

ROUND 4 - COGNITIVE TESTS

FIELDWORKER MANUAL

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Ethiopian Development Research Institute (Ethiopia)

University of Oxford (UK)

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COGNITIVE TESTS

PURPOSE

The purpose of this section is to assess the child's cognitive development and achievement through tests of vocabulary, mathematics, reading comprehension and basic reading in Amharic and English. In addition to these tests, Younger Cohort Index Child and his/her sibling will also play the Executive Functioning games. These are administered using a separate programme on the tablet.

RESPONDENTS

The respondent for this section must be the Index Child (older cohort and younger cohort) and, for a sub-set of tests, the sibling of the Younger Cohort child. Please remember that the sibling is the one who was measured and tested in round 3; the name will be pre-filled in the Pre-Test section of the cognitive tests CAPI programme (explained below).

INSTRUCTIONS

Material the fieldworker needs:

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

- (a) PPVT templates (booklet)
- (b) PPVT response sheet
- (c) Mathematics Test
- (d) Game programme on the tablet
- (e) Reading comprehension test
- (f) Reading Items (Mother tongue)
- (g) Reading Items (Amharic & English)

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

- (a) PPVT templates (booklet)
- (b) PPVT response sheet
- (c) Game programme on the tablet

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

- (a) Mathematics test
- (b) Reading comprehension test
- (c) Reading Items (Amharic & English)

NOTE PPVT AND READING ITEMS (MOTHER-TONGUE) ARE NOT ADMINISTERED TO THE OLDER COHORT.

For both cohorts the fieldworker should have:

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

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

Location of Administration

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

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

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

Conditions of administration

It is very important that the fieldworker guarantees appropriate conditions for assessment. This means that the child had the necessary conditions and responded to the best of his/her abilities. Make sure the child has taken his/her meal and has enough time to take the tests in one go.

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

Order of Administration

Before starting the tests, fieldworkers must fill in the "Pre-Test" Section of the Cognitive Tests programme in CAPI. The answers to questions in these sections will then inform on the appropriate language for the administration of each of the tests.

After completing the "Pre-Test" Section of the Cognitive Tests programme in CAPI, please follow the specified order of administration:

- Younger cohort child:
 - o PPVT
 - o Reading Items

- o Mathematics
- Executive Functioning
- Reading Comprehension
- Younger cohort sibling:
 - o PPVT
 - Executive Functioning
- Older cohort child
 - o Reading Items
 - o Mathematics
 - Reading Comprehension

Language used for administration

Language used for administration is different for the different tests. Please read the instructions for each test separately. Please refer to the Pre-Test section of the Cognitive Tests CAPI programme which informs on the appropriate language for the administration of each of the tests (at the end of this manual).

Duration of administration.

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

The maximum time that each test should take is:

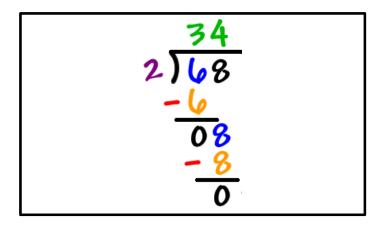
- PPVT untimed
- Reading Items (Mother tongue) 10 minutes
- Reading Items (Amharic & English) 15 minutes
- Mathematics test 40 minutes
- Executive Functioning 30 minutes (including instructions)
- Literacy test 30 minutes

<mark>DATA ENTRY</mark>

After you administered all the tests to the child, you will enter the answers in CAPI. Please take into account the following guidelines when you are entering the answers of the Maths Test.

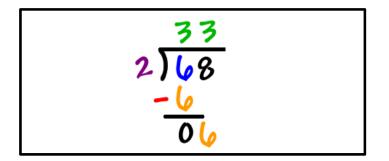
• Please type the answer that the child wrote <u>inside the box</u>, regardless of whether it is right or wrong.

Example 1: Correct answer inside the box



In CAPI, you will type '34'.

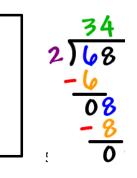
Example 2: Wrong answer inside the box



In CAPI, you will type '33'.

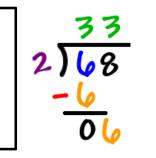
• However, it may be the case that the child did not write the answer inside the box, but there is an <u>obvious final answer outside the box</u>. In those cases, please type in CAPI the final answer despite it was written outside the box.

Example 3: Correct answer outside the box



In CAPI, you will type '34'.

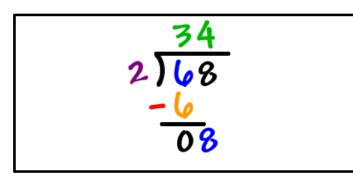
Example 4: Wrong answer outside the box



In CAPI, you will type '33'.

• For the cases in which there is an <u>obvious final answer despite the procedure is not complete</u>, please type in CAPI this answer.

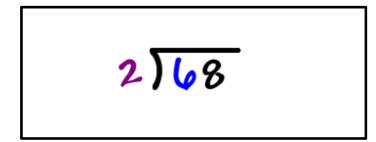
Example 5: Incomplete procedure with final answer



In CAPI, you will type '34'.

• However, if the child leaves an <u>incomplete procedure with no final answer</u>, then you should code it with **-77=NK**.

Example 6: Incomplete procedure – Incorrect answer



In CAPI, you will type '-77'.

• If the child <u>leaves the box blank</u>, then enter **-99=Missing**.

Example 7: Blank question

In CAPI, you will type '-99'.

• Finally, if the child has a physical or mental health problem or disability and you could not administer the tests, please still open a CAPI interview with the child ID and code all the questions of the test(s) that was not administered with **-88=Not applicable**.

Please note that in CAPI, you will find the paper Maths and Literacy tests numbering in parenthesis in blue color and bold before each question. This will facilitate you when entering the answers in the program.

In Q.18 of the Maths Test – Younger Cohort (paper version numbering), please type the child's answer as a fraction. This variable is a string and, therefore, accepts the '/' symbol.

This is also the case for Q.14 of the Maths Test – Older Cohort (paper version numbering).

PEABODY PICTURE VOCABULARY TEST (PPVT-III)

DEFINITION

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

NOTE THAT WHILST THIS HAS BEEN ADMINISTERED IN PREVIOUS ROUNDS, THE RULES FOR ADMINISTRATION ARE DIFFERENT FOR ROUND 4. IT IS THEREFORE ESSENTIAL THAT YOU STUDY THE FOLLOWING RULES.

RESPONDENT

PPVT is being administered to the Younger Cohort Index Child and the sibling of the Younger Cohort Index Child <u>aged 16 or under only</u>. In this round PPVT is **not** being administered to the Older Cohort Index Child.

MATERIALS

- PPVT easel (booklet)
- PPVT response sheet
- Pencil and eraser

TESTING TIME

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

TEST LANGUAGE

The languages in which PPVT can be administered in this round are Amharic, Oromifa, and Tigrinya. The test should not be administered to children who are unable to take the test in any of these languages. When filling in the Pre-Test section fieldworkers should ask the child about the language in which he/she is comfortable taking the test (question 1). *If that language is not Amharic, Oromifa, or Tigrinya, PPVT should not be administered and children should not be asked to complete it in a language in which they are not comfortable.* Please note that fieldworkers should have tests in all 3 languages with them at the interview.

INTRODUCING THE TEST AND USING TRAINING ITEMS

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

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

RULES FOR ADMINISTRATION

To obtain valid results, carefully follow the rules below:

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

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

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

Keep in mind the following:

- Do not show the child the printed stimulus word.
- Do not use the stimulus word in a sentence.
- Do not spell the stimulus word.
- Do not substitute a synonym for the stimulus word.
- Do not convert stimulus words that are singular to the plural form, because doing so may provide a clue on certain plates where only one plural alternative exists.
- Do not precede the stimulus word by an article word (a, an, the) because only nouns are introduced by articles.
- Since the PPVT-III is an untimed power test and not a speed test, the child may take any reasonable amount of time per item to make a choice. However, if about 15 seconds has passed and no choice has been made, encourage him/her by saying: "*Try one. Point to the one you think it might be*".

If there is still no response, record NR for no response, and go on to the next item. Conversely, if an individual is responding very quickly and does not appear to be considering each option, ask him or her to slow down and study all four alternatives carefully before making a choice. Going back over items is not permitted; therefore, promptly discourage the child's tendency to respond too quickly.

- Since there is no penalty for guessing on the PPVT-III, encourage reluctant responders by saying: "*It's all right to guess*". Since the scale is in multiple choice format, there is a chance in four that the answer will be correct. However, if a child is still unwilling to choose, record "77" for doesn't know or when the child doesn't know the answer; or record "79" for refused to answer if the child refused to answer for whatever reason. Then say: "*That was a difficult one. Let's try another*".
- Praise should be given generously, but should not be overdone. Be equally positive (in wording and tone of voice) with correct and incorrect responses. Comments such as the following have been found effective:
 - o Good!
 - You are doing well.
 - That's fine.

A sensitive fieldworker soon learns the amount of encouragement needed to elicit a child's best performance.

- Do not tell the child whether a response is correct or incorrect. If asked, use a noncommittal reply such as: *"That was a good answer"*.
- If the child has responded to an item but then spontaneously selects a different response, record and score the final choice, even if the change is from the correct to an incorrect response. Be careful not to discourage such shifts. These spontaneous changes are acceptable even when made after you have administered subsequent items.
- If necessary, you may refocus the child's attention before administering and item by saying: *"Listen carefully"*. You should use this prompt whenever the child seems distracted from the task.
- Some individuals, especially young children, may perseverate by pointing to or naming the same choice over and over again. In these cases, it may be necessary to frequently repeat the following prompt: "Be sure to look carefully at the pictures before choosing one." If the child continues to perseverate, the fieldworker should point to each of the four pictures in turn while saying: "Look at this one... And this one... and this one... and this one." End the sequence by pointing to a choice other than the one on which the child has fixated.
- It is permissible for the child to turn the Picture Plate pages since it may help keep his or her attention focused on the task.
- Do not omit test items that you consider unfair to the child and then prorate the score. Persons in all cultures and locations will find some items more familiar and some less familiar than others. However, these items tend to balance out over the course of the test.
- Differences with previous rounds:
 - PPVT is not being administered to the Older Cohort
 - Whilst children are still able to choose the language in which they feel most comfortable answering this test, if this language is not Amharic, Oromiffa or Tigrigna it is not administered.
 - Starting and stopping rules that were applied to determine where to start and finish the test are not applicable. All items should be administered to all of the kids.

READING ITEMS – MOTHER TONGUE

DEFINITION

The reading item assesses the skill to read letters, a word, a sentence and a paragraph. **These items should be administered exactly as they were administered in Round 1-3. In previous rounds, this test was administered in the language of instruction of the schools in the community.** The only reason that we are administering these is to have continuity in the data; hence, is important to keep 'language of instruction' as the rule for defining the language in which to administer this test.

RESPONDENT

Younger Cohort Index Child. The Mother Tongue items are not being administered to the Older Cohort because already by the last round most of the respondents could read these fluently.

MATERIALS

- Literacy card
- Reading Items response sheet
- Pencil and eraser

TESTING TIME

This test does not have time limit but it should take no longer than 5 minutes to administrate.

TEST LANGUAGE

These items should be administered exactly as they were administered in Round 1-3. Please check response to question 2 of the Pre-Test section of the Cognitive Tests CAPI programme.

INTRODUCING THE TEST

Follow the instructions provided at the beginning of the Reading Items cards.

ADMINISTRATION RULES

Specific instructions for the administration of the item are in the back of the literacy card.

The fieldworker must say: "Can you please read me the letters, word, sentence and paragraph on this card" and after that hand the Card to the child.

During administration fieldworkers must assess child's answer. For that they will need to register the child's answers in the reading items response sheet by using one of the codes presented below.

The code should be assigned following the next considerations:

- 01 = **Can't read anything.** This code should be used when the child reads 0, 1 or 2 letters.
- 02 = **Reads letters.** This code should be used when the child reads the 3 letters correctly.
- 03 = Reads word. This code should be used when the child reads the word correctly. This code must be used even when the child has pronunciation problems but the word can be understood by anyone.
- 04 = **Reads sentence**. This code should be used when the child reads the word correctly. This code must be used even when the child reads slowly.
- 05 = **Reads multiple sentences.** This code should be used when the child reads the multiple sentences in a comprehensible way. This code must be used even when the child has pronunciation problems but the sentences can be understood by anyone.

For this item only one code must be selected. This code must reflect child's best performance. For example, if the child can not read letters but he can read the word correctly, the code that should be chosen is 03 = **Reads word.** If the child doesn't read letters or words but he/she reads correctly "sun" or "hot" in the sentence the code that should be chosen is 03 = **Reads word.** These rare cases must be registered and commented in the observation section.

READING ITEMS – AMHARIC & ENGLISH

DEFINITION

The reading item assesses the skill to read letters, a word, a sentence and a paragraph in English and Amharic.

RESPONDENT

Younger Cohort Index Child and Older Cohort Index Child

MATERIALS

- Literacy card
- Reading Items response sheet
- Pencil and eraser

TESTING TIME

This test does not have time limit but it should take no longer than 5 minutes to administrate.

TEST LANGUAGE

These items should be administered in English and Amharic to everyone. <u>Note that you must</u> administer the Amharic literacy card even if the child's mother-tongue ('language of instruction') is Amharic. The idea is that all children in the sample have taken the same test in Amharic and <u>English.</u>

INTRODUCING THE TEST

Follow the instructions provided in the back of the literacy card.

ADMINISTRATION RULES

Specific instructions for the administration of the item are in the back of the literacy card.

The fieldworker must say: "Can you please read me the letters, word, sentence and paragraph on this card" and after that hand the Card to the child.

During administration fieldworkers must assess child's answer. For that they will need to register the child's answers in the reading items response sheet by using one of the codes presented below.

The code should be assigned following the next considerations:

- 01 = **Can't read anything.** This code should be used when the child reads 0, 1 or 2 letters.
- 02 = **Reads letters.** This code should be used when the child reads the 3 letters correctly.
- 03 = Reads word. This code should be used when the child reads the word correctly. This code must be used even when the child has pronunciation problems but the word can be understood by anyone.
- 04 = **Reads sentence**. This code should be used when the child reads the sentence correctly. This code must be used even when the child reads slowly.
- 05 = **Reads multiple sentences.** This code should be used when the child reads the multiple sentences in a comprehensible way. This code must be used even when the child has pronunciation problems but the sentences can be understood by anyone.

For this item only one code must be selected. This code must reflect child's best performance. For example, if the child cannot read letters but he can read the word correctly, the code that should be chosen is 03 = **Reads word.** If the child doesn't read letters or words but he/she reads correctly "sun" or "hot" in the sentence the code that should be chosen is 03 = **Reads word.** These rare cases must be registered and commented in the observation section.

MATHEMATICS TEST

DEFINITION

The mathematics test measures various numerical abilities appropriate for different ages.

RESPONDENT

Younger Cohort Index Child and Older Cohort Index Child.

MATERIALS

- Mathematics test + instructions
- Pencil and eraser
- Stopwatch

TESTING TIME

The testing time should not exceed 40 minutes.

TEST LANGUAGE

The mathematics test should be administered in the language in which the child is most comfortable. The test booklet is available in English, Amharic, Hadiya, Oromifa, Wolayta, Sidamigna, and Tigrinya. The child should feel free to use the language in which he/she is most comfortable. This is likely to the mother-tongue or the language in which he/she is/was taught mathematics at school. Please check response to question 3 of the Pre-Test section of the Cognitive Tests CAPI programme. Please note that fieldworkers should have tests in all 7 languages available during the interview.

INTRODUCING THE TEST

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

ADMINISTRATION RULES

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

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

EXECUTIVE FUNCTIONING GAMES

DEFINITION

The Executive Functioning (EF) Games is a test to measure some aspects of cognitive function (for example, memory). This is the only cognitive test that requires a tablet.

RESPONDENT

Younger Cohort Index Child and his/her sibling aged 16 or under only.

MATERIALS

- Tablet
- Manual –Instructions script
- Cards
- Executive Functioning Games Record sheet
- Watch

TESTING TIME

The EF test is an <u>untimed</u> test. However, it usually takes around 30 minutes to administer. The fieldworker must register the time of start and end of the test in the Games Record Sheet. The start time of the games <u>begins</u> with the explanation of instructions of Game 1.

TEST LANGUAGE

Test instructions can be administered in English, Amharic, Oromifa, Tigrinya, Hadiya, Wolayta or Sidamigna, depending on the language in which the child is most comfortable. The fieldworker must register the language of administration in the Games Record Sheet.

INTRODUCING THE TEST

<u>Test structure</u>

There are 6 games with an identical structure. They all have 3 sections: Tutorial, Practice and Game.

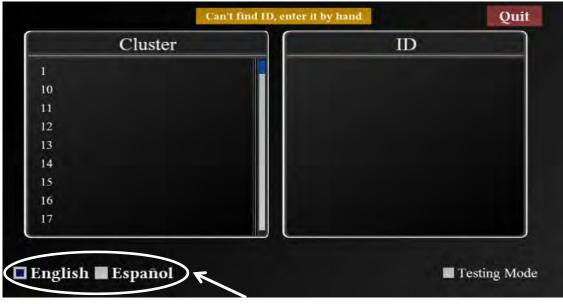
- **Tutorial**: The tutorial section is a simple video that instructs children in how to play the game. The video is silent and shows a hand playing the game or eyes 'looking' at things they need to remember. The video is supposed to be played one time, so it is important that the child be ready to pay attention when the video starts.
- **Practice**: The practice section is for telling if instructions have been understood. The tablet will register the amount of correct answers that the child has. If the child gets 75% of correct answers, it will go straight to 'Game' section. If they don't get 75% correct on the 'Practice', it will go instead to the 'Tutorial' and then the 'Practice' another time up to 4 times. If the child still hasn't gotten it correct after running it 4 times, it will just go straight to the 'Game'. If the

fieldworker thinks the child is confused and believes he/she can help clarify a rule of the game, it is fine to talk to the child during the this section.

• **Game:** The game section is how we are assessing cognitive function in each child. During this point the fieldworker should have minimal interaction with the child, as the child should do their best without any coaching. If they get frustrated or overwhelmed, assistance can be given so that the child doesn't become distressed.

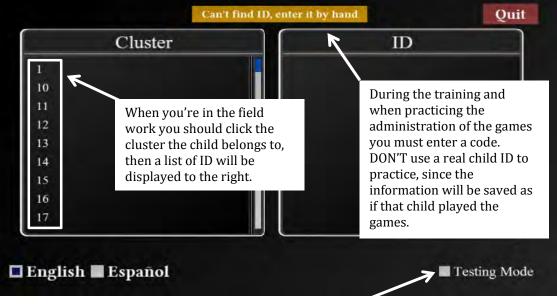
Procedures for starting and ending each session

First double click on the icon on the desktop that looks like a triangle and says "yl-Shortcut". Wait for the screen to go black, it may take a few seconds. Then you should see this screen:

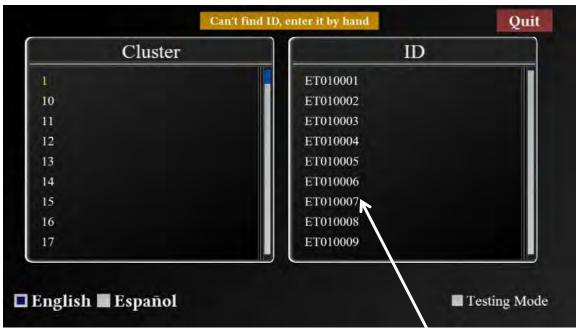


Check that 'English' is marked.

In this screen you can choose the childID.



Make sure testing mode is unchecked. This is <u>only</u> for practicing the administration of games.



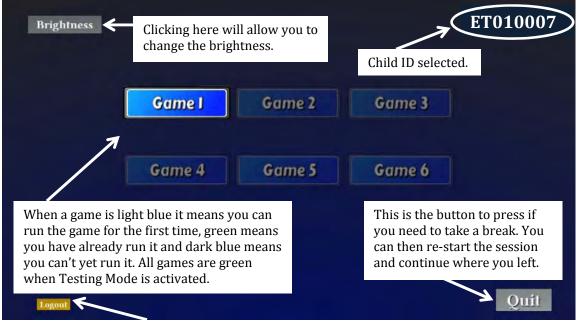
Click the ID that corresponds to the child. The program will ask if you would like to save this participant, if so, click yes. The program will start and the tablet will save all the information under this child ID.

If you continue to search inside a cluster, you will find the siblings ID. These have an 's' before the number:

| Can't find ID, enter it by hand | | |
|---------------------------------|-----------|--|
| Cluster | ID | |
| 11 | ETs010001 | |
| 10 | ETs010002 | |
| 11 | ETs010003 | |
| 12 | ETs010004 | |
| 13 | ETs010005 | |
| 14 | ETs010006 | |
| 15 | ETs010007 | |
| 16 | ETs010008 | |

After you have selected the correct cluster and ID, you can save and close this screen.

You must go back to the desktop and double click on the triangle that says "yl-Shortcut" again. Now that you have set up the child ID you will be brought to a new screen which looks like this:



This is the button to press when you finish the evaluation of a child. When you open again the program, the list of clusters will appear for you to select a new child ID.

As soon as you press a game it will start the tutorial, practice, and test. You can see at the top right is the Child ID of the child you are collecting data on. You must check to make sure this is the ID that corresponds to the child. If you find you have the wrong Child ID, you can click "Logout" (at the bottom left) and it will allow you to start again at the screen where you enter data.

If you want to keep the same Child ID but you want to exit the games for a break, you can press Quit (bottom right) and it will take you back to the desktop. Now when you double click on the tasks (triangle) icon it will return you to the same session until you click "Logout".

As you go through the games, each will turn green when you are done playing it, after it turns green, the next game will turn light blue, indicating that you can begin playing it. Turning green will let you know you have played a game. Once all the games have turned green you should be done and can click "Logout" to go onto the next Child ID. Always look at the top right and make sure that you have the correct Child ID there.

Instructions script

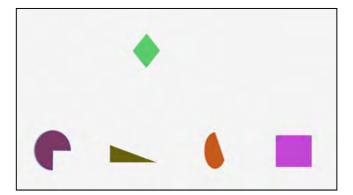
Write down the <u>start time</u> and say: *Let's start. I am going to teach you how to play. In what language do you prefer I explain you how to play? What hand do you want to use? Remember you can only use that hand to play.*

1. Game 1: Memory Game

Instructions before you begin playing

In this game you will determine which shapes go together, in pairs. At first, you will not know which two shapes go together, so you will have to guess, but when you figure out which go together, you will have an easier time with this game.

In this game we will show you something like this (show card)*:*



As you can see, there is a shape on the top and a group of different shapes on the bottom. What you will have to do is choose one on the bottom that goes with one on the top. You will choose the shape by putting your finger on top of the shape you choose. You will have to keep trying which each shape like this (demonstrate pressing each shape with finger). Now you try (allow child to try). You will notice which one of these (point to the shapes on the bottom) go with the shape on the top because they will become friends and will start dancing together. This is how you will know the shape you chose is it's pair.

Remember, at the beginning you will not know which shape on the bottom goes with the one on the top, so you will have to guess at first. But once you discover which shapes go together, they will always go together. Did you understand how to play?

Let's see, first comes the instructions, where a little hand will show you what you have to do, just like I just explained. Later comes a practice, where you will practice the game, and after that comes the game. You have to be very focused, are you ready?

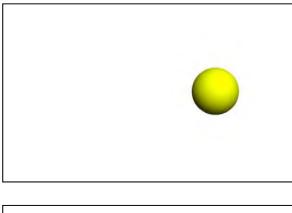
Instructions during the tutorial, practice, and game

<u>Tutorial:</u> There's the little hand that is trying out the shapes. Look, it has found which one goes with the shape on the top and the shapes begin to dance! (Repeat for all 4 examples). <u>Practice:</u> Now you practice. <u>Game:</u> Now the game will start. You will play by yourself.

2. Game 2: Sides Game

Instructions before you begin playing

In this game you will see two small balls. Some will be yellow and others will be pink with stripes. Like this (show card):





When you see the yellow ball you will have to press the middle of the ball with your finger, like this (demonstrate), and when you see the pink ball with stripes you will have to press the space on the screen in front to where the ball is, like this (demonstrate). Now you try (allow child to try).

When the game begins you have to press as fast as you can, but be careful because <u>every time after you</u> <u>press you will have to put your hands down and away from the screen</u>. Did you understand how to play? Are you ready?

Instructions during the tutorial, practice, and game

<u>Tutorial:</u> There's the little hand, when the yellow ball is there it presses the middle of the ball. When the pink ball with stripes is there, it presses the screen in front of the ball.

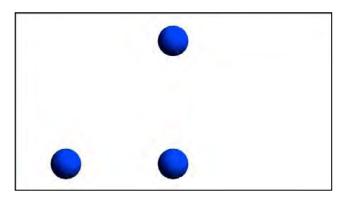
<u>Practice</u>: Now you practice, remember that your hand cannot be on the screen. Do it as fast as you can.

Game: Now the game will start. You will play by yourself.

3. Game 3: Finding the dots

Instructions before you begin playing

In this game you will see small blue balls on the screen. They may look like this (show card):



You will have to pay close attention because when you see these small blue balls you will have to remember where they are. After you see them on the screen, the screen will go dark, like this.



The balls are now lost in the dark, so you will have to find them. You will have to look for them when the screen goes gray, and to do this you will have to press with your finger the places where you remember they were, like this (on gray screen demonstrate). Now you try (allow child to try). Be careful because <u>every time after you press you will have to put your hands down and away from the</u> <u>screen</u>. Did you understand how to play? Let's see, first comes the instructions, where there will be a pair of eyes that will let you know that it is time to look at where the blue balls are, and then a little hand will show you what you have to do, just like I explained. Later comes a practice, where you will practice the game, and after that comes the game. Are you ready?

Instructions during the tutorial, practice, and game

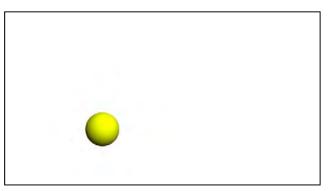
<u>Tutorial:</u> There are the eyes. Now the screen will go dark, there's the hand that presses on the places where the blue balls were so that you can find them. <u>Practice:</u> Now you practice. Remember that you have to press when the screen goes dark. <u>Game:</u> Now the game will start. You will play by yourself.

4. Game 4: Catching chickens

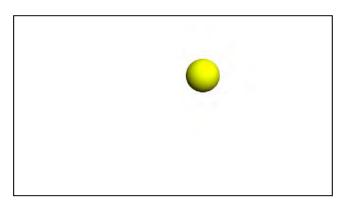
Instructions before you being playing

This game is easy to learn, but can be a bit difficult to play. You will see a small yellow ball appear. We are going to imagine that it is a chicken. What you have to do is catch the chicken because it is escaping, and to do this you must touch it as fast as you can. It will look something like this:

First the chicken will appear somewhere on the screen, like this:



After, the chicken will move to somewhere else on the screen, like this:



As soon as you see the chicken, you must catch it by pressing on it, like this (demonstrate) and when you see that it moves to another place you must catch it by pressing on it, like this (demonstrate). Now you try (allow the child to try). Be careful because <u>every time after you press you will have to put</u> <u>your hands down and away from the screen</u>. Did you understand how to play? Are you ready?

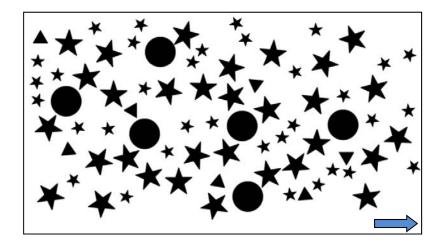
Instructions during the tutorial, practice, and game

<u>Tutorial:</u> There is the little hand that catches the chicken. Watch! The chicken moves very fast. <u>Practice:</u> Now you practice. Do it as fast as you can. <u>Game:</u> Now the game will start. You will play by yourself.

5. Game 5: Finding the small stars

Instructions before you being playing

In this game you will see small stars, big stars, circles, and triangles. You will see something like this:



The small stars are turned off, so they will have to be turned on. To do this, you must press with your finger all the small stars you see. When you press a small star, it will turn on and become the color gray. If it has not turned gray, it means that you didn't press it quite right. You must do this as fast as you can. When you are done turning on all the small stars, press the arrow that is on the bottom so that you can go to the next page.

You must press like this (demonstrate pressing small stars). Now you try (allow child to try). Remember that when you finish you must press the arrow so that you can go on to the next page. Did you understand how to play?

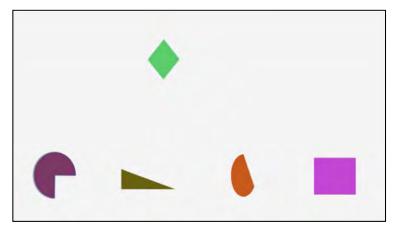
Instructions during the tutorial, practice, and game

<u>Tutorial:</u> There's the little hand that presses all the small stars. <u>Practice:</u> Now you practice. Do it as fast as you can. <u>Game:</u> Now the game will start. You will play by yourself.

6. Game 6: Memory Game 2

Instructions before you being playing

Remember the first game we played? The game where you saw which shapes go together in pairs? We are going to do it one more time. You will see something like this:



The same shapes that became friends last time will still go together this time. Remember that what you have to do is choose one of the shapes on the bottom to go with the shape on the top.

After seeing the instructions you will play the game immediately after, without practicing first. Did you understand how to play? Are you ready?

Instructions during the tutorial, practice, and game

<u>Tutorial:</u> There is the little hand that is trying out the shapes. Look, it has found which one goes with the shape on the top and the shapes begin to dance! <u>Game:</u> Now the game will start. You will play by yourself. Register <u>finish time</u>.

ADMINISTRATION RULES

To obtain valid results, follow the next rules.

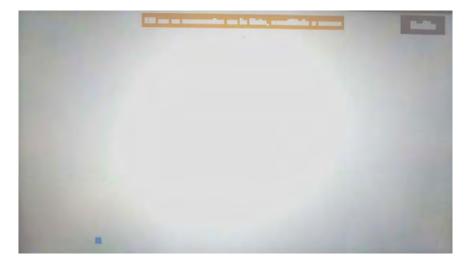
Before the administration

- Always make sure you turn on and off the tablet in the correct way: press the button at the top of the tablet to turn on and select the adequate option in Desktop Settings to turn off. Doing it incorrectly will cause trouble to the games program.
- Check you have enough batteries.
- Brightness: put it at the maximum level in 1) Desktop Settings (Click Screen and put the highest level) and 2) Brightness option in the games screen (select the maximum level at the left for more contrast).
- Put internet in Airplane Mode, that is, disconnect internet. Otherwise the tablet will start updating and this will interrupt the evaluation.
- Deactivate the Autorotate mode with the button at the top of the tablet. If it is not deactivated then the games screen will shrink.
- Avoid clicking more than necessary. The program takes a while to start, so wait 10 seconds before double clicking again. At the games screen only click once to select the options. If you make more clicks the program will freeze.
- Select child ID from the list, never enter the code manually (this option is only for training purposes) and make sure you selected the correct child ID by looking at the code that appears at the top right of the games screen.

During the administration

- Fieldworker and child should seat in front of each other, with the tablet over the child's lap. Both upper sides of the tablet should be grabbed by the fieldworker to avoid it moves.
- If possible, no other people should be present during the evaluation.
- Take starting time when you start giving instructions.
- Encourage the child to give their best effort, but do not help during the games. Use phrases such as "Good", "You are doing well".
- If a child gets frustrated, say "don't worry, it's just a game" or "Do the best you can".
- If a child is not pressing correctly the screen, remember him/her to press harder.
- Children can only use one hand in a game (right or left). Hands can be switched between games, but not within a game.
- In all games involving balls (Games 2, 3, 4) the child must press the screen and immediately put his/her hands down and away from the screen.
- If screen shrinks, follow these steps:

- 1. Click the Quit button (red button) if you are in the games screen and then click the yl-Shortcut icon to continue playing. The screen will be at the adequate size again. If the screen shrinks during a game, then the child should stop playing. The fieldworker has to continue the game or let it run, put the screen at its adequate size by clicking Quit and then the yl-Shortcut icon, and then administer that same game again.
- 2. If the screen has not returned to its adequate size, click Control Panel in the desktop settings, look for Appearance and Personalization and click Adjust screen resolution (third option).
- 3. Put Resolution to its maximum level, and click Apply and Ok. Then enter the games with the yl-Shortcut icon.
- 4. After you finish with the games, make sure you write down this situation under Comments and indicate what game is the one that counts. The games played before this situation has already been saved in the tablet, so there is no need to play them again.
- If the tablet freezes, wait a few minutes for the program to start working. Once it is working again, continue the administration. If it doesn't, turn off the tablet with the button at the top of the tablet. Then click again on 'yl-Shortcut' icon and continue with the administration of the games. If this happened in the middle of a game, play it again (the tablet has not saved the information of that game because it was not completed). After you finish the administration write comments (reason, which game counts and why). Remember, the games played before this situation has already been saved in the tablet, so there is no need to play them again.



• Sometimes when the tablet freezes it looks like this:

In this case press the red button at the top right (this is the Quit button) and then follow the previous instructions to continue the administration.

After the administration

- Register ending time in the EF Games Record Sheet.
- Logout so that there will not be any mistakes with the child ID when you evaluate the next child.

• Make sure you complete the EF Games Record Sheet. There is a comments section that should be filled whenever inappropriate conditions were present (for example, if the child was very tired or not motivated, there were too many distractions, etc.), any difficulty that happened during the administration or if the game was applied more than one time (for example, when the tablet freezes or if the game button was accidentally pressed before instructions are given). In this case there must be a comment indicating the reason it was played more than once, which game is the one that counts (for example, the first one or second one) and why. The tablet saves every game that has been completed, so if a game is played twice, we need to know which one to take into account.

READING COMPREHENSION TEST

DEFINITION

The Reading Comprehension Test measures the ability to read and understand stimuli of different levels of difficulty (e.g. single words, sentences and passages of varying complexity). It is intended to test functional literacy (i.e. literacy which helps the individual function in his/her environment), this is the language which is routinely used for written communication in such as for administration, signs etc. Be aware that this may not be the mother tongue (which could be a primarily spoken language) and might not be the language of instruction in school (which could be English for example).

RESPONDENT

Younger Cohort Index Child and Older Cohort Index Child.

MATERIALS

- Reading Comprehension test+ instructions
- Pencil and eraser
- Stopwatch

TESTING TIME

The testing time should not exceed 30 minutes.

TEST LANGUAGE

The reading comprehension test should be administered in the language that is most relevant for the context in which the child is living. This is the language which is routinely used for written communication in the community used for administration, signs etc. For many children we would expect this to be the mother tongue. However, in some case, mother tongue may not be relevant to functioning within the current environment. For example, if the child has migrated to Addis, then literacy in Amharic/English is probably a more relevant indicator of "functional literacy" than literacy in the language of the place where the child was born. In other places, mother-tongue might not be a widely written language.

The languages which serve for 'functional literacy' in each community should be fixed by the field supervisor (usually one) and when there is more than one a list of permitted languages (usually not more than two) should be made and the respondent should be allowed to choose.

Please fill in question 4 of the Pre-Test section of the Cognitive Tests CAPI programme. This question is not asked to the respondents. The answer requires a pre-informed decision from your supervisor.

INTRODUCING THE TEST

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

ADMINISTRATION RULES

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

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

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

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

PRE-TEST SECTION

PURPOSE

The purpose of this section is to inform on the appropriate language for the administration of each of the tests described in this manual. Reading Items in Amharic and English, which are administered to all children in those languages; and the Executive Functioning Games, which are administered in the language that the YL Child can speak, are not described here.

INSTRUCTIONS

Before administering any test, you will have to complete the Pre-Test section in order to know in which languages you will administer the following tests: PPVT, Maths, Reading Items (Mother Tongue) and Reading Comprehension (Literacy).

Please make the necessary arrangements and consider all the languages in which the tests could be potentially administered in each site you are going to.

PPVT

1. In which language are you most comfortable in taking a vocabulary test?

Fieldworker: do not administer this test if YL Child's answer is different from Amharic, Oromifa, and Tigrinya.

READING ITEMS – Mother Tongue

2. What is the language of instruction in the school you attend to?

Fieldworker: this should be administered according to the same rule used in previous rounds, and specifically with the Older Cohort in Round 2, to determine the language in which these items have been administered. Ask the YL Child about the language of instruction in his/her school and administer this test accordingly. *Use codebox #1*

MATHS

3. In which language are you most comfortable with solving a math test like the one you usually take in school?

Use codebox #1

READING COMPREHENSION TEST (Literacy)

4. What is the main language routinely used for written communication in this locality? Fieldworker: take into account the language used for administration, signs etc. Be aware that this may not be the mother tongue (which could be a primarily spoken language) and might not be the language of instruction in school (which could be English for example). *Use codebox #1* for non-YL sites. Otherwise, refer to the table provided below.

| Codebox #1 | | |
|------------|--------------|--|
| 01=English | 05=Wolayta | |
| 02=Amharic | 06=Sidamigna | |
| 03=Hadiya | 07=Tigrinya | |
| 04=Oromifa | | |

The following table summarizes the information given in this manual.

| Order | Cognitive Tests | Administration to: | Language (defined in pre-test section) | Duration (in minutes) |
|-------|--|---|---|--------------------------|
| 1 | PPVT | Younger Cohort; Younger Cohort Sibling | Amharic, Oromifa, and Tigrinya | untimed |
| 2 | Reading Items | | | |
| | Mother Tongue | Younger Cohort | Language of instruction (as per the rules used to administer these items in OC R2) | 10 |
| | Amharic | Younger Cohort; Older Cohort | Amharic | 15 |
| | English | Younger Cohort; Older Cohort | English | 15 |
| 3 | Mathematics Test | Younger Cohort; Older Cohort | Language in which child is most comfortable: English, Amharic, Hadiya, Oromifa, Wolayta, Sidamigna, and Tigrinya. | 40 |
| 4 | Executive Functioning Game | Younger Cohort; Younger Cohort Sibling | Language that YL Child speaks and understands | 30 |
| 5 | Reading Comprehension Test (Literacy) | Younger Cohort; Older Cohort | Most relevant language for the context in which the child is living. Pre-defined for YL communities | 30 |

Languages for Literacy Test in Young Lives sites

| r | (| |
|----|-----------------|-----------|
| 1 | Kirkos | Amharic |
| 2 | Akaki | Amharic |
| 3 | Sendeda | Tigrigna |
| 4 | Firewyni | Tigrigna |
| 5 | Hawasa | Amharic |
| 6 | Megara | Sidamigna |
| 7 | Fonko | Hadiya |
| 8 | Boditi | Wolayita |
| 9 | Bochessa | Oromiffa |
| 10 | Ibseta | Oromiffa |
| 11 | Libo-kemkem | Amharic |
| 12 | yedro | Amharic |
| 13 | Muketuri | Oromiffa |
| 14 | Ude | Oromiffa |
| 15 | Semeha | Tigrigna |
| 16 | Abreha Atsebeha | Tigrigna |
| 17 | Lalibella | Amharic |
| 18 | Bilballa | Amharic |
| 19 | Addis Ababa | Amharic |
| 20 | Inurib | Amharic |



ROUND 4

FIELDWORKER MANUAL Ethiopia

COMMUNITY QUESTIONNAIRE

October 2013

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INTRODUCTION

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

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

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

AIMS / OBJECTIVES

General Objective

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

Specific Objectives

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

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

CHARACTERISTICS OF THE COMMUNITY SURVEY

Type of survey

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

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

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

Method of gathering information

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

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

Selection of Informants

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

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

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

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

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

Qualified respondents will be interviewed individually or in group. In the case of focus groups, the interviewer would need to invite a relatively homogeneous group of participants. The target group are a limited number of people: between 3 and 6 participants and a moderator (in this case the

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

Survey Coverage

Geographical coverage: The community survey will be held at 27 communities that belong to 20 sentinel sites selected in Round 1 of the Young Lives Study and also to some non-Young Lives sites where the index children have migrated in later rounds. These include both urban and rural localities.

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

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

MODULE 1 – General module

MODULE 2 – Child-specific module

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

Basic definitions

- → Locality/Community: "kebeles" in urban and rural areas and "woredas" in Addis Ababa are used as a starting point to define communities (this is an operational definition; in this instrument it is known as "locality"). When administering the questionnaire, it is possible to expand the borders established depending on the topic. For example, in the section of educational services we are collecting information about schools inside the locality, but also further away or outside it, as long as people living in the locality has access to.
- → Qualified Informant: Refers to a person with leadership and broad spirit of collaboration who typically resides in the locality. He/she may or may not be a civil servant or head of a community organization, possessing a significant knowledge in the field to inform. Depending on the section of the questionnaire, is the person most acknowledgeable of the locality (Mayor, Deputy Mayor, Governor, former resident, etc.) or about existing services in the community (Director of the school, nurse, technical nurse, teacher, etc.).
- ➔ Fieldworker: is the person responsible for collecting the information of the localities in the Community questionnaire. The quality of the data will be determined by the quality of their work.

Documents and materials that the fieldworker will use

- **Fieldworker ID:** document that identifies the fieldworker as such and which must be in visible place so that it does indeed serve as presentation and identification.
- Letter: a document that is issued by EDRI, which guarantees the presence of the fieldworkers in the area. This document will be shown to the informants whenever fieldworkers have to ask for information.
- **Fieldworker manual:** contains definitions and general instructions about the survey, so that the fieldworker can do his job.
- **Questionnaire:** document in which the fieldworker will fill in the information he/she gets about the community/locality.
- **GPS:** measurement equipment that will help the interviewer to have a precise geographical location of the area he/she is visiting.
- List of communities/localities: contains the list of places where the fieldworker should canvass a community questionnaire. The list includes de community ID and the name of the locality where the community instrument is to be collected.
- **Supplies:** pencils, eraser, sharpener and notebook for your notes. In addition instruments for all fieldworkers such as bags to protect surveys, etc.
- **Tablet:** this is the computer where the programme SurveyBe will be installed.
- **School codes:** list of the school code numbers to identify the correct school in section 1 of module 2.

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

GENERAL INSTRUCTIONS FOR CANVASSING THE COMMUNITY SURVEY

How to fill in the questionnaire

The fieldworker can fill in the information directly on CAPI or by entering the information on the paper questionnaire using a pencil. In cases where the data is collected on paper, the fieldworker is responsible for typing all the information on the tablet once the survey is completed using the SurveyBe programme. This must be done before leaving the locality.

<u>NOTE</u>: If the fieldworker does not understand a question or procedure, read this manual. It is important that the fieldworker writes notes in detail about problematic questions or answers where the fieldworker is not sure about the code or he/she finds out surprising answers. The format of writing comments is the same as in the other questionnaires (see template in YC HH questionnaire manual). The interviewer should write any legible note with the number of the question. After the interview, the interviewer should perform quality control of their work and see if there is need to return to the community.

Instructions for the fieldworker

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

- To improve the flow of the questionnaire and keep the respondents informed of what is happening in the questionnaire there are words in the questionnaire such as "**SAY**:" which are a sign that the following sentence must be read exactly as it is written. (E.g. SAY: Now I would like to ask you about natural disasters or outbreak of diseases and epidemics that might have occurred at LOCALITY since 2009.)
- Whenever you see the word **FIELDWORKER**, these are instructions for the fieldworker that should not be read to the respondent. (E.g. Fieldworker: please refer to the biggest factory, the one that employs most people from locality.
- Whenever you see the word LOCALITY, you should mention the **name of the locality** and read the question aloud including that name. (e.g. Approximately, how many people (including children) live in LOCALITY?)
- There are some questions that have the instruction **SPECIFY**, generally located where there is a category for "Other" in the questionnaire. Codes for these questions have been the most exhaustive as possible and fieldworker should always try to find an appropriate code from the options available in the questionnaire. However, it may be the case that the fieldworker do not find a suitable code for the answer given by the respondent. If there is no appropriate code, you can use the code "Other", and as the instruction says 'Specify' (enter) the detailed answer.

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

Types of questions

There are 5 types of questions:

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

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

Some questions are yes/no answers, for example:

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

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

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

| 1.6 | Are there any factories/big farms in or close to the community that employ community residents? 00=No→ Skip to 1.9 01=Yes, within village/kebele 02=Yes, outside kebele in 5kms radius | [] | FACTORY |
|-----|---|----|---------|
| 1.7 | What kind of factory or farm employs the most people from the locality? 01=Farm extensive non-irrigation (Cereal, Tea, Coffee, etc) 02=Mining (Rock, Clay, Other Minerals) 03=Construction Workers 04=Manufacturing Industry/Factory (Textile, Leather, Metal, etc) 05=Services (Wholesale, Hotel, Retail sales, Garage, etc) 06=Other Specify 07=Irrigated farm/flower farms 77=NK | [] | FACTEMP |

If question **1.6** shows that there are no factories in the locality, you should SKIP **1.7**, as instructed (there is no need to ask about the kind of factories closest to the locality). CAPI will do the skipping automatically for you.

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

answers apply to a different question. A good example is question **1.3.1** on most common "means of transport" used to travel to the district Capital which is shown below:

1.3.1 What is the most common means of transportation used to travel to the capital of the district?

Enter code from **Codebox #2**

FIELDWORKER: Enter UP to three, staring with the most common means of transport. If there are less than 3 means of transport fill the blank ones with 88.

| 1 | | Specify: |
|---|--------|----------|
| | TRANS1 | SPCTRAN1 |
| 2 | | Specify: |
| | TRANS2 | SPCTRAN2 |
| 3 | | Specify: |
| | TRANS1 | SPCTRAN1 |

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

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

Question **1.3.1** allows for up to 3 answers. The appropriate codes should be entered in the space provided "[___]" and you should never circle the answer in the codebox table.

In CAPI, you will see the codeboxes as dropdown menus. You need to select the appropriate answer by clicking on them. For long codeboxes, you are advised to check the printed questionnaire, if in doubt, to help you locate the answer codes quicker.

c. Open-ended questions: some questions are for the fieldworker to write them down. This is the case of the following question, where a space is provided to write down the answer. In CAPI, you will need to type in the question.

| ID (FOODID) | Type of product/meal (TYPEFOOD) | Average Local Price (AVALRCV) |
|----------------|------------------------------------|----------------------------------|
| 01 | | |
| 02 | | |
| 03 | | |
| 04 | | |
| 05 | | |
| 06 | | |
| 07 | | |
| 08 | | |

d. **Numerical questions:** some questions require that respondents provide year of occurrence of natural disasters, a product price, population of the locality, etc. You must write the numbers clearly. For all numerical questions, codes for NK, NA, or Refused to Answer, take the negative value. Therefore: -77=NK, -88=NA, -79=Refused to answer.

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

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

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

| 1.1 | Approximately, how many people (including children) live in | | POPSIZE |
|-----|---|----|---------|
| | LOCALITY (locality)? | [] | |
| | -77=NK | | |

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

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

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

Skipping patterns

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

| Q.15 | Are there any factories/big farms in or close to the community that employ community residents (for example, more than 50 people)? | (FACTORY) |
|------|--|-----------|
| | 00=No → skip to 1.9 01=Yes, within village/kebele 02=Yes, outside kebele in 5kms radius | |

In matrix questions, you will find "**skip to next line**" indicating that the same question should be asked for the next row, row by row.

In CAPI, all skips and enablements will be done automatically.

INSTRUCTIONS TO FILL IN COMMUNITY QUESTIONNAIRE

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

<u>NOTE</u>: the fieldworker should be very aware of 3 codes throughout the interview: 77= Don't Know (NK) o -77 (in case of numerical questions) 79= Refused to answer or -88 (in case of numerical questions) 88= Not applicable (NA) or -79 (in case of numerical questions)

COMMUNITY IDENTIFICATION

0.1 Community ID (Locality)

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

0.3 GPS coordinates

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

INFORMANT ROSTER

0.7.6 Position

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

0.7.7 How long have you lived there? Enter in years

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

INSTRUCTIONS FOR MODULE 1 – GENERAL MODULE

SECTION 1: GENERAL CHARACTERISTICS OF THE LOCALITY

<u>Qualified informants recommended for this section</u>: whether you decide to hold one-to-one interviews or a focus group, it is recommended for this section to have present: the Mayor, Deputy Mayor, Governor, Lieutenant Governor, President of the community, City Clerk, former authority, or an old resident.

1.1 Approximately, how many people (including children) live in [LOCALITY]?

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

1.3.1 What is the most common means of transportation used to travel to the capital of the district?

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

1.3.2 How long does it take to travel to the capital of the district using this means of transportation?

The objective of these questions is to find out the total time in minutes that usually takes a resident of the locality/**locality** to reach the district capital. The fieldworker should record the time in MINUTES spent to reach the capital of the district for each most common means of transport recorded in **1.3.1**.

1.4 What are currently the main routes/ways to access [LOCALITY]?

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

1.4.1 Which of these routes is the main route to access the [LOCALITY]?

The objective is to know which is the principal route of access to the locality (from those routes recorded as "01=yes" in 1.4). This question enquires about the routes of access to the locality. There may be more than one. In the case where other routes of access are used, such as river, please record under others and specify.

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

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

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

1.5.1 Of these [MONTHS IN 1.5], how many were the result of the rainy season?

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

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

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

1.7 What kind of factory or farm employs most people from the locality?

This question refers to the <u>single</u> factory that employs most people from the locality (as opposed to the type of factory that employs most people from the locality).

1.8 How many people from the locality does it employ? (Men/Women/Children?)

The objective is to capture an approximate figure of the number of people that the factory mentioned in **1.7** employs.

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

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

The fieldworker should be aware that:

- A **DISASTER** is any major adverse event that affects the locality damaging, for example, roads, farmland and/or areas where people live in (including animals and people).

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

- When a DISASTER of the same type happens several times **in a calendar year**, do **NOT** capture the same event more than once per year. Instead, you should capture the one that affected most the locality in that calendar year. For example, if a storm happened in February 2011 and November 2011, collect the information of that storm that affected more the locality.

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

In the first case, since the pest is the effect of a drought you should first capture the drought as a DISASTER in question **1.9.1** and <u>only then</u> enter the pest as an effect to the drought under question **1.9.3**. (You must not capture the pest as DISASTER in this case).

In the second case, the pest as a spread of a virus (not caused by other disaster) should be captured as a DISASTER under 1.9.1.

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

1.9.1 In the last 4 years, what was the disaster?

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

- It is important to mention that if the effects of a natural disaster are mentioned, these should NOT be registered as events in this question. For example, if a flood resulted in an epidemic, the event must be registered as flood. The epidemic that occurred as a result of the flood will be recorded as a consequence of the event in **Q 1.9.3**.

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

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

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

Here we want to capture the **month** and **year** (Ethiopian calendar) when the disaster mentioned in **1.9.1** happened.

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

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

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

1.9.3 What are the two main effects generated by [DISASTER] in the locality?

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

- Some codes in codebox #3A overlap with codebox #3. This is not a mistake, please read the explanation in the box above in Q.18 for an explanation.

1.9.4 Approximately what was the percentage (%) of households affected by the event?

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

1.9.5 Did LOCALITY receive any help?

This question identifies whether the locality received any support and from whom: the Government, NGOs working inside/outside the locality, family and friends, or other institutions. The next question asks about any pollution problems in the locality.

1.10.1 Is this a severe problem in the locality?

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

SECTION 2: SOCIAL ENVIRONMENT

<u>Qualified informants recommended for this section</u>: whether you decide to hold one-to-one interviews or a focus group, it is recommended for this section to have present: the Mayor, Deputy Mayor, Governor, Lieutenant Governor, President of the community, City Clerk, former authority, or an old resident.

2.1.1 Is this a problem in [LOCALITY]?

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

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

2.1.2 Are you, the local residents, organised in any way against this problem?

This question should be asked independently of the answer the informant provided in question **Q.1** whether "yes" or "no". The rationale for asking this question when the previous answer is "no" (the problem does not exist in the locality) is because, it can be the case that the problem does not exists precisely because there are groups organized against it or because organized groups have previously eliminated the problem and they keep organized to avoid a resurgence.

2.1.3 Over the last 4 years (or since it first appeared, if it has been present for less than that), has this problem diminished?

The following advice applies for the physical questionnaire (as CAPI would automatically enable the possible options).

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

SECTION 3: ACCESS TO SERVICES

<u>Qualified informants recommended for this section:</u> whether you decide to hold one-to-one interviews or a focus group, it is recommended for this section to have present: the Mayor, Deputy Mayor, Governor, Lieutenant Governor, President of the community, City Clerk, former authority, or an old resident.

3.1.1 Is the following service currently available at [LOCALITY]?

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

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

3.1.2 Please rate the following services on a scale of 1 to 3. (1 means the service is bad, 2 so-so, and 3 good).

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

3.2 Ways of garbage collection / disposal

The objective of questions **3.2.1** and **3.2.2** is to understand the ways in which residents of the locality get rid of their garbage. Note that only item 1 has a follow up (question **3.2.2**) that asks about the frequency in which garbage is collected by garbage trucks.

3.3: Which are the 3 most common garbage collection methods in order of importance?

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

SECTION 4: ECONOMY

<u>Qualified informants recommended for this section:</u> whether you decide to hold one-to-one interviews or a focus group, it is recommended for this section to have present: the Mayor, Deputy Mayor, Governor, Lieutenant Governor, President of the community, City Clerk, former authority, or an old resident.

4.1 Daily Wage Table

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

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

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

4.1.2 Additional to the monetary wage, does he receive any other benefit?

We want to know if the average <u>male</u> worker generally receives additional benefits apart from their daily wage. Please select up to 3 benefits that apply for the average worker.

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

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

4.1.4 Additional to the monetary wage, does she receive any other benefit?

We want to know if the average <u>female</u> worker generally receives additional benefits apart from their daily wage. Please select up to 3 benefits that apply for the average worker.

4.2 Type of food received Table

In this box you must write down the prices of each non-monetary benefit that an adult received in addition to their wages collected in question Q.2 and Q.4. You should enter the information per line and in local prices in Birr.

4.3 Wages paid for several types of work Table

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

SECTION 5: LOCAL PRICES

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

<u>NOTE</u>: **This section MUST be collected through sellers or vendors of the products** and **NOT** through the group of qualified informants enquired about the rest of the questionnaire.

5.1 Pricing Table

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

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

Price

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

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

Vendor Code

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

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

SECTION 6: SOCIAL PROTECTION

<u>Qualified informants recommended for this section</u>: whether you decide to hold one-to-one interviews or a focus group, it is recommended for this section to have present: Community leaders, NGO and GOs (such as extension agent, health extension, school directors and others).

PURPOSE

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

INSTRUCTIONS

6. Overall support programs Table

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

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

INSTRUCTIONS FOR MODULE 2 – CHILD SPECIFIC MODULE

SECTION 1: EDUCATIONAL SERVICES

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

INSTRUCTIONS

1.1 School information Table

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

1.1.7: FIELDWORKER: Enter GPS coordinates for school. Altitude in meters

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

1.2 Post-Secondary Education Table

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

If the answer to question **1.2.1** is 01='Yes', continue with **1.2.2** and once answered, go to the next row.

If the answer is 02='No, but there is one in a nearby locality', ask questions **1.2.3**, **1.2.4**, and **1.2.5**.

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

1.3 In the past <u>2 years</u>, has any Literacy Campaign/Program for Adults been implemented at LOCALITY?

SECTION 2: HEALTH SERVICES

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

INSTRUCTIONS

2.1 Local Health Facilities Table

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

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

DEFINITIONS

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

- ➔ Public Hospital
- ➔ Public Health Centre
- Public Clinic
- ➔ Public Health Post

2.1.1 Is there a [HEALTH FACILITY] currently available in [LOCALITY]?

If the answer to question **2.1.1** is 01='Yes' or 03='No, there is no such facility in a nearby locality', go to the next row.

If the answer is 02='No, but there is one in a nearby locality', continue asking questions **2.1.2**, **2.1.3** and **2.1.4**.

2.2 Which of the following health workers exist and deliver their services in [LOCALITY]?

The objective is to find out the types of health care providers that exist in the surveyed locality. The fieldworker should refer to the list of health care workers when asking this question.

DEFINITIONS

- → Trained midwife: is a person who offers care to childbearing women during pregnancy, labour, birth and postpartum period providing care for the new-born and assisting the mother with breastfeeding. A <u>midwife</u> is duly recognized in the country in which it is located after successfully completing formal training in midwifery recognised by the local health offices.
- → Traditional birth attendant: is a person who provides basic pregnancy and birthing care and advice based primarily on experience and knowledge acquired informally through the traditions and practices of the communities where they originated. They usually have not received formal education, have no modern health care training, and may or may not receive informal training.
- → Trained nurse: is a person who is trained and acquires a <u>first degree in nursery</u> to give care to people who are sick or injured. Like doctors, nurses can specialize in what work they do.

SECTION 4: MIGRATION

RESPONDENT

<u>Qualified informants recommended for this section</u>: whether you decide to hold one-to-one interviews or a focus group, it is recommended for this section to have present: the Mayor, Deputy Mayor, Governor, Lieutenant Governor, President of the community, City Clerk, former authority, or an old resident.

INSTRUCTIONS

Questions **4.1-4.3** ask about migration <u>outside</u> the locality.

4.1 Do people from this community migrate for work at certain times of the year?

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

4.2 Where do people usually go?

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

4.3 What type of work do they usually look for?

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

Questions **4.4-4.5** ask about migration into the locality.

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

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

4.5 What type of work do they usually look for?

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

4.6 Since E.C. 2002, have more people moved to this community, or have more people moved away?

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

Questions **4.7-4.10** ask about resettlement <u>outside</u> the locality.

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

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

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

Please only consider if the household has been resettled <u>outside the kebele</u>. If the answer is **4.8** is 00='No', skip to question **4.11**.

4.9 Number of households resettled outside the LOCALITY

4.10 Number of households that returned (ENTER NUMBER)

Questions **4.11-4.12** ask about resettlement <u>into</u> the locality.

4.11 Has anyone arrived in the LOCALITY as part of the resettlement program?

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

4.12 Number of households resettled inside the LOCALITY

THE MINI-COMMUNITY QUESTIONNAIRE

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

PURPOSE

The objective of opening a mini-community questionnaire is to capture context information for those children living out of Young Lives sites <u>regardless of the time spent in the new community</u>, where aspects such as access to health and education services differ to that of Young Lives sites.

WHEN TO OPEN A NEW MINI-COMMUNITY QUESTIONNAIRE

In order to minimise the burden of opening a new Mini-Community questionnaire for every index child that has moved out of a Young Lives site, first we will try to link the new locality to a Young Lives community. This assumes that the children would be living in an environment similar to that of the nearby Young Lives site, taking into account if it is an urban or rural community.

- Case 1: Index Child moved to an URBAN non-YL community. If there is an URBAN YL community within 8 Km radio from the locality, the Index Child will be linked to that locality (and a mini-community questionnaire will NOT be opened). For the specific case of Addis Ababa, the child will be linked to a nearby URBAN YL community within the same sub-city.
- **Case 2: Index Child moved to a RURAL non-YL community**. If there is an RURAL YL community within 5-10 Km radio from the locality, the Index Child will be linked to that locality (and a mini-community questionnaire will NOT be opened).

If it is NOT possible to link the index child to a nearby YL community, <u>then supervisors will open a</u> <u>new Mini-Community questionnaire</u>. A set of questions has been added to the Preliminary Interview to help you identify when to open one.

Example (Younger Cohort Preliminary Interview):

| | Is this locality urban or rural? |
|------|--|
| Q.9 | FIELDWORKER: Follow official definition to choose between urban or rural. |
| | 01=Urban 02=Rural ► Skip to Q.12 |
| | |
| Q.10 | Is it possible to link this <u>urban</u> locality to a nearby urban YL Community? FIELDWORKER: This question refers to whether there is an <u>urban YL</u> <u>Community within a 8 km radio from this locality</u> where the YL Child lives. For Addis Ababa, this question refers to whether there is a YL Community within the same sub-city. |
| | 00=No ► Skip to Q.14 01=Yes |

| | Select the Community ID of this nearby urban YL Community. |
|------|---|
| Q.11 | Once answered, ► Skip to Q.15 |
| Q.12 | Is it possible to link this <u>rural</u> locality to a nearby rural YL Community? FIELDWORKER: This question refers to whether there is a <u>rural YL</u> <u>Community within a 5-10 km radio from this locality</u> where the YL Child lives. 00=No ► Skip to Q.14 01=Yes |
| Q.13 | Select the Community ID of this nearby <u>rural</u> YL community. Once answered, ► Skip to Q.15 |
| Q.14 | Enter the Mini Community ID for this locality. FIELDWORKER: Administer a Mini-Community questionnaire for this locality and enter the corresponding ID. Contact the Field Coordinator to verify the ID. |

HOW TO CODE A MINI-COMMUNITY QUESTIONNAIRE

The Mini-Community questionnaires will be coded in a separate file with the prefix **[ET_MINI_COMM____]**. Supervisors will be given a range of correlative ID's to use when opening a new Mini-Community questionnaire.

However, it is very important that <u>supervisors contact the Field Coordinator to verify the ID's</u> to make sure they are using the correct ID's and avoid any duplication. The Field Coordinator is the person that monitors the locations where interviews are taking place. In this way, if two Index Children have moved to a same non-YL site, the Survey Coordinator will know that an interview has already been done in that community, and s/he will give the same code to the second fieldworker interviewing the second Index Child.

Example 1:

Index Child moved to an urban non-YL community and the closest YL community is 20Km away.

In this example, because Index Child is not close enough to an urban YL site, a mini community questionnaire must be opened. The fieldworker will assign the new community a unique code (e.g. ET_MINI_COM_032) and will cross-check with the Field Coordinator that this is the correct ID.

Example 2:

Another Index Child moved to the same urban non-YL community as child in Example 1.

Again, the second fieldworker will observe that the closest YL community is 20Km away, and that a mini-community questionnaire needs to be opened. This time, when fieldworker calls the Field Coordinator, s/he will be informed that this community has already an ID that should be assigned (ET_MINI_COM_032).



ROUND 4

Ethiopia 2013 (G.C)/ 2006 (Eth.C)

FIELDWORKER MANUAL

OLDER COHORT CHILD QUESTIONNAIRE

Ethiopian Development Research Institute (Ethiopia) University of Oxford (UK) Funded by Department for International Development (DFID)

PART I: YOUNG LIVES BASICS

INTRODUCTION

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

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

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

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

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

PART II: OLDER COHORT CHILD QUESTIONNAIRE

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SECTION 0 – PARENTS AND CAREGIVER'S UPDATE

PURPOSE

The purpose of this brief section is to collect some basic information about the parents and previous primary caregiver (in R3) of YL Child, which will work as filters to ask specific questions and/or sections throughout the questionnaire. Thus, it is NOT intended to collect any additional information than the one collected in *Section 0 - Household Roster* of the Older Cohort Household Questionnaire.

DEFINITIONS

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

INSTRUCTIONS

Due to the nature of this set of questions, you may not have to ask all of them, but you could fill them based on the prefilled information from Round 3 available for some of the questions. Therefore, you must read it <u>carefully</u> and proceed accordingly.

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

Please observe and record. You do not need to ask this question.

Father still alive in R3 [PRE-FILLED FROM ROUND 3]

[2] Q.2: Is your father still alive?

You will see prefilled whether [YL Child]'s father was alive or not in Round 3. Only ask this question if he was alive. CAPI will automatically skip this question if father was not alive in R3.

Mother still alive in R3 [PRE-FILLED FROM ROUND 3]

[3] Q.3: Is your mother still alive?

You will see prefilled whether [YL Child]'s mother was alive or not in Round 3. Only ask this question if she was alive. CAPI will automatically skip this question if mother was not alive in R3.

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

You will see prefilled the name of [YL Child]'s <u>previous</u> caregiver so that you can refer to this person when asking this question. If the answer is NO, previous caregiver is no longer alive, skip to next section.

[5] Q.5. Do you still live with [2009 CAREGIVER]?

Ask this question only when R3 Caregiver is still alive. Its purpose is to find out if the Index Child still lives with the person that took care of him/her in 2009.

Section 1.2 Links with Caregiver is asked when the YL child no longer lives with their previous caregiver. Therefore, if the answer is 'yes' to this question, that section will be automatically disabled in CAPI.

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

SECTION 1 – MIGRATION

SUB-SECTION 1.1 – MOVEMENT HISTORY

PURPOSE

This section intends to collect information on YL Child's movements to a different kebele since 2002 (E.C.) (equivalent to 2009 G.C.) for 2 months or more. The only exceptions are the temporary movements that occur during school/college/university's vacations, after which the child returns home. <u>Those vacations/holidays should NOT be registered</u>. This information is then used to analyse migration issues related to YL Child.

DEFINITIONS

- → Kebele: smallest administrative unit of Ethiopia.
- ➔ Movement: any change of residence situated in a different kebele for at least 2 months or that is expected to last for at least 2 months (if the child has moved in the month previous to the survey). This excludes temporary movements which take place during school/college/university's holiday or vacation periods, after which the child returned to his/her original place of residence.

Example:

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

[CAPI SCREEN: MOVEMENT HISTORY]

Locality/Cluster/Region prefilled for reference (to help verify answer to Q.1 [1].

INSTRUCTIONS

First register all movements and then ask the follow up questions. Start asking for the <u>first movement</u> since 2002. Add as many rows as necessary.

[1] Q.1. Have you moved to a <u>different kebele</u> for <u>at least two months</u> since our visit in 2002 (E.C.) (equivalent to 2009 G.C.)?

This is a filter question: it will enable the Movement History table if the answer is 'yes'.

The only exception to the two months rule is the following: a child that has moved to the location where the interview takes place less than two months ago <u>BUT</u> expects to stay permanently or for

at least 2 months. These cases you should be coded as "01=Yes", even if the child moved less than two months ago.

In the case that the *YL Child* has not moved to another locality since 2002 (E.C.), register as "00=No" and skip to the next sub-section.

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

Movement history table (add rows for each movement)

[2] Q.2. In which year did you move?

This question seeks to record the year in which the YL Child moved from one kebele to another kebele. Remember that the range of years is from 2002 to 2006 (E.C.). In CAPI, if you enter a year that is out of this range, it will be signalled as an error when you validate the screen.

[3] Q.3. Where did you move to?

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

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

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

[SUBSCREEN: ENTER MOVE INFORMATION]

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

Please enter the number of (completed) months. If the YL child answers in years, convert the response into months. If the YL Child still lives in the kebele, enter "0". This means that the last locality entered must be the one in which he/she currently lives.

If the YL Child moved in the month previous to the survey and expects to stay permanently (i.e. at least more than 2 months) code this period as "0". This is the only exception where we capture a movement of less than 2 months.

[2-3] Q.6. What were the two most important reasons why you moved?

Register the two main reasons why the YL Child moved. In case that the reasons given by the respondent do not correspond with the codes of the survey, register the option "Other (specify) (35)" and write (type) down the reasons that the respondent specifies. In case that the respondent only specifies one reason, register "NA=88" in the second option.

[4] Q.7. Before moving, did you know anyone at the location that you were moving to?

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

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

[5] Q.8. Whom did you know BEST in the location that you moved to, prior to moving?

Ask the YL Child to think of all of the people who he/she knew **BEFORE** moving to the new location and to name the one whom he/she was closest to **BEFORE** moving. Then ask YL child, how is that person related to him/her and code the answer accordingly.

[BACK TO MAIN SCREEN: MOVEMENT HISTORY]

SUB-SECTION 1.2 – LINKS WITH CAREGIVER

PURPOSE

The purpose of this sub-section is to gather information about the degree of contact and strength of ties between YL Child and the person that was his/her primary caregiver in Round 3 when this person no longer lives with YL child (and is still alive). Additionally, this sub-section collects information on the transfers that the primary caregiver (or his/her family) and the Index Child (or his/her family) may be sending to each other.

INSTRUCTIONS

NOTE: THIS SECTION IS ONLY ENABLED IF:

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

A. THE *INDEX CHILD* MOVED AWAY FROM THE ROUND 3 HOUSEHOLD FOR E.G. WORK, STUDYING, OR MARRIAGE.B. THE ROUND 3 CAREGIVER MOVED AWAY FROM THE ROUND 3 HOUSEHOLD FOR E.G. WORK, TO JOIN FAMILY, DIVORCE ETC.

C. THE ROUND 3 CAREGIVER <u>AND</u> THE *INDEX CHILD* MOVED AWAY FROM THE ROUND 3 HOUSEHOLD BUT NOT TO THE SAME LOCATION. FOR INSTANCE, THE *INDEX CHILD* MAY HAVE MOVED TO THE DISTRICT CAPITAL FOR WORK, WHILE THE ROUND 3 CAREGIVER MOVED TO BE WITH HER/HIS FAMILY IN A NEIGHBOURING VILLAGE.

This section should be skipped in cases where the Round 3 Caregiver and *Index Child* moved away from the Round 3 household <u>and went to the same location</u> so that in Round 4 they are still living together.

In CAPI, the interviewer will see PREFILLED the name of the primary caregiver of the YL Child any time [2002 CAREGIVER] appears in the questionnaire.

[CAPI SCREEN: LINKS WITH CAREGIVER]

[1] Q.1. How often have you personally visited or have been visited by [2002 E.C CAREGIVER]?

Ask YL *Child* how frequent he/she has been visited by or visited his/her primary Caregiver of 2002 (E.C.) (equivalent to 2009 G.C.). Note that this question refers to <u>the period since</u> <u>YL child and his/her primary caregiver in Round 3 stopped living together</u>. Do not prompt the answers. Wait for the *YL Child's* answer and then code accordingly.

Remember that the option "Every day (01)" does not literally mean from Monday to Sunday every week of the year, but very often in a week, for example, 4 or 5 days a week or something similar to 'almost every day'.

[2] Q.2. How often do you have contact with [2002 E.C. CAREGIVER] excluding the number of times you have personally visited or have been visited by [2002 E.C. CAREGIVER]?

This question implies different forms of communication such as letters, mobile, telephone, Internet (email, Facebook, chat, Skype); and excludes all sort of personal contact. As mentioned in the previous question, the option "Every day (01)" should not be understood literally.

The next four questions are about the money that the Index Child is sending to / or receiving from his/her Round 3 primary caregiver.

[3] Q.3 In the last 12 months, have you or any of your household members <u>given</u> any support/help/gift in cash or in kind to [2002 E.C. CAREGIVER] or any of his/her household members?

This question is about money or any in-kind support, help or gifts sent **FROM** the *Index Child* (or any of her/his current household members) **TO** his/her Caregiver in Round 3 (or any of his/her household members). If the answer is "No=00", skip to question Q.5.

Example:

Husband of YL child sends money to support YL child's mother (who was YL child caregiver in R3). This situation should be considered even when the person sending the transfer is not the YL child herself.

[4] Q.4. What is the total value (cash and in kind) given in the last 12 months?

Ask the respondent to estimate the total value in Birr given during the last 12 months as gift, help or support. All in-kind transfers should be converted into Birr equivalent.

[5] Q.5. In the last 12 months, have you or any of any of your household members received any support/help/gift in cash or in kind from [2009 CAREGIVER] or any of her/his household members?

This question is about money or in-kind supports, help or gifts <u>sent **TO** the *Index Child* (or any of her/his current household members) **FROM** his/her Round 3 caregiver (or any if his/her household members). If the answer is "No=00", skip to the next sub-section.</u>

[6] Q.6. What is the total value (cash and in kind) received in the last 12 months?

Ask YL child to estimate the total value in Birr of everything that was received during the last 12 months. All in-kind transfers should be converted into Birr equivalent.

SUB-SECTION 1.3 – MIGRATION PREFERENCES

PURPOSE

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

DEFINITIONS

- Migration preferences: We are interested in concrete migration preferences/plans over the next 10 years. We are not interested in totally unrealistic migration "dreams": for example if the answer is "One day I would like to go to Hollywood", this would <u>not</u> be considered a migration preference within the next 10 years.
- → Migration: We are interested in movements that would be long-term or permanent. In other words, this section is not asking about plans/preferences to visit other places temporarily e.g. for sight-seeing or to see friends. This section is asking about movements that would be for the purpose of settling in a new location for a considerable amount of time such as a year or more. The movement does not necessarily have to be permanent, but it needs to be with the intention of temporarily/permanently settling and living in a different location.

INSTRUCTIONS

[CAPI SCREEN: MIGRATION PREFERENCES]

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

Ask the YL child *whether he ever would like, or ever thought of* moving to any place in the coming years. The question is formulated in an open manner. The task of the interviewer is to ask the question and give full freedom to the respondent to answer.

Pay attention to the answers of 'NO' and 'NK'. The latter (NK) refers to situation where the respondent never considered or thought of moving in the coming 10 years, whereas 'NO' means that YL Child thought about it and decided that he/she would not like move. If the answer is "No=00", skip to question Q.6. If the answer is "NK=77", skip to Q.5 and Q.6 (reasons for moving and not moving).

[2] Q.2. Do you know where you would like to move?

Ask YL Child whether he/she has thought about moving to some particular place. If the YL Child wants to move but does not know where to, register "No=00" and skip to question Q.5. Otherwise, continue to Q.3.

If the YL Child has a vague idea about the destination he would like to go, continue to Q.3. For example, he/she may not have a defined place to which they will move to, but perhaps they only know they would like to move from Tigray to SNNP region. If this is the case, we would still like to capture the preference of moving to a kebele outside their region in Q.3.

[3] Q.3. If you were to move, where would you be most likely to move to?

In case that the YL Child answered "Yes=01" in Q.2, ask the YL Child where he/she would like (or would be more likely) to move. .

The YL Child probably will mention the name of the town, city or country where he/she would like to move. The interviewer must listen to the answer and then encode it in the following way:

- If the YL Child wants to move to another kebele the fieldworker should distinguish between kebele in same woreda, kebele outside the woreda but in the same region, or kebele outside the region (for example: the child wants to move from Lalibela to Hawassa).
- If the YL Child wants to move to another country, the fieldworker should specify the country (e.g. for example, the child wants to move to Saudi Arabia).

[4] Q.4. What type of kebele/place is that?

This is an approximation to the size of the place YL child would like to move to (i.e. urban, rural, major city, etc.). Read the alternatives to the YL Child. In case YL Child does not know the exact type of place he would like to go to, record as NK=77.

[5-7] Q.5. What are the main reasons why you would move if you had the opportunity to?

This question seeks to find out the reasons why the YL Child would move in the case that he/she answers "Yes=01" in Q.1. He/she can mention up to 3 reasons. Register the reasons in order of relevance using Codebox #6. In case that the YL Child mention less than 3 reasons, register "NA=88" in the blank spaces.

Pay attention to what the YL Child says. Using Codebox #6, categorize what YL Child says according to push and pull factors.

- Push factors refer to poor conditions or unfavourable characteristics about the area in which YL Child lives in.
- Pull factors refer to good conditions or things that may attract the YL Child to another area.

| Push Factors | Pull Factors | Other |
|--|---|-----------------------------------|
| 01=Shortage of land | | 16=Seeking independence |
| 02= Poor quality of land | 09= Better housing | 21= I know successful migrants |
| 03= Few jobs | 04= To find better work | 22= Other, specify |
| 05= Few/bad schools | 06= Further/better education/to search for school/ access to education | 88= NA |
| 07= Few/bad health care facilities | 08= To seek medical treatment for a sick person/family member | |
| 12= Not enough recreation/entertainment | 10= To find better public services (sanitation, electricity, etc.) | |
| 17= Escape war, violence, crime | 11= Better connectivity | |
| 18= Escape natural disasters | 13= To join or to be close to family/other relatives | |
| 15= Not enough marriage opportunities | 14=To broaden my horizons | |
| 20=Conflict in the community | 19=To live in a healthier environment | |

Take into account that code (11) "Better connectivity" involves transport, and access to other localities that will enable social, political or economic linkages. Additionally, it also involves localities that have media such as phones, mobile coverage or Internet.

Code (21) "I know successful migrants" refers to cases where, for example, a neighbour or someone from the kebele has left the place and has become successful in a new place; as these cases may be motivating children to think of moving as well.

[8-10] Q.6. What are the main reasons why you would not move?

This question is asked to YL children who answered NO to Q.1. Ask the respondent for the reasons he/she would not move. Record UP to three reasons in order of importance using Codebox #7. If YL child gives less than 3 reasons, register "NA=88" in the blank spaces.

SECTION 2 – SUBJECTIVE WELL-BEING

PURPOSE

The purpose of this section is to compare YL Child's perceptions of wellbeing in different aspects of his/her life in the locality that he lives now compared to four years ago. This section seeks to capture <u>person's experiences and child's perceptions</u> and NOT the objective situation of where they live.

INSTRUCTIONS

[CAPI SCREEN: SUBJECTIVE WELLBEING]

[1] Q.1. Are you living in the same location as in 2002 (E.C.) (equivalent to 2009 G.C.)?

If the answer is "Yes=01", skip to question Q.3. Please make sure that the answer to this question matches the answers in the Movement History section (Section 1.1) i.e. if child is currently living in a different location from 2009 according to the movement history, the answer in this question should be "Yes", and vice versa.

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

Since YL child has moved since 2002 (E.C.) (equivalent to 2009 G.C.), we want to know how long he/she has lived in his/her current home. Register the number of months.

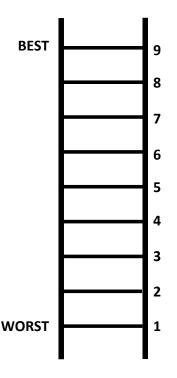
The next group of questions seeks to find out about different aspects of the YL Child in the locality where he lives, currently and back in 2002 (E.C.) (equivalent to 2009 G.C.). Note that the questions refer to how YL Child personally experienced these different aspects rather than how these aspects were/are in an "objective" sense.

IMPORTANT CONSIDERATION: The questions are not restricted to geographical boundaries. This means that:

- <u>If he/she is not living in the same locality as in 2002 (E.C.) (equivalent to 2009 G.C.)</u>, ask the YL Child to compare the life he/she has in the place where he/she currently lives to the one he/she had in the place where he/she used to live in <u>2002 (E.C.) (equivalent to 2009 G.C.)</u>.
- <u>If he/she hasn't moved</u>, ask the YL child to compare the life that he/she has in the place where he/she currently lives to how things were back in 2002 (E.C.) (equivalent to 2009 G.C.) in the same place.

Then show the YL Child the ladder's image (Figure 1). Explain to the YL Child that there are nine steps in this ladder. Tell him/her that the ninth step, located in the upper part of the ladder, represents the best possible life for the YL Child in <u>the place</u> where he/she lives or has lived, and that the bottom part of the ladder represents the worst possible life for him/her. Then tell him/her that you will mention different aspects of life for his/her current and past <u>locality</u> (access to education, access to jobs, etc.)

Figure 1: Ladder



For each situation, the YL Child must look at the ladder and **point out in which step he/she places** the his/her life in the location where he lives/has lived at both times: (a) currently and (b) in 2002 (E.C.) (equivalent to 2009 G.C.).**Make this exercise row by row**.

Example 1: if a new free health centre was built close to YL child house, he/she might score his/her situation NOW higher than in 2002 (E.C), when he/she had to travel long distances to access free health care.

Example 2: if YL child has moved to a locality that has good quality public schools, he/she might score his/her situation now higher than that in 2002 (E.C),, if there were few, low-quality, or expensive schools where he/she lived in 2002 (E.C).

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

The situations (aspects) that will be asked are:

- 1. **Opportunities for education:** implies that there are schools, universities or vocational institutes/colleges in the locality. It can also involve access to better education.
- 2. **Opportunities for work:** implies employment opportunities (more jobs available in the market). It can also involve access to better jobs (better working conditions, better salaries, transnational companies, more market competition, etc.).
- 3. Access to health services: implies that the locality has health centres. It can also involve access to better health centres (modern infrastructure, better medical teams, greater number of doctors available, etc.), more affordable, etc.
- 4. Quality of housing: it refers to the materials of which the housing is built (roof, walls and floor's materials), to the inside equipment of the housing (furniture, appliances, etc.), to the

public services with which the housing counts (water, electricity, etc.) and to additional services (Internet, Cable TV).

- 5. Quality of living environment: the following aspects are considered in environmental quality:
 - (a) Air quality (for example, presence of pollution, toxic gases, etc.)
 - (b) Noise (for example, presence of noise due to cars in the city, loudspeakers)
 - (c) Cleaning (for example, presence of trash in the streets)
 - (d) Infrastructure and media
 - (e) Water and soil quality
 - (f) Presence of natural resources (plants, animals, food)
 - (g) Aesthetics and recreation (for example, the presence of natural landscapes)
- 6. Support from neighbours/friends: it implies the provision of help by friends or neighbours of the locality where the *YL Child* lives. This help may be material or non-material support such as emotional support.
- 7. Support from Government/NGOs/Local Associations: it implies whether there are government institutions, NGOs or associations operating in the locality and whose actions benefit the YL Child, his/her family or people considered important to him/her. It may be the case that the YL Child considers that the support given to the whole community is important to him/her.
- **8.** Food availability: it implies having available sufficient quantities of food on a consistent basis. It also implies having access to a diverse diet or to a better quality of food.

REMEMBER: The comparisons between the different aspects of life in his/her current locality compared to the locality where he/she used to live in 2002 (E.C.) (access to education, access to jobs, etc.) are made in all cases: There are two possible cases:

- 1) Index Child moved since 2002 (E.C.): the comparison is between the two locations in relation to each of the domains.
- 2) Index Child did not move since 2002 (E.C.): the comparison is between how things were in relation to each of the domains in 2002 (E.C.) and how they are now (i.e. same location but change over time).

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

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

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

With respect to the same aspect covered in Q.3, ask the YL Child where on the ladder he/she would locate his/her experience of it as it was in 2002 (E.C.) (equivalent to 2009 G.C.). Register the number of the step.

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

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

SECTION 3 – EDUCATION

SUB-SECTION 3.1 – EDUCATION HISTORY

PURPOSE

The purpose of this section is to register the educational history of the YL Child since the last time that he/she was interviewed in 2002 (E.C.) (equivalent to 2009 G.C.) until the current academic year 2006 (E.C.). For this purpose, we want to know if the YL Child was studying every year on a regular basis (i.e. on average going to school when child is supposed to for at least 6 months of the year), the grade in which he/she was enrolled every year and the school he/she was attending.

DEFINITIONS

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

INSTRUCTIONS

[CAPI SCREEN: CHILD EDUCATION AND EDUCATIONAL HISTORY]

[Educational history per year] Note that this table <u>must be always be completed</u>, even if the YL Child has not attended any of the years; or repeated any year; or dropped out of school at any time between 2002 (E.C.) (equivalent to 2009 G.C.) and 2006 (E.C.).

The table should be filled starting from the furthest year 2002 (E.C.). Pre-filled information for the academic year of 2002 (E.C.) will be available to help the interviewer situate the YL Child in 2002 (E.C.) in terms of his/her age, year enrolled and school attended.

[1] Q.1. Age in years

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

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

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

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

If YL Child was not enrolled choose 'None' and skip to the next row. You must fill in this information for every year from 2002 to 2006.

[SUBSCREEN: ENTER EDUCATION HISTORY FOR YEAR]

[1] Q.3. *In the ... school year when you wereyears old*, what type of school/educational institute/university was it?

This question refers to the ownership of the school or programme. Refer to the definitions provided at the beginning of this section if needed. Use Codebox #3.

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

This is a filter question to help reduce the time of administration of the table and avoid collecting school information for the same school repeated times.

There could be some cases when YL Child has not changed schools since he/she was in pre-primary or Grade 1. Once you have collected the name of the Region, Zone and Wereda and Kebele where school attended is located for one year; we don't need to ask it again for the following years <u>if the child is attending the same school as the previous year.</u>

[3-6] Q.5. In the ... school year when you wereyears old, name of the Region, Zone and district in which the school is located

[3] Region where school is located: You need to select the relevant region the drop down menu.

[4] Zone where school is located: You need to select the relevant zone the drop down menu. Code 88=NA for Addis Ababa. Code as 'other, specify' if zone is not in the options.

[5] Woreda where school is located: You need to enter the relevant woreda. You are asked to type in the name. Try to avoid spelling errors. Code 88=NA for urban places other than Addis Ababa.

[6] Kebele where school is located: You need to enter the relevant kebele. You are asked to type in the name. Try to avoid spelling errors. Code 88=NA for Addis Ababa

[7] Q.6. In the ... school year when you wereyears old, name of the school/educational institution/training centre/university

Question 5 provides information to pre-populate the dropdown menu with a list of schools in the area. If the school is not found in the list, select: 'School not on list (9999)'. This should enable an additional cell to write the name of school.

[BACK TO MAIN SCREEN: CHILD EDUCATION AND EDUCATIONAL HISTORY]

SUB-SECTION 3.2 – CURRENT EDUCATION

PURPOSE

The purpose for this section is to capture some basic information relating to the education of the *Index Child*. This includes level of education attained, current education status (whether

in full-time education), as well as information on education related expenses and absenteeism.

DEFINITIONS

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

INSTRUCTIONS

[CAPI SCREEN: CURRENT EDUCATION]

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

This question intends to capture the highest qualification obtained by the YL Child. In Ethiopia, primary and secondary certificates are given after completion of Grades 8, 10 and 12.

Record the highest certificate according to Codebox #1. The option "00 = No certificate" refers to people who have not yet completed any educational level, either because they have never been enrolled or because they are currently attending grades 1 to 7.

The rest of the codes include certificates for completion of primary, secondary and vocational training. Diplomas such as under code 06=TVET certificate all diplomas such as Accounting diploma, which are not part of university degree.

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

Ask whether the child is currently in full time education (defined at the beginning of the subsection). If YL Child is in full-time education, choose between *regular* or *irregular* <u>attendance</u>, and then skip to Q.4. If YL Child is supposed to attend to school 4 hours every working day, and he/she attends every time, then he/she is in full-time education and attends regularly; therefore you should enter code 01. Contrarily, if he/she does not attend every class, he/she attends irregularly, and you should enter code 02. After completing this question, move onto Q.4.

If YL Child is not in full-time education, continue to next question.

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

Ask why the child is not in full-time education at the moment. Choose from Codebox 2. If the respondent mentions more than one reason, ask him/her to select the most important reason. Do not prompt the answers. After completing this question, move onto Q.6.

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

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

[5-13] Q.5. Who pays the cost of your current course?

Ask YL Child who contributes to finance his/her current course. Select all individuals or organizations that apply by clicking on the yes/no radio buttons.

For instance, if YL Child has a scholarship that pays his/her tuition fees and matriculation only, and he/she and his/her parents pay for his life expenses and school related materials, you would select code 02=parents and code 05, 06 or 07.

[12] Q.6. Were you enrolled in full-time education in the last academic year?

This is a filter question for questions 8 to 12. Ask whether the child was enrolled in fulltime education the previous academic year. Last academic year refers to 2005 (E.C.)

[13] Q.7. Why were you NOT in full-time education in the last academic year?

Ask why the child was not in full-time education in the last academic year. Choose from Codebox 2. If the respondent mentions more than one reason ask him/her to select the most important reason.

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

[14-22] Q.8. Amount

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

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

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

[23-29] Q.9. Who paid the cost of your last academic year?

Ask YL Child who contributed to finance his/her course attended last academic year. Select all individuals or organizations that apply by clicking on the yes/no radio buttons.

[30] Q.10. During the last academic year, did you ever miss school, educational institute/ university for a continuous week or more? (excluding school holidays, vacations, national holidays, etc.)

Ask YL Child if there was ever a time when he/she missed school/ university consecutively for a week or more. If 'yes' continue to Q.11; otherwise skip to Q.12.

[31] Q.11. How long was the longest period of time you were absent from school in the last academic year?

Record the length of the longest period of absence in days.

[32] Q.12. Which of the following best describes your attendance overall in the last academic year.

Ask YL child how he/she would describe his/her attendance in the last academic year (2005 E.C.). This question is independent of question 10. To be more precise, ask him/her how many times on average he/she remembers missing school/ university per month. This question is asked for all children. Read the alternatives to the YL Child and ask him/her which one best describes his attendance during the last academic year.

SECTION 4 – EMPLOYMENT, EARNINGS, AND TIME-USE

SUB-SECTION 4.1 – LABOUR FORCE PARTICIPATION

PURPOSE

The purpose of this first sub-section is to gather information about YL Child involvement in the labour market, whether Economically Active (s/he has a job or is looking for one) or not (he/she is a student or full-time housewife).

For this purpose, questions in this section refer to his/her participation in different work activities; his/her work experiences, and periods of unemployment and the associated reserve salary.

INSTRUCTIONS

This is a difficult section, both conceptually as well as in terms of the skip patterns. Therefore, it is highly recommended that the fieldworker familiarises him/herself with the most common cases that are likely to appear in the sample, and review the diagram provided in Figure 1.

[CAPI SCREEN: WORK ACTIVITIES]

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

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

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

For each activity record "Yes=01" or "No=00".

If the YL Child answers "No=00" for ALL 3 options (he/she has not worked at any moment during the last 12 months in any of the activities), skip to question Q.4.

If YL Child answers "Yes=01" to at least one of the three activities continue with Q.2.

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

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

If YL child answers NO=00 to ALL 3 activities, continue with Q.3.

If YL Child answers YES=01 to at least one of the three activities, skip to Q.6.

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

This question is asked (enabled) only if the YL Child answers that s/he worked during the last 12 months, but <u>not at all in the last 7 days</u>. This question seeks to verify if YL Child is unemployed

or if he/she is temporarily away from work (e.g. sick leave, holidays, etc.). If the answer is "Yes=01", skip to Q.6. Otherwise, continue with Q.4.

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

[4] Q.4: Did you look for work during the last 7 days?

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

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

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

Ask YL Child why he/she did not look for a job in the last 7 days.

This question aims to clarify why YL Child is economically inactive (i.e. not working and not looking for work in the last 7 days).

Please note that codes 05=Waiting for the response from potential employer, and 06=waiting for recall by previous employer are different in that the former refers to a situation in which YL Child does not know whether he/she will work for someone (i.e. expecting for a decision), and the latter, refers to a situation in which YL child is waiting to be called back for more work. After answering this question, skip to Q.8.

[6-15] Q.6: How did you find your current job?

For those who currently have a job, this question seeks to find out how YL Child found the current job.

In cases when *YL Child* has several jobs at the same time, tell him/her to choose the most important <u>in terms of time spent</u> (the job in which he/she spends the most time). Do not prompt the list of answers. Wait for the *YL Child* response and tick all the options that match his/her answer.

You should only read the options if YL Child does not understand the question.

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

NOTE: This question is asked ONLY for employed.

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

This question informs on whether YL *Child* was unemployed during the last 12 months. If the answer is "No=00", skip to Q.16. If the answer is "Yes=01", skip to Q.12.

NOTE: Being WHITOUT work refers specifically to children who were **looking for** work <u>and</u> could not work without finding a job. This question is only asked to employed people (i.e. worked in the last 7 days), to <u>identify previous</u> unemployment.

A common case that you will come across in Ethiopia, especially in rural areas, is students who are helping their household in farming activities or in the family business. These children may work all weeks, may work only weekends, or may even just do it sometimes.

<u>We DO NOT consider this case as children WITHOUT work</u> even though they might have not worked for a week or more. This is because these children are not totally without work, as there is always work for them to do.

The answer of this question for this particular case is "No=00".

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

If the YL Child has not been employed during the last 12 months, this question informs on whether s/he looked for a job during that time. If the answer is "No=00", go to the next question. If the answer is "Yes=01, skip to Q.12.

NOTE: This question is asked ONLY for currently inactive, to identify previous unemployment.

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

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

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

This question seeks to measure YL Child's satisfaction with being a housewife or taking care of children. The options go from "Very dissatisfied" to "Very satisfied". Please read the alternatives to YL Child and let him/her choose one. If the answer is "Normal (03)", "Satisfied (04)" or "Very satisfied" (05), skip to Q.16.

[20] Q.11: Why are you dissatisfied / very dissatisfied?

Ask YL child why he/she does not feel happy with being a housewife or taking care of children.

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

Ask YL Child for how long he/she was looking for a job while he/she is/was unemployed. Register the number of weeks; if less than a week enter 00. If YL Child answers in months, multiply his/her answer by 4.3 (average number of weeks in a month).

NOTE: This question is asked ONLY to currently or previously unemployed.

[22-31] Q.13: What have you done to look for work?

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

[32-33] Q.14: What is (was) the minimum wage/payment for which you would be (have been) willing to accept a job offer when you were unemployed?

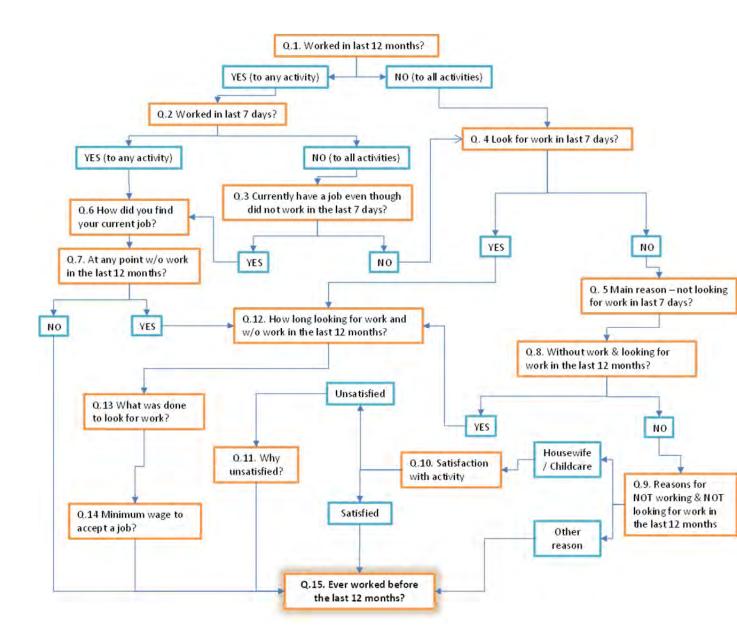
Note that this question refers to current or previous periods of unemployment. Ask YL child what is the minimum wage/salary he/she would be willing to work in times of unemployment. If the person was unemployed in the past, ask for the minimum wage for which he/she would have been willing to accept a job when he/she unemployed. If YL Child is unemployed NOW, as the minimum wage for which he/she would accept to work NOW. Record both the amount and the period of that that the payment covers, according to what the respondent says. For instance: If the respondent says: I would not work for less than 50 Birr a day you should code it as:

| | FIELDWORKER: This question refers to current or previous unemployment periods. | Amount | Period of time wage/ payment cover |
|------|---|-----------------------------|---|
| Q.14 | What is (was) the minimum wage/payment for which you would be willing to accept a job offer when you are (were) unemployed? | [<u>5_0</u>] (in Birr) | [<u>O</u> <u>2</u>] Enter code from 01= Per hour 02= Per day 03= Per week 04= Per month 05= Per year 06= Per piece 07= Other, specify |

[34] Q.15: Have you ever worked at any point BEFORE the last 12 months on a household farm, on your own account, in a household business enterprise or for someone else?

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

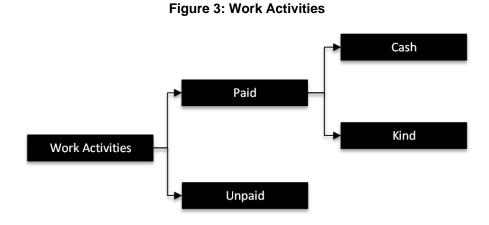
Figure 2: Labour Force Diagram



SUB-SECTION 4.2 – WORK ACTIVITIES - PAID AND UNPAID

PURPOSE

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



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

DEFINITIONS

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

INSTRUCTIONS

This question is administered ONLY to those YL Children that worked at least one hour in the last 12 months, according to the *Labour force participation* sub-section.

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

Example:

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

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

[CAPI SCREEN: WORK ACTIVITIES]

[1] Q.1: Type of work activity

Start by asking [YL Child] what is the activity in which he/she spends most of his/her time and then code accordingly using **Codebox #8**. In instances where YL Child is not sure what a 'work activity' is, you'll need to ask this question openly. Remember probing that the first activity reported is the most important in terms of time spent.

| AGRICULTURE & ALLIED AGRICULTURE | NON-AGRICULTURE |
|---|---|
| 01=Self Employed (Food crops) → Works on his/her own/household's farm growing food crops, such as rice, morning | 08=Self Employed (Manufacturing) → Works on his/her own account /household producing a good. For instance a carpenter |
| glory, etc. → Ex: Grows pulses in his own field (payment in kind) → Ex: Helps in farming his father's field every down the school (and down) the school (and down). | that produces furniture, a tailor that sews shirts, etc. → Ex: Produces traditional scarves at her own home |
| day after school (and doesn't get paid) 02=Self Employed (Non-food, including horticulture, sericulture and floriculture) → Works in his/her own/household's farm growing non-food crops, such as flowers, medicinal herbs, etc. → Ex. Grows her own flowers (payment in cash) → Ex: Grows his father's flowers and gets paid in Kg (payment in kind) | 09=Self Employed (Services) → Works on his/her own account /household delivering a service, such as washing/ ironing clothes, driving a taxi, etc. → Ex: Washes/irons clothes → Ex: Drives a bajaj |
| 03=Self Employed (Aquaculture) → Rears his/her own/household's fish or seafood. | 10=Self Employed (Business) → Works on his/her own /household's business enterprise, such as a shop, barber shop, etc. → Ex: Runs his father's shop |
| 04=Self Employed (Livestock) → Rears his/her own /household's livestock. → Ex: Raises his own cattle (payment in cash) | 11=Self Employed (Other non-Agriculture) → Works on his/her own account/ for his/her household in any non-agricultural activity |

Table 1: Work Activities (with examples)

| Ex: Rears his own poultry and gets paid in units of chicken (payment in kind) Ex: Helps herding cattle on the weekends (and doesn't get paid) 05=Wage Employment (Agriculture) Works for someone else on a casual basis in any agricultural activity (e.g. crops, livestock, etc.). Usually works on a casual basis (e.g. hired for a day). Ex: Harvests barley in neighbours' farms (payment in cash) Ex: Grows groundnuts in neighbour's farm and gets paid daily in bags of groundnuts (payment in kind) | not mentioned above. → Ex: School teacher , civil servant 12=Wage Employment (Unsalaried / Irregular; Non-agriculture) → Works for someone else on a casual basis in a non-agricultural activity. → Ex: Construction worker |
|--|---|
| O6=Annual Farm Servant → Works in someone else's farm on a permanent basis doing skilled and non-skilled farm operations. Hired for a whole year. → Ex: Plants and harvests at someone else's farm (payment in cash) → Ex: Plants and harvests teff at someone else's farm and gets paid in Kg of maize (payment in kind) | 13=Regular Salaried Employment → Works for someone else on a permanent basis in a non-agricultural activity, such as a teacher. → Ex: School teacher , civil servant |
| O7=Other (allied) agriculture, specify → Works in any other agricultural activity not mentioned above. | 19=House maid 20=Other non-agriculture, specify → Works in a non-agricultural activity. |

As you can see in the previous figure, in this section we do NOT record any non-work activities, such as household chores, studying or taking care of other household members (children, elderly). This means that this section only includes housewives or students if besides household chores or studying, they <u>ALSO WORK on any paid or unpaid activities</u>.

Remember to be very careful about entering each work activity starting with the most important in terms of time spent.

[SUBSCREEN: ENTER ACTIVITY INFORMATION]

[1] Q.2: Who do you do this activity for?

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

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

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

[2-4] Q.3: Enter the number of months in which any of this activity was done during the last 12 months, give the typical number of weeks per month, number of days per week and approximate hours per day

[2] Months per year

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

[3] Days per month

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

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

- Someone who works from Monday to Friday: 20 days per month (5x4).
- Someone who works from Monday to Saturday: 24 days per month (6x4).
- Someone who works from Monday to Sunday: 30 days per month.
- Someone who works some days and not others, depending on the month: write down the average of days worked per month.

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

[4] Hours per day

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

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

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

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

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

| Enter 1-12 Enter 1-30 Enter 1-24 | day |
|----------------------------------|-----|
| | ļ |
| 1 5 5 | |
| (=June) (=5 days in June) | |

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

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

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

[6] Q.5 – In cash

Register the value in Birr of net earnings that the YL Child receives (the sum of all wages/salaries, tips, gratuities, bonuses and the value of any in-kind payment after deducting taxes and any other work-related payments). If own business, deduct production costs. If the YL Child has difficulties on understanding the meaning of net earnings, ask her/him for the profits. If still unclear on how to report the net earnings, ask separately for the revenues and costs and subtract them.

Example:

If the YL Child works as a farmer, after entering the net income generated in total during the last 12 months. This would be the value of the crops sold minus operational costs (salaries of workers, expenditure in seeds, fertilizers, pesticides, fuel, irrigation, costs for maintenance of equipment, rent of agricultural land).

[7] Q.6 – In kind

For earnings in kind, convert the value in in Birr

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

Ask YL Child how often he/she gets paid. Do not prompt the answers; wait for the respondent's answer and code accordingly.

If the payment is reported on a different period, please convert it to the most suitable measure.

Important consideration:

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

• For waged-employed: The frequency will depend on the nature of the work activity. For agricultural activities, a common frequency would be daily; whereas for non-agricultural activities, the payment could be daily, weekly, fortnightly or monthly.

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

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

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

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

SUB-SECTION 4.3 – MAIN ACTIVITY

PURPOSE

The purpose of this sub-section is to collect information about YL Child most important work activity in terms of time spent (i.e. the first activity registered in the sub-section 4.2). This information is collected even if YL Child does not work in that activity at the time of the interview. The aspects covered are: time YL Child has worked/worked in the activity, how satisfied he/she is/was with it and, in the case that the activity is/was a paid-activity, the working conditions and the benefits that he/she receives/received.

INSTRUCTIONS

[CAPI SCREEN: MAIN ACTIVITY]

It is possible that the Index Child is not doing that activity anymore. In that case, use past tense in the questions.

[1-2] Q.1: For how long have you worked in [MAIN ACTIVITY]?

Enter in number of years and months. If respondent does not remember exactly, ask him/her when he/she started working in the activity and estimate the number of years and months up to now since YL Child started working in that activity.

[3-13] Q.2: Does (did) working in [MAIN ACTIVITY] involve any of the following things?

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

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

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

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

Ask YL child for the reason for his/her dissatisfaction. Enter the most important reason mentioned by the YL Child using **Codebox #9.**

Working Arrangements

This set of questions should be administered if the OC Child has a wage employment (i.e. if [MAIN ACTIVITY] in sub-section 4.2 Work Activities is a waged working activity). In CAPI, this set of questions will be enabled if the first row of the previous sub-section [ACTID1] is coded as:

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

[CAPI SCREEN: MAIN ACTIVITY 2]

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

This question seeks to find out the size of the company/work centre of the *YL Child*. Register the number of persons. If the *YL Child* has more than one employer, make him/her to answer the next questions that refer to the employer for who he/she works/worked more hours in the last 12 months. Include the YL Child.

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

[2] Q.6: Do (did) you have a written contract/decision for this work?

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

[3] Q.7: What type of contract do (did) you have?

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

[4-16] Q.8: Do (did) you receive the following extra benefits in [MAIN ACTIVITY]?

Read all the alternatives to YL Child and ask him/her whether he/she receives it as part of his/her job. Remember to tick the no/yes radio buttons for all benefits in the list otherwise CAPI will recognise any blank ones as errors.

The next 2 questions ask about the employer for whom the OC Child works / has worked in [MAIN ACTIVITY]. This includes <u>all the time</u> that you have worked there (not only on the last 12

months). If the OC Child works simultaneously for several employers, consider the one he/she works more hours for.

[17-18] Q.9: For how long have you worked in [MAIN ACTIVITY] for the current employer?

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

[19-20] Q.10: For how long did you work in [MAIN ACTIVITY] for the latest employer?

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

SUB-SECTION 4.4 – WORK-RELATED TRAINING

PURPOSE

The purpose of this sub-section is to find out the YL Child has received job training since the last time he/she was visited in 2002 (E.C.) (equivalent to 2009 G.C.). Trainings as part of formal education (Section 3.2) do not count and they must have lasted for, at least, one week entailing skills acquisition. Remember that pre-professional internships also count as a type of training.

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

INSTRUCTIONS

[CAPI SCREEN: TRAINING]

[1] Q.1: Since 2002 (E.C.) (equivalent to 2009 G.C.),, have you had any work-related training that has lasted at least one week and that is/was not part of formal education?

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

[SUBSCREEN: ENTER INFORMATION ABOUT TRAINING]

[1] Q.2: Type of training

Establish the type of training that YL Child received. This could have been: (1) formal training (which refers to a systematic or structured training conducted by a qualified instructor); (2) informal training (which refers to unstructured learning, such as learning by working with colleagues); and (3) apprenticeship (which refers to types work in which young person learns the particular skill needed for the job).

[2] Q.3: Who delivered the training?

Seeks to know who did the training. Differentiate thoroughly who pays for the training from who effectively gives the training. For example, imagine that the YL Child works at company ABC.

ABC hires the company COMPUTRONI to train ABC employees in their working place, to handle a new acquired software. In that case, who conducts the training? The correct answer is the company COMPUTRONI. So regarding this question's codes, the code "Employer" (05) and "Private Company" (03) are different. The 05 refers to the company / job where the YL Child works, while code 03 refers to any private company that is not the employer.

[3] Q.4: Did you or any member of your household pay for the training?

This question wants to find out whether the YL Child or any member of his/her household paid for the training.

[4] Q.5: Full duration of training?

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

[5] Q.5: Has this training been completed?

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

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

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

[7] Q.9: Did you receive or do you expect to receive a certificate/ diploma?

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

SUB-SECTION 4.5 – TIME USE

PURPOSE

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

DEFINITIONS

Typical day <u>in the last week</u>: if the last week was an irregular week, for example, where a festivity happened, choose the most recent typical week to the interview to ask this sub-section. Once chosen a typical week, ask the child to think about a <u>typical day</u>.

<u>Typical day:</u> <u>typical</u> means 'usual', so it does not include something the child does irregularly, for example during festivals. Therefore, a typical day is a day from Monday to Friday, excluding holidays, festivals, days of rest during the weekend, etc.

Beans: you will have 24 beans which you will give to the child so that he plays this game. In case these are not provided, you can ask the child to get 24 beans or maize. It does not matter whether you use beans or maize as long as these <u>are similar and equally sized</u>.

INSTRUCTIONS

First, show the YL Child the 'time allocation card' (Figure 4 in this manual) so that he/she takes into account the activities being considered for the exercise. Explain to the YL Child what each activity means - remember that items about work (Q.4 and Q.5) and school (Q.6) include travelling/commuting times.

Prepare 24 beans and give them to the YL Child. Explain to the YL Child that each bean represents one hour and he needs to distribute 24 beans (hours) among the activities that he/she performs in a typical day.

By showing the 'time allocation card' the respondent is free to allocate hours spent in whichever order he/she wants, which will commonly be in terms of importance. The exercise should not follow the order of the questions in the paper questionnaire (or CAPI), except for 'sleeping' that is ALWAYS asked first.

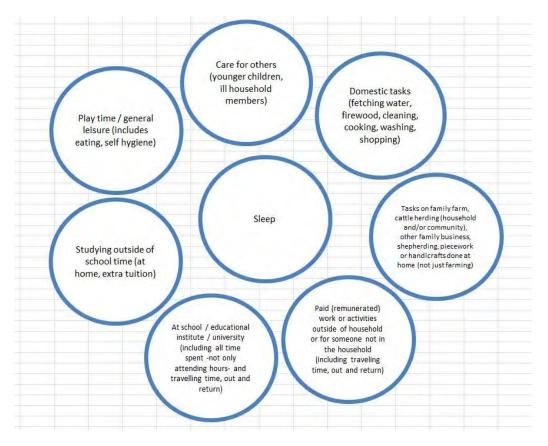


Figure4. Time allocation card

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

Note that CAPI provides the possibility of having a counter that adds together the number of hours reported. It is crucial that fieldworkers use this tool correctly. The counter is added only with the purpose of checking that the total addition is equal to 24 (24 hours) (as was done in previous rounds).

[CAPI SCREEN: TIME USE]

[1] Q.1: Sleeping

Includes time he/she takes a nap. Always ask this activity first and then continue with the rest of the activities in no particular order.

[2] Q.2: Caring for others (younger siblings, ill household members)

Refers to the time YL Child takes care of a household member as younger siblings, elderly or other members with disabilities.

[3] Q.3: Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping, etc.)

Includes any work or tasks done to help at home, excluding looking after others which is already included in Q.2.

[4] Q.4 Tasks on family farm, cattle herding (household and/or community), other family business, shepherding, piecework or handicrafts done at home (not just farming)

Record the number of hours that YL Child spends on activities that generate income for the household on a typical day. Working in the farm, grazing animals, helping in the family shop, etc., are all examples of activities that are considered in this category.

[5] Q.5 Activities for pay or for money outside of household or for someone not in the household

If YL Child does activities outside home for other people who are not members of your household, then enter the time in hours that he/she spends on it, including the time it takes him/her to get from home to the workplace and vice versa. If HHM does not work, code as '0'.

[6] Q.6: At school/college/University (including all time spent -not only attending hours- and travelling time, out and return)

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

[7] Q.7: Studying at home/ Extra tuition outside the home

Enter the amount of hours that YL Child spends studying, doing homework, or getting particular classes / tutorials OUTSIDE SCHOOL CLASS HOURS. If the YL Child is attending English classes or another language institute, also consider the time he/she spends studying for them.

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

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

The following question is for YL Children who reported at least one hour in activity 4 and 5

[9] Q.9. Time used for commuting to the place where the child carries out paid activities (out and return)

Ask the child how long it usually takes him/her to get to his/her workplace (both ways). Enter the time in minutes.

The following question is for YL Children who reported at least one hour in activity 6

[10] Q.10. Time used for commuting to school / educational centre (out and return)

Ask the child how long it usually takes him/her to get to his/her school (both ways). Enter the time in minutes.

SECTION 5 – FEELINGS AND ATTITUDES

PURPOSE

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

INSTRUCTIONS

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

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

[CAPI SCREEN: FEELINGS AND ATTITUDES]

[1-39] Q.1: [LIST OF STATEMENTS]

This question asks the YL Child's opinion on issues that concern young people his/her age: we want to know what the YL Child thinks or feels about them. This question concerns issues 01-39.

Please take time to explain the answer codes before beginning the exercise. For this, show to the YL Child the 'feelings and attitudes card (4 point scale) (Figure 5 in this manual):

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

Figure 5: Feelings and attitudes (4-point scale)

For each sentence, you must ask YL Child to select the alternative that best represents his/her opinion on a certain topic (how much he/she agrees with it). Make sure the respondent fully understands the sentence. Do not influence his/her final decision. If the YL Child does not understand the sentence, you should not try to explain the "meaning" of the sentence: as this could influence his/her opinion. In these situations, please re-read the sentence until the YL Child gets the idea.

Before starting, carefully go through the CAPI example to make sure that the *YL Child* is comfortable with the answer codes and understands the difference between them. Please ask the *YL Child* to point to the relevant option on feelings and attitudes (4 point scale) card when answering rather than just give you the answer orally.

CAPI will disable items 03, 08, 11, 15, 22, 24, 29 and 33 for YL children whose parents are dead. Remember the filter questions are Q.2-Q.3 in the section 0. Parents and Caregiver's Update.

[CAPI SCREEN: FEELINGS AND ATTITUDES 2]

Q.2: [LIST OF STATEMENTS]

The items in this question inform on the YL Child's sense of self-esteem and self-efficacy.

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

This question works in the same way as Q.1. HOWEVER, there is an important difference in the answer codes. In the previous question there were four answer options, while in this question there are five: an additional "neutral" option (i.e. more or less). The answer codes relevant for this question are shown in the feelings and attitudes (5-point scale) card (Figure 6 in this manual).

| Strongly Disagree disagree | More or less | Agree | Strongly agree |
|-------------------------------|--------------|-------|-------------------|
|-------------------------------|--------------|-------|-------------------|

| Figure 6: | Feelings | and attitu | des (5-scale | card) |
|-----------|----------|------------|--------------|-------|
|-----------|----------|------------|--------------|-------|

For each sentence, you must ask YL Child to select the alternative that best represents best his/her opinion on a certain topic (how much does he/she agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *YL Child* does not understand the sentence, <u>you should not try to explain the "meaning" of the sentence</u>, as this could influence his/her opinion. In these situations, you should only re-read the sentence until the *YL Child* gets the idea.

Before starting, carefully go through the CAPI example to make sure that the YL Child is comfortable with the answer codes and understands the difference between them. It might be confusing for the YL Child that although this question works in the same way as the last question, the answer codes are a little bit different. Please take the necessary time to make sure that the YL Child is aware of the change in the answer

codes and make sure that he/she is using the full range of answers. Please ask the *YL Child* to point to the relevant option on the card when answering rather than just give you the answer orally.

[CAPI SCREEN: FEELINGS AND ATTITUDES 3]

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

[1] Q.3: Imagine you had no constraints and could study for as long as you liked, or go back to school if you have already left. What level of formal education would you like to complete?

This question informs on the maximum educational level that the *YL Child* would like to reach if he/she had all the necessary means to study. Be careful in not confusing this question with the highest grade attained. This means, for instance, that in this question you should use code "None" (00) when YL child says he/she would not like to change his/her educational level.

For example, if the *YL Child* says "I'm satisfied with the level to which I studied, I do not want to continue studying", you will need to code this as: "none" (00), regardless of the level of education of the child.

Do not prompt the answers, listen to YL Child's response and then code accordingly.

[2] Q.4: Given your current situation, do you expect you will reach that level of education?

This question informs on whether the *YL Child* has the means necessary to reach the desired level of education reported in Q.3. Be sensitive when asking this question, because it can cause discomfort to the respondent. For example, <u>do not say</u> "Realistically, do you think you can reach that level of education?"

[3] Q.5: When you are about 25 years old, what job would you like to be doing?

This question informs on the work that the YL Child wants to do the future. Note that this question does not refer to the work YL Child expects to do, but rather to the work he/she wishes to do if there were no constraints.

Do not prompt the answers, listen to YL Child's response and then code accordingly using Codebox #10.

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

This question informs on whether the *YL Child* thinks he/she has the necessary means to attain the occupation he/she wants (reported in Q.5). Be sensitive when asking this question because it can cause discomfort in the respondent. For example, do not say, "Realistically, do you think it is possible to achieve this aspiration?"

[5] Q.7: What is the main constraint to achieve this?

This question informs on the main obstacle for the *YL Child* to reach the desired occupation. If YL Child names more than one constraint, ask him/her which one he/she considers the most important and record this one. <u>Do not prompt the answers</u>, listen to YL Child's response and then code accordingly.

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

Given the restriction(s) YL Child mentioned in Q.7, as him/her what kind of job/activity he/she expects to be doing in the future. <u>Do not prompt the answers</u>, listen to YL Child's response and then code accordingly using **Codebox #10**.

[7] Q.9: Where on the ladder do you feel you personally stand at the present time?

Now, display the card of the ladder with 9 steps (Figure #1). Explain that the ninth step, at the very top, represents the best possible life for him/her and the bottom represents the worst possible life for him/her. Make sure YL Child understands the ladder refers to ALL aspects of his/her life (economic, health, social, personal, etc.) and that it is a subjective measure of how he/she feels about his/her life in general. It should not be confused with a measure of economic well-being only. Be very clear about what the aim of the ladder is.

Ask YL Child to point to the step of the ladder where he/she thinks he/she currently stands. Enter the step number.

Please wait for the YL Child to point to the step that s/he feels s/he stands on presently, rather than having him/her say his/her answer orally. The only exceptions to this rule is when YL Child does not know where he/she stands (-77) or he/she refuses to answer (-79).

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

[8] Q.10: Compared to other households in your locality, would you describe your household at the moment as:

This is a question of <u>perception</u> so you should try to avoid answers like NK, unless the YL Child really cannot compare his/her household with others in the locality. <u>Do not prompt the answers</u>, listen to YL Child's response and then code accordingly.

[9] Q.11: FOUR YEARS AGO: Compared to other households in your locality, would you describe your household at the time as:

This is a question of perception so you should try to avoid answers like NK, unless the YL Child really cannot compare his/her household with others. If the YL Child has moved, he/she should answer with reference to the village where he/she lived four years ago. <u>Do not prompt the answers</u>, listen to YL Child's response and then code accordingly.

[10] Q.12: Which of the following best describes your household?

Ask the YL Child how s/he would describe the economic situation of the household in which s/he is living. This question is different from Q.10 as it asks for an overall evaluation rather than just relative to other households in the locality. <u>Please read the alternatives to YL Child.</u>

[11] Q.13: FOUR YEARS AGO: How would you describe your household?

Ask the YL Child about the household's economic situation four years ago. If YL Child lives in a different household from that of four years ago, the answer should be about the situation of the household where YL Child lived four years ago.

[12] Q.14. Do you own and use a mobile/ cellular phone?

Ask the YL Child whether he has and uses mobile/cellular phone.

SECTION 6 – HOUSEHOLD DECISION MAKING

PURPOSE

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

INSTRUCTIONS

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

For example:

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

YL Child: No

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

YL Child: No

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

YL Child: My parents

Then, you should code this situation as:

| | | Have you/your household ever made this decision? | Q.2. Did you (would you) have a say in this decision? | Q.3. Who takes (would take) the final decision? |
|----|--|--|---|---|
| 02 | Buying large household purchases (e.g. house, livestock, etc)? | Yes ●No | Yes ●No | [03] |

[CAPI SCREEN: HOUSEHOLD DECISION MAKING]

For each decision, answer the following questions:

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

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

[2] Q.2. Did you have (would have) a say in this decision?

The question seeks to understand if the Index Child can express his/her opinion in each of the individual and household decisions. Please make sure YL child understands what each of the decision exactly means. Be prepared to give examples if necessary.

Remember that this question is ALWAYS asked, even if the YL Child or his/her household did not experience having to make the decision in question.

[3] Q.3. Who had (would have) the final say in this decision?

This question intends to find out who has the final decision when making the decision. Remember that this question is ALWAYS asked, even if the YL Child or his/her household did not experience having to make the decision in question.

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

SECTION 7 – MARITAL AND LIVING ARRANGEMENTS

SUB-SECTION 7.1 – BASIC INFORMATION AND MATCHING

PURPOSE

The purpose of this sub-section is to collect information on YL Child's marital status and background information of the spouse/partner.

INSTRUCTIONS

[CAPI SCREEN: BASIC INFO & MATCHING]

[1] Q.1: What is your current marital status?

This question seeks to find out the marital status of the YL Child. Note that the **code 00=Single**, means that YL Child has never been married, and **code 03=Separated**, refers only to couples that were ever married (not cohabiting).

For all status, except for 02=Cohabitant, skip to Q.3.

[2] Q.2: Have you ever been married?

Remember to ask this question in a sensitive manner. Once the question is answered, skip to Q.4.

[3] Q.3: Have you ever cohabited with a partner?

Remember to ask this question in a sensitive manner.

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

COHABITATION

[4] Q.4: How many times - Cohabitation?

Note that cohabitations are counted for different partners. This means that if YL Child has cohabited with the same person in different occasions, this should be counted only as one.

[5-6] Q.5: Date of first cohabitation

Ask the YL Child date of first cohabitation. These refer to different partners when applicable.

[7-8] Q.6: Date of latest cohabitation

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

MARRIAGE

[9] Q.4: How many times - Marriage?

Ask the YL Child how many times he/she has been married.

[10-11] Q.5: Date of first marriage

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

[12-13] Q.6: Date of latest marriage

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

The following questions are asked for the <u>current marriage</u> if YL CHILD is married (Q.1=03) or for the <u>latest marriage</u> if YL CHILD is divorced, separated, or widow(er) (Q.1=03, 04, 05). For latest marriage, ask the following questions using past tense as noted in the questions.

[14] Q.7: How long had you known your spouse before you married him/her?

This question intends to capture the time between the couple <u>first met</u> and the date of marriage. Do NOT prompt the answers.

[15] Q.8: Who chose your spouse?

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

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

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

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

Ask YL Child the status of their marriage.

[18-19] Q.11: At the time of your marriage:

- Was your spouse's father alive?
- Was your spouse's mother alive?

[20] Q.12: Do (did) you have a marriage written contract?

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

[21] Q.13: What is (was) the mother tongue of your spouse?

Ask the YL Child the mother tongue of their spouse.

[22] Q.14: At the time of your marriage, if you compared the economic status of your natal family with your spouse's family, would you say your natal family was...

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

[23] Q.15: Does your spouse's mother live in the household?

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

[24] Q.16: What (is) was the highest grade of education completed by your spouse's mother?

If spouse's mother does not live in the household, ask for her highest grade attained. Please note that this is ALWAYS the highest grade attained, and not the one in which the person stopped studying or the current one, if person is currently studying. Enter code from **Codebox #4**.

[25] Q.17: Does [SPOUSE]'s father live in the household?

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

[26] Q.18: What is (was) the highest grade of education completed by your spouse's father?

If spouse's father does not live in the household, ask for his highest grade attained. Please note that this is ALWAYS the highest grade attained, and not the one in which the person stopped studying, or the current one - if person is currently studying. Enter code from **Codebox #4.**

[27] Q.19: Are you currently living?

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

SUB-SECTION 7.2 – PARTNER'S CHARACTERISTICS

PURPOSE

The purpose of this sub-section is to gather information about YL Child spouse, when he/she does not live in the household. This is, when YL Child's spouse does not appear in the household roster (OC Household questionnaire).

INSTRUCTIONS:

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

[CAPI SCREEN: SPOUSE CHARACTERISTICS]

[1] Q.1: Is your spouse currently living in the same household?

This is a filter question that checks whether information of YL Child spouse has already been collected in the Household Roster. The rest of the questions will be enabled if the answer to this question is: 02=No, lives elsewhere temporarily, and 04=No, lives away permanently.

[2] Q.2: Full name of spouse

Ask YL Child for the spouse's full name and type in the answer. Be careful with the spelling.

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

Remember to code in completed years. For example, if spouse is 25 years and 11 months old, you should enter 25 in this question.

[4] Q.4: What is [NAME SPOUSE]'s relationship to the household head?

Be careful with the coding. Remember that the <u>reference point is the household head</u> and not the spouse. For instance, if OC Boy's father is the household head, when you ask this question, he might say: "[HOUSEHOLD HEAD] is her father-in-law". In this case, you should enter the code 18=Son-in-law/Daughter-in-law since the relationship is defined taking the household head as point of reference rather than the spouse. Code using **Codebox #18**

[5] Q.5: What is the highest grade [NAME SPOUSE] has completed (excluding pre-primary)?

Enter the highest educational grade obtained so far. If the educational level is up to secondary school, we distinguish between specific grades. If the household member has completed secondary education and has continued studying (or are studying), enter the codes that match this level (e.g. University degree, Vocational, etc.). It is important that the fieldworker remembers to ask for the last grade COMPLETED. This means that, for instance, if spouse is currently coursing first year of university, you should code it as 12=12 Grade, as the last grade the person completed.

SUB-SECTION 7.3 – GIFTS AT MARRIAGE

PURPOSE

This section intends to collect information about exchange of gifts for the wedding ceremony and marriage of the YL Child.

INSTRUCTIONS

[CAPI SCREEN: GIFTS AT MARRIAGE]

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

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

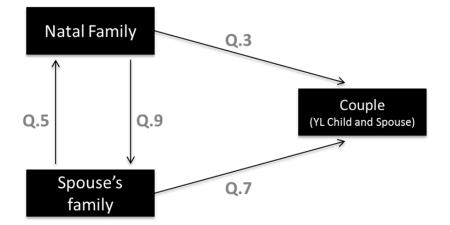
[2] Q.2: How much money was spent by your spouse's family for your wedding (excluding gifts to your natal family)?

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

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

Figure #7 summarizes the table with Q.3 to Q.10. Note the exchange of gifts include gifts given at the time of the wedding ceremony <u>and</u> before/after the wedding ceremony for the marriage.

Figure #7: Exchange of gifts



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

For each item, ask whether the family of the YL Child gave it as a gift to the new marriage (YL Child and spouse).

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

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

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

For each item, ask whether the family of the YL Child gave it as a gift to the family of YL Child's spouse.

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

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

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

For each item, ask whether the family of the YL Child's spouse gave it as a gift to the new marriage (YL Child and spouse).

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

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

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

For each item, ask whether the family of the YL Child's spouse gave it as a gift to the family of YL Child's partner.

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

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

SUB-SECTION 6.4– PRE MARRIAGE ASSETS

PURPOSE

To collect information of land and productive assets the YL Child brought into the marriage.

INSTRUCTIONS

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

[CAPI SCREEN: PREMARRIAGE ASSETS]

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

Ask YL Child if he owned any land before marrying. Include the land where the house is built.

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

Enter the size of the land.

[3] Q.3: Did you receive land when you married?

The purpose of this question is to understand the bargaining power of the YL Child (control) over the use of land in their marriage. Therefore, in the question 'did YOU receive' refers ONLY to land given DIRECTLY to the YL Child, which gives them control (or certain control) of that land.

[4] Q.4: What was the size of the land received?

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

[5-9] Q.5: Who gave the land received?

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

[CAPI SCREEN: PREMARRIAGE ASSETS 2]

[1] Q.6 Did you own any livestock before you married? For example, milk animals, draught animals, beehives, or small rumiants such as poultry.

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

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

[2-3]Q.7. Please tell me about the number and value of the livestock that you owned before marriage:

[2] Number Enter number of livestock owned per category.

[3] Total Value in Birr Enter number of livestock own per category.

[CAPI SCREEN: PREMARRIAGE ASSETS 3]

[1] Q.8. Did you bring any utensils and household items when you married?

Ask YL Child if he/she brought any utensils and household items into the marriage.

[2] Q.9. What was the value of the utensils and household items?

Enter value of items at the time of marriage.

[3] Q.10. Did you bring any grains when you married?

Ask YL Child if he brought any grains into the marriage.

[4] Q.11. What was the value of the grains?

Enter value of items at the time of marriage.

SUB-SECTION 6.5 – SPOUSE'S PRE MARRIAGE ASSETS

PURPOSE

To collect information of land and productive assets the Spouse of the YL Child brought into the marriage.

INSTRUCTIONS

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

[CAPI SCREEN: SPOUSE PREMARRIAGE ASSETS]

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

Ask YL Child if he owned any land before marrying. Include the land where the house is built.

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

Enter the size of the land.

[3] Q.3: Did your spouse receive any land when you married him/her?

The purpose of this question is to understand the bargaining power of the Spouse if the YL Child (control) over the use of land in their marriage. Therefore, in the question 'did YOUR SPOUSE receive' refers ONLY to land given DIRECTLY to the Spouse of the YL Child, which gives them control (or certain control) of that land.

[4] Q.4: What was the size of the land received?

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

[5-9] Q.5: Who gave the land received?

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

[CAPI SCREEN: SPOUSE PREMARRIAGE ASSETS 2]

[1] Q.6 Did your spouse have any livestock of his/her own before you married him/her? For example, milk animals, draught animals, beehives, or small rumiants such as poultry.

This question identifies whether the YL Child owned any animal which he/she brought into the marriage. The fieldworker must keep in mind that only the animals that can generate income are

relevant. Do not include pets. *Pets are irrelevant for the study.* If the respondent's answer is Yes, continue to the table.

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

Q.7. If yes, please tell me about the number and value of the livestock he/she owned:

- [2] Number Enter number of livestock owned per category.
- [3] Total Value in Birr Enter number of livestock own per category.

[CAPI SCREEN: SPOUSE PREMARRIAGE ASSETS 3]

[1] Q.8. Did you bring any utensils and household items when you married?

Ask YL Child if he brought any utensils and household items into the marriage.

- [2] Q.9. What was the value of the utensils and household items? Enter value of items at the time of marriage.
- [3] Q.10. Did you bring any grains when you married? Ask YL Child if he brought any grains into the marriage.
- [4] Q.11. What was the value of the grains?

Enter value of items at the time of marriage.

SECTION 8 – FERTILITY

SUB-SECTION 8.1 – FERTILITY ATTITUDES

PURPOSE

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

INSTRUCTIONS

[CAPI SCREEN: FERTILITY ATTITUDES]

[1] Q.1. Do you want to have children one day?

This question wants to find out if the YL Child wants to be a father/mother someday. If he/she already is (or in the event that the YL Child is pregnant), enter the code "02 = I already have children/ I am pregnant".

[2] Q.2. What do you think would be the ideal number of children for you?

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

The following questions seek to determine separately how many sons, and how many daughters would the respondent like to have.

[3] Q.3. What do you think would be the ideal number of sons for you to have?

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

[4] Q.4. What do you think would be the ideal number of <u>daughters</u> for you to have?

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

Note that the number you entered in Q.3 summed with the number given in Q.4 must be equal to Q.2.

Number in Q.3 + Number in Q.4 = Number in Q.2

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

[5-6] Q.5. What do you think is the best age for having children:

[5] Q.5.1. A man (Enter age in years)? Enter age.

[6] Q.5.2. A woman (Enter age in years)? Enter age.

SUB-SECTION 8.2 – FERTILITY HISTORY (for girls and boys)

PURPOSE

To find out how many children the YL Child has had. In addition, to collect basic information about delivery and maternal pre- and post-natal practices.

INSTRUCTIONS

This section will only be enabled for all OC Girls that had given birth and OC Boys that had children at any point of their lives.

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

This section starts with a filter question that is phrased differently for boys and girls. In CAPI, they will be enabled depending on Q.1 from section 0. Parents and caregivers' update.

[CAPI SCREEN: FERTILITY HISTORY]

OC GIRLS ONLY:

[1] Q.1. How many births have you given during your life?

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

[3] Q.2. Are you currently pregnant?

Ask if YL Chid is pregnant.

OC BOYS ONLY:

[2] Q.1: How many children have you had during your life?

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

[3] Q.2. If you have a partner, is she currently pregnant?

Ask if partner of YL Chid is pregnant.

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

[4] Q.3: What is the name of the child?

Write name. If child has not been yet been given a name, please code as BABY#

[SUBSCREEN: ENTER INFORMATION FOR THIS CHILD]

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

Record gender

[2-3] Q.5: When was [CHILD] born?

Record month and year using Ethiopian Calendar

[4] Q.6: Is [CHILD] still alive?

In CAPI, this is a filter question for the rest of the section (after the table).

[5] Q.7: Does [CHILD] live with you?

Ask YL Child if child lives in the household

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

Record who does child lives with.

The following questions only ask about children that are still alive. Pay attention to the variation in wording if the questions is directed to BOYS.

[SUBSCREEN: IF CHILD IS ALIVE]

[1] Q.9: How much did [CHILD] weigh at birth?

This question wants to find out the child's birth weight. Usually this variable is subject to measurement error, since the exact data on birth weight is not remembered by the parents. However, there are medical documents that certify both weight and length at birth

[2] Q.10: Was the birth weight from documentation?

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

[3] Q.11: Length of [CHILD] at birth

This question wants to find out the child's birth length (size). Cross check with documentation if available.

[4] Q.12: Was the birth length from documentation?

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

[5] Q.13: When [CHILD] was born was he/she very large, large, average, small or very small?

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

[6] Q.14: During your (her) pregnancy with [CHILD], did you see anyone for antenatal care?

This question identifies if the YL Child (or her spouse) did prenatal controls when she was pregnant with Child's Name.

[7] Q.15: During your (her) pregnancy with [CHILD] was your health good, average, bad, or poor?

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

[8] Q.16: Did you (she) have a difficult labour with [CHILD]?

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

[9] Q.17: Where was [CHILD] born?

Ask the YL Child in which health facility was the child born and code accordingly.

[10] Q.18: Was [CHILD] delivered by a caesarean section?

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

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

This question wants to find out if delivery was anticipated when the *Index Child* (or spouse) was pregnant with *Child's Name*

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

Enter the number of weeks

- [13] Q.21: Did you (your wife/partner) ever breastfeed [CHILD]? If the answer is "No = 00" skip to Q.23.
- [14] Q.22: When did you feed [CHILD] with anything else than breast milk (e.g. water, tea, mushy food)?

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

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

[15-27] Q.23: What was [CHILD] given to drink after birth?

Ask what [CHILD] was given to drink <u>after</u> the first three months of birth. Tick all that apply.

SECTION 9 - HEALTH

SUB-SECTION 9.1. OC CHILD HEALTH

PURPOSE

This section collects general information about YL Child's health, including the occurrence of serious illnesses, injuries, and the presence of long-term health problems and disabilities.

DEFINTIONS

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

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

INSTRUCTIONS: [CAPI SCREEN: HEALTH]

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

This is a question about YL Child's perception of his/her own health. Do not prompt the answers.

Serious injuries

The next three questions (Q.2-Q.4) are about serious injuries that the YL Child may have suffered since 2010.

[2] Q.2: Since we visited in 2002 (E.C.) (equivalent to 2009 G.C.), how many times have you been seriously injured?

Ask YL Child if there was ever a time when he/she was seriously injured (as defined above.) for at least one day AND/OR required medical attention. If so, ask how many times it happened since 2002 (E.C.). If this never happened since 2002 (E.C.) record '0' and skip to Q.5. Otherwise record the number or times using the codes provided.

[3] Q.3: What was the most serious injury?

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

[4] Q.4: What were you doing when the most serious injury happened?

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

Serious illnesses

The next three questions (Q.5-Q.7) are about serious illnesses that the YL Child may have suffered since 2010.

[5] Q.5: Since we visited in 2002 (E.C.) (equivalent to 2009 G.C.), have you been seriously ill?

Ask YL Child if he/she has had a serious illness in the past four years, since 2002 (E.C.). A serious illness is one that prevents the person from doing his/her normal activities (going to school, work, etc..), and/or requires medical attention (in some cases emergency care). If YL Child has not suffered any serious illness since 2002 (E.C.), skip to Q.8.

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

Ask YL Child what was the most serious illness he/she had since 2002 (E.C.). Enter the code according to the code table shown in CAPI. If the YL Child suffered multiple serious illnesses, take the one the respondent considers to be the most serious: the severity of illnesses is defined subjectively by the respondent.

[7] Q.7: During the last 12 months, how many times did you miss school/work due to illness?

Please note that this question is INDEPENDENT from Q.5 and Q.6. Here we want to know whether the *YL Child* missed school (or university) due to ANY type of disease (whether serious or not) in the last 12 months. Therefore, this question is asked even if the *YL Child* does not report suffering from serious illnesses since 2002 (E.C.) (i.e. even if answer to Q.5. is "No").

[CAPI SCREEN: HEALTH 2]

Disabilities and long-term health problems

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

[1] Q.8: Do you have a permanent disability that affects your capacity to study, work, or take care of yourself?

Permanent disability is a continuing health alteration that prevents or limits the sufferer from performing work or academic activities, or taking care of him/herself. It can be a result of an accident or an illness (physical or mental). Examples are: paralysis, visual impairment, mental problems, mentally retarded, etc.

[2] Q.9: How does this disability affect your ability to work and take care of yourself?

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

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

Establish whether YL Child has any of the listed health problems or chronic illnesses that can affect his/her daily life, especially attending school, learning, or his/her ability to work.

[4] Q.11: Does this health problem affect your ability at school/work?

For all the long-term health problems that YL Child reported in Q.9, ask if it impedes his/her performance in school (such as attending school, reading, learning, etc.) or at work. Use code "NA = 88 " if YL Child does not attend school or any other study centre AND does not work.

[5-7] Q.12: Which other long-term health problems do you think you have?

Determine whether YL chid has any other long-term health problems, different from those reported in Q.6. A long-term health problem is one that persists for a long time either because it is incurable or because it is not being treated. It can include chronic and mental health problems as well as reoccurring / seasonal problems (e.g. Allergy). If YL Child reports less than 3, enter "NA = 88" in the blanks.

SUB-SECTION 9.2 – DRINKING HABITS

PURPOSE

To identify how frequent does the YL Child consumes alcohol.

INSTRUCTIONS

The respondents may find some of these questions sensitivity. Please be careful to not convey any judgement about the responses and maintain friendly rapport with the respondent so that he/she feels able to answer these questions honestly. To the extent possible, please ensure that the respondent has enough privacy and is not restricted in his/her answers by the presence of other members of the household /neighbours etc.

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

[CAPI SCREEN: DRINKING HABITS]

This section only allows you to tick one option.

[1] Q.1: How many of your best friends drink alcohol at least once a month?

Read the alternatives to the YL Child.

[2] Q.2: How often do you usually drink alcohol?

Read the alternatives to the YL Child.

[3] Q.3: When you drink alcohol, how much do you usually drink per day?

Read the alternatives to the YL Child.

SUB-SECTION 9.3 – FOOD FREQUENCY AND VARIETY

PURPOSE

This section informs on *YL Child*'s frequency of food consumption and diet. For this purpose, questions relate to frequency of meals consumed the last 24 hours, as well as for the foods *YL Child* consumed in the last 24 hours (or the last typical day).

DEFINTIONS

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

INSTRUCTIONS

[CAPI SCREEN: FOOD FREQUENCY & VARIETY]

[1-7] Q.1: During the previous 24-hour period did you consume:

This question checks which meals (of all of the possible meals) the *YL Child* consumed in the last 24 hours (or the most recent typical day). The list of possible meals includes: food before morning meal, morning meal, food between morning and midday meals, midday meal, food between midday and evening meal, evening meal, and food after the main evening meal.

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

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

[CAPI SCREEN: FOOD FREQUENCY & VARIETY 2]

The next set of questions is about the diet of the YL Child.

INSTRUCTIONS

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

- Ask the respondent to mention all the foods (meals and snacks) eaten yesterday during the day and night. Start with the first food/drink consumed the previous morning. Record these items in the a separate sheet of paper.
- After the respondent recalls all the foods and beverages consumed, enter 'yes' to the corresponding foods in the list under the appropriate food group if at least one food in this group has been mentioned.
- Probe for snacks eaten between main meals.
- Probe for added foods such as sugar in tea, oil in mixed dishes or fried foods.
- If a mixed dish was eaten, ask about and underline all the ingredients of the dish.

Once the recall is finished, probe for food groups where no food was selected. It is not
necessary to read out to the respondent the exact name of the food group, but simply ask (for
example) about fruits, vegetables or tubers if these groups were not previously indicated.
Write "0" in the right hand column of the questionnaire when it is certain that no foods in that
group were eaten.

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

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

[1] Q.3. Do you eat any meat/sega?

The answer should be "NO" if *YL Child* <u>DOES NOT</u> eat any meat: fish, beef, lamb, or poultry when they have the choice to eat it.

[2-17] Q.3: During the previous 24-hour period did you consume any of the following?

These questions include all types of food consumed in meals or snacks in the previous 24 hours. You should NOT ask these questions by naming all the options. Rather tell the YL Child to <u>construct</u> what he/she ate during the last 24 hours, from morning to night as is described in the instructions before and the example below.

Example:

...

YOU: What did you ate yesterday before breakfast?
YL Child: Coffee
YOU: Did you added sugar to your coffee?
YL Child: 'yes'
YOU: What did you have for breakfast?
YL Child: beans with enjera
YOU: Were the beans cooked with oil? Did they contain onion? Did your mom added salt?

People tend to forget that they had eaten certain foods, so prompt and ask not only about main meals, but snacks as well. Include foods consumed inside and outside the household and food he/she bought on the street.

Once you have constructed what the YL Child ate, enter into CAPI. If you realise the YL Child does not mention eating any product in one of the categories, for example, any fruit; double check that he did not, before proceeding to the next section.

SECTION 10 – ANTHROPOMETRY

PURPOSE

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

INSTRUCTIONS

PROCEDURES TO MEASURE WEIGHT

- We will use an electronic balance. Please find an adequate and safe surface. This kind of balance cannot accurately measure if it is on a slope.
- Be sure to record each weight measures in the corresponding spaces of the table. Do not forget to record the final weight.
- Weight the YL Child / Child with minimal clothing and no shoes. In this case you will need to type a list of the clothes the child is wearing, and then deduct clothes from total weight. This calculation should be done after you have written the weight marked on the scale.
- Record all weight calculations on the back of the sheet.
- Weigh the *Index Child* / Child and read the weight measurement clearly. Take a second reading, when the Child and the balance are stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different even do the procedure a third time and record the number that is repeated twice.
- If you cannot get the two equal measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- Always thank the mother/YL Child.

PROCEDURES TO MEASURE HEIGHT

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



CONTROLLING QUALITY OF WEIGHT AND HIGHT

1) Read the measures

- a) If the marker indicates a precise measure (mm. or g.) then take this as the measure.
- b) If it falls between two markers, then take the lower value.
- 2) Write the measures
 - a) It is very important to write the numbers clearly.

b) If you mistype a number, do not delete or change it - cross it out and write the correct number next to it.

3) Read and record the weights and sizes

- a) The person who is measuring should read the measurement
- b) The assistant repeats what has been read
- c) The person being measured says "yes" or "good"
- d) The assistant says "yes" or "good" and types the measurement
- e) The assistant displays the measurement to the person who wrote it

Height

4) Common errors in measuring the height/size

- a) Position of the person taking the measure
- The person is too far from the Index Child / child's feet.
- The person is not on his/her knees.
- The person is too far from the scale.
- b) The feet of the Index Child / child
- Is tiptoeing.
- The soles are not perpendicular to the scale.
- Child is being measured standing on one foot only.

c) The child's head

- The neck is too stretched
- The neck is bent.
- The mother's hand palm completely covers the ear (fingers are not bent)

d) The position of the Index Child / child in the measuring board

- The Index Child / child is not in the centre of the scale
- The *Index Child* / child is wearing a diaper or other bulky clothing, braid or hair accessories so that the head of the *Index Child* / child is not in contact with the measuring scale.

Weight

5) Common mistakes in weight

- The Index Child / child can touch a wall or grab other people around
- The Index Child / child is wearing clothes

Height

- Use a stick to find out his length and verify the height
- The space between the base of the foot and the board must be less than 2mm

Weight

- Use a standard weight 5-10 kg to verify balances
- Check each time that scales are calibrated

SUB-SECTION 10.1. INDEX CHILD INSTRUCTIONS

[CAPI SCREEN: ANTHROPOMETRY – INDEX CHILD]

[1] **Q.1** Make sure that the scale has been tested and is working well. Write a check if the scale is well calibrated.

[2-4] Q.2-Q.4 Take two weight measures. Enter each in Q.2 and Q.3 questions, and then enter the final weight in question Q.4.

[5-7] Q.5-Q.7 Take two measures of height, enter each in Q.5 and Q.6 questions, and then enter the final size Q.7 question.

[8] **Q.8** If the *Index Child*' height was not measured; specify why the measurement did not occur.

SUB-SECTION 10.2. ANTHROPOMETRY OF THE CHILDREN OF THE INDEX CHILD

INSTRUCTIONS

[CAPI SCREEN: ANTHROPOMETRY OF CHILDREN OF THE INDEX CHILD]

When entering this sub-section in CAPI, you will see a table with all the *Index Child*'s children's names. To enter information for each child's anthropometry, click the cell [Enter children's information].

[SUBSCREEN: ENTER ANTHROPOMETRICS INFORMATION]

Clicking on this cell displays a set of questions.

[1] **Q.1 (Sub-table)** Make sure the balance has been tested and is working well. Place a check if the balance is well calibrated.

[2-4] Q.2-Q.4 (Sub-table) Take two measures of weight. Enter each in questions Q.2 and Q.3, and then enter the final weight in question Q.4.

[5-7] Q.5-Q.7 (Sub-table) Take two measures of height, enter each in questions Q.5 and Q.6, and then enter the final size in question Q.7.

[8] Q.8 (Sub-table) If the *Index Child* was not weighted, specify why the measurement did not occur.



ROUND 4

FIELDWORKER MANUAL Ethiopia

HOUSEHOLD QUESTIONNAIRE

Older Cohort

October, 2013

Ethiopian Development Research Institute (Ethiopia) University of Oxford (UK)

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INTRODUCTION

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

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

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

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

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

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

- General guidelines on how to conduct the interview
- General guidelines on how to fill in the questionnaire

The Older Cohort Household questionnaire collects similar information to the Younger Cohort Household questionnaire. There are two main differences. Most of the questions that are asked about the *Index Child* to the caregiver are now asked to the *Index Child* directly. Some of the sections informing on the household's socio-economic situation have been shortened substantially or dropped. For example, food and non-food consumption, earned income, transfers/debts/remittances.

TRACKING SCHEDULE

PURPOSE

The purpose of the tracking schedule is, firstly, to locate the YL Child and confirm that his/her family agrees to continue participating in the study; secondly, to **identify who is the relevant household** where the Older Cohort Household Questionnaire will be administered.

RESPONDENT

The Tracking Schedule can be answered by any adult at least 18 years old that can provide reliable information about the location of YL Child or his/her family. However, once YL Child's family has been found the respondent should be a household member that is familiar with YL Child's affairs – ideally the household head.

DEFINITIONS

- → Household: A household is defined as a group of individuals that meet <u>three conditions</u>:
 - 1. They live under the same 'roof' or within the same compound/homestead/stand; and
 - 2. They share food from a common source at least once a day (i.e. cook and eat together); and
 - 3. They contribute to or share in, a common resource pool, <u>aside from food and shelter</u>, which means:
 - They contribute to the household through wages/salaries or any cash/in-kind income (e.g. parents), or
 - They **benefit from** this income, but do not contribute to it (e.g. children, students, elderly)
- → Previous household: Household in which the YL Child lived in Round 3.
- → Current household: Household in which YL Child is living now in <u>Round 4</u>, which satisfies the three conditions of household definition.
- → New environment: environment in which YL Child is living now in <u>Round 4</u>, which does NOT satisfy the three conditions of household definition.
- → <u>Relevant</u> Household: In <u>Round 4</u>, we will find YL Children living:
 - a. In the same household (previous household),
 - b. In another household (current household) with relatives, or
 - c. In a new environment with different people (i.e. **dependent** children living in hostels for studies).

Among those three possibilities, we need to identify where the household questionnaire should be administered. The household questionnaire will NOT be administered to those living arrangements that do not meet the **three conditions** of a household definition. Therefore for children living in a new environment such as hostels we will administer the household questionnaire in their previous household as these children are still dependent of that household.

To identify which household, <u>whether the previous household or current household</u>, is the most relevant in portraying the existing arrangements and situation of the YL Child we consider an additional condition.

Condition #4: Source from which child receives the <u>highest</u> monetary contribution for living costs such as studies (tuition fees, registration, examinations, books, etc.), transportation, clothing and other items (<u>excluding food and housing</u>).

The household that comply this last condition is defined as the relevant household in which the household questionnaire is to be administered. Box 7 sums the criteria for identifying the relevant household.

BOX 7: CRITERIA FOR IDENTIFYING THE RELEVANT HOUSEHOLD

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

- Condition #1 Sharing shelter
- YL Child has ever lived in the same house/dwelling with this household.
- Condition #2 Sharing food
- YL Child has ever cooked and eaten together with this household.
- Condition #3 Economic dependence
- YL Child currently benefits from pooled income with this household.
- Condition #4 Highest contribution to living costs
- YL Child <u>currently receives</u> the highest monetary contribution from this household.
- → Primary caregiver: In Round 4, In this round, we no longer interview the primary caregiver of the YL Child (as in previous rounds), since the Index Child is now considered to be grown-up and already or soon to become independent. <u>All references to the caregiver in the questionnaires for Older Cohort Index Child are referring to the person who was identified as the caregiver in the previous round (Round 3)</u>. The name of this person is pre-populated in CAPI everywhere where he/she is mentioned.

→ Household head: In principle, the definition of household head is left open to the respondent. However, if s/he does not know how to define her/him or mentions more than one person, explain that the household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. There should only be one household head in each household.

INSTRUCTIONS

The tracking of the YL Child is done by supervisors. Each supervisor will receive a pre-printed *Contact Sheet* with the household's last known address collected in the last tracking on September 2011 and other details that may help them find the YL Child and his/her family.

The Tracking Schedule is administered on paper. Only the final attempt – in which YL Child is found – will be entered in CAPI. Supervisors will provide you with the last tracking attempt so that you can enter it in CAPI. If Supervisor's cannot track the YL Child after the 7^{th} attempt, they will report to the Survey Coordinator to record him/her as dropped in this round.

REMEMBER: FIELDWORKERS/SUPERVISORS SHOULD NOT FILL IN ANY ATTEMPT <u>IN</u> <u>CAPI</u> IF THE YL CHILD IS NOT FOUND, AS THIS WILL OPEN A NEW INTERVIEW THAT WILL NOT BE CONDUCTED.

The following explanations are mainly for Supervisors as they will conduct the tracking. However, you should understand the underlying principle for selecting the relevant household, as this will become relevant in several sections of the Household and Child questionnaires.

[CAPI SCREEN: TRACKING]

Q.1: Child ID

This is the unique number assigned to each YL Child since Round 1, and it should be kept until the last round of the study. Make sure you enter capture the correct ID.

[1] Q.2: 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. The maximum number of attempts will be 7. If you cannot track the YL Child after the 7th attempt, report to the Survey Coordinator to record him/her as dropped in this round.

[2-4] Q.3: Date

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

- [2] Day
- [3] Month
- [4] Year

STEP 1: Find the house

[5] Q.4: Could you find the house/dwelling?

Use the <u>physical address of dwelling</u> provided in the *Contacts Sheet (Figure #7)* to find the house where the child was tracked for the last time. The house/dwelling refers to the building/physical house/compound, etc.

Figure 1: Contacts Sheet

| Household head's full name (with grandfather's name) | | | |
|--|---------------------------------------|----------------------------------|--|
| Child's full name (with gran | ndfather's name) | | |
| Region | | Zone | |
| Woreda | | Town (if urban) | |
| Kebele/PA/Tabia/G\anda_ | | Got/Kushet | |
| | | Telephone number (if he/she has) | |
| | nas) | | |
| The name and address of E | EDDIR | | |
| Name of neighbours to the | 2: | | |
| East | ; West | | |
| North | ; South | | |
| Full Address of a close rel | ative who always knows the family's v | vhereabouts: | |
| N | | | |
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[6] Q.5: Record any tracking information collected. Include new address if possible.

If you could not find it, talk to neighbours to find out how to get there or where to find YL Child's family. If unsuccessful, use the phone and postal address provided in the *Contacts Sheet* to contact the household head (usually the child's father). Record any useful information you got, and report to the Fieldwork Coordinator. If a child moved to an area where another supervisor is working, inform the Fieldwork Coordinator.

REMEMBER START A NEW SCHEDULE FOR YOUR NEXT ATTEMPT TO FIND THIS CHILD. FOLLOW-UP QUESTIONS ON THIS SCHEDULE MUST BE LEFT BLANK.

STEP 2: Find YL Child's Family

[7] Q.6: Does [YL Child]'s family live here?

Once you found the house/dwelling, make sure whether the YL Child's family is still living there.

[8] Q.7: Record any tracking information collected. Include new address if possible.

If YL Child's family does not live there, ask to the members of that household or talk to neighbours for any tracking information. Record any useful information you got, and report to the Fieldwork Coordinator.

REMEMBER: START A NEW SCHEDULE FOR YOUR NEXT ATTEMPT TO FIND THIS CHILD. FOLLOW-UP QUESTIONS ON THIS SCHEDULE MUST BE LEFT BLANK.

STEP 3: Check if YL Child is alive

[9] Q.8: How is [YL Child] doing?

Once you found YL Child's family, you must find out if YL Child is still alive. This is very sensitive, so it is better to ask indirectly to prevent upsetting the respondent. It could be as phrased in this question or by asking "Is the child around / gone for playing / school?". If the child has passed away, you should make appropriate sympathetic statements on behalf of the project.

[10-11] Q.9: Approximately, how old was [YL Child] when s/he passed away?

Try to elicit in a very tactful manner, at what age the child died if possible. You could ask this to a household member or a neighbour. *|| End the interview here.||*

[10] YEARS

[11] MONTHS

STEP 4: Find YL Child

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

The purpose of this question is to know whether YL Child is still living in the same household as in Round 3. Note that the household head or the primary caregiver may have changed for several reasons (e.g. the household may have lost the household head or the primary caregiver may have moved away). This is still the same household. Record the YL Child as living in the same Round 3 household when they have not moved and continue to live with previous household members.

[13] Q.11: Where is [YL Child] living?

Record the address and if possible the name of someone the child is living with. Once you get a new possible address, start the Tracking Schedule from the beginning. Remember to record the number of attempts in a correlative order.

[14-15] Q.12: How long has [YL Child] been living there?

Record the length of time the child has been living there in years and months.

[14] YEARS

[15] MONTHS

[16] Q.13: For how long do you expect [YL Child] to stay there?

This question intends to capture whether the child is expected to return to the previous household. Enter "Temporarily" if the child is expected to return at some point, although the respondent does not know exactly when. Enter "Permanently" if the child is NOT expected to return to the previous household.

STEP 5: Identify the relevant household

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

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

Please follow the guidelines below to select the correct code from Codebox #1.

- Use code *00=YL Child* if the child is living economically independent (i.e. supports himself/herself financially without any help). Select code, and then skip to Q.17 "The relevant household is the <u>current household.</u>
 - For instance, if s/he is working and lives on his own.
- Use code **01=Biological parent** if the child is living with any of the parents, even if the child is living also with other relatives, such as grandparents.
- Use code **25=Partner/Spouse of YL Child** if the child is married and lives with her/his spouse independently, <u>without</u> the in-laws.
- Use code **26=Father-in-law/Mother-in-law** if the child is married and lives with the spouse and the spouse's parents. This would be the common case for index girls who got married and are living with their husband and their father/mother-in-law.
- Use code **28=Brother-in-law/Sister-in-law** if the child is married and lives with the spouse <u>and</u> <u>the spouse's siblings</u>. This would be the common case for index girls who got married and are living with their husband and their brother/sister-in-law. Note that if she lives with the brother/sister-in-law AND the father/mother-in-law, you should enter the previous code 26=Father-in-law/Mother-in-law.
- Use code **22=Other**, **non-relative** when the child is NOT economically independent and is living with other people that are not family. Select code, and then skip to Q.18 "**The relevant household is the Round 3 household**".
 - This would be the common case for children studying and living in a hostel or in a residential college; children living with a group of other children, or children working as full-time maids living with the family that has hired them <u>given that they still depend</u> <u>economically on their previous household</u>. The relevant household is Round 3 household because the examples above do not meet the third condition of the household definition explained in Box # 6.
 - However, if the child is working full-time and does NOT depend economically on the previous household, then you should use code *00=YL Child* as explained on the first bullet.

REMEMBER: IF THE CHILD IS LIVING ECONOMICALLY INDEPENDENT, SELECT CODE 00=YL CHILD INSTEAD AND CONTINUE TO Q.17.

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

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

This question aims to capture if YL Child has moved to a <u>different household</u> with the <u>same</u> <u>caregiver</u> as in Round 3, when the caregiver is NOT any of the parents.

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

This question is the bottom line to identify which is the relevant household. It identifies which household is mostly contributing to pay for YL Child's living costs, such as studies (tuition fees, registration, examinations, books, stationery, etc.), transportation, clothing and all other items (excluding food and housing) as explained in Box #6.

STEP 6: Confirm which the relevant household is

[20] Q.17: The relevant household is the current household.

Tick this option when YL is living in:

- a) Child lives in a new household and is economically independent.
- b) Child lives in a new household with parent(s)
- c) Child lives in a new household with Round 3 caregiver (caregiver different from parents)
- d) Child lives in a new household with a relative (different from parents and previous caregiver) who contributes more than Round 3 Household
- e) Child married and lives in a new household.

[21] Q.18: The relevant household is the Round 3 household.

- a) Child lives in the same household as in Round 3.
- b) Child lives in a new environment with non-relatives.
- c) Child lives in a new household with a relative (different from parents and previous caregiver), but <u>household from R3 contributes more than the current household.</u>

REMEMBER: THE GOLDEN RULE FOR IDENTIFYING THE RELEVANT OLDER COHORT HOUSEHOLD IS:

IF YL CHILD IS CURRENTLY LIVING **ECONOMICALLY INDEPENDENTLY**, WITH THE, **PARENTS / ROUND 3 CAREGIVER / SPOUSE / IN-LAWS**, PICK THE CURRENT HOUSEHOLD. OTHERWISE, PICK THE HOUSEHOLD THAT CONTRIBUTES THE MOST TO THE CHILD'S LIVING EXPENSES.

THE MOST IMPORTANT THING IS THAT THE OC HOUSEHOLD QUESTIONNAIRE SHOULD <u>ALWAYS</u> BE ADMINISTERED.

After you finish the Tracking Schedule, you will informally confirm that YL Child is still happy to be part of the study. At this stage, just ask verbally –**Are you still happy to be part of the study?**—you will formally confirm consent at the main interview – in order to give her/him time to consider.

If consent is given, move on to the Preliminary Interview. If not, thank the respondent and end the interview.

PRELIMINARY INTERVIEW

PURPOSE

To get consent for keep participating in Young Lives Study and re-introduce Young Lives to all households enrolled since 2002. If successful, you will set appointments with the main respondents of the questionnaires (e.g. the household head, the primary caregiver and YL Child). You should also verify that the contact details in the *Contacts Sheet* (see Figure #7) are up to date.

RESPONDENTS

Preferably the respondent should be the same as in Round 3; otherwise, any adult (18 years old or more) in the household that knows well the rest of household members, especially YL Child (i.e. not a visitor). If no one with these characteristics is present, ask when you could come back to meet the most suitable respondent.

DEFINITIONS

→ Household head: defined in the Tracking schedule (see above if in doubt).

INSTRUCTIONS

Briefly introduce yourself and the study following the outline of self-introduction set out in the next box:

BOX 8: OUTLINE FOR SELF-INTRODUCTION TO THE HOUSEHOLD

SAY: My name is [SUPERVISOR NAME] and I am part of 'Young Lives' project, a study of childhood poverty which has been carried out since 2002 in four countries: Ethiopia, India, Peru and Vietnam. You may remember that we first visited you 11 years ago when you kindly answered questions for us on various aspects of your lives. The last time we visited you was in 2009/2010 and now we are visiting you again to find out how your life has been over the past 4 years and, in particular, to see how [YL Child] has been developing. Today we would like to check some details with you and then, if you agree, arrange an appointment for a deeper interview with you at a time most convenient to yourselves. Please remember you have the right to withdraw from the study at any time.

It may be possible that the household members want to know why we are interested in the same child. They may get upset that other children in the household are not involved. Explain why we follow the same child and if they are still upset you may be able to placate the family by getting all the children to do the child development tests (after the index child).

Check the name of the index child against the name on the Contact Sheet form. It is essential that the respondent is answering questions about the correct child. If the child is not the same, ask for the identified child and start the questionnaire again.

[CAPI SCREEN: PRELIMINARY INTERVIEW]

Q.1: Child ID

Check that this is the same ID you have from the *Tracking Schedule* and the *Contacts Sheet*.

Q.2: Date of Preliminary Interview

This should always be the same or later than the date of the last attempt of tracking. Enter date using Ethiopian Calendar.

Information about location

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

If this is the case, verify that all the details are up to date; otherwise, update them. Check the spelling of YL Child's name and surname(s). If her/his parents are not able to spell the name, ask if there is any documentation with the name.

[] Q.4: New address

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

[] Q.5: Phone numbers

Ask for the landline and mobile, ideally of the household head and/or main respondent of child's affairs.

[] Landline phone

[] Mobile phone

[] Q.6: Geographic coordinates

<u>GPS coordinates will ONLY be taken for children who are residing in a DIFFERENT address than</u> the one they lived at in Round 3, as this was the last time that the GPS data was collected for them. For those children residing in same address, you will be given a sheet with the address and coordinates of each household location in Round 3. You should follow these 3 rules:

- a. If the household has NOT moved since R3 and GPS coordinates are available from Round 3, they can **manually copy** the coordinates collected in R3 from the sheet to the relevant CAPI fields.
- b. If the GPS coordinates for the households are not available from previous rounds, new GPS coordinates **must be collected** and entered in CAPI.
- c. If the **household moved since R3**, the current coordinates **must be collected** and entered in the relevant CAPI fields. This applies to the following cases:
 - i. If the household moved between R3 and September 2011 tracking, the current coordinates **must be collected** and entered in the relevant CAPI fields.
 - ii. If the household has moved after September 2011 tracking, the current coordinates **must be collected** and entered in the relevant CAPI fields.

The reference point to read the GPS (East and North points) is located 1 meter in front of the main door of the house. The format in which the coordinates should be collected is GPS (East and North): Degrees (integer)/Minutes (integer)/seconds (integer) i.e., [______°____ °______].

The following questions intend to identify what type of context information (Community/Mini-Community Questionnaire) will be collected in the locality where the YL Child is currently living.

[] Q.7: Cluster ID (Sentinel site) - OBSERVE

Choose the appropriate ID of the Sentinel Site in which the child lives. If the child has moved to a locality outside the Young Lives sentinel sites, choose the code '90'.

[] Q.8: Community ID – OBSERVE

Choose the appropriate ID of the Community in which the child lives. If the child has moved to a locality outside the Young Lives community, choose the ID 'ET999'.

The following questions are administered when the YL Child has moved out of the Young Lives sentinel sites. They intend to identify whether a Supervisors has to canvass a Mini-Community questionnaire or they can avoid so by linking the YL Child to a YL Sentinel Site.

[] Q.9: Is this locality urban or rural?

Follow the <u>official definition</u> to choose between urban or rural. If in doubt, contact the Kebele/ Town Administration Office.

[] Q.10: Is it possible to link this urban locality to a nearby urban YL Community?

The purpose of this question is to link children who are living in an urban locality to the nearest urban YL Community—where a Community questionnaire is being administered—, <u>when the latter</u> <u>reflects similar contextual circumstances</u>. In the Ethiopian context, children will experience similar circumstances when:

- The urban YL Community is located <u>within 8 km radio</u> from the locality where the YL Child lives (for urban places).
- The urban YL Community is located in the same sub-city in which the YL Child lives (for Addis Ababa only).

If there is an urban YL Community within an 8 km radio or within the same sub-city (for Addis Ababa) from the urban place where the child lives, select 'yes' and continue to Q.11. Otherwise, skip to Q.14.

[] Q.11: Select the Community ID of this nearby <u>urban</u> YL Community.

Check the sheet with the list of communities that you were provided with and select the Community ID of the YL Community which is within an 8 km radio or within the same sub-city (for Addis Ababa) from the place where the child lives. In CAPI, the drop-down menu for this question will show only the ID's of <u>urban</u> communities. Once answered, skip to Q.15.

[] Q.12: Is it possible to link this <u>rural</u> locality to a nearby <u>rural</u> YL Community?

The purpose of this question is to link children who are living in a rural locality to the nearest rural YL Community—where a Community questionnaire is being administered—, <u>when that nearest</u> <u>rural YL Community reflects similar contextual circumstances</u>. In the Ethiopian context, children will experience similar circumstances when:

- The rural YL Community is within a 5-10 km radio from the locality where the YL Child lives.

If there is a rural YL community within 5 km radio, Supervisors should select 'yes' and continue to Q.13.

If there is a rural YL community within 5-10 km radio, Supervisors should decide whether the rural locality where the child lives is similar in terms of connectivity with the capital of the district, access to services, and education and health facilities to that nearby rural YL Community. If so, Supervisors should select 'yes' and continue to Q.13. Otherwise, skip to Q.14.

[] Q.13: Select the Community ID of this nearby <u>rural</u> community.

Check the sheet with the list of communities that you were provided with and select the Community ID of the YL Community which is within 5-10 km radio from the place where the child lives. In CAPI, the drop-down menu for this question will show only the ID's of <u>rural</u> communities. Once answered, skip to Q.15.

[] Q.14. Select the Mini Community ID for this locality.

Administer a Mini-Community questionnaire for this locality and enter the new ID from the correlative list assigned to you. Contact the Fieldworker Coordinator to verify that the ID is correct. The Mini-Community ID (ET - MC - ____) entered here should match exactly the ID given to Mini-Community questionnaire for this locality.

[] Q.15: Region of residence

Specify the name of the region

Household Roles

[] Q.16: Current household head is the same as in Round 3

Check the *Contacts Sheet*. If the household head is the same as in the previous round, verify that the name provided in the *Contacts Sheet* is written correctly and amend if necessary.

[] Q.17: Who is the household head?

If the household head is different from before, write her/his full name –there is no need to enter the ID at this stage as more details will be asked in depth during the main interview.

If [YL Child] is living independently (answered Q.10=00 and Q.14=00 in the Tracking Schedule), record her/himself as household head.

[] Q.18: What is his/her relationship to [YL Child]?

Enter the relationship to the YL Child. Remember that the <u>reference point is the YL Child</u> and not the household head. For instance, if the father is the respondent and he is also the household head, when you ask this question, he might say: "[YL Child] is my daughter". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

If YL Child is living independently, enter 00=YL Child.

[] Q.19: Currently living with Round 3 caregiver?

Check the Contacts Sheet.

[] Q.20: Who is the best person (respondent) to answer questions about [YL Child] (e.g. their education, health, etc.)?

The purpose of this question is to identify the key respondents for the main questionnaire. Try as much as possible to involve the same person as in Round 3.

If the YL Child is no longer living with Round 3 caregiver, write the name of the most informed person about YL Child's affairs. If [YL Child] is living independently (answered Q.10=00 in the Tracking Form), record him/herself as the best person to answer questions about him/her.

[] Q.21: What is his/her relationship to [YL Child]?

Remember that the <u>reference point is YL Child</u> and not the caregiver. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

If YL Child is living independently, enter 00=YL Child.

Once you have identified the key household roles for the child, prompt the *Consent Form* (see Box #7) and read it to YL Child's caregiver. If the person is illiterate, it is essential to have a witness that could be a relative or any other person who can read it. You must inform the caregiver that the child will be assessed and interviewed. [Explain about the Child Questionnaire, and the Achievement and Anthropometry Tests). Provide explanation to all her/his queries and doubts, if any. Remind her/him that their participation is voluntary, so either the caregiver or YL Child may leave the study anytime. If s/he needs more time to think or consult anyone, kindly offer to come back any other time that may suit her/him.

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

BOX #9: CONSENT FORM

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

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

I have been informed about what the data collected in this investigation will be used for, to whom it may be disclosed, and how long it will be retained

I understand that my personal involvement and my particular data from this study will remain strictly confidential. Only researchers involved in the investigation will have access.

I have had the opportunity to discuss the details and ask questions about this information. My questions have been answered by ______. I received satisfactory answers to all my questions.

I understand that participation is entirely voluntary and that I may withdraw from this study

| at any time without giving a reason and that this will be without detriment to any care or services I may be receiving or may receive in the future.I agree to the arrangements described in the information sheet so far as they relate to my participation and hereby fully and freely consent to participate in the study which has been fully explained to me. | | | |
|---|------------------|--|--|
| I have received a copy of this consent form and the accompanying information sheet. Participant's signature/thumbprint or other sign: | | | |
| Region: Z | Zone: | | |
| Woreda: | Kebele: | | |
| Signature of project staff: | | | |
| Date: / / (| (day/month/year) | | |

Only after YL Child's caregiver agrees and signs the *Consent Form*, you may proceed with the next questions.

[] Q.22: What is the preferred language of interview?

This should be asked for the household head, the most informed person about YL Child's affairs (Older Cohort) and the YL Child, in order to arrange for a translator if needed.

Appointments for main interview

Arrange an appointment with the family for conducting the main interview. Ideally the respondent will be the primary caregiver (or the person who answered the questionnaire last time) or the household head. Appointments should be made with the necessary respondents. The household head and [YL Child] will need to be present at the main interview. If necessary, set more than one appointment.

[] Q.24: Date of First Appointment. Enter using Ethiopian Calendar

- [] Q.25: Time of First Appointment. Enter using Ethiopian Time.
- [] Q.26: Date of Second Appointment. Enter using Ethiopian Calendar
- [] Q.27: Time of Second Appointment. Enter using Ethiopian Time.
- [] Q.28: Date of Third Appointment. Enter using Ethiopian Calendar
- [] Q.29: Time of Third Appointment. Enter using Ethiopian Time.

SECTION 0 – HOUSEHOLD ROSTER

SUB-SECTION 0.1 – HOUSEHOLD ROSTER

PURPOSE

The purpose of this section is to identify the members of the household. It starts prompting the list of household members (*HHMs* hereafter) reported in Round 3 and probes if each of them is still living in the household, as well as if there are new members. For all household members (previous and new), basic demographic information is collected, as well as the relationship of each household member with the index child or Young Lives child (*YL Child*, hereafter). This section is crucial because their personal characteristics (e.g. age, sex, etc.) will determine which questions and sections will be asked to each household member (e.g. education level, employment status, etc.). Additional questions are asked only for the case of YL Child's parents and primary caregiver (if s/he is different from any of the parents).

DEFINITIONS

→ Household head: In principle, the definition of household head is left open to the respondent. However, if s/he does not how to define her/him or mentions more than one person, explain that the household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. There should only be <u>one</u> household head in each household.

→ Household: A household is defined as a group of individuals that meets three conditions:

- 1. They live under the same 'roof' or within the same compound/homestead/stand, and
- 2. They share food from a common source at least once a day (i.e. cook and eat together), and
- 3. They contribute to or share in, a common resource pool, <u>aside from food and shelter</u>, which means:
 - They contribute to the household through wages/salaries or any cash/in-kind income (e.g. parents), or
 - They may **benefit from** this income, but do not contribute to it (e.g. children, elderly)
- ➔ ID of Household Member: The ID is a unique number assigned to each household member since the beginning of the study and, therefore, two members of the same household cannot have the same ID. The YL Child's ID is always "0" ("00" in the paper questionnaire). The remaining household members may have an ID of 1 onwards, and the new members added will have new IDs that will be automatically created in CAPI, so you don't have to enter it.

REMEMBER: THE HOUSEHOLD MEMBER ID IS DIFFERENT FROM THE **CHILD ID**, WHICH IS THE <u>UNIQUE</u> 6-DIGIT CODE ASSIGNED TO EACH YL CHILD OF THE 2 COHORTS FROM THE 4 COUNTRIES. THEREFORE, NO YL CHILD WILL HAVE THE SAME CHILD ID AS ANY OTHER YL CHILD IN THE SAMPLE. THE CODE IS COMPOSED OF: **COUNTRY / CLUSTER / COHORT / CHILD NUMBER** Example: ET 01 0 011, where ET = Country 01 = Cluster 1 = Older Cohort 011 = Child number

In CAPI, the Child ID is shown without the leading "0". In this example, you will see in the top of your screen "10011".

INSTRUCTIONS

In CAPI, the household member roster shows pre-filled basic information of previous household members. Check that the names are spelled correctly and amend, if necessary. The roster should be administered row by row. Once you finish asking for all previous household members (*PHHM's* hereafter) add all new members at the end of the roster by adding new rows to the table.

[CAPI SCREEN: HOUSEHOLD ROSTER]

Household Member Roster

Q.1: Full name

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

PQ.2: Age in R3

The ages of PHHM's appear pre-filled, so you are not able to modify it. Use it as a reference when the respondent reports the current ages of the household members. Please do not correct the respondent even if the pre-filled age and current age do not match.

Q.2: How old is [HHM] (in completed years)?

Enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12 in this question. For PHHM's, CAPI will validate the answer of this question with the pre-filled age from Round 3 to ensure that there is some consistency in the age difference between both rounds (e.g. it cannot be more than 4 years). If a HHM has not had his/her first birthday, you should record 0. Only in this situation, Q.3 will be automatically enabled. If a previous household member has died, record as -88=NA.

Q.3: Age in completed months

This question is enabled only if HHM is less than 1 year old. Because the age is recorded in completed months, answers are limited to the range 00-11. CAPI will show an error message at the time of the validation if the number is greater than 11. Remember that in CAPI you do not need to enter the preceding 0.

Q.4: Sex of Household Member

The gender of the HHM appears pre-filled from Round 3. If you spot any mistakes, you may modify it.

[SUBSCREEN: ENTER INFORMATION ABOUT THE INDIVIDUAL]

P.Q5: Relationship to [YL Child] in R3

The relationship of the PHHM's to [YL Child] in Round 3 is pre-filled for reference.

[] Q.5: Relationship to YL Child

Be careful with the coding. Remember that the <u>reference point is YL Child</u> and not the caregiver. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

The following questions are only referred about YL Child:

Q. 6: Was [YL Child] born in this kebele?

In CAPI, this question will be enabled for the YL Child only. It aims to capture information of the place of birth of the YL Child. If child was not born in the kebele where the interview takes place, continue with Q.8, otherwise skip to Q.15.

Q. 7: Was [YL Child]'s place of birth urban or rural?

Enter the type of place in which the YL Child was born.

Q. 8: Region

Choose the region from the drop-down menu.

Q. 9: Zone

Choose the zone from the drop-down menu.

Q. 10: City/Town

Enter the city/town.

Q. 11: Sub-city / Keftgna

Enter the sub-city/keftgna.

Q. 12: Woreda

Enter the woreda.

Q. 13: Kebele

Enter the kebele.

For all household members:

[4] Q.14: Does [HHM] still live in the household?

This records whether the member lives at home or not, and whether s/he is alive or not. This is a key question because all questions in later sections refer to <u>current</u> household members (only those who are still living in the household). It is important that those household members that have moved are entered properly as "No, he/she moved permanently" or "No, he/she moved

temporarily". For these household members no further questions will be asked in the questionnaire and will not be considered part of the household for practical purposes.

In cases where HHM has died (code 03), Q.17 [5] will be enabled.

[5] Q.15: Which year did [HHM] die in?

Only enabled if answer to Q.16 [4] is 03=Person has died. Please remember being sensitive when asking this question

Once this information is filled in for all household members (previous and current), you should ask the respondent if there are any other people currently living in the household permanently and/or are hosted in the household. This would be the case, for example, of a younger sibling of YL Child that was born at any point after Round 3. In that case, add this person to the Roster and record the same information that was recorded for previous members. By definition the new household member must live in the household.

[BACK TO MAIN SCREEN: HOUSEHOLD ROSTER]

Once you are sure you have included all household members, you will proceed to ask the following questions <u>only to current household members</u>. In CAPI, this information will be pre-filled for those who reported still living in the household.

Current Household Member Roster

[SUBSCREEN: ENTER INFORMATION ABOUT THE CURRENT HH MEMBER]

[1] Q.16: What is [HHM] relationship to the household head?

For the household member that is identified as the household head, you should enter code 0. If this person is different from the one in Round 3 (see *Contacts Sheet or prefilled information*), probe the reported response.

Be careful with the coding. Remember that the <u>reference point is now the household head</u> and not the respondent. For instance, if the father is the household head, when you ask this question for the YL Child, the respondent might say: "[HOUSEHOLD HEAD] is her father". In this case, you should enter the code 02=Son/Daughter, since the relationship is defined taking the household head as point of reference, and not the YL Child, the respondent or any other household member.

[] Q.17: What is [HHM]'s marital status?

Remember that single means that the person has never been married, and 'separated' is used to refer only to people who were once married (not cohabitants).

Q.18: Does [HHM] have a permanent disability that affects his/her work capacity?

Permanent disability is a continuing health alteration that prevents or limits the sufferer from performing work or academic activities, or taking care of him/herself. It can be a result of an accident or an illness (physical or mental). Examples are: paralysis, visual impairment, mental problems, etc.

[] Q.19: Who is [HHM]'s biological mother?

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. If the biological mother lives in the household, enter the ID from the household roster drop-down list. If she does not live in the household, enter 98. If she has passed away, enter 99.

Q. 20: Who is [HHM]'s biological father?

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. If the biological father lives in the household, enter the ID from the household roster drop-down list. If he does not live in the household, enter 98. If he has passed away, enter 99.

Q. 21: Tick if the current household roster is complete.

Once finished updating the household roster, check with the respondent that all current household members have been included, and correct if necessary.

Q. 22: Tick if this is a polygamous household.

This question is for you to answer based on information in the household roster; <u>do not ask the</u> <u>respondent</u>. This refers if the household head has more than one spouse – check the roster to see if more than one HHM is entered as the wife of the HH head (Q.15).

Q. 23: ID of respondent for this section

SECTION 1 – HOUSEHOLD EDUCATION

SUB-SECTION 1.1 – HOUSEHOLD EDUCATION

PURPOSE

The purpose for this section is to identify the educational level and educational degree of each household member and the YL Child, as well as in-depth information about her/his educational experience.

RESPONDENT(S)

The preferred respondent for this section is the primary caregiver since he/she is supposed to be more aware about the Young Lives child's education. However, other family members can help if the respondent does not know some of the information.

DEFINITIONS

- → Full-time education: is when the household member goes to school 5-6 days a week or all working days in a week. The hours per day might be a whole day or just morning, afternoon or evening depending on the school. By evening we refer to evening shifts part of full-time primary education. Full-time education <u>does NOT includes part-time or extension programmes</u> such as evening or weekend programmes.
- → Religious education: person learns to read or write in religious institution.
- → Public school: a school that relies partly on government/state funding and part student fees.
- → Private school: a school that relies primarily on individuals enterprises and/or PLC, share corporation
- → Government funded: a school that relies primarily on government/state funding

[CAPI SCREEN: HOUSEHOLD EDUCATION]

INSTRUCTIONS

This section is divided in 2 tables: one for adults (18 years old and above) and another for children (5 to 17 years old).

In CAPI, names of each household member who are in these age ranges will be filled in automatically based on the information recorded in the Household Roster

For ages 18 and over

[2] Q.1: Respondent for this section

Q. 2: Has [HHM] ever attended or is he/she currently attending school?

It seeks to differentiate between the HHM that have ever attended school and those who haven't. If No, skip to the next HHM.

[3] Q.3: What was the highest grade that [HHM] completed (excluding pre-primary)?

Enter the highest educational degree obtained so far, or the degree of education still studying today for each adult. For those household members whose current educational level is not higher than secondary, we distinguish between specific grades (primary school: 1st through 6th grade;

secondary (high) school: 6th through 12th). If the household member has completed secondary education and has continued studying (or is studying), enter the codes that match this level (e.g. post-secondary, vocational, university, etc.).

Remember that we are looking for the highest educational grade the person achieved –if s/he is no longer enrolled in school- or the current grade/level –if s/he is still studying. For instance, for someone who is currently in 10th grade of secondary school, you must enter 9th secondary school.

Religious education - person learns to read or write in religious institution.

TVET programmes and diplomas/TTI/TTC *should be captured under code 13* (post-secondary; vocational).

Q. 4: Has [HHM]'s education level changed since 4 years ago?

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

Q. 5: Is [HHM] currently in full-time education?

It seeks to establish whether the individual is in full time education, which refers mainly to formal education programmes. See definition of full-time education at the beginning of this section. Answers distinguish between attending regularly or irregularly. If an individual is supposed to attend to school 4 hours every working day, and he/she attends every time, then he/she is in full-time education and attends regularly; therefore you should enter code 01. Contrarily, if he/she does not attend every class, he/she attends irregularly, and you should enter code 02.

From ages 5-17 only

[SUBSCREEN: Enter information for this individual]

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

It seeks to differentiate between the HHM that have ever attended formal school (i.e. formal primary/ first grade) and those who haven't. If No, skip to the next HHM. <u>This question excludes pre-primary education</u>.

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

Enter the highest educational grade attained so far, or the current grade if the person is still studying today. For educational levels lower than completed secondary, the information is disaggregated by grades (i.e. grades 1 to 12). For our specific age group, we expect almost all of them to be in this educational level. However, for exceptional circumstances the codes allow for levels of education (post-secondary, university, adult literacy, and religious education).

Q.8: Is [HHM] currently in full-time education?

It seeks to establish whether the individual is in full-time education, which refers mainly to formal education programmes. See definition of full-time education at the beginning of this section. Answers distinguish between attending regularly or irregularly. If an individual is supposed to attend

to school 4 hours every working day, and he/she attends every time, then he/she is in full-time education and attends regularly; therefore you should enter code 01. Contrarily, if he/she does not attend every class, he/she attends irregularly, and you should enter code 02. And if s/he is enrolled in part-time studies, then code it with 03.

The following question is asked if [HHM] is <u>currently</u> in full-time education either attending regularly or irregularly. In CAPI, these questions will be enabled automatically.

Q. 9: What type of school is [HHM] currently attending?

We are interested in this question because the type of school is mostly linked to the source of funding of the tuition fees (e.g. public, private, etc.)

Q. 10: Why is [HHM] currently NOT in full-time education?

Ask the respondent why the person is not in full-time education at the moment. This question aims to find out the reasons why the children in the household (being most of them in schooling-age) are not enrolled in full-time education. Choose from Codebox #5. If the respondent mentions more than one reason, ask him/her to select the most important reason. Do not prompt the answers.

Questions 11 [5] – 12 [7] are asked if HHM is <u>currently NOT</u> in school but attended earlier (i.e. not for HHMs who never attended formal school). In CAPI, these questions will be enabled automatically.

Q. 11: How old was [HHM] when s/he completed/ stopped full time education?

This question examines the age (in years) at which the household member completed his/her studies or left school altogether.

The following questions only apply to previous household members.

Q. 12: Has [HHM]'s education level changed since 4 years ago?

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

[BACK TO MAIN CAPI SCREEN]

SECCION 2 – LIVELIHOODS AND ASSET FRAMEWORK

SUB-SECTION 2.1 – LAND USE AND CROP AGRICULTURE

PURPOSE

The purpose of this section is to find out about the possession / use of agricultural and non-agricultural land by the household. We will collect the size and use of all land used by the household in the last agricultural year. The non-agricultural land include areas used for housing (such as house, flat, either owned, leased or borrowed), for business (such as if the household rents / has a place to sell or produce goods) or both (such as a house where the ground floor is a business / an orchard). In the case of agricultural land we also need information about the types of crops grown.

DEFINITIONS

| Owned (includes | The land is owned by the household and is not mortgaged with the bank or |
|----------------------------------|--|
| sharecropped-out and leased-out) | other financial institution. Also could be that the household has a land-use certificate for the land. If the land is rented out, borrowed out y/o shared out, it will be recorded in this category. |
| Rented-in | The household rents land that belongs to someone else (not a household member). |
| Borrowed | The household borrows land that belongs to someone else (not a household member). |
| Sharecropped-in | The land is being shared with another person (usually the owner of the land) who allows part of the land to be worked under a contract that specifies the percentage of the crop and / or a monetary payment in exchange for work.Warning: If the household owns the land and is share-cropping it, then it will be "sharecropped-out" land, and it will fit in the first category. |
| Common property | Example: communal land |
| Squatted | Includes invasion / illegal occupation. If the land is the product of an invasion and now the household has the land title, consider this land as their own, however if the household is in the process of getting that title, the family does not own the land, and is considered an illegal invasion. |
| Leased from state | Land rented from the state on lease basis. |
| Mortgaged | A land that is held as collateral for loan. |

RESPONDENT

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

INSTRUCTIONS

The next table should be administered as follows:

- 1. First ask about all plots the household owned, sharecropped-in, borrowed or rented-in in the last 12 months
- 2. Then continue asking the rest of the questions (row by row) for all plots mentioned.

[CAPI SCREEN: LAND AND CROP AGRICULTURE]

[1] Q.0 ID of respondent for this section (identify the respondent for this section using the ID from the household roster)

Land Use

[2] Q.1 Has the household had any of these types of land in the last 12 months (whether for agricultural or non-agricultural purposes)? Include plots that are sharecropped-in and sharecropped-out. Consider as non-agricultural land the place used as living accommodation.

This is a filter question that identifies which type of land the household has used in the last 12 months. Include plots that are sharecropped-in and sharecropped-out. This question identifies those households that use or have used some land over the past 12 months, so in practice all households must complete this section because non-agricultural land used for housing is included (regardless of whether it was owned, leased, rented, loaned, shared, etc.).

This question enables all the questions that will be asked in the sub-screens for each row.

Agricultural land

Q.2: Agricultural land

This is a filter question for Q.3-Q.6 in the table and should be administered by column: please tick next to each type of land used for agriculture in order to enable the following questions related to the area and use of each type of land.

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

Q.3: Total area of agricultural land

Enter the total area of all agricultural land used by the household during the last 12 months. For example, if the household has a plot of 2 acres and another one of 3 acres, the total area of agricultural land is 5. Help the respondent make the calculations by listing the area of each plot and adding them up.

Q.4 Local units of land

Enter the local unit in which the size of the plot is reported. Choose code from Codebox #5

Q.5: What is the main use of this agricultural land?

The codes prompted in this question are only agriculture-related (includes livestock and aquaculture). If more than one plot, ask for the description of most of the land.

| 05= Agriculture/Farming (arable) |
|--|
| 06= Pasture |
| 10=Sharecropped-out |
| 11=Nothing / Left fallow → Land with no particular use |
| 13=Grazing livestock |
| 14=Aquaculture |
| 20=Other, specify |
| 77=NK |
| 79=Refused to Answer |

Main use of agricultural land

Q.6: What proportion of the land was irrigated in the last dry season?

Please refer to agricultural land only. Read the alternatives.

Non-agricultural land

Living Accommodation

Q.7: Living accommodation land

This is a filter question for Q.8-Q.10 in the table and should be administered by column: please tick next to each type of land used for accommodation in order to enable the following questions related to the area and use of each type of land.

Q.8: Area of non-agricultural land for living accommodation

Record the area of land (in local units) used for housing, including cases where there is a business within the house. You should enter the total area ("base" of the land) where the house is placed. If there is more than one property, you must report the sum of the total area of the land. If the household has a business in the house (e.g. a warehouse on the ground floor), include it in the total area of the land. If the household moved from one house to another during the last 12 months, only consider the <u>current</u> house.

Q.9 Local units of land

Enter the local unit in which the size of the plot is reported. Choose code from Codebox #5

Q.10: What is the main use of this land?

Here you must enter only one code, but be aware that the codes allow for another use aside from accommodation. If the household has a business <u>within</u> the house, you can use the codes from 02 to 04 depending on the type of business, as shown in the following table.

| 01=Living accommodation | |
|---|--|
| 02=Living accommodation plus Garden/Terrace | |
| 03=Living accommodation plus <u>Garden with produce for consumption or sale</u> → Agricultural business | |
| 04=Living accommodation plus <u>Industry (e.g. shop, rented-out</u> <u>accommodation</u>) → Commerce and business | |
| 05=Living accommodation plus <u>Garden with produce for consumption or sale</u> <u>plus Industry</u> → Mix of agricultural and non-agricultural business | |
| 20=Other, specify | |
| 77=NK | |
| 79=Refused to Answer | |

Main use of Non-Agricultural Land: Accommodation

Industry and others

Q.11: Any other land

This is a filter question for next questions Q.12-Q.14 and should be administered by column: tick next to each type of land used for business and others in order to enable the following questions related to the area and use of each type of land.

Q.12: Total area of non-agricultural land for Industry and others

Record the area of land (in acres and cents) used **exclusively** for business and others – that are NOT accommodation. If the household has a business within the house (e.g. shop, warehouse, etc.), it should have been reported in Q.7-Q.10. In this question, we only record plots **outside the house** used for business or other purposes different than housing.

Q.13 Local units of land

Enter the local unit in which the size of the plot is reported. Choose code from Codebox #5

Q.14: What is the main use of this land?

Main use of Non-Agricultural Land: Industry and others

07=Gardening

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

Q.15: What is the total area of leased-out / sharecropped-out land?

This refers to land <u>owned by the household</u> which is leased to someone else. This could be agricultural and/or non-agricultural land.

Q.16 Local units of land

Enter the local unit in which the size of the plot is reported. Choose code from Codebox #5.

REMEMBER: IF THE HOUSEHOLD HAS MORE THAN ONE PLOT OF LAND, PLEASE ENTER THE <u>SUM OF ALL PLOTS</u> WHEN RECORDING THE AREA OF THE LAND (Q.3, Q.8 AND Q.12), AND REFER TO THE DESCRIPTION OF <u>MOST OF THE LAND</u> WHEN ASKING FOR THE USE OF THE LAND (Q.5, Q.10 AND Q.14).

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

Q.17: Is [OC YL CHILD] the main decision maker about how any of this land is used?

The main decision maker is the person who has the final say, even when others are of a different opinion.

Q.18: Is [OC YL CHILD] the main decision maker about how proceeds from any of this land are used?

That is proceeds from the way in which the land is used, and/or if the land was sold.

Q.19: Does [OC YL CHILD] have a land certificate for any of this land?

This question informs on whether the *Index Child* officially owns any of the household land.

[CAPI SCREEN: LAND AND CROP AGRICULTURE 2]

Crop Diversification

Q.1: In the last agriculture year, has anyone in your household grown and harvested any crop?

This is a filter question that will enable the Crops table. Keep in mind that this refers only to crops grown AND <u>harvested</u> by the household in the last agricultural year. If the household has grown, but not yet harvested a crop, do NOT include it.

[8] Q.2: List in this column the crops cultivated by the household in the last agricultural year

Enter the code of ALL the crops cultivated grown <u>and harvested</u> by the household on the last agricultural year, starting with the largest crops first. Use the codes that are provided in Codebox # 9. Add all remaining crops in each of the rows below. If the household grows more than 9 types of crops, enter all remaining crops in the 10th row named *All other rows*.

[SUBSCREEN: ENTER CROP AND EXPENDITURE DETAILS]

Q.3: Total output

Enter the total output produced per crop. If any of the output has been grown in sharecropped-in land, then you should record only what the household produces and harvests <u>as part of its own</u> <u>agricultural activity</u>. This means that total output includes that is taken by the person with whom they have sharecropped-in the land.

[2] Q.4: Units of output

Establish the measurement unit based on the options provided. If you see unfamiliar measurement units, try transforming them to a common measure. If it is difficult to find an equivalent for the unit provided by the respondent, write down the original measure.

Choose from Codebox #15.

[BACK TO MAIN CAPI SCREEN]

SUB-SECTION 2.2 – LIVESTOCK AND PRODUCTIVE ASSETS

PURPOSE

The purpose of this section is to gain information about productive assets (animals, tools, utensils, agricultural and non-agricultural machinery) owned by respondents in the past 12 month, as well as the value of these assets is of interest.

RESPONDENT

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

DEFINITIONS

➔ Productive asset: any tangible good, utensil, machinery, or tool employed in production processes and income generation. It may be agricultural or non-agricultural. Tractors, wheelbarrows, and axes are productive assets used in agriculture while spinning machines, drills, and sewing machines are non-agricultural productive assets.

INSTRUCTIONS

[CAPI SCREEN: LIVELIHOODS AND ASSET FRAMEWORK 1]

LIVESTOCK

[1] Q.1: Has anyone in the household <u>owned</u> any livestock in the last 12 months? (Do not include pets)

This question identifies whether a member of the household owns or owned any animal in the past 12 months. The fieldworker must keep in mind that only the animals that can generate income are relevant. *Pets are irrelevant for the study.* If the respondent's answer is 'Yes', then the table 'type of livestock' will be enabled.

Type of livestock

For each type of animal, establish whether someone in the household owns or has owned that specific type in the past 12 months. This includes animals that were sold during the last 12 months. The way of administering the table is as follows: ask Q.2 [2] for each animal type. Once you have established which ones are/were owned by the household, continue to ask Q.3-Q.5 [3-5] row by row (only for those animals owned by the household).

[2] Q.2: Has anyone in the household owned any of the following animals at any time in the last 12 months?

Ask this question first for all animal types in the table. Tick all that apply. In CAPI, if 'Other' type of animal is ticked, the next column ('[3] Specify animal') will be enabled. In the space provided you should write the type of animal that the household owns.

[3] Specify livestock

This column is enabled only when 'other' type of animal is ticked in Q.2.

[4] Q.3: How many of the following animals do the household currently own?

This question refers to all animals which are owned by the household at the time of the interview. If no animals are owned at the time of the interview, enter '0'. This will disable Q.4 [5].

[5] Q.4: If you were to sell ALL your currently owned [NAME OF ANIMAL] today, how much would people pay for them?

If the respondent cannot calculate the total, ask for an estimate of how much one animal is worth and then multiply by the total number of animals currently own to get the total value. An animal may vary in terms of characteristics and quality (e.g. cows, calves, and heifers) and prices may differ. In this case, the fieldworker must calculate the value for the different varieties and add the subtotals to find the total value. The same criteria will be used in the case of households that own different animals belonging to the same group, e.g. poultry, which includes chickens, ducks, etc. Once again, the fieldworker must calculate the value for the different animals and add the subtotals to find the total value of the group.

Q.5 If you were to sell or rent all of these animals today, can [YL child] dispose entirely or partially of the money obtained?

This question informs on the extent to which the *Index Child* has control over the resources of the household. It is about the extent to which the *Index Child* has control over the proceeds from sale of livestock.

[CAPI SCREEN: LIVELIHOODS AND ASSET FRAMEWORK 2]

PRIMARY OCCUPATION OF PRODUCTIVE ASSETS

[2] Q.6: Do you have any assets (<u>owned, rented, or borrowed</u>) that allow your household to work and generate income?

This is a filter question to identify whether the household owns productive assets. It is likely that the respondent does not understand what "productive asset" means. In that case, the fieldworker can (1) explain that productive assets are, for instance, any tool used to operate the business; or if the respondent does still does not understand, (2) mention some tools or possessions listed in the codebox as examples.

The table of Productive Assets captures the 6 most valuable productive assets for the respondent.

Q.7: Can you tell me up to six of the most VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed you (the household) to work/generate income?

[3] ASSET – owned, rented or borrowed

If the respondent mentions less than 6 assets, write 88=NA in the following rows.

The fieldworker should be aware that the codebox table of productive assets includes both agricultural and non-agricultural assets. If the assets mentioned by the respondent belong to the same code, these should not be entered separately in the box. The fieldworker can read the alternative in the event that the respondent does not understand.

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

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

[4] Q.9: How many of them do you actually own?

Consider only owned assets. If all the productive assets of the same type in question are rented or borrowed, enter 0.

[5] Q.10: For how much could you sell all of this kind of asset that you own?

Ask how much the household would obtain if the respondent sold these assets. If there are different assets captured under the same group, ask for the value of each asset within the group and capture the total value of the assets in the group.

Q.11 If you were to sell/rent it/them today, can [YL CHILD] dispose entirely or partially of the money obtained?

This question informs on the extent to which the *Index Child* has control over the assets of the household. It is about the extent to which the *Index Child* has control over the proceeds from sale of productive assets.

SUB-SECTION 2.3 – IMPORTANCE OF INCOME

PURPOSE

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

INSTRUCTIONS

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

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

Having established which sources of monetary income are relevant for the household, please use the pebbles and the circle card (**Prompt Card 5/Income sources card**) to get information about the relative importance of the different sources of income.

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

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

Q.2 Type of Activity

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

Q.3 Importance

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

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

SUB-SECTION 3.1 – FOOD CONSUMPTION AND EXPENDITURE

PURPOSE

Estimate food consumption and expenditure in the household in order to contribute to the calculation of the estimated expenditure of the family. In addition, this section helps identify the food consumption pattern of the households.

RESPONDENTS

The ideal respondent is the person who is in charge of purchases for the household or that one who decides which food is to be consumed in the household. Generally, this person is the caregiver of the *YL child*. In the case that the ideal persons to answer this section is NOT present the day of the interview and that there is no possibility to conduct the interview when this person is present at home, the fieldworker should "persuade" the person they are interviewing to give precise information about the household consumption (in market value) in the last 15 days.

DEFINITION

→ Last 15 days: these should be a normal fortnight. If there was a major festival, wedding or other feasting/ fasting ceremony in the last 15 days ask the respondent think about the household's consumption in the <u>15 days prior to this event.</u>

INSTRUCTIONS

Rounding up: for those questions where a quantity in Birr is requested, if the amount is equal to or more than fifty cents (0.50), the amount should be rounded up to 1 birr. If the amount is less than fifty cents enter cero Birr (e.g. 1.5 birr should be rounded up to 2 Birr, whereas 1.4. should be entered as 1 Birr).

[CAPI SCREEN: FOOD AND NON-FOOD CONSUMPTION]

Q.0 Identify the respondent for this section using the ID from the list of Household Members (Roster).

BOUGHT, OWN HARVEST, STOCK AND GIFTS FOOD CONSUMPTION

The first aspect to consider is the sources of food consumption. The following food sources are investigated:

- Purchase of food by the household (bought and consumed)/
- Food produced and consumed by the farm of the household
- Food received as donations.
- Self-supplied food from the household business (for example, in the case where the household has a cellar)
- Food received as payment.

Q.1 Household has consumed this item in the last 15 days?

The fieldworker should check each of these options in case they apply. Consumption in the last 15 days is irrespective of the source: purchase, own harvest, stock and gifts. By ticking in the item, the button "Enter information about Item" will be enabled.

[3] **Specify Item:** Will only be enabled for option Other, specify.

Q.2 What is the total value (in Birr) of this item bought and consumed in the last 15 days?

This question refers to all food that was bought and consumed in the past 15 days. Please note that if the food item was bought in the last 15 days, but only part of it was consumed, you should estimate the value of the latter only, what was consumed only. For instance, if the household bought a total of 15 kilograms of teff in the past 15 days at 300 Birr, but has only consumed 10 kilograms, you should estimate the value of the 10 kilograms consumed.

Q.3 How much of this commodity did you and your household consume from your own harvest or own stock in the past 15 days?

This question refers to all food that was **consumed** from:

- Own household harvest, which means that the commodity was produced by the household and consumed in the last 15 days.
- Own stock, which mean the commodity could be from own harvest or stock previously bought. However, this questions refers to stock that was consumed in the last 15 days. If the household bought the item before the last 15 days or has stock from own harvest from before the last 15 days, and only consumed a part of it in the past 15 days, estimate the value of what was consumed.

You may need to estimate the **value (in Birr) of food consumed** in the last 15 days as explained in the example of the previous question.

Foods from own harvest include:

- Foods that are a product of animal husbandry. For example, consumption of eggs, milk, meat (e.g. chicken, pork, etc.)
- Foods that are directly extracted from nature, such as fishing in the river, hunting or gathering wild fruits from the field / forest.
- Fruits or vegetables grown by the household.

Q.4 How much of this commodity did you and your household consume from gifts, transfers or food aid received from relatives, friends, neighbours, government or other organisations in the past 15 days?

Ask for the total value of food that was consumed from gifts, donations, transfers in the past 15 days. This category includes food received as in-kind payment for work done. For example, donations given as a benefit of the PSNP programme.

You may need to estimate the value of food consumed in the last 15 days as explained in the example given in Q.3.

NOTE. - Foods included in the DONATED FOOD section should be considered in this question as long as they were consumed by household members in the past 15 days. Similarly, all the gifts, food awards consumed in the last two weeks, should be also considered here.

If the household has received food from the government or as part of a programme, and has consumed it in the past fortnight, these should be considered here as well.

Q.5 Main Source

Ask the respondent to identify the main source of the transfers, gifts, aid from which the household consumed food in the last 15 days.

Q.6 Which household members do NOT consume at least one meal per day in the house?

This question is in line with the household definition. It aims to identify which household members do not consume food regularly in the household. In CAPI, you will be able to select the household members from a drop down menu.

SUB-SECTION 3.2 – NON-FOOD EXPENDITURE

PURPOSE

Estimate household expenditure in other areas in order to contribute to the calculation of the estimated household consumption in monetary value. In addition, we are interested to know how much of the expenditure in certain categories is dedicated exclusively for the Young Lives child. The sub-section is divided into expenditure during the last 30 days and costs incurred during the past 12 months.

- Expenses made **during the last 30 days** include payment of services (electricity, water, telephone) and other household expenses that the household covers every month excluding food (expenditure on transport costs, etc.). If the fieldworker notices an unusual payment (for example, when the household pays four months of household water reflected in the last bill) the fieldworker should make a "correction" to reflect only the cost of water spent during the last month. On the other hand, if the household has not paid the water bill from the month yet, the fieldworker should report the amount payable.
- Expenses incurred **during the last 12 months** encompass expenditures that do not necessarily have a monthly frequency, but rather they are one-off payments or payments during the year with an undefined frequency. For example, buying clothes, education expenses, medical expenses, purchase of household appliances, etc.

Note that while in the previous section "Food Consumption and Expenditure" we were interested in amount spent on goods <u>consumed</u> in the last 15 days, in this section we are interested in amount spent on all goods (in the relevant categories) purchased (even if not consumed/used).

RESPONDENTS

The ideal respondent is the person responsible for the payments and expenses of the Household. Generally this is the head of the Household or the caregiver of the Young Lives child.

INSTRUCTIONS

It is important that the fieldworker clarifies the household that the purpose of this sub-section is to capture expenses made by the household for their support and comfort. Therefore, this section should NOT capture costs incurred for sales from family businesses (with the exception of licenses for business). For example, the purchase of fertilizers and pesticides for crops or vaccines for farm animals for a household who depends on agriculture or livestock should not be captured in this section. However, it is often difficult to separate those "shared expenses". For example, if a household has an Internet cabin as a business but at the same time household members use the Internet for personal use, it is very difficult to separate how much of the total Internet expenses is for personal use only. The same is true in the case of a phone. In such cases it is best to place total spending (as it comes in the receipt). The same applies to other similar cases.

[CAPI SCREEN: FOOD AND NON-FOOD CONSUMPTION 2]

HOUSEHOLD EXPENDITURE ON LAST 30 DAYS

Q.1 What is the money value (in Birr) of the total amount spent by the household in the last 30 days on the following items?

Ask for the total value spent on each of the items listed in the last 30 days (last month). Report the amounts in Birr. Fieldworker should go about asking item by item in this section. If the household did not made expenditures, enter "0" in the space provided ("00" in the paper questionnaire). If the household does not know the amount, enter -77.

For items that can be bought in advanced and used during several months (e.g. period transport tickets, etc.) estimate the amount relevant to the previous month by dividing the total value by the number of months in which the item is used.

For example: If the household spent 1200 Birr on an annual bus pass, you will enter 100 Birr (1200/12=100) as the total amount spent on public transport on the last 30 days.

Internet use: Recharges made to the use of portable Internet (USB) must be reported within the Internet category.

The costs generated by installation of internet wiring are NOT INCLUDED here. We are only interested in costs incurred through use – i.e. recharges / monthly fees. Enter installation costs under OTHER in the last 12 months (item 27 in Q.3, Q.4 and Q.5).

In the case that the cost of internet also used for the family business, help the respondent if possible in trying to estimate the corresponding household consumption (in other words, avoid placing the cost of sales itself of these services). However, if this is very difficult, enter the total consumption (the one that comes on the receipt) and ADD A COMMENT in CAPI by double-clicking in the question.

HOUSEHOLD EXPENDITURE ON LAST 12 MONTHS

Q.2 How much did your household spend in the last 12 months on each of these items?

This question refers to expenses in goods and services in the last 12 months. Record the amount in Birr. Help the respondent estimate the annual equivalent of the amount if it is reported in a different time unit (for instance with monthly bills).

Make sure the decimal point is in the right place. As in the food section, the fieldworker should ask item by item in this section. If the household did not made expenditures, enter "0" in the blank space provided ("00" in the paper questionnaire). If the respondent is more confident reporting expenses for some categories for the last month, work with them to figure out whether they pay the same amount every month, and if not, what the annual pattern is to calculate expenditure over the 12 month.

REMEMBER THE FOLLOWING PRACTICAL RULE:

• Dwelling maintenance refer to home maintenance, such as painting, changing light bulbs, etc. Major repairs refer to renovations, restoration, or enlargements of building. As such, the latter often mean changing the structure of the house.

[CAPI SCREEN: FOOD AND NON-FOOD CONSUMPTION 3]

INSTRUCTIONS

Ask the respondent if the household spent or not money <u>in the last 12 months</u> in each of the categories detailed in this question. Enter the total value of what was spent on these items in the past 12 months if they spent on the items. Enter the amount in Birr. Make sure the decimal point is in the right place.

Q.3 How much was spent in these items in the last 12 months?

Ask the total value of what was spent. Enter the amount in Birr. If the household has not spent any money, use the code 00=Nothing.

REMEMBER THE FOLLOWING PRACTICAL RULE:

• In the categories related to expenditure on clothing (categories 1 to 8), other clothing item not mentioned (such as hats or caps) should go under "Other" (category 27). In the case of garments <u>self-manufactured</u>, consider the expense of raw materials used. If no expenditure was done (raw material from own animal stock), enter it as a comment.

SECTION 4 – SOCIAL CAPITAL

PURPOSE

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

RESPONDENTS

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

INSTRUCTIONS

[CAPI SCREEN: SOCIAL CAPITAL]

[1] Q.0: Identify the respondent for this section using their ID from the household roster

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

SUB-SECTION 4.1 – SUPPORT NETWORKS

[2] Q.1: Suppose you are in need of material support. How many people can you rely on in time of need?

Ask the respondent how many people he/she thinks the household can count on when in material (economic) need. Note that this question refers to people who are NOT household members. Explain to the respondent that the (material) help that DOES NOT imply return (i.e. is different from asking for a loan). If the household has not gone through an experience of material need, you should ask the respondent to imagine being in a similar situation (hypothetical case); hence there should always be an answer to this question.

SUB-SECTION 4.2 – FAMILY, GROUP AND POLITICAL CAPITAL

The following questions are about the connectedness with close family

[6] Q.2: How many relatives live in this community (No. of families) (excluding those in your own household)?

This question is about the respondent's family/relatives (including by marriage) who live in the same community excluding those relatives who live in the household (i.e. those who are household members). If there are no family members living in the community enter 0 and skip to Q.4. Please record the number of families rather than individuals, unless an individual lives by him/herself in order to have consistency with the way this question was asked in the previous round.

[7] Q.3: How many of these relatives are influential in the community? (e.g. holds a leadership or powerful position in a community group/ association)

If the respondent says that at least one family member lives in this community in the previous question, ask how many of them are influential in the community (i.e. are mayors, community

chiefs, council members, etc). Logically, the number of households with relatives who are influential in the community cannot be larger than the number of households with relatives who live in the community. CAPI will identify these cases as errors when you validate the screen and you will have to correct your answer by proving with the respondent.

[8] Q.4: Would your household be able to raise 500 Birr in one week if you needed it?

This question informs on the household's ability to raise money in case of an emergency/sudden need. Raising money can mean borrowing or receiving as a gift. What is important is to understand how readily the household can have access to money if it suddenly needs it.

SECTION 5 – ECONOMIC CHANGES AND RECENT LIFE HISTORY

SUB-SECTION 5.1 – ECONOMIC CHANGES

PURPOSE

This section is intended to obtain information on changes in household economic conditions or economic status of the household compared to 4 years ago, as perceived by the household.

RESPONDENTS

The respondent must be the person who knows most about the events or economic circumstances that occurred in the home in the last four years. Commonly it will be the caregiver or the head of the household.

INSTRUCTIONS

[1] Q.0: Identify the respondent for this section using their ID from the household roster

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

The answers that we get are of perception. Note what the respondent says. If the answer is very different from what you can see, you could add a comment. You must ensure that the person's answer is located in any of the alternatives. In this question, the code 03 = "Comfortable, manage to get by" means average.

[2] **Currently** Respondent is asked how s/he would describe the economic situation of the home in which currently is living in. For this the fieldworker should read the alternatives and put the relevant code. You must ensure that the person's answer is one of the alternatives. In this question, the code 03 = "We have enough, we managed" means average.

[3] FOUR years ago (around the time of previous visit at the end of 2009) The respondent is asked about the household economic situation four years ago. As in the previous case the interviewer should read the alternatives and place the code. You must ensure that the person's answer is one of the alternatives.

These questions are of perception. If the answer is very different from what you can see, just add a comment but do not try to change the respondents' answer or record your own.

If the answers in [2] and [3] are different, meaning that situation has changed, continue to [4] and [5], otherwise, if the situation has not changed skip to question [6]. In CAPI, this will be done automatically for you

Q.2: Please give the two main reasons why your situation has changed compared to <u>the earlier</u> <u>period</u>.

Please enter two important reasons why your household situation change compared to (month / year) when we visited: If the situation is different now than four years ago, ask about the two most important reasons for this change: [Reason 1] and [Reason 2]. Try as much as possible (but not

force) that the reasons reported by the household fit the existing response categories reported in the dropdown menu. Up to two reasons can be mentioned. Try to report in order of importance.

Refer to Codebox #30 in paper to code as appropriate. In CAPI, the drop-down menu for these two questions will list first the reasons why the situation improved (codes from 01 to 37) and then the reasons why the situation worsened (codes from 41 to 72). The codes 77 and 88 are as usual at the bottom of the list.

If there is only one reason, enter 88 = NA in the box on the second answer.

[4] Reason 1

[5] Reason 2

[6] Q.3: During this period, compared to other households in this LOCALITY, how would you describe your household?

Ask the respondent to compare his/her household to others in the locality. This is a question of perception so you should try to avoid answers like NK, unless the respondent really cannot compare his/her household with others. If the answer is far from what you can observe, make a comment, but do not try to change the answer/mind of the respondent – just make sure s/he understands the question.

[7] Reason 1

[8] Reason 2

SUB-SECTION 5.2 – SHOCKS

PURPOSE

This section records the history of economic events affecting the family since 2010 (shocks). We think of these events as "shocks" since most of them are by their nature unexpected (i.e. not necessarily caused or sought by the decision of the family). An election is not an unexpected event. On the other hand, fire, theft, natural disaster, being fired, illness, a business that generated economic losses are typically unexpected events.

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

This section is intended to pick the events that affected the home and **have had a negative economic consequence for the home**. The fieldworker should not impose their views and decide whether an event is counted as a shock or not.

DEFINITIONS

Event (shock): there is a predefined list of about 28 events that may have affected the household economy, including natural disasters, changes in the economy, changes in regulation,

theft, fire, etc. It is not always enough that the event has occurred, but the home must determine whether the event had a negative economic consequence for the home. For example while asking about stolen money. In principle it is expected that the household will report only those thefts that had a significant economic impact on the family. Typically a "small" robbery will not be reported by the household. By their nature, the events for which you are inquiring are transitory events (events that occur in one specific moment of time). If these events occurred more than 1 time in recent years, one must register the years in which they occurred.

Another example, when asking about droughts, is possible that if one occurred, all households within a community would report it. However, not all household may have been affected negatively by it – the drought should only be recorded as a shock for the households that were negatively affected by it.

The fieldworker should not impose their views and decide whether an event is counted as a shock or not.

→ Number of occurrences of the event: since the nature of the events that are being captured is short term (i.e. duration is of less than one year), it may be the case that the event occurs more than once since 2010. For example, the "frost" on the mountain can occur several times over a period of four years. In this case the fieldworker should record the occurrence of the event in each of those years (assuming that frosts cannot last for more than one year consecutively).

If an event occurred several times during the past four years, each year in which this event occurred must be reported.

→ Reporting the year of occurrence: as a rule, the same event is reported <u>only once</u> in the year it occurred. This rule should be followed even if the event has permanent effects -beyond the year of occurrence- (for example, in the case of a fire). Note that if an event lasts continuously from more than one year, you are supposed to record only the year in which the event first happened. The case of a building collapsing is a clear example. If the building collapsed in 2011, for instance, you should record ONLY this year, even if the building is still being built, affecting the household's economic situation, in the following years.

The only exception to this rule is the case of a family member suffering from an illness that needs of long term special treatment, and has a strong burden in the family budget each year (e.g. cancer). In this case you should record all the years in which the illness affected the household's economy. Do not forget to write a comment for these cases.

A single event with permanent effects should be reported only once. The only exception to this rule is long diseases like cancer.

→ Correlated Events: It may be possible that the household reports events that are correlated. For example, the household could report that it was affected by frost; they lost all their crops and their cattle. It is possible that the last two events are the result of the first event. If so, it is right to note the three events. However, the fieldworker should add a comment stating that the events are correlated.

It might be that among the reported events some events are consequences of others. For example, loss of livestock and crop could be the result of a frost. In these cases it is correct to record all 3 events. Add a comment mentioning which event caused the others.

Please complete the table row by row.

RESPONDENTS

The respondent must be the person who knows most about the events or economic circumstances that occurred in the home in the last four years. Commonly it will be the caregiver or the head of the household.

INSTRUCTIONS

[CAPI SCREEN: SHOCKS]

Events (Table): A list of about 28 types of events is defined which in turn are also classified in 7 clusters. The events were classified into clusters to facilitate the flow of the administration of this table. However, to avoid under-reported events, the fieldworker is asked to ask one by one for all types of events.

To avoid under-reported events, the fieldworker is asked to ask one by one for all types of events.

[1] Q.1 Has [SHOCK NAME] happened since 2002 (E.C.) (2009 equivalent (G.C)?

This question determines the occurrence of the event *and had negative economic consequences for the household.* This question is asked for each event first. Once all of the events have been asked about, you can move onto asking when the specific events that affected the households occurred.

[2] Specify shock

If the respondent mentions another event that is not listed, input the event.

Q.2 Indicate if each event happened in any of these years:

For this question you have a column for each year since 2002 (E.C.) (2009 equivalent (G.C). You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2002 (E.C.) (2009 equivalent (G.C) (all were previously identified in Q.1.)

[CAPI SCREEN: SHOCKS 2]

[1] Q.3: Indicate the 3 most important negative events that affected the economic situation of the household.

The purpose of this question if to find out which negative events, out of the ones reported in Q.1 and Q.2 generated the greatest economic loss. In CAPI you will have a drop-down menu that has all the relevant information based on the information provided in Q.1 [1]. Please enter these in terms of importance (i.e. the one that affected the most or had the greater economic loss for the household should go first). If there are less than three responses, input 88 = NA in the remaining spaces. CAPI will then automatically prefill the years in which the shock happened based on answers to Q.2.

Among the occurred events, the respondent is asked to name the three most damaging events to the household in terms of greater economic loss (arranged in order of importance). Write the code of the First, Second and Third event in the order of importance given by the respondent. If there are less than three responses, input 88 = NA in the remaining spaces,

[SUBSCREEN: Enter Information about Shock]

Q.4: How much does this economic loss represent of the income generated by the household in a regular year?

For each of the three most important events that affected the economic situation of the household, and for each of the years in which they occurred, ask the respondent approximately how much of the income generated by the household the economic loss associated with the events represents. Do not prompt the answers. Listen to the respondent and code in the most relevant loss category.

[1] 2010
[2] 2011
[3] 2012
[4] 2013

Q.5: What did your household do in response to this event?

Ask what the household did in response to the event. The respondent may give up to three answers. Ask them to list them in order of importance. Please use the codes that are provided in Codebox #31.

[1] Response 1

[2] Response 2

[3] Response 3

[BACK TO MAIN CAPI SCREEN]

SECTION 6 – SOCIO-ECONOMIC STATUS

PURPOSE

This section is about the household's socioeconomic environment. This includes questions about conditions where people live (i.e. the house the household live in), household possessions, and access to public services.

RESPONDENT

This section may be answered by the primary caregiver of YL Child, the head of household or by the member of the household who knows about housing conditions (infrastructure) and ownership of consumer durables.

INSTRUCTIONS

[CAPI SCREEN: SOCIO-ECONOMIC STATUS]

[1] Q.0: ID of respondent for this section (identify the respondent for this section using the ID from the household roster)

[2] Q.1: Does anyone in your household own your house?

This is to know if any member of the household owns the house and the land where the house is built on. This includes situations in which the house is still being paid (e.g. mortgage), but for which a HHM has a title accrediting the ownership of the house. If the house is rented, the answer should be 'No'.

If the answer is 'No', skip to Q.4. The rationale is that someone may only use the house as collateral <u>if they own it</u>; in other words, someone cannot have a mortgage on a house that they do not own.

[3] Q.2: Does anyone in your household have a mortgage on your house?

Ask whether anyone in the household has a mortgage on the house. A mortgage is an agreement by which the household borrows money from a money-lending organization such as a bank *and gives that organization the right to take possession of house which was given as security if the money is not repaid.* In other words, the house is being used as collateral for a loan, which is used to pay for the house. The mortgage is usually paid back to the money-lending organisation with specified payment periods and interest rates.

[4] Q.3: How many rooms are there in the house?

Establish how many rooms there are in the house. <u>Do not</u> include kitchen, bathrooms, passage, corridor, garage, warehouses or rooms divided with non-permanent items such as a curtain. Enter the number of rooms that you mentioned in the space provided.

[5] Q.4: Do you have a separate kitchen/cooking area?

Ask the respondent whether the house has a space for cooking, other than one of the rooms counted in the previous question. A separate kitchen could be a kitchen outside the house, an open-air kitchen or a kitchen in a separate room with window inside the house. We ask this question to find out whether the household members might be affected by cooking smoke from a non-separate kitchen.

[6] Q.5: Do you have electricity?

This question refers to both legal and illegal electricity connections. Enter yes if electricity comes from a generator, including wind and solar ones, but NOT if it is generated by a car battery. Before asking this question you should try to observe if the household has light bulbs, fans, or any devices that need electricity and whether they are working at the time of the interview.

The following three questions seek to collect information about the main material of the house. In this case, the fieldworker <u>should observe</u> the construction materials and record the category from the drop-down menus. If the materials are not visible, ask a member of the household. If the ceiling, floor, and/or wall are made of different materials record the type of material that covers at least 50% of the construction. If the same proportion prevails, record the material of the highest quality. If the compound has more than one building (separate kitchen, toilet, etc.) take the building material of either the living room or any of the bedrooms.

OBSERVATION

[7] **Q.6: Wall** Observe the material. If it is not immediately clear what these are made of, ask the respondent.

[8] Q.7: Roof Observe the material. If it is not immediately clear what these are made of, ask the respondent.

[9] **Q.8: Floor** Observe the material. If it is not immediately clear what these are made of, ask the respondent.

If the roof, floor or wall is made of several different materials, record the main type of material (e.g. that which covers at least 50%). If there is more than one building in the household (e.g. a separate kitchen or bathroom) record the material used in the main section of the house where the living room and the bedrooms are.

[10] Q.9: What is the main source of drinking water for members of your household?

Ask about the main source of drinking water for members of the household. If different members have different drinking water sources, then ask about the source used by the majority of members.

NOTE: If the home is supplied with piped water that comes from springs, rivers, etc., should be recorded in others and type that it is tube piped water supply. For a source to be considered "public" it must have a minimum treatment (Chlorine).

[11] Q.10: What kind of toilet facility does your household use?

Ask about the main toilet facility used by members of the household.

Septic tank is a device where human waste is sent through a pipe directly into a covered sediment tank, where is treated with lime, ash, etc.

If the home shows that the ultimate destination of human waste is directly the field (even through hanging latrines), farm, paddock, bucket, any open field, river or canal, ditch, oxbow lake, this will be classified as **Forest/field/open place**.

[12] Q.11: What is the main type of fuel you use for cooking?

This question is about home fuel usually used for cooking. If they use multiple sources, ask for the most frequent.

[13] Q.12: Is heating used in this area?

Ask the respondent if heating is used in the household, for instance, in winter. If NO, skip to Q.14. Prior to this question, the fieldworker should be aware if the cluster s/he is visiting has a climate that requires the use of any heating. If the location visited has a warm or tropical climate, it will not require heating, then answer put "No = 00" and skip to question Q.14.

[14] Q.13: What is the main type of fuel you usually use for heating?

Only if the community uses some heating, ask what fuel the household typically uses. Choose the appropriate code from Codebox #38. If the respondent states that the household does not use anything to heat the home despite living in an area where heating is used, use the code "11 = None".

[15] Q.14: Have you or anyone in your household invested in the improvement of your dwelling since 2002 (E.C.) (equivalent to 2009 G.C.)?

We want to know if anyone in the home has invested in infrastructure improvements to the house since 2009. Improvements could be a renovated kitchen, a new toilet, new windows or similar. If the answer is "No = 00" or "NK = 77" skip to Q.16.

Note: If the household has a workshop inside the house, it is considered part of the home, unless the respondent considers the

[16-18] Q.15: What have you invested in?

Ask the respondent to report the 3 most important improvements to the house since 2009. You can mark up to three investments. If the respondent mentions more than three, then choose the three that demanded the most spending. Conversely, if less than three investments are mentioned, input the ones mentioned and fill the other spaces with 88 = NA.

[16] Investment 1[17] Investment 2[18] Investment 3

HOUSEHOLD ITEMS

[CAPI SCREEN: SOCIO-ECONOMIC STATUS 2]

This section is about the welfare of the household in relation to the equipment and facilities they have for the normal development of their activities. The interest is on the equipment owned by the household. For each item, ask Q.16 [1] and Q.17 [3].

[1] Q.16: Does anyone in the household own this item?

Establish whether someone in the household owns any of the 19 items listed. To own an article means that the article could be sold by the household member. Make sure you also include all items that are being paid in instalments, or items that are not in the house at the time of the

interview (e.g. because they have been borrowed by someone). Also, keep in mind that the item should be in working condition.

Mark "Yes = 01" for all those items owned by the household. If the household does not have the item or do not know, mark "No = 00" or "NK = 77" as appropriate and skip to the next item.

Home artefacts bought in instalments and still not finished paying for are considered household property. This includes home appliances and cars.

Some of the items mentioned in this section may have already been reported in the Productive Assets section (Section 3.4, Q.7). This may happen for example if a woman sells home-made food or a head of household drives a taxi which he owns. In this case, the kitchen, the refrigerator and/or the vehicle should have been reported as productive and valued assets, AND should also be listed here.

The ownership of an item listed here should be reported irrespective of whether it had already been reported in Section 3.

[2] Specify other

[3] Q.17: How many does the household own?

For each item that the household owns, ask how many it has (in working condition). Enter the amount given by the respondent.

Be careful when coding the number of items owned for the category table and chair (item 08), which should be counted independently. For instance, if the household has a dining table with 6 chairs around it, it should be counted as 7 items (1 table + 6 chairs).

[5] Q.18: How much do you think you would be paid if you sold this item?

Enter the amount in Birr. If the respondent has more than one item of a type (e.g. three TVs) add all items and <u>report the total value</u>. If the respondent cannot estimate the value of the item(s) enter code "NK = -77", but try your best to help the respondent with the estimations if necessary.

SECTION 7 – PUBLIC PROGRAMMES

PURPOSE

This informs on some of the key public programmes that the household may be accessing.

SUB-SECTION 7.1 – GENERAL ACCESS TO PUBLIC PROGRAMMES

Q.1 Has your household received support or assistance through programmes provided by NGOs or GOs since 2002 (E.C.) (equivalent to 2009 G.C.)?

Ask the respondent if the household received any support or assistance from governmental and non-governmental organisations since 2002 (E.C.) (equivalent to 2009 G.C.). Prompt from Codebox 21. If the answer is NO, skip to Q. 17.

Q.2 What kind of support was provided?

Use Codebox #45 to code the responses. Please do not prompt the answers. Remember that if the household receives the same type of assistance from different organisations, the support received from each organisation should be entered separately.

Q.3 Who provided the support?

Please use Codebox #46, or Other (specify).

Q.4 In which year did the support begin?

Please use Eth. C. This question refers to the year when the household received the support/assistance for the first time from the specific organization.

Q.5 When did the support end?

Identify the year in which the support ended (the year when household last received support from the specific organization). If the household still receives support, you should enter 9999. It may be that the benefits of the support are still being felt, but the active interaction with the programme has finished (e.g. if a programme provided a household with a toilet). In that case, enter the year in which the active interaction with the programme ended. If the programme offered a "one-off" type of support, the years when the support began and ended should be the same.

Q.6 How often did you get this support?

Please identify the frequency in which the support was received, using Codebox #47. It may be that the support was provided as a one-off. In that case, please code as "08=Irregular, specify number of times received in the last 4 years" and enter the number of times.

Q.7 Which particular household member(s) did the programme target in particular?

For example, a training programme could be aimed at the head of the household. Other programmes, such as provision of better sanitation facilities would aim to benefit the whole household.

SUB-SECTION 7.2 – ACCESS TO HEALTH EXTENSION PROGRAMME

Q.1 Is any household member a beneficiary/member of the Health Extension Programme (HEP)?

If the answer is NO, skip to Q.23.

Q.2 In which year did the support begin?

Please enter the year in Eth. C.

Q.3 When did the support end?

Please enter the year in Eth. C. If the support is ongoing, enter "9999".

Q.4 How often did you get this support?

Please use code from Codebox #48.

Q.5 Which household member(s) did the programme target in particular?

Please enter the ID of the household member.

Q.6 Has this programme met your expectations?

This question is about the respondent's perception. Please do not question the respondent's answer.

SUB-SECTION 7.3 – PRODUCTIVE SAFETY NET PROGRAMME

Q.1 Were you or any member of household registered as a beneficiary of the PSNP – Public Works program in the past 12 (13 Ethiopian) months?

Q.2 Were you or any household member registered as beneficiary of Direct Support (transfers of cash, food or other goods without requiring individuals to work) in the past 12 (13 Ethiopian) months?

Once answered, skip to Q.29 if Q.23=00 (No).

Q.3 Have you graduated from public works program component of PSNP?

If the answer is NO, skip to Q.28. If the answer is NK, skip to Q.29.

Q.4 If so, when did you graduate? (Month and Year).

Please use Ethiopian calendar.

Q.5 What was the most important immediate effect of graduation?

Q.6 If you have not graduated from PSNP so far, do you know when you will graduate from the PSNP public works program?

If the answer is YES, please write the month and year. Please use Ethiopian calendar.

Other Programmes

Q.7 Were you or any member of household registered as beneficiary of Emergency Aid Programme?

Q.8 Has the household received support from Other Security Programmes such as household asset building programs (HAB) over the past 12 (13 Ethiopian) months – this might include access to improved seeds, improvements in water/irrigation, land or pastures, as well as provision of credit, livestock or beehives?

Q.9 Has anyone in the family or the whole household got resettled by the government since 2009?

If the answer is NO, skip to Q.34.

Q.10 If yes, when was the household/ member resettled by the government? (Month and Year)

Please use Ethiopian calendar.

Q.11 What type of resettlement was this?

SUB-SECTION 7.4 – CREDIT SUPPORT PROGRAMME

Q.1 Have you or any of your household members taken out credit since 2002 (E.C) (2009 equivalent (G.C))?

This question informs on whether the respondent or any other member of the household took out a loan or credit. This includes banks, financial institutions, insurance companies, commercial companies, municipal and rural banks, savings cooperatives, etc. If the answer is NO, skip to the next section.

Q.2 Who gave you or any of your household members the credit?

Please use codes from Codebox #49.

Q.3 Who received the credit?

Please enter the household member ID from the roster.

Q.4 Why did you or any of your household members take out the credit?

Please use codes from Codebox #50.

Q.5 When did you or any of your household members take out the credit? Enter month and year.

Please use the Ethiopian calendar.

Q.6 What was the amount of the credit? (in Birr)

If the credit was given in kind, please ask the respondent to estimate or convert the equivalent amount to cash.

Q.7 What was the interest rate paid for this loan per year? (in %)

Enter the interest rate in percentage. If the interest rate was variable, ask for the average. If the payment is not expressed in terms of percentage, please calculate the percentage.

Q.8 Have you or any household member finished making payments?

If the answer is NO, skip to the next row.

Q.9 Did you or any household member pay back in time?

If the answer is YES, skip to the next row.

Q.10 Why did you not pay back the credit in time?

Please use codes from Codebox #51.



ROUND 4

FIELDWORKER MANUAL

YOUNGER COHORT CHILD QUESTIONNAIRE

September 2013

Ethiopian Development Research Institute (Ethiopia) University of Oxford (UK) Funded by Department for International Development (DFID)

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Introduction

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

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

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

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

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

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

The topics covered in this questionnaire include:

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

The purpose of this questionnaire is mainly to gather information on children's experiences (e.g. of schooling, work), as well as to get their perspective on some of the questions which we have already asked the caregiver (e.g. time-allocation).

Section 1: Schooling

PURPOSE

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

RESPONDENT

Younger Cohort Index Child.

INSTRUCTIONS

Q.1: Are you currently enrolled in school?

Ask YL Child if he/she is attending any course in the current academic year (2006 E.C.) (equivalent to 2013 G.C.). If child is not attending, skip to Q.9. If YL Child has never been enrolled, skip to Q.14.

Q.2: Do you attend to evening school?

Ask the child is he/she is attending evening school. This is, an evening school program aimed at helping children to catch up with others of their age or provide vocational training/ instruction.

Q.3: Is this a single-sex school?

A single-sex school is one that only accepts children of the same gender.

Q.4: What is the language of instruction in your current school?

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

Q.5: How long does it take you to get to school? (In minutes)

Ask the child to estimate how long it takes him/her to get to school, from the moment he/she leaves his/her house. Please ask the child to answer this question even if s/he is in boarding school. Please make sure that if the child is in boarding school s/he estimates the time from home to school (rather than e.g. the time from dorms to class).

Q.6: How do you usually travel to school?

Ask child how he/she gets to school. If YL Child uses more than one mode of transport, enter the one which takes the most time.

Q.7: Do you have any difficulties in getting to school?

Ask the child if he/she faces any obstacles or if there are any things that make it difficult for him/her to get to school. If child does not have any difficulties, skip to Q.9.

Q.8: What is the main difficulty?

Ask about the difficulties that the child faces in getting to school. If s/he mentions more than one difficulty, ask for the biggest one. Do not prompt the answers.

Q.9: During the last academic year, did you ever miss school for a week or more? (excluding school holidays, national holidays, etc.)

Ask YL Child if he/she ever missed school for 5 consecutive day or more in the last academic year (2005 E.C.). If not enrolled in last academic year, ask about last academic year the child attended school. If the child did not miss school for more than 5 consecutive days in the last academic year, skip to Q.13.

Q.10: How long was the longest period of time you were absent from school?

Record the number of days in which the child missed school for the longest time in the last academic year. Logically, the number of days cannot be less than 5 days. CAPI will show an error message if this situation occurs and you will have to correct your answer. By last academic year we mean academic year 2005 E.C. However, if the child was not in school during the 2005 E.C. year, ask about the last year in which the child attended school.

Q.11: What are the main reasons you missed school? You can give up to three answers. Please give the most important one first.

Ask child why he/she missed school in the previous academic year. Record up to three reasons, but if the child mentions less than 3, fill in the empty spaces with 88=NA. By last academic year we mean academic year 2005 E.C. However, if the child was not in school during the 2005 E.C. year, ask about the last year in which the child attended school.

Q.12: In which months did most of these absences (periods away from school) occur, if any?

The question asks about when most of the absences took places. Remember that here we are interested in absences that took place during the time when the child should have been at school i.e. during the months when school is open the whole month. Please enter up to three months.

Q.13: How often in the last 7 days did you go to class without completing your homework or preparation for lessons?

Ask the child how often in the last week s/he went to school unprepared. If the child was not in school in the last 7 days, please ask about the last 7 days during which the child attended school.

The following questions are for children who do not attend school in the current academic year in 2006 (E.C.) (equivalent to 2013 G.C.)"

Q.14: Do you think you will return to education in the future? (including vocational training)

Ask child to tell you whether he/she thinks he/she will ever go back to school. Please make sure the child understands that this question is about what he/she really thinks is going to happen rather than what he/she wants/ wishes. Also please make it clear that there is no right or wrong answer.

Q.15: Who, in your opinion, played the most important role in deciding that you should leave school?

Ask the child to tell you who was the person who decided that he/she should leave school.

Section 2: Time-Use

PURPOSE

The purpose of this section is to collect information on how YL child spends his/her time. For this purpose, for all questions we should refer to a *typical* day or, in other words, any day during the school/work week.

DEFINITIONS

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

INSTRUCTIONS

Q.1: Typical day time-allocation:

Start by asking the child some background questions about his/her daily activities – for example: does he/she help around the house, go to school, do homework, look after younger siblings etc. Then talk a bit about the amount of time that these activities take – for example – which of the activities takes the most time, what time he/she goes to sleep and what time he/she wakes up. Once a picture of the typical day starts emerging, display the time-allocations card to the child (Prompt Card with 8 circles) and the 24 beans. Explain that the 24 beans represent 24 hours on the typical day that you had just been discussing. Ask the child to allocate the 24 beans across the 8 activities on the Prompt Card in a way that most closely represents the typical day that you had just been discussing. Go through each of the listed activities on the prompt card and help the child think about which categories the specific activities that he/she mentioned would fit under. Make sure the Prompt Card and the pebbles are placed on a flat surface so that the child has the ability to move the pebbles around with ease. Please start by asking the child when he/she goes to bed and wakes up and allocating the relevant number of pebbles to the "Sleep" category.

It is very important that the child takes as much time as he/she needs and feels free to try out different pebble arrangements. Please make sure that you do not enter anything in CAPI until the child has finished and is totally happy with the pebble arrangement. If you start entering the information before the child is finished, s/he may feel unable to change his/her mind and make alterations. Once the child has stopped moving the pebbles around, ask him/her to look at the arrangement one last time and make sure that it looks like his/her typical day. Only when the child has confirmed that it does, enter the number of pebbles allocated to each activity.

Note that CAPI provides the possibility of having a counter that adds together the number of hours reported by child. It is crucial that fieldworkers use this tool correctly. The counter was added only with the purpose of checking that the addition is equal to 24 (24 hours) (as was done in previous rounds). Therefore, it cannot be used to record (without asking the child) the remaining hours to the last activities being reported by him/her.

1: Sleep

Includes time YL child takes naps. Always ask this activity first and then continue with the rest of the activities in no particular order.

2: Care for others (younger siblings, ill household members)

Refers to whether the child takes care of a household member as younger siblings, elderly or other members with disabilities.

3: Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping, etc.)

Includes all work and tasks done at home to help in activities that do not generate income for the household. It excludes looking after other household members, which is included in activity 2.

4 Tasks on family farm, cattle herding, other family business, shepherding (not just farming)

Record the number of hours that HHM spends on activities that generate income for the household on a typical day. Working in the farm, grazing animals, helping in the family shop, etc., are all examples of activities that are considered in this category.

5 Paid (remunerated) work or activities outside of the household or for someone not in the household

If child does activities outside the household or for other people who are not household members, then enter here the amount of hours that he/she spends on it, including the time it takes him/her to get from home to the workplace and return. If YL child does not work, code as '0'.

6: At school (including travelling)

Enter the number of hours that YL child spends at school on a typical day. <u>This includes</u> the time used to get from home to school and return. If the child does not attend school, enter '0'.

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

Enter the amount of hours that HHM spends studying, doing homework, or getting particular classes / tutorials OUTSIDE SCHOOL HOURS. If the YL Child is attending English classes, for instance, consider this time and the time he/she spends studying for it.

8: Play time / general leisure

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

The following question is for children who reported at least one hour in activity 5

A. Time used for commuting to the place where the child carries out paid activities (out and return)

Ask the child how long it usually takes him/her to get to his/her workplace (both ways) or to the plot or land where he carries agricultural activities or herds cattle. Enter the time in minutes. Please make sure that this time is included in the time estimated for this activity above.

The following question is for children who reported at least one hour in activity 6

B. Time used for commuting to school / educational centre (out and return)

Ask the child how long it usually takes him/her to get to his/her school (both ways). Enter the time in minutes. Please make sure that this time is included in the time estimated for this activity above.

Work Activities

Q.2: In the last 12 months, did you do anything to get money or things for yourself or your family? These could be <u>paid or unpaid jobs or chores that you do at home</u>. It is very important that this question is asked in exactly the same way as in Round 3. Please remember that we are interested in both **paid and unpaid jobs or chores**.

Example: Helping with the dishes, or taking care of someone in the household, are examples of activities that could be unpaid and should be included.

If the YL Child has not done any paid or unpaid jobs or chores (Codebox #3) skip to Q.9.

Work activities table

Q.3: What were these activities?

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

Q.4: Do you do this activity for your own household or for someone else?

Ask the YL child about the person he works for.

- If working for a family member living in the same household code as 01. For example if the child works in his/her dad's shop, the answer should be "01=Own household".
- If the YL is working for someone who is not member of the household, regardless of whether this person may be related to the child, code as 02. For example, if the child helps out on his grandfather's farm AND his grandfather does not live in the same household, the answer should be "02=Another household or a business".
- If the YL Child is doing the same type of activity for a household member and a nonhousehold member, code as 03. For example, a YL Child may be herding his father's cattle but also someone else cattle.

Q.5: What form of payment was received or is expected from this activity?

This question is about the reward expected for this activity. Code according to the form of payment received. For example, if the child gets free meals while s/he works and then gets some pocket money, the answer should be "03=Both in cash and in kind". If the YL Child did not receive any payment, skip to Q.7.

Q.6: Did you get to keep all or some of the payment for this activity?

This question is about whether the child gets to keep any of the reward for the work/chores. By "keep" we mean have total control over the way that it is used. For instance, if a child works as a labourer on someone else's farm for a wage, and gives most of the wage to the household head, keeping a small part to spend as he/she likes, the answer should be "02=Yes, some of it". If the child receives only benefits in-kind from the works, e.g. clothes and food, and gets to wear all of the clothes and eat all of the food him/herself, the answer should be "01=Yes, all of it".

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

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

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

Q.8: In the last four years, have you missed school because you were working for money or goods? Ask the YL Child whether he/she failed to attend classes because he has been involved in paid activities.

Q.9: Since we visited in 2002 (E.C.) (equivalent to 2009 G.C.), have you been seriously injured?

Ask the child if he/she has had a serious injury since our last visit in 2002 (E.C.) (equivalent to 2009 (G.C.). Make it clear to the child that a serious injury is one that prevents the child from doing normal activities (e.g. studying, working) and/or that requires medical attention. Please make sure that the child understands that this question is about injuries that took place *at any point*, not just while the child was working.

Q.10: What was the most serious injury?

Please confirm with the child that all of the injuries they mention meet the criteria for "serious injuries": i.e. one that prevents the child from doing normal activities (e.g. studying, working) and/or that requires medical attention. Ask the YL Child which one was the most serious and code. Please do not prompt and use Codebox 4 to code the child's answer.

Q.11: What were you doing when the most serious injury happened?

Ask the YL Child what he/she was exactly doing when he/she got injured. If the YL child got hurt while he was commuting to school or any other activity (e.g. fall out of a cart), code this as 07= Travelling to/from school or 08= Travelling (other than to/from school).

Section 3: Health

PURPOSE

This section informs on the *Index Child*'s frequency of food consumption and diet. It asks about frequency of meals during the last 24 hours, as well as the foods s/he consumed in the last 24 hours (or the last typical day).

DEFINTIONS

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

INSTRUCTIONS

Q.0: Sex of [YL Child]

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

Q.1: During the <u>previous 24-hour period</u> (or on typical day if the child was ill yesterday), did you consume:

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

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

Q.2: Do you eat sega?

The answer should be "Yes" if the child <u>does</u> eat fish, meat, or poultry.

Q.3: During the <u>previous 24-hour period</u> did you consume any of the following? (Including food you ate at home or outside your home and food you bought, for example on the street)

These questions are about meals or snacks. Name all the options and ask the *Index Child* if he/she consumes any of these alternatives. People tend to forget that they had eaten certain foods, so prompt and ask not only about main meals, but snacks as well. Include foods consumed inside and outside the household and food s/he bought on the street. These are the foods on CAPI:

| 01 | Any injera, spaghetti, or any other foods made from teff, millet, sorghum, maize, rice, or |
|----|--|
| | wheat? |
| 02 | Any pumpkin, carrots, squash, red or orange sweet potatoes? |

| 03 | Any potatoes, yams, taro, cassava, kocho/enset or any other foods made from starchy roots or tubers? |
|----|--|
| 04 | Any dark, green, leafy vegetables such as cassava leaves, bean leaves kale,, spinach, pepper |
| | leaves, taro leaves, and amaranth leaves? |
| 05 | Any other vegetables (onions, cabbage, tomatoes)? |
| 06 | Any ripe mangoes, ripe papayas? |
| 07 | Any other fruits (citrus fruit, bananas, cactus)? |
| 08 | Any liver, kidney, heart, or other organ meats? |
| 09 | Any other meat (beef, pork, goat, lamb, chicken)? |
| 10 | Any eggs? |
| 11 | Any fresh or dried fish or shellfish? |
| 12 | Any foods made from legumes such as beans, peas, lentils, or nuts? |
| 13 | Any cheese, yogurt, milk or other milk products? |
| 14 | Any foods made with oil, fat, or butter? |
| 15 | Any sugar, honey, sweets, sugary sweet drinks? |

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

Q.4: At what age did your periods start?

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

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

This question is only enabled for boys.

Q.6: Child has hair in his chin

This question is only enabled for boys. Please observe whether the boy has any hair on his chin. Put a tick in the answer box and as the next question only if this is the case.

Q.7: At what age has hair started growing on your chin?

This question is only enabled for boys who have some hair growing on their chins (based on fieldworker's observations). Please be sensitive when asking this question – some children may find it a bit embarrassing.

Section 4: Social Networks

PURPOSE

This section is very brief (2 questions!). It attempts to get a snapshot of the size of support-group available to the child.

INSTRUCTIONS

Q.1: Is one or both of your parents alive?

Please be sensitive when asking this question. If you already know the answer from e.g. the household interview, please do not ask again – just enter the answer.

Q.2: How many people can you rely on in time of need?

This is a very general question. We want to know approximately what the size of the child's "network" is. "Time of need" can be a time of financial or emotional need. It can be a time when the child is upset and needs someone to talk to, a time when the child is unable to pay his/her school fees and is in need of support from others, a time when a child is unwell and needs help from others to get better, etc. This is not an easy question, so please give the child plenty of time to think (perhaps list) the people who they could rely on. Also, please be sensitive, as children with small/no support networks could find this question upsetting.

Section 5: Feelings and Attitudes

PURPOSE

We would like to know about the feelings and attitudes of the *Index Child* and his/her sibling regarding issues that concern young people of their age. We also want to measure his/her level of self-esteem and self-efficacy. Self-esteem reflects a person's overall self-evaluation of his/her own worth. Someone who has a high level of self-efficacy feels that s/he has a high level of control over life. These two indicators have been used and widely discussed in psychology literature. The subsection administered to the *Index Child* further captures his/her education and work aspirations and sense of economic and overall well-being.

Sub-Section 5.1: Index Child

INSTRUCTIONS

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

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

Q.1:

This question asks the *Index Child*'s opinion on issues that concern young people his/her age: we want to know what the *Index Child* thinks or feels about them. This question concerns issues 01-34.

Please take time to explain the answer codes before starting. For this, show Prompt Card #4 to the *Index Child*. Figure 1 shows this card, which has 4 alternatives:

Figure 1

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

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

Before starting, carefully go through the CAPI example to make sure that the *Index Child* is comfortable with the answer codes and understands the difference between them. Please

ask the *Index Child* to point to the relevant option on Prompt Card #4 when answering rather than just give you the answer orally.

Items 03, 07, 10, 13, 19, 21, 25 and 29 are skipped in CAPI if both parents are dead. The filter question is Q.1 in the Section 4 "Social Networks".

Q.2:

The items in this question inform on the *Index Child*'s sense of self-esteem and self-efficacy.

Self-efficacy: the feeling that one is able to perform in a certain way and to achieve certain goals. In other words, it is the belief that one has the skills to act in the ways necessary to manage different situations.

<u>Self-esteem:</u> general self-assessment of the person's own worth, resulting from his/her thoughts, evaluations, feelings and behavioural tendencies.

This question works in the same way as in the previous section. HOWEVER, there is an important difference in the answer codes. In the previous question there were four answer options, while in this question there are five: in the previous question there was no "neutral" option, while in this question there is. The answer codes relevant for this question are shown in Prompt Card #3, represented in Figure 2.

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

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

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

Items 02 and 04 are only administered to children who are engaged in some kind of paid or un-paid activities. Items 08, 10, and 11 are only enabled for children who are currently at school.

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

Q.3: Imagine you had no constraints and could study for as long as you liked, or go back to school if you have already left. What level of formal education would you like to complete?

This question informs on the maximum educational level that the *Index Child* would want to reach if s/he had all the necessary means to study. Be careful with the use of code "None" (00). This code applies to people who do not want to change their educational level. For example, if the *Index Child* says "I'm satisfied with the level to which I studied, I do not want to continue studying", then type the code "none" (00). This code does not necessarily apply to those people who never studied, it may be the case that the *Index Child* has not studied, but would want to study. If Q.1 is "None" (00), then go to Q.5.

Q.4: Given your current situation, do you expect you will reach that level of education?

This question informs on whether the *Index Child* has the means necessary to reach the desired level of education. Be careful when asking this question, because it can cause discomfort to the respondent. For example, <u>do not say</u> "Realistically, do you think you can reach that level of education?"

Q.5: When you are about 25 years old, what job would you like to be doing?

This question informs on the work that the *Index Child* wants to do the future. This is not about the work s/he expects to do, but rather would like to do if there were no constraints.

Please do not read the options! Wait for the Index Child's response, and code in CAP using codebox #5.

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

This question informs on whether the *Index Child* has the necessary means to attain the occupation s/he wants. Be careful with asking this question, because it can cause discomfort in the respondent. For example, <u>do not say</u>, "Realistically, do you think it is possible to achieve this aspiration?"

Q.7: Where on the ladder do you feel you personally stand at the present time?

This question is about the *Index Child's* overall assessment of his/her well-being. Please go through the instructions on how to answer this type of question with the *Index Child* very carefully. Display the image of the ladder with 9 steps (Prompt Card 1). Explain that the ninth step, the highest, represents the best possible life that the *Index Child* can have, and the lowest is the worst possible life. Make sure the *Index Child* understands that the ladder is about all aspects of life (economic, health, social, personal, etc.), and is a subjective measure of how the *Index Child* feels about his/her life in general. This must not be confused with a simple measure of economic wellbeing. Be very clear about the goal of the stairs.

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

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

Q.8: Compared to other families here in [NAME OF CURRENT LOCALITY], how many things does your family have?

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

Q.9: FOUR YEARS AGO: Compared with other families here in [NAME OF CURRENT LOCALITY], how many things did your family have?

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

Q.10: Which of the following best describes your household?

Ask the *Index Child* how s/he would describe the economic situation of the household in which s/he is living. This question is different from Q.8 as it asks for an overall evaluation rather than just relative to the other families in the current locality.

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

Q.11: FOUR YEARS AGO: How would you describe your household?

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

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

Sub-Section 5.2: YL Child's Sibling

INSTRUCTIONS

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

Q.1: Is this <u>same</u> sibling available now?

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

Q.2: Has the child been tracked and found?

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

If you have been able to find the relevant sibling: please answer 'yes' and administer the rest of the questions in this section.

If you have not been able to find the relevant sibling: please answer No and <u>add a comment</u> for why it has not been possible to find the sibling. The interview is only closed once this <u>question is answered</u>.

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

Q.3: Are you currently enrolled in school?

Ask the sibling if he/she is attending any course in the current academic year (2006 E.C.).

Q.4: Have you done any of the following activities in a typical day (from Monday to Friday) during <u>last week</u>?

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

| 01 | Caring for others (younger siblings, ill household members) |
|----|---|
| 02 | Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping, etc.) |

| 03 | Tasks on family farm, cattle herding, other family business, |
|----|---|
| | shepherding (not just farming) |
| 04 | Activities for pay/sale outside of household or for someone not |
| | in the household |

Q.5:

This question follows the same logic as Q.1 which was administered to the *Index Child* in the previous sub-section. The only difference is that some of the statements differ. Please see instructions for Q.1, Sub-Section 5.1.

Q.6:

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



ROUND 4

FIELDWORKER MANUAL Ethiopia

HOUSEHOLD QUESTIONNAIRE

Younger Cohort

September, 2013

Ethiopian Development Research Institute (Ethiopia) University of Oxford (UK)

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PART I: YOUNG LIVES BASICS

INTRODUCTION

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

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

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

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

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

HOW TO CONDUCT THE INTERVIEW

1. PRINCIPLES OF FIELDWORK

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

BOX 1: PRINCIPLES OF FIELDWORK

- 1.1. Ask the questions exactly as they appear in the questionnaires
- 1.2. Never make answers or information up
- 1.3. Keep a neutral attitude with the respondents
- 1.4. Avoid any harm to the respondent
- 1.5. Treat everything the respondent tells you as confidential.
- 1.6. Take informed consent from adults and children
- 1.7. Never make promises to the household that you cannot keep
- 1.8. Write detailed notes about problem questions, answers where you are unsure of the code and surprising answers
- 1.9. Avoid assuming information
- 1.10. Maintain the pace of the interview.
- **1.11.** Write down your personal observations about the primary caregiver, the NAME and the interview itself.

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

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

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

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

1.2. Never make up answers or any information

All the interviews will be validated and sent back to the fieldworker if they are not properly filled-in. <u>Under</u> <u>any circumstance</u>, you should replace information. You will be dismissed immediately if you make up any information.

1.3. Keep a neutral attitude with the respondents

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

1.4. Avoid any offense or distress to the respondents

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

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

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

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

1.5. Treat all respondents' information as confidential

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

REMEMBER: All the data collected are strictly confidential. You have signed a Confidentiality Form and any breach of the confidentiality is forbidden by your oath of secrecy. Keeping the anonymity of the respondents is one of the main principles of Young Lives and you should always be careful of revealing any type of information that might allow others to identify which child (or household) you are referring to.

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

Household questionnaire:

- Livelihoods and asset framework (which asks some questions on earnings)
- Economic changes (which asks about economic difficulties in the household)
- Socio economic status (which asks questions about ownership of assets)
- Caregiver perceptions & attitudes (which asks caregivers to reflect on their feelings and views on a number of personal issues)

Child questionnaire:

- Some of the questions related to paid work, particularly those related to wages and the use of any
 money the child spend on their own
- Feelings and attitudes for YL children and siblings (which asks the child/sibling to reflect on his/her feelings and views on a number of personal issues)
- Health section (which asks some questions about injuries while working)

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

In these cases, you may:

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

1.6. Take informed consent from adults and children

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

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

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

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

REMEMBER: Young Lives' staff should not put pressure, coerce or deceive respondents in order to ensure their participation. Staff should also make sure that respondents are not pushed by other family or community members. The mother or primary caregiver should have <u>at least 24 hours</u> to consider whether they still want to take part of the study and will be free to withdraw at any time.

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

Taking consent from children

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

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

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

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

Fieldworkers may be asked for assistance from households, e.g. transporting a sick person to a health facility etc. In principle, Young Lives encourages fieldworkers to respond positively to such requests. However, there are limits as to what is practical; each survey team will need to decide this with reference to the local context.

If the caregiver tells you or you suspect that any of the children in the household are suffering from sexual or other abuse you must tell your supervisor who will follow-up on the issue.

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

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

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

1.9. Avoid assuming information

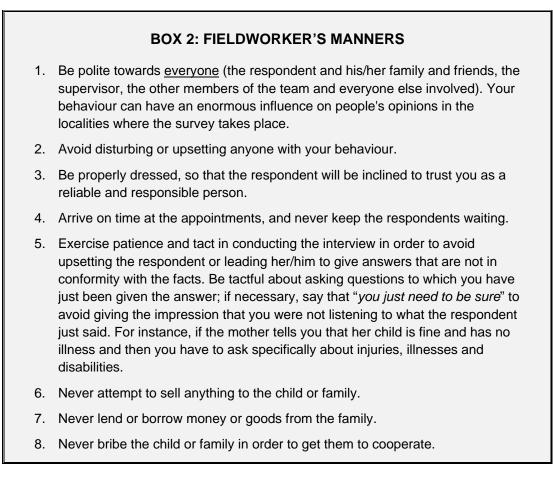
Although you may know beforehand the answer to some simple questions, if you are not absolutely sure about the answer, you'd better ask the question as indicated in the questionnaire. For instance, if you already know some simple information, such as that this person is the wife of some other household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

1.10. Maintain the pace of the interview

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

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

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



2. INTERVIEWING CHILDREN

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

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.

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

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

It is essential that you show respect, patience and sympathy at all times, and that you allow them sufficient time to answer your questions. You can be encouraging and supportive but should avoid providing children with answers when they do not respond immediately to your questions or find it hard to express themselves clearly. It is important that you are able to understand their answers and code them accurately without influencing them or mixing your own judgement about what they should be answering. This would seriously affect the results of the study. If a child becomes distressed, you should act as naturally as possible, offering comfort as appropriate and ceasing the interview if you think it is necessary.

BOX 3: FIELDWORKERS DON'Ts

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

3. GETTING READY FOR THE FIELD

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

In order to administer these questionnaires in this round, you will need a tablet and some additional material also used in previous rounds (see Box #4).

BOX 4: CHECKLIST OF MATERIALS FOR EACH INTERVIEW

- 1. Tablet with CAPI installed and working properly
- 2. Tablet with Games installed and working properly
- 3. 2 Stylist (pen)
- 4. Printed questionnaires (English/Translation)
- 5. Fieldworker manual
- Laminated cards to prompt when required (ladder, 3 different scales, 8/11 circles, 5 cards printed in colour for the games)
- 7. 20 beans of same size
- 8. Field notes template printed in paper.
- 9. Pen and pencil
- 10. Identification card of the Young Lives Study
- 11. Letter from the local partner institution certifying the study.
- 12. Each team: Anthropometric equipment and GPS equipment

HOW TO FILL IN THE QUESTIONNAIRE

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

1. TYPES OF INSTRUCTIONS

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

1.1. SAY

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

Example:

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

1.2. FIELDWORKER

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

Example:

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

These instructions can be found:

- a) **Before a table or a set of questions.** They will provide directions on how to administer the table or will give a brief introduction of what the upcoming questions will ask about.
- b) **Before specific question(s).** They clarify the reference person about whom the question is asked.
- c) **Within a question.** They provide specific instructions or clarifications to be taken into account when administering this particular question.

1.3. [YL Child]

Whenever you see the word "YL Child" in brackets, you need to mention the index child's name and read aloud the question using his/her name instead of "[YL Child]". In previous surveys, we used to use the word [NAME].

Example:

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

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

1.4. WORDS IN CAPITALS

Words in capitals are a guide to the interviewer and should not be read out loud.

Example:

| Q.9 | SCALE CHECKED | |
|-----|-------------------------------|--|
| | FIELDWORKER: Tick if checked. | |

1.5. PROMPT / DO NOT PROMPT

Generally you should NOT read the answer codes to the respondent unless the instruction tells you to "PROMPT" or "READ THE ALTERNATIVES", or when it is a follow-up question (see Section 2 *Types of questions for further reference*). In some questions you will find an instruction "DO NOT PROMPT", this instruction is just a reminder for questions where fieldworkers often forget that they should not read the responses or in those in which the respondent may be easily influenced after hearing the alternatives.

Example:

| ſ | Q.6 | When [YL Child] is about 25 years old, what job do you think s/he will be doing? | [] |
|---|-----|--|---------|
| | | FIELDWORKER: DO NOT PROMPT. | Specify |

1.6. SPECIFY

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

Much effort has been put to code questions that had many answers "Other, Specify" in the past rounds. Therefore, you should always try to find the most appropriate code for the answer of the respondent or the observation you have entered.

Example:

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

2. TYPES OF QUESTIONS

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

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

• Not Known (NK)

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

Refused to answer

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

• Not Applicable (NA)

If a question does not apply to the household, you should enter **88=NA** or **-88=NA**, accordingly. With CAPI, we are trying to minimise the use of the code NA by programming beforehand the skip pattern of the questionnaire. This generally depends on the response to an earlier question. So in the example, the household may have already answered that they do not have any relatives (excluding those of the household) who live in the community, so this question would not be applicable.

As obvious as it may sound, you must fill in the questionnaire <u>during the interview</u>. You must <u>not</u> rely on your memory for filling in any answer after you have left the household or record the answers on scraps of paper with the intention of entering them later. You should enter an answer in CAPI once you are sure you have correctly understood the respondent's answer; if not, ask again until you fully understand the respondents answer.

REMEMBER: You should <u>NOT leave questions blank</u>. If you think a question does not apply to the case of the respondent or household, then enter 88=NA, but NEVER leave it blank. Although CAPI is meant to minimise the use of these codes by using programmed skip patterns, still there are some questions where you will just have to code them as 88=NA.

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

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

2.1. Option questions

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

Example:

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

2.2. Key/code list questions

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

Example:

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

Codebox #24: Why situation changed

| Why situation improved | Why situation worsened |
|-------------------------------------|--|
| 01=Harvests have been good | 41=Harvests have been poor |
| 02=Started growing new crops | 42=Tried new crops but they failed |
| 03=Tried new farming techniques | 43=Tried new ways of farming but they failed |
| | |
| 34=Spouse started work or a new job | 72=Other, specify |
| 35=Received a raise for current job | 77=NK |
| 36=Both husband and wife work | 79=Refused to answer |
| 37=Involvement in farmers' union | 88=NA |

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

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

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

2.3. Type-in questions

Some questions, such as those asking for names or addresses will require you to type-in the answer rather than entering a code or ticking a box. You will be provided with space to type and in the paper questionnaire, you will see a line "[______]" where you should write the answer. Also note that almost every "Specify" instruction will followed by a space to type or write the answer.

Example:

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

2.4. Numerical questions

Some questions require that the respondents provide you with a number or an amount such as a date of birth, the child's birth weight, or the number of animals the household owns. You must enter the amount <u>accurately</u>. Remember to respect the number of digits allowed for each question. If you have any doubts, refer to the paper questionnaire.

Example:

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

This question allows for two digits as there might be more than 9 rooms in the house. However, if there are 9 or fewer rooms (only one digit), it is <u>not necessary to type a preceding zero</u> in CAPI because it is already programmed to read it automatically.

For questions that allow for decimals, you have to type the <u>decimal point</u> (.) in CAPI and it will allow you to enter as many decimals as already programmed for that given question. If you have any doubts about the format of the numeric questions, refer to the paper questionnaire where you can see how many digits, including decimals, are allowed for each question.

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

In all these questions, codes must be entered in <u>negative form</u> to avoid confusion with a real amount (go back to Box 5 for further reference).

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

2.5. Roster questions

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

Example:

| Q.1 | Q.2 | Q.3 |
|------------------------|-----------------------|--|
| ID of household member | Household member name | Has [HHM] ever attended or is he/she currently |
| | | attending school? |
| [PREFILLED FROM | [PREFILLED FROM | 00=No |
| HOUSEHOLD ROSTER] | HOUSEHOLD ROSTER] | 01=Yes |
| | | 77=NK |
| | | 79=Refused to answer |
| ʻ100001 | Juan | [01] |
| | | |
| ʻ100002 | Ana | [01] |
| | 71110 | [|

2.6. Pre-filled questions

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

- a) To help you make sure that the responses you will get for certain questions are consistent with what was collected in the previous round. They work as hints to give you more fluency while you are asking these questions.
- b) To check if there has been any changes between last round and this round. If there have been any, then they need to be updated by the fieldworker. For example, all the details of each household member are prefilled for those who lived in the household in Round 3, so that this round the questions were designed and programmed for you to check if this information is still valid and update it accordingly.

Example:

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

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

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

3. SKIP PATTERNS

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

Example:

| Q.2 | Is any member of your household an active member of an organisation, group or informal association? | |
|-----|---|----|
| | 00=No ► Skip to Q.7 01=Yes 77=NK ► Skip to Q.7 | [] |

If the response to Q.2 is 00=No, you should record the answer and move onto Q.7; whereas if the answer is 01=Yes, you should record the answer and ask the next question (in the example, Q.3). In CAPI, all the skip patterns will be programmed, and therefore, you will see that all the questions to be skipped will be disabled (Q.3-Q.6 here) until you reach the question that you were supposed to ask next (Q.7 here).

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

Example:

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

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

Example:

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

4. VALIDATION CHECKS

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

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

| Figure 1: Validation | Buttons |
|----------------------|---------|
|----------------------|---------|

| Validate | 💢 Remove Disabled Values | Clear Validations | Show Error Details |
|----------|--------------------------|-------------------|--------------------|
|----------|--------------------------|-------------------|--------------------|

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



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

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

| MEMIDR4 | Q.1 Name (Full Name of H | Household Member) | Age R3 | Q.2 How old is HHM (in completed years)? | Q.3 Age in completed months | Q.4 Sex of household member | Enter Information About the Individual | Delete |
|---------|--|---|----------------|--|-----------------------------|-----------------------------------|--|---------|
| 1 | Jorge | | (unanswered) | 50 | | Male (1) | Enter Information About the Individual | × |
| 2 | Ingrid | | (unanswered) | 47 | | Female (2) | Enter Information About the Individual | × |
| 3 | Javier | | (unanswered) | 20 | | Male (1) | Enter Information About the Individual | × |
| 4 | Monica | | (unanswered) | 19 | | Female (2) | Enter Information About the Individual | × |
| Add Row | | | | | | 1 | | <u></u> |
| Error | Message The child's age is greater or less than 13 | Path /Household Roster/H HHM (in completed years)? | ousehold Membe | r Roster[4]/ How old is | | | Locate | |

Figure 3: Error Messages

REMEMBER: CAPI will read empty questions as errors to make you notice that you are leaving blanks that <u>should be filled in.</u>

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

| Mem | Q.1 Previous ID | Q.2 Name | Q.3 Sex | Q.4 Relationship to the Head of Household | Q.5 Age (years) | Q.6 What is the member's current residential status? | Marital Status | Labor | Delet |
|-----|-----------------------|-------------|------------|--|--------------------|---|----------------------|----------------|-----------|
| 1 | 11 | Steven Wise | Male (1) | Head (1) | 37 | Current | Marital Statu | Labor | X |
| 2 | 12 | Louise Wise | Female (2) | Brother / Sister (7) | 36 | Current | Marital Statu | Labor | × |
| 3 | 13 | Thomas Wise | Male (1) | Relationship to Head | of Household i | is different than I | ast visit. Please ch | eck the respon | se for ac |

Figure 4: Warning Messages

2. Remove Disabled Values button: Sometimes after you validate a screen, you may realise there is some mistake in disabled questions and therefore you should correct it. This usually happens when you have initially answered a couple of questions, but have finally changed the answer of a preceding question that leads to a skip pattern that disables those questions you initially filled in. Instead of manually removing the answers from each of these questions, the 'remove disabled values button' automatically removes the "disabled values" for you. In radio buttons such as "yes" or "no" the only way of removing disabled values is through this button.

Example:

In the following example we show how you initially select that a member of the household is member of the PSNP (see figure 5a). Then after answering question 2, you realise that was not true (see figure 5b), and you return to correct your answer (see figure 5c). You need to remove those disabled values by using this button.

Figure 5: Remove Disabled Values

Figure #5a

| Were you or any member of the household Q.1 registered as a beneficiary of the PSNP – Public Works program in the past 12 (13 Ethiopian months)? | 🔵 No (0) | Yes (1) | NK (77) |
|---|----------|---------|-----------|
| Were you or any member of the household registered as 2 beneficiary of Direct Support (transfers of cash, food or other goods without requiring individuals to work) in the past 12 (13 Ethiopian) months? | 🔘 No (0) | Yes (1) |) NK (77) |
| Q.3 Have you graduated from public work program component of PSNP? | No (0) | Yes (1) | O NK (77) |

Figure #5b

| Were you or any member of the household registered as a beneficiary of the PSNP – Public Works program in the past 12 (13 Ethiopian months)? | No (0) | Yes (1) | O NK (77) |
|---|----------|---------|-----------|
| Were you or any member of the household registered as 0.2 beneficiary of Direct Support (transfers of cash, food or other goods without requiring individuals to work) in the past 12 (13 Ethiopian) months? | No (0) | Yes (1) |) NK (77) |
| Q.3 Program component of PSNP? | O No (0) | Yes (1) | NK (77) |

Figure #5c

| Were you or any member of the household registered as a beneficiary of the PSNP – Public Works program in the past 12 (13 Ethioplan months)? | No (0) | Yes (1) | O NK (77) |
|--|-------------|------------|------------|
| Were you or any member of the holusehold registered as 02 Beneficiary of Direct Support (transfers of cash, 20 food or other goods without requining individuals to work) in the past 12 (13 Ethiopian) months? | (@). No (0) |) Yes (1) | NK(77) |
| A3 program component of PSNP? | (i) Na (0) | () Yes (1) | () NK (77) |

After clicking in the button, the following message will appear where you select 'clear all disabled values'.

| Figure #5d | | |
|-------------------|---|------------|
| ehold v (13 | (i) No (0) | () Yes (1) |
| (15 | Remove disabled values | |
| ehold | Do you want to clear all values from disabled fields on this screen and any subscreens? | |
| of cash | Clear all disabled values Cancel | Yes (1) |
| | | |

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

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

5. WHAT TO DO WHEN YOU HAVE DOUBTS

Sometimes, an interview will take more than one visit to the household to be completed. Then, if after speaking with the respondent and probing his/her answer, you still have doubts about any question (e.g. unclear meaning or concept, phrasing is understood in different ways, response given does not fit in the codes provided, etc.), you may leave the question blank **temporarily**. Take notes following the template in Box #6, as it will help you remember exactly which the issues for each question were. Then validate this screen and you will see an error message next to it. Leave it there (i.e. do not remove it) and go ahead with the next section, as this message will flag the questions you are leaving blank or with any other errors that you could not solve on the spot.

BOX 6: FIELD NOTES TEMPLATE

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

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

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

Example:

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

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

Once you discuss with your supervisor and clarify your queries, you go back to the flagged questions and enter the correct answers, **but never leave them blank permanently**. After entering the appropriate answers, validate again the screen and move on if you get the message of *No validation errors found*. It is important that you understand that each question of the questionnaire has been carefully designed with a particular purpose, and has passed a series of revisions to adapt them to the local context. Therefore, just because something does not seem clear to you, does not means that it does not apply and therefore should be left blank or dropped. Always discuss with your supervisor, so that he can provide you an accurate clarification of the purpose of each question.

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

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

6. SUBMITTING COMPLETED INTERVIEWS

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

| Dervergen Lition & Lummany univers scherung space Literatin (politicity) | Romation Chiefdobility Heartenant Education Educational Heatery Chiltre Index Chief | Land and Origi Agric |
|--|---|----------------------|
| alla Hardim | | |
| 1. Section 1 | | |
| Date of Interview | | |
| Q.1 Date of interview | | GetSme |
| Q2 Feldwoher D | Page and | |
| at residence | | |
| Date of Supervisor Check | | |
| Q.3 Date of Supervisor Check | (m) | Gettroe |
| | | - |
| Q.4 Seperator ID | Fisme select | |

Figure 6: Data Handlers

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

All completed questionnaires must be submitted to the supervisor for him/her to validate the entire interview. Errors detected must be corrected by revisiting the household if needed. Interviewers are

<u>forbidden</u> to change or repair data without consulting their supervisor or re-interviewing the household. Once the questionnaire is amended, you should enter the date and time, and then you will hand in the interview file to your supervisor for him to validate again the entire interview.

REMEMBER: You must NEVER, under any circumstance make changes in a completed questionnaire <u>without consulting with your supervisor or returning to the</u> <u>HOUSEHOLD</u> TO ASK THE RESPONDENTS THE SAME QUESTIONS AGAIN.

7. THE ROLE OF THE SUPERVISOR

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

- S/he will examine in detail all questionnaires filled-in by you to verify that each interview has been carried out properly and in full. After validating the entire interview, s/he will then ask you to return to the household to recollect any missing or wrong data if needed.
- S/he will make random visits to some of the households that you have already interviewed to make sure that you went to the correct addresses and to re-ask a few questions in the questionnaire as a basis to assess the reliability of the data we are collecting.
- S/he will observe 2 or more of your interviews per sentinel site to evaluate your method of asking questions.
- Every day s/he will meet with the team to discuss the work and will make regular reports to the Fieldwork Co-ordinator on the progress of the work.

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

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

PART II: ARRANGEMENTS FOR THE MAIN INTERVIEW

TRACKING SCHEDULE

PURPOSE

The purpose of the tracking schedule is, firstly, to locate the YL Child and confirm that his/her family agrees to continue participating in the study; secondly, to **identify who is the relevant household** where the Younger Cohort or Older Cohort Household Questionnaire will be administered.

RESPONDENT

The Tracking Schedule can be answered by any adult at least 18 years old that can provide reliable information about the location of YL Child or his/her family. However, once YL Child's family has been found the respondent should be a household member that is familiar with YL Child's affairs – ideally the primary caregiver (Younger Cohort) or the household head (both cohorts).

DEFINITIONS

- → Household: A household is defined as a group of individuals that meet <u>three conditions</u>:
 - 1. They live under the same 'roof' or within the same compound/homestead/stand; and
 - 2. They share food from a common source at least once a day (i.e. cook and eat together); and
 - 3. They contribute to or share in, a common resource pool, <u>aside from food and shelter</u>, which means:
 - They **contribute to** the household through wages/salaries or any cash/in-kind income (e.g. parents), or
 - They **benefit from** this income, but do not contribute to it (e.g. children, students, elderly)
- → Previous household: Household in which the YL Child lived in Round 3.
- → Current household: Household in which YL Child is living now in <u>Round 4</u>, which satisfies the three conditions of household definition.
- → New environment: environment in which YL Child is living now in <u>Round 4</u>, which does NOT satisfy the three conditions of household definition.
- → <u>Relevant</u> Household: In <u>Round 4</u>, we will find YL Children living:
 - a. In the same household (previous household),
 - b. In another household (current household) with relatives, or
 - c. In a new environment with different people (i.e. **dependent** children living in hostels for studies).

Among those three possibilities, we need to identify where the household questionnaire should be administered. The household questionnaire will NOT be administered to those living arrangements that do not meet the **three conditions** of a household definition. Therefore for

children living in a new environment such as hostels we will administer the household questionnaire in their previous household as these children are still dependent of that household.

To identify which household, <u>whether the previous household or current household</u>, is the most relevant in portraying the existing arrangements and situation of the YL Child we consider an additional condition.

Condition #4: Source from which child receives the <u>highest</u> monetary contribution for living costs such as studies (tuition fees, registration, examinations, books, etc.), transportation, clothing and other items (<u>excluding food and housing</u>).

The household that comply this last condition is defined as the relevant household in which the household questionnaire is to be administered. Box 7 sums the criteria for identifying the relevant household.

BOX 7: CRITERIA FOR IDENTIFYING THE RELEVANT HOUSEHOLD

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

• Condition #1 – Sharing shelter

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

• Condition #2 – Sharing food

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

• Condition #3 – Economic dependence

YL Child <u>currently benefits</u> from pooled income with this household.

- Condition #4 Highest contribution to living costs
- YL Child currently receives the highest monetary contribution from this household.

➔ Primary caregiver: In Round 4, we <u>only identify a primary caregiver for the Younger Cohort</u> child. We will NOT identify a primary caregiver of the Older Cohort child since they are already young adults.

The primary caregiver of the YL Child (Younger Cohort only) is defined as the person responsible for making most of the decisions related to her/his health and education. For example, the primary caregiver decides whether the child should be taken to the hospital in case of illness or whether s/he should attend full-time education. This person is usually the mother, but could be another household member or even someone **not living in the household**.

When the primary caregiver is NOT living in the household, he/she should also know about the daily activities of the YL Child. Therefore, in the Ethiopian context, <u>he/she should live in the same kebele (for rural areas), in the same town (for urban places), or in the same sub-city (for Addis Ababa).</u> Otherwise, the respondent should nominate a person who is closest to being the primary caregiver within the household.

There should be only one primary caregiver for each index child.

REMEMBER: IN PREVIOUS ROUNDS, THE PRIMARY CAREGIVER WAS DEFINED AS THE PERSON WHO SPENT MOST TIME TAKING CARE OF YL CHILD. IN ROUND 4, FOR THE **YOUNGER COHORT**, THE PRIMARY CAREGIVER IS THE PERSON RESPONSIBLE FOR MAKING MOST OF THE DECISIONS RELATED TO HIS/HER HEALTH AND EDUCATION. WE DO NOT IDENTIFY A PRIMARY CAREGIVER FOR THE **OLDER COHORT**.

→ Household head: In principle, the definition of household head is left open to the respondent. However, if s/he does not know how to define her/him or mentions more than one person, explain that the household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. There should only be one household head in each household.

INSTRUCTIONS

The tracking of the YL Child is done by supervisors. Each supervisor will receive a pre-printed *Contact Sheet* with the household's last known address collected in the last tracking on September 2011 and other details that may help them find the YL Child and his/her family.

The Tracking Sheet is administered on paper. Only the final attempt – in which YL Child is found – will be entered in CAPI. Supervisors will provide you with the last tracking attempt so that you can enter it in CAPI. If Supervisor's cannot track the YL Child after the 7^{th} attempt, they will report to the Survey Coordinator to record him/her as dropped in this round.

REMEMBER: FIELDWORKERS/SUPERVISORS SHOULD NOT FILL IN ANY ATTEMPT <u>IN</u> <u>CAPI</u> IF THE YL CHILD IS NOT FOUND, AS THIS WILL OPEN A NEW INTERVIEW THAT WILL NOT BE CONDUCTED.

The following explanations are mainly for Supervisors as they will conduct the tracking. However, you should understand the underlying principle for selecting the relevant household, as this will become relevant in several sections of the Household and Child questionnaires.

[CAPI SCREEN: TRACKING]

Q.1: Child ID

This is the unique number assigned to each YL Child since Round 1, and it should be kept until the last round of the study. Make sure you enter capture the correct ID.

[1] Q.2: 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. The maximum number of attempts will be 7. If you cannot track the YL Child after the 7th attempt, report to the Survey Coordinator to record him/her as dropped in this round.

[2-4] Q.3: Date

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

[2] Day

[3] Month

[4] Year

STEP 1: Find the house

[5] Q.4: Could you find the house/dwelling?

Use the <u>physical address of dwelling</u> provided in the *Contacts Sheet (Figure #7)* to find the house where the child was tracked for the last time. The house/dwelling refers to the building/physical house/compound, etc.

Figure 7: Contacts Sheet

| Household head's full no | me (with grandfather's name) | | | |
|----------------------------|---|----------------------------------|--|--|
| Child's full name (with gr | andfather's name) | | | |
| Region | | Zone | | |
| Woreda | | Town (if urban) | | |
| Kebele/PA/Tabia/G\anda | | Got/Kushet | | |
| House number (if urban) | | Telephone number (if he/she has) | | |
| | 2 has) | | | |
| The name and address of | EDDIR | | | |
| Name of neighbours to th | he: | | | |
| East | ; West; | | | |
| North | ; South; | | | |
| Full Address of a close re | elative who always knows the family's v | whereabouts: | | |
| Ν | | | | |
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[6] Q.5: Record any tracking information collected. Include new address if possible.

If you could not find it, talk to neighbours to find out how to get there or where to find YL Child's family. If unsuccessful, use the phone and postal address provided in the *Contacts Sheet* to contact the household head (usually the child's father). Record any useful information you got, and report to the Fieldwork Coordinator. If a child moved to an area where another supervisor is working, inform the Fieldwork Coordinator.

REMEMBER START A NEW SCHEDULE FOR YOUR NEXT ATTEMPT TO FIND THIS CHILD. FOLLOW-UP QUESTIONS ON THIS SCHEDULE MUST BE LEFT BLANK.

STEP 2: Find YL Child's Family

[7] Q.6: Does [YL Child]'s family live here?

Once you found the house/dwelling, make sure whether the YL Child's family is still living there.

[8] Q.7: Record any tracking information collected. Include new address if possible.

If YL Child's family does not live there, ask to the members of that household or talk to neighbours for any tracking information. Record any useful information you got, and report to the Fieldwork Coordinator.

REMEMBER: START A NEW SCHEDULE FOR YOUR NEXT ATTEMPT TO FIND THIS CHILD. FOLLOW-UP QUESTIONS ON THIS SCHEDULE MUST BE LEFT BLANK.

STEP 3: Check if YL Child is alive

[9] Q.8: How is [YL Child] doing?

Once you found YL Child's family, you must find out if YL Child is still alive. This is very sensitive, so it is better to ask indirectly to prevent upsetting the respondent. It could be as phrased in this question or by asking "Is the child around / gone for playing / school?". If the child has passed away, you should make appropriate sympathetic statements on behalf of the project.

[10-11] Q.9: Approximately, how old was [YL Child] when s/he passed away?

Try to elicit in a very tactful manner, at what age the child died if possible. You could ask this to a household member or a neighbour. *|| End the interview here.||*

[10] YEARS

[11] **MONTHS**

STEP 4: Find YL Child

[12] Q.10: Is [YC Child] now living with the same Round 3 household?

The purpose of this question is to know whether YL Child is still living in the same household as in Round 3. Note that the household head or the primary caregiver may have changed for several reasons (e.g. the household may have lost the household head or the primary caregiver may have moved away). This is still the same household. Record the YL Child as living in the same Round 3 household when they have not moved and continue to live with previous household members.

[13] Q.11: Where is [YL Child] living?

Record the address and if possible the name of someone the child is living with. Once you get a new possible address, start the Tracking Schedule from the beginning. Remember to record the number of attempts in a correlative order.

[14-15] Q.12: How long has [YL Child] been living there?

Record the length of time the child has been living there in years and months.

[14] YEARS

[15] MONTHS

[16] Q.13: For how long do you expect [YL Child] to stay there?

This question intends to capture whether the child is expected to return to the previous household. Enter "Temporarily" if the child is expected to return at some point, although the respondent does not know exactly when. Enter "Permanently" if the child is NOT expected to return to the previous household.

STEP 5: Identify the relevant household

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

It is likely that s/he is living with several people, but:

For the Younger Cohort, this question intends to capture who is the person responsible for YL Child – ideally the household head or the primary caregiver.

Please follow the guidelines below to select the correct code from Codebox 1.

- Use code 00=YL Child if the child is living economically independent (i.e. supports himself /herself financially without any help). Select code, and then skip to Q.18 "The relevant household is the <u>Round 3 Household</u>".
 - An example you may find among the 11 or 12 years' old living independently are children working as full-time maids living with the family that has hired them.

NOTE: For the Younger Cohort, if the child is living independently we are administering the household questionnaire to the household where he/she lived in Round 3.

- Use code **01=Biological parent** if the child is living with any of the parents, even if the child is living also with other relatives, such as grandparents.
- Use code **22=Other**, **non-relative** when the child is NOT economically independent and is living with other people that are not family. Select code, and then skip to Q.18 "**The relevant household is the Round 3 household**".
 - This would be the common case for children studying and living in a hostel or in a residential college; children living with a group of other children, or children working as full-time maids living with the family that has hired them.

The relevant household is Round 3 household because the examples above do not meet the third condition of the household definition explained in Box # 6.

REMEMBER: IF THE CHILD IS LIVING ECONOMICALLY INDEPENDENT, SELECT CODE 00=YL CHILD INSTEAD AND CONTINUE TO Q.18.

If the child is living with someone that is NOT the parents or living independently, you will ask the following questions.

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

This question aims to capture if YL Child has moved to a <u>different household</u> with the <u>same</u> <u>caregiver</u> as in Round 3, when the caregiver is NOT any of the parents.

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

This question is the bottom line to identify which is the relevant household. It identifies which household is mostly contributing to pay for YL Child's living costs, such as studies (tuition fees, registration, examinations, books, stationery, etc.), transportation, clothing and all other items (excluding food and housing) as explained in Box #6.

STEP 6: Confirm which the relevant household is

[20] Q.18: The relevant household is the current household.

Tick this option when YL is living in:

- a) Child lives in a new household with parent(s)
- b) Child lives in a new household with Round 3 caregiver (caregiver different from parents)
- c) Child lives in a new household with a relative (different from parents and previous caregiver) who contributes more than Round 3 Household

[21] Q.19: The relevant household is the Round 3 household.

- a) Child lives in a new household and is economically independent.
- b) Child lives in the same household as in Round 3.
- c) Child lives in a new environment with non-relatives.
- d) Child lives in a new household with a relative (different from parents and previous caregiver), but household from R3 contributes more than the current household.

REMEMBER: THE GOLDEN RULE FOR IDENTIFYING THE RELEVANT <u>YOUNGER COHORT HOUSEHOLD</u> IS:

IF YL CHILD IS CURRENTLY LIVING WITH THE **PARENTS OR THE ROUND 3 PRIMARY CAREGIVER**, PICK THE CURRENT HOUSEHOLD. IF YL CHILD IS LIVING **INDEPENDENTLY**, PICK THE ROUND 3 HOUSEHOLD. OTHERWISE, PICK THE HOUSEHOLD THAT CONTRIBUTES THE MOST TO THE CHILD'S LIVING EXPENSES.

After you finish the Tracking Schedule, you will informally confirm that YL Child and YL Child's family are still happy to be part of the study. At this stage, just ask verbally –**Are you still happy to be part of the study?**—you will formally confirm consent at the main interview – in order to give the family time to consider.

If consent is given, move on to the Preliminary Interview. If not, thank the respondent and end the interview.

PRELIMINARY INTERVIEW

PURPOSE

To get consent for keep participating in Young Lives Study and re-introduce Young Lives to all households enrolled since 2002. If successful, you will set appointments with the main respondents of the questionnaires (e.g. the household head, the primary caregiver and YL Child). You should also verify that the contact details in the *Contacts Sheet* (see Figure #7) are up to date.

RESPONDENTS

Preferably the respondent should be the same as in Round 3; otherwise, any adult (18 years old or more) in the household that knows well the rest of household members, especially YL Child (i.e. not a visitor). If no one with these characteristics is present, ask when you could come back to meet the most suitable respondent.

DEFINITIONS

- → Household head: defined in the Tracking schedule (see above if in doubt).
- → Primary caregiver: defined in the Tracking schedule (see above if in doubt).

INSTRUCTIONS

Briefly introduce yourself and the study following the outline of self-introduction set out in the next box:

BOX 8: OUTLINE FOR SELF-INTRODUCTION TO THE HOUSEHOLD

SAY: My name is [SUPERVISOR NAME] and I am part of 'Young Lives' project, a study of childhood poverty which has been carried out since 2002 in four countries: Ethiopia, India, Peru and Vietnam. You may remember that we first visited you 11 years ago when you kindly answered questions for us on various aspects of your lives. The last time we visited you was in 2009/2010 and now we are visiting you again to find out how your life has been over the past 4 years and, in particular, to see how [YL Child] has been developing. Today we would like to check some details with you and then, if you agree, arrange an appointment for a deeper interview with you at a time most convenient to yourselves. Please remember you have the right to withdraw from the study at any time.

It may be possible that the household members want to know why we are interested in the same child. They may get upset that other children in the household are not involved. Explain why we follow the same child and if they are still upset you may be able to placate the family by getting all the children to do the child development tests (after the index child), anthropometrics or play the executive functioning games (under testing mode).

Check the name of the index child against the name on the Contact Sheet form. It is essential that the caregiver is answering questions about the correct child. If the child is not the same, ask for the identified child and start the questionnaire again.

[CAPI SCREEN: PRELIMINARY INTERVIEW]

Q.1: Child ID

Check that this is the same ID you have from the Tracking Schedule and the Contacts Sheet.

Q.2: Date of Preliminary Interview

This should always be the same or later than the date of the last attempt of tracking. Enter date using Ethiopian Calendar.

Information about location

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

If this is the case, verify that all the details are up to date; otherwise, update them. Check the spelling of YL Child's name and surname(s). If her/his parents are not able to spell the name, ask if there is any documentation with the name.

[] Q.4: New address

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

[] Q.5: Phone numbers

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

[] Landline phone

[] Mobile phone

[] Q.6: Geographic coordinates

<u>GPS coordinates will ONLY be taken for children who are residing in a DIFFERENT address than</u> the one provided in the contact sheet. For those children residing in same address we have already collected GPS coordinates in previous rounds. The reference point to read the GPS (East and North points) is located 1 meter in front of the main door of the house.

The following questions intend to identify what type of context information (Community/Mini-Community Questionnaire) will be collected in the locality where the YL Child is currently living.

[] Q.7: Cluster ID (Sentinel site) - OBSERVE

Choose the appropriate ID of the Sentinel Site in which the child lives. If the child has moved to a locality outside the Young Lives sentinel sites, choose the code '90'.

[] Q.8: Community ID – OBSERVE

Choose the appropriate ID of the Community in which the child lives. If the child has moved to a locality outside the Young Lives community, choose the ID 'ET999'.

The following questions are administered when the YL Child has moved out of the Young Lives sentinel sites. They intend to identify whether a Supervisors has to canvass a Mini-Community questionnaire or they can avoid so by linking the YL Child to a YL Sentinel Site.

[] Q.9: Is this locality urban or rural?

Follow the <u>official definition</u> to choose between urban or rural. If in doubt, contact the Kebele/ Town Administration Office.

[] Q.10: Is it possible to link this <u>urban</u> locality to a <u>nearby urban</u> YL Community?

The purpose of this question is to link children who are living in an urban locality to the nearest urban YL Community—where a Community questionnaire is being administered—, <u>when that</u> <u>nearest urban YL Community reflects similar contextual circumstances</u>. In the Ethiopian context, children will experience similar circumstances when:

- The urban YL Community is <u>within 8 km radio</u> from the locality where the YL Child lives (for urban places).
- The urban YL Community is in the same sub-city in which the YL Child lives (for Addis Ababa).

If there is an urban YL Community within an 8 km radio or within the same sub-city (for Addis Ababa) from the urban place where the child lives, select 'yes' and continue to Q.11. Otherwise, skip to Q.14.

[] Q.11: Select the Community ID of this nearby <u>urban</u> YL Community.

Select the Community ID of the YL Community which is within an 8 km radio or within the same sub-city (for Addis Ababa) from the place where the child lives. Once answered, skip to Q.15

[] Q.12: Is it possible to link this rural locality to a nearby rural YL Community?

The purpose of this question is to link children who are living in a rural locality to the nearest rural YL Community—where a Community questionnaire is being administered—, <u>when that nearest</u> <u>rural YL Community reflects similar contextual circumstances</u>. In the Ethiopian context, children will experience similar circumstances when:

- The rural YL Community is within a 5-10 km radio from the locality where the YL Child lives.

If there is a rural YL community within 5 km radio, Supervisors should select 'yes' and continue to Q.13.

If there is a rural YL community within 5-10 km radio, Supervisors should decide whether the rural locality where the child lives is similar in terms of connectivity with the capital of the district, access to services, and education and health facilities to that nearby rural YL Community. If so, Supervisors should select 'yes' and continue to Q.13. Otherwise, skip to Q.14.

[] Q.13: Select the Community ID of this nearby community.

Select the Community ID of the YL Community which is within 5-10 km radio from the place where the child lives. Once answered, skip to Q.15

[] Q.14. Select the Mini Community ID for this locality.

Contact the Fieldworker Coordinator to verify the ID you should assign for this new locality. Enter the correct ID and administer a Mini-Community questionnaire for this locality. The Mini-Community ID (ET - MC - _____) entered here should match exactly the ID given to Mini-Community questionnaire for this locality.

[] Q.15: Region of residence

Specify the name of the region

Household Roles

[] Q.16: Current household head is the same as in Round 3

Check the *Contacts Sheet*. If the household head is the same as in the previous round, verify that the name provided in the *Contacts Sheet* is written correctly and amend if necessary.

[] Q.17: Who is the household head?

If the household head is different from before, write her/his name only –there is no need to enter the ID at this stage as more details will be asked in depth during the main interview.

[] Q.18: What is his/her relationship to [YL Child]?

Enter the relationship to the YL Child. Remember that the <u>reference point is the YL Child</u> and not the household head. For instance, if the father is the respondent and he is also the household head, when you ask this question, he might say: "[YL Child] is my daughter". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

[] Q.19: Current primary caregiver is the same as in Round 3?

Check the Contacts Sheet.

[] Q.20: Is Round 3 caregiver in full capacity of answering questions about [YL Child] (e.g. their education, health, etc.)? (*YOUNGER COHORT* ONLY).

This question is to verify that Caregiver in R3 is able to answer questions about the YL child.

[] Q.21: Who is the best person (respondent) to answer questions about [YL Child] (e.g. their education, health, etc.)?

The purpose of this question is to identify the key respondents for the main questionnaire. Try as much as possible to involve the same person as in Round 3.

If the primary caregiver is different from before, write her/his name only –there is no need to enter the ID at this stage as more details will be asked in depth during the main interview.

[] Q.22: What is his/her relationship to [YL Child]?

Remember that the <u>reference point is YL Child</u> and not the caregiver. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

Once you have identified the key household roles for the child, prompt the *Consent Form* (see Box #7) and read it to YL Child's caregiver. If the person is illiterate, it is essential to have a witness that could be a relative or any other person who can read it. You must inform the caregiver that the child will be assessed and interviewed. [Explain about the Child Questionnaire, and the Achievement and Anthropometry Tests). Provide explanation to all her/his queries and doubts, if any. Remind her/him that their participation is voluntary, so either the caregiver or YL Child may leave the study anytime. If s/he needs more time to think or consult anyone, kindly offer to come back any other time that may suit her/him.

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

| BOX #3. CONSENT FORM | | | | | |
|--|--|--|--|--|--|
| I have read and had explained to me by the information sheet concerning the study on children and young adults' welfare in which I have been asked to participate. | | | | | |
| I have had the nature and purpose of the research explained. I believe that I understand what is being proposed and what will be required of me if I take part in this study. | | | | | |
| I have been informed about what the data collected in this investigation will be used for, to whom it may be disclosed, and how long it will be retained | | | | | |
| I understand that my personal involvement and my particular data from this study will remain strictly confidential. Only researchers involved in the investigation will have access. | | | | | |
| I have had the opportunity to discuss the details and ask questions about this information. My questions have been answered by I received satisfactory answers to all my questions. | | | | | |
| I understand that participation is entirely voluntary and that I may withdraw from this study at any time without giving a reason and that this will be without detriment to any care or services I may be receiving or may receive in the future. | | | | | |
| I agree to the arrangements described in the information sheet so far as they relate to my participation and hereby fully and freely consent to participate in the study which has been fully explained to me. | | | | | |
| I have received a copy of this consent form and the accompanying information sheet. | | | | | |
| Participant's signature/thumbprint or other sign: | | | | | |
| District: Village: Mandal: | | | | | |
| Signature of project staff: | | | | | |
| Date: / / (day/month/year) | | | | | |

Only after YL Child's caregiver agrees and signs the *Consent Form*, you may proceed with the next questions.

[] Q.23: What is the preferred language of interview?

This should be asked for the household head, the primary caregiver (Younger Cohort) or most informed person about YL Child's affairs (Older Cohort) and the YL Child, in order to arrange for a translator if needed.

Appointments for main interview

Arrange an appointment with the family for conducting the main interview. Ideally the respondent will be the primary caregiver (or the person who answered the questionnaire last time) or the household head. Appointments should be made with the necessary respondents. The household head and [YL Child] will need to be present at the main interview. If necessary, set more than one appointment.

- [] Q.24: Date of First Appointment. Enter using Ethiopian Calendar
- [] Q.25: Time of First Appointment. Enter using Ethiopian Time.
- [] Q.26: Date of Second Appointment. Enter using Ethiopian Calendar
- [] Q.27: Time of Second Appointment. Enter using Ethiopian Time.
- [] Q.28: Date of Third Appointment. Enter using Ethiopian Calendar
- [] Q.29: Time of Third Appointment. Enter using Ethiopian Time.

PART III: YOUNGER COHORT HOUSEHOLD QUESTIONNAIRE

SECTION 0 – HOUSEHOLD ROSTER

SUB-SECTION 0.1. HOUSEHOLD ROSTER

PURPOSE

The purpose of this section is to identify the members of the household. It starts prompting the list of household members (*HHMs* hereafter) reported in Round 3 and probes if each of them is still living in the household, as well as if there are new members. For all household members (previous and new), basic demographic information is collected, as well as the relationship of each household member with the index child or Young Lives child (*YL Child*, hereafter). This section is crucial because their personal characteristics (e.g. age, sex, etc.) will determine which questions and sections will be asked to each household member (e.g. education level, employment status, etc.). Additional questions are asked only for the case of YL Child's parents and primary caregiver (if s/he is different from any of the parents).

DEFINITIONS

→ Primary caregiver: In Round 1, the primary caregiver was defined as the person who spent most time taking care of the YL Child. In this round, the primary caregiver of the YL Child is defined as the person responsible for making most of the decisions related to her/his health and education. For example, in case of illness, the primary caregiver decides whether the child should be taken to the hospital. This person is usually the mother, but could be another household member or even someone not living at home. There should only be <u>one</u> primary caregiver in each household.

→ Household head: In principle, the definition of household head is left open to the respondent. However, if s/he does not how to define her/him or mentions more than one person, explain that the household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. There should only be <u>one</u> household head in each household.

- → Household: A household is defined as a group of individuals that meets three conditions:
 - 1. They live under the same 'roof' or within the same compound/homestead/stand, and
 - 2. They share food from a common source at least once a day (i.e. cook and eat together), and
 - 3. They contribute to or share in, a common resource pool, <u>aside from food and shelter</u>, which means:
 - They **contribute to** the household through wages/salaries or any cash/in-kind income (e.g. parents), or
 - They may benefit from this income, but do not contribute to it (e.g. children, elderly)

➔ ID of Household Member: The ID is a unique number assigned to each household member since the beginning of the study and, therefore, two members of the same household cannot have the same ID. The YL Child's ID is always "0" ("00" in the paper questionnaire). The remaining household members may have an ID of 1 onwards, and the new members added will have new IDs that will be automatically created in CAPI, so you don't have to enter it.

REMEMBER: THE HOUSEHOLD MEMBER ID IS DIFFERENT FROM THE **CHILD ID**, WHICH IS THE <u>UNIQUE</u> 6-DIGIT CODE ASSIGNED TO EACH YL CHILD OF THE 2 COHORTS FROM THE 4 COUNTRIES. THEREFORE, NO YL CHILD WILL HAVE THE SAME CHILD ID AS ANY OTHER YL CHILD IN THE SAMPLE. THE CODE IS COMPOSED OF: **COUNTRY / CLUSTER / COHORT / CHILD NUMBER**

Example: ET 01 0 011, where

ET = Country

01 = Cluster

0 = Younger Cohort

011 = Child number

In CAPI, the Child ID is shown without the leading "0". In this example, you will see in the top of your screen "10011".

INSTRUCTIONS

In CAPI, the household member roster shows pre-filled basic information of previous household members. Check that the names are spelled correctly and amend, if necessary. The roster should be administered row by row. Once you finish asking for all previous household members (*PHHM's* hereafter) add all new members at the end of the roster by adding new rows to the table.

[CAPI SCREEN: HOUSEHOLD ROSTER]

Household Member Roster

Q.1: Full name

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

P.Q2: Age in R3

The ages of the PHHM's in Round 3 are pre-filled.

Q.2: How old is [HHM] (in completed years)?

Enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12 in this question. For PHHM's, check with the pre-filled age from Round 3 to ensure that there is some consistency in the age difference between both rounds (e.g. it cannot be more than 4 years). If a HHM has not had his/her first birthday, you should record 0. Only in this situation, Q.3 will be automatically enabled. If a previous household member has died, record as -88=NA.

Q.3: Age in completed months

This question is enabled only if HHM is less than 1 year old. Because the age is recorded in completed months, answers are limited to the range 00-11. CAPI will show an error message at the time of the validation if the number is greater than 11. Remember that in CAPI you do not need to enter the preceding 0.

Q.4: Sex of Household Member

The gender of the HHM appears pre-filled from Round 3. If you spot any mistakes, you may modify it.

[SUBSCREEN: ENTER INFORMATION ABOUT THE INDIVIDUAL]

P.Q5: Relationship to [YL Child] in R3

The relationship of the PHHM's to [YL Child] in Round 3 is pre-filled for reference.

[] Q.5: Relationship to YL Child

Be careful with the coding. Remember that the <u>reference point is YL Child</u> and not the caregiver. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

[] Q.6: Is HHM the primary caregiver of [YL Child]?

This question intends to find out who is the primary caregiver of the YL Child. It is most likely that the primary caregiver will belong to the household; however it is possible that the primary caregiver is permanently living away in another household and is not in the roster.

If the primary caregiver is NOT a member of the household and is not in the roster, include him/her in the roster <u>when</u> he/she lives in same kebele (for rural areas), same town (for urban areas) or same sub-city (for Addis Ababa). This would make sure you can track them within the locality and address to them the sections designed for caregivers, while they still have knowledge of the daily life of the YL Child. In Q.16 you should enter code 02=Living elsewhere temporarily or code 04=lives elsewhere permanently

If the primary caregiver is NOT a member of the household, is NOT in the roster and does NOT lives in the same locality, ask the respondent to nominate the person that is closest to being the primary caregiver of the YL Child within the household members.

Once you identify the primary caregiver, fill in '00' for the all other household members. <u>You can</u> only choose one primary caregiver.

The following questions are only asked to the YL child:

Q. 7: Was [YL Child] born in this kebele?

In CAPI, this question will be enabled for the YL Child only. It aims to capture information of the place of birth of the YL Child. If child was not born in the kebele where the interview takes place, continue with Q.8, otherwise skip to Q.15.

Q. 8: Was [YL Child]'s place of birth urban or rural?

Enter the type of place in which the YL Child was born.

Q. 9: Region

Choose the region from the drop-down menu.

Q. 10: Zone

Choose the zone from the drop-down menu.

Q. 11: City/Town

Enter the city/town.

Q. 12: Sub-city / Keftgna

Enter the sub-city/keftgna.

Q. 13: Woreda

Enter the woreda.

Q. 14: Kebele

Enter the kebele.

The following question is only to the biological mother of the YL Child.

[2] Q.15: How many children have been born alive to [YL CHILD'S MOTHER] since [YL Child]?

Enter number of children. This question is enabled only for the mother of YL Child. If she hasn't had any children after YL Child was born, enter "0".

For all household members:

[4] Q.16: Does [HHM] still live in the household?

This records whether the member lives at home or not, and whether s/he is alive or not. This is a key question because all questions in later sections refer to <u>current</u> household members (only those who are still living in the household). It is important that those household members that have moved are entered properly as "No, he/she moved permanently" or "No, he/she moved temporarily". For these household members no further questions will be asked in the questionnaire and will not be considered part of the household for practical purposes.

In cases where HHM has died (code 03), Q.17 [5] will be enabled.

[5] Q.17: Which year did [HHM] die in?

Only enabled if answer to Q.16 [4] is 03=Person has died. Please remember being sensitive when asking this question

[7] Q.18: Where is [HHM] living now?

This is asked only to the father/mother/caregiver when they are living away temporarily or permanently.

[6] Q.19: How often does [HHM] see [YL Child]?

This is asked only to the father/mother/caregiver when they are living away temporarily or permanently.

[8] Q.20: Has [YL Child] ever lived with [HHM]?

This is asked only to the father/mother/caregiver when he/she is NOT living in the household. This can happen when father/mother/caregiver is either living away temporarily or permanently or has died. Therefore, this is asked REGARDLESS of whether [YL Child]'s father, mother and/or primary caregiver is DEAD or ALIVE.

[9] Q.21: How long did [YL Child] live with [HHM]?

This is asked only to the father/mother/caregiver when he/she is NOT living in the household. This can happen when father/mother/caregiver is either living away temporarily or permanently or has died. Therefore, this is asked REGARDLESS of whether [YL Child]'s father, mother and/or primary caregiver is DEAD or ALIVE.

The question refers to the number of years that YL child lived with HHM who is biological parent or primary caregiver who is temporarily or permanently away from the household or has died. If the child lived with this person for less than one year, you should enter 0.

Once this information is filled in for all household members (previous and current), you should ask the respondent if there are any other people currently living in the household permanently and/or are hosted in the household. This would be the case, for example, of a younger sibling of YL Child that was born at any point after Round 3. In that case, add this person to the Roster and record the same information that was recorded for previous members. By definition the new household member must live in the household.

[BACK TO MAIN SCREEN: HOUSEHOLD ROSTER]

Once you are sure you have included all household members, you will proceed to ask the following questions <u>only to current household members</u>. In CAPI, this information will be pre-filled for those who reported still living in the household.

[X] Q.22: Who is the household head?

The household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. You need to ensure that only ONE household member is listed as the household head. For the household member that is identified as the household head, you should enter code 0. If this person is different from the one in Round 3 (see *Contacts Sheet or prefilled information*), probe the reported response.

Current Household Member Roster

[SUBSCREEN: ENTER INFORMATION ABOUT THE CURRENT HH MEMBER]

[1] Q.23: What is [HHM] relationship to the household head?

Be careful with the coding. Remember that the <u>reference point is now the household head</u> and not the respondent. For instance, if the father is the household head, when you ask this question for the YL Child, the respondent might say: "[HOUSEHOLD HEAD] is her father". In this case, you should enter the code 02=Son/Daughter, since the relationship is defined taking the household head as point of reference, and not the YL Child, the respondent or any other household member.

[] Q.24: What is [HHM]'s marital status?

Remember that single means that the person has never been married, and 'separated' is used to refer only to people who were once married (not cohabitants).

[] Q.25: Who is [HHM]'s biological mother?

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. If the biological mother lives in the household, enter the ID from the household roster drop-down list. If she does not live in the household, enter 98. If she has passed away, enter 99.

Q. 26: Who is [HHM]'s biological father?

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. If the biological father lives in the household, enter the ID from the household roster drop-down list. If he does not live in the household, enter 98. If he has passed away, enter 99.

Q. 27: Tick if the current household roster is complete.

Once finished updating the household roster, check with the respondent that all current household members have been included, and correct if necessary.

Q. 28: Tick if this is a polygamous household.

This question is for you to answer based on information in the household roster; <u>do not ask the</u> <u>respondent</u>. This refers if the household head has more than one spouse – check the roster to see if more than one HHM is entered as the wife of the HH head (Q.15).

Q. 29: ID of respondent for this section

SUB-SECTION 0.2. PARENTAL BACKGROUND INFORMATION

PURPOSE

The purpose of this sub-section is to gather information about the history of the biological parents of the YL Child. This information will be collected only for those parents who have not been in the roster in any of the rounds.

INSTRUCTIONS

Remember that the questions in this section are enabled only if any of the biological parents are **NOT** current household members.

[CAPI SCREEN: PARENTAL BACKGROUND INFORMATION]

Q.1: Is the biological father of [YL Child] alive?

Remember being sensitive when asking this question.

Q.2: Which year did [YL Child]'s biological father die in?

Remember being sensitive when asking this question.

Q.3: Where is biological father of [YL Child] living now?

This is asked only if the biological father is alive.

Q.4: How often does [YL Child] see his/her biological father?

This is asked only if the biological father is alive.

Q.5: Has [YL Child] ever lived with his/her biological father?

This is asked regardless of whether the biological father is alive or has passed away.

Q.6: How long did [YL Child] live with his/her biological father?

This is asked regardless of whether the biological father is alive or has passed away.

Q.7: How many children have been born alive to [YL CHILD'S MOTHER] since [YL Child]?

This question is enabled only for the biological mother of YL Child. If she hasn't had any children after YL Child was born, enter "0".

Q.8: Is the biological mother of [YL Child] alive?

Remember being sensitive when asking this question.

Q.9: Which year did [YL Child]'s biological mother die in?

Remember being sensitive when asking this question.

Q.10: Where is biological mother of [YL Child] living now?

This is asked only if the biological mother is alive.

Q.11: How often does [YL Child] see his/her biological mother?

This is asked only if the biological mother is alive.

Q.12: Has [YL Child] ever lived with his/her biological mother?

This is asked regardless of whether the biological mother is alive or has passed away.

Q.13: How long did [YL Child] live with his/her biological mother?

This is asked regardless of whether the biological mother is alive or has passed away.

SECTION 1 – CHILD MOBILITY

PURPOSE

This section intends to collect information about all of YL Child's movements to a different kebele since 2002 (E.C.) (equivalent to 2009 G.C.) for a period of 2 months or more (or that is expected to last 2 months or more). This information is then used to analyse migration issues related to YL Child.

RESPONDENT

The respondent for this section is preferably the primary caregiver.

INSTRUCTIONS

[CAPI SCREEN: CHILD MOBILITY]

Start asking for the first movement since 2002 (E.C.) (equivalent to 2009 G.C.). First register all of the movements and then fill in the information. Add as many rows as necessary.

Q. 1: ID of respondent for this section

Q. 2: Has [YL Child] ever moved to a different kebele for at least two months since our visit in 2002 (E.C.) (equivalent to 2009 G.C.)?

This is a filter question: it will enable the Mobility History table if the answer is 'yes'.

The only exception to the two months rule is the following: a child that has moved to the location where the interview takes place less than two months ago BUT expects to stay there for a long time or permanently. These cases you should be coded as "01=Yes", even if the child moved less than a month ago.

Q. 3: In which year did [YL Child] move?

This question seeks to record the year in which the YL Child moved from one kebele to another kebele. Remember that the range of years is from 2002 to 2006 (E.C.). In CAPI, if you enter a year that is out of this range, it will be signalled as an error when you validate the screen.

Q. 4: Where did [YL Child] move to?

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

Q. 5: What type of kebele/place did [YL Child] move to?

This is an approximation to <u>the size of the destination</u> (i.e. rural, town, woreda centre, zonal centre, regional centre, or Addis Ababa). <u>The point of reference in this question is the kebele to which the YL</u> <u>Child moves to</u>. If the destination is a woreda centre as well as a zonal centre, for example, choose the biggest administrative unit. Always prioritize Addis Ababa over other types, if applicable.

Q. 6: How long did [YL Child] stay in this location?

Please enter the number of (completed) months. If the YL child answers in years, convert the response into months. If the YL Child still lives in the kebele, enter "0". This means that the last locality entered must be the one in which he/she currently lives

If the YL Child moved in the month previous to the survey and expects to stay permanently (i.e. at least more than 2 months) code this period as "0". This is the only exception where we capture a movement of less than 2 months.

Q. 7: Who did [YL Child] move with?

Ask the respondent who YL child moved with, whether it was with some household member or someone else.

Q. 8: Why did [YL Child] move?

Ask for the <u>main reason</u> for moving. If the respondent says that [YL Child] moved because the parents/caregiver were/was moving, ask about the parents/ caregiver reasons for moving and code this answer. Enter code from Codebox #4.

SECTION 2 – HOUSEHOLD AND CHILD EDUCATION

SUB-SECTION 2.1. HOUSEHOLD EDUCATION

PURPOSE

The purpose for this section is to identify the educational level and educational degree of each household member and the YL Child, as well as in-depth information about her/his educational experience.

RESPONDENT(S)

The preferred respondent for this section is the primary caregiver since he/she is supposed to be more aware about the Young Lives child's education. However, other family members can help if the respondent does not know some of the information.

DEFINITIONS

- → Full-time education: is when the household member goes to school 5-6 days a week or all working days in a week. The hours per day might be a whole day or just morning, afternoon or evening depending on the school. By evening we refer to evening shifts part of full-time primary education. Full-time education <u>does NOT includes part-time or extension programmes</u> such as evening or weekend programmes.
- → **Religious education:** person learns to read or write in religious institution.
- **Public school:** a school that relies partly on government/state funding and part student fees.
- ➔ Private school: a school that relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.
- → Government funded: a school that relies primarily on government/state funding

[CAPI SCREEN: HOUSEHOLD EDUCATION]

INSTRUCTIONS

This section is divided in 2 tables: one for adults (18 years old and above) and another for children (5 to 17 years old).

In CAPI, names of each household member who are in these age ranges will be filled in automatically based on the information recorded in the Household Roster

For ages 18 and over

[2] Q.1: Respondent for this section

Q. 2: Has [HHM] ever attended or is he/she currently attending school?

It seeks to differentiate between the HHM that have ever attended formal school (i.e. formal primary/ first grade) and those who haven't. If No, skip to the next HHM. <u>This question excludes pre-primary</u> education.

[3] Q.3: What was the highest grade that [HHM] completed (excluding pre-primary)?

Enter the highest educational degree obtained so far, or the degree of education still studying today for each adult. For those household members whose current educational level is not higher than secondary, we distinguish between specific grades (primary school: 1st through 6th grade; secondary (high) school: 6th through 12th). If the household member has completed secondary education and has continued studying (or is studying), enter the codes that match this level (e.g. post-secondary, vocational, university, etc.).

Remember that we are looking for the highest educational grade the person achieved –if s/he is no longer enrolled in school- or the current grade/level –if s/he is still studying. For instance, for someone who is currently in secondary school 5th grade, you must enter 5th secondary school.

Religious education - person learns to read or write in religious institution.

TVET programmes and diplomas/TTI/TTC *should be captured under code 13* (post-secondary; vocational)

Q. 4: Has [HHM]'s education level changed since 4 years ago?

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

Q. 5: Is [HHM] currently in full-time education?

It seeks to establish whether the individual is in full time education, which refers mainly to formal education programmes. See definition of full-time education at the beginning of this section. Answers distinguish between attending regularly or irregularly. If an individual is supposed to attend to school 4 hours every working day, and he/she attends every time, then he/she is in full-time education and attends regularly; therefore you should enter code 01. Contrarily, if he/she does not attend every class, he/she attends irregularly, and you should enter code 02.

From ages 5-17 only

[SUBSCREEN: Enter information for this individual]

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

It seeks to differentiate between the HHM that have ever attended formal school (i.e. formal primary/ first grade) and those who haven't. If No, skip to the next HHM. <u>This question excludes pre-primary</u> <u>education</u>.

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

Enter the highest educational grade attained so far, or the current grade if the person is still studying today. For educational levels lower than completed secondary, the information is disaggregated by grades (i.e. grades 1 to 12). For our specific age group, we expect almost all of them to be in this educational level. However, for exceptional circumstances the codes allow for levels of education (post-secondary, university, adult literacy, and religious education).

Q.8: Is [HHM] currently in full-time education?

It seeks to establish whether the individual is in full-time education, which refers mainly to formal education programmes. See definition of full-time education at the beginning of this section. Answers distinguish between attending regularly or irregularly. If an individual is supposed to attend to school 4 hours every working day, and he/she attends every time, then he/she is in full-time education and attends regularly; therefore you should enter code 01. Contrarily, if he/she does not attend every class, he/she attends irregularly, and you should enter code 02.

Q. 9: Why is [HHM] currently NOT in full-time education?

Ask why the respondent why the person is not in full-time education at the moment. This question aims to find out the reasons why the child (being most of them in schooling-age) is not enrolled in full-time education. Choose from Codebox 5. If the respondent mentions more than one reason, ask him/her to select the most important reason. Do not prompt the answers.

[2] Q. 10: In which year did [HHM] start formal school?

This question seeks to establish the year in which the child started first grade of primary school.

Questions 11 [5] – 12 [7] are asked if HHM is <u>currently NOT</u> in school but attended earlier (i.e. not for HHMs who never attended formal school). In CAPI, these questions will be enabled automatically.

Q. 11: How old was [HHM] when s/he completed/ stopped full time education?

This question examines the age (in years) at which the household member completed his/her studies or left school altogether.

Q. 12: What type of school did [HHM] last attend?

We are interested in this question because the type of school is mostly linked to the source of funding of the tuition fees (e.g. public, private, etc.)

The following questions are asked if [HHM] is <u>currently</u> in full-time education either attending regularly or irregularly. In CAPI, these questions will be enabled automatically.

[8] Q.13: How would you say [HHM] is performing?

You should prompt this question according to the evaluation that school makes every year, not about the perception of the respondent.

Q. 14: What type of school is [HHM] currently attending?

We are interested in this question because the type of school is mostly linked to the source of funding of the tuition fees (e.g. public, private, etc.)

[14] Q.15: How much does the household spend on school fees for [HHM] per year?

This is an approximation. Refer to the last academic year.

[15] Q.16: How much do you spend on extra tuition for [HHM] the last academic year?

This is an approximation. Refer to the last academic year

The following questions only apply to YL Child.

[18] Q.17: Why have you chosen this school for [YL Child] to attend?

This question inquires about the main reason for choosing primary/secondary school for YL child. Enter from Codebox #6.

[17] Q.18: Is [YL Child] attending a boarding school?

Intends to find out whether the school is a boarding school or not.

[BACK TO MAIN CAPI SCREEN]

SUB-SECTION 2.2. EDUCATIONAL HISTORY OF THE CHILD

PURPOSE

The purpose of this section is to report the child's educational history since Grade 1. For this purpose, we want to know for each year whether the YL Child was studying on a regular basis (for more than 6 months), the grade coursed, the type of school programme, and the school where s/he was enrolled.

[CAPI SCREEN: EDUCATIONAL HISTORY OF THE INDEX CHILD]

INSTRUCTIONS

[1] Q.1: Has [YL Child] repeated any grade since Grade 1?

The purpose of this question is to explore whether the Young Lives child has had the need to repeat any grade since Grade 1. It will also provide a good control for the 'Education History' table.

[2] Q.2: Has [YL Child] left school at any point since Grade 1?

The purpose of this question is to know whether the YL Child did not complete the academic year in any of the years between 1996 and 2006 (E.C.). This could be either by choice (e.g., neglecting), family decision (e.g., the family had to move) or because he was expelled from school.

The EDUCATION HISTORY table should be administered row by row. Start with the most recent completed academic year. The fieldworker should place the respondent in the academic year 2006 in order to know what is the grade and school that s/he is attending. Then, work out backwards to the following years.

[3] Q.3. Did [YL Child] attend any formal school, preschool, early learning program or kindergarten or similar for more than 6 months?

The purpose of this question is to find out whether the Young Lives child studied regularly for more than six months during that year, or is currently enrolled in any educational centre. If the child was enrolled regularly (answer is YES) or for a period of more than 6 months overall, a button 'Enter school information' will be enabled. In this button, further information about that year and school will be entered.

[1] Q.4: In which grade was [YL Child] enrolled in?

This question refers to formal education only, but includes pre-school levels. For any pre-school education, fieldworker should enter the codes available accordingly. If child was in more than one academic year, record the highest grade enrolled.

Q. 5: Tick if same school as previous row

This is a filter to facilitate the collection of school data. If the school is the same as the one entered in the previous row, tick this question to reduce the time of administration.

Q. 6: What type of school did [YL Child] attend?

Enter the type of school, based on the definition provided at the beginning of the section.

Q. 7: Location of the school – Region

This information will be pre-filled information. Select the region from the drop down menu (Codebox #7).

Q. 8: Location of the school – Zone

This information will be pre-filled information. Select the zone from the drop down menu (Codebox #7). Enter code from Codebox #8.

Q. 9: Location of the school – Wereda

Woredas will only be available in drop-down list for schools belonging to YL sites (Codebox #9). Otherwise, you should select code 98 and enter the name of the Woreda in the next section.

Q. 10: Specify Enter name of Woreda

Q. 11: Kebele/PA where school is located

Kebeles will only be available in drop-down list for schools belonging to YL sites (Codebox #10). Otherwise, you should select code 98 enter the name of the Woreda in the column of specify.

Q. 12: Specify Enter name of Kebele

Q. 13: Name of the school

Question 7 and 8 provides information to pre-populate the dropdown menu with a list of schools in the area (Enter code from Annex #1). If the school is not found in the list, select: 'School not on list (9999)'. This should enable a space [7] to write the name of school.

Q. 14: Specify name and code of the school.

If the school is not found in the list, write the name of school.

SUB-SECTION 2.3. TIME ALLOCATION

PURPOSE

In this table, we want to figure out how each child in the household (between 5 and 17 years old inclusive, including the YL Child) administers his/her time. For this we shall refer to a normal day class.

DEFINITIONS

Typical day <u>in the last week</u>: if the last week was an irregular week, for example, where a festivity happened, choose the most recent typical week to the interview to ask this sub-section. Once chosen a typical week, ask the child to think about a <u>typical day</u>.

<u>Typical day</u>: <u>typical</u> means 'usual', so it does not include something the child does irregularly, for example during festivals. Therefore, a typical day is a day from Monday to Friday or a normal day class, excluding holidays, festivals, days of rest during the weekend, etc.

Beans: you will have 24 beans which you will give to the child so that he plays this game. In case these are not provided, you can ask the child to get 24 beans or maize. It does not matter whether you use beans or maize as long as these <u>are similar and equally sized</u>.

INSTRUCTIONS

Each of the rows in this section represents an activity possibly performed any child. We want to know how much time each child spent on the following activities. In CAPI all HHM in the age range will appear on the table automatically, based on the information provided in the household roster.

[CAPI SCREEN: CHILD TIME ALLOCATION]

[SUBSCREEN: ENTER TIME ALLOCATION FOR THIS CHILD]

[1] Q.1: Sleeping

Includes time child takes a nap. Always ask this activity first and then continue with the rest of the activities in no particular order.

[2] Q.2: Caring for others (younger siblings, ill household members)

Refers to whether the child takes care of a household member as younger siblings, elderly or other members with disabilities.

[3] Q.3: Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping, etc)

Includes any work or tasks done to help at home excluding looking after others, which is included in Q.2.

[4] Q.4 Tasks on family farm, cattle herding, other family business, shepherding (not just farming)

If any child member of the household contributes with activities that generate income, this time should be recorded here. For example, these could be working at the farm, grazing animals, helping sell in the family shop, at a stall, etc.

[5] Q.5 Paid (remunerated) work or activities outside of the household or for someone not in the household (including travelling time to work, out and return)

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

[6] Q.6: At school (including travelling time to school, out and return)

We want to know how long each child is at school. <u>This includes also the time used to get from</u> <u>home to school and from school to home</u>. If the child does not attend school, you should code it as "0".

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

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

[8] Q.8: Play time / general leisure (includes time taken eating, drinking and bathing)

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

[BACK TO MAIN CAPI SCREEN]

SECCION 3 – LIVELIHOODS AND ASSET FRAMEWORK

SUB-SECTION 3.1 LAND AND CROP AGRICULTURE

PURPOSE

The purpose of this section is to find out about the possession / use of agricultural and non-agricultural land by the household. We shall examine the land size, the uses of the land, and its monetary value. The non-agricultural lands include areas used for housing (for example house, apartment, either owned, leased or borrowed) for a business (for example, if the household rents / has a place to sell / manufacture products) or both (for example, a house whose first floor is a business / an orchard). In the case of agricultural land we also collect information about the types of crops grown.

RESPONDENT

Choose the household member who knows best about the land extension and value, most probably the head of household.

INSTRUCTIONS

The next table should be administered as follows:

- 1. First ask about all plots the household owned, sharecropped-in, borrowed or rented-in in the last 12 months
- 2. Then continue asking the rest of the questions (row by row) for all plots mentioned.

[CAPI SCREEN: LAND AND CROP AGRICULTURE]

[1] Q.0 ID of respondent for this section (identify the respondent for this section using the ID from the household roster)

Land Use

[2] Q.1 In the last 12 months has anyone in your household owned, sharecropped-in, borrowed or rented-in any land? Include plots that are sharecropped-in and sharecropped-out.

Include plots that are sharecropped-in and sharecropped-out. This question identifies those households that use or have used some land over the past 12 months, so in practice all households must complete this section because non-agricultural land used for housing is included (regardless of whether it was owned, leased, rented, loaned, shared, etc.).

This question enables all the questions that will be asked in this section.

Before filling in this table, the fieldworker should <u>ask the respondent to partition the land</u> the household has owned, sharecropped-in, borrowed or rented-in in the different types of uses. For example, start asking about the land use for living accommodation (where house is built); then if they have a garden, ask if the garden produced for consumption or sale or is just a ground itself; how much in agriculture land; etc. Once done this, the fieldworker should have an idea of the parts of land he/she should capture separately (for example, the part of a garden used for consumption should be capture separately from the part of a garden used as ground) and can proceed to fill in the table.

[4] Q.2: What is the plot used for?

Enter code from Codebox #11. Enter separate plots according to land use. For areas with different uses, partition in different plots according to the use the household gives to the land as in Figure 8.

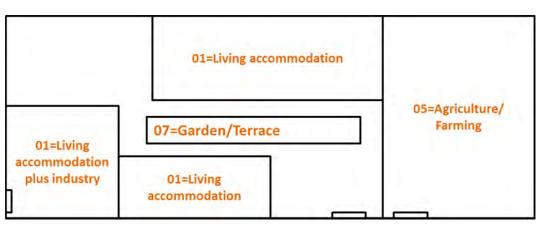


Figure #8: Land use partition

The first 6 codes shown in the drop-down menu are related to agricultural land uses. These are followed by 6 codes relating to non-agricultural land uses:

- **07=:** refer to the land size <u>where the house is built.</u> If there is more than one property, you must report the sum of the total land area. If the household has moved from one house to another during the last 12 months, and they no longer own or rent the previous house, only consider the current house.
- **04= Living accommodation plus industry:** This code is used when the living accommodation is also used for business (e.g. shop used as dormitory). In this case it is not possible to separate the space used for living accommodation and business as they occupy the same space (see Figure 8).
- **07=Garden/terrace:** we differentiate garden used to produce consumption or sale products (code 16) from garden or terrace used for other purposes than production (code 7). If a garden area is partially used for produce and partially used for other use than production (e.g. terrace), then consider these lands separately in the table of plots.
- **08=Industry:** This code is used for the land that the business or industry occupies. If the respondent has a business inside their house or living accommodation (e.g. a warehouse on the first floor), you should choose this code as long as that space is only used for business purposes.

Q. 3: Size of plot in local unit

Enter the size of the plot in local units.

Q.4 LOCAL UNIT

Enter the local unit in which the size of the plot is reported. Choose code from Codebox #12

[1] Q.5: Which of the following best describes this plot?

Enter code from Codebox #13. The following table is provided as a reference.

DEFINITIONS: Codebox 13 - Land Ownership

| Owned (includes sharecropped-out and leased-out) | The land is owned by the household and is not mortgaged with the bank or other financial institution. Also could be that the household has a land-use certificate for the land. If the land is rented out, borrowed out y/o shared out, it will be recorded in this category. |
|--|---|
| Rented-in | The household rents land that belongs to someone else (not a household member). |
| Borrowed | The household borrows land that belongs to someone else (not a household member). |
| Sharecropped-in | The land is being shared with another person (usually the owner of the land) who allows part of the land to be worked under a contract that specifies the percentage of the crop and / or a monetary payment in exchange for work. <u>Warning</u> : If the household owns the land and is share-cropping it, then it will be "sharecropped-out" land, and it will fit in the first |

| | category. |
|-------------------|---|
| Common property | Example: communal land |
| Squatted | Includes invasion / illegal occupation. If the land is the product of an invasion and now the household has the land title, consider this land as their own, however if the household is in the process of getting that title, the family does not own the land, and is considered an illegal invasion. |
| Leased from state | Land rented from the state on lease basis |
| Mortgaged | A land that is held as collateral for loan. |

[3] Q.6: Would you be able to transfer the full use of the plot to anyone else, through sale, gift or bequest?

Ask whether it will be possible to transfer the full use of the plot to anyone else. This may be done through the sale of the plot, gifting the plot or bequeathing it to someone.

[4] Q.7: Would anyone in the household be able to use this plot as collateral?

Find out whether anyone would be able to use this land as collateral.

[5] Q.8: Do you have land certification for this plot?

Ask whether the respondent has land certification for this plot.

[6] Q.9: FIELDWORKER. Ask for the land certification and tick if you see it.

If you have seen the land certification certificate, please tick.

For land plots that the household is not using for growing crops and for living accommodation:

[7] Q.10: Did the household receive any income (cash or in-kind) from this land in the last 12 months?

For each plot, ask if the household received any income from this plot in the last 12 months (**Q**. **10**). This income can be cash or in-kind. If the answer is 'Yes', enter 01 and ask what the total value of income from the plot has been in the last 12 months. This income can be cash or in-kind. If the plot is sharecropped-out, record the value of in-kind rent collected.

[8] Q.11: What is the total value of income you collected from this plot (cash and/or in-kind) in the last 12 months?

Enter the amount in Birr

[9] Q.12: What is the total value of money you have spent on this land (e.g. buildings, services, repair, maintenance, mortgage payments, etc.) in the last 12 months?

Write down the total value of money (in Birr) spent on the land in the last 12 months on things such as buildings, repairs and maintenance, mortgage payments, etc.

For land that the household is using for growing crops:

[10-11] Q.13: If you are using the land to grow crops, what are the main crops you grow in the rainy season (kiremet)? First and second choice

Ask which main crops are grown in the rainy season (kiremat). The respondent can list up to two crops. If more than 2 crops are listed, ask the respondent to name the two most important ones in terms of household welfare. Enter from Codebox #14.

[12-13] Q.14: What are the main crops you grow in the dry season (belg)? First and second choice

Ask which main crops are grown in the dry season (belg). The respondent can list up to two crops. If more than 2 crops are listed, ask the respondent to name the two most important ones in terms of household welfare. Enter from Codebox #14.

[14] Q.15: In the last 12 months have you irrigated any of the land?

Ask if the land on that plot has been irrigated in the last 12 months (the last completed agricultural year). If the answer is 'No', enter 00 and skip to the next plot. If the answer is 'Yes', enter 01 and ask what proportion of the plot was irrigated in the last dry season (**Q3.4.4**).

[15] Q.16: Of the land what proportion was irrigated in the last dry season?

Ask which proportion of the land has been irrigated in the last dry season.

[BACK TO MAIN CAPI SCREEN]

[CAPI SCREEN: LAND AND CROP AGRICULTURE 2]

[1] Q.17: In the last 12 months has anyone in the household used chemical fertilizer on your land?

Ask whether the household used any chemical fertilizer on their agricultural land during the last agricultural year. We are only interested in chemical fertiliser (for example in form of granulate or powder) and not in any organic or self-made fertilizer such as goat or cow dung or compost.

[2] Q.18 In the last 12 months did you or anyone in your household use any methods to increase the yield of your commercial crops, such as HYV/improved variety seeds?

Ask whether the household used any methods to increase the yield of commercial crops. We are interested in high yielding varieties (HYV) or other improved varieties (for example, GM) of seeds.

[3] Q.19 In the last 12 months did you or anyone in your household ever share a oxen/tractor or other farming vehicles or draft animal with other people in the community?

Ask if any household member has ever shared a tractor or other farming vehicles with other people in the community.

[4] Q.20 In the last 12 months did you or anyone in your household ever share agricultural labour with other people in the community?

Ask if any household member has ever shared agricultural labour with other people in the community.

[5-7] Q.21 What is the money value (in birr) of the total amount purchased by the household in the last 12 months for the following items:

Asks for the value of money spent by the household on particular items in the last 12 months. Read out each item on the list and write down the value of the money spent on that item in the last 12 months. Enter in birr.

[5] Animal feed

- [6] Veterinary service (including drugs)
- [7] Other

Income and Expenditure from Crops

[8] Q.22: List in this column the crops cultivated by the household in the last agricultural year

Enter the code of the crops cultivated by the household in the last agricultural year based on Q.13 and 14. Use the codes that are provided in Codebox # 14. Add all remaining crops in each of the rows below. If the household grows more than 9 types of crops, enter all remaining crops in row 9.

[SUBSCREEN: ENTER CROP AND EXPENDITURE DETAILS]

[1] Q.23: What is the total quantity of this crop harvested in the last agricultural year?

Determine the total quantity of this crop harvested in the last agricultural year. Please record the quantity in local units. The NK code for this question is -77.

[2] Q.24: Local unit used

Establish the measurement unit based on the options provided. If you see unfamiliar measurement units, try transforming them to a common measure. If it is difficult to find an equivalent for the unit provided by the respondent, write down the original measure.

Choose from Codebox #15.

[3] Q.25: What is the value of the total harvest of this crop produced in the last agricultural year?

Enter value in Birr.

[4] Q.26: What is the value of the total harvest of this crop sold in the last agricultural year?

Ask the estimated value of total harvest for the last agricultural year. Enter value in Birr.

[5] Q.27: What were your estimated operational costs incurred in producing this crop in the last agricultural year?

Ask what the estimated operational costs were for producing this crop in the last agricultural year. Write down the amount in birr. The NK code for this question is -77.

Operational costs include salaries of workers, expenditure in seeds, fertilizers, pesticides, fuel, irrigation, costs for maintenance of equipment, rent of agricultural land, etc.

[BACK TO MAIN CAPI SCREEN]

EMPLOYMENT AND EARNINGS

SUB-SECTION 3.2 INDIVIDUAL ACTIVITIES

PURPOSE

The purpose of this sub-section is to find out the main occupations, other work activities (paid and unpaid), and non-work activities (such as chores / dependents) of each one of the current household members aged 5 and over. Note that we are interested in collecting data on both the "work" and "non-work" activities. This is different from the Older Cohort where we are only interested in work activities.

This section does not include people who live in the house but are not part of the household (e.g. housekeeper, workers, etc.).

RESPONDENT

Choose the household member who knows best about the activities of all household members.

INSTRUCTIONS

This part aims to collect information on the occupations and / or most important activities **in terms of time spent** performed by household members 5 years old and above, during the past 12 months. This includes paid and unpaid work, inside and outside home.

REMEMBER: IF A HHM WORKS HARVESTING CROPS FOR HIS <u>OWN</u> <u>FAMILY'S FARM</u>, HER/HIS ACTIVITY WILL BE CODED AS 01=SELF=EMPLOYED (FOOD CROPS). WHEREAS IF S/HE ALSO HARVESTS CROPS, BUT IN <u>SOMEBODY ELSE'S' FARM</u>, HER/HIS ACTIVITY WILL BE CODED AS 05=WAGE EMPLOYMENT (AGRICULTURE).

[CAPI SCREEN: EMPLOYMENT AND EARNING 1]

[(1) (2) (3)] Q.1 Three most important activities (in terms of time spent)

Enter the occupations in order of importance in terms of time spent in the last 12 months.

[SUBSCREEN: Most Important Activity] [1] Most important Activity

[SUBSCREEN: Second Most Important Activity] [1] Second Most important Activity

[SUBSCREEN: Third Most Important Activity] [1] Third Most important Activity

| Type of activity | Examples | | | |
|--|--|--|--|--|
| AGRICULTURE & ALLIED AGRICULTURE | | | | |
| 01=Self Employed (Food crops) | Grows teff in her husband's farm or for himself. | | | |
| 02=Self Employed (Non-food, including | Produces silk (grow silk worms) in his own farm | | | |
| horticulture, sericulture, and floriculture) | | | | |
| 03 = Self Employed (Aquaculture) | Grows his own shrimp | | | |

| 04 = Self Employed. (Livestock, beekeeping, | Raises his own cattle | | |
|---|---|--|--|
| chicken) | | | |
| 05=Wage Employment (Agriculture) | Works in crops at different neighbours' farms | | |
| 06=Annual Farm Servant | Works in someone's farm as a servant | | |
| 07=Other (allied) agriculture, specify | Works in a fishing ship | | |
| NON-AGRICULTURE | | | |
| 08=Self Employed (Manufacturing) | Runs her own bakery | | |
| 09=Self Employed (Services) | Bajaj driver | | |
| | Shoe shiner | | |
| 10=Self Employed (Business) | Shopkeeper at his parents shop | | |
| 11 = Self Employed (Other non-Agriculture.) | Barber at his own house | | |
| 12=Wage Employment (Unsalaried/ irregular; | Builder | | |
| Non-agriculture) | | | |
| 13=Regular Salaried Employment | Civil servant | | |
| | Barber at someone else's barber shop | | |
| 19 = house maid /(Yebet Serategna) | House maid for non-household members | | |
| 20=Other non- agriculture specify | Teacher at private school | | |
| ENEMPLOYED OR UNPAID | | | |
| 14=Unemployed | | | |
| 15=Household chores | | | |
| 17=Household dependent (child or retired elder) | | | |
| 18=Begging | | | |
| 19 = Student | | | |
| 21= other unpaid activities | | | |

[2] Q.2: Is this a regular job/activity?

Ask whether the activity is performed with a defined regularity or not. For instance, activities performed one month of the year, (e.g. Christmas season), 12 months per year, or every summer are examples of regular occupations. If the occupation is conducted irregularly and without previous planning, it is not a regular occupation.

Enter the number of months in which any of this activity was done, give the typical number of days per week during these months and approximate hours per day.

These questions establish the time that the individual spent in that activity in the last months.

[3] Q.3: Number of months

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

[4] Q.4: Days per month

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

- Someone who works from Monday to Friday: 20 days per month (5x4).
- Someone who works from Monday to Saturday: 24 days per month (6x4).
- Someone who works from Monday to Sunday: 30 days per month.
- Someone who works some days and not others, depending on the month: write down the average of days worked per month.

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

[6] Q.6: Hours per day

Enter the number of hours spent in an average day in that activity. Logically, the values will range between 1-24. In CAPI, any number outside this range will be displayed as an error when you validate the screen.

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

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

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

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

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

[7-10] Q.7: In which season of the year is this activity mostly performed?

This question asks about which part of the year the activity is mostly performed.

[7] 1st Quarter
[8] 2nd Quarter
[9] 3rd Quarter
[10] 4th Quarter

Ask the following questions if activity is NOT one of the following: 14 (unemployed), 17 (dependent), or 19 (student).

[11] Q.8: Is [HHM] employed by anyone for this activity?

This question intends to capture if the individual is employed by someone.

[12] Q.9: Do you or your employer have a licence or pay taxes?

This question informs on whether the HHM is likely to be working in the "formal" sector. A key distinction between the formal and informal sectors is that in the formal sector employers have to have a license to operate or pay taxes.

After gathering the background information for the three main activities of the respondent:

[13] Q.10: Is this the most important activity in terms of income?

The fieldworker must ask which of the activities reported by the individual is the most significant in terms of monetary income (including payment in kind). If none of the activities performed by the individual generates income (for instance in the case of unpaid family workers, housewives/domestic work, ill or elderly household members, or <u>business owners who have</u> registered losses over the past 12 months) choose option *No*.

Certain occupations don't generate monetary income. Some of these occupations include: housewives/ domestic work and unpaid family workers. Also, there are activities that only generate self-consumption. While these activities are registered as occupations, they are not considered sources of income.

Note that the individual may no longer be performing the activities that generated the most monetary income in the last 12 months. Furthermore, the most time-consuming activity doesn't necessarily generate the most income. There may be occupations that require less time and generate the highest monetary income for respondents. Therefore, the fieldworker must be cautious when the respondent chooses their most significant occupation in terms of income.

[BACK TO MAIN CAPI SCREEN]

SUB-SECTION 3.3 – EMPLOYMENT AND EARNINGS: HOUSEHOLD INCOME

PURPOSE

The purpose of this section is to make an approximate calculation of the net/"take-home" labour income (not including production costs, taxes, etc) generated by surveyed households in the last 12 months. To this end, the study explores the net income generated from the main occupation of each household member <u>altogether</u>. It is irrelevant whether the individual is currently employed in this occupation or not. Activities that generate non-labour income (like property rental income) are not considered in this section. By definition, net income earned in the main occupation must be greater than zero.

In principle, these earnings should be earnings or profits (i.e. not total value of output but value of output minus costs). This can be time-consuming, but especially for larger earnings (e.g. urban wage earners), please ensure that the figures are corrected for this. Since we are mainly interested in the more substantial earnings, do not spend too much time chasing small amounts "exactly". The issue here is to measure the totals by broad categories, not to have a detailed activity-specific comparison.

Respondents may think differently about income from different types of activities. For instance, it is likely that income from salary would be reported excluding taxes, while income from land used from crops would be reported including costs. We want to allow the respondent to report in the way that is easiest for them (which will vary by activity), but then it is important to be sure about how the respondent is reporting and record costs for all cases where the figure reported is gross rather than net income.

If the individual is no longer employed in the main occupation, consider the occupation nonetheless but use the past tense in the question.

INSTRUCTIONS

The aim of the following questions is to calculate the total net income (income minus costs) generated from the main household economic activities in a given period of time, which may vary depending on the conditions of dependent or independent employment.

[CAPI SCREEN: EMPLOYMENT AND EARNING 2]

[1] Q.1: Has anyone in the household earned any income from this activity in the last 12 months?

[2] Specify Activity

Ask the respondent whether anyone in the household earned any income from the following list of activities in the last 12 months (excluding ALL payments that have not been received yet).

[3-4] Q.2: What were the total earnings (income) obtained from this activity in the lsat 12 months?

[3] What were the total earnings (income) from to this activity in the last 12 months? (ENTER IN ETH. BIRR)

Record what the respondent says (i.e. however it is most natural for them to think of the earnings) and then probe to figure out whether this is a "gross" or "net" figure. If "gross" then enter costs in the next question. If "net", enter 0 for costs in the next question. Exclude all future payments. For instance: if household member did some agricultural work for which he is due to

be paid in the next month, do not record the amount that will be collected from this work. .Help him/her to estimate if necessary. The values reported do not include costs.

Q.3: What were the total costs to this activity in the last 12 months? (ENTER IN ETH. BIRR)

Ask the respondent the amount of costs in which HHM incurred for each of the activities. Costs include salaries of workers, expenditure in seeds, fertilizers, pesticides, fuel, irrigation, costs for maintenance of equipment, rent of agricultural land, etc. for self-employed activities, and taxes, pension payments, transport costos, etc., for waged activities.

[4] What were the total costs incurred from to this activity in the last 12 months? (ENTER IN ETH. BIRR)

SUB-SECTION 3.4: PRODUCTIVE ASSETS

PURPOSE

The purpose of this section is to gain information about productive assets (animals, tools, utensils, agricultural and non-agricultural machinery) owned by respondents in the past 12 month, as well as the value of these assets is of interest.

RESPONDENT

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

DEFINITIONS

➔ Productive asset: any tangible good, utensil, machinery, or tool employed in production processes and income generation. It may be agricultural or non-agricultural. Tractors, wheelbarrows, and axes are productive assets used in agriculture while spinning machines, drills, and sewing machines are non-agricultural productive assets.

INSTRUCTIONS

[CAPI SCREEN: LIVELIHOODS AND ASSET FRAMEWORK 1]

LIVESTOCK

[1] Q.1: Has anyone in the household <u>owned</u> any livestock in the last 12 months? (Do not include pets)

This question identifies whether a member of the household owns or owned any animal in the past 12 months. The fieldworker must keep in mind that only the animals that can generate income are relevant. *Pets are irrelevant for the study.* If the respondent's answer is 'Yes', then the table 'type of livestock' will be enabled.

Type of livestock

For each type of animal, establish whether someone in the household owns or has owned that specific type in the past 12 months. This includes animals that were sold during the last 12 months. The way of administering the table is as follows: ask Q.2 [2] for each animal type. Once you have established which ones are/were owned by the household, continue to ask Q.3-Q.5 [3-5] row by row (only for those animals owned by the household).

[2] Q.2: Has anyone in the household owned any of the following animals at any time in the last 12 months?

Ask this question first for all animal types in the table. Tick all that apply. In CAPI, if 'Other' type of animal is ticked, the next column ('[3] Specify animal') will be enabled. In the space provided you should write the type of animal that the household owns.

[3] Specify livestock

This column is enabled only when 'other' type of animal is ticked in Q.2.

[4] Q.3: How many of the following animals does the household currently own?

This question refers to all animals which are owned by the household at the time of the interview. If no animals are owned at the time of the interview, enter '0'. This will disable Q.4 [5].

[5] Q.4: If you were to sell ALL your currently owned [NAME OF ANIMAL] today, how much would you get for them?

If the respondent cannot calculate the total, ask for an estimate of how much one animal is worth and then multiply by the total number of animals currently own to get the total value. An animal may vary in terms of characteristics and quality (e.g. cows, calves, and heifers) and prices may differ. In this case, the fieldworker must calculate the value for the different varieties and add the subtotals to find the total value. The same criteria will be used in the case of households that own different animals belonging to the same group, e.g. poultry, which includes chickens, ducks, etc. Once again, the fieldworker must calculate the value for the different animals and add the subtotals to find the total value of the group.

[CAPI SCREEN: LIVELIHOODS AND ASSET FRAMEWORK 2]

PRIMARY OCCUPATION OF PRODUCTIVE ASSETS

[1] Q.5: In the last 12 months, what was the most important occupation/money-making activity of your household in terms of income?

The purpose of this questions is to obtain a perception of the most important economic activity for the household; and to gather basic information about it, such as whether it is a dependent (salaried) or independent activity, and whether the activity is performed for agricultural or non-agricultural sectors.

[2] Q.6: Do you have any assets (<u>owned, rented, or borrowed</u>) that allow your household to work and generate income?

This is a filter question to identify whether the household owns productive assets. It is likely that the respondent does not understand what "productive asset" means. In that case, the fieldworker can (1) explain that productive assets are, for instance, any tool used to operate the business; or if the respondent does still does not understand, (2) mention some tools or possessions listed in the codebox as examples.

The table of Productive Assets captures the 6 most valuable productive assets for the respondent.

Q.7: Can you tell me up to six of the most VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed you (the household) to work/generate income?

[3] ASSET – owned, rented or borrowed

If the respondent mentions less than 6 assets, write 88=NA in the following rows.

The fieldworker should be aware that the codebox table of productive assets includes both agricultural and non-agricultural assets. If the assets mentioned by the respondent belong to the same code, these should not be entered separately in the box. The fieldworker can read the alternative in the event that the respondent does not understand.

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

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

[4] Q.9: How many of them do you actually own?

Consider only owned assets. If all the productive assets of the same type in question are rented or borrowed, enter 0.

[5] Q.10: For how much could you sell all of this kind of asset that you own??

Ask how much the household would obtain if the respondent sold these assets. If there are different assets captured under the same group, ask for the value of each asset within the group and capture the total value of the assets in the group.

SUB-SECTION 3.5: TRANSFERS, DEBT & REMITTANCES

PURPOSE

The purpose of this section is to get information about money, goods and/or products received from and sent to the household in the last twelve months.

Additionally, we collect information about the household access to public programmes in general; and in particular about the access to the Health Extension Programme and the Productive Safety Net Programme.

Finally, we collect information about credits the household may have had since Round 3.

RESPONDENT

Likely to be the head of the household.

INSTRUCTIONS

Source of money/goods

In this table we collect information of all transfers <u>received</u> by the household in the last twelve months, from either people that are not member of their household or institutions. Such transfers can be en cash or in kind.

Q.1: Received from this source over the last 12 months?

For each source of transfer, ask if any household member has received something from it. If the answer is 'No', skip to the next row.

Q.2: What is the total value (cash) received in the last 12 months? (in Birr)?

Ask the respondent to estimate the amount of money received from each source in the last 12 months in Birr. The respondent may give you an estimate for a distinct time frame. In this case you should annualise it and enter this amount in the space provided.

Q.3 What is the total value (in kind) received in the last 12 months (in Birr)?

If the transfer received was in kind, you should ask the respondent to estimate the total amount received in kind from each source in the last 12 months in Birr. Enter -77=NK if the respondent does not know the amount, however, you should try to be persuasive and have the ability to convince the respondent to give an approximate estimate. Provide help estimating the amounts if necessary.

Q.4 During the last 12 months, have you or any other member(s) of the household given money or goods to support individuals outside the household?

The purpose is to know if any household member has sent money or goods to support relatives or persons who are not household members. These might include, for example, money sent to former members of the household. The fieldworker should be aware not to report money sent to people who are members of the household according to the household roster.

If the answer to this question is NO, you should skip to Q.6.

Q.5 What is the total value (cash and in kind) sent out in the last 12 months?

Ask this question only if the respondent or any other household member has sent money or goods to support individuals outside the household.

Ask the respondent to estimate the total amount sent out and enter the amount in Birr. You may need to help him/her aggregating different amounts, or estimating values of remittances sent in kind. Please note that all in-kind remittances should take as reference prices at the time of reception.

Q.6 Do you have any serious debts?

Ask whether the home has any debt considered serious, important or large. This is a subjective question and any debt considered as serious by the respondent should be treated as such. Interviewer, do NOT use your own judgment to decide if a debt is serious, important or big.

Q.7 What would you or other members of your household do in case of hard times and/or misfortune caused by, e.g., natural disaster, crop failure, someone losing his/her job?

Please do not prompt. Ask the respondent to talk about what they would do. Then ask him/her to think about which of the responses would be the "first thing they would do". Use Codebox 19 to categorise up to three "plans" in order of importance. If the respondent mentions less than 3 responses, fill the empty spaces with 88=NA.

Q.8 Would your household be able to raise 500 Birr in one week if you needed it?

Ask the respondent if he/she would be able to get 500 Birr in a week (7 days) if the household suddenly needed it. This is a hypothetical question, therefore ask the respondent to imagine a scenario where they need to get this amount unexpectedly. If the answer is NOT AT ALL, meaning that it would be impossible to raise the 500 Birr in one week, skip to Q.10.

Q.9 How would you or other members of the household try to raise 500 Birr in one week if you needed it? Please list the most important one.

Please ask about the main way in which the respondent would try to raise this money and use Codebox 20 to find an appropriate code. Do not prompt.

General Access to Public Programmes

Q.10 Has your household received support or assistance through programmes provided by NGOs or GOs since 2002 (E.C.) (equivalent to 2009 G.C.)?

Ask the respondent if the household received any support or assistance from governmental and non-governmental organisations since 2002 (E.C.) (equivalent to 2009 G.C.). Prompt from Codebox 21. If the answer is NO, skip to Q. 17.

Q.11 What kind of support was provided?

Use Codebox 21 to code the responses. Please do not prompt the answers. Remember that if the household receives the same type of assistance from different organisations, the support received from each organisation should be entered separately.

Q.12 Who provided the support?

Please use Codebox 22, or Other (specify).

Q.13 In which year did the support begin?

Please use Eth. C. This question refers to the year when the household received the support/assistance for the first time from the specific organization.

Q.14 When did the support end?

Identify the year in which the support ended (the year when household last received support from the specific organization). If the household still receives support, you should enter 9999. It may be that the benefits of the support are still being felt, but the active interaction with the programme has finished (e.g. if a programme provided a household with a toilet). In that case, enter the year in which the active interaction with the programme ended. If the programme offered a "one-off" type of support, the years when the support began and ended should be the same.

Q.15 How often did you get this support?

Please identify the frequency in which the support was received, using Codebox 23. It may be that the support was provided as a one-off. In that case, please code as "00=Once in four years".

Q.16 Which household member(s) did the programme target in particular?

Ask if the programme address a specific person in the household. For example, a training programme could be aimed at the head of the household. Other programmes, such as provision of better sanitation facilities would aim to benefit the whole household.

Health Extension Programme

Q.17 Is any household member a beneficiary/member of the Health Extension Programme (HEP)?

If the answer is NO, skip to Q.23.

Q.18 In which year did the support begin?

Please enter the year in Eth. C. This question refers to the year when the household received the support/assistance for the first time from the HEP.

Q.19 When did the support end?

Please enter the year in Eth. C. If the support is ongoing, enter "9999".

Q.20 How often did you get this support?

Please use code from Codebox 23. It may be that the support was provided as a one-off. In that case, please code as "00=Once in four years".

Q.21 Which household member(s) did the programme target in particular?

Please enter the ID of the household member.

Q.22 Has this programme met your expectations?

This question is about the respondent's perception. Please do not prompt the respondent's answer.

Productive Safety Net Programme

We would like to know more about the participation of Young Lives' households in the PSNP. This subsection asks questions on who in the household benefits from the program, what benefits they received.

Q.23 Were you or any member of household registered as a beneficiary of the PSNP – Public Works program in the past 12 (13 Ethiopian) months?

Ask if any member of the household has registered as a beneficiary of the public works program of the PSNP in the last 12 months (or 13 ET months).

Q.24 Were you or any household member registered as beneficiary of Direct Support (transfers of cash, food or other goods without requiring individuals to work) in the past 12 (13 Ethiopian) months?

Find out if any member of the household registered as a beneficiary of the direct support program (where cash and/or other transfers are made to individuals without having to work) in the last 12 months (or 13 ET months).

Once answered, skip to Q.29 if Q.23=00 (No).

Q.25 Have you graduated from public works program component of PSNP?

Ask whether the respondent has graduated from the PSNP public works programme. If the answer is NO, skip to Q.28. If the answer is NK, skip to Q.29.

Q.26 If so, when did you graduate? (Month and Year).

Please use Ethiopian calendar. Enter month and year.

Q.27 What was the most important immediate effect of graduation?

Ask the respondent what the most important immediate effect of graduation was.

Q.28 If you have not graduated from PSNP so far, do you know when you will graduate from the PSNP public works program?

Ask whether the respondent knows when they will graduate from the PSNP public works programme. If the answer is YES, please write the month and year. Please use Ethiopian calendar.

Other Programmes

Q.29 Were you or any member of household registered as beneficiary of Emergency Aid Programme?

Q.30 Has the household received support from Other Security Programmes such as household asset building programs (HAB) over the past 12 (13 Ethiopian) months – this might include access to improved seeds, improvements in water/irrigation, land or pastures, as well as provision of credit, livestock or beehives?

Ask whether the household has received support from the Other Food Security Program (OFSP) in the last 12 months (or 13 ET months). This might include access to improved seeds, improvements in water/irrigation facilities, land or pastures as well as provision of credit, livestock, beehives.

Q.31 Has anyone in the family or the whole household got resettled by the government since 2009?

If the answer is NO, skip to Q.34.

Q.32 If yes, when was the household/ member resettled by the government? (Month and Year)

Please use Ethiopian calendar. Enter month and year.

Q.33 What type of resettlement was this?

Ask the household about the type of resettlement.

Credit Support Program

Q.34 Have you or any of your household members taken out credit since 2002 (E.C) (2009 equivalent (G.C))?

This question informs on whether the respondent or any other member of the household took out a loan or credit. This includes banks, financial institutions, insurance companies, commercial companies, municipal and rural banks, savings cooperatives, etc. If the answer is NO, skip to the next section.

Please record only credits or loans for 50 Birr or more.

Q.35 Who gave you or any of your household members the credit?

Please use codes from Codebox 24. Include formal source of credit such as banks, financial institutions, insurance companies, commercial companies; as well as informal such as moneylender, friends/neighbours, relatives, etc.

Q.36 Who received the credit?

Please enter the household member ID from the roster who received the credit under his/her name.

Q.37 Why did you or any of your household members take out the credit?

Ask the respondent what the purpose of the credit was. Please use codes from Codebox 25.

Q38 When did you or any of your household members take out the credit? Enter month and year.

Ask the date in months and year when the credit was asked. Please use the Ethiopian calendar.

Q.39 What was the amount of the credit? (in Birr)

If the credit was given in kind, please ask the respondent to estimate or convert the equivalent amount to cash. Do not record credit or loans for less than 50 Birr.

Q.40 Have you or any household member finished making payments?

If the answer is NO, skip to the next row.

Q.41 Did you or any household member pay back in time?

Ask the respondent if the credit was paid back in time. If the credit or loan was taken from friends and relatives, when there is not a clear or set deadline for paying back, ask whether the household member paid back when he/she had the money to do so.

If the answer is YES, skip to the next row.

Q.42 Why did you not pay back the credit in time?

Ask the reason for not paying the loan back on time. Please use codes from Codebox 26.

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

SUB-SECTION 4.1 – FOOD CONSUMPTION AND EXPENDITURE

PURPOSE

Estimate food consumption and expenditure in the household in order to contribute to the calculation of the estimated expenditure of the family. In addition, this section helps identify the food consumption pattern of the households.

RESPONDENTS

The ideal respondent is the person who is in charge of purchases for the household or that one who decides which food is to be consumed in the household. Generally, this person is the caregiver of the *YL child*. In the case that the ideal persons to answer this section is NOT present the day of the interview and that there is no possibility to conduct the interview when this person is present at home, the fieldworker should "persuade" the person they are interviewing to give precise information about the household consumption (in market value) in the last 15 days.

DEFINITION

→ Last 15 days: these should be a normal fortnight. If there was a major festival, wedding or other feasting/ fasting ceremony in the last 15 days ask the respondent think about the household's consumption in the <u>15 days prior to this event.</u>

INSTRUCTIONS

Rounding up: for those questions where a quantity in Birr is requested, if the amount is equal to or more than fifty cents (0.50), the amount should be rounded up to 1 birr. If the amount is less than fifty cents enter cero Birr (e.g. 1.5 birr should be rounded up to 2 Birr, whereas 1.4. should be entered as 1 Birr).

[CAPI SCREEN: FOOD AND NON-FOOD CONSUMPTION]

Q.1 Identify the respondent for this section using the ID from the list of Household Members (Roster).

BOUGHT, OWN HARVEST, STOCK AND GIFTS FOOD CONSUMPTION

The first aspect to consider is the sources of food consumption. The following food sources are investigated:

- Purchase of food by the household (bought and consumed)/
- Food produced and consumed by the farm of the household
- Food received as donations.
- Self-supplied food from the household business (for example, in the case where the household has a cellar)
- Food received as payment.

Q.2 Household has consumed this item in the last 15 days?

The fieldworker should check each of these options in case they apply. Consumption in the last 15 days is irrespective of the source: purchase, own harvest, stock and gifts. By ticking in the item, the button "Enter information about Item" will be enabled.

[3] **Specify Item:** Will only be enabled for option Other, specify.

Q.3 What is the total value (in Birr) of this item bought and consumed in the last 15 days?

This question refers to all food that was bought and consumed in the past 15 days. Please note that if the food item was bought in the last 15 days, but only part of it was consumed, you should estimate the value of the latter only, what was consumed only. For instance, if the household bought a total of 15 kilograms of teff in the past 15 days at 300 Birr, but has only consumed 10 kilograms, you should estimate the value of the 10 kilograms consumed.

Q.4 How much of this commodity did you and your household consume from your own harvest or own stock in the past 15 days?

This question refers to all food that was **consumed** from:

- Own household harvest, which means that the commodity was produced by the household and consumed in the last 15 days.
- Own stock, which mean the commodity could be from own harvest or stock previously bought. However, this questions refers to stock that was consumed in the last 15 days. If the household bought the item before the last 15 days or has stock from own harvest from before the last 15 days, and only consumed a part of it in the past 15 days, estimate the value of what was consumed.

You may need to estimate the **value (in Birr) of food consumed** in the last 15 days as explained in the example of the previous question.

Foods from own harvest include:

- Foods that are a product of animal husbandry. For example, consumption of eggs, milk, meat (e.g. chicken, pork, etc.)
- Foods that are directly extracted from nature, such as fishing in the river, hunting or gathering wild fruits from the field / forest.
- Fruits or vegetables grown by the household.

Q.5 How much of this commodity did you and your household consume from gifts, transfers or food aid received from relatives, friends, neighbours, government or other organisations in the past 15 days?

Ask for the total value of food that was consumed from gifts, donations, transfers in the past 15 days. This category includes food received as in-kind payment for work done. For example, donations given as a benefit of the PSNP programme.

You may need to estimate the value of food consumed in the last 15 days as explained in the example given in Q.3.

NOTE. - Foods included in the DONATED FOOD section should be considered in this question as long as they were consumed by household members in the past 15 days. Similarly, all the gifts, food awards consumed in the last two weeks, should be also considered here.

If the household has received food from the government or as part of a programme, and has consumed it in the past fortnight, these should be considered here as well.

Q.6 Main Source

Ask the respondent to identify the main source of the transfers, gifts, aid from which the household consumed food in the last 15 days.

Q.7 Which household members do NOT consume at least one meal per day in the house?

This question is in line with the household definition. It aims to identify which household members do not consume food regularly in the household. In CAPI, you will be able to select the household members from a drop down menu.

SUB-SECTION 4.2 – NON-FOOD EXPENDITURE

PURPOSE

Estimate household expenditure in other areas in order to contribute to the calculation of the estimated household consumption in monetary value. In addition, we are interested to know how much of the expenditure in certain categories is dedicated exclusively for the Young Lives child. The sub-section is divided into expenditure during the last 30 days and costs incurred during the past 12 months.

- Expenses made **during the last 30 days** include payment of services (electricity, water, telephone) and other household expenses that the household covers every month excluding food (expenditure on transport costs, etc.). If the fieldworker notices an unusual payment (for example, when the household pays four months of household water reflected in the last bill) the fieldworker should make a "correction" to reflect only the cost of water spent during the last month. On the other hand, if the household has not paid the water bill from the month yet, the fieldworker should report the amount payable.
- Expenses incurred **during the last 12 months** encompass expenditures that do not necessarily have a monthly frequency, but rather they are one-off payments or payments during the year with

an undefined frequency. For example, buying clothes, education expenses, medical expenses, purchase of household appliances, etc.

Note that while in the previous section "Food Consumption and Expenditure" we were interested in amount spent on goods <u>consumed</u> in the last 15 days, in this section we are interested in amount spent on all goods (in the relevant categories) purchased (even if not consumed/used).

RESPONDENTS

The ideal respondent is the person responsible for the payments and expenses of the Household. Generally this is the head of the Household or the caregiver of the Young Lives child.

INSTRUCTIONS

It is important that the fieldworker clarifies the household that the purpose of this sub-section is to capture expenses made by the household for their support and comfort. Therefore, this section should NOT capture costs incurred for sales from family businesses (with the exception of licenses for business). For example, the purchase of fertilizers and pesticides for crops or vaccines for farm animals for a household who depends on agriculture or livestock should not be captured in this section. However, it is often difficult to separate those "shared expenses". For example, if a household has an Internet cabin as a business but at the same time household members use the Internet for personal use, it is very difficult to separate how much of the total Internet expenses is for personal use only. The same is true in the case of a phone. In such cases it is best to place total spending (as it comes in the receipt). The same applies to other similar cases.

[CAPI SCREEN: FOOD AND NON-FOOD CONSUMPTION 2]

HOUSEHOLD EXPENDITURE ON LAST 30 DAYS

Q.1 What is the money value (in Birr) of the total amount purchased by the household in the last 30 days on the following items?

Ask for the total value spent on each of the items listed in the last 30 days (last month). Report the amounts in Birr. Fieldworker should go about asking item by item in this section. If the household did not made expenditures, enter "0" in the space provided ("00" in the paper questionnaire). If the household does not know the amount, enter -77.

For items that can be bought in advanced and used during several months (e.g. pre-paid internet, period transport tickets, etc.) estimate the amount relevant to the previous month by dividing the total value by the number of months in which the item is used.

For example:

Internet use: Recharges made to the use of portable Internet (USB) must be reported within the Internet category.

The costs generated by installation of internet wiring are NOT INCLUDED here. We are only interested in costs incurred through use - i.e. recharges / monthly fees. Enter installation costs under OTHER in the last 12 months (item 27 in Q.3, Q.4 and Q.5).

In the case that the cost of internet also used for the family business, help the respondent if possible in trying to estimate the corresponding household consumption (in other words, avoid placing the cost of sales itself of these services). However, if this is very difficult, enter the total consumption (the one that comes on the receipt) and ADD A COMMENT in CAPI by double-clicking in the question.

HOUSEHOLD EXPENDITURE ON LAST 12 MONTHS

Q.2 How much did your household spend in the last 12 months on each of these items?

This question refers to expenses in goods and services in the last 12 months. Record the amount in Birr. Help the respondent estimate the annual equivalent of the amount if it is reported in a different time unit (for instance with monthly bills).

Make sure the decimal point is in the right place. As in the food section, the fieldworker should ask item by item in this section. If the household did not made expenditures, enter "0" in the blank space provided ("00" in the paper questionnaire). If the respondent is more confident reporting expenses for some categories for the last month, work with them to figure out whether they pay the same amount every month, and if not, what the annual pattern is to calculate expenditure over the 12 month.

REMEMBER THE FOLLOWING PRACTICAL RULES:

- Minor repairs refer to home maintenance, such as painting, changing light bulbs, etc. Major repairs refer to renovations, restoration, or enlargements of building. As such, the latter often mean changing the structure of the house.
- In the items referred to electricity, water, and telephone, if the household paid several receipts accumulated from previous months in the last month, consider only the amount spent in the last month as stated in the bill and annualise this amount. In cases where the respondent has not paid the last month's bill yet, consider amount of the last month in which the bill was paid, then annualise the amount.
- In the case where the family report payments of services in packages of three (telephone, cable TV and Internet) or duets services (telephone and Internet), look at the expenses in the bill and divide by 3 if it is a package of 3 services or by 2 if it is a package of 2 services. Then assign the resulting estimate to each item.
- Recharges made to the use of portable Internet (USB) must be reported within the Internet category.
- In the case that the cost of some services (such as telephone, Internet, water, electricity, etc.) is
 also used for the household business, help the respondent -if possible- to estimate the
 corresponding household consumption (in other words, avoid placing the cost of sales itself of
 these services). However, if this is very difficult, enter the total consumption (the one that comes
 on the receipt) and ADD A COMMENT.
- The cost generated by installation of telephone equipment, installation of modem and internet wiring or installation of cable TV are NOT INCLUDED in the areas of telephone, Internet or cable

TV. These items are included in the section OTHER expenses in the last 12 months, in line 27 of next table.

- Cleaning materials include detergents, dishwasher, laundry soap, wax, cleaning tools (broom, mop, dusters, etc.).
- Telephone rates and mobile phone card purchase: The use of wireless telephone must be captured in the category of landline telephone. The cost generated by installation of telephone equipment, installation of modem and internet wiring or installation of cable TV are NOT INCLUDED in the areas of telephone, Internet or cable TV.

[CAPI SCREEN: FOOD AND NON-FOOD CONSUMPTION 3]

INSTRUCTIONS

Ask the respondent if the household spent or not money in the last 12 months in each of the categories detailed in this question. Enter the total value of what was spent on these items in the past 12 months if they spent on the items. Enter the amount in Birr. Finally, determine what proportion of this expenditure was made for the Young Lives child in Q.4. Make sure the decimal point is in the right place.

Q.3 Tick this item if the household has purchased it on the last 12 months.

Ask the respondent if the household spent money in the last 12 months on each of the categories detailed in this question.

Q.4 How much was spent in these items in the last 12 months?

For all cases where the item is ticked in Q.3., ask the total value of what was spent. Enter the amount in Rupees. If the household has not spent any money (item not ticked in Q.3., enter '0'). In CAPI this should disabled the next question, whenever is relevant.

Q.5. How much of this was spent on items for the YL Child?

Determine what proportion of the expenditure in Q.4 was made for the Young Lives child. Do not prompt the answers. Listen and then code accordingly. Sometimes you may need to make some calculations to know how much the amount given by the respondent represents of the total (in Q,4).

REMEMBER THE FOLLOWING PRACTICAL RULES:

- In the categories related to expenditure on clothing (categories 1 to 8), other clothing item not mentioned (such as hats or caps) should go under "Other" (category 27). In the case of garments <u>self-manufactured</u>, consider the expense of raw materials used. If no expenditure was done (raw material from own animal stock), enter it as a comment.
- In the categories related to education expenditure (categories from 9 to 16 + category 24 and 25), school-related expenses are recorded, as appropriate. All expenses related to higher education must be recorded under category 24 and 25. Extraordinary expenses such as school promotional trips are also recorded in the category 29.
- In the categories related to medical expenses (categories 17 to 20), expenses related to a visit to a doctor, clinic or hospital go under category 17, while self-medication goes under category 18. Expenses related to surgery or a serious illness should be recorded under category 17. If expenditure was considerable for the household, ADD A COMMENT.
- Vacation expenses that imply a considerable amount to travel are included in the category 26 (other transport expenses), including the cost of travel and accommodation. If the trip is short, you could report this expenditure in the category 21 (Entertainment).

SECTION 5 – SOCIAL CAPITAL

PURPOSE

This section is designed to obtain information from the household support system/network, their participation in formal and informal groups, information networks, as well as the access or exclusion to different services. This section is about the social capital of the household, the primary caregiver and the YL Child.

DEFINITIONS

- → Active group member: This is someone who currently participates in activities, attends meetings, etc. of a particular group or organization or pays contribution to the particular group or organization. For example, a mother who participates in a Mothers Club, or any other organization.
- → Leadership/power position: This is a position which someone holds which has a degree of influence and leadership within a particular group. This position might be as a State representative, non-official positions or a community based position. The aim is to understand the degree of influence and leadership that the household member exercises in the community. It is important to consider that someone who had a power position in the past might still have power and influence over the rest of the community.

RESPONDENTS

Primary caregiver of the index YL Child, or any other member of the household who knows about the social connectedness and support system of the household.

INSTRUCTIONS

[CAPI SCREEN: SOCIAL CAPITAL]

[1] Q.0: Identify the respondent for this section using their ID from the household roster

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

SUB-SECTION 5.1 – SUPPORT NETWORKS

[2] Q.1: Suppose you are in need of material support. How many people can you rely on in time of need?

Ask the respondent how many people s/he thinks the household can count on for material (economic) need. Material support means the household is in need of money. Ask for the number of people with which they could count on in times of need. Enter the code from the list. If the household has not gone through an experience of material need, the fieldworker has to ask the respondent to imagine a similar situation (hypothetical case); hence there should always be an answer to this question.

SUB-SECTION 5.2 – FAMILY, GROUP AND POLITICAL CAPITAL

[3] Q.2: Is any member of your household been an active member of an organization, group or informal association?

Ask if any household member is an active member (see definition) of an organization, group or association, formal or informal. 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.

See definition of "active member" above. If the answer is "Yes=01" continue Q.3 - Q.6. If the answer is "No=00" or "NK=77", skip to question Q.7.

Please note that by saying 'active', the question aims to rule out all members who belong to an organizations, but who do not participate of any of its activities. For instance, being a Christian but never participating in any church activities.

[4] Q.3 Enter the household member ID of the person who is an active member of a group.

In this question you are asked to copy the IDs of all household members who are active members of any formal or informal organization, group, or association. In CAPI you will be able to select the IDs of the members of the household from a drop-down menu.

[5] Q.4 Group Code

Input the code of group, organization, or association from Codebox #23. If a particular household member participates in more than one group, organization, unions, or association, ask for the one in which he/she participates most actively or dedicates most time to.

[SUBSCREEN: Enter Information about this Member]

[1] Q.5 Does [HHM] hold a leadership or powerful position in an organisation, group or informal association?

Establish if the household member has had/has an important position in the aforementioned group

Q.6: What are the main benefits from this group?

This question is about the main benefits received from this group. This is a subjective question and is about the things that are perceived as benefits by the respondent. Input the codes. Here there is space to register up to 3 benefits. Input them according to the order of importance given by the respondent. If less than 3 are mentioned, then input "NA=88" in the remaining spaces. Remember that the question is about the benefits, if the respondent rather mentioning the losses, then put this on the comments section and would not be registered in this question.

If more cells are needed, remember the option [ADD ROW] to insert an extra row. If less than 3 rows are needed, use the option [DELETE] instead of filling in the row with "NA=88"

[2] Benefit 1[3] Benefit 2[4] Benefit 3

[BACK TO MAIN CAPI SCREEN]

The following questions are about the connectedness with close family

[6] Q.7: How many relatives live in this community (No. of families) (excluding those in your own household)?

This question is about the respondent's family/relatives (including by marriage) who live in the same community excluding those relatives who live in the household (i.e. those who are household members). If there are no family members living in the community enter 0 and skip to Q.9. Please record the number of families rather than individuals, unless an individual lives by him/herself in order to have consistency with the way this question was asked in the previous round.

[7] Q.8: How many of these relatives are influential in the community? (e.g. holds a leadership or powerful position in a community group/ association)

If the respondent says that at least one family member lives in this community in the previous question, ask how many of them are influential in the community (i.e. are mayors, community chiefs, council members, etc). Logically, the number of households with relatives who are influential in the community cannot be larger than the number of households with relatives who live in the community. CAPI will identify these cases as errors when you validate the screen and you will have to correct your answer by proving with the respondent.

[8] Q.9: Do you have friends that would help you who are living in this community?

This question is about the respondent's friends or acquaintances (non-relatives) who live in the same community and would be willing to help her/him. Ask whether the respondent has any friend living in this community who would help him/her. It could be material support, provision of labour or any other help deemed necessary.

SUB-SECTION 5.2 – COLLECTIVE ACTION AND EXCLUSION

This sub-section is about political awareness and involvement in the household.

[CAPI SCREEN: SOCIAL CAPITAL 2]

The next six questions are about politics: how interested and politically active the household is. Ask the respondent to think of the whole household when answering the questions. For each action in the table, ask whether any of the households have done that action since Round 3 (in the last four years). Here there is a code 79 which should be used if the respondent refuses to answer and 77 is the respondent does not know.

In the last five years have you or any members of your household done any of the following:

Read out each of the items on the list and ask the respondent whether s/he or any other member of the household has done any of these things in the last four years.

[1] Q.10: Talked with other people in your area about a serious problem affecting the community

- [2] Q.11: Voted in the national elections
- [3] Q.12: Voted in local elections
- [4] Q.13: Gave gifts or cash to any community organizations or political groups?
- [5] Q.14: Taken action with others about a serious problem affecting the community
- [6] Q.15: Actively participated in an awareness raising campaign

SUB-SECTION 5.3 – ACCESS TO TELECOMMUNICATIONS SERVICES

[7] Q.16: Do you or any other household member use INTERNET services (INTERNET services, e-mail)?

This includes all internet services such as e-mail, chat etc. If 'No', skip to next section.

[8] Q.17: Where do you or any other household member go to use INTERNET?

Ask the respondent what is the usual place where Internet is used. The respondent may list many options in which case you should ask what is the most common of all these. Remember that you are not supposed to prompt the answers in this question.

[9] Q.18: Do you or any other household member use a mobile phone?

Ask the respondent whether any household member uses mobile phones.

[10] Q.19: What is the reason for not using a mobile phone?

If Q.18 ='No' ask the main reason why the household does not uses mobile phones.

SECTION 6 – ECONOMIC CHANGES AND RECENT LIFE HISTORY

SUB-SECTION 6.1 – ECONOMIC CHANGES

PURPOSE

This section is intended to obtain information on changes in household economic conditions or economic status of the household compared to 4 years ago, as perceived by the household.

RESPONDENTS

The respondent must be the person who knows most about the events or economic circumstances that occurred in the home in the last four years. Commonly it will be the caregiver or the head of the household.

INSTRUCTIONS

[1] Q.0: Identify the respondent for this section using their ID from the household roster

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

The answers that we get are of perception. Note what the respondent says. If the answer is very different from what you can see, you could add a comment. You must ensure that the person's answer is located in any of the alternatives. In this question, the code 03 = "Comfortable, manage to get by" means average.

[2] **Currently** Respondent is asked how s/he would describe the economic situation of the home in which currently is living in. For this the fieldworker should read the alternatives and put the

relevant code. You must ensure that the person's answer is one of the alternatives. In this question, the code 03 = "We have enough, we managed" means average.

[3] FOUR years ago (around the time of previous visit at the end of 2009) The respondent is asked about the household economic situation four years ago. As in the previous case the interviewer should read the alternatives and place the code. You must ensure that the person's answer is one of the alternatives.

These questions are of perception. If the answer is very different from what you can see, just add a comment but do not try to change the respondents' answer or record your own.

Then, after getting answers [2] and [3], if the answers to the questions differ continue to [4] and [5], otherwise, if the situation has not changed skip to question [6].

Q.2: Please give the two main reasons why your situation has changed compared to 4 years ago.

Please enter two important reasons why your household situation change compared to (month / year) when we visited: If the situation is different now than four years ago, ask about the two most important reasons for this change: [Reason 1] and [Reason 2]. Try as much as possible (but not force) that the reasons reported by the household fit the existing response categories reported in the dropdown menu. Up to two reasons can be mentioned. Try to report in order of importance. If there is only one reason, enter 88 = NA in the box on the second answer.

[4] Reason 1

[5] Reason 2

[6] Q.3: During this period, compared to other households in this LOCALITY, how would you describe your household?

Ask the respondent to compare his/her household to others in the village. This is a question of perception so you should try to avoid answers like NK, unless the respondent really cannot compare his/her household with others. If the answer is far from what you can observe, make a comment, but do not try to change the answer/mind of the respondent – just make sure s/he understands the question.

SUB-SECTION 6.2 – SHOCKS

PURPOSE

This section is intended to obtain information on changes in household economic conditions <u>caused by</u> <u>major events in</u> the last four years. It also records the history of economic events affecting the family (shocks). Most of these events are by their nature unexpected events (i.e. not necessarily caused or sought by the decision of the family). An election is not an unexpected event. On the other hand, fire, theft, natural disaster, being fired, illness, a business that generated economic losses are typically unexpected events.

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

This section is intended to pick the events that affected the home and **have had a negative economic consequence for the home**. The fieldworker should not impose their views and decide whether an event is counted as a shock or not.

DEFINITIONS

➡ Event (shock): there is a predefined list of about 28 events that may have affected the household economy, including natural disasters, changes in the economy, changes in regulation, theft, fire, etc. It is not always enough that the event has occurred, but the home must determine whether the event had a negative economic consequence for the home. For example while asking about stolen money. In principle it is expected that the household will report only those thefts that had a significant economic impact on the family. Typically a "small" robbery will not be reported by the household. By their nature, the events for which you are inquiring are transitory events (events that occur in one specific moment of time). If these events occurred more than 1 time in recent years, one must register the years in which they occurred.

Another example, when asking about droughts, is possible that if one occurred, all households within a community would report it. However, not all household may have been affected negatively by it – the drought should only be recorded as a shock for the households that were negatively affected by it.

The fieldworker should not impose their views and decide whether an event is counted as a shock or not.

→ Number of occurrences of the event: since the nature of the events that are being captured is short term (i.e. duration is of less than one year), it may be the case that the event occurs more than once since 2010. For example, the "frost" on the mountain can occur several times over a period of four years. In this case the fieldworker should record the occurrence of the event in each of those years (assuming that frosts cannot last for more than one year consecutively).

If an event occurred several times during the past four years, each year in which this event occurred must be reported.

→ Reporting the year of occurrence: as a rule, the same event is reported <u>only once</u> in the year it occurred. This rule should be followed even if the event has permanent effects -beyond the year of occurrence- (for example, in the case of a fire). Note that if an event lasts continuously from more than one year, you are supposed to record only the year in which the event first happened. The case of a building collapsing is a clear example. If the building collapsed in 2011, for instance, you should record ONLY this year, even if the building is still being built, affecting the household's economic situation, in the following years.

The only exception to this rule is the case of a family member suffering from an illness that needs of long term special treatment, and has a strong burden in the family budget each year (e.g. cancer). In this case you should record all the years in which the illness affected the household's economy. Do not forget to write a comment for these cases.

A single event with permanent effects should be reported only once. The only exception to this rule is long diseases like cancer.

→ Correlated Events: It may be possible that the household reports events that are correlated. For example, the household could report that it was affected by frost; they lost all their crops and their cattle. It is possible that the last two events are the result of the first event. If so, it is right to note the three events. However, the fieldworker should add a comment stating that the events are correlated.

It might be that among the reported events some events are consequences of others. For example, loss of livestock and crop could be the result of a frost. In these cases it is correct to record all 3 events. Add a comment mentioning which event caused the others.

Please complete the table row by row.

RESPONDENTS

The respondent must be the person who knows most about the events or economic circumstances that occurred in the home in the last four years. Commonly it will be the caregiver or the head of the household.

INSTRUCTIONS

[CAPI SCREEN: SHOCKS]

Events (Table): A list of about 28 types of events is defined which in turn are also classified in 7 clusters. The events were classified into clusters to facilitate the flow of the administration of this table. However, to avoid under-reported events, the fieldworker is asked to ask one by one for all types of events.

To avoid under-reported events, the fieldworker is asked to ask one by one for all types of events.

[1] Q.1 Has [SHOCK NAME] happened since 2002 (E.C.) (2009 equivalent (G.C)?

This question determines the occurrence of the event *and had negative economic consequences for the household*. This question is asked for each event first. Once all of the events have been asked about, you can move onto asking when the specific events that affected the households occurred.

[2] Specify shock

If the respondent mentions another event that is not listed, input the event.

Q.2 Indicate if each event happened in any of these years:

For this question you have a column for each year since 2002 (E.C.) (2009 equivalent (G.C). You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2002 (E.C.) (2009 equivalent (G.C) (all were previously identified in Q.1.)

[CAPI SCREEN: SHOCKS 2]

[1] Q.3: Indicate the 3 most important negative events that affected the economic situation of the household.

The purpose of this question if to find out which negative events, out of the ones reported in Q.1 and Q.2 generated the greatest economic loss. In CAPI you will have a drop-down menu that has all the relevant information based on the information provided in Q.1 [1]. Please enter these in terms of importance (i.e. the one that affected the most or had the greater economic loss for the household should go first). If there are less than three responses, input 88 = NA in the remaining spaces. CAPI will then automatically prefill the years in which the shock happened based on answers to Q.2.

Among the occurred events, the respondent is asked to name the three most damaging events to the household in terms of greater economic loss (arranged in order of importance). Write the code of the First, Second and Third event in the order of importance given by the respondent. If there are less than three responses, input 88 = NA in the remaining spaces,

[SUBSCREEN: Enter Information about Shock]

Q.4: How much does this economic loss represent of the income generated by the household in a regular year?

For each of the three most important events that affected the economic situation of the household, and for each of the years in which they occurred, ask the respondent approximately how much of the income generated by the household the economic loss associated with the events represents. Do not prompt the answers. Listen to the respondent and code in the most relevant loss category.

[1] 2010
[2] 2011
[3] 2012
[4] 2013

Q.5: What did your household do in response to this event?

Ask what the household did in response to the event. The respondent may give up to three answers. Ask them to list them in order of importance. Please use the codes that are provided in Codebox #31.

[1] Response 1

[2] Response 2

[3] Response 3

[BACK TO MAIN CAPI SCREEN]

SECTION 7 – SOCIO-ECONOMIC STATUS

PURPOSE

This section is about the household's socioeconomic environment. This includes questions about conditions where people live (i.e. the house the household live in), household possessions, and access to public services.

RESPONDENT

This section may be answered by the primary caregiver of YL Child, the head of household or by the member of the household who knows about housing conditions (infrastructure) and ownership of consumer durables.

INSTRUCTIONS

[CAPI SCREEN: SOCIO-ECONOMIC STATUS]

[1] Q.0: ID of respondent for this section (identify the respondent for this section using the ID from the household roster)

[2] Q.1: Does anyone in your household own your house?

This is to know if any member of the household owns the house and the land where the house is built on. This includes situations in which the house is still being paid (e.g. mortgage) but for which a HHM has a title accrediting the ownership of the house. If the house is rented, the answer should be 'No'.

[3] Q.2: Does anyone in your household have a mortgage on your house?

Ask whether anyone in the household has a mortgage on the house. A mortgage is an agreement by which the household borrows money from a money-lending organization such as a bank *and gives that organization the right to take possession of house which was given as security if the money is not repaid.* In other words, the house is being used as collateral for a loan, which is used to pay for the house. The mortgage is usually paid back to the money-lending organisation with specified payment periods and interest rates.

[4] Q.3: How many rooms are there in the house?

Establish how many rooms there are in the house. <u>Do not</u> include kitchen, bathrooms, passage, corridor, garage, warehouses or rooms divided with non-permanent items such as a curtain. Enter the number of rooms that you mentioned in the space provided.

[5] Q.4: Do you have a separate kitchen/cooking area?

Ask the respondent whether the house has a space for cooking, other than one of the rooms counted in the previous question. A separate kitchen could be a kitchen outside the house, an open-air kitchen or a kitchen in a separate room with window inside the house. We ask this question to find out whether the household members might be affected by cooking smoke from a non-separate kitchen.

[6] Q.5: Do you have electricity?

This question refers to both legal and illegal electricity connections. Enter yes if electricity comes from a generator, including wind and solar ones, but NOT if it is generated by a car battery. Before asking this question you should try to observe if the household has light bulbs, fans, or any devices that need electricity and whether they are working at the time of the interview.

The following three questions seek to collect information about the main material of the house. In this case, the fieldworker <u>should observe</u> the construction materials and record the category from the drop-down menus. If the materials are not visible, ask a member of the household. If the ceiling, floor, and/or wall are made of different materials record the type of material that covers at least 50% of the construction. If the same proportion prevails, record the material of the highest quality. If the compound has more than one building (separate kitchen, toilet, etc.) take the building material of either the living room or any of the bedrooms.

OBSERVATION

[7] **Q.6: Wall** Observe the material. If it is not immediately clear what these are made of, ask the respondent.

[8] **Q.7: Roof** Observe the material. If it is not immediately clear what these are made of, ask the respondent.

[9] **Q.8: Floor** Observe the material. If it is not immediately clear what these are made of, ask the respondent.

If the roof, floor or wall is made of several different materials, record the main type of material (e.g. that which covers at least 50%). If there is more than one building in the household (e.g. a separate kitchen or bathroom) record the material used in the main section of the house where the living room and the bedrooms are.

[10] Q.9: What is the main source of drinking water for members of your household?

Ask about the main source of drinking water for members of the household. If different members have different drinking water sources, then ask about the source used by the majority of members.

[11] Q.10: What kind of toilet facility does your household use?

Ask about the main toilet facility used by members of the household.

Septic tank is a device where human waste is sent through a pipe directly into a covered sediment tank, where is treated with lime, ash, etc.

If the home shows that the ultimate destination of human waste is directly the field (even through hanging latrines), farm, paddock, bucket, any open field, river or canal, ditch, oxbow lake, this will be classified as **Forest/field/open place**.

[12] Q.11: What is the main type of fuel you use for cooking?

This question is about home fuel usually used for cooking. If they use multiple sources, ask for the most frequent.

[13] Q.12: Is heating used in this area?

Ask the respondent if heating is used in the household, for instance, in winter. If NO, skip to Q.14. Prior to this question, the fieldworker should be aware if the cluster s/he is visiting has a climate that requires the use of any heating. If the location visited has a warm or tropical climate, it will not require heating, then answer put "No = 00" and skip to question Q.14.

[14] Q.13: What is the main type of fuel you usually use for heating?

Only if the community uses some heating, ask what fuel the household typically uses. Choose the appropriate code from Codebox #38. If the respondent states that the household does not use anything to heat the home despite living in an area where heating is used, use the code "11 = None".

[15] Q.14: Have you invested in the improvement of your dwelling during the last 4 years?

We want to know if anyone in the home has invested in infrastructure improvements to the house since 2009. Improvements could be a renovated kitchen, a new toilet, new windows or similar. If the answer is "No = 00" or "NK = 77" skip to Q.16.

Note: If the household has a workshop inside the house, it is considered part of the home, unless the respondent considers the

[16-18] Q.15: What have you invested in?

Ask the respondent to report the 3 most important improvements to the house since 2009. You can mark up to three investments. If the respondent mentions more than three, then choose the three that demanded the most spending. Conversely, if less than three investments are mentioned, input the ones mentioned and fill the other spaces with 88 = NA.

[16] Investment 1[17] Investment 2[18] Investment 3

HOUSEHOLD ITEMS

[CAPI SCREEN: SOCIO-ECONOMIC STATUS 2]

This section is about the welfare of the household in relation to the equipment and facilities they have for the normal development of their activities. The interest is on the equipment owned by the household. For each item, ask Q.16 [1] and Q.17 [3].

[1] Q.16: Does anyone in the household own this item?

Establish whether someone in the household owns any of the 19 items listed. To own an article means that the article could be sold by the household member. Make sure you also include all items that are being paid in instalments, or items that are not in the house at the time of the interview (e.g. because they have been borrowed by someone). Also, keep in mind that the item should be in working condition.

Mark "Yes = 01" for all those items owned by the household. If the household does not have the item or do not know, mark "No = 00" or "NK = 77" as appropriate and skip to the next item.

Home artefacts bought in instalments and still not finished paying for are considered household property. This includes home appliances and cars.

Some of the items mentioned in this section may have already been reported in the Productive Assets section (Section 3.4, Q.7). This may happen for example if a woman sells home-made food or a head of household drives a taxi which he owns. In this case, the kitchen, the refrigerator and/or the vehicle should have been reported as productive and valued assets, AND should also be listed here.

The ownership of an item listed here should be reported irrespective of whether it had already been reported in Section 3.

[2] Specify other

[3] Q.17: How many does the household own?

For each item that the household owns, ask how many it has (in working condition). Enter the amount given by the respondent.

Be careful when coding the number of items owned for the category table and chair (item 08), which should be counted independently. For instance, if the household has a dining table with 6 chairs around it, it should be counted as 7 items (1 table + 6 chairs).

[4] What are the most valuable (importance) items owns by the household?

Please indicate the 5 items, amongst those mentioned in the previous table, that have most economic value or would be worth most if sold. Make sure the respondent understands that the term' valuable' refer solely to economic value and not sentimental value. Enter item IDs in order of importance.

<u>NOTE</u>: If the respondent mentions that owns less than 5 items, then the interviewer should consider these as the most valuable in economic terms.

[5] Q.18: How much do you think you would be paid if you sold this item?

Enter the amount in Birr. If the respondent has more than one item of a type (e.g. three TVs) add all items and <u>report the total value</u>. If the respondent cannot estimate the value of the item(s) enter code "NK = -77", but try your best to help the respondent with the estimations if necessary.

SECTION 8 – HEALTH

SUB-SECTION 8.1 – INDEX CHILD HEALTH

PURPOSE

This section informs on the general health of the Index Child and the health of the other household members. It also collects information about the household's access to safe and nutritious food necessary to have a healthy and active life over the past 12 months.

RESPONDENT

Identified in the Preliminary Interview. Needs to be the person most informed about YL Child, so most likely to be the primary caregiver.

DEFINITIONS

- → Accident: an undesired event, which results in injury to persons.
- ➔ Injury: harm done to an individual's body. Please refer to Annex 2 for specific examples as how to code and classify injuries.
- → Disease: impairment of health, alteration of the physical (and mental) structure of the human body (or mind).
- → Chronic Health Problem: long-term health illness.
- ➔ Modern Health Facility: refers to private or public, or community health post, clinic, centre, hospital and referral hospitals
- Traditional Health Facility: are facilities not recognized by ministry of health such wizard, holy water, traditional healers, people who provide unprocessed leaves, woods and flower to heal patents.

INSTRUCTIONS

[CAPI SCREEN: CHILD HEALTH]

[1] Q.0: Identify the respondent for this section using their ID from the household roster

[2] Q.1: In general, would you say [YL Child]'s health is very poor, poor, average, good or very good?

This is a perception question that aims to know how the respondent perceives YL child's health. It is important that you DO NOT prompt the answers beyond stating the answer options as part of the question, as this could introduce systematic response bias.

Serious injuries

[] Q.2: Since we visited in 2002 (E.C.) (2009 equivalent (G.C), how many times has [YL Child] been seriously injured?

Ask the respondent whether there was an episode when the Index Child suffered an injury (as defined above) that prevented him/her to carrying out his/her normal activities (e.g. going to school, work, etc.) for at least one day AND/OR required medical attention. Some examples

could be a cut, head injuries, a burn or near drowning. If the child has been injured, ask how many times it happened since 2002 (E.C.) (2009 equivalent (G.C). If this never happened since then, record '0' and skip to Q.4. Otherwise record the number of times using the codes provided.

[] Q.3: What was the most serious injury?

In this question we want to know what the most serious lesion was. Do not prompt the answers. If the YL Child suffered multiple injuries since 2002 (E.C.) in different episodes, record the one that the respondent considers most serious. That means that the severity of the injuries is defined subjectively by the respondent. Use code 09=Multiple injuries when an accident (one episode) resulted in several serious multiple injuries.

Serious illnesses

[5] Q.4: Since we visited in 2002 (E.C.) (2009 equivalent (G.C) has [YL Child] been seriously ill?

Ask the respondent whether YL child has had a serious illness since the last time we visited in 2009. Serious illnesses are those that prevent child from doing his/her normal activities (e.g. going to school, working, helping in the house, etc.) for at least one day AND/OR required medical attention.

[] Q.5: What was the most serious of these?

In this question we want to know what the most serious illness was. Some examples could be asthma, gastritis, severe anaemia, epilepsy, etc. Do not prompt the answers. If the YL Child suffered multiple illnesses, record the one that the respondent considers the most serious. The severity of the illnesses is defined subjectively by the respondent.

[] Q.6: During the last 12 months, how many times did [YL Child] miss school/work due to illness?

Please note that this question refers to ANY illness (whether serious or not) that prevented YL child from attending school or working in the last 12 months. If the child missed school or work on different occasions due to different illnesses, record both situations. This question is INDEPENDENT of the two previous questions.

[CAPI SCREEN: CHILD HEALTH 2]

Health facilities

[1] Q.7: Do you usually go/would go with [YL Child] to modern/official health facilities if he/she is ill?

Ask the respondent if YL Child would be taken to a modern/official health facility (according to the definition above) when s/he is ill. If necessary, provide an example such as where would s/he be taken in case of a chest infection. Use codebox #42 to provide examples.

[2] Q.8: Where do you usually go/would go with [YL Child] if he/she is ill?

This question refers to modern health facilities (i.e. excludes traditional health facilities). We are interested in knowing the first contact point facilities where YL child is taken when he/she is ill. Do not include visits to a pharmacy for self-medication or any other visits in which examinations were done by someone different from a doctor or related medical staff. Do not prompt the answers.

[3] Q.9: In the last 4 years, have you visited a modern health-provider with [YL Child]?

This question refers to modern health facilities (i.e. excludes traditional facilities) which YL child was taken to for consultation, care, treatment, etc. since 2009. These visits exclude all those that are not related to YL child health.

[4] Q.10: Do you usually go/would go with [YL Child] to non-modern/non-official/traditional health facilities if he/she is ill?

Ask the respondent if YL Child would be taken to a non-modern/non-official/traditional health facility (according to the definition above) when s/he is ill. If necessary, provide an example such as where would s/he be taken in case of a chest infection. Use codebox #43 to provide examples.

[5] Q.11: Where do you usually go/would go with [YL Child] if he/she is ill?

This question refers to non-modern/traditional health facilities. We are interested in knowing the first contact point facilities where YL child is taken when he/she is ill. <u>Include</u> visits to a pharmacy for self-medication or any other visits in which examinations were done by someone different from medical staff such as a herbalist, healer or wizard. Do not prompt the answers.

[6] Q.12: Was there ever a time when [YL Child] was ill or injured and you would have liked to take him/her to a healthcare facility but you did not?

Refer to modern health facilities exclusively. Ask the respondent whether he/she faced a situation of not being able to take YL child to a health facility when YL child was injured or ill since our last visit in 2009. In this case, medical services include medical consultation to a private doctor, a pharmacy, a private health facility (hospital or private clinics), public health establishment. Note that this can be a sensitive question. The respondent may think that a positive answer may imply that he/she does not care about YL child. To avoid this, make sure you explain clearly the purpose of the question.

[7] Q.13: What was the most important reason for not taking [YL Child] to a healthcare facility?

This question wants to determine the specific socio-economic barriers for the use of health care. Do not prompt the answers.

Remember that:

- Direct costs are those associated directly with the treatment
- **Indirect costs** are those not associated directly with the treatment. For instance: travel expenses, or loss of salary (not getting paid for the time that takes taking YL child to a health facility)

[CAPI SCREEN: CHILD HEALTH 3]

Disabilities and long-term health problems

[1] Q.14: Does [YL Child] have a permanent disability that affects his/her study/work capacity or ability to take care of him/herself?

A disability or permanent disability is a continued health alteration that prevents or limits the sufferer to perform a work activity, academic or personal care (as doing daily activities by yourself). It can be a result of an accident or an illness (physical or mental). Examples are: paralysis, visual impairment, mental problems, etc.

[2] Q.15: How does this disability affect [YL Child]'s ability to study/work and take care of him/herself?

This question aims to find out the extent to which the disability affects the development of the YL Child in daily activities or work (if he/she works).

[3] Q.16: Does [YL Child] have any of the following long-term illnesses or health problems?

Establish whether the YL Child has any of the health problems or chronic illness that can affect his/her daily life, especially attending school, learning, or his/her ability to work.

[4] Q.17: Does this health problem affect [YL Child]'s abilities at school / work?

For each of the long-term health problems that the respondent reported that YL child is suffering from in Q.16, ask if it impedes his/her performance in school (such as attending school, reading, learning, etc.) or work. Use code "NA = 88 " if YL child does not attend school or any other study centre or does not work.

[5] Q.18: Do you think [YL Child] has other long-term health problems?

Determine whether YL chid has any other long-term health problems, different from those reported in Q.16. A long-term health problem is one that persists for a long time either because it is incurable or because it is not being treated. It can include chronic and mental health problems, as well as reoccurring / seasonal problems (e.g. Allergy).

[6-8] Q.19: Which other long-term health problems do you think [YL Child] has?

Ask this question if respondent reports that YL child has other long-term health problems. A chronic disease is a health problem that persists steadily because it is incurable or because is not being treated. It may include chronic physical disability, mental health problems and seasonal or periodic problems. Up to three options may be selected. If there are less than 3, place "NA = 88" in the blanks.

[5] Problem 1[6] Problem 2[7] Problem 3

[] Q.20: How long has [YL Child] suffered from this health problem?

Enter the number of years. Code 00 if less than 12 months.

[] Q.21: How often [YL Child] seeks treatment or advice for this health problem in the last 12 months?

This question refers to the most important long-term health problem identified in Q.17. Do not prompt the answers. Listen to the respondent and code accordingly.

[] Q.22: From where did you seek this treatment/advice among the modern facilities (if more than one put in order of attendance)?

Ask about the most visited health facility where YL Child is taken for treatment, care, or advice about most serious/important long-term health problem. If there is more than one facility, ask

about the one that is visited most often. Do not prompt the answers. Listen to the respondent and code accordingly (Codebox #36).

The next two questions are about smoking and alcohol consumption of the YL child. These might be sensitive. Please explain the respondent that these will be asked for all of the household members in the next section so that the respondent does not feel like the Index Child is being singled out in any way.

[] Q.23: Does [YL Child] smoke cigarettes?

This question seeks to determine whether the YL Child smokes <u>cigarettes</u>. Other forms of tobacco should NOT be included here.

[] Q.24: Does [YL Child] consume alcohol at least once per week?

This question refers to any alcoholic drink that is consumed at least once per week.

SUB-SECTION 8.2 – HOUSEHOLD MEMBER HEALTH

PURPOSE

This section informs on the general health, as well as smoking and drinking habits of all of the household members, excluding YL Child as questions about her/his health have already been asked in the previous sub-section. It informs on the extent to which the household is burdened with ill health.

DEFINITIONS

➔ Disability or permanent disability: is a continued health alteration that precludes or limits the sufferer to perform a work activity, academic or personal care (as doing daily activities by yourself). In other words, is the degree of disability that occurs when the person has suffered an accident or illness (physical or mental). A reduction in their ability to function by themselves in certain areas of life (like leaving to work, study, etc.). A paralyzed person, blind, lame, maimed or mentally retarded are examples of permanent disability.

INSTRUCTIONS

This section is administered for all of the household members <u>excluding</u> the *Index Child*. This is because all of the information collected here has already been collected for the *Index Child* in the previous section.

This section is only for household members who are part of the nuclear family of the YL Child, (excluding the latter, as in the previous sections there were various questions about him/her).

Enter the following information for all household members excluding the Index Child:

[CAPI SCREEN: HOUSEHOLD MEMBERS HEALTH]

[SUBSCREEN: Enter Health Information about Member]

[1] Q.1: Does [HHM] have a permanent disability that affects his/her work capacity?

Please refer to the previous sub-section Q.14 to review the definition of 'permanent disability'. If the answer is "No = 00" skip to Q.3.

[2] Q.2: How does this disability affect [HHM]'s ability to work and take care of themselves?

This question informs on the extent to which the disability affects HHM in the performance of his/her daily activities, such as study, work or take care of him/herself. You should read the possible answers to the respondent.

[3] Q.3: Does [HHM] have any long term health problems that affect his/her daily life?

Remember that a long-term health problem that persists for a long time either because it is incurable or because it is not being treated. It includes mental health problems as well as reoccurring / seasonal problems (e.g. Allergy). If the answer is "No = 00" skip to Q.8

[4-6] Q.4: What long-term health problems do you think [HHM] has?

This question seeks to identify whether the household member suffers from a chronic health problem. Enter UP to three health problems. The codes are the same as those that apply to the YL Child in the previous subsection, which includes ALL health problems (Codebox 40). Enter the codes for <u>up to three problems in order of importance</u>. The definition of which disease is most important is subjective to the respondent. If the household member has less than 3 long-term health problems, enter "NA = 88" in the blank spaces.

- [4] Problem 1
- [5] Problem 2
- [6] Problem 3

[7-9] Q.5: How long has [HHM] suffered from this health problem?

This question asks the number of years that the household member has suffered each of these illnesses. <u>The responses must be recorded in the order the health problems were recorded in the previous question.</u> If the problem is a congenital disease, note the number of years that the household member has suffered from the problem. If respondent is reported to have suffered from it for a lifetime, place the age of the household member. If respondent reports less than 12 months, enter 00.

- [7] Problem 1
- [8] Problem 2
- [9] Problem 3

[10] Q.6: How often do you seek treatment or advice for this health problem in the last 12 months?

Ask this question with reference to the most important long-term health problem. This is, the one listed first in Q.4 [4]. Do not prompt the answers. Listen to the respondent's answer and code accordingly. If the respondent NEVER sought medical treatment or advice, enter code 00=None, and skip to Q.8.

[11] Q.7: From where did you seek this treatment/advice among the non-modern facilities (if more than one put in order of attendance)?

Ask this question in relation to the most important long-term health problem. This is, the one listed first in Q.4. Ask the respondent to report where HHM sought treatment. If there is more than one health facility where HHM sought treatment or advice for health problem, ask which one was the one visited the most.

[12] Q.8: Does [HHM] smoke cigarettes?

This question seeks to determine whether the household member <u>smokes</u> cigarettes. Other forms of tobacco should NOT be included here.

[13] Q.9: Does [HHM] consume alcohol at least once per week?

This question refers to any alcoholic drink that is consumed at least once per week.

[BACK TO CAPI SCREEN]

SUB-SECTION 8.3 – FOOD SECURITY

PURPOSE

This section inquires about different dimensions of food security. Food insecurity and especially food shortage is a <u>very sensitive issue</u> for many households and it is important that the questions are ask in a neutral, non-judgemental manner.

RESPONDENT

The following questions should be answered by the person responsible for purchasing and preparing the food in the household. This would probably be the primary caregiver. <u>All questions refer to the last 12-months and refer to all household members.</u>

INSTRUCTIONS

[CAPI SCREEN: FOOD SECURITY]

[1] Q.1: Which of the following statements best describes the food situation at your home in the last 12 months?

READ THE ALTERNATIVES. It refers to situations that describe best the household situation regarding the food consumption in the past 12 months.

[2] Q.2: In the past 12 months, did you ever worry that your household would run out of food before you get money to buy or could acquire more?

This question aims to find out if the respondent was ever concerned about lacking of food in the last 12 months. If NO, skip to Q.4. Note that this is a subjective question. It could be that the respondent worried about lack of food, even if the situation never occurred.

[3] Q.3: How often did this happen?

If the answer to previous question (Q.2) is yes, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

[4] Q.4: Were you or any household member not able to eat the kinds of foods you want because of lack of money? (For example, no meat, no fish, no fruit, no deserts)

We want to know if it happened in the last 12 months that the household could not afford to buy any kind of food that they wanted. If NO, skip to Q.6.

[5] Q.5: How often did this happen?

If the answer to previous question (Q.4) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

[6] Q.6; Did you or any household member have to eat a limited variety of foods due to a lack of money? (For example, only rice and beans no vegetables or meat, only potatoes)

Ask the respondent if there was ever a time when the household had to limit the variety of foods bought for the household because there was not enough money. Make sure that the respondent understands that this question refers to the variety of foods that they can buy rather than having to buy un-wanted foods.

[7] Q.7: How often did this happen?

If the answer to previous question (Q.6) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

[8] Q.8: Did you or any household member have to eat some foods that you did not want to eat because of a lack of money to obtain other types of food? (for example, wild foods, immature crops, broken rice, discarded food)

Here we are interested in knowing whether anyone in the household had to eat something considered 'undesirable', due to lack of money in the last 12 months. You may want to think of examples that are region specific. However, because different people have different opinions of what is desirable or not, give examples ONLY when respondent does not understand the question. Example: eating other people's left-overs.

[9] Q.9: How often did this happen?

We want to know if the household did not eat what they wanted to eat due to lack of resources or some other circumstance. Enter the codes according to the given frequencies.

Fieldworker: review the answers to questions 1, 2, 4, 6, 8. If the answers are: Q.1=01 AND Q.2, Q.4, Q.6, Q.8=00, you should skip to next section. Otherwise, continue with the following questions. In CAPI, the enablement of following questions will be done automatically. If there are enabled, it means you should continue asking the questions for this section.

[10] Q.10: Did you or any household member have to eat less (portion size) in a meal than you wanted because there was not enough food?

This question refers to the time when household member had to eat less in any of the meals (i.e. breakfast, lunch, dinner) because there not enough money to buy more food. Note that this question does not refer to not being able to eat a meal, but rather it refers to the sizes of the portions of each of the meals.

[11] Q.11: How often did this happen?

If the answer to previous question (Q.10) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

[12] Q.12: Did you or any household member have reduce the number of meals eaten a day because there was not enough food? (for example skip breakfast or lunch)

Eating fewer meals refer to the number of meals that are normally eaten in the household. In most cases these will be breakfast, lunch, and dinner, but it could be that the household is used to having a snack at mid-morning in which case it should be taken into account if it was ever eliminated from the diet as a result of not having enough food in the household. This does not include cases where any household member does not eat in the house due to his/her work schedules or other some similar reasons.

[13] Q.13: How often did this happen?

If the answer to previous question (Q.12) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

[14] Q.14: Was there ever no food to eat in your household because of lack of money to get food?

This refers to time when food was not available in the household and it could not be acquired through purchasing because there was not enough money to buy it.

[15] Q.15: How often did this happen?

If the answer to previous question (Q.14) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

[16] Q.16: Did you or any household member go to sleep at night hungry because there was not enough food?

This question refers to the actual experience of hunger due to lack of economic resources to buy food.

[17] Q.17: How often did this happen?

If the answer to previous question (Q.16) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

[18] Q.18: Did you or any household member go a whole day and night without eating anything because there was not enough food?

Ask the respondent if there was ever a time when he/she or any other household member went for 24hrs or more without eating anything because there was not enough money to buy food.

[19] Q.19: How often did this happen?

If the answer to previous question (Q.18) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Fieldworker: review Q.16 and Q.18 and if answers to any of these is YES, ask the following question, otherwise skip to next section. In CAPI this skip will be done automatically

[20] Q.20: Were the children in the household also affected?

This question asks whether, in situations when a household member went to sleep at night hungry because there was not enough food AND/OR when a household member went a whole day and night without eating anything because there was not enough food, children of the household were affected too.

SECTION 9 – ANTHROPOMETRY

PURPOSE

Measure the height and weight of the *Index Child*, his/her mother and his/her sibling (the sibling who was measured in Round 3).

INSTRUCTIONS

FINDING THE RIGHT SIBLING

- The name of the sibling will be pre-populated from Round 3
- If the sibling is in the household, proceed with the measurement
- If the sibling is not in the household, make "reasonable effort" to track him/her. Reasonable means that field worker try to ask neighbours, kebele officials and friends as well as EDIR and EQUIB as well as church people within the same woredas.
- Q2 refers to whether the child is available in the Index Child's household. If No, Q3 refers to whether the child was tracked. If no, specify why not e.g. child is in location A which is at B distance and skip to Q13

PROCEDURES TO MEASURE WEIGHT

- We will use a digital weighting scale. Please find an adequate and safe surface. This kind of balance cannot accurately measure if it is on a slope.
- Be sure to record each weight measures in the corresponding spaces of the table. Do not forget to record the final weight.
- Weight the YL Child / Sibling with minimal clothing and no shoes. In this case you will need to type a list of the clothes the child is wearing, and then deduct clothes from total weight. This calculation should be done after you have written the weight marked on the scale.
- Record all weight calculations on the back of the sheet.
- Weigh the *Index Child* / Sibling and read the weight measurement clearly. Take a second reading, when the Child and the balance are stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different even do the procedure a third time and record the number that is repeated twice.
- If you cannot get the two equal measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.
- Always thank the YL Child and Sibling. When weighing a child who is living with his/her parents always thank the mother.

PROCEDURES TO MEASURE HEIGHT

- When measuring height, if the Child cannot stand, you will need a wall or a door in order to use them as support when measuring the stature.
- Appropriate clothing: take off your shoes and any bulky clothing like a jacket or bulky pole which may prevent the child's buttocks being in contact with the board.
- Place the child in such a way that he/she is standing on the measuring board his/her your feet parallel, and with heels, buttocks, shoulders and back touching the surface of the measuring board. The head should be held comfortably with the child looking straight ahead, not with his head tilted up or down. The child's arms should be hanging next to him/her. Ask the mother to help if needed.
- Gently lower the horizontal slap of the measuring scale and place it on the child's head. Press down if
 necessary to ensure contact, but only to ensure soft contact.
- Read length within 0.1cm. Ensure that your vision is aligned with the position of the marker, not higher or lower. If the measurement is between two markers of 2 mm, take the lowest value.

- Say clearly what the measure is and write it down immediately.
- Raise the head of the board, check the alignment and measure the child again. If the two measures are the same, accept this measure. If the measures are different, measure again until you get two similar measures and write the measure in the space for the final height.
- Always thank the mother and child.



CONTROLLING QUALITY OF WEIGHT AND HIGHT

- 1) Read the measures
 - a) If the marker indicates a precise measure (mm. or g.) then take this as the measure.
 - b) If it falls between two markers, then take the lower value.
- 2) Read and record the weights and sizes
 - a) The person who is measuring should read the measurement
 - b) The assistant repeats what has been read
 - c) The person being measured says "yes" or "good"
 - d) The assistant says "yes" or "good" and enters the measurement into CAPI
 - e) The assistant displays the measurement to the person measuring

Height

- 3) Common errors in measuring the height/size
 - a) Position of the person taking the measure
 - The person is too far from the feet of the person being measured.
 - The person is not on his/her knees (when measuring a child).
 - The person is too far from the measuring board.

b) The feet of the person being measured

- Is tiptoeing.
- The soles are not perpendicular to the board's wood.
- Child is being measured standing on one foot only.

c) The head of the person being measured

- The neck is too stretched
- The neck is bent / cramped.
- The mother's hand palm completely covers the ear (fingers are not bent)

d) The position of the *person being measured* on the measuring board

- Not in the centre of the board
- Wearing bulky clothing (nappy in the case of a baby), braid or hair accessories so that the head is not in contact with the measuring board.

Weight

4) Common mistakes in weighing

- The person being measured can touch a wall or grab other people around
- The person being measured is wearing clothes

Height

- Use a stick to find out his length and verify the height
- The space between the base of the foot and the board must be less than 2mm

Weight

- Use a standard weight 5-10 kg to verify balances
- Check each time that scales are calibrated

SUB-SECTION 9.1 - CHILD'S ANTHROPOMETRY

PURPOSE

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

INSTRUCTIONS

Please follow the procedures detailed above. Please emphasise to the child that you will be using a weighing scale and height board to make sure that the measurements are right, but that the measurement will not hurt.

[CAPI SCREEN: ANTHROPOMETRY]

[2] Q.1: SCALE CHECKED

Make sure the scale has been tested and is working well. Place a check if the scale is well calibrated.

Take two weight measures. Enter each in Q.2 [3] and Q.3 [4] questions, and then enter the final weight in question Q.4 [5].

[3] Q.2: First child weight TO NEAREST 0.1 KG

Take and record the weight from the first measurement. Enter -9999 if the child is not weighed

[4] Q.3: Second child weight TO NEAREST 0.1 KG

Take and record the weight from the second measurement. Enter -9999 if the child is not weighed

[5] Q.4: Agreed child weight TO NEAREST 0.1 KG

Record agreed final weight following the procedure detailed above. Enter -9999 if the child is not weighed

Take two height measures. Enter each in Q.5 [6] and Q.6 [7] questions, and then enter the final weight in question Q.7 [8]. Enter -9999 if the child is not measured.

[6] Q.5: First child height MEASURE TO NEAREST 0.1 CM

Take and record the height from the first measurement. Enter -9999 if the child is not measured

[7] Q.6: Second child height MEASURE TO NEAREST 0.1 CM

Take and record the height from the second measurement. Enter -9999 if the child is not weighed

[8] Q.7: Agreed child height MEASURE TO NEAREST 0.1 CM

Record agreed final height following the procedure detailed above. Enter -9999 if the child is not weighed

[9] Q.8: Why was [YL Child] not measured?

If the *Index Child* was not weighed and/or his/her height was not measured, specify why the measurement did not occur.

[CAPI SCREEN: ANTHROPOMETRY 2]

Mother's anthropometry

PURPOSE

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

INSTRUCTIONS

Please follow the procedures detailed above. Please emphasise to the mother that you will be using a weighing scale and height board to make sure that the measurements are right, but that the measurement will not hurt.

You only need to measure the weight of the mother as the height was already measured in a previous round.

FIELDWORKER: To take the mother's weight, this should be the child's BIOLOGICAL mother.

[1] Q.9: SCALE CHECKED

Make sure the scale has been tested and is working well. Place a check if the scale is well calibrated.

Take two weight measures. Enter each in Q.10 [2] and Q.11 [3] questions, and then enter the final weight in question Q.12 [4].

[2] Q.10: First maternal weight TO NEAREST 0.1 KG

Take and record the weight from the first measurement. Enter -9999 if the mother is not weighed

[3] Q.11: Second maternal weight TO NEAREST 0.1 KG

Take and record the weight from the second measurement. Enter -9999 if the mother is not weighed

[4] Q.12: Agreed maternal weight TO NEAREST 0.1 KG

Record agreed final weight following the procedure detailed above. Enter -9999 if the mother is not weighed

[5] Q.13: Why was mother not weighed?

If the mother was not weighed, specify why the measurement did not occur.

[6] Q.14: Are you currently pregnant or gave birth in the last 2 months?

This information will help researchers interpret the anthropometric measures for the mother more accurately.

SUB-SECTION 9.2 - SIBLING'S ANTHROPOMETRY

PURPOSE

To record the height and weight measurements of the sibling of the *Index Child* mother as accurately as possible, following the procedure detailed above. It is essential that the sibling measured **is the same sibling as the one measured in Round 3**. The names of this sibling is pre-filled in CAPI.

The sibling measurements must be for the same sibling as the one measured in Round 3 (name prepopulated in CAPI). We are not interested in collecting measurements for any other sibling.

INSTRUCTIONS

Please ask to measure the Round 3 sibling (see CAPI screen for pre-populated name). If this sibling is not available, make all reasonable efforts to track him/her and measure his/her weight and height. According to the agreement with the team by "all reasonable effort" we mean asking neighbours, kebele officials and friends as well as EDIR and EQUIB as well as church people until the child is found as long as he/she is within the same Woreda. If it is not possible to find the sibling or the sibling now lives too far away from the household, please keep a log of the reasons why siblings have not been found. The data is continually monitored and we may ask for clarifications as to why certain siblings we not found.

It is vital that IRRESPECTIVE of whether the sibling is available for measurement or not, the date of birth is recorded. Please ask the mother/caregiver of the *Index Child* to get this information. Please make sure that they day, month, and year are entered. <u>This is a very important piece of information</u>.

[CAPI SCREEN: ANTHROPOMETRY 3]

Sibling's Anthropometry

PQ.1: Name of sibling

Q.1: Date of birth

This information should be filled in irrespective of whether the sibling is in the household or not.

Q.2: Is [ROUND 3 SIBLING] available for measuring?

If the sibling is available, proceed to measurement. If the sibling is currently unavailable either because he/she is not in the household at the time of the interview, or because s/he has moved elsewhere, please leave this question blank and move onto the next section (Section 10). Return to this question once all possible effort has been made to find the sibling (either by coming back to the household at a different time, or by travelling to the new location of the sibling). In the great majority of cases it should be possible to find the sibling and so the answer to this question should be no. If after all effort has been made, the sibling was not find, enter No and skip to Q 12. Note, that we are not interested in collecting measurements for any other sibling – only the sibling whose name is pre-populated in CAPI in this section.

Q.3: Has the [ROUND 3 SIBLING] been tracked and found?

If the sibling was not tracked or found, specify the reason. Thank the respondent and go to next section.

Q.4: How much did [ROUND 3 SIBLING] weigh at birth?

If possible look at documentation to find this out. If there is no documentation, ask the respondent to give the best possible estimate. Perhaps the respondent has documentation for some of the other children in the household and would be able to say whether the sibling was bigger or smaller than those kids. Try to help the respondent as much as possible to come up with a good estimate of the sibling weight.

Q.5: Was the birth weight from documentation?

If you record the birth-weight from documentation, please answer "Yes" here. In this way data users will know that the birth-weight recorded is likely to be accurate.

Q.6: First child weight TO NEAREST 0.1 KG

Please check that the scales are working well before taking the first measurement. One you are happy with the scales, please take and record the weight from the first measurement. Enter -9999 if the child is not weighed.

Q.7: Second child weight TO NEAREST 0.1 KG

Take and record the weight from the second measurement. Enter -9999 if the child is not weighed

Q.8: Agreed child weight TO NEAREST 0.1 KG

Record agreed final weight following the procedure detailed above. Enter -9999 if the child is not weighed

Q.9: First child height MEASURE TO NEAREST 0.1 CM

Take and record the height from the first measurement. Enter -9999 if the child is not measured.

Q.10: Second child height MEASURE TO NEAREST 0.1 CM

Take and record the height from the second measurement. Enter -9999 if the child is not measured.

Q.11: Agreed child height MEASURE TO NEAREST 0.1 CM

Enter the agreed measurement. Enter -9999 if the child is not measured.

Q.12: Why was [ROUND 3 SIBLING] not measured?

If the sibling was not weighed and/or his/her height was not measured, specify why the measurement did not occur. Note we expect very few cases where it is not possible to find and measure the sibling. This question should be enabled in 3 cases:

- (1) Child was not measured (answer to Q.2="00=No"
- (2) Child weight is missing
- (3) Child height is missing

SECTION 10 – CAREGIVER'S PERCEPTIONS AND ATTITUDES

PURPOSE

The purpose of this section is to know about feelings and attitudes that the primary caregiver has in relation to her family, children, herself, and her community.

RESPONDENT

The respondent for this section <u>must be</u> the person identified as the primary caregiver in the household roster.

MATERIAL NEEDED

- ➔ Scale with 9 steps (Ladder of Life)
- → Card #1

INSTRUCTIONS

[CAPI SCREEN: CAREGIVERS PERCEPTIONS]

[1] Q.0: Identify the respondent for this section using their ID from the household roster

Remember the respondent must be the primary caregiver.

The next five questions require yes/no answers and ask about the caregiver's familiarity with activities, friends, and teachers of the Index Child.

[2] Q.1: Do you know the names of [YL Child]'s friends?

For this question you should ask the caregiver to consider the names of at least YL child's best friends. For this set of question the option 77=NK is not allowed because it may confuse the answer of the respondent. If the respondent 'does not know' this should be coded as 00=NO (which is the answer to the question).

[3] Q.2: Do you know what [YL Child] does after school/work?

Include all types of activities. If the YL Child is not currently attending school and not working, put "No = 00". There is no "NA = 88".

[4] Q.3: Do you know the parents of [YL Child]'s friends?

At least, consider the parents of his/her best friends.

[5] Q.4: Do you know [YL Child]'s teacher?

Refers to school teachers or teachers/ tutors from other educational institutions. If the YL Child is currently not going to school, enter "NA = 88".

[6] Q.5: Has [YL Child] ever been bullied by peers?

This includes both classmates and work colleagues. If the YL Child is not currently attending school and not working, put "No = 00". There is no "NA = 88".

The following questions reflect the attitude of the caregiver towards the future studies of the YL Child. Ensure that the caregiver has understood the sentence. Do not force a reply.

Please emphasise that there are no right and wrong answers for these questions and that we just want to know what the caregiver thinks.

[7] Q.6: When [YL Child] is about 25 years old, what job do you think s/he will be doing?

Ask what work the caregiver believes the YL Child will be doing at the age of 25, both paid and unpaid. The fieldworker <u>should NOT suggest</u> an answer. Please listen and code the answer of the respondent. This response should reflect what the caregiver is <u>currently</u> thinking about what the YL Child is likely to be doing when s/he is 25 years old – given possible constraints and current socio-economic situation.

[8] Q.7: Ideally what level of formal education would you like [YL Child] to complete?

Ask the primary caregiver about what level of education he/she would IDEALLY like the YL Child to complete if there were no constrains. The answer should reflect the hopes for the best of the child, and should not be restricted by what the respondents believes is going to happen. Do not read the options, listen to the answer of the respondent and code. If he/she says "None = 00" or that he/she does not know "NS = 77" skip to Q.9.

[9] Q.8: Do you expect [YL Child] will reach that level of education?

Ask the primary caregiver whether he/she believes YL Child will reach the level of education he/she indicated as ideal in the previous question. In this question, the respondent is asked to consider all factors that may constrain the child to access the level of education desired, such as lack of economic resources, lack of child interest, etc.

[10] Q.9: What job would you most like [YL Child] to do in the future?

This question asks specifically about the job that respondent **wishes** YL child to have in the future. Differently from Q.6, this question asks about the IDEAL job for YL child in the future. Do not prompt the answers, listen to the respondent and code accordingly.

Now, display the card of the ladder with 9 steps (Error! Reference source not found.). Explain that the ninth step, at the very top, represents the best possible life for the caregiver and the bottom represents the worst possible life for. Make sure that the caregiver understands that the ladder refers to all aspects of his/her life (economic, health, social, personal, etc.) and that it is a subjective measure of how he/she feels about his/her life in general. It should not be confused with a measure of economic wellbeing only. Be very clear about what the aim of the ladder is. Enter the step number indicated in the space provided. It is very important that you allow the caregiver to point to the ladder on card with the ladder (Prompt Card 1) rather than just saying a step. <u>PLEASE DO NOT RECORD THE STEP UNTIL THE</u> <u>CAREGIVER HAS POINTED TO THE STEP ON THE PROMPT CARD.</u>

[11] Q.10: Where on the ladder do you feel you personally stand at the present time?

Ask the caregiver where on the ladder s/he thinks currently is. Remember to ask the respondent to point to the relevant step on the Prompt Card. Only enter the step once the respondent has pointed to it.

[12] Q.11: Where do you think you will be on the ladder in four years from now?

Ask the caregiver where on the ladder s/he thinks s/he will be in four years. Remember to ask the respondent to point to the relevant step on the Prompt Card. Only enter the step once the respondent has pointed to it.

The following set of questions seeks to find out what kind of help does the caregiver expects from the YL Child for each of the sentences. **For this show card No. 1,** Figure 2shows this template.

For each sentence, you must show the card so that the respondent gives, from his/her point of view, which of the options best reflects his/her opinion on the issue that is mentioned. Make sure the respondent understands properly the sentence. Do not influence the final decision of the respondent.

[13-19] Q.12: To which extent do you expect the following kinds of help from [YL Child] when s/he is grown-up?

This question seeks to find out what kind of help is expected from the index YL Child. There are seven expectations and for each we would like to know the degree to which they reflect the caregiver's expectations. For each expectation, please show the **Prompt Card 2** (Figure 9) and ask the respondent which of the options best reflects his/her opinion. Make sure the respondent fully understands the sentence and remind the respondent that there are no right and wrong answers – we just want to know his/her opinion. Do not influence the final decision of the respondent.

Figure 9: Expectations

| Not at all A little | Somewhat | Quite a lot | A lot |
|---------------------|----------|-------------|-------|
|---------------------|----------|-------------|-------|

[13] that s/he continues living close to you

It may be considered to live in the same house in which the respondent lives or close to it (within the same locality).

[14] that s/he provides financial assistance to his/her younger brothers and sisters.

That is, the YL Child provides material support (money or property) for the support of his/her younger brothers (including studies of younger siblings, food, etc.). If there are no younger siblings at the time of the interview, put "NA = 88".

[15] that s/he helps you with housework

In case of rural areas this includes agricultural work or as well as house chores. In urban areas this includes family businesses managed within the home (such as stores, warehouses, etc.) as well as housework.

[16] that s/he provides financial assistance to you

That is to say that the YL Child provides material support (money or property) for the maintenance of other household members other than younger siblings, for example the respondent.

[17] that s/he helps you care for his/her younger siblings

Refers to personal care for younger siblings. If there are not younger siblings at the time of the interview, put "NA = 88".

[15] that s/he cares for you when you are old

Refers to the YL Child taking care of the respondent when she is elderly.

[15] that s/he provides emotional support to you

Refers to both for the respondent and for other household members.

[CAPI SCREEN: CAREGIVERS PERCEPTIONS 2]

[1-6] Q.13: At what age did [YL Child] / do you expect [YL Child] to:

These questions seek to find out the expectations the primary caregiver has about the future life of YL Child. For each sentence, enter the age in years in which the respondent expects the YL Child meets what is asked. Make sure the respondent understands well the sentence. If s/he does not expect any of the events to occur, place 00. Typically, since the younger cohort is between 11 and 12 years, these events have not yet occurred.

| 01 | Start earning money to support your household? |
|----|--|
| 02 | Leave full-time education? |
| 03 | Be financially independent of HIS/HER parents? |
| 04 | Leave this household? |
| 05 | Get married and start living together? |
| 06 | Have a child? |

[7-13] Q.14: Do you strongly disagree, disagree, more or less, agree or strongly agree with the statements below

Now display the 5-scale feelings and attitudes card (**Prompt Card 3**). Explain that for each of the statements you are about to read, the respondent should select the option that best represents how much he/she agrees or disagrees with the statement. Please emphasise again that there are no right or wrong answers and we just want to know about the caregivers opinions. Ensure that the caregiver has heard and understood the sentence and if not you should repeat it and / or add additional explanation if necessary. However, it is important not to change the meaning of the sentence. Do not force the respondent to choose an answer. However, it is common that the fieldworkers, if they hear that the respondent answers "agree", to ask "Ma'am, do you agree or

strongly agree?" Depending on the answer, put the final answer. Do the same the respondent answers "disagree".

| 01 | If I try hard, I can improve my situation in life |
|----|---|
| 02 | I like to make plans for my future |
| 03 | I am proud of my clothes, |
| 04 | I feel proud of the job done by my [HOUSEHOLD HEAD] |
| 05 | The job I do makes me feel proud |
| 06 | I feel proud of my children |
| | I can do little to help [YL Child] do well in school, no matter |
| 07 | how hard I try |

Now, ask about other aspects of the life of the respondent. For each of these sentences, read aloud and ask the primary caregiver to indicate whether s/he agrees or disagrees. Ensure that the caregiver has heard and understood the sentence and if not you should repeat it and / or add additional explanation if necessary. However, it is important not to change the meaning of the sentence. For this exercise, display **Card No.3**

The fieldworker should read the sentences as statements rather than questions. In reading the sentence, ask the respondent about the option that best reflects his/her opinion. Do not force the respondent to choose an answer. However, it is common that the fieldworkers, if they hear that the respondent answers "agree", usually ask "Ma'am, do you agree or strongly agree?" Depending on the answer, put the final answer. Do the same the respondent answers "disagree".

[14] Q.15: Who helps [YL Child] with homework when s/he needs it?

This question seeks to find out if someone, (whether a household member or someone outside the household) helps YL Child to do his/her homework when he/she needs it. If the caregiver mentions more than one person, ask who is the person who helps most of the times, or most often.

[15] Q.16: In the last week or the last week [YL Child] had classes (if the preceding week consisted of holidays), how many days did you help [YL Child] with homework?

Record the NUMBER OF DAYS in which child had homework in the last week, taking as a reference a normal school week (i.e. week with no public holidays) and when child was attending regularly.

[16] Q.17: FOR CAREGIVER: In the last month or the last month with regular school (if [YL Child]'s school had vacations in the preceding month), how often have you asked [YL Child] what s/he did at school?

This question seeks to find out how much attention the primary caregiver gives to child's academic performance. Encode according to the code table.