difficulty, is able to do it with some difficulty, or is able to do it easily. For the first question, if NAME is present, it should be observable whether he/she can walk. If the caregiver is having difficulty in answering these questions, ask him/her to think of other children that are the

same age as the index child, and compare the index child to them with respect to the abilities explored in these questions.

Q9.8: Ask whether the index child has a vaccination card.

Q9.9: If they do have a vaccination card, use this card to fill in whether the index child has had any of the vaccinations listed (BCG, Measles, 3 courses of DPT, Polio and HIB (flu)). Check with the caregiver whether the child has had any vaccinations not recorded on the vaccination card. If they do not have a vaccination card, ask the caregiver whether or not the child has had each of these vaccinations. You may ask about events such as national immunisation days in the area in order to help them remember.

Q9.10-9.15: Vietnam specific questions require instructions.

Q9.16.1-9.16.7: (5 year old HH only) Ask whether the index child consumed each of the meals/snacks mentioned in these questions during the last 24-hour period. Make sure to word the questions to reflect the last 24 hours rather than referring to what the child 'usually' does. If the child was ill during this time, ask the questions of the last 24 hour period in which the child was well. Items such as a glass of milk or breastfeeding may be counted as items between meals.

Q9.17.1-Q9.17.11: (5 year old HH only) Ask whether the index child consumed any of each of the food-types listed during the last 24 hours. We are interested in the generic categories and not just those specific foods listed in parentheses as examples. Make sure to word the questions to reflect the last 24 hours rather than referring to what the child 'usually' does. If the child was ill during this time, ask the questions of the last 24-hour period in which the child was well. In the case of oil/fat, you may need to prompt as to whether they consumed fried food, sauces with oil, etc. Similarly, prompt as to whether they consumed sugar in drinks, etc.

Q9.18: Ask whether the household has had any periods of food shortages in the last 12 months. If no, skip to section 10.

Q9.19.1: For each of the strategies listed, ask whether anyone in the household does this. If yes, ask Q9.19.2. If no, skip to the next strategy, on the next line.

Q9.19.2: For each strategy employed during a food shortage, ask who it affects the most. Enter the code from CODEBOX #44.

SECTION 10- ANTHROPOMETRY

PURPOSE:

To measure the height and weight of the index child and mother.

RESPONDENT:

Mother and index child will be measured.

INSTRUCTIONS:

Q10.0: Identify the main respondent for this section using their ID from the household roster.

Q10.1-Q10.2: Ask for the caregiver's perception of the child's weight and height health compared to other children his/her age. If the caregiver asks compared to who tell them to think of other children of the same age as the index child that they know well, and to make a comparison between their weight and height and that of the index child.

MEASURING THE CHILD:

SAY: I have to use XXXX to make sure the measurements are right, this won't hurt. I am going to ask you to XXXX.

Q10.3: Make sure the scale has been checked and is working. Tick the box to indicate that this check has taken place.

Q10.4-Q10.6: Take two weight measurements, enter each one in Q10.4 and Q10.6, and then enter the agreed weight in Q10.6.

Q10.7-Q10.9: Take two weight measurements, enter each one in Q10.4 and Q10.6, and then enter the agreed weight in Q10.6.

Q10.10: If the child was not measured, record the reason why not using the appropriate code from the list.

PROCEDURES FOR MEASURING HEIGHT

For height you need a wall or door frame to support the height measure if it is not free standing.

1. Appropriate clothing: remove shoes and any bulky clothing like a coat or bulky skirt which would prevent the child's buttocks being in contact with the board.

2. Position the child so that they stand by the height stick with their feet parallel, and with their heels, buttocks, shoulders and back of the head touching the upright stick. The head should be held comfortably with the child looking straight ahead, not with their head tipping up or down. The arms should hang loosely at the child's side. Ask the mother to help if necessary.

3. Gently lower the headpiece of the measuring stick to make contact with the top of the head. Press the hair down if necessary to make this contact but only enough to make contact.

4. Read the length to within 0.1cm, making sure your vision is aligned with the position of the marker, not lower or higher. If the measurement is in between 2 millimetre markers, take the lowest value.

5. Say clearly what the measurement is and note it down immediately.

Lift the head board, check the alignment and measure the child again. If the two measurements are the same accept this measurement. If the measures are different, measure again until you get two similar measures and write this measure in the agreed child height space.

6. Always thank the mother and the child.

PROCEDURES FOR MEASURING WEIGHT

1. If using a clock (spring) balance, hang the scales so the dial is in the direct line of sight of the person doing the weighing (that is, not too high or too low).

Make sure that when the child is suspended they cannot touch anything such as a wall. Make sure that whatever the balance is hung from is strong enough, you do not want the child to fall or to break the roof of the house. You must hang the balance from something, don't attempt to weigh with someone holding up the balance. In general children do not like being weighed on clock balances if they do not feel secure or comfortable, for instance if dangling in an insubstantial weighing trouser. So think about this before you start and check that your children of the age you are measuring are comfortable in your equipment. It may be better to have a larger sack or make your own bucket type swing.

If using a balance that you stand on then find a level and secure surface. Balances do not measure accurately if they are on a slope. Ordinary bathroom balances are not sufficiently robust, precise and accurate but there are now more precise standing balances which could be used. For children who are very upset by weighing or if you have a sufficiently precise balance, you can weigh the child with the mother and then the mother alone. In such cases, make sure that your forms are designed to allow you to write down the measurements as you read them off the balance and do the calculations later step by step.

2. Calibrate the scales with the weighing sack trousers before measuring each child. If you are going to weigh with a blanket, calibrate the sack with the blanket to zero.

3. Appropriate clothing: nude or with the blanket used in calibration. If it is impossible to weigh children nude, as in cold weather, then weigh the child with the minimum of clothing possible. In this case you will need to construct a list of the weights of typical articles of clothing. Note down the clothing the child was wearing and later deduct from the weight. Do not make general estimates to allow for clothing and don't try and do the calculations at the same time as the weighing. Write down the weight as you actually read it off the balance and do the adjustment later. If you are going to have to do this make sure your form is designed to facilitate the procedure.

4. Ask the mother for her help and explain to her about the importance of measuring weight precisely and that is why it is best to weigh her child without clothes.

5. Weigh the child and call out the measurement clearly. If the weight falls between two markers on the dial, take the lower measure. Register the weight immediately.

Take a second reading, either steadying the child and balance again or getting the child to step onto the balance again. If the two measures are the same note this measure as the agreed weight, if not weigh again and take the measure for which you have two the same. If you can't get two measures the same and you are sure that you have done the procedure correctly each time, take the average of the measures.

6. Always thank the mother for her help.

QUALITY CONTROL FOR WEIGHING AND MEASURING

1. Reading the measurements

- a. if the indicator falls exactly on a marker (mm or g) then take this as the measurement
- b. if it falls between two markers, then take the lower value

2. Writing the measurements

- a. it is very important to write the numbers very clearly
- b. if the wrong number is written down, do not erase it or change it – cross it out and write the correct one at the side.

3. Reading and registering the weights and heights

- a. the person measuring calls out the measurement
- b. the assistant repeats what is called out
- c. the person measuring says “yes” or “fine”
- d. the assistant says “yes” or “fine” and writes down the measurement
- e. the assistant shows the person measuring what they have written down

4. Common errors in measuring length

- a. position of the person taking the measurement
 - they are too far from the child's feet
 - they are not kneeling down
 - they are too far from the board
- b. the child's feet
 - the toes are pointed
 - the soles of the feet are not perpendicular to the board
 - measuring only one foot
- c. the child's head
 - the neck is stretched too much
 - the neck is tucked in too much
 - the palm of the mother's hand totally covers the ear (the fingers are not flexed)
- d. the child's position on the board

- the child is not in the centre of the board
- The child is wearing a nappy or other bulky item, plaits or hair accessories so that the head board is not in contact with the child's head.

1. Common errors in measuring weight

- The balance was not zeroed with the weighing sack
- The balance is not at eye level
- The child can touch a wall or grabs at nearby people
- The child is wearing clothes

Check the equipment every two weeks or when you get back to base.

Length:

- use a stick of known length and check the measurement
- the gap between the foot-base and the board should be less than 2mm

Weight

- use standard weights of 5kg and 10kg to check the scales

check each time that the scales are set to zero

SUPERVISOR CHECKLIST WHEN OBSERVING ANTHROPOMETRIC MEASUREMENTS

	Yes	No	No observation
1. Did the anthropometrist introduce themselves and explain what they intended to do?			
2. Length board			
a) Did the anthropometrist put the board on a flat surface with sufficient space in which to work?			
b) Did the anthropometrist put the sliding bar in an appropriate place before measuring the child?			
c) Did the anthropometrist ensure the child was wearing appropriate clothing?			
d) Who was the assistant?			
e) Did the assistant hold the child's head?			
f) Did the anthropometrist push down to make the child's knee a straight line lying in the middle of the board?			
g) Were the feet of the child in the right place(both feet lying straight and both heels placed against the sliding bar)?			
h) Did the anthropometrist stand in the correct place to read the length?			
i) Did the anthropometrist and the assistant follow the procedure for reading and registering the length?			
3. Height stick			
a) Did the anthropometrist put the stick on a flat surface			

	Yes	No	No observation
with sufficient space in which to work?			
b) Did the anthropometrist put the sliding bar in an appropriate place before measuring the child?			
c) Did the anthropometrist ensure the child's shoes were removed and that hair accessories, hats etc were removed?			
d) Who was the assistant?			
e) Did the anthropometrist ensure the child was standing in the correct position?			
f) Did the anthropometrist bring the sliding bar to the top of the head and push the hair down?			
g) Did the anthropometrist stand in the correct position to read the height?			
h) Did the anthropometrist and the assistant follow the procedure for reading and registering the height?			
4. Weight			
a) Did the anthropometrist ensure the weighing scales were hanging correctly and in a place with sufficient space to work?			
b) Did the anthropometrist calibrate the scales before weighing the child?			
c) Did the anthropometrist ensure the child was wearing appropriate clothing?			
d) Who was the assistant?			
e) Did the anthropometrist stand in the correct position to read the weight?			
e) Did the anthropometrist and the assistant follow the procedure for reading and registering the height?			
5. At the end of the session			
a) Did the anthropometrist put away the equipment in an appropriate manner?			
b) Did the anthropometrist thank the household members for their cooperation?			

MEASURING THE MOTHER:

SAY: Now I would like to record your [the mother's] measurements. I have to use XXXX to make sure the measurements are right. This won't hurt. I am going to ask you to XXXX.

Q10.11: Make sure the scale has been checked and is working. Tick the box to indicate that this check has taken place.

Q10.12-Q10.14: Take two weight measurements, enter each one in Q10.12 and Q10.13, and then enter the agreed weight in Q10.14.

Q10.15-Q10.17: Take two height measurements, enter each one in Q10.15 and Q10.16, and then enter the agreed weight in Q10.17.

Q10.18: If the mother was not measured, record the reason why not using the appropriate code from the list.

SECTION 11 – CAREGIVER PERCEPTIONS AND ATTITUDES

PURPOSE:

We would like to find out about the caregiver's feelings and attitudes towards their family, children, themselves and their community.

RESPONDENTS:

The respondent for this section must be the primary caregiver.

DEFINITIONS:

INSTRUCTIONS

FIELDWORKER INSTRUCTION: Do practise questions until respondent understands task – up to 3 times.

SAY: I am going to read some things that people sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

Say: 'I like cats'
'I can run fast'
'I like eating rice'

Say: I am going to read you some things that people sometimes say, think or feel. I want you to think whether it is something that you might say, think or feel. First, I want you to think about the area in which you live.

Q11.1.1-11.1.10: For each of the statements in Table 11.1, read the sentence aloud and ask the caregiver to indicate the appropriate tick or cross. Make sure that the respondent has heard and understood the statement and if s/he has not you must repeat it and/or add further explanation as necessary. However, it is important not to change the meaning of the question. (NB There are only 9 questions in the 12 year old household questionnaire)

Say: Now, I want you to think about other aspects of your life.

Q11.2.1-11.2.12: For each of the statements in Table 11.1, read the sentence aloud and ask the caregiver to indicate the appropriate tick or cross. Make sure that the respondent has heard and understood the statement and if s/he has not you must repeat it and/or add further explanation as necessary. However, it is important not to change the meaning of the question.

FIELDWORKER: If the child is in school, ask Q11.2.13-11.2.14. If not, skip to Q11.3.

Q11.2.13-11.2.14: As above, read each of the sentences aloud and ask the respondent to indicate the appropriate tick or cross.

FIELDWORKER: Show the child the 'LADDER OF LIFE' picture.

Q11.3: Say: "There are nine steps on this ladder. Suppose we say that the ninth step (09), at the very top represents the best possible life for you and the bottom step (01) represents the worst possible life for you. Where on the ladder do you feel you personally stand at the present time?" Make sure the respondent understands that the ladder refers to all aspects of life (eg. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general – it should not be confused with, for example, a measure of purely economic wellbeing. Be very clear about which direction the ladder goes in (ie. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided. If the respondent answers 09, skip to Q11.5. Otherwise, continue on to the next question.

Q11.4: Ask the respondent where s/he thinks that he/she will be on the ladder in four years. Enter the step on which they will be.

Q11.5: If the respondent answered 09 to 11.3, enter 88=NA and skip to 11.6.

Ask the respondent what s/he thinks would *help* them to move up the ladder (whether or not they think they actually will move up or down). This is asking for perceptions of services and/or circumstances that could lead to an improvement. Record up to three responses with the most important listed first using CODEBOX #45. If the respondent only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

Q11.6: If the respondent answered 01 to 11.3, enter 88=NA and skip to 11.7.

For all respondents, ask what might cause them to move down the ladder. This is the opposite of Q11.5 and refers to circumstances or events that may lead to life getting worse. Record up to three responses with the most important listed first using CODEBOX #46.

SAY: I am now going to ask your opinion on various issues. There are no right and wrong answers; I just want to know what you think.

Q11.7: Ask the respondent to imagine that a family in the village/suburb has a 12 year old son who is attending school full-time, and the family badly needs to increase the household income. Read out the options that the family faces. Ask the respondent to choose from the list of possible responses of what the family should do. Enter the code corresponding to the option that they choose.

FIELDWORKER: Check whether the respondent went to school. If they did, ask Q11.8. If not, skip to Q11.9

Q11.8: For those respondents who went to school, ask whether they think that formal schooling was useful in their current life. Now skip to Q11.10.

Q11.9: For those respondents who did not go to school, ask whether they think that formal schooling would have been useful to them in their current life.

Q11.10: Ask the respondent what job s/he thinks NAME will be doing when NAME is about 20 years old. Do not prompt. Enter the code from CODEBOX #47. This answer should reflect what they think NAME will *actually* be doing.

FIELDWORKER: For HH questionnaire for 12 year old child, check whether NAME is still in school. If so, ask Q11.11 to Q11.13. If not, SKIP to Q11.14.

Q11.11: Ask the respondent what level of education they would ideally like the index child to complete. The answer should reflect their hopes for the child, not be restricted by what they think will actually happen. Enter the highest grade if the level is not higher than secondary education; otherwise enter the appropriate code from the types of post-secondary education.

Q11.12: Ask the respondent whether they think the index child will actually reach the level of education that they indicated in Q11.11. If Yes, skip to Q11.14.

Q11.13: If the respondent answered Yes to Q11.12, ask what they think are the main reasons that NAME is likely to drop out of school before they have reached the level indicated in Q11.11. Enter the codes from CODEBOX #48 in order of importance. There is space for three answers here; if fewer than three reasons are given, enter as many codes as apply and fill in 88 in the remaining answer-boxes.

Q11.14: Ask the respondent what would be the ideal number of sons for her/him to have or to have had. We are asking what they think would be/have been best for them rather than just how many they have now. The number may be smaller than, larger than or the same as the actual number. Use code 80 if they answer that they did/do not mind.

Q11.15: Ask the respondent what would be the ideal number of daughters for her/him to have or to have had. We are asking what they think would be/have been best for them rather than just how many they have now. The number may be smaller than, larger than or the same as the actual number. Use code 80 if they answer that they did/do not mind.

Q11.16: Ask the respondent to imagine that a family in the village/suburb has a 12 year old daughter who is attending school full-time, and the family badly needs to increase the household income. Read out the options that the family faces. Ask the respondent to choose from the list of possible responses of what the family should do. Enter the code corresponding to the option that they choose.

Q11.17.1-11.17.13: Read the list of qualities and ask whether they think this is important for children to learn at home. Make sure the respondent understands what each of the qualities mean. You may have to explain some of the concepts but be careful not to change the meaning of any of the items.

Q11.18: Ask the respondent which three of these qualities they consider to be the most important. Enter the quality ID from the first column of table 11.17.

SAY: I have a list here of reasons people may give for wanting to have children in general. Please use this scale as a guide. Think about your experience with your own child/children and tell me how important the following reasons for wanting to have children are to you personally.

Q11.19.1-11.19.14: Read the list of reasons for having children and fill in the codes corresponding to the answers given. Make sure the respondent understands each item on the list. You may have to offer further explanation where necessary, but be careful not to change the meaning of any of the items.

SAY: Please tell me the extent to which you expect the following kinds of help from 'NAME' when s/he is grown-up.

Q11.20.1-11.20.7: Read through the kinds of help listed in the table, and for each one ask whether the respondent expects this help from NAME. Inform the respondent of the possible responses: "Not at all", "A little", "Somewhat", "Quite a lot", or "A lot".

SAY: I am now going to ask you about some of your expectations for NAME's life specifically.

Q11.21: Ask at what age NAME did or at what age the respondent expects NAME to do each of the things listed in Table 11.21. Enter the age given by the respondent. If they don't know, enter NK. If they do not expect NAME to do this, enter 00.

Q11.22: Ask the respondent what job they would most like NAME to do in the future. Do not prompt. Enter the code from CODEBOX #49. Their answer should reflect what they *want* for NAME, not necessarily what they think is realistic.

SECTION 12 – CHILD DEVELOPMENT

PURPOSE:

The purpose of this section is to assess the child's cognitive through tests of literacy, numeracy and life skills.

RESPONDENTS:

The respondent for this section must be the index child.

DEFINITIONS:

INSTRUCTIONS

Materials needed

For testing the younger cohort each field worker should have: a) a copy of the Peabody Picture Vocabulary Test (PPVT), b) a copy of the Cognitive Development Assessment CDA, c) a survey for the home (the relevant section is 12).

For testing the older cohort each field worker should have: a) a copy of the PPVT, b) a copy of the achievement test, which includes items in reading, writing and mathematics, c) a copy of the literacy card (which should be inserted in a plastic, transparent envelope so that it is not spoiled), d) the survey for the children (section 1.c), and e) a pencil and an eraser to give the child (he will keep these after testing).

For all children the field workers need a copy of this manual so that the instructions are delivered verbatim.

Time for administration

All children in either cohort should be able to complete the two tests in one session of less than an hour. If the child is too tired or distracted the field worker may cut the test administration and return for a second session to complete the remaining tests (and make a note of this). However, every effort should be made to finish a test once it has started; in other words the second session should retake a test only if conditions in the first test were inadequate. If not the second session should start with a new test. Also, during a session it is possible to take breaks only between tests for the child to rest.

Any given test section should not start before 7 a.m. or after 6 p.m. to avoid the child being too tired and not able to give its best performance.

Place of administration

The test should be administered in a place that is as private as possible (e.g. far from interferences coming from street sounds, siblings, TV or radio) and has a chair (or equivalent for the child to sit on), a table or flat surface for the child to write on and for the field worker to show the items, not excessive wind and good light. Children from the older cohort only should have a pen or pencil and eraser (provided by the fieldworker and kept afterwards by the child).

Evaluation of administration

It is important to remember that the language of administration used by the field worker and by the child and time of start and end of each test should be registered for all children. If more than one language is used for administration please mark the one that was used the most but make a note of the use of multiple languages in your comments. Also the field workers must mark if they consider that the administration was adequate. This means that the child had the conditions and responded to the best of his abilities. Inadequate conditions may come from within the child (e.g. seemed sick, tired, sleepy, or unmotivated to work) or from the outside (e.g. there was no flat surface to work on, the light was dim, too many distractions). If not adequate the field workers must choose a code in the questionnaire and elaborate in their comments.

For the younger cohort, the tests should be administered after the parent has completed the questionnaire. The PPVT should be administered first, followed by the CDA.

For the older cohort, the first section of the questionnaire should be administered first, followed by the PPVT and achievement tests and then completing the questionnaire.

In both cohorts it is important that the field worker establishes a friendly relation with the child before posing the questions (especially with very shy or untrusting children). This could be done by engaging in a conversation with the child about the purpose of the visit, their name, age and favourite activities. The situation should not be presented as an evaluation of the child but only as a series of questions where the child should try its best, with no consequences attached.

Instructions for the Cognitive Development Assessment-Quantity, CDA (Younger cohort only)

This test is part of a study developed by the International Association for the Evaluation of Educational Achievement (IEA). Hence the material is confidential and should not be shared freely. It has several subtests, but we will include only the quantity items.

Important: You need to work with a copy of the booklet of the CDA.

General Instructions

- All the items are to be administered to all children.
- Allow the child enough time to respond to each item before going on to the next.
- Each area presents specific instructions that must be read carefully.
- Score each of the child's answers in the answer sheet.

Quantity subtest

1. Materials

The materials required for this test include one set of Picture cards. Each card represents a single test item.

2. Specific Instructions

- The key phrases in each item should be read twice (if necessary).
- Make emphasis on the **underlined words**.
- Tell the child:

"I am going to show you some pictures. We are going to do different kinds of things with the pictures. Listen and do just what I say."

Items

Q1. "Look at the plates of cupcakes. Point to the plate that has a few cupcakes... Point to the plate that has a few cupcakes"

Q2. "Look at the bowls of eggs. Point to the bowl that has the most eggs... Point to the bowl that has the most eggs."

Q3. "Look at the bottles. Point to the one that is almost empty... Point to the one that is almost empty."

Q4. "Look at the apples. Point to the apple that is half gone... Point to the apple that is half gone."

- Q5. "Look at the box of marbles and groups of marbles. Point to the group that has as many marbles as the box... Point to the group that has as many marbles as the box."
- Q6. "Look at the pictures of the bowls and spoons. Point to the picture that shows a spoon in every bowl... Point to the picture that shows a spoon in every bowl."
- Q7. "Look at the pictures of gloves. Point to the picture that shows a pair of gloves... Point to the picture that shows a pair of gloves."
- Q8. "Look at the boy with the balloons and these groups of balloons. Point to the group that has an equal number of balloons as the boy... Point to the group that has an equal number of balloons as the boy."
- Q9. "Look at the groups of stars. Point to the group that has the fewest stars... Point to the group that has the fewest stars."
- Q10. "Look at the bowls. Point to the bowl that is full... Point to the bowl that is full."
- Q11. "Look at the blocks. Point to the picture that has a lot of blocks... Point to the picture that has a lot of blocks."
- Q12. "Look at the circles. Point to the circle that is whole... Point the circle that is whole."
- Q13. "Look at the birds. Point to the bird that has nothing in his mouth... Point to the bird that has nothing in his mouth."
- Q14. "Look at the coats. Point to the coat that has all of its buttons... Point to the coat that has all of its buttons."
- Q15. "Look at the dogs and cats. Point to the picture where the dog has less food than the cat... Point to the picture where the dog has less food than the cat."

Instructions for the PPVT (Both Cohorts)

The administration of the Peabody Picture Vocabulary Test (PPVT) requires the reading of PART 2 of the Manual, which correspond to the "Instructions for the Administration of the Test". This section describes a series of procedures that should be followed very carefully during the administration. These procedures are:

1. Preparation for the Test
2. Filling of the first page of the answer sheet
3. Examination in the critical margin (includes examples)
4. Introduction to the Test and use of the example images
5. Rules for the administration of the items

Be sure to read the example items with the child and make sure he understands what needs to be done before starting the actual test.

The answer sheet provided in the survey should be used for recording the answers of the child. The items that are replaced should be reflected in the answer sheet. After the administration is over and the child is not present the field worker will include the ceiling item, subtract the errors, and get the raw score. The field workers should not complete the standard scores. The standard scores will be calculated centrally by a few people (preferably psychologists with experience in using the PPVT) who will: a) check that the chronological age, ceiling item, number of errors and raw score are correct, and b) estimate and enter the standard score based on the tables provided in the manual.

Instructions for the Achievement test (Older cohort only)

The instructions for this are included within the booklets and should be read to the children, making sure that they understand what they are expected to do. From then on the test administrator should not read any of the sentences or alternatives given to the child but only encourage her to continue and reinforce the correct ways to answer the questions if necessary.

For the mathematics test the child may write on the booklet for notes or calculations. If the child seems not to be able to read or write at all the field worker should make sure of this by showing some of the items. If he can't do any of them the test should not be administered and all item responses left blank but other information on the test administration entered. The child should not be rushed to finish but if necessary the field worker should encourage him to finish after 60 minutes of work and terminate the session 10 minutes after that. If the child can do some of the beginning mathematics items and then can't do any of the more difficult items the field tester should encourage him to continue but stop test administration if it is obvious the child can't do any more items. If the child is frustrated by the items the field worker should try to calm him down by saying "Don't worry if you don't know an item, why don't you move to the next one" or "This is a difficult test, do your best but don't feel bad if you don't know some of the answers".

Scoring Keys

The following material is mostly for reference. The field worker will not score the tests but only transcribe the answers of children onto the answer sheet, except for the PPVT where the raw score needs to be calculated.

I. Answers for the Cognitive Development Assessment – Quantity

- Q1. Middle
- Q2. Right
- Q3. Left
- Q4. Right
- Q5. Middle
- Q6. Left
- Q7. Right
- Q8. Bottom right
- Q9. Left
- Q10. Bottom right
- Q11. Top right
- Q12. Bottom left

- Q13. Top left
- Q14. Bottom right
- Q15. Top right

II. Answers for the achievement test

Section A and B (reading and writing):

See instructions for scoring on the literacy test.

Section C (mathematics)

- 1. 419
- 2. 45
- 3. 8
- 4. 2
- 5. 2
- 6. 1
- 7. 2
- 8. 4
- 9. 7
- 10. 400

III. Answers for the PPVT

The answers to each PPVT question are on the answer sheet, which is in the survey.

8. CHILD QUESTIONNAIRE

CHILD ID AND DATA HANDLERS:

You should complete this section preferably before you conduct the interview. Your supervisor will have the IDs for each child and you should insert your own ID and the ID of your supervisor in the appropriate places. Make sure that you fill in the correct date of the interview and the correct ID. An incorrect ID will mean we cannot use the data collected in the questionnaire.

You should sign this section on the fieldworker signature line only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems, and that the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire.

The supervisor will sign and date the questionnaire once s/he has carried out a set of consistency and completeness checks. The data entry staff will also sign and date the questionnaire after they have done the data entry.

SECTION 1 – SCHOOL AND ACTIVITIES

PURPOSE: The purpose of this section is to ask a number of questions about the index child's previous and current schooling as well as work activities.

RESPONDENT: The 12 year old child. If the child does not know the answer and the question is a factual question, ask the caregiver at the end of the interview. All such questions are identified. Always ask the caregiver at the end of the interview so that the flow of the interview with the child is not interrupted. If you do ask the question of the caregiver and not the child, please indicate this in the comments section at the end of the questionnaire.

DEFINITIONS:

School is a formal general education establishment usually recognised by the government.

A public school relies primarily on government/state funding.

A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.

Full time means attendance requirements set by the school and does not necessarily mean a whole day. It may also mean mornings or afternoons only if this is what the school means by full time.

Typical means 'usual' and so does not include something the child does irregularly.

INSTRUCTIONS:

Q1.1: Ask whether the index child has ever attended a 'formal' school. Include children who went or go to school very irregularly but do not include children who are/were enrolled but have NEVER attended school. Do not include children who only attended a pre-school such as a nursery school or crèche. If the child never attended school **skip to Q1.30**.

Q1.2: Ask if the child is currently attending a 'formal' school. Include children who attend irregularly but do not include children who are enrolled but NEVER attend. NOTE: This question is not asking if the child is physically attending school at the time of the interview. If the child is not currently attending school **skip to Q1.15**.

Q1.3 Determine whether the school is a single sex school, i.e. boys only or girls only.

Q1.4: If the child is attending school ask if the school is public or private (see definitions above). If the child doesn't know the answer, ask the parent/guardian at the end of the interview.

Q1.5: Record the grade or class that the child is currently in. Enter grade 01-12; where 01 is the first grade of [primary] school.

Q1.6: Record, in MINUTES, the time that it usually takes the child to get to school. This is by the usual means of getting there from door to door and may mean having to combine different journey times if the child uses different modes of transport.

Q1.7: Ask the child how they usually get to school. If the child says that they walk and also get a bus in the same journey then record the journey which takes the longest time.

Q1.8: Ask the child whether or not they feel in danger when travelling to school. If the answer is no then **skip to Q1.10**.

Q1.9: Only answer this if the child answered 'yes' to the previous question (Q1.8). Ask the child why they feel in danger when going to school and record up to three responses, recording the most important first, using the codes given in the question. If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A.

Q1.10: Establish whether the child has missed one or more COMPLETE week of school during the last 12 months. Do not include time missed due to school holidays, national holidays for example. If the answer is no then **skip to Q1.13**.

Q1.11: From CODEBOX #1 record up to three main reasons why the child missed school. If there are more than three reasons, record the ones which resulted in the longest amount of times missed (in order). If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A.

Q1.12: Enter the months during which most of the absences occurred. If a single period crossed into two months then enter them both in month order.

Q1.13: Establish the best things that the child likes about school. From CODEBOX #2, record up to three main 'likes' about school but do not prompt using codes or suggestions. It is still ok to encourage the child to think around the question. If there are more than three reasons, only record the most important ones, in order of importance. If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A. If the child says that they can not think of anything then ask Q1.15 and return to Q1.14 after; sometimes it is easier to say what they dislike rather than like.

Q1.14: Establish the things that the child most dislikes about school. Enter the codes that apply from CODEBOX #3 but do not prompt using codes or suggestions. It is still ok to encourage the child to think around the question.

1B – EXTRA CLASSES

Q1.15-1.21: Vietnam specific questions require instructions.

FIELDWORKER INSTRUCTION: If the child is still attending school then **skip to Q1.31**. Only answer questions Q1.22 to Q1.30 if the child is **no longer** attending school (the questions should be asked in the past tense – except Q1.30). If the child doesn't remember some of the factual information required in questions 1.22-1.27, they can be asked of the caregiver at the end of the interview. However, ensure that you give the child priority in answering this question, and encourage them to try to remember. Questions 1.28-1.30 should not be asked of the caregiver as they do not refer to factual information and 1.30 is already included in the caregiver questionnaire.

Q1.22: Record the last grade that the child successfully completed before s/he left school. So even if they are, for example, in year 10 the last year that they would have successfully completed is most likely year 9. In this year the code would be 09.

Q1.23: Record the age (IN YEARS) of the child when s/he stopped attending school. This is the actual age that the child was when s/he stopped attending.

Q1.24 Determine whether the school was a single sex school, i.e. boys only or girls only.

Q1.25: Establish whether the last school attended was public or private.

Q1.26: Record, in MINUTES, the time that it usually took the child to get to school. This is by the usual means of getting there from door to door and may mean having to combine different journey times if the child uses different modes of transport.

Q1.27: Ask the child how they usually travelled to school. If the child says that they walked and also took a bus in the same journey then record the journey which took the longest time.

Q1.28: Ask the child whether or not they felt in danger when travelling to school. If the answer is no then **skip to Q1.23**.

Q1.29: Only answer this if the child answered 'yes' to the previous question (Q1.23). Ask the child why they felt in danger when going to school using the codes given in the question.

Q1.30: Establish the main reasons why s/he is no longer attending school. Record up to three reasons in order of importance using CODEBOX #6. Do not prompt using codes or suggestions but it is still ok to encourage the child to think around the question. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

1C – CHILD'S TIME USE

SAY: I am now going to ask you about how you spent your time yesterday/on xxxday (last working day). If 'yesterday' was a weekend, holiday or day-off then ask him/her about the last working day.

Q1.31: We would like to know what the child does on a typical (see definition above) day that is not a weekend day or a holiday. The best way to find this out is to ask about what the child did yesterday, providing that this was a 'typical' day and not a holiday.

Q1.31.1: Enter all the codes corresponding to all the activities that the child did yesterday (or the last working day) from CODEBOX #7. The activities include up to eight things the child did whether, for example, paid or unpaid work, caring for other people or livestock, studying, leisure activities etc.

Q1.32.2: Ask the child whether or not they were supervised during any of these activities. This means supervised by an adult and where the adult is present at all times or checks upon the child frequently/at regular intervals. This could include adults who are instructing the child in their work or playground supervisors, for example, who are indirectly supervising the child. It may be that the child doesn't know that s/he is being supervised, in which case you may need to prompt further about whether anyone else was there and who those people were and what they were doing.

Q1.33.3: Ask the child whether or not they were responsible for supervising other younger children during this activity; so watching, instructing or checking on other children constantly or at regular intervals/frequently.

Q1.34.4: Ask the child whether or not s/he had any choice in whether they did this activity. This means whether or not they could have said 'no' to doing this activity or not.

Q1.35: We want to know how much time the child spent on the following activities. For all countries, start by asking children to say how many hours they sleep, then move on to discuss what they do with the rest of their waking hours.

Enter the number of approximate HOURS. Round up or down to the nearest hour. If the child does an activity for 30 minutes or less, use the code -30.

Q1.35.1-Q1.35.8: Enter the number of hours spent on each activity. If no time was allocated on an activity then record the response as 00. Emphasise that 26.3, domestic tasks, includes any jobs or chores or other things done to help out at home *except* caring for others in the household.

Q1.36: Determine whether the child has done anything in the last 12 months where they were either given money or things for their family or themselves as payment. Things here could be physical things such as food, sweets, other gifts etc, or it could be payment where a favour is re-paid but nothing 'physical' is given. If nothing was done or the child could not remember (NK=77) then **skip to 1.40**.

Q1.37: We want to know the details of what the child did to earn money or things. Record the responses in the table.

Q1.37.1: Use CODEBOX #8 to record the type of activity. Remember to include here **all** activities where payment was given, even if this was given by the family for doing domestic and household chores.

Q1.37.2: Establish what kind of payment was received (or will be received if not yet received from an activity already done).

Q1.37.3: Establish whether the child got (or will get) to keep 'all' or 'some' of this payment or not. We are more concerned with whether the child gets to keep some/all of this payment rather than the actual amount.

Q1.37.4: Ask the child which activity they spent most time on over the year. Do this **only** for the activity they spent most time on. In this row, insert 01. For the other activities record 88=N/A.

Q1.38: Ask the child what they most like about the paid activity that they spent the most time on, ranked 01 in 1.28.4. You can record up to three responses (using CODEBOX #9); record the responses in order of importance with the most important one first. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

Q1.39: Ask the child what they most dislike about the paid activity that they spent the most time on, ranked 01 in 1.28.4. You can record up to three responses (using CODEBOX #10); record the responses in order of importance with the most important one first. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

Q1.40: Ask the child what his/her feelings are about working and schooling in their present situation and which if the following choices they would like to make. We want to know whether the child feels that they would be better off just going to school and not working, just working and not going to school or doing both work and going to school. The code 03, mixing work and school, should only apply to term time situations. It doesn't mean working at the weekend or during holidays and going to school full time. It means combining work with school on a day to day basis during the school period. (For example, this may include going to afternoon or evening school and working the rest of the day).

Q1.41: Ask the child if they have missed any school in the last four years because they were working. If the child has NOT been in school during the last four years then record 88=N/A.

Q1.42.1: Ask the child whether they have had any serious injuries or illnesses while working or doing domestic work. If no, **skip to section 2**.

Q1.42.2: Ask what these were. Enter code from CODEBOX #11. If no illnesses or injuries while working, enter 88=NA.

SECTION 2 – CHILD HEALTH

PURPOSE

We would like to find out more about the child's general health and well-being.

RESPONDENT

The 12 year old child (Questions 2.2, 2.3 and 2.6-2.8 can be asked of the caregiver if the child does not know or is too embarrassed to answer. If you do ask the question of the caregiver and not the child, please indicate this on the questionnaire.)

DEFINITIONS

Food is defined as anything that has calorific value and includes food in liquid form such as milk or milkshakes. If the child is having a milky tea at the start of the day where most of the tea is milk then include as a food.

INSTRUCTIONS

Q2.1: Ask for the child's perception of his/her health compared to other children his/her age. If the child asks compared to who tell them to think of other children of the same age that they know well, and to make a comparison between their health and that of other children the same age. If the child tells you that s/he is currently ill prompt him/her to tell you about his/her health in general.

Q2.2: We would like to know the frequency of **all** food consumption during the previous 24 hour period. If the child was ill during the **previous 24 hours** then ask the child to recall the frequency of food consumption just before they were ill. The questions should be asked as they appear even if it is not usual that the child ate before breakfast. We are trying to determine if the child is eating between meals and this includes snacks. Asking the questions as they appear will hopefully cover snacks that might ordinarily be forgotten. It may not be culturally usual for anything to be eaten before breakfast but do **not** assume that this is the case. Do not fill in the last row as this will be done automatically in the database.

Q2.3: We want to know the general types of food that the child has eaten during the **previous 24 hours**. You can change these to be more in context with what is usually eaten in the area but the food groups need to stay the same. Do not fill in the last row as this will be done automatically in the database.

Q2.4-Q2.6: These are sensitive questions to be asked or observed, e.g. it should be fairly easy to observe hair growth on the chin. If the child is too embarrassed it may be better to ask the mother or caregiver at the end of the interview.

SECTION 3 – SOCIAL NETWORKS, SOCIAL SKILLS & SOCIAL SUPPORT

PURPOSE

We would like to find out about the child's social networks, social skills and social support.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Q3.1: Ask the child who is the main person that they confide in generally. For example, if they have a problem who would be the first or main person they would turn to. If the child says that there is no one then record none and **skip to Q3.3**. If the child says that they have never had a problem and have never had to confide in anyone ask them to think that if a problem came up tomorrow then who might they turn to. It maybe that the child is having difficulty imagining any kind of problem that they might face. In this case the child should be prompted.

Q3.2: Record the code of the person from Q3.1 using CODEBOX #12.

Q3.3: Ask the child whether there is anyone that they could confide in for the situations that follow.

Q3.3.1-Q3.3.6: If the child says that they have never faced a problem of this nature and have, therefore, never had to confide in anyone, ask him/her to think about whom they would turn to if they faced that particular problem tomorrow. If the child is having difficulties thinking of a problem, you can give them the following examples:

If you were having problems with your studies at school? *E.g. If you did not have a good relationship with your teacher*

If you were worried about something at home? *E.g. If your parents were arguing.*

If you were being teased or bullied by another child? *E.g. If a child was calling you names.*

If you needed advice about a religious matter?

Q3.4: Ask the child to recall the names of all his/her friends that he has spoken to in the last week (seven days). Ensure the child understands that this means close friends that they care about, not just peers. Keep a tab of all the names so to record the number of friends. The reason why we ask the question this way is because it is easier for the child to recall the number of friends by name rather than counting how many they have (and possibly therefore forgetting some). After finishing the list of names, count how many friends were listed and enter the number of friends listed.

FIELDWORKER INSTRUCTION: Answer the following questions [Q3.5-Q3.13] with 'always', 'sometimes' or 'never'.

Say: Please answer the following questions with 'always', 'sometimes' or 'never'.

Q3.5: Ask the child if they think that their friends look up to them as a leader.

FIELDWORKER INSTRUCTION: If the child is currently attending school, ask 3.6 - 3.8. If not **skip to 3.9**.

Say: I'm now going to ask you some questions about school.

Q3.6: Ask the child if other children include them in games during break time at school.

Q3.7: Ask the child if s/he finds it hard to talk to other children in their class (with their class mates); whether the child initiated the conversation or not. The topic of conversation is not as important as being able to talk (about anything).

Q3.8: Ask the child whether they help other children who have a problem at school. If the child needs an example, say if the other child was being teased by others.

FIELDWORKER INSTRUCTION: If the child does **paid** work, ask 3.9 - 3.13. If not, **skip to 3.14.**

Say: I'm now going to ask you some questions about the work that you do.

Q3.9: Ask the child whether they work along side other children (less than 15 years old) when at work. If never or NK (77) ➤ **skip to 3.14.**

Q3.10: Ask the child whether they find it easy to work alongside other children. This means are they comfortable working alongside other children.

Q3.11: Ask the child whether they find it difficult to talk to other children at work; whether the child initiated the conversation or not. The topic of conversation is not as important as being able to talk (about anything).

Q3.12: Ask the child whether they help other children who have a problem at work. If the child needs an example, say if the other child was being teased by others.

Q3.13: Ask the child whether it is possible for him/her to talk to the person responsible for paying him/her in money or goods if s/he does not get paid on time or is paid less than expected.

Q3.14: Say: We are now going to ask you some questions about groups in your local area that you may be a member of.

Q3.14.1: Ask the child whether they are a member of the groups listed.

Q3.14.2: Ask the child how often they attend these meetings.

SECTION 4 – FEELINGS AND ATTITUDES

PURPOSE

We would like to find out more about the child's feelings and attitudes to various things.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Say: Now I am going to ask you your opinion on various things. I want you to say how you think or feel about them.

Q4.1, Q4.6: These are hypothetical questions which may need to be explained beforehand, and in more depth. The two questions are very nearly the same so make sure that you are asking the correct question: this one is about a family and their son.

Q4.2: Using the diagram of the 'ladder' explain as simply as you can, to the child, what the ladder represents; i.e. explain that the ladder represents the best possible life but is not restricted to one aspect but combines all aspects of life such as economic, health, social, personal etc aspects. Say that the bottom step (01) represents the worst possible life and the top step (09) represents the best possible life. Ask the child which step that they think that they are on in their current situation. Make sure that the respondent fully understands what is being asked of them before starting.

Make sure the respondent understands that the ladder refers to all aspects of life (eg. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general – it should not be confused with, for example, a measure of purely economic wellbeing. Be very clear about which direction the ladder goes in (ie. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided. If the respondent answers 09, skip to Q12.5. Otherwise, continue on to the next question.

Q4.3: Ask the child where s/he thinks that he/she will be on the ladder in four years. Enter the step on which they will be.

Q4.4: If the child answered 09 to 4.2, skip to 4.5. Ask the child what s/he thinks would *help* them to move up the ladder (whether or not they think they actually will move up or down). This is asking for perceptions of services and/or circumstances that could lead to an improvement. Record up to three responses, the most important first, using CODEBOX #13. If the child only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

Q4.5: If the child answered 01 to 4.2, skip to 4.6. For all children, ask what might cause them to move down the ladder. This is the opposite of Q12.5 and refers to circumstances or events that may lead to life getting worse. Record up to three responses, the most important first, using CODEBOX #14. If the child only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

Q4.6: See comment for Q4.1. This question asks about a family and their daughter.

FIELDWORKER INSTRUCTION: If the child has received some schooling, ask Q4.7. If the child has **not**, ask Q4.8. There is a subtle difference in these two questions so make sure that you ask the right question.

NOTE: ONLY ANSWER ONE OF THE TWO FOLLOWING QUESTIONS.

Q4.7: Ask the child, who has attended formal school, whether or not they think that their schooling will be useful in their future life.

Q4.8: Ask the child, who has NOT attended formal school, whether or not they think that, had they attended school, it would have been useful in their future life.

Q4.9: Ask the child what type of job that s/he thinks they might be doing when they are 20 years old. It is possible that the child cannot envisage being 20 years old so it is fine to use another member of the family of the same age as a gauge or to use some *country specific measure e.g. when they are married if people usually marry by 20 years old*. Encourage the child to think about being grown up but DO NOT PROMPT with specific examples. Try to match this answer with the codes in CODEBOX #15.

Q4.10: This is a hypothetical question. Ask the child to imagine that they could stay at school as long as they liked and had no other constraints, what level of [formal] education they would like to complete. Enter the grade from the codes given in the question.

Q4.11: Ask the child whether or not they expect to be able to finish the level of education reported in Q4.11 given his/her current situation [meaning given the life that s/he is living now and assuming it will not change]. If yes or 77=NK, **Skip to Q4.14**.

Q4.12: If the child has answered no to the question above ask him/her to give up to three reasons [most important first] why s/he is most likely to drop out of education early. Enter all codes that apply from CODEBOX #16 but DO NOT PROMPT.

FIELDWORKER INSTRUCTION: For all children ask question 4.13 and 4.14. If the child is currently attending school ask 4.15. If the child does any paid work ask 4.16.

Say: I am going to read some things that young people your age sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

Say: 'I like cats'
'I can run fast'
'I like eating rice'

FIELDWORKER INSTRUCTION: Do practise questions until child understands task – up to 3 times.

Q4.13: Explain that you want to know whether the following statements are things they would say, feel or think about their neighbourhood and people around them. Read out all the questions that follow in Q4.13 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

Q4.14: Explain that you want to know whether the following statements are things they might say, feel or think about themselves and other aspects of their lives. Read out all the questions that follow in Q4.13 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

Q4.14.1: Only answer this question if the child AGREED with the last question in Q4.14 [question 17]. The response box is shaded to alert you to this fact. Ask the child why s/he thinks an adult, or adults, in his/her village treats him/her worse than other children. Give up to three answers from CODEBOX #17, recording the most important reasons first. **DO NOT PROMPT. THESE QUESTIONS MAYBE HIGHLY SENSITIVE. DO NOT PRESSURISE FOR A RESPONSE.**

FIELDWORKER INSTRUCTION: If the child is in school, ask 4.15, if not, **skip to 4.16.**

Q4.15: Read out all the questions that follow in Q4.15 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions it may be necessary to prompt. For example, question 6 says 'I am proud of my achievements at school' If the child is unsure of what achievements are then you may prompt with 'In Reading/Maths/Science/Sport'. It is important not to change the meaning of the question.

Q4.15.1: Only answer this question if the child AGREED with the last question in Q4.16 [question 6]. The response box is shaded to alert you to this fact. Ask the child why s/he thinks that a teacher(s) treats him/her worse than other children. Give up to three answers from CODEBOX #18, recording the most important reasons first. **DO NOT PROMPT. THESE QUESTIONS MAYBE HIGHLY SENSITIVE. DO NOT PRESSURISE FOR A RESPONSE.**

FIELDWORKER INSTRUCTION: If the child does any work, ask 4.16, if not, **skip to Section 5.**

Q4.16: Read out all the questions that follow in Q4.17 and ask the child to respond using the ticks and crosses.

SECTION 5 – PARENTS AND INTRA-HOUSEHOLD ISSUES

PURPOSE

We would like to find out more about the child's feelings about their family and home.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Say: I am now going to ask you some questions about your parents and about what things are like at home. I am going to read some things that young people might say, think or feel and I want you to tell me how much they sound like things you might say, think or feel.

Say: I am going to read some things that young people your age sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

Say: 'I like cats'
'I can run fast'
'I like eating rice'

FIELDWORKER INSTRUCTION: Do practise questions until child understands task – up to 3 times.

Q5.1: Read out all the questions that follow in Q5.1 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

Q5.2: Ask the child if they think that his/her parents have ever made a major decision about his/her life that s/he (the child) was not happy about (such as taking him/her out of school or sending him/her to live with somebody else). If No or NK (77) **skip to Section 6.**

Q5.3: Only ask this question if the answer to the previous question was yes. Ask the child who made the decision in the previous question - Q5.3 - and code using the codes given in the question.

Q5.4: Ask the child what the decision was about using the codes given in CODEBOX #19.

Q5.5: Ask the child whether or not s/he felt able to change the mind of the person(s) who made the decision.

SECTION 6 – PERCEPTIONS OF FUTURE, ENVIRONMENT AND HOUSEHOLD WEALTH

PURPOSE

We would like to find out more about the child's thoughts about his/her life now and in the future.

RESPONDENT

The 12 year old child only

INSTRUCTIONS

Say: I am now going to ask you some more questions about your life now and in the future.

Q6.1: Ask the child what kind of job s/he would most like to do in the future. This may not necessarily mean the type of job that they will end up doing or think that they will end up doing. Enter the code from CODEBOX #20 but DO NOT PROMPT. It maybe necessary to help a child think up an answer, especially as this is a question that some children may never have thought about. For example, if a child responds 'I would like a good job' it would be fine to say 'What type of job do you consider to be a good job?'

Q6.2: Say: I now want you to think about the household you are living in. Ask which of the following best describes their household. List the codes and ask them to choose. Enter the code. 'Comfortable' is used here to mean average. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

Q6.3: Ask the child how s/he would describe their household which they were living in four years ago (around the time of the first round survey). Enter the code from the list provided in the question. 'Comfortable' is used here to mean average. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

Q6.4: If the two answers for 6.2 and 6.3 are different, give the two main reasons for this change. Enter codes from the CODEBOX #21 in order of importance if the situation has improved, and from CODEBOX #22 if the situation has worsened. If there are more than two reasons, ask the child to identify the two most important ones. If there is only one reason, enter 88 for N/A in the second answer box.

Q6.5: Now, think about the area where you live _____ (INSERT name of VILLAGE/SUBURB). Ask the child whether, compared to other households in the area, s/he would describe his/her household as: The richest; Among the richest; Richer than most households; About Average; A little poorer than most households; Among the poorest; or The poorest. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.