Young Lives
An International Study of Childhood Poverty

ROUND 4

FIELDWORKER MANUAL
Vietnam

COMMUNITY QUESTIONNAIRE

September 2013

INDEX

INTRODUCTION

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

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

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

AIMS / OBJECTIVES

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

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

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

CHARACTERISTICS OF THE COMMUNITY SURVEY

Type of survey

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

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

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

Method of gathering information

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

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

Selection of Informants

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

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

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

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

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

Qualified respondents will be interviewed individually or in group. In the case of focus groups, the interviewer would need to invite a relatively homogeneous group of participants. The target group are a limited number of people: between 3 and 6 participants and a moderator (in this case the interviewer). The objective is to promote the interaction between the participants as a method to generate information. In general, the internal composition of the group should adequately represent individuals who could complement/contrast the information that is required but which are sufficiently homogeneous to avoid conflict between them. Fieldworkers will attempt to prevent any person "dominate" the others and its arguments are the only ones that prevail.

Survey Coverage

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

Temporary coverage: The community survey will be implemented in the months from November 2013 to February 2014.

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

MODULE 1 – General module

      Section 1   General characteristics of the locality

      Section 2   Social environment

      Section 3   Access to services

      Section 4   Economy

      Section 5   Local prices

      Section 6   Poverty alleviation and infrastructure initiatives

MODULE 2 – Child-specific module

      Section 1   Roster of schools in the commune or nearby that children attend

      Section 2   Health Services

      Section 3   Child protection services

Basic definitions

➔ **Locality/Community:** "communes" in urban and rural areas are used as starting point to define communities (this is an operational definition; in this instrument it is known as "locality"). From there, when administering the questionnaire, it is possible to expand the borders established depending on the topic. For example, in the section of educational services we are collecting information about schools inside the commune, but also further away or outside the commune, as long as people living in the locality has access to.

Additionally, for a couple of questions in Section 1 General characteristics of the locality (Module1) we ask the fieldworker to choose a village within the commune with the biggest share of Young Lives children. For these questions, we are interested in reflecting the context of a small community such as isolated village as oppose to the context of the commune, which may be standard and same for every commune. For example, in a village they may speak H'Mong or other ethnic minority language, but that is not the case if the locality is understood as the commune, where there are always Kinh people and therefore Vietnamese is often the language the people in the locality speak.

➔ **Qualified Informant:** refers to a person with leadership and broad spirit of collaboration who typically resides in the locality. He/she may or may not be a civil servant or head of a community organization, possessing a significant knowledge in the field to inform. Depending on the section of the questionnaire, is the person most acknowledgeable of the locality (Mayor, Deputy Mayor, Governor, former resident, etc.) or about existing services in the community (Director of the school, nurse, technical nurse, teacher, etc.).

➔ **Fieldworker:** is the person responsible for collecting the information of the localities in the Community questionnaire. The quality of the data will be determined by the quality of their work.

Documents and materials that the fieldworker will use

- **Fieldworker ID** is the document that identifies the fieldworker as such and which must be in visible place so that it does indeed serve as presentation and identification.
- **Letter:** a document that is issued by GSO, which guarantees the presence of the fieldworkers in the area. This document will be shown to Chairman of the Commune to be accepted to the community.
- **Fieldworker manual:** contains definitions and general instructions about the survey, so that the fieldworker can do his job.
- **Questionnaire:** document in which the fieldworker will fill in the information he/she gets about the community/locality.
- **GPS:** measurement equipment that will help the interviewer to have a precise geographical location of the area he/she is visiting.

- **List of communities/localities:** contains the list of places where the fieldworker/team leader should canvass a community questionnaire. The list includes de community ID and the name of the locality where the community instrument is to be collected.
- **Supplies:** pencils, eraser, sharpener and notebook for your notes. In addition instruments for all fieldworkers such as bags to protect surveys, etc.
- **Tablet:** this is the computer where the programme SurveyBe will be installed.

GENERAL INSTRUCTIONS FOR CANVASSING THE COMMUNITY SURVEY

How to fill in the questionnaire

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

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

Instructions for the fieldworker

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

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

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

Types of questions

There are 5 types of questions:

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

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

Some questions are yes/no answers, for example:

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

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

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

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

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

   b. **Questions with codeboxes**: sometimes you will find a question that requires you to refer to a table of codes in order to identify the response code. This happens when the possible answers are too numerous to detail them in the space available or when the options of answers apply to a different question. A good example is Q.5 on most common "means of transport" used to travel to the district Capital which is shown below:

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

Enter code from **Codebox #2**

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

1	——	Specify: _____
	TRANS1	SPCTRAN1
2	——	Specify: _____
	TRANS2	SPCTRAN2
3	——	Specify: _____
	TRANS1	SPCTRAN1

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

01 = Đi bộ
02 = Động vật (ngựa, lừa, trâu…)
03 = Xe đạp
04= Xe máy
05 = Xe ôm
06 = Xe ô tô con
07 = Xe buýt nhỏ
08 = Xe buýt
09 = Xe tải
10 = Tàu hỏa
11 = Thuyền
13 = Khác, ghi rõ (vào ô trả lời tương ứng)
77=Không biết

Q.5 allows for up to 3 answers. The appropriate codes should be entered in the space provided "[__ __]" and you should never circle the answer in the codebox table.

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

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

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

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

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

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

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

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

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

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

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

Skipping patterns

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

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

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

In CAPI all skips and enablements will be done automatically.

INSTRUCTIONS TO FILL IN COMMUNITY QUESTIONNAIRE

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

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

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

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

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

COMMUNITY IDENTIFICATION

Q.1. <u>Community ID (Locality)</u>: unique for each survey (one per community). This ID will serve as a link to associate this instrument to each child and their household of the Young Lives study. Each fieldworker will receive a list with all the community ID and their corresponding name of the locality, which so far is being handled.

Q.7. <u>GPS coordinates</u>: for taking GPS of the locality, the fieldworker should take into account the Commune's Centre. This is usually, the <u>main square, the postal office, or the commune's official building</u>. In case there is not such place, then the fieldworker should take another place of reference (school, church) and annotate in the corresponding space provided **in 0.3.2** the new reference point.

INFORMANT ROSTER

Q.6. Position

Indicate the post or position that the informant has in the locality. If the informant has 2 positions, they should be noted in the same line (two columns are enabled).

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

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

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

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

INSTRUCTIONS FOR MODULE 1 – GENERAL MODULE
SECTION 1: GENERAL CHARACTERISTICS OF THE LOCALITY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

> *In Q.7 and Q.8, the fieldworker should take into account the characteristics of the last kilometres of the main route used to reach the locality from either district capital or an urban area to define which is the principal route. The fieldworker should note that these questions are only about the principal route. If there is more than one route in the first kilometres, the fieldworker should register the most predominant.*

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

Q.16: What kind of factory or farm employs the 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)

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

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

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

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

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

     In the first case, since the pest is the effect of a drought you should first capture the drought as a DISASTER in question 1.6.1 and <u>only then</u> enter the pest as an effect to the drought under question 1.6.3. (You must not capture the pest as DISASTER in this case).

     In the second case, the pest as a spread of a virus (not caused by other disaster) should be captured as a DISASTER under 1.6.1.

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

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

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

- It is important to mention that if the effects of a natural disaster are mentioned, these should NOT be registered as events in this question. For example, if a flood resulted in an epidemic, the event must be registered as flood. The epidemic that occurred as a result of the flood will be recorded as a consequence of the event in **Q1.6.3**

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 2: SOCIAL ENVIRONMENT

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

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

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

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

Q.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.

Q.3: Since 2009 (or since it first appeared, if it´s 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 **Q.1**==NO and **Q.2**==YES.

- Code "01" can only be selected if **Q.1**==YES and **Q.2**==YES.

- Codes "02" and "03" can be selected for any combination.

- Codes "04" and "05" can only be selected if **Q.1**==YES

- Code "06" can only be selected if **Q.1**==NO.

SECTION 3: ACCESS TO SERVICES

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

Q.1 and Q.3: Is the following service currently available at [LOCALITY]?

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

Q.4: What percentage of households has access to this kind of service? Enter number between 0 and 100%

These questions only apply if question Q.1 or Q.2 is YES. The purpose is to collect the approximate share of households who have access to the service mentioned. Do not fill information for this question if cell is shaded in dark colour.

Q.2 and Q.5: Please rate the following services on a scale of 1 to 3. (1 means the service is bad, 2 so-so, and 3 good); Please tell me whether you think the following services are currently bad, so-so, or 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.

Q.6: What are the main places residents of [LOCALITY] dispose of their garbage?

The objective of these questions is to know how are the ways in which residents of the locality get rid of their garbage. Note that only item 1 has a follow up question (Q.7) that asks about the frequency in which garbage is collected by garbage trucks.

Q.8: Which are the 3 most common garbage collection methods in order of importance?

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

Programs

Q.9-Q.10

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

Q.11: When did the programme stop?

We only want to collect the year when the programme stopped if the programme is no longer operational but it was operational during 2010. Therefore, we only collect the year when the programme stopped if Q.9=No and Q.10=YES.

Free health insurance for the poor

Q.12: How many households in [LOCALITY] have received cards certifying them as poor households that are eligible for free health insurance?

Ask the respondent how many households in the commune had received cards certifying them as poor households that are eligible for free health insurance year by year, since 2010. Record number of households (not individuals)

SECTION 4: ECONOMY

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

Q.1-Q.7:

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

Q.1 and Q.3:

We ask about DAILY wages. If wages are provided on a monthly basis, you should divide it between the days that an average adult works. **Please make sure to enter wages in 1000 VND.**

Q.2 and Q.4:

We want to know if the average worker generally receives additional benefits apart from their daily wage. Please select all the benefits that apply for the average worker.

Q.5 and Q.6:

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 1000 VND.

Q.7 and Q.8:

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

Qualified informants recommended for this section:

Should only be sellers/vendors of the designated products.

Note: **This section MUST be collected through sellers or vendors of the products** and NOT through the group of qualified informants inquired about the rest of the questionnaire.

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

Note: If a product from the list of the questionnaire has several options (e.g. loose rice, brown rice in plastic package, etc.) the fieldworker will go to his first informant or vendor and ask for the product that is the most commonly consumed in the locality. Then, he/she will ask to the second informant or vendor about the product with similar characteristics.

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

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

Note: the interviewer should always keep in mind that if he/she consults the price of a product with two vendors, the product should be comparable in its weight, quality, brand (if possible), etc. If the fieldworker does not find the product of the above features, then he/she should proceed to register the most similar product.

INSTRUCTIONS FOR MODULE 2 – CHILD SPECIFIC MODULE

SECTION 1: EDUCATIONAL SERVICES

RESPONDENT

Director of the school, teacher, parents.

INSTRUCTIONS

Q.1-Q.7

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

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

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

Q.8 – Q.12

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

Q.9: Is there a [TYPE OF EDUCATION FACILITY] currently available in [LOCALITY]?

If the answer is 01=Yes or 03=No, and there is no such facility in a nearby locality; then proceed to ask for the following educational service (skip to next row). Only if the answer is 02 "No, but there is one in a nearby village ", proceed to questions Q.10, Q.11, and Q.12.

SECTION 2: HEALTH SERVICES

RESPODENT

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

DEFINITIONS:

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

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

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

INSTRUCTIONS

Q.1-Q.4

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

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

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

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

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

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

Definitions:

➔ **Trained midwife: is** a person who offers care to childbearing women during pregnancy, labour and birth, and during the postpartum period providing care for the newborn and assisting the mother with breastfeeding. A midwife is duly recognized in the country in which it is located after successfully completing the prescribed course of studies in midwifery and acquiring the requisite qualifications to be registered and/or legally licensed to practice midwifery.

➔ **Traditional birth attendant:** is a person who provides basic pregnancy and birthing care and advice based primarily on experience and knowledge acquired informally through the traditions and practices of the communities where they originated. They usually have not received formal education, have no modern health care training, and are not typically subject to professional regulation (such as certification or licensure).

➔ **Trained nurse:** is a person who is trained to give care to people who are sick or injured. Like doctors, nurses can specialize in what work they do.

<u>Primary Health Care Facility</u>

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

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

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

Q.5 – Q.8

These questions should be asked to nurses, health promoters, doctors or doctors on call working at the primary health care facility. We ask for the most common health problems of children, adolescents, women and men in the community these health workers serve. We want the typical problems so please consider a period of at least 12 months to avoid prevalence of diseases depending on a season.

SECTION 3: CHILD PROTECTION SERVICES

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

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

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

This question addresses whether there are organizations set-up to receive child protection reports, **regardless of whether the respondent states that child protection concerns happen in the community.**

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

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

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

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

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

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

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

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

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

This question addresses who supports children who have had their right to protection violated. Here child protection is understood as in question Q.1. This can include medical or therapeutic support, material support or symbolic support. It may be provided by a government body or organization, NGO or civil society organization or informally through community members.

Q.7: What types of support are available?

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

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.

WHEN TO OPEN A MINI-COMMUNITY QUESTIONNAIRE

Supervisors will open a Mini-Community questionnaire for every index child that moved out of a Young Lives community, regardless of the time spent in the new community, except for the following situations.

Case 1: Index Child moved to an URBAN non-YL community. If there is an URBAN YL community within 8 Km of distance, Index Child can be assign to that locality and a mini-community questionnaire won't be opened.

Case 2: Index Child moved to a RURAL non-YL community. If there is an RURAL YL community within 5 Km of distance, Index Child can be assign to that locality and a mini-community questionnaire won't be opened.

The objective of opening a mini-community questionnaire is to capture context information for those children out of Young Lives sites where aspects such as access to health and education services differ to that of Young Lives sites.

The preliminary interview contains filter questions which will enable you to know when to open a mini community questionnaire. While the objective is to open a Mini-Community questionnaire for every index child that moves out of a Young Lives community, we also need to minimise the burden of doing so, especially for those children whose environment is similar to that of a nearby Young Lives site. This explains the introduction of the two exceptional cases explained above.

The rules are specified in the preliminary interview, varying by urban and rural settings. Take the example of the preliminary interview for the Younger Cohort child:

Q.15	Is this locality urban or rural? **FIELDWORKER:** Follow official definition to choose between urban or rural. 01=Urban 02=Rural ► Skip to Q.18

Q.16	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 urban YL Community within a 8 km radio from this locality where the YL Child lives. 00=No ► Skip to Q.20 01=Yes
Q.17	Select the Community ID of this nearby <u>urban</u> YL Community. **Once answered,** ► Skip to Q.21
Q.18	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 Community</u> within a 5-10 km radio from this locality where the YL Child lives. 00=No ► Skip to Q.20 01=Yes
Q.19	Select the Community ID of this nearby <u>rural</u> YL community. **Once answered,** ► Skip to Q.21
Q.20	Enter the Mini Community ID for this locality. **FIELDWORKER:** Administer a Mini-Community questionnaire for this locality and enter the corresponding ID. Contact the Survey 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 **VN_MC__ __ __ __**.

It is very important that there are no <u>duplicate IDs for the mini-community questionnaires</u>. In order to avoid this, every time a mini-community questionnaire need to be opened, the supervisor will contact the Survey Coordinator and ask for a unique code.

The Survey Coordinator is the person informed of all 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 he/she 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 have to contact the Survey Coordinator who will assign the new community a unique code (e.g. VN_MC_032)

Example 2:

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

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 Survey Coordinator for a mini-community code, the Survey Coordinator will know that another fieldworker asked for a code for the same community. In this case, the survey Coordinator will assign the same number as before, this is VN_MC_032.

ROUND 4 - COGNITIVE TESTS

FIELDWORKER MANUAL

CONTENTS:

COGNITIVE TESTS

PURPOSE

The purpose of this section is to assess the child's cognitive development and achievement through tests of vocabulary, mathematics, and Vietnamese.

RESPONDENTS

The respondents for this section must be the Index Child (older cohort and younger cohort) and the next younger of the Younger Cohort child. Please remember that the younger sibling is that who was measured in R3 therefore basic information, such as name and age, will be prefilled in the questionnaire.

INSTRUCTIONS

<u>Material the fieldworker needs:</u>

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

- (a) Cognitive Development and Achievement Questionnaire – 12 year old
- (b) PPVT templates (booklet)
- (c) Vietnamese test
- (d) Mathematics Test

For the assessment of the next younger sibling of Younger Cohort child, each fieldworker must have:
- (a) Cognitive Development and Achievement Questionnaire – 12 year old
- (b) PPVT templates (booklet)

For the assessment of the Older Cohort child, each fieldworker must have:
- (a) Vietnamese test
- (b) Mathematics test

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.

The instruments that will be administered to the younger cohort are:
- Peabody Picture Vocabulary Test (PPVT) – 12 year old
- Vietnamese Reading Comprehension –Younger Cohort
- Mathematics Test - Younger Cohort

The instrument that will be administered to the younger cohort sibling is:
- Peabody Picture Vocabulary Test (PPVT) – 12 year old

And the instruments that will be administered to the older cohort are:
- Vietnamese Reading Comprehension –Older Cohort
- Mathematics Test – Older Cohort

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 test should be administered in a place that is as private as possible (e.g. far from interferences coming from street sounds, siblings, TV or radio) and has a chair (or 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.

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

Language used for administration

The language of administration for all tests is <u>VIETNAMESE ONLY.</u> Please note that any translation of the PPVT test and Vietnamese tests invalidates the results. This is because these tests are not comparable across languages.

<u>Duration of administration.</u>

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

The maximum time that each test should take is:

- PPVT – untimed
- Mathematics test – 40 minutes
- Vietnamese test – 30 minutes

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 and the Younger sibling of the Younger Cohort child. This is a crucial instrument to the assessment of the child's development, therefore every effort should be made to administer it correctly.

MATERIALS

- PPVT easel (booklet)
- Cognitive Development and Achievement Questionnaire
- 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

As explained previously, the PPVT test is not comparable across languages. This means that we can only administer it in the language in which it was designed. For the YL Younger Cohort child, the test was designed to be administered in <u>Vietnamese</u>. This means that the test cannot be administered in any other language. Any translation of the test (in any local language, for instance) will invalidate the results.

For children who do not speak any Vietnamese, the test should not be administered at all. However, it is crucial that fieldworkers make sure that the child does not speak any Vietnamese before not administering the test.

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 Cognitive Development and Achievement Questionnaire (see figure 2). 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:
    o When the child requests repetition
    o when repetition appears to be needed
    o 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 an child is still unwilling to choose, record "77" for doesn't know or when the child doesn't know the answer; or record "79" for refused to answer if the child refused to answer for whatever reason. Then say: "*That was a difficult one. Let's try another*".

- Praise should be given generously, but should not be overdone. Be equally positive (in wording and tone of voice) with correct and incorrect responses. Comments such as the following have been found effective:
  - Good!
  - You are doing well.
  - That's fine.
  A sensitive fieldworker soon learns the amount of encouragement needed to elicit a child's best performance.

- Do not tell the child whether a response is correct or incorrect. If asked, use a noncommittal reply such as: "*That was a good answer*".

- If the child has responded to an item but then spontaneously selects a different response, record and score the final choice, even if the change is from the correct to an incorrect response. Be careful not to discourage such shifts. These spontaneous changes are acceptable even when made after you have administered subsequent items.

- If necessary, you may refocus the child's attention before administering 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.

MATHEMATICS TEST

DEFINITION

The mathematics test measures various numerical abilities appropriate for different ages – for 12-year olds for the Younger Cohort Child, and for 18-year olds for the Older Cohort Child.

MATERIALS
- Mathematics test + instructions
- Pencil and eraser
- Stopwatch

TESTING TIME

The testing time should not exceed 40 minutes.

TEST LANGUAGE

The mathematics test booklet contains each question in Vietnamese.

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 black 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.

VIETNAMESE TEST

DEFINITION

The Vietnamese Test measures the ability to read and understand stimuli of different levels of difficulty (e.g. single words, sentences and passages of varying complexity) presented in the Vietnamese language.

MATERIALS

- Vietnamese test+ instructions
- Pencil and eraser
- Stopwatch

TESTING TIME

The testing time should not exceed 30 minutes.

TEST LANGUAGE

The language of administration is Vietnamese. This means that the test cannot be administered in any other language. Fieldworkers can explain the purpose and format of the test in another language if necessary, so that the child understands what is required of them. However, once the child beings the test, you MUST NOT explain or translate specific items or words in another language if children do not understand, since to do so would be to help the child to answer the Vietnamese item. Instead, offer general encouragement to do the best that they can. Any translation or help in during the test will invalidate the results. For children who do not speak any Vietnamese, the test should not be administered at all. However, it is crucial that fieldworkers make sure that the child does not speak any Vietnamese before not administering the test.

INTRODUCING THE TEST

Follow the instructions provided at the beginning of the Vietnamese 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 a language other than Vietnamese 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 IN A DIFFERENT 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.

ROUND 4

FIELDWORKER MANUAL
Vietnam

CHILD QUESTIONNAIRE
Older Cohort

September 2013

OLDER COHORT CHILD QUESTIONNAIRE

INDEX

SECTION 0 – PARENTS AND CAREGIVER'S UPDATE

PURPOSE

The purpose of this section is to collect some basic information about the parents and previous primary caregiver (that in R3) of YL Child, which will be used as filters for 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 in R3:** The primary caregiver in R3 was 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.

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]

Q.2: Is your father still alive?

You will see prefilled whether [YL Child]'s father was alive or not in Round 3. Ask this question ONLY if he was <u>alive</u>.

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

Q.3: Is your mother still alive?

You will see prefilled whether [YL Child]'s mother was alive or not in Round 3. Ask this question ONLY if she was <u>alive</u>.

Q.4: Is [R3 CAREGIVER] still alive?

You will see the name of [YL Child]'s <u>previous</u> caregiver pre-filled 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.

Q.5: Do you still live with [R 3 CAREGIVER]?

Ask this question only when R3 Caregiver is still alive.

> **REMEMBER**: IN ROUND 4, WE DO NOT ASK FOR [YL CHILD]'S PRIMARY CAREGIVER AS WE ASSUME HE/SHE IS ALREADY A YOUNG ADULT, ABLE TO TAKE CARE OF HER/HIMSELF. KEEP IN MIND THAT WHENEVER WE REFER TO THE PRIMARY CAREGIVER, WE REFER TO THE ROUND 3 CAREGIVER.

SECTION 1 – MIGRATION

1.1 – MOVEMENT HISTORY

PURPOSE

This section aims to collect information on YL Child's movements to a different locality (i.e. commune) since 2010 that lasted one month or more (or that are expected to last one month or more). The only exceptions are the temporary movements that occur during school/college/university's holidays, after which the child returns home. Those holidays should NOT be registered. This information is then used to analyse migration issues related to YL Child.

DEFINITIONS

➔ **Locality / community:** The concept of locality remains open to what the respondent considers his/her locality is. Typically, administrative areas such as wards in urban areas and villages in rural areas are considered a "locality".

➔ **Movement:** Any change of residence in a different locality / community for at least 1 month (or that is expected to last for at least 1 month). This excludes temporary movements which take place during school/college/university's holiday periods, after which the child returned to his/her original place of residence.

> **Example**:
>
> 1) The OC Girl got married and moved to her mother-in-law's house located in a different village ➔ THIS IS considered a movement.
>
> 2) The OC Girl got married and moved to her mother-in-law's house located in the same village ➔ THIS IS NOT considered a movement

INSTRUCTIONS

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

Q.1: Have you moved to a different COMMUNE for at least one month since 2010?

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

The only exception to the one month rule is the following: a child that has moved to the location where the interview takes place less than a month ago BUT expects to stay there for a long time or

permanently. These cases you should be coded as "01=Yes", even if the child moved less than a month ago

In the case that the *YL Child* has not moved to another locality since 2010 for a month or more, register "No=00" and skip to the next section.

Movement history table

Q.2: In which year did you move?

Remember that the range of years is from 2010 to 2013. In CAPI, if you enter a year that is out of this range, it will be signalled as an error when you validate the screen.

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

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

Q.4: Where did you move to?

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

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

This is an approximation to the size of the destination (i.e. urban, rural, major town, etc.). Enter the appropriate code from **Codebox #2.**

Q.6: What were the two most important reasons for moving?

Register the two main reasons of why 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)'and write (type) down the reasons that the respondent specifies. In case that the respondent only specifies one reason, register "NA=88" for the second reason.

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

This question seeks to find out if YL Child knew anyone in the locality where he/she was going to move **BEFORE** moving there (support system/network). If he/she answers "No=00", skip to the next row (i.e. movement). It is very important that the respondent understands that the question does not refer to the people he/she met after moving to the new location, but rather who he/she knew **BEFORE** he/she moved.

Q.8: Whom did you know best in the location that you moved to?

Ask 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 using **Codebox #3.**

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) may be sending to the YL Child, or receiving from him/her.

INSTRUCTIONS

This section is only enabled if

(1) answer to Q.4 is Section 0 is "yes", and

(2) answer to Q.5 in Section 0 is "no"

This is: Round 3 caregiver of YL Child is alive <u>and</u> not living with the Child.

Q.1: How often have you personally visited or have been visited by [CAREGIVER IN 2009]?

> Ask YL *Child* how frequent he/she has been visited by or visited his/her primary Caregiver of 2009. Note that this question refers to <u>the period since 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.

Q.2: How often do you have contact with [ROUND 3 CAREGIVER] excluding the number of times you have personally visited or have been visited by [ROUND 3 CAREGIVER]?

> This question implies different forms of communication such as: letters, mobile phone, phone, Internet (Facebook, Chat, Skype, etc.); and EXCLUDES all forms of personal contact (that is recorded in the previous question).

> As mentioned in the previous question, the option "Every day (01)" also includes 'very often every week'.

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

> This question is about the money that YL Child sent to his/her Caregiver in R3. Note that the transfer could have been done to the caregiver and/or any of his/her household members. These instances should be recorded as long as the Caregiver in R3 also benefited from the transfer. If the answer is "No=00", skip to question Q.5.

For 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.

Q.4: What is the total value (cash and in kind) <u>sent out</u> in the last 12 months?

Ask the respondent to estimate the total value in thousands of VND of the transfers (or gifts) <u>sent</u> in the last 12 months. All in-kind transfers should be converted into VND using as reference the price (value) at the time the items were sent out.

Q.5: In the last 12 months, have you or any of your household members <u>received</u> any support/help/gift in cash or in kind from [ROUND 3 CAREGIVER] or any of her/his household members?

This question is about money that Caregiver in R3 (or any of his/her household members) sent to the YL Child (or any of his/her household members) in the last 12 months. If the answer is "No=00", skip to the next sub-section.

Q.6: What is the total value (cash and in kind) <u>received</u> in the last 12 months?

Ask YL child to estimate the total value in thousands of VND of everything that was <u>received</u> during the last 12 months from caregiver in R3 or any of his/her household members. Transfers received kind should be converted into VND taking as reference the price (value) at the time of reception.

1.3 - MIGRATION EXPECTATIONS

PURPOSE

The purpose of this sub-section is to know migration perspectives that *YL Child* may have for the coming years. A time horizon of 10 years is considered in order to allow more flexibility. During this time horizon, the *YL child* may want to move for different reasons, such as: to continue with his/her studies, to find a job, to "broaden his/her horizons", etc.

DEFINITIONS

➔ **Migration expectations:** We are interested in concrete migration expectations/plans over the next 10 years. This excludes 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 expectation within the next 10 years.

INSTRUCTIONS

Q.1: Do you think you would you like to move from your current location to a different place 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 Q.6.

If the answer is NK=77 skip to next section (Subjective well-being).

Q.2: Do you know where you would like to go?

Ask YL child whether he/she thought of moving to any place in particular. If YL Child does not know where he/she would like to move, register No=00 and skip to question Q.5.

Q.3: If you were to move, where would you most likely to move to?

If YL child answered "Yes=01" in Q.2, ask where he/she would like (or would be more likely) to move. The respondent will probably 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 code it.

Q.4: What type of locality 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.). Enter the appropriate code from **Codebox #1.**

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 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 mentioned in order of relevance using **Codebox #5.** If YL child mention less than 3 reasons, enter "NA=88" in the blank spaces.

Take into account that code (11) "Better connectivity/better infrastructure to access other localities, places, etc." 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.

Once this question is answered, you should move onto the next section.

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 #6**. 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 wellbeing in different aspects of his/her life, now and four years ago.

INSTRUCTIONS

Q.1: Are you living in the same location as in 2009?

> 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 "NO", and vice versa.

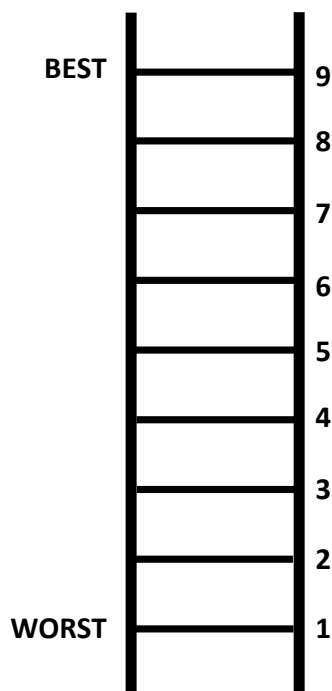**Q.2: How long have you been in the current location?**

> In case YL child moved from his/her home in 2009, ask for how long he/she has been living in his/her current home. Register the number of months.

The next group of questions seeks to compare the perceptions that YL child has in regard to different aspects of his/her life, presently and in 2009. 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. For example, if the locality in which the *YL Child* currently lives has good schools, but the *YL Child* cannot access them, (e.g. because they are too far or because they are too expensive) then, YL Child's perception of access to education can be negative.

IMPORTANT CONSIDERATION: The questions are not restricted to geographical boundaries. This means that: if YL Child moved, he/she will be comparing his/her life in the place where he/she currently lives to that of where he/she used to live in 2009. If the YL child has not moved, he/she will be comparing his/her life in the same place (current locality of residence) now and in 2009.

Begin by displaying the ladder card (Figure) to YL Child. Then 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.

Figure 1: Ladder

Then, tell him/her that you will mention different aspects or situations; for each of these, he/she *has to* choose the step on the ladder in which he/she would place (score) the aspect being mentioned for both times: (a) presently, and (b) in 2009. <u>Conduct this exercise row by row (i.e. comparing same situation in both times)</u>.

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 2009, 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 2009, if there were few, low-quality, or expensive schools where he/she lived in 2009.

It is very important that you allow the YL Child to point to the ladder step instead of having him/her just saying the number of the step. <u>PLEASE DO NOT RECORD THE STEP UNTIL YL CHILD POINTS TO THE STEP ON THE LADDER CARD.</u>

The items (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 also involves having access to better jobs **(**better working conditions, better salaries, transnational companies, more market competition, etc.).

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

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

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

6. **Quality of environment:** the following aspects are considered in environmental quality:

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

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

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

   (d) infrastructure and media

   (e) water and soil quality

   (f) presence of natural resources (for example: plants, animals, food)

   (g) aesthetics and recreation (for example: natural landscapes)

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

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

9. **Support from Government:** government institutions that operate in the locality that may benefit the *YL Child,* his/her family, or people 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 too.

10. **Support from NGOs/Local Associations:** NGOs/Local Associations that operate in the locality that may benefit the *YL Child,* his/her family, or people 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 too.

11. **Food availability:** Refers to diversity and quality of food that is available in the locality

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

Read out loud each of the aspects described above so that YL Child thinks in which step he/she will score his/her experience of it today. Register the number of the step.

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

With respect to the same life aspect covered in Q.3, ask YL Child where on the ladder he/she would locate his/her experience of it as it was in 2009. 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

3.1 – CURRENT EDUCATION

PURPOSE

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

DEFINITIONS

➜ **Public school:** Depends on the state funding.

➜ **Private school:** Depends mainly on non-governmental funds and sources, including parents, NGOs, religious organizations or donors.

➜ **Informal school:** Education is imparted to children, but it is not recognized by the government.

➜ **Mixed public - private school:** Includes private and public funding, related to tuition fees only. Do not confuse with schools that receive funds from the government, but are privately owned.

➜ **Not-for-profit school:** Includes schools that are owned by NGOs, churches, charitable institutions, etc.

➜ **Full-time education:** Refers to the minimum attendance requirements established by schools/ universities/ colleges/ other educational institutes. Teaching hours may not necessarily be a whole day; they could be morning, afternoon or evening shifts, depending on school curricula.

INSTRUCTIONS

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

This question asks for the highest certificate or qualification that YL Child attained. For this purpose, the codes include certificates for completing lower secondary and vocational training, as well as the different diplomas young adults may receive when they graduate from secondary school, such as: general educational diploma, or diplomas for completion of professional and vocational diplomas.

If YL Child does not have any of diplomas mentioned, enter code 00=None.

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

Establish whether YL Child is currently in full time education (defined at the beginning of the section). Note that answers distinguish between attending *regularly* and *irregularly*. This means that, for instance,

if YL Child has that runs 4 hours every Monday, Tuesday, and Friday, and he/she attends every time, then he/she is in full-time education and attends regularly; therefore you should enter code 01. Contrarily, if he/she does not attend every class, he/she attends irregularly, and you should enter code 02.

After completing this question, move onto Q.4.

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

This question is asked (enabled) when answer to Q.2 is NO.

Ask YL Child what is the MAIN reason why he/she is not in full-time education. Do not prompt the answers. Listen to YL Child and enter code that most accurate reflects his/her answer using **Codebox#8.**

After completing this question, skip to Q.9.

Education expenditure

The following 3 questions refer to all payments made in relation to the course that YL Child is CURRENTLY attending. The estimation should be made in relation to a list disaggregated categories for payments made directly to the school/university/ etc., and for others that are indirectly associated to the institution. These are:

	Payments to school / institute / university
01	Matriculation/registration/examination
02	Tuition fees
03	Other payments to schools, parents association, donations, etc.
04	**TOTAL AMOUNT** you pay for school/ institute/ university expenses? (includes matriculation/ registration, tuition fees, and other payments to schools, parents association, ,donations, etc.)
	Other necessary additional costs (not paid to school / institute / university)
05	Payment for private tuition
06	Food at school / institute / university
07	Transportation (outward and return)
08	Special equipment (e.g. laptops, calculator)
09	Others expenditures (e.g. uniforms, books, stationary)
10	**TOTAL AMOUN**T that you pay for other additional costs? (includes private tuition, food, transport, equipment, etc.)

Note that lines 04 and 10, relative to the total amount spent on each category, will be asked only in cases when YL Child cannot estimate each payment separately. This means that you will have to ask for the total amounts, only when you code -77=NK in any of the lines above them. <mark>In CAPI, the enablement of the total will be done automatically.</mark>

Q.1: Amount (Enter in '000 VND)

Ask YL Child to estimate the amount of money that was spent in each of categories detailed in the table. Enter the amount in thousands of VND.

In case that an item includes several items that are paid in different frequencies, calculate the total value of them in a time unit that is more convenient for you (you will have to report this periodicity in the next question).

Q.5: What period of time did this payment cover?

This question refers as to how often YL child will have to make each of the payments (e.g. monthly, termly, etc.). Do not prompt the answers.

Q.6: Number of periods expected to pay for the current academic year

This is the number of times, during the current academic year (2013/2014), in which YL Child will do the payments in the frequency reported in the previous question.

For instance, if the current academic year has 3 terms, and each payment is done termly, you should enter 3 for this question (including all payments already paid). Similarly, if YL Child does one big payment at the beginning of the academic year, you will record this situation as 1 in this question.

Funding

Q.7: Who pays for the total cost of your course in the last academic year?

Note that this question is again divided in two groups (1) payments made directly to school; and (2) payments that are indirectly associated with YL Child education. Ask YL child who pays for each. You can select all that apply by clicking on the yes/no radio buttons. For instance, if YL has a scholarship that pays his for tuition fees and matriculation only, and he and his parents pay for his life expenses, materials, and school you would have to code this situation as:

	Who pays for the total cost of your course in the current academic year? **FIELDWORKER:** Select all that apply.	Tuition fees/ matriculation/ registration	Other education-related costs (e.g. food, transport, materials, equipment, etc)
Q.7	01=Self	○Yes ●No	●Yes ○No
	02=Parents	○Yes ●No	●Yes ○No
	03=Other household members	○Yes ●No	○Yes ●No

	04=Any other person who is not a household member	○Yes ●No	○Yes ●No
	05=Scholarship (e.g. from Government, NGOs or private organization)	●Yes ○No	○Yes ●No
	06=Terciary education student loan	○Yes ●No	○Yes ●No

Please remember that it is not enough to select the option that applies (i.e. only clicking yes for 05=Scholarship). In CAPI, as in the paper questionnaire, you also need to click (paint) the options that do not apply (i.e. the NOs). Otherwise CAPI will detect these situations as a missing answers and, therefore, as errors. Remember that all questions need to be filled-in in CAPI.

Absenteeism

These questions refer to the last academic year (2012-2013)

Q.8: During the last academic year (2012-2013), have you ever missed school/ educational institute/ university/ college/ <u>continuously for a week or more</u>? (excluding school holidays, national holidays, etc.)

Ask YL Child if there was ever a time when he/she missed school/ university consecutively for a school/university week or more.

Q.9: In the last academic year (2012-2013), how long was the longest period of time you were absent from school/ educational institute/ university?

Ask the respondent for the longest time he/she was away from school/ university. Enter the number of days that YL child missed school.

Q.10: Which of the following best describes your attendance overall in the last academic year (2012-2013)?

Ask YL child how he/she would describe his/her attendance in the last academic year (2102/2013). To be more precise, ask him/her how many times on average he/she remembers missing school/ university per month. Do not prompt the answers, listed to the answer and code accordingly.

3.2 – EDUCATION HISTORY

PURPOSE

The purpose of this section is to register the educational history of YL Child since school year 1999-2000, when YL Child was in pre-primary or Grade 1 (ages of YL vary between 18 and 19), until school year 2012-2013. For this purpose, we want to know, for each year, whether child as was studying on a regular basis (for more than 6 months), the grade coursed, the type of the school, and the school in which he/she was enrolled in.

INSTRUCTIONS

Q.1: Pre-filled information with academic years since 1999-2000.

Q.2: In what grade/type of programme were you enrolled in?

Ask about the grade in which YL child was enrolled in in that specific 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 professional secondary schools.

Q.3: What type of school/educational institute/university was it?

This refers to the ownership of the school. Please refer to the definition provided at the beginning of this section.

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

This question asks if the YL Child has changed schools from one year to the other. This is done in order to avoid collecting school information for the same school repeated times. There could be some cases when YL Child has not changed schools since he/she was in pre-primary or Grade 1. To avoid not collecting any information about the schools, in CAPI you will see that the final row (academic year 1999-2000) does not have a skip for this question. This means that you will ALWAYS collect school information for this academic year.

Q.5: Province where school is located

(Pre-populated information) In this question you need to select the relevant province from the drop down menu. In cases when the province is not listed (i.e. is outside YL areas), select code 98=Not a YL province.

Q.6: Name of province

This question is enabled only when the province where school is located is not a YL province (answer to previous question is 98=Not a YL province). In this question, you are asked to type in the name of the province. Try to avoid spelling errors.

Q.7: Commune where school is located

(Pre-populated information) In this question you need to select the relevant commune from the drop down menu. If you have selected 98=Not a YL province in Q.5 you need to will need to select code 998 in this question and continue with the next one.

Q.8: Name of commune and district

This question is enabled when the commune could not be identified in the previous question. Please note, however, that in this question you are asked to enter (type) both, the name of the commune and the district where it is located.

Q.11: Name of the school

Question 5 and question 7 provide 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.

In all cases where neither the province nor the commune where found in the drop down menu, you will be required to select 'School not on list (9999)' and continue with the next question.

Q.12: Specify name of the school

This question is enabled when answer to previous questions was 9999=School not on list. You need to enter (type) the name of the school. If the school has more than one name, write the most popular one.

SECCION 4 – EMPLOYMENT EARNINGS AND TIME-USE

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. For this purpose, question 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 Annex 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)
- Worked for someone who is **NOT a member of your household** (e.g. a company, the government, neighbours farm) – includes agricultural and non-agricultural work
- Worked on **your own account or in a business enterprise** belonging to **you or someone in your household** (e.g. shop-keeper, taxi driver)

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

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.

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

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

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

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

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

This question is asked (enabled) only if the *YL Child* answers that s/he worked during the last 12 months, but not at all in the last 7 days.

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

Q.4: Did you look for work in the last 7 days?

If the *YL Child* is unemployed (i.e. did not work in the last 7 days), ask him/her 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.

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

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.

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 in terms of time spent (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.

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.

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

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

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

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 person says that he/she is "Housewife/childcare (01)", you should go to the next question. If s/he reports another reason, skip to Q.16.

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

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

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.

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 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).

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

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

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

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 50,000 VND per hour' you should code it as:

Q.14	FIELDWORKER: This question refers to current or previous unemployment periods.	Amount	Period of time wage/ payment cover
	What is (was) the minimum wage/payment for which you would be willing to accept a job offer when you are (were) unemployed?	[__ __ **5** **0**] (in '000 VND)	[**0** **1**] Enter code from **Codebox #13**

Codebox #13: Period of payment

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

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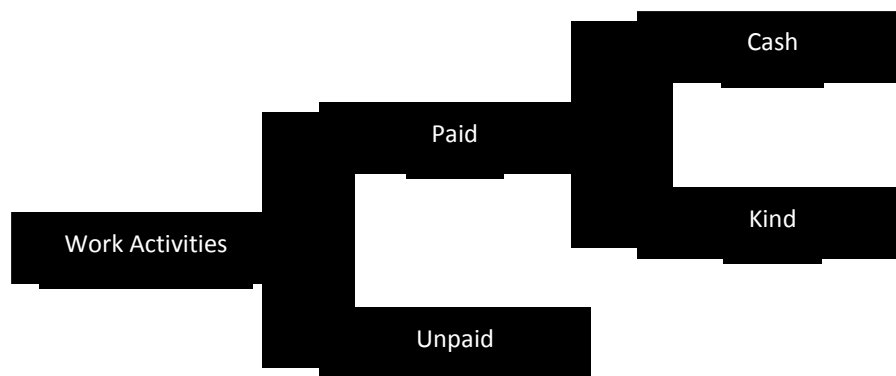
Ask YL Child if he/she ever worked before the past 12 months, in any paid or unpaid activity, for the household or outside the household.

4.2 – WORK ACTIVITIES

PURPOSE

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

Figure 2: Work Activities

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

DEFINITIONS

➔ **Net earnings:** Sum of all wages/salaries, tips, gratuities, bonuses and the value of any in-kind payment <u>minus</u> 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 who is <u>NOT a household member</u> for wage or salary, in cash or in-kind. 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 <u>in the last 12 months</u>, regardless of whether he/she is no longer working in that activity. Start with the most important in terms of time spent and administer the table row by row.

Example:

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

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

Q.1: Type of work activity

Start by asking [YL Child] what is the activity in which he/she spends most of his/her time and then code accordingly using **Codebox #14**. In instances where YL Child is not sure what a 'work activity' is, you'll need to ask this question openly. Remember probing that the first activity reported is the most important in terms of time spent.

Table 1: Work Activities (with examples)

AGRICULTURE & ALLIED AGRICULTURE	NON-AGRICULTURE
01=Self Employed (Food crops) ➔ **Works on his/her own/household's farm growing <u>food crops</u>, such as rice, morning glory, etc.** ➔ **Ex: Grows paddy in his own field (payment in cash)** ➔ **Ex: Grows pulses in her in-laws' field and gets paid in Kg of rice (payment in kind)** ➔ **Ex: Waters paddy in her father's field every day after school (and doesn't get paid)**	08=Self Employed (Manufacturing) ➔ **Works on his/her own account /household producing a good. For instance a carpenter that produces furniture, a tailor that sews shirts, etc.** ➔ **Ex: Produces sweets at her own bakery** ➔
02=Self Employed (Non-food, including horticulture, sericulture and floriculture) ➔ **Works in his/her own/household's farm growing <u>non-food crops</u>, such as cotton, flowers, medicinal herbs, etc.** ➔ **Ex. Grows her own castor (payment in cash)**	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: Grows his father's cotton and gets paid in Kg of cotton (payment in kind)**	
03=Self Employed (Aquaculture) ➔ **Rears his/her own/household's fish or seafood.** ➔ **Ex: Rears his own shrimp**	10=Self Employed (Business) ➔ **Works on his/her own /household's business enterprise, such as a shop, barber shop, etc.** ➔ **Ex: Runs his father's canteen or his own shop**
04=Self Employed (Livestock) ➔ **Rears his/her own /household's livestock.** ➔ **Ex: Raises his own cattle (payment in cash)** ➔ **Ex: Rears his own poultry and gets paid in units of chicken (payment in kind)** ➔ **Ex: Shepherds the sheep on the weekends (and doesn't get paid)**	11=Self Employed (Other non-Agriculture) ➔ **Works on his/her own account/ for his/her household in any non-agricultural activity not mentioned above.** ➔ **Ex: School teacher , civil servant**
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 rice in neighbours' farms (payment in cash)** ➔ **Ex: Grows groundnuts in neighbour's farm and gets paid daily in bags of groundnuts (payment in kind)**	12=Wage Employment (Unsalaried / Irregular; Non-agriculture) ➔ **Works for someone else on a casual basis in a non-agricultural activity.** ➔ **Ex: Construction worker at NRGES**
06=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 paddy at someone else's farm (payment in cash)** ➔ **Ex: Plants and harvests maize at someone else's farm and gets paid in Kg of maize (payment in kind)**	13=Regular Salaried Employment ➔ **Works for someone else on a permanent basis in a non-agricultural activity, such as a teacher.** ➔ **Ex: School teacher , civil servant**
07=Other (allied) agriculture, specify ➔ **Works in any other agricultural activity not mentioned above.**	15=House maid
	19=Other non-agriculture, specify ➔ **Works in a non-agricultural activity.**

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

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

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

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

that if YL Child works in the same activity for more than one employer, refer to the most important employer <u>in terms of time spent</u>.

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

The 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.

Q.3: Months per year

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

Q.4: Days per month

Enter the number of days worked per month. Consider the following:

- Someone who works from Monday to Friday: 20 days per month (5x4).

- Someone who works from Monday to Saturday: 24 days per month (6x4).

- Someone who works from Monday to Sunday: 30 days per month.

- Someone who works some days and not others, depending on the month: write down the average of days worked per month.

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

Q.5: Hours per day

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

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

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

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

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

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

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

Ask YL Child in what form he/she gets paid for each specific activity. This question is independent from the number of employments that YL Child has for each activity. For this purpose, please consider the following situations:

- If YL child does paid and unpaid work in any of the activities, select code appropriate for the paid activity (i.e. whether it is in cash or in kind). The reason for this is because we want to estimate the total income generated in each of the activities.
- If YL child get paid in cash for one activity and in kind for another activity, choose option 03=Both in cash and in kind. This will allow you to enter information for both payments in the following question.

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

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

Example:

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

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

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

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

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 by made by piece produced, ask the next question, otherwise skip to Q.10.

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.

Q.9: How many pieces are produced by day?

If in the previous question the payment is given by pieces, ask for how many pieces are produced daily.

Examples: Payment per garment

Q.10: 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 in ht the last 12 months, therefore, it could be the case that it is not an activitiy being performs presently. This question seeks to find out whether *YL Child* is still undertaking that activity. If the answer is "No=00", skip to the next activity.

Q.14: 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.

4.3 – MAIN ACTIVITY

PURPOSE

The purpose of this sub-section is to collect information about YL Child most important work activity <u>in terms of time spent</u> (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

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

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

Q.2: 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 started working in the activity and estimate the number of years and months up to now.

Q.3: All things considered, how satisfied are 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.

Q.4: Why are 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 #17.**

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)*

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

This question seeks to find out the size of the company/work centre of the *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.

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

Q.6: Do you have a written contract/decision for this work?

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

Q.7: What is the duration of the contract that you have?

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

Q.8: Do 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.

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.

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

4.4 – WORK-RELATED TRAINING

PURPOSE

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

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

INSTRUCTIONS

Q.1: Since 2010, 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.

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).

Q.3: Who delivered the training?

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

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

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

Q.5: Has this training been completed?

Ask YL Child whether he/she finished with his/her training. If the answer is NO, skip to Q.7.

Q.6: Duration of training?

Ask this question only when training has been completed (Q.5=YES). Enter the duration of training in days. Logically, the number of days cannot be less than 5. After you record the answer, skip to Q.9.

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 days.

Q.8: Expected additional duration?

Ask this question when training has not been completed (Q.5=NO). Ask YL Child how many more days is he/she expected to attend training.

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 tranings (Q.2=01). This enablement will be done automatically in CAPI.

4.5 – TIME-USE

PURPOSE

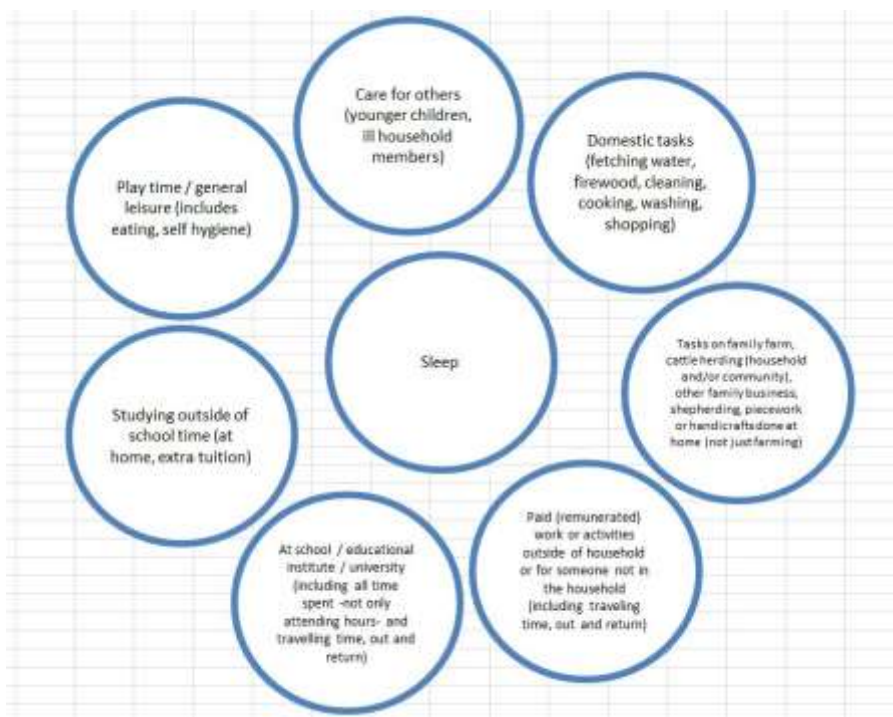In this table, we want to figure out how YL Child administers his/her time.

DEFINITIONS

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

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

INSTRUCTIONS

Start by showing YL Child the 'time allocation card' (Figure 3) so that he/she takes into account the activities being considered for the exercise. The exercise should not follow the order of the questions in the paper questionnaire (or CAPI), except for 'sleeping' that is ALWAYS asked first. By showing the 'time allocation card' the respondent is free to allocate hours spent in whichever order he/she wants, which will commonly be in terms of importance.

Figure 3. Time allocation card

Note that CAPI provides the possibility of having a counter that adds together the number of hours reported. It is crucial that fieldworkers use this tool correctly. The counter was added only with the purpose of checking that the total addition is equal to 24 (24 hours) (as was done in previous rounds). Therefore, it cannot be used to record (without asking YL Child) the remaining hours to the last activities being reported.

Q.1: Sleeping

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

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

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

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

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

Q.4 Tasks on family farm, cattle herding, other family business, shepherding (not just farming)

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

Q.5 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 YL Child does activities outside home for other people who are not members of your household, then enter the time in hours that he/she spends on it, including the time it takes him/her to get from home to the workplace and vice versa. If HHM does not work, code as '0'.

Q.6: At school (including travelling time to school, out and return)

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

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

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

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

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

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

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

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

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

SECTION 5 – FEELINGS AND ATTITUDES

PURPOSE

This section aims to collect information about YL Child's feelings and attitudes about 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

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 *4*):

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

Strongly disagree	Disagree	Agree	Strongly agree

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

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

CAPI will disable items 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.

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.

➔ **Self-esteem:** general self-assessment of the person's own worth, resulting from his/her thoughts, evaluations, feelings and behavioural tendencies.

This question works in the same way as 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 *5*).

Figure 5: Feelings and attitudes (5-scale card)

Strongly disagree	Disagree	More or less	Agree	Strongly agree

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 the he/she agree with it). Make sure the respondent fully

understands the sentence. Do not influence their final decision. If the *YL Child* does not understand the sentence, <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.

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

<u>Do not prompt the answers,</u> listen to YL Child's response and then code accordingly using **Codebox #19.**

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?"

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* <u>wants</u> 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.

<u>Do not prompt the answers,</u> listen to YL Child's response and then code accordingly using **Codebox #20.**

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?"

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 using **Codebox #21.**
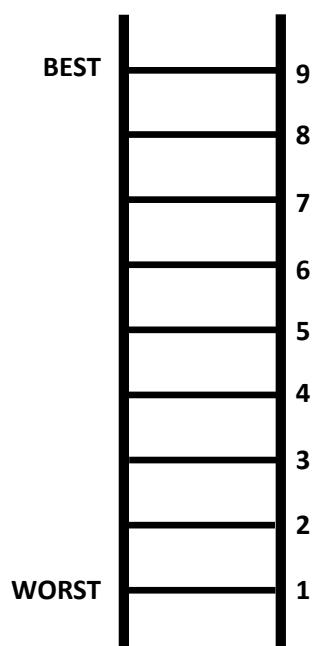
Q.8: Given this constraint, what kind of job/activity do you expect to have in the future?

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 #20.**

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 6). 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.

Figure 6: Ladder

 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 <u>to point</u> 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.

Q.10: Compared to other households in your village, 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 village. <u>Do not prompt the answers</u>, listen to YL Child's response and then code accordingly.

Q.11: FOUR YEARS AGO: Compared to other households in your village, 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.

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 village.

<u>Please read the alternatives to YL Child.</u>

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.

SECTION 6 – MARITAL AND LIVING ARRANGEMENTS

6.1 – 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

DEFINITIONS

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

INSTRUCTIONS

Q.1: What is your current marital status?

This question wants to ask the marital status of the person

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).

If the answer is 00=Single (never married) skip to section 7 (household decision making)

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

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.

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 (01) Cohabitations and (02) Marriages. For each of these, please record the following information:

Q.4: How many times?

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

Q.5: Date of first cohabitation/marriage

Q.6: Date of latest cohabitation/marriage

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).

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.

Q.8: Who chose your spouse?

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

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

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

Q.10: 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 compared to that of the spouse. Read the possible answers.

Q.11: 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.

Q.12: What was the highest grade of education completed by your mother-in-law?

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 #22.**

Q.13: Does father-in-law live in the household?

This is a filter question to avoid overlapping information captured already in the OC Household questionnaire.

Q.14: What was the highest grade of education completed by your father-in-law?

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 #22.**

Q.16: Who are you and your spouse currently living with?

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

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

6.2 – SPOUSE'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 <u>current</u> marriage.

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.

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.

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.

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 #22.**

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.

Q.6: What is your spouse's ethnic group?

Ask respondent for spouses' ethnic group. Do not prompt the answers, listen and code accordingly.

SECTION 7 – HOUSEHOLD DECISION MAKING

PURPOSE:

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

INSTRUCTIONS:

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

For example:

> **FW**: *Have either you or your household ever made 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:

		Q.1. Have you/your household ever made this decision?	Q.2. Who takes (would take) the final decision?
02	Buying large household purchases (e.g. house, livestock, etc)?	○ Yes ●No	[<u>0 3</u>]

Where code 03 in Q.2 is: Index child's parents only

For each decision, please ask the following questions:

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

This question informs on whether either the YL Child or his/her household had the experience of making each of the decisions on the list. This question is important as only from this point you will know how to phrase the following question: hypothetically (if the decision has not been made) or not.

Please make sure YL child understands what each of the decision exactly means. Be prepared to give examples if necessary.

Q.2: Who takes (would take) the <u>final decision?</u>

This question informs who has or would have the final say 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. The way you ask this question will depend on Q.1, this means that:

- If the decision has been made (Q.1=Yes), you should ask Q.2 as: Who took the final decision in [decision xxx]?
- If the decision has not been made (Q.1=No), you should ask Q.2 as: If the situation would come up, who would make the final decision on [decision xxx]

SECTION 8 – FERTILITY

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

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 at any point of his/her life. If YL child is indifferent to the question, enter 80=No preference. If YL Child is uncomfortable and does not want to answer, enter 79=Refused to answer, and skip to next sub-section: Fertility history.

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 by using the codes provided. 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". . If YL Child is uncomfortable and does not want to answer, enter 79=Refused to answer.

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. Record the number by using the codes provided. If YL Child has no preference for either number, enter "80". If YL Child is uncomfortable and does not want to answer, enter 79=Refused to answer.

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

The number is independent of the number of daughters the respondent may already have. Record the number by using the codes provided. If YL CHild has no preference for either number, enter "80". If YL Child is uncomfortable and does not want to answer, enter 79=Refused to answer

> **REMEMBER**: Q.2 does NOT have to be the same as Q.3+Q.4

Q.5: What do you think is the best age for having children for a:

- **Man? (Enter age in years)**

- **Woman? (Enter age in years)**

Ask YL Child's opinion regarding the ideal age for a man or a woman to have children.

8.2 and 8.3 – FERTILITY HISTORY (for girls and boys)

PURPOSE

The purpose of this sub-section is gather information about the number of children the YL Child has had, and to collect basic information about the delivery, and pre and post natal health care practices.

INSTRUCTIONS:

Sub-sections 8.2 and 8.3 have the same questions, but the phrasing is different depending on whether YL Child is a girl or a boy. In CAPI, the enablement will be done automatically based on the information on Q.1 Section 0: *Parents and caregivers' update*.

When interviewing an OC Boy, it is recommended that he sits together with his wife so that she can help him with some questions specific to pre and post natal care, and delivery.

Q.1: Have you ever being pregnant during your life? – *OC Girls only*

Ask YL Child if she has ever been pregnant. If the answer is NO of if the Child does not want to answer this question (code 79=Refused to answer), you should skip to next section.

Q.2: Are you currently pregnant? – *OC Girls only*

Ask YL Child if she is currently pregnant. If the Child does not want to answer this question, enter 79=Refused to answer, and continue with the next question.

Q.3: How many births have you given during your life? – *OC Girls only*

This includes children who are still alive or not. This is a filter question for the rest of the section. If the answer is 0, skip to section 9: Anthropometry.

Q.1: If you have a parter/spouse, is she currently pregnant? – *OC Boys only*

Ask YL Child if his wife/parter is currently pregnant.

Q.2: How many children have you had during your life? – *OC Boys only*

This includes children who are still alive or not. This is a filter question for the rest of the section. If the answer is 0, skip to section 9: Anthropometry.

The following table collects basic information of all births and children that OC Girls and OC Boys may have had, respectively. The table refers children that were BORN ALIVE.

Q.4 What is the name of the child?

Record the name of the child.

Q.5: Is [CHILD] a boy or a girl?

Q.6: When was [CHILD] born?

Record the month and year when child was born.

Q.7: Is [CHILD] still alive?

Ask whether child is still alive, if the answer is NO, skip to the next row.

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

Ask respondent if the child currently lives with him/her. If the answer is YES, skip to next row.

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

If child does not like with YL Child, ask who child lives with. Do not prompt the answers. Listen carefully and code accordingly.

The rest of the questions are asked for those children who are still alive. In CAPI, the names of these children will be pre-filled automatically based on the information entered in Q.2.

Q.10: Weight of [CHILD] 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. Ask YL Child whether you can see the documentation.

Q.11: Was the birth weight from documentation?

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

Q.12: Length of [CHILD] at birth

Similarly to Q.8, ask for the child's length at birth. This information also appears in the medical documentation. Ask YL Child if you can see it.

Q.13: Was the birth length documented?

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

Q.14: 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's size at birth.

Q.15: Antenatal care during pregnancy   *(phrased differently for boys and girls)*

This question identifies if the *YL Child* (or spouse) had prenatal controls when she was pregnant with child.

Q.16: Health during pregnancy   *(phrased differently for boys and girls)*

Ask YL Child to asses own/spouse's health during pregnancy.

Q.17: Difficult labour with [CHILD]?   *(phrased differently for boys and girls)*

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

Q.18: Where was [CHILD] born?

Ask YL Child for the type of health care where child was born. Do not prompt the answers.

Q.19: Was [CHILD] delivered by a caesarean section?

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

Q.20: Was [CHILD] born before you expected?

This question wants to find out if delivery was earlier that the initial expected date.

Q.21: By how many weeks was the birth early?

Enter the number of weeks

Q.22: Have you ever breastfed [CHILD]?

If the answer is "No = 00" skip to the next child. In case he/she only has one child, skip this section.

Q.23: How old was [CHILD] when you started feeding him/her with anything else than breast milk (e.g. water, mushy food)?

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

SECTION 9 – ANTHROPOMETRY

9.1 – INDEX CHILD

9.2 – INDEX CHILD'S CHILDREN

In a separate document

SECTION 10 – HEALTH

10.1 – INDEX CHILD'S 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.

➔ **Serious Illness:** severe impairment of health that prevents *YL Child* from carrying out his/her normal activities (school, work, etc.) and/or that require medical attention.

➔ **Permanent Disability:** a continuing health problem that partially or fully reduces the person's ability to perform work, academic or personal care activities.

➔ **Long-term health problem**: a problem that persists for a long time either because it is incurable or because it is not being treated. It can include chronic and mental health problems as well as re-occurring / seasonal problems (e.g. allergy).

INSTRUCTIONS:

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

This is a question about YL Child's perception of his/her own health. Do not prompt the answers.

Serious injuries

The next three questions (Q.2-Q.4) are about serious injuries that the YL Child may have suffered since 2010.

Q.2: Since 2010, 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 2010. If this never happened since 2010 record '0' and skip to Q.5. Otherwise record the number or times using the codes provided.

Q.3: What was the <u>most serious</u> injury?

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

Q.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.

Q.5: Since 2010, have you been seriously ill?

Ask *YL Child* if he/she has had a serious illness in the past four years, since 2010. 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 2010, skip to Q.8.

Q.6: What was the most serious of these?

Ask YL Child what was the most serious illness he/she had since 2010. Enter the code according to the code table shown in CAPI. If the YL Child suffered multiple serious illnesses, take the one the respondent considers to be the most serious: the severity of illnesses is defined subjectively by the respondent.

Q.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 2010 (i.e. even if answer to Q.5. is "No").

Disabilities and long-term health problems

The next five questions (Q.8-Q.12) refer to permanent disabilities and long-term health problems.

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, etc.

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 someone of the same age.</u>

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.

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.

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.

10.2 – SMOKING AND DRINKING HABITS

PURPOSE

The purpose of this section is to collect information on the smoking and drinking habits of the YL Child.

INSTRUCTIONS

Smoking

Q.1. How old were you when you tried a cigarette for the first time?

Ask YL Child when was the first time he/she had a cigarette for the first time. Enter the age of the child in completed years.

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

Ask YL Child for the frequency in which he/she smokes cigarettes presently.

Q.3: On the days you smoke, how many cigarettes/pipes/tobacco do you usually smoke?

Ask respondent to try to estimate how much he/she smokes on average on the days when he/she smokes.

Drinking

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

Ask YL Child to think of his/her best friends, and then ask him/her to estimate how many of them (in proportion) drink alcohol at least once a month.

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

Record the frequency in which YL Child drinks alcohol. If answer is 00=I never drink alcohol skip to next sub-section (health insurance).

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

If YL Child ever drinks alcohol, ask him/her to estimate the number of drinks units consumed by day.

10.3 – HEALTH INSURANCE

PURPOSE

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

INSTRUCTIONS

Q.1: Do you have a free health care certificate?

Ask YL Child whether he/she has a free health care certificate. If he/she does, skip to next sub-section: (food frequency and variety)

Q.2: Do YOU have health insurance?

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

Q.3: Why does [YL Child] have no health insurance (select the most important reason)?

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

Q.4: What kind of health insurance [YL Child] has?

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

10.4 – 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. 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.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.

The next set of questions is about the diet of the YL Child.

Q.2: Are you Vegetarian?

The answer should be "Yes" if *YL Child* <u>DOES NOT</u> eat any meat: fish, beef, lamb, or poultry. Note that if YL Child used to eat any meat but has stopped, he/she is still considered vegetarian
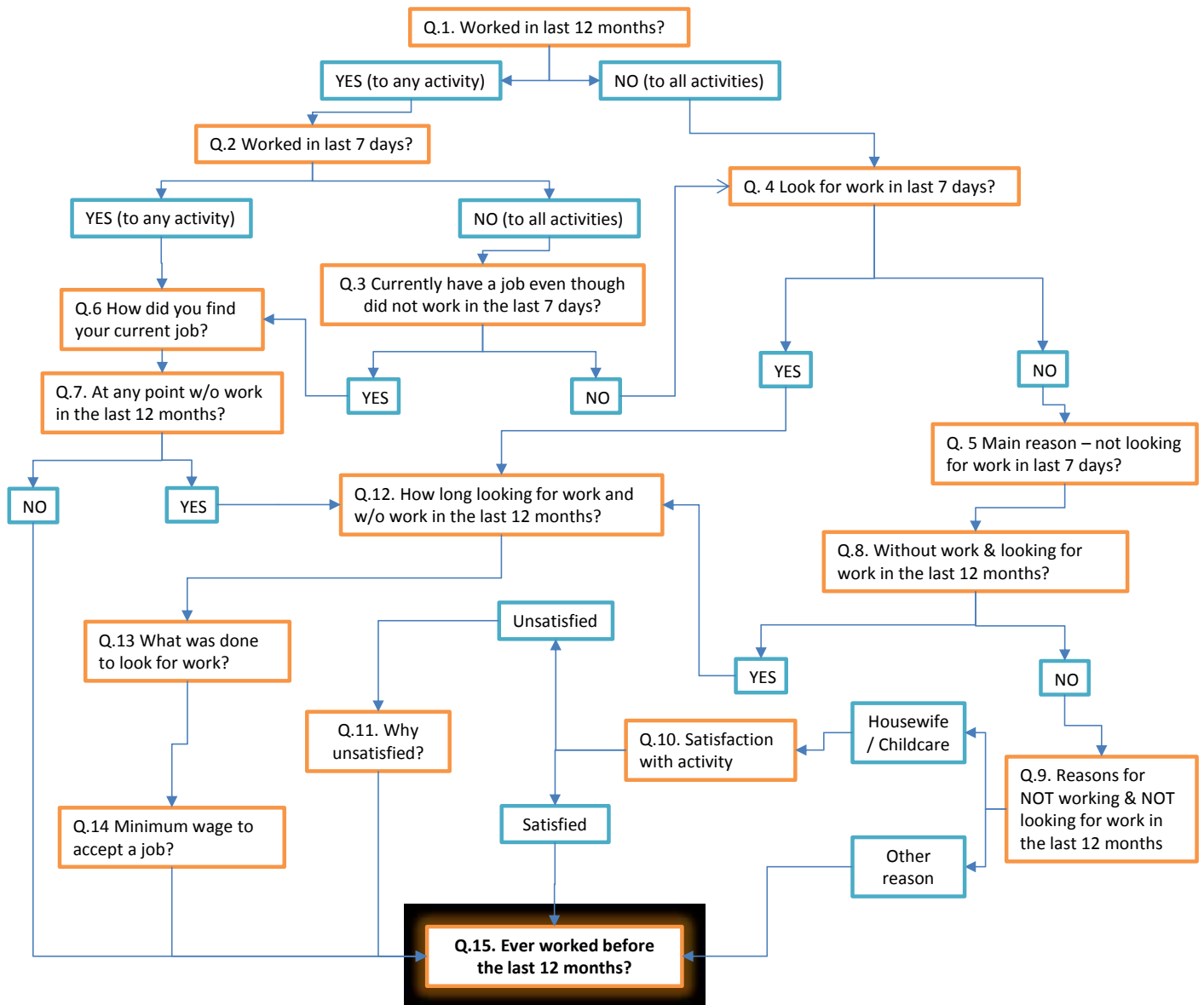
Q.3: During the previous 24-hour period did you consume any of the following?

These questions include all types of food consumed in meals or snacks in the previous 24 hours. Name all the options and ask *YL Child* if he/she consumes any of these alternatives. People tend to forget that they had eaten certain foods, so prompt and ask not only about main meals, but snacks as well. Include foods consumed inside and outside the household and food he/she bought on the street.

The 15 groups of foods are:

1	Any noodles (mai fun been hoon, mee suah, laksa), dumplings (banh cuon), pastry, bread or other foods made of rice, wheat, or buckwheat?
2	Any pumpkin, carrots, squash, red or orange peppers or sweet potatoes?
3	Any potatoes, yams, cassava, or any other foods made from starchy roots or tubers?
4	Any dark, green, leafy vegetables such as cassava leaves, bean leaves, pumpkin leaves, spinach?
5	Any other vegetables (onions, egg plants, tomatoes)?
6	Any ripe mangoes, ripe papayas or gac fruit?
7	Any other fruits (citrus fruits, durian, Jack fruit, Lychee, melon, bananas)?
8	Any liver, kidney, heart, or other organ meats? (iron rich)
9	Any other meat (beef, pork, goat, lamb, chicken)?
10	Any eggs?
11	Any fresh or dried fish or shellfish?
12	Any foods made from legumes such as beans, soya beans, lentils, or nuts (pecan nut, peanut etc.)?
13	Any cheese, yogurt, milk or other milk products?
14	Any foods made with oil, fat, or butter?
15	Any sugar, honey, sweets, sugary sweet drinks?

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Annex 1: Labour force participation - diagram

Q.1. Worked in last 12 months?

YES (to any activity) — NO (to all activities)

Q.2 Worked in last 7 days?

YES (to any activity) — NO (to all activities)

Q. 4 Look for work in last 7 days?

Q.6 How did you find your current job?

Q.3 Currently have a job even though did not work in the last 7 days?

YES — NO

YES — NO

Q.7. At any point w/o work in the last 12 months?

Q. 5 Main reason – not looking for work in last 7 days?

NO — YES

Q.12. How long looking for work and w/o work in the last 12 months?

Q.8. Without work & looking for work in the last 12 months?

Q.13 What was done to look for work?

Unsatisfied

YES — NO

Q.11. Why unsatisfied?

Q.10. Satisfaction with activity

Housewife / Childcare

Q.9. Reasons for NOT working & NOT looking for work in the last 12 months

Q.14 Minimum wage to accept a job?

Satisfied

Other reason

Q.15. Ever worked before the last 12 months?

ROUND 4

FIELDWORKER MANUAL
Vietnam

HOUSEHOLD QUESTIONNAIRE
Older Cohort

September 2013

INDEX

INTRODUCTION

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

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

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

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

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

Please refer to the 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.

SECTION 0 – HOUSEHOLD ROSTER

PURPOSE

The purpose of this section is to identify the members of the household. It starts by prompting the list of ALL household members (*HHMs* hereafter) reported in Round 1 and probes if each of them is still living in the household, as well as if there are new members. For all household members (previous and new), basic demographic information is collected, as well as the relationship of each household member with the index child or Young Lives child (*YL Child*, hereafter). This section is crucial because their personal characteristics (e.g. age, sex, etc.) will determine which questions and sections will be asked to each household member (e.g. education level, employment status, etc.).

RESPONDENTS

Household head or primary caregiver of the *YL Child*.

DEFINITIONS

➔ **ID of Household Member:** The ID is a unique number assigned to each household member since the beginning of the study. This means that two members of the same household cannot have the same ID. The YL Child's ID is always "0" ("00" in the paper questionnaire). The remaining household members may have an ID of 1 onwards. New members added to the roster will have new IDs that start in the following number from the highest already assign. In CAPI these will be created automatically once you add a row to the roster, so you do not have to enter them manually.

REMEMBER: THE HOUSEHOLD MEMBER ID IS DIFFERENT FROM THE **CHILD ID**, WHICH IS THE <u>UNIQUE</u> 6-DIGIT CODE ASSIGNED TO EACH YL CHILD OF THE 2 COHORTS FROM THE 4 COUNTRIES. THEREFORE, NO YL CHILD WILL HAVE THE SAME CHILD ID AS ANY OTHER YL CHILD IN THE SAMPLE. THE CODE IS COMPOSED OF: **COUNTRY / CLUSTER / COHORT / CHILD NUMBER**

         Example: IN 01 0 011, where

         VN   = Country

         01   = Cluster

         0   = Younger Cohort

         011 = Child number

In CAPI, the Child ID is shown without the leading "0". In the example, you will see in the top of your screen "10011".

INSTRUCTIONS

In CAPI, the household member roster shows basic pre-filled information of ALL previous household members (i.e. all members that were recorded since R1). Check that each of these details is correct 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 (clicking on the button: Add Row).

Full household roster

Q.1: Full name

> The names of PHHM's are pre-filled, but you should still verify them (including spelling).

P.1. Age in R3

> This is pre-filled information for reference only. You will not be able to modify this information.

Q.2: Age in completed years

> Enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12. Check 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). There could be the case where the age of the HHM was misreported in R3 and you get a warning message when you enter the correct age. In this case you should leave the warning message in place and make a note of why the information you entered is the correct one. You should do this using the 'field notes template' (BOX.5) provided.

> If HHM has not had his/her first birthday, you should record 0. Only in this situation the next question (Q.3) will be automatically enabled in CAPI.

> If HHM has died since R3, enter -88=NA. If this is the case, you should skip directly to next household member.

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 you entered is greater than 11. Remember that in CAPI you do not need to enter the preceding 0, so that 2 months should be entered as 2, and not as 02.

Q.4: Sex

In CAPI the sex of the HHM appears pre-filled from Round 3. However, you may modify this information if you find mistakes. You will need to record this information for all new household members.

Q.5: Relationship to [YL Child]

Be careful when coding the answer for this question. Remember that the reference point is YL Child and not the respondent. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

The following two questions ask about [YL Child]'s place of birth.

Q.6: Was [YL Child] born in this commune?

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 commune where the interview takes place, we continue with **Q.7**, otherwise skip **to Q.8.**

Q.7: Where was [YL Child] born?

In this question, the fieldworker is supposed to record the name of the province, district, and commune of where the child was born.

Q.8: Does this person still live in the household?

This question records whether the HHM lives at home or not, and whether he/she is alive or not. This is a key question because all questions in later sections refer to current household members (only those who are recorded as still living in the household). It is important that those household members who have moved away are recorded 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 as part of the household for practical purposes.
In cases where HHM has died (code 03), **Q.9** will be enabled.

Q.9: Which year did [HHM] die in?

Remember to be sensitive when asking this question.

Once this information is filled in for all household members ask the respondent if there are any other people currently living in or being hosted by 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 this case, add

this person to the Roster and record the same information that was recorded for previous members. By definition the new household member must live in the household.

Once you 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 automatically for those who still live in the household.

Current Household Roster

Q.10: Full name

Here you will be able to see the names of all household members who still live in the household and are, thus, current household members.

Q.11: What is [HHM]'s relationship to the household head?

Be careful when coding the answers to this question. Remember that the <u>reference point is now the household head</u> and not the respondent. For instance, if the father of YL Child is the household head, when you ask this question in reference to the YL Child, the respondent might say: "[HOUSEHOLD HEAD] is her father". In this case, you should enter the code 05=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.12: What is [HHM]'s marital status?

This question will be enabled for HHM who are 12 or older. 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.13: 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.14: Does the biological mother live in the household?

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. If the biological mother lives in the household, enter the ID from the household roster drop-down list. If she does not live in the household, enter 98. If she has passed away, enter 99.

Q.15: Does the biological father live in the household?

This question intends to capture the links among other household members different than the YL Child, the household head and the primary caregiver. If the biological father lives in the

household, enter the ID from the household roster drop-down list. If he does not live in the household, enter 98. If he has passed away, enter 99.

Q.16: Is the household roster complete.

Once finished updating the household roster, check with the respondent that all current household members have been included, and correct if necessary. Click on the YES radio button once you are sure you have recorded all people living in the household.

ID of respondent for this section (identify the respondent for this section using the ID from the household roster0.

Once this screen is completed, enter the ID of the respondent for this section. Differently from all other sections in the questionnaire, when we identify the respondent at the very beginning, this question is placed here because the information collected in the roster allows us to have a list and IDs of ALL persons that live in the household. In CAPI this list will be pre-filled automatically in a drop-down menu.

SECTION 1 – HOUSEHOLD EDUCATION

PURPOSE

The purpose for this section is to identify the educational level / degree of all of the household members.

RESPONDENT(S)

Household head or another person closely linked to the rest of the household members with information on their education.

DEFINITIONS

➔ **Public school:** Depends on the state funding.

➔ **Private school:** Depends mainly on non-governmental funds and sources, including parents, NGOs, religious organizations or donors.

➔ **Informal school:** Education is imparted to children, but it is not recognized by the government.

➔ **Mixed public - private school:** Includes private and public funding, related to tuition fees only. Do not confuse with schools that receive meals from the government, but are privately owned.

➔ **Not-for-profit school:** Includes schools that are owned by NGOs, churches, charitable institutions, etc.

➔ **Full-time education:** Refers to the minimum attendance requirements established by schools. Teaching hours may not necessarily be a whole day; they could be morning, afternoon or evening shifts, depending on school curricula.

INSTRUCTIONS

This section is divided in 2 tables: one for adults (18 years old and above) and another for children (5 to less than 18 years old).

18 years old and above

Q.1: Has [HHM] ever attended or is he/she currently attending school?

Ask the respondent if each household member, in the age range, has ever attended any form of education.

Q.2: What was the highest grade that [HHM] completed (excluding pre-primary)?

Enter the highest educational degree obtained so far. For those household members whose current educational level is not higher than secondary, we distinguish between specific grades (primary school: 1st through 6th grade; secondary (high) school: 6th through 12th). If the household member has completed secondary education and has continued studying (or is studying), the codes refer to levels of education (e.g. Higher / College, Vocational, etc.).

Remember that we are looking for the highest educational grade the person achieved. This means that, for instance, for someone who is currently in 4th grade, you must enter 3th third as the highest completed (because the 4th grade has not been achieved yet).

Similarly, if someone dropped out during grade 12th (without completing it) you should record 11th grade as the highest achieved.

Just as clarification: Religious education refers to situation in which a person learns to read and write in a religious institution

Q.3: Is [HHM] currently in full-time education?

Establish whether the individual is in full time education (defined at the beginning of the section). Answers distinguish between attending regularly or irregularly. This means that, for instance, if HHM is enrolled in a course that runs 4 hours every Monday, Tuesday, and Friday, and he/she attends every time, then he/she is in full-time education and attends regularly; therefore you should enter code 01. Contrarily, if he/she does not attend every class, he/she attends irregularly, and you should enter code 02.

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, this is considered a change in the level of education. Similarly, if s/he went from school to college (even if he/she has not yet obtained the official college degree), it also counts as a change in the level of education.

From 5 to less than 18 years old

Q.5: Has [HHM] ever attended or is he/she currently attending school?

See instructions for **Q.1**

Q.6: What was the highest grade that [HHM] completed (excluding pre-primary)?

See instructions for **Q.2**

Q.7: Is [HHM] currently in full-time education?

See instructions for **Q.3**

For all those members that attend regularly or irregularly, continue with Q.8. Otherwise skip to Q.9.

Q.8: What type of school is [HHM] attending?

Enter the type of school, based on the definition provided at the beginning of the section. Once this question is answered, skip to Q.11.

Q.9: Why is [HHM] currently NOT in full-time education?

This question is enabled when answer to Q.5 or Q.9 is NO.

This question aims to find out the reasons why the child (being in schooling-age) is not enrolled in full-time education. If the respondent provides more than one reason, ask for the most important one and code this answer using **Codebox #5**.

If the respondent is answering this question because he/she has never attended full time education (Q.5=0), you should enter the answer and then skip to next HHMQ.10: How old was [HHM] when s/he completed/ stopped full time education?

Q.10: How old was [HHMM] when he/she completed/ stopped full-time education?

This question examines the age in completed years at which HHM completed his/her studies or left school altogether.

Q.11: Has [HHM]'s education level changed since 4 years ago?

See instruction for **Q.4.**

SECTION 2 – LIVELIHOODS AND ASSET FRAMEWORK

2.1 – LAND AND CROP DIVERSIFICATION

PURPOSE

The purpose of this section is to gather information about the access, ownership, and use of agricultural and non-agricultural lands by the household. Specifically, we examine the land size, the uses of the land, and its monetary value. Non-agricultural lands include areas used for housing (for example house, apartment, either owned, leased or borrowed) for a business (for example, if the household rents / has a place to sell / manufacture products) or both (for example, a house whose first floor is a business / an orchard). In the case of agricultural land we also collect information about the types of crops grown.

RESPONDENT

Household member who knows best about the land extension and value, probably the household head.

DEFINITIONS

→ Land with land-use certificate (includes sharecropped-out and leased-out) - The household has a land-use certificate for the land. If the land is rented out, borrowed out y/o shared out, it will be recorded in this category.

→ Rented-in - The household rents land that belongs to someone else (not a household member).

→ Borrowed - The household borrows land that belongs to someone else (not a household member).

→ Sharecropped-in – The land is being shared with another person (usually the owner of the land) who allows part of the land to be worked under a contract that specifies the percentage of the crop and / or a monetary payment in exchange for work.

→ Other types of land - Includes all other types of land not included in the previous groups.

INSTRUCTIONS

The next table should be administered as follows:

1.   Ask question 1 for all land types (as a column)

2. Then continue asking the rest of the questions (row by row) for all the types of land that were marked as YES in Q.1.

Q.1. Household has had any of these types of land in the last 12 months (whether for agricultural or non-agricultural purposes).

Ask this question making sure the respondent understands that it refers to agricultural and non-agricultural (i.e. living accommodation, industry, etc). Ask this question for the list of land-types and then continue asking the rest of the questions only for those which the household has had access to in the last 12 months.

Q.2: Total area of agricultural land (in m2)

Enter the **total sum** of all agricultural land used by the household during the last 12 months in squared meters. For example, if the household has a plot of 2 m^2 and another one of 3 m^2, the total area of agricultural land is 5. If the household uses local units for different land plots, transform them in squared meters and add them together. You can take a conversion chart with the most common area units to make transformations easier.

1 mẫu Bắc bộ = 10 sào	= 3600 m2
1 sào Bắc bộ = 15 thước	= 360 m2.
1 thước (Bắc bộ)é	= 24 m2.
1 miếng (Bắc bộ)	= 36 m2
1 thước (Trung bộ)	= 33,33 m2
1 miếng (Trung bộ)	= 24 m2
1 sào Trung bộ	= 500m2
1 công nhà nước	= 1000 m2
1 công tầm lớn	= 1200 m2 (công tầm cấy)

If the household does not have any agricultural land, enter '0' and skip to Q.5. In CAPI this will disable all questions related to agricultural land.

Q.3: What is the main use of this agricultural land?

Ask the respondent to tell you what he/she uses the specific type of land for and then code accordingly. If the respondent mentions more than one use for the plot, you should ask for the use of most of the land (i.e. main use in terms of extension). Please remember not to prompt the answers.

Q.4: What proportion of the land was irrigated in the last 12 months?

Irrigation should be understood as any artificial application of water to the land or soil, such as by pumps, pipes, etc. If the household has many plots of land, and only one is irrigated, it should be taken into account in the answer. Read the alternatives to the respondent and explain if necessary

Q.5. Total area of non-agricultural land?

It refers to land used for housing (including the possibility of a business within the house) or for business. Enter total land area ("base" of the land) where the house is placed. If there is more than one property, you must report the sum of the total land area. If you have a business in the house (e.g. a warehouse on the first floor), this should also be included in the total area of the land. If the household has moved from one house to another during the last 12 months, only consider the current house.

If the household does not have any non-agricultural land, enter '0'. This will disable all questions related to non-agricultural land.

Q.6: What is the main use of this non-agricultural land?

The codes have been designed to allow for more than one use by combining them (e.g. 03=Living accommodation plus Industry (e.g. shop, rented-out accommodation)).

If the household has a business **within** the house, you can use the codes from 02 to 04 depending on the nature of the business (02 for agricultural business, 03 for commerce and industry, 04 for a mix of agricultural and non-agricultural business). For businesses **outside** the household, codes 06 and 07 will be appropriate, depending on the type of business.

Q.7: What is the total extent of leased-out/ sharecropped-out land?

Enter the total extension of all share-cropped out land (defined at the beginning of the section) in the last 12 months in squared meters.

The next three questions inform on the extent to which the Index Child has control over the land owned, borrowed, or rented by the household.

Q.8: Is [OC YL CHILD] the main decision maker about how any of this land is used?

The main decision maker is the person who has the final say, even when others are of a different opinion.

Q.9: Is the [OC YL CHILD] the main decision maker about how proceeds from any of this land are used?

That is proceeds from the way in which the land is used, and/or if the land was sold.

Q.10: Does [OC YL CHILD] have a land-use certificate for any of this land?

This question informs on whether the *Index Child* officially owns any of the household land.

Crop Diversification

The purpose of this section is to inform on the crops grown and harvested by the household in the last 12 months. <u>If the household has grown, but not yet harvested crops, do not consider them in the table</u>.

Q.11: In the last 12 months, has anyone in your household grown and harvested any crop?

Ask the respondent to tell you if anyone in the household has grown and harvested any crop in the last 12 months. Please make sure the respondent is clear that you are interested in only crops GROWN and HARVESTED.

Q.12: Important crops grown and harvested

Ask the respondent to name the 4 most important crops that were grown and harvested in the agricultural land in the last 12 months. The importance is in terms of household welfare (i.e. money/ revenue/food they produce). If there are less than 4 crops grown and harvested, fill the remaining with 88=NA.

Q.13: Total output in kilograms

Ask the respondent to estimate the total output of crops in kilograms. He/she may use different units, in which case you should convert them in Kg and then introduce the total amount in the relevant space.

Q.14: Value of output sold in the last agricultural year

Enter value in '000 VND.

Q.15: Operational costs incurred in producing this crop in the last agricultural year?

Enter value in '000 VND. Operational costs include salaries of workers, expenditure in seeds, fertilizers, pesticides, fuel, irrigation, costs for maintenance of equipment, rent of agricultural land, etc.

Q.16: Net income from leased-out land (for growing agricultural crops)

Ask about the total income the household got from leasing-out land. This is, land that was rented to other people to grow crops

2.2 – PRODUCTIVE ASSETS

PURPOSE

The purpose of this section is to get information about productive assets (animals, tools, utensils, agricultural and non-agricultural machinery) owned or used by household members in the past 12 month, as well as the value of these assets.

RESPONDENT

The household member with the most information about productive assets; most likely 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. A car can be a non-agricultural productive asset if it is used to generate income (e.g. driver, necessary to drive to place of work).

INSTRUCTIONS

Livestock

Q.1: Has anyone in the household owned any livestock in the last 12 months? (Do not include pets)

This question identifies whether a member of the household owns or has owned any animal in the past 12 months. Include only animals that can generate income, therefore pets are excluded from this section. If the respondent answers 'NO' skip to **Q.6** (in CAPI the table 'type of livestock' will be disabled).

Type of livestock table

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:

1. Ask Q.2 for each animal type (as a column).
2. Once you have established which ones are/were owned by the household, continue to ask Q.3-Q.5 row by row (only for those animals owned by the household).

Q.2: Has anyone in the household owned any of the following animals at any time in the last 12 months?

Ask this question first for all animal types in the table and tick on the relevant radio button (Yes/No).

In CAPI, if 'Other' type of animal is ticket as owned by the household, the next column ('Specify animal') will be enabled. In the space provided you need to type in the name of the animal the household owns.

Specify livestock

This column is enabled only when 'other' type of animal is ticked in Q.2.

Q.3: How many of the following animals does the household <u>currently</u> own?

This question refers to all animals which are owned by the household at the time of the interview. If no animals are owned at the time of the interview, enter '0' and skip to the next animal owned by the household. In CAPI this means that Q.4 and Q.5 will get disabled.

Q.4: If you were to sell ALL your [NAME OF ANIMAL] today, how much would you get for them?

Ask the respondent to estimate the total amount of money he/she would get if he/she was to sell ALL the animals owned (for each animal group). 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 owned 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 selling value for the different varieties and add the sub-totals to find the total value. The same criteria should be used in cases where a household owns different animals belonging to the same animal group, e.g. poultry, which includes chickens, ducks, etc. Once again, the fieldworker must calculate the value for the different animals and add the sub-totals to find the total value of the group.

Q.5: If you were to sell or rent all of [NAME OF ANIMAL], can [YL child] dispose entirely or partially of the money obtained?

This question informs on the extent to which the *Index Child* has control over the resources of the household. It is about the extent to which the *Index Child* has control over the proceeds from sale of livestock. Tick on the relevant radio button (Yes/No).

Productive Assets

Q.6: Do you have any assets (owned, rented, or borrowed) that allow your household to work and generate income?

This is a filter question to identify whether the household 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 as, 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 **Codebox #9** as examples

PRODUCTIVE ASSETS TABLE

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 your household to work/generate income?

This question asks about the 6 most valuable assets that the household uses to generate income or work, including all those that are owned, rented, or borrowed. You should enter them in order of importance. If the respondent mentions less than 6 assets, fill the blank spaces with 88=NA.

Make clear to the respondent that this refers to both agricultural and non-agricultural assets. You can read the alternatives in **Codebox #9** in the event that the respondent does not understand the question.

Additionally to this information, ask the respondent about the total number of assets (owned, rented, or borrowed) that the household has.

Q.8: For what activity is this asset used?

This question applies to all assets (owned, rented, or borrowed). Enter the economic industry using **Codebox #10** about occupation of productive assets.

Q.9: How many of them do you currently own?

Consider only owned assets. If all the productive assets of the same type are rented or borrowed, enter '0' and skip to next productive asset.

Q.10: If you were to sell it/them today, how much could you get?

Ask the respondent to estimate the amount of money he/she would get if he/she would sell ALL OWNED assets. If there are different assets captured under the same group, ask for the

value of each asset within the group, aggregate them, and enter this amount in the relevant space.

Q.11: If you were to sell or rent all of [NAME OF ANIMAL], can [YL child] dispose entirely or partially of the money obtained?

This question informs on the extent to which the *Index Child* has control over the proceeds from sale of productive assets. Tick on the relevant radio button (Yes/No).

2.3 – RELATIVE IMPORTANCE OF INCOME

PURPOSE

The purpose of this section is to collect information on the household's sources of income as well as their relative importance. 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.
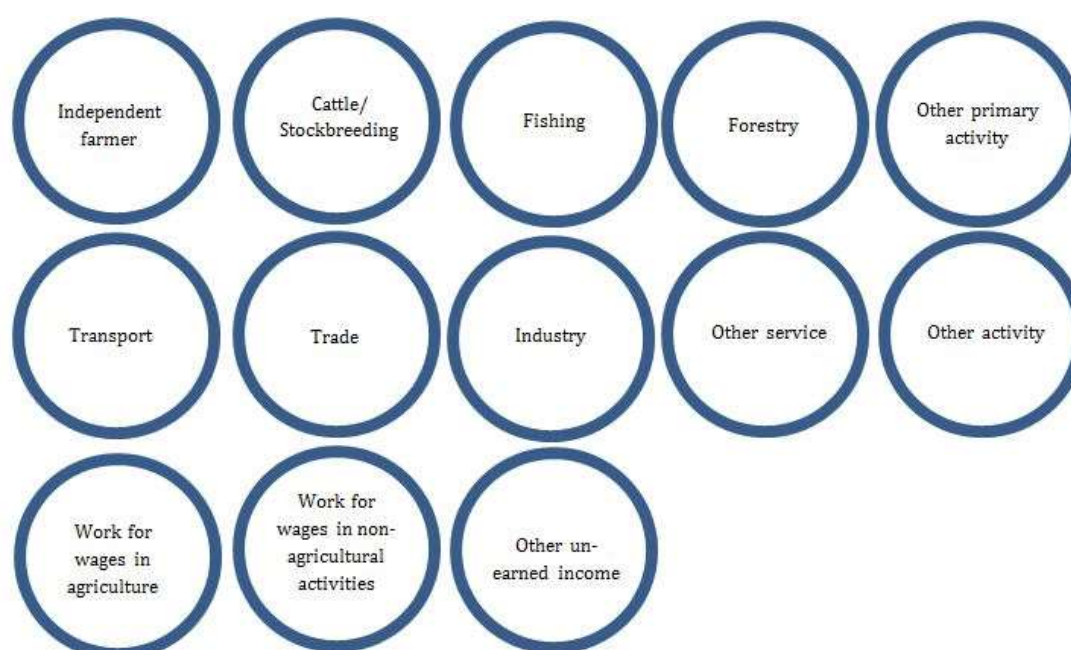
INSTRUCTIONS

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 activities circles (Figure 1) that correspond to the activities reported in Q.1.

Figure 1: Activities' circles – these are distributed according to the answer in Q.1

Start by placing the activities circles 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 activities circles to distribute the 20 pebbles among the income sources relevant for this household (those reported in Q.1).

Remind the respondent what each circle means in case he/she cannot read what is written on each card. Give the respondent time to move the pebbles around the cards. 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.

In CAPI, the drop down menu will display only those activities that were selected as sources of income for the household in the last 12 months in **Q.1.**

Q.3 Importance

Please enter the underline number of pebbles allocated to each of the selected income sources (activities' circles).

SECTION 3 – HOUSEHOLD FOOD AND NON-FOOD CONSUMPTION AND EXPENDITURE

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.

Note that this section is much shorter than that of YC HH. In order to shorten the time of survey administration for OC HH it was decided to only collect information on a sub-set of items that were included in the last round of the survey and are included in the YC HH survey in this round. The sub-set of items makes up a large proportion of total household consumption.

RESPONDENTS

The ideal respondent is the person who is in charge of the household purchases or the one who decides which food is to be consumed in the household. In the case that the ideal person to answer this section is NOT present the day of the interview and it is not possible to conduct the interview when this person is at home, the fieldworker should try his/her best to get precise information about the household consumption from the second-best respondent (having as reference market values) in the last 15 days

INSTRUCTIONS

All questions in this section refer to all food items **consumed in the past 15 days**, whether bought, or consumed from stock, own harvest, or gifts or transfers. If there was a major or unusual event in the past 15 days, such as festivities, weddings, or vegetarian feasts that could have affected the normal food consumption in the household, you should refer to the previous 15 days to the last 2 weeks.

Q.1: Household has consumed this item in the past 15 days?

Ask this question for all food items first, before continuing with the rest of the questions. Mark the radio buttons Yes/ No accordingly.

Once you have selected all the food items that were consumed in the household in the past 15 days. Ask the following questions row by row (i.e. for each consumed food item).

Q.2: What is the total value in '000 VND of this item bought and consumed in the past 15 days?

This question refers to all food that was bought and **consumed** in the past 15 days. Please note that if the food item was bought in the last 15 days, but only part of it was consumed, you should estimate the value of the latter only.

For instance, if the household bought a total of 15 kilograms of rice in the past 15 days at 300,000 VND, but has only consumed 10 kilograms, you should estimate the value of the 10 kilograms consumed as 20,000 VND/kg*10kg=200,000 VND.

Q.3: How much of this commodity did you consume from your own harvest or own stock in the past 15 days?

This question refers to all food that was **consumed** from:

1. Own household harvest, meaning that was produced by the household
2. Own stock, meaning that the household bought the item before the last 15 days, and only consumed all or part of it in the past 15 days.

You may need to estimate the **value of food consumed** in the last 15 days as explained in the example of the previous question.

> **Foods from own harvest include:**
>
> Foods that are a product of animal husbandry. For example, consumption of eggs, milk, meat (e.g. chicken, pork, etc.)
>
> Foods that are directly extracted from nature, such as fishing in the river, hunting or gathering wild fruits from the field / forest.
>
> Fruits or vegetables grown by the household.

Q.4: How much of this commodity did you consume from gifts, transfers or food aid received from relatives, friends, neighbours, government or other organisations in the past 15 days?

Ask for the total value of food that was **consumed** from gifts, donations, transfers in the past 15 days.

You may need to estimate the **value of food consumed** in the last 15 days as explained in the example given in Q.2.

Q.5: Main source

Ask the respondent to identify the main source of the transfers, gifts, aid from which the household consumed food in the last 15 days.

Q.6. How many people DO NOT consume at least one meal per day in the household?

This question is in line with the household definition. It aims to identify which household members do not consume food regularly in the household. In CAPI, you will be able to select the household members from a drop down menu.

3.2 – NON-FOOD EXPENDITURE

PURPOSE

Estimate household expenditure in non-food items.

Note that this section is much shorter for the OC HH than it is for the YC HH. In order to shorten the time of survey administration for OC HH it was decided to only collect information on a sub-set of items that were included in the last round of the survey and are included in the YC HH survey in this round. The sub-set of items makes up a large proportion of total household consumption.

RESPONDENTS

The ideal respondent is the person responsible for the payments and expenses of the Household. Generally this is the head of the Household.

INSTRUCTIONS

It is important that the fieldworker clarifies to the respondent that the purpose of this sub-section is to capture expenses made by the household for its own support and comfort. Therefore, this section should NOT capture expenses related to the household business (with the exception of licenses or rent for business space).

Q.2. How much did the household spend on each of them in the last 12 months?

This question refers to expenses in goods and services in the last 12 months. Record the amount in thousands of VND. Help the respondent estimating the amount if it is in a different time unit (for instance with monthly bills)

Remember the following practical rules:

- Minor repairs refer to home maintenance, such as painting, changing light bulbs, etc. Major repairs refer to renovations, restoration, or enlargements of building. As such, the latter often mean changing the structure of the house.
- In the items referred to electricity, water, and telephone, if the household paid several receipts accumulated from previous months in the last month, consider only the amount spent in the last month as stated in the bill and annualise this amount. In cases where the respondent has not paid the last month's bill yet, consider amount of the last month in which the bill was paid, and then annualise the amount.

- In the case where the family report payments of services in packages of three (telephone, cable TV and Internet) or duets services (telephone and Internet), look at the expenses in the bill and divide by 3 if it is a package of three services or by 2 if it is a package of 2 services. Then assign the resulting estimate to each item.

Q.3 What is the money value of the total amount purchased by the household in the last 12 months for the following items:

Ask the respondent how much the household spent <u>in the last 12 months</u> in each of the categories listed in the table. Enter the amount in thousands of VND. If the household has not spent any money, enter '0'. In CAPI this should disabled the next question, whenever is relevant.

Remember the following practical rules:

- Clothing items not mentioned in the list (such as hats or caps) should go under "Any other expenditure (line 27)". In the case of garments <u>self- manufactured</u>, consider the expense in the raw materials used. If no expenditure was done (raw material from own animal stock), enter 0 and add a comment.

- In the categories related to medical expenses, all those related to surgery or a serious illness should be recorded under category 17. If expenditure was considerable (very large amount), ADD A COMMENT.

SECTION 4 – SOCIAL CAPITAL

4.1 – SUPPORT NETWORKS

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

Q.1. Suppose you or your household 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 different from 88=NA.

Q.2 How many relatives live in this community (excluding your own household)?

This question is about the respondent's family/relatives who live in the same community excluding those relatives who live in the household (i.e. those who are household members). If there are no family members living in the community enter 0 and skip to **Q.4.**

Q.3 How many of these relatives are influential in the community?

If the respondent says that at least one family member lives in this community in the previous question, ask how many of them are influential in the community (i.e. are mayors, community chiefs, council members, etc). Logically, the number of relatives that are influential in the community cannot be larger than the actual number of relatives who live in the community. CAPI will identify these cases as errors when you validate the screen and you will have to correct your answer by proving with the respondent.

Q.4 Would your household be able to raise 500,000 VND 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

PURPOSE

This section is intended to obtain information on changes in the household's economic conditions, as perceived by the respondent, and to know the major events that have affected negatively the economic situation of the household (i.e. shocks) since 2010.

5.1 – ECONOMIC CHANGES

PURPOSE

This section is intended to obtain information on changes in household economic conditions, as perceived by the respondent.

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.

INSTRUCTIONS

Q.1. How would you describe the economic situation of your household?

01. Currently

Respondent is asked how s/he would describe the economic situation of the household in which he/she is currently living in. For this question you should read the alternatives and input the relevant code. You must ensure that the person´s answer is located in any of the alternatives. In this question, the code 03 = "We have enough, we managed" means average.

02. 4 years ago (around the time of previous visit - end of 2009)

The respondent is asked about the household economic situation of the household where the respondent lived four years ago. As in the previous case the interviewer should read the alternatives and place the code. You must ensure that the person´s answer is located in any of the alternatives. In this question, the code 03 = "We have enough, we managed" means average.

These questions are of perception. If the answer is very different from what you can see, just add a comment but do not try to change the respondents' answer or record your own.

If the answers to 01 and 02 are different, meaning that situation has changed, ask Q.2. In CAPI the enablement of Q.2 will be automatic. If the situation has not changed (answers to 01 and 02 are the same) skip to Q.3. Again, in CAPI, this will be done automatically for you.

Q.2: Please tell me two important reasons why your household situation change compared to the earlier period.

Ask about the two most important reasons for this change: [Reason 1] and [Reason 2]. Try as much as possible (but not force) that the reasons reported by the household fit the existing response categories reported in the dropdown menu. Up to two reasons can be mentioned. Try to record them in order of importance. If there is only one reason, enter 88 = NA in the box on the second answer.

Q.3: Compared to other households in this VILLAGE would you describe your household at the moment as:

Ask the respondent to compare his/her household to others in the village. This is a question of perception so you should try to avoid answers like NK, unless the respondent really cannot compare his/her household with others. If the answer is far from what you can observe, make a comment, but do not try to change the answer/mind of the respondent.

5.2 – SHOCKS

PURPOSE

This section records the events that have had a negative economic impact in the household that could have happened since 2010.

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).

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.

DEFINITION

➔ Event (shock): there is a predefined list of about 30 events that may have affected the household economy, including natural disasters, changes in the economy, changes in regulation, theft, fire, etc. It is not enough that the event has occurred; <u>the household must determine whether the event had a negative economic consequence for them.</u> This means that, for example, when asking about droughts, is possible that if one occurred, all households within a community would report it. However, not all household may have been affected negatively by it – the drought should only be recorded as a shock for the households that were negatively affected by it.

➔ <u>Number of occurrences of the event</u>: Most of the events that are being captured is short term (i.e. duration is of less than one year). Therefore it may be that the event occurs more than once since 2010. For instance, if frost has affected the household's cash crops year after year since 2010, you should record the occurrence of the event in each of those years (assuming that frosts cannot last for more than one year consecutively).

> *If an event occurred several times during the past four years, each year in which this event occurred must be reported*

➔ <u>Reporting the year of occurrence</u>: as a rule, the same event is reported <u>only once</u> in the year it occurred. This rule should be followed even if the event has permanent effects (beyond the year of occurrence). Note that if an event lasts continuously from more than one year, you are supposed to record only the year in which the event first happened. The case of a building collapsing is a clear example. If the building collapsed in 2011, for instance, you should record ONLY this year, even if the building is still being built, affecting the household's economic situation, in the following years.

The only exception to this rule is the case of a family member suffering from an illness that needs of long term special treatment, and has a strong burden in the family budget each year (e.g. cancer). In this case you should record all the years in which the illness affected the household's economy. Do not forget to write a comment for these cases.

> *A single event with permanent effects should be reported only once. The only exception to this rule is long term illnesses such as cancer*

➔ <u>Correlated Events</u>: It is possible for the household to report events that are correlated. This means, for example, that the respondent could report that the household was affected by frost and also that it lost all the crops and the cattle. It is possible that the last two events are the result of the first event. If so, it is correct to record the three events. However, the fieldworker should add a comment stating that the events are correlated.

> *It might be that among the reported events, some events are consequences of others. For example, loss of livestock and crop could be the result of a frost. In these cases it is correct to record all 3 events. Add a comment mentioning which event caused the others.*

Events (Table): There are 30 types of events, clustered in 7 groups to facilitate the administration of the table. However, to avoid under-reporting, you will need to mention all the events when reading a cluster heading's example and then prompt all the events in the list. Take for instance cluster C: Changes in certain economic conditions. Note how the example includes ALL the events included in cluster C. This is to avoid under-reporting in case the respondent forgets some events or is confused as to what events are regarded 'economic conditions.'

C	**SAY:** Have any changes to economic conditions affected the household <u>since we last came to see you in 2010</u>? (e.g. changes to input or output prices, increase in food prices, livestock dying, job loss, asset or land disputes with neighbours). If yes, What were these? Prompt for the listed events. If no, tick radio button NO for all events and **skip to D**.	
12	Large increase in input prices	○ Yes ○ No
13	Large decrease in output prices	○ Yes ○ No
47	Increase in the price of food that I buy	○ Yes ○ No
14	Livestock died	○ Yes ○ No
16	Job loss/source of income/family enterprise	○ Yes ○ No

23	Disputes with neighbours/PA members regarding land or assets	O Yes O No

Table: Events since 2010

Q.1: Has [SHOCK NAME] happened since 2010?

This question determines the occurrence of the event. This question is done for each event first (as a column) and then you can move on asking more specific information about the events that have occurred.

Q.2: Indicate if each event happened in any of these years:

For this question you have a column for each year since 2010. You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2010 (all were previously identified in Q.1.)

Table: Three events that affected most negatively the economic situation of the household

Q.3: Indicate the 3 most important negative events that affected the economic situation of the household.

For all the events that affected negatively the household economic situation (i.e. shocks) since 2010, select the ones that affected the household the most. In CAPI you will have a drop-down menu that has all the relevant information based on the information provided in Q.1. Please enter them in terms of importance (i.e. the one that affected the most or had the greater economic loss for the household should go first). If there are less than three responses, input 88 = NA in the remaining spaces.

IMPORTANT CONSIDERATION: In the list of the three most important events there may be some that are a result of another (i.e. correlated events). For example, in rural areas in the highlands a home could have reported the following events: "frost", "death of cattle" and "loss of harvest" as the three events that affected him most. In these cases it would be preferable to only report the "dead cattle" and "loss of harvest" as the main events because the table is about the events that affected the economic situation of the household, therefore we are talking about effects rather than causes.

Q.4: How much does this economic loss represent of the income generated by the household in a regular year?

For each of the three most important events that affected the economic situation of the household, and for each of the years in which they occurred, ask the responded how much of the income generated the household the economic loss associated with the events represents. Do not prompt the answers. Listen to the respondent and code accordingly.

SECTION 6 – SOCIO-ECONOMIC STATUS

PURPOSE

This section is about the household's socioeconomic environment. This includes questions about conditions where people live, household possessions, and access to public services.

RESPONDENT

This section may be answered by the head of household or by the member of the household who knows about housing conditions (infrastructure) and ownership of consumer durables.

INSTRUCTIONS

Q.1: Does anyone in your household own your house?

Ask the respondent if any member of the household owns the house. This includes situations in which the house is still being paid (e.g. mortgage) but for which a HHM has a title accrediting the ownership of the house.

Q.2: Does anyone in your household have a mortgage on your house?

Ask if anyone in the household has a mortgage on this house. This means, whether the house is still being paid.

Q.3: How many rooms are there in the house?

Establish how many rooms there are in the house. Do not include kitchen, bathrooms, corridors, garage, or rooms that are not divided by a wall.

Q.4: Do you have a separate kitchen/cooking area?

Ask the respondent whether the house has a space for cooking, other than one of the rooms counted in the previous question.

Q.5: Do you have electricity?

This question refers to both legal and illegal electric connections that are in work. It includes electric generators, wind and solar generators, but not those geared by a car battery. Before asking this question you should try to observe if the household has light bulbs, fans, or any device that needs electricity or that are working at the time of the interview.

The following three questions seek to collect information about the main material of the house. In this case, the fieldworker <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.

Q.6. Wall *– [recorded by observation]*

Q.7: Roof *– [recorded by observation]*

Q.8: Floor *– [recorded by observation]*

Q.9. What is the main source of drinking water for members of your household?

Ask for the source of the water that the household uses for drinking. If different members have different drinking water sources, ask for the source used by most of the household members

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

Q.10: What kind of main toilet facility does your household use?

Ask the respondent about the most important characteristics of the toilet used in the household. Do not prompt the answers.

01= Flush toilet/septic tank
02=Forest/field/open place
03=Neighbours toilet
05= Pit latrine (communal)
06= Pit latrine (household's)
07=Relatives toilet
08=Simple latrine on pond

09=Toilet in health post
10=Other specify_____

Q.11: What is the main type of fuel you use for cooking?

This question is about home fuel usually used for cooking. If they use multiple sources, ask for the most frequent.

Q.12: Is heating used in your house?

Ask the respondent if heating is used in the household, for instance, in winter. If NO, skip to Q.14.

Q.13: What is the main type of fuel you usually use for heating?

If heating is used in the house, ask what the most common material / fuel to heat the house is.

Q.14: Have you invested in the improvement of your dwelling since 2010?

We want to know if anyone in the home has invested in infrastructure improvements to the house since 2010. If the answer is "No = 00" or "NS = 77" skip to Q.16.

Q.15: If yes, what have you invested in?

Ask the respondent to report the 3 most important improvements to the house since 2010. You can mark up to three investments. If the respondent mentions more than three, then choose the three that demanded more spending. Conversely, if less than three investments are mentioned, input the ones mentioned and fill the other spaces with 88 = NA.

Consumer durables

Q.16: Does anyone in the household own this item?

Establish whether someone in the household owns any of the 23 items listed. To own an article means that the article could be sold by the household member. Make sure you also include all items that are being paid in instalments, or items that are not in the house at the time of the interview (because they are borrowed to someone else). Also, keep in mind that the item should be in working condition.

Mark "Yes = 01" for all those items owned by the household. If you the household does not have the item or do not know, mark "No = 00" or "NS = 77" as appropriate and skip to the next article.

Q.17: how many does the household own?

For each item that the household owns, ask how many it has (in working condition). Enter the amount given by the respondent.

Be careful when coding the number of items owned for the category table and chair, which should be counted as a set. For instance, if the household has a dining table with 6 chairs around it, it should be counted as one set, and NOT as 7 items (one table + 6 chairs).

Q.18: What are the five most valuable (important) items owned by the household? Insert IDs of items (01-16)

Indicate the 5 items, amongst those mentioned in the previous table, that have more economic value or would be worth more if sold. Make sure the respondent understands that the term' valuable' refer to solely to economic value and not sentimental value. Enter items IDs in order of importance.

Q.19: If you were to sell these items, how much do you think they would fetch?

For the selected items, ask how much the household would get if the items were to be sold. Enter the amount in thousands of VND. If the respondent has more than one item (i.e. three TVs) add all items and report the total value. If the respondent cannot estimate the value of the item(s) enter code "NS = -77", but try your best to help the respondent with the estimations if necessary.

SECTION 7 – PUBLIC PROGRAMMES

7.1. MOLISA

PURPOSE

Gather information on registration to MOLISA since 2010, year by year.

INSTRUCTIONS

Q.1. Is your household included on the list of poor households created by Commune Committee on the MOLISA criteria for Hunger Eradication and Poverty Reduction Program?

> Fieldworker, please determine whether household was included in MOLISA year by year, since 2010 and enter this information by ticking the appropriate radio buttons (yes/no)

Young Lives
An International Study of Childhood Poverty

ROUND 4

FIELDWORKER MANUAL
Vietnam

CHILD QUESTIONNAIRE
Younger Cohort

September 2013

INDEX

INTRODUCTION

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

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

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

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

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

This questionnaire is administered directly to the Younger Cohort YL Child (as well as to the sibling who was surveyed in Round 3). The respondent for the great majority of the section is the *YL 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 (*YL 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 basic information about YL child education and learn about his/her schooling experience.

INSTRUCTIONS

Q.1: Are you currently enrolled in school?

Ask YL Child if he/she is attending any course in the current academic year (2013/2014). If child is not attending, skip to Q.13.

Q.2: Do you attend to evening school? (excluding extra classes)

Ask the child is he/she is attending evening school. This is, an evening school program aimed at helping children to catch up with others of their age or provide vocational training/ instruction. Make sure you explain that it does not refer to extra classes.

Q.3: What is the language of instruction in your current school?

Ask the child which is the language that most teachers use in classes. Do not prompt the answers.

Q.4: How long does it take you to get to school?

Ask the child to estimate how long he/she takes to get to school, from the moment he/she leaves his/her house.

Q.5: How do you usually travel to school?

Ask child how he/she gets to school. If YL Child uses more than one means of transport, ask him/her which is the one takes most time.

Q.6: Do you have any difficulties in getting to school?

Ask the child if he/she faces any obstacles or if there are any things that make difficult for him/her to get to school. IF child does not have any difficulties, skip to Q.8.

Q.7: What is the main difficulty?

Ask what are the difficulties to get to school. If child mentions more than one difficulty, ask for the most important one. Do not prompt the answers.

Q.8: During the last 12 months, have you ever missed school for a week or more? (excluding school holidays, national holidays, etc)

Ask YL Child is he/she ever missed school for 5 consecutive day or more in the last 12 months. If it is difficult for the child to recall, ask him/her about the last academic year (2012/2013). If the child did not miss school for more than 5 consecutive days in the last year, skip to Q.12.

Q.9: If yes, how long was the longest period of time you were absent from school?

Record the number of days in which YL child missed school for the longest time in the last year. Logically, the number of days cannot be less than 5 days. CAPI will show an error message if this situation occurs and you will have to correct your answer..

Q.10: What are the main reasons you missed school?

Ask child why he/she missed school in the previous year. Record up to three reasons, but if the child mentions less than 3, fill in the empty spaces with 88=NA.

Q.11: In which months (during regular FULL school months) did most of these absences (periods away from school) occur, if any?

Q.12: How often in the last 7 days did you go to class without completing your homework or preparation for lessons?

The following questions are for children who do not attend school in the current academic year (2013/2014)

Q.13: Do you think you will return to education in the future? (including vocational training and professional formation)

Ask child to tell you whether he/she thinks he/she will ever go back to school. Please make sure the child understands that this question is about what he/she really thinks is going to happen rather than what he/she wants/ wishes.

Q.14: Who, in your opinion, played the most important role in deciding that you should leave school?

Ask the child to tell you who was the person who decided that he/she should leave school
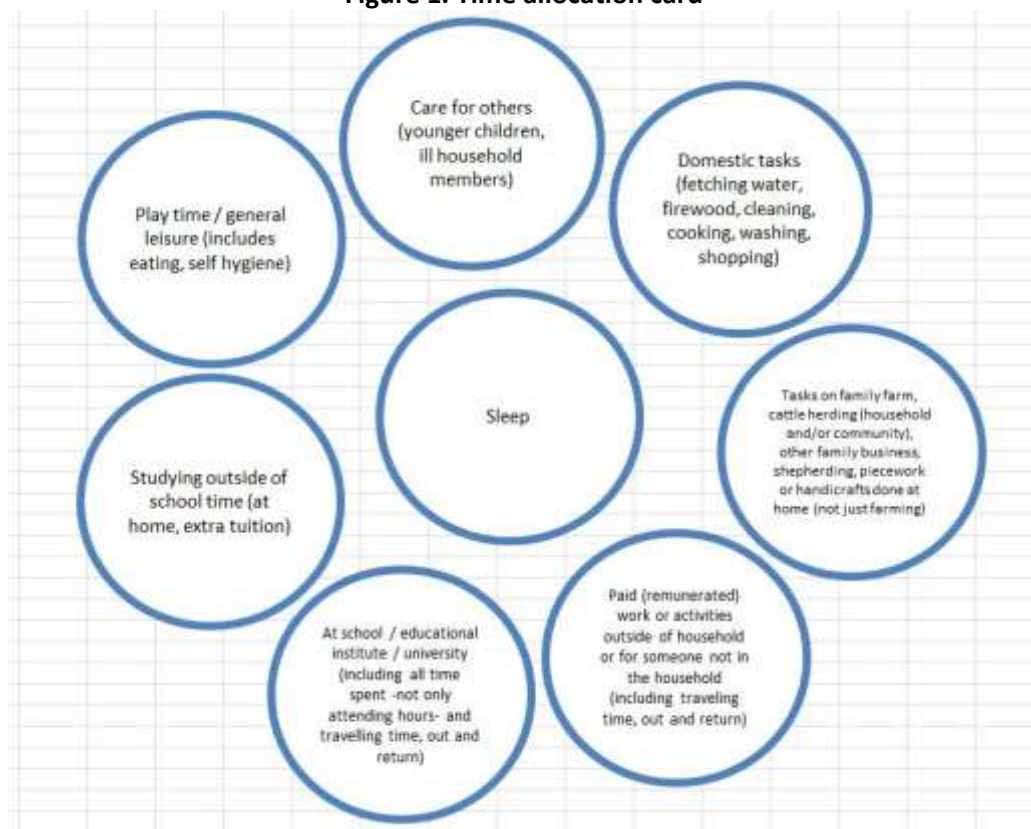
SECTION 2 – TIME USE

PURPOSE

The purpose of this section is to collect information on how YL child administers his/her time. For this purpose, for all questions we should refer to a *typical* day or, in other words, any day during a school week.

INSTRUCTIONS

Start by asking the child some background questions about his daily activities – for example: helping around the house, going to school, etc. Then display the 'time allocation card' (Figure 1) so that YL child takes into account the activities being considered for the exercise. The exercise should not follow the order of the questions in the paper questionnaire (or CAPI), except for 'sleeping' that is ALWAYS asked first. By showing the 'time allocation card' the child is free to allocate hours spent in whichever order he/she wants, which will commonly be in terms of importance for him/her.

Figure 1. Time allocation card

Note that CAPI provides the possibility of having a counter that adds together the number of hours reported by child. It is crucial that fieldworkers use this tool correctly. The counter was added only with the purpose

of checking that the addition is equal to 24 (24 hours) (as was done in previous rounds). Therefore, it cannot be used to record (without asking the child) the remaining hours to the last activities being reported by him/her.

1: Sleeping

Includes time YL child takes naps. Always ask this activity first and then continue with the rest of the activities in no particular order.

2: Caring for others (younger siblings, ill household members)

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

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

Includes all work and tasks done at home to help in activities that do not generate income for the household. It excludes looking after other household members, which is included in activity 2.

4 Tasks on family farm, cattle herding, other family business, shepherding (not just farming)

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

5 Paid (remunerated) work or activities outside of the household or for someone not in the household (including travelling time to work, out and return)

If child does activities outside the household or for other people who are not household members, then enter here the amount of hours that he/she spends on it, including the time it takes him/her to get from home to the workplace and return. If YL child does not work, code as '0'.

6: At school (including travelling time to school, out and return)

Enter the number of hours that YL child spends at school on a typical day. This includes the time used to get from home to school and return. If the child does not attend school, enter '0'.

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

Enter the amount of hours that HHM spends studying, doing homework, or getting particular classes / tutorials OUTSIDE SCHOOL HOURS. If the YL Child is attending English classes, for instance, consider this time and the time he/she spends studying for it.

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

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

A. Time used for commuting to the place where the child carries out paid activities (out and return)

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

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.

Work Activities

Q.2: Did you do anything in the last 12 months to help or to get money or things for yourself or your family? These could be paid or unpaid jobs or chores that you do at home.

These could be **paid or unpaid jobs or chores that you do at home**. 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.

Work activities table

Q.3: What were these activities?

Please do not prompt and code the child's response using **Codebox #6.**

Q.4: Do you do this activity for your own household or for someone else?

For example if the child works in his/her dad's shop, the answer should be "01=Own household". If the child helps out on his grandfather's farm AND his grandfather does not live in the same household, the answer should be "02=Another household or a business".

Q.5: What form of payment was received or is expected for this activity?

This question is about the reward expected for this activity. For example, if the child gets free meals while he/she works and then gets some pocket money, the answer should be "03=Both in cash and in kind".

Q.6 : Did you get to keep all or some of the payment for this activity?

This question is about whether the child gets to keep any of the reward for the work/chores. By "keep" we mean have total control over the way that it is used. For instance, if a child works as a labourer on someone else's farm for a wage, and gives most of the wage to the household head,

keeping a small part to spend as he/she likes, the answer should be "02, some of it". If the child receives only benefits in-kind from the works, e.g. clothes and food, and gets to wear all of the clothes and eat all of the food him/herself, the answer should be "01=Yes all of it".

Q.7: Which activity did you spend the 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: Since 2010, have you been injured while doing any paid or unpaid work?

Ask the child has had a serious injury since our last visit in 2010. 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.9: If yes, what is/were the injuries? You can give up to three answers but please give the most serious injury first.

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.

Q.10: What were you doing when the most serious injury happened?

Please do not prompt and use **Codebox #7** to code the child's answer.

Q.11: Since 2010, have you missed school because you were working for money or goods?

This question is different from the previous because it refers to the last 4 years and to PAID activities only. If the child has not had a paid activity since 2010, enter code 88=NA. This question should only be asked if the answer to **Q.2 is Yes.**

SECTION 3 – CHILD HEALTH

PURPOSE

This section informs on the *YL Child*'s frequency of food consumption and diet. It asks about frequency of meals during the last 24 hours, as well as the foods he/she 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 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. The total number of meals to which the *YL Child* says yes is then automatically added up in CAPI and filled in.

The next set of questions is about the diet of the YL Child.

Q.2: Are you Vegetarian?

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

Q.3: During the previous 24-hour period did you consume any of the following?

These questions are about meals or snacks. Name all the options and ask the *YL Child* if he/she consumes any of these alternatives. People tend to forget that they had eaten certain foods, so

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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. These are the foods on CAPI:

	01	Any noodles (mai fun been hoon, mee suah, laksa), dumplings (banh cuon), pastry, bread or other foods made of rice, wheat, or buckwheat?
	02	Any pumpkin, carrots, squash, red or orange peppers or sweet potatoes?
	03	Any potatoes, yams, cassava, or any other foods made from starchy roots or tubers?
	04	Any dark, green, leafy vegetables such as cassava leaves, bean leaves, pumpkin leaves, spinach?
	05	Any other vegetables (onions, egg plants, tomatoes)?
	06	Any ripe mangoes, ripe papayas or gac fruit?
	07	Any other fruits (citrus fruits, durian, Jack fruit, Lychee, melon, bananas)?
	08	Any liver, kidney, heart, or other organ meats? (iron rich)
	09	Any other meat (beef, pork, goat, lamb, chicken)?
	10	Any eggs?
	11	Any fresh or dried fish or shellfish?
	12	Any foods made from legumes such as beans, soya beans, lentils, or nuts (pecan nut, peanut etc.)?
	13	Any cheese, yogurt, milk or other milk products?
	14	Any foods made with oil, fat, or butter?
	15	Any sugar, honey, sweets, sugary sweet drinks?

The next set of questions is gender specific and relate to signs of puberty.

Q.4: Have you started your periods yet, and if so at what age did you 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. Tick on the relevant radio button (yes/no). If the boy does not have any hair in his chin, skip to next section. Otherwise continue with the next question.

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 *YL 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 he/she has a high level of control over life. These two indicators have been used and widely discussed in psychology literature. The sub-section administered to the *YL Child* further captures his/her education and work aspirations and sense of economic and overall well-being.

5.1. FEELINGS AND ATTITUDES OF YL CHILD

INSTRUCTIONS

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

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

Q.1:

This question asks the *YL Child*'s opinion on issues that concern young people his/her age: we want to know what the *YL Child* thinks or feels about them. This question concerns issues 01-34.

Please take time to explain the answer codes before starting. For this, show Prompt Card #2 to the *YL Child*. **Figure** 2 shows this card, which has 4 alternatives:

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

Strongly disagree	Disagree	Agree	Strongly agree

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

Before starting, carefully go through the CAPI example to make sure that the *YL Child* is comfortable with the answer codes and understands the difference between them. Please ask the *YL Child* to point to the relevant option on Prompt Card #2 when answering rather than just give you the answer orally.

Items 03, 07, 10, 13, 19, 21, 25, and 29 are skipped in CAPI if both parents are dead. The filter question is Q.1 in the Section 4 "Social Networks".

Q.2:

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

➔ <u>**Self-efficacy:**</u> the feeling that one is able to perform in a certain way and to achieve certain goals. In other words, it is the belief that one has the skills to act in the ways necessary to manage different situations.

➔ <u>**Self-esteem:**</u> general self-assessment of the person's own worth, resulting from his/her thoughts, evaluations, feelings and behavioural tendencies.

This question works in the same way as in the previous section. HOWEVER, there is an important difference in the answer codes. In the previous question there were four answer options, while in this question there are five: in the previous question there was no "neutral" option, while in this question there is. The answer codes relevant for this question are shown in Prompt Card #3, represented in Figure 3.

Figure 3: Feelings and attitudes card (5-point scale)

Strongly disagree	Disagree	More or less	Agree	Strongly agree

For each sentence, you must show the card to the *YL Child*, so that he/she can select the alternative that best represents his/her opinion on a certain topic (how much does the he/she agree with it). Make sure the respondent fully understands the sentence. Do not influence their final decision. If the *YL Child* does not understand the sentence, <u>you should not try to explain the "meaning" of the</u>

sentence: we do not want to influence his/her opinion. If this happens, please re-read the sentence until the *YL Child* gets the idea.

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

Items 02 and 04 are only administered to children who are engaged in some kind of paid or un-paid activities. Items 08, 10, and 11 are only enabled for children who are currently at school.

The next five questions ask about the aspirations and overall well-being of the YL 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 *YL Child* would want to reach if he/she 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 *YL 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 *YL Child* has not studied, but would want to study. If answer is 00=None, 77=NK or 19=Refused to answer, go to Q.6.

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. Be careful when asking this question, because it can cause discomfort to the respondent. For example, do not say "Realistically, do you think you can reach that level of education?"

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. This is not about the work he/she expects to do, but rather would like to do if there were no constraints.
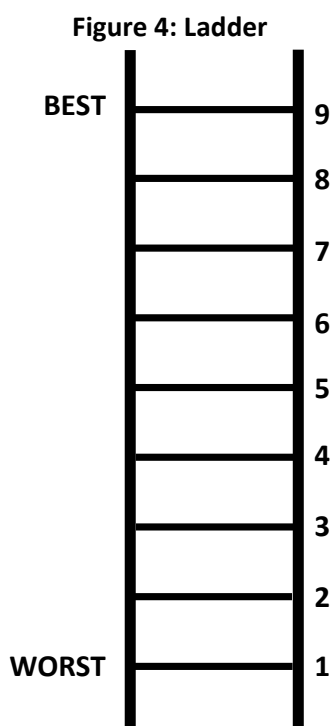
Please do not read the options! Wait for the YL Child's response, and code in CAPI, using **Codebox #10.**

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* has the necessary means to attain the occupation he/she wants. Be careful with asking this question, because it can cause discomfort in the respondent. For example, do not say, "Realistically, do you think it is possible to achieve this aspiration?"

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

This question is about the *YL Child's* overall assessment of his/her well-being. Please go through the instructions on how to answer this type of question with the *YL Child* very carefully. Display the image of the ladder with 9 steps (Figure 4). Explain that the ninth step, the highest, represents the best possible life that the *YL Child* can have, and the lowest is the worst possible life. Make sure the *YL Child* understands that the ladder is about all aspects of life (economic, health, social, personal, etc.), and is a subjective measure of how the *YL Child* feels about his/her life in general. This must not be confused with a simple measure of economic wellbeing. Be very clear about the goal of the stairs.

Figure 4: Ladder

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

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

Q.8: How many things does your family have compared to other families in the village?

This is a question of <u>perception</u> so you should try to avoid answers like NK, unless the *YL Child* really cannot compare his/her family with others.

Q.9: FOUR YEARS AGO: How many things did your family have compared to others in the village?

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

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

Ask the *YL Child* how he/she would describe the economic situation of the household in which he/she is living. This question is different from Q.8 as it asks for an overall evaluation rather than just relative to the other families in the current locality. Please read the alternatives to YL Child

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

Ask the *YL 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 *YL Child* currently lives in a different household from four years ago: the answer should be about the situation of the household that the *YL Child* was living in four years ago – irrespective of whether it is the same household as today. Please read the alternatives to YL child

---

This is the last section administered to the YL Child. Please thank him/her before moving onto the next section (sibling feelings and attitudes).

5.2. FEELINGS AND ATTITUDES OF R3 SIBLING

INSTRUCTIONS

This section is to be administered to <u>the sibling for whom anthropometric measures were collected in Round 3.</u> The name of the sibling is pre-populated in CAPI at the top of the screen. <u>This section 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 the <u>same</u> sibling available now?

> In most cases we expect the sibling to be in the same household as the *YL Child* and for the fieldworker to be able to administer this section to him/her immediately after completing the interview with the *YL Child.* However, in some cases, the sibling may not be available at that time, or may have moved to another location. <u>In those cases this question should not be filled in until the fieldworker has made all possible effort to interview the sibling.</u> 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, as long as he/she is still living within a 5-hour travel distance (see YC HH Roster to see where R3 lives).

> 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 administer the questions in this section.

> If you have not been able to find the relevant sibling: please answer No and <u>add a comment for why it has not been possible to find the sibling.</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.2: Are you currently enrolled in school?

> Ask the sibling if he/she is attending any course in the current academic year (2013/2014).

Q.3: Have you done any of the following activities in a typical day (from Monday to Friday) during last week?

> A typical day is defined as a standard day during the work/school week which is like most of the work/school days during the year. In most cases, that will just be a work-day in the last week (Monday to Friday). However, in some cases, when the previous week was unusual due to e.g. a one-off family event, national holiday, illness etc., please work with the child to think about when the last "typical day" that he/she 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.4:

This is the same as Q.1 which was administered to the *YL Child* in the previous sub-section. Please see instructions for Q.1, Sub-Section 5.1.

Q.5:

This is the same as Q.2 which was administered to the *YL Child* in the previous sub-section. Please see instructions for Q.2, Sub-Section 5.1.

ROUND 4

FIELDWORKER MANUAL
Vietnam

HOUSEHOLD QUESTIONNAIRE
Younger (and Older) Cohort

September 2013

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.

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 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.

1.7. 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 their life in particular, but to explain the typical life of a child of their age in their community.

1.8. 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.

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

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

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

1.10. 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.

1.11. 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.

1.12. 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.

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BOX 1: FIELDWORKER'S MANNERS

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

2. Avoid disturbing or upsetting anyone with your behaviour.

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

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

5. Exercise patience and tact in conducting the interview in order to avoid upsetting the respondent or leading her/him to give answers that are not in conformity with the facts. Be tactful about asking questions to which you have just been given the answer; if necessary, say that "*you just need to be sure*" to avoid giving the impression that you were not listening to what the respondent just said. For instance, if the mother tells you that her child is fine and has no illness and then you have to ask specifically about injuries, illnesses and disabilities.

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

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

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

</div>

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.

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 2: FIELDWORKERS *DON'Ts*

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

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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 laptop and some additional material also used in previous rounds (see Box #4).

Box 3: CHECKLIST OF MATERIALS FOR EACH INTERVIEW

1. Tablet with CAPI installed and working properly
2. Printed questionnaires (Vietnamese)
3. Laminated cards to prompt when required
4. 20 pebbles/seeds of same size
5. 11 labelled circles
6. Fieldworker manual
7. Field notes template
8. Pen and pencil
9. Identification card of the Young Lives Study
10. Letter from the local partner institution certifying the study.

HOW TO FILL IN THE QUESTIONNAIRE

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

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 for you only, so they should not be read to the respondent.

Example:

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

These instructions 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]".

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.   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*).

Example:

Q.4	What proportion of the land was irrigated in the last 12 months? **FIELDWORKER**: Read the alternatives 01=Less than half 02=Half 03=More than half 04=All 05=No land was irrigated in the last 12 months	[__ __]

1.5.   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 13=Post-secondary 28=Adult literacy 29=Religious education 30=Other, **specify**	[__ __] **Specify_____**
Q.7		

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 **never leave a question blank**. 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.

<table>
<tr><td colspan="3" align="center">**BOX 4 :SPECIAL CODES**</td></tr>
<tr>
<td>Q.8</td>
<td>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</td>
<td>[__ __]</td>
</tr>
<tr><td colspan="3">• **Not Known (NK)**</td></tr>
</table>

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 not necessary to type a preceding zero in CAPI because it is already programmed to read it automatically.

For questions that allow for decimals, you have to type the decimal point (.) in CAPI and it will allow you to enter as many decimals as already programmed for that given question. If you have any doubts about the format of the numeric questions, refer to the paper questionnaire where you can see how many digits, including decimals, are allowed for each question.

Example:

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

In all these questions, codes must be entered in negative form to avoid confusion with a real amount (go back to Box 4 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 [PREFILLED FROM HOUSEHOLD ROSTER]	Household member name [PREFILLED FROM HOUSEHOLD ROSTER]	Has [HHM] ever attended or is he/she currently attending school? 00=No 01=Yes 77=NK 79=Refused to answer
'100001	Juan	[01]
'100002	Ana	[01]

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

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

Then Q.4 asks the current age of all of them. As explained above, Q.3 was included in the questionnaire as a reference when Q.4 is asked, so that you could be aware if the respondent replies with a current age that, for instance, has more than 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.21	Over the last 12 months, have you or anyone in your household worked for the NREGS? 00=No ► Skip to Q.28 01=Yes 77=NK ► Skip to Q.28	[__ __]

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

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

Example:

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

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

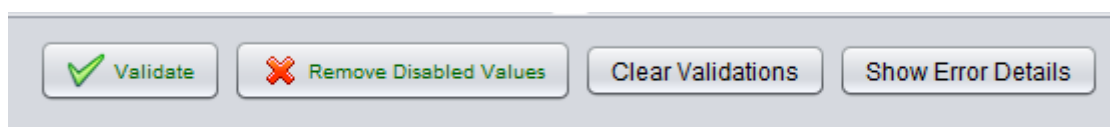*Example:*

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

Figure 2: Clean Screen Message

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

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

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.

Figure 4: Warning Messages

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

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

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

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 #5, as it will help you remember exactly which the issues for each question were. Then validate this screen and you will see an error message next to it. Leave it there (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 5: FIELD NOTES TEMPLATE

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

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

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

Example:

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

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

.

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

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

REMEMBER: DO NOT USE THE CLEAR VALIDATIONS BUTTON JUST TO MAKE YOUR

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

Finally, at the end of each daily journey, when you come back to the [VILLAGE] 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 laptop 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).

Figure 5: Data Handlers

You should sign only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems and solved all your doubts, and therefore, the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the

questionnaire. You must be clear about all the information you collected <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 HOUSEHOLD</u> TO ASK THE RESPONDENTS THE SAME QUESTIONS AGAIN.

7. THE ROLE OF THE TEAM LEADER

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

- S/he will examine in detail all questionnaires filled-in by you to verify that each interview has been carried out properly and in full. After validating the entire interview, s/he will then ask you to return to the household to recollect any missing or wrong data if needed.

- S/he will make random visits to some of the households that you have already interviewed to make sure that you went to the correct addresses and to re-ask a few questions in the questionnaire as a basis to assess the reliability of the data we are collecting.

- S/he will observe 2 or more of your interviews per sentinel site to evaluate your method of asking questions.

- 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.

- S/he is responsible for sending all data files on the day of the interview, including a report on the administration of the data during the day.

Your team leader is the link between you and GSO, 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 TEAM LEADER IS SATISFIED WITH YOUR WORK, S/HE WILL SIGN (ENTER HER/HIS DETAILS) IN THE DATA HANDLER OF THE INTERVIEW.

PART II: YOUNGER COHORT HOUSEHOLD QUESTIONNAIRE

SECTION 0 – HOUSEHOLD ROSTER

0.1. HOUSEHOLD ROSTER

PURPOSE

The purpose of this section is to identify the members of the household. It starts by prompting the list of ALL household members (*HHMs* hereafter) reported since Round 1 and probes if each of them is still living in the household, as well as if there are new members. Then, for all household members still living in the household, basic demographic information (e.g. age, sex, etc.) is collected, as well as the relationship of each one of them to the Young Lives child (*YL Child*, hereafter). This information is crucial because it will be used to enable or disable different sections of the questionnaire.

DEFINITIONS

➔ **Primary caregiver [Only for YC]:** 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 was usually the mother (except for some special situations: when the mother was too young, had mental problems, her ability to reply was limited, was away for a long time and entrusted the care of the child to someone else, etc.), but could be another household member. It is important to make sure that the primary caregiver is someone who lives in the YL Child's household (except for cases where child is living temporarily away), but it **cannot** be someone living in a third household. There should be **only one** primary caregiver in each household.

Important: In this round we do not collect caregiver's information for the Older Cohort Child because he/she is in an age that does not require a carer and when most decisions can be made by him/herself.

➔ **Household head:** In principle, the definition of household head is left open to the respondent. However, if the respondent does not know how to define the household head or mentions more than one person, explain that the household head usually the person that has control over most of the household's decisions. If the respondent considers more than one person as household head, ask who controls the resources / income of the household; if more than one person is still mentioned, ask who contributes with most of the resources / income in the household.

Remember: There should only be **one** 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, <u>and</u>

2. They share food from a common source at least once a day (i.e. cook and eat together), <u>and</u>

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, or

    ▪ They may **benefit from** this income, but do not contribute to it (e.g. children, elderly, or household members who do not work)

In addition to these, other people included as household members as exception are:

- Long term employees living in the household that **share meals** with household members (e.g. house maids). Contrarily, short term employees who do not share meals should not be counted as household members (e.g. construction worker who is doing some repairs in the household)
- Household tenants/ lodgers that **share meals** with household members. Contrarily, if the tenant does not share meals, he/she should not be counted as a household member.

➔ **ID of Household Member:** The ID is a unique number assigned to each household member since the beginning of the study. This means that two members of the same household cannot have the same ID. The YL Child's ID is always "0" ("00" in the paper questionnaire). The remaining household members may have an ID of 1 onwards. New members added to the roster will have new IDs that start in the following number from the highest already assign. In CAPI these will be created automatically once you add a row to the roster, so you do not have to enter them manually.

REMEMBER: THE HOUSEHOLD MEMBER ID IS DIFFERENT FROM THE **CHILD ID**, WHICH IS THE <u>UNIQUE</u> 6-DIGIT CODE ASSIGNED TO EACH YL CHILD OF THE 2 COHORTS FROM THE 4 COUNTRIES. THEREFORE, NO YL CHILD WILL HAVE THE SAME CHILD ID AS ANY OTHER YL CHILD IN THE SAMPLE. THE CODE IS COMPOSED OF: **COUNTRY / CLUSTER / COHORT / CHILD NUMBER**

> **Example**: IN 01 0 011, where
>
> VN = Country
>
> 01 = Cluster
>
> 0   = Younger Cohort
>
> 011 = Child number

In CAPI, the Child ID is shown without the leading "0". In the example, you will see in the top of your screen "10011".

INSTRUCTIONS

In CAPI, the household member roster shows basic pre-filled information of ALL previous household members (i.e. all members that were recorded since R1). Check that each of these details is correct 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 (clicking on the button: [Add Row]).

Q.1: Full name

The names of PHHM's are pre-filled, but you should still verify them (including spelling).

P.1. Age in R3

This is pre-filled information for reference only.

Q.2: How old is [HHM]?

Enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12. Check 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). There could be the case where the age of the HHM was misreported in R3 and you get a warning message when you enter the correct age. In this case you should leave the warning message in place and make a note of why the information you entered is the correct one. You should do this using the 'field notes template' (BOX.5) provided.

If HHM has not had his/her first birthday, you should record 0. Only in this situation the next question (Q.3) will be automatically enabled in CAPI.

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 you entered is greater than 11. Remember that in CAPI you do not need to enter the preceding 0, so that 2 months should be entered as 2, and not as 02.

Q.4: Sex

In CAPI the sex of the HHM appears pre-filled from Round 3. However, you may modify this information if you find mistakes. You will need to record this information for all new household members.

Q.5: Relationship to [YL Child]

Be careful when coding the answer for this question. Remember that the <u>reference point is YL Child</u> and not the respondent. For instance, if the mother is the respondent and she is also the primary caregiver, when you ask this question, she might say: "[YL Child] is my son". In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the child as point of reference, and not the respondent or any other household member.

Q.6: How many children have been born alive to [YL CHILD'S MOTHER] since [YL Child]?

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".

Q.7: Is HHM the primary caregiver of [YL Child]?

Remember that there should be only ONE primary caregiver in the household. Be careful in responding that more than one person is the primary caregiver. In CAPI, this situation will be flagged as an error.

The following two questions ask about [YL Child]'s place of birth.

Q.8: Was [YL child] born in this commune?

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 commune where the interview takes place, we continue with Q.9, otherwise skip to Q.10.

Q.9: Where was child born?

In this question, the fieldworker is supposed to record the name of the province, district, and commune of where the child was born.

Q.10: Does [HHM] still live in the household?

This question records whether the HHM lives at home or not, and whether he/she 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 recorded as still living in the household). It is important that those household members who have moved away are recorded 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 as part of the household for practical purposes.

In cases where HHM has died (code 03), **Q.11** will be enabled.

In this round, there is particular interest in collecting information about the YL Child sibling (the one that was interviewed (and measured) in R3), therefore, in order to make an appropriate tracking effort, Q.12 will be enabled for the R3 sibling only if the answer to this question is that he/she is living away temporarily or permanently.

Q.11: Which year did [HHM] die in?

Ask this question only if answer to Q.8 is *03=Person has died*. Please remember being sensitive when asking this question

Q.12. Where is [HHM] living now? *[only for R3 sibling]*

This question is enabled only when YL Child R3 sibling is living away temporarily or permanently. This is information is important as it will be the basis of the decision of whether to track the child. If the new address of the R3 Sibling can be reached within a 5 hour journey then information for the R3 will be

collected by setting up another appointment. Otherwise, the fieldworker should make a note on the template provided as to why the child was not tracked.

Q.13: How often does [HHM] see [YL Child]? *[only for biological parents or caregiver]*

This is asked only to the father/mother/caregiver when they are living away temporarily or permanently.

Q.14: Where is [HHM] living now? *[only for biological parents or caregiver]*

This is asked only to the father/mother/caregiver when they are living away temporarily or permanently.

Q.15: Has [YL Child] ever lived with [HHM]? *[only for biological parents or caregiver]*

This is asked only to the father/mother/caregiver when they are living away temporarily or permanently. It refers to a period of time of at least 30 consecutive days.

Q.16: How long did [YL Child] live with [HHM]? *[only for biological parents or caregiver]*

This question refers to the number of years that YL Child lived with HHM who is biological parent and/or primary caregiver and who are temporarily or permanently away from the household. If the child lived with this person for less than one year, enter 0.

Once this information is filled in for all household members ask the respondent if there are any other people currently living in or being hosted by 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 this case, add this person to the Roster and record the same information that was recorded for previous members. By definition the new household member must live in the household.

Once you are sure you have included all household members, you will proceed to ask the following questions only to current household members. In CAPI, this information will be pre-filled automatically for those who still live in the household.

Q.17: What is [HHM] relationship to the household head?

Be careful when coding the answers to this question. Remember that the reference point is now the household head and not the respondent. For instance, if the father of YL Child is the household head, when you ask this question in reference to the YL Child, the respondent might say: "[HOUSEHOLD HEAD] is her father". In this case, you should enter the code 05=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.18: 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.19: Does [HHM]'s biological mother live in the household? If yes, write her ID.

This question intends to capture the links among other household members different than the YL Child. In CAPI all the female HHMs will be displayed in a drop down menu and you will be able to select one directly from there.

Q.20: Does [HHM]'s biological father live in the household? If yes, write his ID.

This question intends to capture the links among other household members different than the YL Child. In CAPI, all the male HHMs will be displayed in a drop down menu and you will be able to select one directly from there.

Q.21: Is the roster complete?

Once you finish updating the household roster, check with the respondent that ALL current household members have been included, and correct if necessary.

ID of respondent for this section (identify the respondent for this section using the ID from the household roster0.

Once this screen is completed, enter the ID of the respondent for this section. Differently from all other sections in the questionnaire, when we identify the respondent at the very beginning, this question is placed here because the information collected in the roster allows us to have a list and IDs of ALL persons that live in the household. In CAPI this list will be pre-filled automatically in a drop-down menu.

0.2. PARENTAL BACKGROUND

PURPOSE

The purpose of this sub-section is to gather basic information about YL Child's biological parents **when they did not appear in the household roster at all** (i.e. they were not recorded as being household members since R1).

INSTRUCTIONS

[Questions about biological father]

Q.1: Is the biological father of [YL Child] alive?

Remember being sensitive when asking this question. There could be cases where the respondent has not had any contact with the biological father, therefore, she does not know whether the father is alive or not. In these situations use code 77=NK and skip all questions related to YL Child's biological father.

Similarly, if respondent does not want to answer to this question, code as 79=Refused to answer and skip all questions related to biological father.

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. Do not prompt the answers. Listen to the respondent and code accordingly using Codebox #1.

Q.4: How often does biological father of [YL Child] see [YL Child]?

This is asked only if the biological father is alive. Do not prompt the possible answers. Listed to the respondent and choose a code that best fits the answer.

Q.5: Has biological father of [YL Child] ever lived with [HHM]?

This is asked regardless of whether the biological father is alive or has passed away. It refers to a period of time of at least 30 consecutive days.

Q.6: How long did biological father of [YL Child] live with [HHM]?

This is asked regardless of whether the biological father is alive or has passed away. This question refers to the number of years that YL Child lived biological father. If the child lived with this person for less than a year, enter 0.

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".

If respondent does not want to answer to this question, code as -79=Refused to answer.

Q.8: Is the biological mother of [YL Child] alive?

Remember being sensitive when asking this question. There could be cases where the respondent has not had any contact with the biological mother, therefore, he does not know whether the mother is alive or not. In these situations use code 77=NK and skip all questions related to YL Child's biological mother. Similarly, respondent does not want to answer to this question, code as 79=Refused to answer and skip all questions related to biological mother.

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 <u>alive</u>. Do not prompt the answers. Listen to the respondent and code accordingly using Codebox #1.

Q.11: How often does biological mother of [YL Child] see [YL Child]?

This is asked only if the biological mother is <u>alive</u>. Do not prompt the possible answers. Listed to the respondent and choose a code that best fits the answer.

Q.12: Has [YL Child] ever lived with biological mother of [YL Child]?

This is asked regardless of whether the biological mother is alive or has passed away. . It refers to a period of time of at least 30 consecutive days.

Q.13: How long did [YL Child] live with biological mother of [YL Child]?

This is asked regardless of whether the biological mother is alive or has passed away. This question refers to the number of years that YL Child lived biological mother. If the child lived with this person for less than a year, enter 0.

SECTION 1 – CHILD MOBILITY

PURPOSE

This section intends to collect information about all of YL Child's movements to a different locality (i.e. commune) since 2010 for a period of 1 month or more (or that is expected to last 1 month or more). The information collected includes potential movements within the same district, as well as to other districts, provinces, and even other countries. This information is then used to analyse migration issues related to YL Child.

RESPONDENT

The respondent for this section is preferably the primary caregiver.

DEFINITIONS

➔ **Locality / community:** The concept of locality remains open to what the respondent considers his/her locality is. Typically, administrative areas such as *communes/wards* are considered a "locality".

INSTRUCTIONS

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

Q.1: Has [YL Child] ever moved to a different commune for at least 1 month since 2010?

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

The only exception to the one month rule is the following: a child that has moved to the location where the interview takes place less than a month ago BUT expects to stay there for a long time or permanently. These cases you should be coded as "01=Yes", even if the child moved less than a month ago.

Q.2: In which year did [YL Child] move?

Remember that the range of years is from 2010 to 2013.

Q.3: Where did [YL Child] move to?

This question intends to capture the distance of the movement (i.e. how far the child went in each of her/his movements).

Q.4: What type of commune did [YL Child] move to?

This is an approximation of the size of the destination (i.e. urban, rural, major town, etc.).

Q.5: How long did [YL Child] stay in this location?

Record the length of time YL child stayed in the location in months. If the YL Child still lives in this town, enter "0". This means that the last locality entered must be the one in which he/she currently lives.

Q.6: Who did [YL Child] move with?

Ask the respondent who YL child moved with, whether it was with some household member or someone else. Code the answer using Codebox #6.

Q.7: Why did [YL Child] move?

Ask for the main reasons 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.

SECTION 2 – HOUSEHOLD AND CHILD EDUCATION

2.1. HOUSEHOLD EDUCATION

PURPOSE

The purpose for this section is to identify the educational level and educational degree of each household member and the YL Child, as well as to gather in-depth information about YL Child educational experience.

RESPONDENT(S)

The preferred respondent for this section is the primary caregiver since he/she is supposed to be more knowledgeable about the YL Child's education. However, other family members can help if the respondent does not know some of the information.

DEFINITIONS

➔ **Public school:** Depends on the state funding.
➔ **Private school:** Depends mainly on non-governmental funds and sources, including parents, NGOs, religious organizations or donors.
➔ **Informal school:** Education is imparted to children, but it is not recognized by the government.
➔ **Mixed public - private school:** Includes private and public funding, related to tuition fees only. Do not confuse with schools that receive meals from the government, but are privately owned.
➔ **Not-for-profit school:** Includes schools that are owned by NGOs, churches, charitable institutions, etc.
➔ **Full-time education:** Refers to the minimum attendance requirements established by schools (5 – 6 days a week). Teaching hours may not necessarily be a whole day; they could be morning, afternoon or evening shifts, depending on school curricula.

INSTRUCTIONS

This section is divided in 2 tables: one for adults (18 years old and above) and another for children (5 to less than 18 years old).

In CAPI, the names of each household member who is in these age ranges will be filled in automatically based on the information recorded in the Household Roster

For 18 years old and above

Q.1: Has [HHM] ever attended or is he/she currently attending school?

Ask the respondent if each household member, in the age range, has ever attended any form of education. This question refers to all levels of schooling, including early learning centres, kindergarten, pre-school, etc.

Q.2: What was the highest grade that [HHM] completed (excluding pre-primary)?

Enter the highest educational degree obtained so far. For those household members whose current educational level is not higher than secondary, we distinguish between specific grades (primary school: 1st through 6th grade; secondary (high) school: 6th through 12th). If the household member has completed secondary education and has continued studying (or is studying), the codes refer to levels of education (e.g. Higher / College, Vocational, etc.).

Remember that we are looking for the highest educational grade the person achieved. This means that, for instance, for someone who is currently in 4th grade, you must enter 3th third as the highest completed (because the 4th grade has not been achieved yet).

Similarly, if someone dropped out during grade 12th, you should record 11th grade as the highest achieved.

Just as clarification: Religious education refers to situation in which a person learns to read and write in a religious institution

Q.4: Is [HHM] currently in full-time education?

Establish whether the individual is in full time education (defined at the beginning of the section). Answers distinguish between attending regularly or irregularly. This means that, for instance, if HHM is enrolled in a course that runs 4 hours every Monday, Tuesday, and Friday, and he/she attends every time, then he/she is in full-time education and attends regularly; therefore you should enter code 01. Contrarily, if he/she does not attend every class, he/she attends irregularly, and you should enter code 02.

Q.3: 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, this is considered a change in the level of education. Similarly, if s/he went from school to college (even if he/she has not yet obtained the official college degree), it also counts as a change in the level of education.

From 5 to less than 18 years old

Q.5: Has [HHM] ever attended or is he/she currently attending school?

The purpose is to find out whether HHM ever attended any form of education. This question refers to all levels of schooling, including early learning centres, kindergarten, pre-school, etc.

Q.6. At what age did [HHM] start formal school?

This question seeks to establish the age in completed years of the HHM when he/she started first grade. For example, if HHM was 6 years old when he/she began first grade in October (start of academic year) and then s/he turned 7 in December, you should enter "6" in the space provided.

Q.7: What was the highest grade that [HHM] completed (excluding pre-primary)?

Enter the highest educational grade attained so far. If HHM is currently in full time education, you should still record the highest grade completed (the previous to the current). If HHM is in full time education, but he/she has not completed any grade previously, enter code 00.

For educational levels lower than completed secondary, the information is disaggregated by grades. For our specific age group, we expect almost all HHM 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. The concept of full-time education has been explained above. Please note that answers distinguish between attending regularly or irregularly. This means, for instance, that if the HHM is enrolled in a course that runs 4 hours every Monday, Tuesday, and Friday, and he/she attends every time, then he/she is in full time education and attending regularly and, therefore, you should enter code 01. Contrarily, if he/she does attend every class, he/she attends irregularly, and you should enter code 02.

Q.9: Why is [HHM] currently NOT in full-time education?

This question is enabled when answer to Q.5 or Q.9 is NO.

This question aims to find out the reasons why the child (being in schooling-age) is not enrolled in full-time education. If the respondent provides more than one reason, ask for the most important one and code this answer using Codebox #9.

If the respondent is answering this question because he/she has never attended full time education (Q.5=0), you should enter the answer and then skip to next HHM.

The next two questions are asked to HHM who ever attended school but are not currently enrolled in full-time education

Q.10: How old was [HHM] when s/he completed/ stopped full time education?

This question examines the age in completed years at which HHM completed his/her studies or left school altogether.

Q.11: What type of school did [HHM] last attend?

Enter the type of school, based on the definition provided at the beginning of the section.

The following three questions are asked if [HHM] is <u>currently</u> in full-time education either attending regularly or irregularly. In CAPI, these questions will be enabled automatically

Q.12: What type of school is [HHM] currently attending?

Enter the type of school, based on the definition provided at the beginning of the section.

Q.13: How much does the household spend on school fees for [HHM] per year?

This is an approximation of the total expenditure on school fees per year. If the respondent finds difficult to estimate, refer to the last academic year (2012/2013). Please note that expenses on uniforms, books, stationary, transport, and extra classes should NOT be included here.

Q.14: How much did the household spend on extra tuition for [HHM] in the last academic year (2012/2013)?

This is an approximation of the total expenditure on extra classes in the last academic year (2012/2013). Tuition fees should NOT be included here.

Q.15: How did [HHM] perform in the last academic year (2012/2013) – as seen in school records.

This question aims to gather information on the performance of HHM based on the yearly school evaluation. For this purpose, the codes reflect the scales in which the evaluation is made.

The following two questions only apply to the YL Child, in CAPI this questions will be enabled automatically

Q.15: Is [YL Child] in a boarding school?

Aims to know whether child is attending boarding school, understood as those schools where children study and live during the school year.

Q.17. Why have you chosen this school for [YL Child] to attend?

This question asks about the main reason for choosing a specific school for YL child. This includes the choice for satellites schools.

<u>**Education Aid**</u>

Questions in this section ask about education aid/assistance received for YL Child in <u>the last 12 months.</u>

Q.19. Over the last 12 months, has [YL Child] received support cash or in-kind support from government or educational organisations for his/her schooling?

This question examines possible sources of funding (public or private) that the child might have got for his/her studies in the last 12 months. This support can be in kind (e.g. uniforms, books, stationary, etc.) or in cash (to cover any expense related to schooling) and could come from the government or other educational institutions.

Q.20. Has [YL Child] been exempted from tuition by the government?

This question is specific about government's support for YL child tuition. If answer is NO, skip to Q.22.

Q.21. What were the reasons for being exempted from tuition?

If YL Child is exempted from tuition fees, ask the respondent to name the main reason for being exempted. Fieldworker, do NOT prompt the possible answers. Listen and then code accordingly.

Q.22. What is the total amount of tuition exempted for [YL Child] each month?

Ask the respondent to estimate the total amount of the exemption that was granted per month. As all questions related to currency, the answer should be entered in thousands of Vietnamese Dong (VND).

Q.23. What percentage of [YL Child]'s education cost does this exemption cover?

Asks for the percentage of the total education cost that the exemption covers. Fieldworker, select the code that matches the answer using the drop-down menu.

Contributions to school

This section asks about detailed contributions made to the school in the last 12 months for all children in the household attending school. These contributions do not include compulsory school fees. The specific contributions we ask about are:

01	School construction fee
02	Accident insurance
03	School security
04	Class's fund
05	Pupils' parents' fund
06	Health Insurance
07	Other contribution, specify
08	**Total contribution**

Please note that Item 08=Total contribution, is asked only when the respondent cannot provide information for each contribution in detail but can give an amount for the total contribution as a whole. This also applies to cases where the respondent knows some, but not all contributions. In this case, we want to know the contributions he/she gives to school, and the total amount. This means that in CAPI, this item will be enabled anytime -77=is coded in Q.25 and/or Q.26.

Q.24. Thinking about the school(s) attended by children (aged 5-17) from your household – Do the parents of children at these schools contribute in cash towards the following?

This question refers to contributions in cash that most parents of children who attend same school as children in the household pay. These can be contributions made voluntarily or compulsory.

Q.25. How much did your household contribute over the past 12 months?

This question refers to the total amount of all cash contributions made by the household to the school in each of the 6 domains (school construction fee, accident insurance, school security, class' fund, pupils' parents' find, or other) for all children in the household who are in school. The unit of measurement is thousands of VND.

Q.26. What was the value of the exemption your household was granted for this contribution?

Ask for the amount of the exemption that the household received for each contribution made. Remember that this question refers to all contribution made for all children in the household who attend school. Therefore, this should be total amount of exemption that household received for all these children. If no exemption was granted, you should enter '0'.

Q.27. What was the reason for this exemption?

Ask why the exemption was granted for all contributions made for all children in the household who attend school. If there is more than one reason for exemption, ask for the reason for the largest exemption.

The following two questions refer to aid received only for YL child education.

Q.28: Over the past 12 months, what is the total amount that has been received from educational aid organizations for [YL Child]'s education?

Ask the respondent to estimate the amount of aid that was received for YL child education in the last 12 months (or last academic year if it is too difficult to estimate). Enter amount on thousands of VND.

Q.29: If you had not received education aid and/or tuition exemptions, would you still send [YL Child] to school?

Ask the respondent to assess what the decision would be regarding YL Child studies if the aids and exemptions were not granted. You can ask whether the household would be able to afford to send the child to school without this support.

Extra schooling

Q.30: Has [YL Child] participated in extra classes (additional to regular schooling, mostly voluntary & charge a fee) on school premises during the school months of the last academic year?

Ask if YL child has attended any extra schooling in the school months of the last academic year. If the answer is YES, skip to Q.32.

Q.31: Why does [YL Child] not attend extra classes? You can provide up to three answers, but please list the most important reasons first.

Ask about the three most important reasons of why YL child did not attend extra classes during the last academic year. You should not prompt the answers. Just listen to the responses and the code accordingly. Please make sure you list the most important reason first. Remember not to enter the same reason twice. In CAPI, these situations will be shown as errors when you validate the screen. If there are less than 3 reasons, complete the rest of the answers with 88; no question should be left unanswered in CAPI.

Once this question is answered, skip to the next sub-section: Educational history

Q.32: What are the main reasons that [YL Child] attends extra classes? You can provide up to three answers, but please list the most important reasons first.

Ask about the three most important reasons of why YL child attended extra classes during the last academic year. You should not prompt the answers. Just listen to the responses and the code accordingly. Please make sure you list the most important reason first. Remember not to enter the same reason twice. In CAPI, these situations will be shown as errors when you validate the screen. If there are less than 3 reasons, complete the rest of the answers with 88; no question should be left unanswered in CAPI.

Q.33. During an average week, how many hours has [YL Child] attended extra classes?

Ask (approximately) how many hours per week in the last academic year YL Child attended extra classes. Use code -77=NK if the respondent does not know the answer, but help him/her estimating if he/she finds it difficult.

Q.34. During the school months of the last academic year, approximately how much money has the household paid on average per month, for [YL Child]'s extra classes?

Ask the respondent to estimate how much money per month was spent on average in YL Child extra classes in the last academic year. Enter amount in thousands of VND.

Q.35. Have you had any difficulty paying for [YL Child]'s extra classes?

Ask the respondent if the HH ever had any problems paying for YL child extra classes. You can also ask if there was ever a time when respondent thought there was not enough money to pay for YL Child extra schooling (with reference to the last academic year).

Q.36. How would you rate the impacts of extra classes for [YL Child]'s performance in ordinary school classes?

Ask the respondent to assess the impact of attending extra classes on YL Child's performance at school. Read the possible answers.

2.2. EDUCATIONAL HISTORY OF THE CHILD

PURPOSE

This sub-section's purpose is to record the child's educational history since school year 2005-2006, when YL Child was in pre-primary or Grade 1 (ages of YL children vary between 12 and 13). 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 YL Child was enrolled.

INSTRUCTIONS

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 (more or less school year 2008-2009). It will also provide a good control for the 'Education History' table.

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 2008 and 2013. This could be either by choice (e.g., neglecting), family decision (e.g., the family had to move away) 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 and work backwards. You will see that in CAPI the academic years for which you are gathering information are already pre-filled to ease the administration.

Q.3: Did [YL Child] attend any school, preschool, kindergarten, pre-kindergarten, early learning program or similar for more than 6 months?

The purpose of this question is to find out whether the Young Lives child studied regularly for more than six months during any given academic year, or is currently enrolled in any educational centre. If the answer is NO, you should skip to next row (i.e. previous academic year).

Q.4: What grade was [YL Child] enrolled in?

Ask about the grade in which the YL child was enrolled in that specific year. For all instances where YL Child was in any grade previous to Grade 1, you should code this as 50=Any pre-primary. For all other grades, you should enter the numbers 1-12, accordingly.

Q.5: Was [YL Child] enrolled in the same school as in the previous year?

This question asks if the YL Child has changed schools from one year to the other. This is done in order to avoid collecting school information for the same school repeated times. There could be some cases when YL Child has not changed schools since he/she was in pre-primary or Grade 1. To avoid not collecting any information about the schools, in CAPI you will see that the final row (academic year 2005-2006) does not have a skip for this question. This means that you will ALWAYS collect school information for this academic year.

Q.6. What type of school was it?

This refers to the ownership of the school. Please refer to the definition provided at the beginning of this section.

Q.7. Province where school is located

(Pre-populated information) In this question you need to select the relevant province from the drop down menu. In cases when the province is not listed (i.e. is outside YL areas), select code 98=Not a YL province.

Q.8. Name of province

This question is enabled only when the province where school is located is not a YL province (answer to previous question is 98=Not a YL province). In this question, you are asked to type in the name of the province. Try to avoid spelling errors.

Q.9: Commune where school is located

(Pre-populated information) In this question you need to select the relevant commune from the drop down menu. If you have selected 98=Not a YL province in Q.7 you need to will need to select code 998 in this question and continue with the next one.

Q.10: Name of commune and district

This question is enabled when the commune could not be identified in the previous question. Please note, however, that in this question you are asked to enter both, the name of the commune and the district where it is located.

Q.11: Name of the school

Question 7 and question 9 provide 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.

In all cases where neither the province nor the commune where found in the drop down menu, you will be required to select 'School not on list (9999)' and continue with the next question.

Q.12: Specify name of the school

This question is enabled when answer to previous questions was 9999=School not on list. You need to enter the name of the school. If the school has more than one name, write the most popular one.

2.3. TIME ALLOCATION

PURPOSE

In this table, we want to figure out how each child in the household (between 5 and less than 18 years old, including the YL Child) administers his/her time. For this we shall refer to a *typical* day or, in other words, any day during a school week.

INSTRUCTIONS

Start by showing the respondent the 'time allocation card' (Figure 6) so that he/she takes into account the activities being considered for the exercise. The exercise should not follow the order of the questions in the paper questionnaire (or CAPI), except for 'sleeping' that is ALWAYS asked first. By showing the 'time allocation card' the respondent is free to allocate hours spent in whichever order he/she wants, which will commonly be in terms of importance.

Figure 6. Time allocation card

In CAPI all HHM in the age range of 5-17 will appear automatically in the table based on the information provided in the household roster.

Note that CAPI provides the possibility of having a counter that adds together the number of hours reported. It is crucial that fieldworkers use this tool correctly. The counter was added only with the purpose of checking that the total addition is equal to 24 (24 hours) (as was done in previous rounds). Therefore, it cannot be used to record (without asking the respondent) the remaining hours to the last activities being reported.

Q.1: Sleeping

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

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

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

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

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

Q.4 Tasks on family farm, cattle herding, other family business, shepherding (not just farming)

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

Q.5 Paid (remunerated) work or activities outside of the household or for someone not in the household (including travelling time to work, out and return)

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

Q.6: At school (including travelling time to school, out and return)

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

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

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

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

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

SECCION 3 – LIVELIHOODS AND ASSET FRAMEWORK

3.1. LAND AND CROP AGRICULTURE

PURPOSE

The purpose of this section is to gather information about the access, ownership, and use of agricultural and non-agricultural lands by the household. Specifically, we examine the land size, the uses of the land, and its monetary value. Non-agricultural lands include areas used for housing (for example house, apartment, either owned, leased or borrowed) for a business (for example, if the household rents / has a place to sell / manufacture products) or both (for example, a house whose first floor is a business / an orchard). In the case of agricultural land we also collect information about the types of crops grown.

RESPONDENT

Household member who knows best about land extension and value, agricultural products, product prices, and market prices of crops; most probably the head of household.

DEFINITIONS

➔ Land with land-use certificate (includes sharecropped-out and leased-out) - The household has a land-use certificate for the land. If the land is rented out, borrowed out y/o shared out, it will be recorded in this category.

➔ Rented-in - The household rents land that belongs to someone else (not a household member).

➔ Borrowed - The household borrows land that belongs to someone else (not a household member).

➔ Sharecropped-in – The land is being shared with another person (usually the owner of the land) who allows part of the land to be worked under a contract that specifies the percentage of the crop and / or a monetary payment in exchange for work.

➔ Other types of land - Includes all other types of land not included in the previous groups.

INSTRUCTIONS

The next table should be administered as follows:

1. Ask question 1 for all land types (as a column)
2. Then continue asking the rest of the questions (row by row) for all the types of land that were marked as YES in Q.1.

Q.1. Household has had any of these types of land in the last 12 months (whether for agricultural or non-agricultural purposes).

Ask this question making sure the respondent understands that it refers to agricultural and non-agricultural (i.e. living accommodation, industry, etc). Ask this question for the list of land-types and then continue asking the rest of the questions only for those which the household has had access to in the last 12 months.

Q.2: Total area of agricultural land (in m2)

Enter the **total sum** of all agricultural land used by the household during the last 12 months in squared meters. For example, if the household has a plot of 2 m^2 and another one of 3 m^2, the total area of agricultural land is 5. If the household uses local units for different land plots, transform them in squared meters and add them together. You can take a conversion chart with the most common area units to make transformations easier.

1 mẫu Bắc bộ = 10 sào	= 3600 m2
1 sào Bắc bộ = 15 thước	= 360 m2.
1 thước (Bắc bộ)é	= 24 m2.
1 miếng (Bắc bộ)	= 36 m2
1 thước (Trung bộ)	= 33,33 m2
1 miếng (Trung bộ)	= 24 m2
1 sào Trung bộ	= 500m2
1 công nhà nước	= 1000 m2
1 công tầm lớn	= 1200 m2 (công tầm cấy)

If the household does not have any agricultural land, enter '0' and skip to Q.5. In CAPI this will disable all questions related to agricultural land.

Q.3: What is the main use of this agricultural land?

Ask the respondent to tell you what he/she uses the specific type of land for and then code accordingly. If the respondent mentions more than one use for the plot, you should ask for the use of most of the land (i.e. main use in terms of extension). Please remember not to prompt the answers.

Q.4: What proportion of the land was irrigated in the last 12 months?

Irrigation should be understood as any artificial application of water to the land or soil, such as by pumps, pipes, etc. If the household has many plots of land, and only one is irrigated, it should be taken into account in the answer. Read the alternatives to the respondent and explain if necessary

Q.5. Total area of non-agricultural land?

It refers to land used for housing (including the possibility of a business within the house) or for business. Enter total land area ("base" of the land) where the house is placed. If there is more than one property, you must report the sum of the total land area. If you have a business in the house (e.g. a warehouse on the first floor), this should also be included in the total area of the land. If the household has moved from one house to another during the last 12 months, only consider the current house.

If the household does not have any non-agricultural land, enter '0'. This will disable all questions related to non-agricultural land.

Q.6: What is the main use of this non-agricultural land?

The codes have been designed to allow for more than one use by combining them (e.g. 03=Living accommodation plus Industry (e.g. shop, rented-out accommodation)).

If the household has a business **within** the house, you can use the codes from 02 to 04 depending on the nature of the business (02 for agricultural business, 03 for commerce and industry, 04 for a mix of agricultural and non-agricultural business). For businesses **outside** the household, codes 06 and 07 will be appropriate, depending on the type of business.

Q.7: What is the total extent of leased-out/ sharecropped-out land?

Enter the total extension of all share-cropped out land (defined at the beginning of the section) in the last 12 months in squared meters.

Crop diversification

The purpose of this section is to inform on the crops grown and harvested by the household in the last 12 months. If the household has grown, but not yet harvested crops, do not consider them in the table.

Q.8: In the last 12 months, has anyone in your household grown and harvested any crop?

Ask the respondent to tell you if anyone in the household has grown and harvested any crop in the last 12 months. Please make sure the respondent is clear that you are interested in only crops GROWN and HARVESTED.

Q.9: Important crops grown and harvested

Ask the respondent to name the 4 most important crops that were grown and harvested in the agricultural land in the last 12 months. The importance is in terms of household welfare (i.e. money/ revenue/food they produce). If there are less than 4 crops grown and harvested, fill the remaining with 88=NA.

Q.10: Total output in kilograms

Ask the respondent to estimate the total output of crops in kilograms. He/she may use different units, in which case you should convert them in Kg and then introduce the total amount in the relevant space.

Q.11: Value of output sold in the last agricultural year

Enter value in '000 VND.

Q.12: Operational costs incurred in producing this crop in the last agricultural year?

Enter value in '000 VND. Operational costs include salaries of workers, expenditure in seeds, fertilizers, pesticides, fuel, irrigation, costs for maintenance of equipment, rent of agricultural land, etc.

Q.13: Net income from leased-out land (for growing agricultural crops)

Ask about the total income the household got from leasing-out land. This is, land that was rented to other people to grow crops

3.2. LIVESTOCK AND PRODUCTIVE ASSETS

PURPOSE

The purpose of this section is to get information about productive assets (animals, tools, utensils, agricultural and non-agricultural machinery) owned or used by household members in the past 12 month, as well as the value of these assets.

RESPONDENT

The household member with the most information about productive assets; most likely the head of household.

DEFINITIONS

➔ **Productive asset:** any tangible good, utensil, machinery, or tool employed in production processes and activities that generate income. It may be agricultural or non-agricultural. Tractors, wheelbarrows, and axes are productive assets used in agriculture while spinning machines, drills, and sewing machines are non-agricultural productive assets.

INSTRUCTIONS

LIVESTOCK

Q.1: Has anyone in the household owned any livestock in the last 12 months? (Do not include pets)

This question identifies whether a member of the household owns or has owned any animal in the past 12 months. Include only animals that can generate income, therefore pets are excluded from this section. If the respondent answers 'NO' skip to Q.5 (in CAPI the table 'type of livestock' will be disabled).

Type of livestock table

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:

1. Ask Q.2 for each animal type.

2. Once you have established which ones are/were owned by the household, continue to ask Q.3-Q.4 row by row (only for those animals owned by the household).

Q.2: Has anyone in the household owned any of the following animals at any time in the last 12 months?

Ask this question first for all animal types in the table and tick on the relevant radio button (Yes/No).

In CAPI, if 'Other' type of animal is ticket as owned by the household, the next column ('Specify animal') will be enabled. In the space provided you need to type in the name of the animal the household owns.

Specify livestock

This column is enabled only when 'other' type of animal is ticked in Q.2.

Q.3: How many of the following animals does the household <u>currently</u> own?

This question refers to all animals which are owned by the household at the time of the interview. If no animals are owned at the time of the interview, enter '0' and skip to the next animal owned by the household. In CAPI this translates as Q.4 being disabled.

Q.4: If you were to sell ALL your [NAME OF ANIMAL] today, how much would you get for them?

Ask the respondent to estimate the total amount of money he/she would get if he/she was to sell ALL the animals owned (for each animal group). 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 owned 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 selling value for the different varieties and add the sub-totals to find the total value. The same criteria should be used in cases where a household owns different animals belonging to the same animal group, e.g. poultry, which includes chickens, ducks, etc. Once again, the fieldworker must calculate the value for the different animals and add the sub-totals to find the total value of the group.

<u>Primary occupation of productive assets</u>

Q.5: In the last 12 months, what was the most important occupation/money-making activity of your household in terms of income?

Ask the respondent to identify the most important occupation for the household. This is, the occupation that generates most of household's income. Do not prompt the answers.

Q.6: Do you have any assets (owned, rented, or borrowed) that allow your household to work and generate income?

This is a filter question to identify whether the household 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 as, 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

PRODUCTIVE ASSETS TABLE

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 your household to work/generate income?

This question asks about the 6 most valuable assets that the household uses to generate income or work, including all those that are owned, rented, or borrowed. You should enter them in order of importance. If the respondent mentions less than 6 assets, fill the blank spaces with 88=NA.

Make clear to the respondent that this refers to both agricultural and non-agricultural assets. You can read the alternatives in the event that the respondent does not understand the question.

Additionally to this information, ask the respondent about the total number of assets (owned, rented, or borrowed) that the household has.

Q.8: For which activity is this asset used?

This question applies to all assets (owned, rented, or borrowed). Enter the economic industry using the codebox related to the occupation of productive assets.

Q.9: How many of them do you <u>currently</u> own?

Consider only owned assets. If all the productive assets of the same type are rented or borrowed, enter '0' and skip to next sub-section (individual activities).

Q.10: If you were to sell it/them <u>today</u>, how much could you get?

Ask the respondent to estimate the amount of money he/she would get if he/she would sell ALL OWNED assets. If there are different assets captured under the same group, ask for the value of each asset within the group, aggregate them, and enter this amount in the relevant space.

3.3. INDIVIDUAL ACTIVITIES

PURPOSE

The purpose of this sub-section is twofold. First, know the main occupations and work activities (paid and unpaid) of each one of the current household members aged 5 and over. Second, estimate the monetary income of the main paid work for each of the individuals in the household doing paid work. The reference period in all cases is the last 12 months.

RESPONDENT

The household member who knows best about the activities of all household members; probably YL Child's mother.

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. Being a student (elementary, secondary, higher) is not considered an occupation or business activity (remember that the information on whether household members are attending an educational centre is captured in the Education section). However, if the child not only studies, but also does paid or unpaid work, then s/he should be counted here. If a household member has done less than 3 work activities then please use the N/A code of 88 as appropriate.

> **REMEMBER**: IF A HHM WORKS HARVESTING CROPS FOR HIS <u>OWN FAMILY'S FARM</u>, HER/HIS ACTIVITY WILL BE CODED AS 01=SELF=EMPLOYED (FOOD CROPS). WHEREAS IF S/HE HARVESTS CROPS, IN <u>SOMEBODY ELSE'S' FARM</u>, HER/HIS ACTIVITY WILL BE CODED AS 05=WAGE EMPLOYMENT (AGRICULTURE).

Q.1 Most important work activity / occupation in terms of time spent

Enter the household's most important work activity in terms of time spent. Do not prompt the answers. Listen to the respondent and code accordingly using codebox # 14.

Types of activities (following R3)

Activity
AGRICULTURE & ALLIED AGRICULTURE
01=Self Employed (Food crops)
02=Self Employed (Non-food, including horticulture, sericulture and floriculture)
03 =Self Employed (Aquaculture)
04 =Self Employed.(Livestock)
05=Wage Employment (Agriculture)
06=Annual Farm Servant
07=Other (allied) agriculture
NON-AGRICULTURE
08=Self Employed (Manufacturing)
09 Self Employed (Services)
10= Self Employed (Business)
11 = Self Employed (Other non-Agriculture.)
12=Wage Employment (Unsalaried/ irregular; Non-agriculture)
13=Regular Salaried Employment
21=house maid
20=Other non- agriculture specify _____
UNEMPLOYED OR UNPAID
14=Unemployed
15=Household chores
16=Other unpaid activity, specify
17=Household dependent (child or retired elder)
18=Begging
19 = Student
77=NK
88=NA

Q.2 Is this a regular job/ activity?

Ask whether the activity is performed with a defined regularity or not. 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 at irregular intervals and without previous planning, it should be considered an irregular occupation.

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

Q.3: Months per year

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

Q.4: Days per month

Enter the number of days worked per month. Consider the following:

- Someone who works from Monday to Friday: 20 days per month (5x4).

- Someone who works from Monday to Saturday: 24 days per month (6x4).

- Someone who works from Monday to Sunday: 30 days per month.

- Someone who works some days and not others, depending on the month: write down the average of days worked per month.

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

Q.5: Hours per day

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

Examples of how to code in Q.4 to Q.6.

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

Number of months per year	Days per month	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.

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

Q.6: In which season of the year is this activity mostly performed?

This question asks about the trimester in which the activity is mostly performed. Use the yes/no codes to select all that apply.

Q.7: Is [HHM] employed by anyone for this activity?

Ask the respondent if HHM is employed by anyone or whether he/she works for the own household (self-employed).

Q.8: Does [HHM] or his/her employer pay social insurance for him/her?

If HHM is employed by someone else (Q.7=YES), ask the respondent if HHM's employer provides HHM with social insurance.

Q.9: Which of these three jobs / occupations is the most significant in terms of income?

Ask which of the activities reported is the most significant in terms of monetary income (including payment in kind). If all the activities performed by a HHM do not generate income (i.e. are unpaid) enter code 88=NA. The answer to this question is important for the following section, which explores in-depth the HHM's economic activities.

The following situations are allowed as answers in this question:

- Activities that generate the most monetary income in the last 12 months but are no longer performed by the HHM.
- Activities that generate the most income but are not the most time-consuming.

3.4. HOUSEHOLD INCOME

PURPOSE

The purpose of this section is to make an approximate estimation of the net labour income (after taxes) generated by all HHMs in the last 12 months. For this purpose, the study collects information about the gross income generated from a list of activities each HHM may have performed in the last 12 months, and the costs related to each activity.

INSTRUCTIONS

Q.1: Has anyone in the household earned any income from this activity in the last 12 months?

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):

	LIVESTOCK
1	Sale of livestock products (milk, cheese, butter, meat, …)
2	Sale of live small ruminants / livestock / poultry / bee hives
3	Fisheries Catching
4	All Forestry Products
	WORK FOR WAGES
5	Agricultural wage work
6	Salaried/ regular wage work
7	Casual wage work
	BUSINESS / SELF-EMPLOYMENT INCOME
8	Profits (earnings) from trading and selling commodities
9	Profits (earnings) from processed food
10	Profits (earnings) from handicrafts
11	Profits (earnings) from carpentry, ironmongery, etc.
12	Profits (earnings) from services (Sewing, Barbar, Other Traditional etc.)
13	Income from land <u>not</u> used for crops
14	Income from land used for crops (crops sold and consumed)
15	Other, specify _____

Q.2: What was the total gross income obtained from this activity in the last 12 months?

Ask the respondent to estimate how much was obtained from these activities in the last 12 months. 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 incurred from this activity in the last 12 months?

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, etc., for waged activities.

3.5 – TRANSFERS, DEBT AND REMITTANCES

PURPOSE

The purpose of this section is to get information about money, goods, and/or products received and sent out in the last 12 months, in the form of either transfers or remittances. Additionally, we collect information about support and assistance got from NGOs and GOs since 2010. And, finally, we are interested in collecting information about loans the household may have acquired in the last 12 months, and the source of such loans.

RESPONDENT

Person who know about transfers, remittances, and loans; likely to be the head of the household.

DEFINITIONS

➔ Debt: Debt is a loan / borrowing from someone (i.e. informal lender) or organizations (such as banks, financial institutions, non-governmental organizations), or other lending institution to another person.

INSTRUCTIONS

In this table we collect information of all transfers _received_ by the household in the last twelve months, from people who are not household members or from other institutions. Such transfers can be in cash or in kind.

Q.1: Received from this source in the last 12 months?

For each source of transfer listed, ask if the household has received something from it. If the answer is 'No', skip to next row.

Q.2: What is the total value in cash received in the last 12 months?

Ask the respondent to estimate the amount of money received from each source. The respondent may give you an estimate for a distinct time frame. In this case you should annualise it and enter this amount in the space provided. The unit is thousands of VND.

Q.3: What is the total value in kind received in the last 12 months?

If the transfer received was in kind, you should ask the respondent to give an equivalent in thousands of VND. Enter -77=NK if the respondent does not know the amount, however, you should try to be

persuasive and have the ability to convince the respondent to give an approximate estimate. Provide help estimating the amounts if necessary.

Assistance and Support

Q.4: Has your household received support or assistance through programmes provided by NGOs or GOs since 2010?

Ask the respondent if the household received any support or assistance from governmental and non-governmental organisations since 2010.

Q.5: What kind of support was provided?

Ask the respondent for the type of support/assistance the household received since 2010. Please do not prompt the answers. Listen and then code accordingly using codebox 21.

Q.6: Who provided the support?

This question differentiates between governmental and non-governmental organizations. The option of NK is also allowed.

Q.7: In which year did the support begin?

This question refers to the year when the household received the support/assistance for the first time from the specific organization. Logically, only years 2010, 2011, 2012, and 2013 are allowed. CAPI will show an error message if you enter a different year from the ones listed.

Q.8: 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 0099.

Q.9: How often did you get this support?

Fieldworker, please identify the frequency in which the support was received making use of codebox 22.

MOLISA

Q.10: Has your household been included on the list of poor households created by Commune Committee on the MOLISA criteria for Hunger Eradication and Poverty Reduction Program since 2010?

Fieldworker, please determine whether household was included in MOLISA year by year, since 2010 and enter this information by ticking the appropriate radio buttons (yes/no)

Loans, remittances, and debt

Q.11: Has your household borrowed loans in the last 12 months?

Ask the respondent if him/her or someone in the household has acquired any loan either from formal (e.g. banks) or informal (e.g. friends) institutions in the last 12 months. Please note that the question refers only to loans that were acquired and not to those that were applied/asked for, and denied – situation which will be captured in the next question.

Q.12: Why has your household NOT borrowed in the last 12 months?

Ask this question only if household has not borrowed any loan in the last 12 months. After finishing with this question, you should move onto Q.21.

The following questions are asked to those households that have borrowed in the last 12 months

Q.13: What is the loan source?

Ask the respondent who granted the loan for each loan that was acquired in the last 12 months.

Q.14: FIELDWORKER: Review answers in Q.13 and enter code: 01=Formal loan (if answers in Q.13= 01 to 06); 02=Informal loan (if answers in Q.13 = 07 to 10)

This question is for you only. Here you are asked to revise the answers in the previous questions and enter a code signalling whether the source of loan is formal or informal.

Q.15: Is it difficult for your household to repay these loans?

Ask the respondent if the household has had any difficulties in re-paying the loans in the last 12 months (e.g. not having enough money to make the loan payment).

Q.16. What are the main reasons you have borrowed an informal loan? *[For informal loans only]*

This question is asked only if household has at least 1 loan from an informal source. This is determined based on your observation in Q.14. You can enter UP to three reasons in order of importance (i.e. starting with the most important one).

Q.17. For your formal loan(s) do you have a concessionary interest rate? *[For formal loans only]*

This question is asked only if household has at least 1 loan from a formal source. This is determined based on your observation in Q.14.

Ask the respondent whether household was granted a concessionary interest rate for any of the formal loans acquired in the last 12 months.

Q.18: Did you have to put a collateral for the loan? *[For formal loans only]*

Ask respondent whether he/she had to put any collateral for any of the formal loans. Collateral refers to any property/assets that you promised to give in case you could not pay for the loan.

Q.19: Has it been easy for your household to be approved for the loan(s)? *[For formal loans only]*

Ask respondent his/her perception on how easy was for them to get formal loans. Is the answer is Yes, you should skip the next question.

Q.20: Why was it difficult for your household to be approved for the formal loan(s)? You can provide up to two reasons, but please provide the most important first. *[For formal loans only]*

Ask respondent to give UP to two reasons, in terms of importance, of why being approved for formal loans was difficult. Do not prompt the answers. If only one reason is given, code the second space as 88=NA. Similarly, if the respondent does not know the answer, you should enter 77=NK and then 88=NA in the second space.

Q.21: During the last 12 months, have you or any other member(s) of the household given money or goods to support individuals outside the household?

The purpose is to know if any household member has sent money or goods to support relatives or persons who are not household members. These might include, for example, money sent to former members of the household. The fieldworker should be aware not to report money sent to people who are members of the household according to the household roster.

If the answer to this question is NO, you should skip the next question.

Q.22. What is the total value (cash and in kind) sent out in the last 12 months?

Ask this question only if respondent or any other household member has sent money or goods to support individuals outside the household.

Ask respondent to estimate the total amount sent out and enter the amount in thousands of VND. You may need to help him/her aggregating different amounts, or estimating values of remittances sent in kind. Please note that all in-kind remittances should take as reference prices at the time of reception.

Q.23: Do you have any serious debts?

Ask the respondent whether he/she or anyone in the household has serious debts, understood as owing large amounts.

Q.24: 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?

Ask the respondent how the household would respond to serious difficulties, hard times, or misfortunes such as natural disaster, crop failure, someone losing his/her job. If household never had such an experience, ask respondent to imagine one (i.e. take a hypothetical case). Please record the responses in terms of importance. If the respondent mentions less than 3 responses, fill the empty spaces with 88=NA.

Q.25: Would your household be able to raise 500,000 VND in one week if you needed it?

Ask whether it would be possible to gather 500,000 in a week (7 days) if the household is in need. If the answer is NOT AT ALL, meaning that it would be impossible to raise the 500,000 VND in one week, skip to next section (Food and non-food consumption)

Q.26: How would you or other members of the household try to raise 500,000 VND in one week if you needed it?

If household could raise 500,000 VND in one week, ask the respondent how the household would go about it. Please record the most important strategy only.

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

4.1 – FOOD CONSUMPTION AND EXPENDITURE

PURPOSE

Estimate household's consumption and expenditure on food. In addition, this section helps identify food consumption patterns within households.

RESPONDENTS

The ideal respondent is the person who is in charge of the household purchases or the one who decides which food is to be consumed in the household. Generally, this person is the caregiver of the *Young Lives child*. In the case that the ideal person to answer this section is NOT present the day of the interview and it is not possible to conduct the interview when this person is at home, the fieldworker should try his/her best to get precise information about the household consumption from the second-best respondent (having as reference market values) in the last 15 days

INSTRUCTIONS

All questions in this section refer to all food items **consumed in the past 15 days**, whether bought, or consumed from stock, own harvest, or gifts or transfers. If there was a major or unusual event in the past 15 days, such as festivities, weddings, or vegetarian feasts that could have affected the normal food consumption in the household, you should refer to the previous 15 days to the last 2 weeks.

Q.1: Household has consumed this item in the past 15 days?

Ask this question for all food items first, before continuing with the rest of the questions. Mark the radio buttons Yes/ No accordingly.

Once you have selected all the food items that were consumed in the household in the past 15 days. Ask the following questions row by row (i.e. for each consumed food item).

Q.2: What is the total value in '000 VND of this item bought and consumed in the past 15 days?

This question refers to all food that was bought and **consumed** in the past 15 days. Please note that if the food item was bought in the last 15 days, but only part of it was consumed, you should estimate the value of the latter only.

For instance, if the household bought a total of 15 kilograms of rice in the past 15 days at 300,000 VND, but has only consumed 10 kilograms, you should estimate the value of the 10 kilograms consumed as 20,000 VND/kg*10kg=200,000 VND.

Q.3: How much of this commodity did you consume from your own harvest or own stock in the past 15 days?

This question refers to all food that was **consumed** from:

1. Own household harvest, meaning that was produced by the household
2. Own stock, meaning that the household bought the item before the last 15 days, and only consumed all or part of it in the past 15 days.

You may need to estimate the **value of food consumed** in the last 15 days as explained in the example of the previous question.

Foods from own harvest include:

Foods that are a product of animal husbandry. For example, consumption of eggs, milk, meat (e.g. chicken, pork, etc.)

Foods that are directly extracted from nature, such as fishing in the river, hunting or gathering wild fruits from the field / forest.

Fruits or vegetables grown by the household.

Q.4: How much of this commodity did you consume from gifts, transfers or food aid received from relatives, friends, neighbours, government or other organisations in the past 15 days?

Ask for the total value of food that was **consumed** from gifts, donations, transfers in the past 15 days.

You may need to estimate the **value of food consumed** in the last 15 days as explained in the example given in Q.2.

Q.5: Main source

Ask the respondent to identify the main source of the transfers, gifts, aid from which the household consumed food in the last 15 days.

Q.6. How many people DO NOT consume at least one meal per day in the household?

This question is in line with the household definition. It aims to identify which household members do not consume food regularly in the household. In CAPI, you will be able to select the household members from a drop down menu.

4.2 – NON-FOOD EXPENDITURE

PURPOSE
The purpose is to estimate household expenditure in non-food items.

RESPONDENTS
The ideal respondent is the person responsible for the payments and expenses of the Household. Generally this person will be the household head or the caregiver of the Young Lives child.

INSTRUCTIONS
It is important that the fieldworker clarifies to the respondent that the purpose of this sub-section is to capture expenses made by the household for its own support and comfort. Therefore, this section should NOT capture expenses related to the household business (with the exception of licenses for business).

For example, the purchase of fertilizers and pesticides for crops or vaccines for farm animals -by a household who depends on agriculture or livestock- should not be captured in this section. However, it is often difficult to separate "shared expenses". For example, if a household has an Internet cabin as a business but household members also access Internet (for personal use), it is very difficult to separate how much of the total Internet expenses is for personal use only. In such cases it is best to record the total spending as it comes in the bill. The same applies to other similar cases (e.g. water, electricity, telephone, etc.).

For all cases, please refer to the prices at the time of the purchase.

Q.1. What is the money value (in '000 VND) of the total amount purchased by the household in the last 30 days on the following items:

Ask for the total value spent on each of the items listed <u>in the last 30 days (last month)</u>. Report the amounts in thousands of VND. Fieldworker should go about asking item by item in this section. If the household did not made expenditures, enter "0" in the space provided ("00" in the paper questionnaire). If the household does not know the amount, enter -77.

For items that can be bought in advanced and used during several months (e.g. pre-paid internet, period transport tickets, etc.) estimate the amount relevant to the previous month by dividing the total value by the number of months in which the item is used.

For example: 3 months transport pass at 120,000 VND.

120,000VND/3 months=40,000VND/month.

Q.2. How much did you spend on each of these items in the last 12 months?

This question refers to expenses in goods and services in the last 12 months. Record the amount in thousands of VND. Help the respondent estimating the amount if it is in a different time unit (for instance with monthly bills)

Remember the following practical rules:

- Minor repairs refer to home maintenance, such as painting, changing light bulbs, etc. Major repairs refer to renovations, restoration, or enlargements of building. As such, the latter ofter mean changing the structure of the house.
- In the items referred to electricity, water, and telephone, if the household paid several receipts accumulated from previous months in the last month, consider only the amount spent in the last month as stated in the bill and annualise this amount. In cases where the respondent has not paid the last month's bill yet, consider amount of the last month in which the bill was paid, then annualise the amount.

- In the case where the family report payments of services in packages of three (telephone, cable TV and Internet) or duets services (telephone and Internet), look at the expenses in the bill and divide by 3 if it is a package of three services or by 2 if it is a package of 2 services. Then assign the resulting estimate to each item.

- The use of wireless telephone must be captured in the category of landline telephone.

- Recharges made to the use of portable Internet (USB) must be reported within the Internet category.

- In the case that the cost of some services (such as telephone, Internet, water, electricity, etc.) is also used for the household business, help the respondent -if possible- to estimate the corresponding household consumption (in other words, avoid placing the cost of sales itself of these services). However, if this is very difficult, enter the total consumption (the one that comes on the receipt) and ADD A COMMENT.

- The cost generated by installation of telephone equipment, installation of modem and internet wiring or installation of cable TV are NOT INCLUDED in the areas of telephone, Internet or cable TV. These items are included in the section OTHER expenses in the last 12 months, in line 27 of next table.

- Cleaning materials include detergents, dishwasher, laundry soap, wax, cleaning tools (broom, mop, dusters, etc.).

Q.3. How much did you spend on each of these items in the last 12 months?

Ask the respondent how much the household spent in the last 12 months in each of the categories listed in the table. Enter the amount in thousands of VND. If the household has not spent any money, enter '0'. In CAPI this should disabled the next question, whenever is relevant.

Q.4. How much of this was spent on items for the YL Child?

Determine what proportion of this expenditure was made for the Young Lives child. Do not prompt the answers. Listen and then code accordingly. Sometimes you may need to make some calculations to know how much the amount given by the respondent represents of the total (in Q,3).

Remember the following practical rules:

- Clothing items not mentioned in the list (such as hats or caps) should go under "Any other expenditure (line 27)". In the case of garments self- manufactured, consider the expense in the raw materials used. If no expenditure was done (raw material from own animal stock), enter 0 and add a comment.

- In the categories related to education, extraordinary expenses such as school promotional trips should be recorded in the category relative to donations to school.

- In the categories related to medical expenses, all those related to surgery or a serious illness should be recorded under category 17. If expenditure was considerable (very large amount), ADD A COMMENT.

- The category 'holidays' include transport costs relative to the holiday. This is, for instance, flights, bus, etc. taken to get to the holiday destination.

SECTION 5 – SOCIAL CAPITAL

PURPOSE

This section is designed to obtain information about the household's support networks, participation in formal and informal groups, and access to information networks.

RESPONDENTS

Primary caregiver of the index child, or any other household member who knows best about the household's support networks.

DEFINITIONS

➔ Active group member: This is someone who participates in activities, attends meetings, etc. of a particular group or organization.

➔ Leadership/power position: A position in which the person who holds it has a degree of influence and leadership within the group.

INSTRUCTIONS

Support networks

Q.1: Suppose your household is in need of material support. How many people can you rely on in time of need?

Ask the respondent how many people he/she thinks the household can count on when in material (economic) need. Note that this question refers to people who are not household members. Explain to the respondent that the (material) help that DOES NOT imply return (i.e. is different from asking for a loan). If the household has not gone through an experience of material need, you should ask the respondent to imagine being in a similar situation (hypothetical case); hence there should always be an answer to this question different from 88=NA.

Family, group, and political capital

Q.2: Is any member of your household an active member of an organization, group or informal association?

Ask the respondent if anyone in the household participates actively in any organization, group, or association (formal or informal). If the answer is NO or if the respondent does not know the answer, you should skip the following table, until Q.7.

Please note that by saying 'active', the question looks to rule out all members that belong to a organizations, but who do not participate of any of its activities. For instance, being religious but never participating in any of the church's activities.

Q.3: Enter the household member ID of the person who is a member of the 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.

Q.4 Group code:

Input the code of group, organization, or association from Codebox #27. If a particular household member participates in more than one group, organization, unions, or association, ask for the one in which he/she participates more actively or dedicates more time.

Q.5: Does this member hold a leadership or powerful position in an organization, 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 the group or organization. Register up to 3 benefits in order of importance (perceived by the respondent). If less than 3 benefits are mentioned, input "NA=88" in the remaining spaces. Remember that the question is about the benefits, if the respondent mentions losses, and sees no benefits, then input 88=NA in the first space and make a comment explaining this situation.

The following questions are about the connectedness with close family

Q.7: How many relatives live in this community (excluding those in your own household)?

This question is about the respondent's family/relatives who live in the same community excluding those relatives who live in the household (i.e. those who are household members). If there are no family members living in the community enter 0 and skip to Q.9.

Q.8: How many of these relatives are influential in the community? (e.g. holds a leadership or powerful position in a community group/organisation)

If the respondent says that at least one family member lives in this community in the previous question, ask how many of them are influential in the community (i.e. are mayors, community chiefs, council members, etc). Logically, the number of relatives that are influential in the community cannot be larger than the actual number of relatives who live in the community. CAPI will identify these cases as errors when you validate the screen and you will have to correct your answer by proving with the respondent.

Access to internet

Q.9: Do you or any other household member use INTERNET services (INTERNET services, e-mail)?

Ask the respondent in anyone in the household uses Internet services for any purpose (e.g. school work, work, information, etc.). If the answer is NO, skip to next section.

Q.10: Where do you 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.

SECTION 6 – ECONOMIC CHANGES AND RECENT LIFE HISTORY

PURPOSE

This section is intended to obtain information on changes in the household's economic conditions, as perceived by the respondent, and to know the major events that have affected negatively the economic situation of the household (i.e. shocks) since 2010.

6.1. ECONOMIC CHANGES

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.

DEFINITIONS

➔ Event (shock): there is a predefined list of about 29 events that may have affected negatively the household economy, including natural disasters, changes in the economy, changes in regulation, theft, fire, etc. Note that it is not enough that the event has occurred; instead the household must determined whether the event affected the household's economic situation adversely. This means that, for example, when asking about droughts, is possible that if they occurred, all households within a community would report it. However, not all household may have been affected negatively by it, and thus it should not be recorded as a shock for them.

INSTRUCTIONS

Q.1. How would you describe the economic situation of your household?

01. Currently

Respondent is asked how s/he would describe the economic situation of the household in which he/she is currently living in. For this question you should read the alternatives and input the relevant code. You must ensure that the person´s answer is located in any of the alternatives. In this question, the code 03 = "We have enough, we managed" means average.

02. 4 years ago (around the time of previous visit at the end of 2009)

The respondent is asked about the household economic situation of the household where the respondent lived four years ago. As in the previous case the interviewer should read the alternatives and place the code. You must ensure that the person´s answer is located in any of the alternatives. In this question, the code 03 = "We have enough, we managed" means average.

These questions are of perception. If the answer is very different from what you can see, just add a comment but do not try to change the respondents' answer or record your own.

If the answers to 01 and 02 are different, meaning that situation has changed, ask Q.2. In CAPI the enablement of Q.2 will be automatic. If the situation has not changed (answers to 01 and 02 are the same) skip to Q.3. Again, in CAPI, this will be done automatically for you.

Q.2: Please tell me two important reasons why your household situation change compared to the earlier period.

Ask about the two most important reasons for this change: [Reason 1] and [Reason 2]. Try as much as possible (but not force) that the reasons reported by the household fit the existing response categories reported in the dropdown menu. Up to two reasons can be mentioned. Try to record them in order of importance. If there is only one reason, enter 88 = NA in the box on the second answer.

Q.3: Compared to other households in this VILLAGE would you describe your household at the moment as:

Ask the respondent to compare his/her household to others in the village. This is a question of perception so you should try to avoid answers like NK, unless the respondent really cannot compare his/her household with others. If the answer is far from what you can observe, make a comment, but do not try to change the answer/mind of the respondent.

6.2 – SHOCKS

PURPOSE

This section records the events that have had a negative economic impact in the household that could have happened since 2010.

INSTRUCTIONS

➔ Number of occurrences of the event: Most of the events that are being captured is short term (i.e. duration is of less than one year). Therefore it may be that the event occurs more than once since 2010. For instance, if frost has affected the household's cash crops year after year since 2010, you should record the occurrence of the event in each of those years (assuming that frosts cannot last for more than one year consecutively).

> *If an event occurred several times during the past four years, each year in which this event occurred must be reported*

➔ Reporting the year of occurrence: as a rule, the same event is reported only once in the year it occurred. This rule should be followed even if the event has permanent effects (beyond the year of occurrence). Note that if an event lasts continuously from more than one year, you are supposed to record only the year in which the event first happened. The case of a building collapsing is a clear example. If the building collapsed in 2011, for instance, you should record ONLY this year, even if the building is still being built, affecting the household's economic situation, in the following years.
The only exception to this rule is the case of a family member suffering from an illness that needs of long term special treatment, and has a strong burden in the family budget each year (e.g. cancer). In this case you should record all the years in which the illness affected the household's economy. Do not forget to write a comment for these cases.

> *A single event with permanent effects should be reported only once. The only exception to this rule is long term illnesses such as cancer*

➔ Correlated Events: It is possible for the household to report events that are correlated. This means, for example, that the respondent could report that the household was affected by frost and also that it lost all the crops and the cattle. It is possible that the last two events are the result of the first event. If so, it is correct to record the three events. However, the fieldworker should add a comment stating that the events are correlated.

It might be that among the reported events, some events are consequences of others. For example, loss of livestock and crop could be the result of a frost. In these cases it is correct to record all 3 events. Add a comment mentioning which event caused the others.

Events (Table): There are 30 types of events, clustered in 7 groups to facilitate the administration of the table. However, to avoid under-reporting, you will need to mention all the events when reading a cluster heading's example and then prompt all the events in the list. Take for instance cluster C: Changes in certain economic conditions. Note how the example includes ALL the events included in cluster C. This is to avoid under-reporting in case the respondent forgets some events or is confused as to what events are regarded 'economic conditions.'

C	**SAY:** Have any changes to economic conditions affected the household <u>since we last came to see you in 2010</u>? (e.g. changes to input or output prices, increase in food prices, livestock dying, job loss, asset or land disputes with neighbours). If yes, What were these? Prompt for the listed events. If no, tick radio button NO for all events and **skip to D**.	
12	Large increase in input prices	○ Yes ○ No
13	Large decrease in output prices	○ Yes ○ No
47	Increase in the price of food that I buy	○ Yes ○ No
14	Livestock died	○ Yes ○ No
16	Job loss/source of income/family enterprise	○ Yes ○ No
23	Disputes with neighbours/PA members regarding land or assets	○ Yes ○ No

Table: Events since 2010

Q.1: Has [SHOCK NAME] happened since 2010?

This question determines the occurrence of the event. This question is done for each event first (as a column) and then you can move on asking more specific information about the events that have occurred.

Q.2: Indicate if each event happened in any of these years:

For this question you have a column for each year since 2010. You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2010 (all were previously identified in Q.1.)

Table: Three events that affected most negatively the economic situation of the household

Q.3: Indicate the 3 most important negative events that affected the economic situation of the household.

For all the events that affected negatively the household economic situation (i.e. shocks) since 2010, select the ones that affected the household the most. In CAPI you will have a drop-down menu that has all the relevant information based on the information provided in Q.1. Please enter them in terms of importance (i.e. the one that affected the most or had the greater economic loss for the household should go first). If there are less than three responses, input 88 = NA in the remaining spaces.

IMPORTANT CONSIDERATION: In the list of the three most important events there may be some that are a result of another (i.e. correlated events). For example, in rural areas in the highlands a home could have reported the following events: "frost", "death of cattle" and "loss of harvest" as the three events that affected him most. In these cases it would be preferable to only report the "dead cattle" and "loss of harvest" as the main events because the table is about the events that affected the economic situation of the household, therefore we are talking about effects rather than causes.

Q.4: How much does this economic loss represent of the income generated by the household in a regular year?

For each of the three most important events that affected the economic situation of the household, and for each of the years in which they occurred, ask the responded how much of the income generated the the household the economic loss associated with the events represents. Do not prompt the answers. Listen to the respondent and code accordingly.

SECTION 7 – SOCIO-ECONOMIC STATUS

PURPOSE

This section is about the household's socio-economic environment. This includes questions about the conditions of where people live, household possessions, and access to basic services.

RESPONDENT

This section may be answered by the principal caregiver of the index YL Child, the head of household or by any household member who knows about housing conditions (infrastructure) and ownership of consumer durables.

INSTRUCTIONS

Q.1: Does anyone in your household own your house?

Ask the respondent if any member of the household owns the house. This includes situations in which the house is still being paid (e.g. mortgage) but for which a HHM has a title accrediting the ownership of the house.

Q.2: Does anyone in your household have a mortgage on your house?

Ask if anyone in the household has a mortgage on this house. This means, whether the house is still being paid.

Q.3: How many rooms are there in the house?

Establish how many rooms there are in the house. Do not include kitchen, bathrooms, corridors, garage, or rooms that are not divided by a wall.

Q.4: Do you have a separate kitchen/cooking area?

Ask the respondent whether the house has a space for cooking, other than one of the rooms counted in the previous question.

Q.5: Do you have electricity?

This question refers to both legal and illegal electric connections that are in work. It includes electric generators, wind and solar generators, but not those geared by a car battery. Before asking this

question you should try to observe if the household has light bulbs, fans, or any device that needs electricity or that are working at the time of the interview.

The following three questions seek to collect information about the main material of the house. In this case, the fieldworker should observe the construction materials and record the category from the drop-down menus. If the materials are not visible, ask a member of the household. If the ceiling, floor, and/or wall are made of different materials record the type of material that covers at least 50% of the construction. If the same proportion prevails, record the material of the highest quality. If the compound has more than one building (separate kitchen, toilet, etc.) take the building material of either the living room or any of the bedrooms.

Q.6. Wall *– [recorded by observation]*

Q.7: Roof *– [recorded by observation]*

Q.8: Floor *– [recorded by observation]*

Q.9. What is the main source of drinking water for members of your household?

Ask for the source of the water that the household uses for drinking. If different members have different drinking water sources, ask for the source used by most of the household members

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

Q.10: What kind of main toilet facility does your household use?

Ask the respondent about the most important characteristics of the toilet used in the household. Do not prompt the answers.

01= Flush toilet/septic tank

02=Forest/field/open place
03=Neighbours toilet
05= Pit latrine (communal)
06= Pit latrine (household's)
07=Relatives toilet
08=Simple latrine on pond
09=Toilet in health post
10=Other specify_____

Q.11: What is the main type of fuel you use for cooking?

This question is about home fuel usually used for cooking. If they use multiple sources, ask for the most frequent.

Q.12: Is heating used in your house?

Ask the respondent if heating is used in the household, for instance, in winter. If NO, skip to Q.14.

Q.13: What is the main type of fuel you usually use for heating?

If heating is used in the house, ask what the most common material / fuel to heat the house is.

Q.14: Have you invested in the improvement of your dwelling since 2010?

We want to know if anyone in the home has invested in infrastructure improvements to the house since 2010. If the answer is "No = 00" or "NS = 77" skip to Q.16.

Q.15: If yes, what have you invested in?

Ask the respondent to report the 3 most important improvements to the house since 2010. You can mark up to three investments. If the respondent mentions more than three, then choose the three that demanded more spending. Conversely, if less than three investments are mentioned, input the ones mentioned and fill the other spaces with 88 = NA.

Consumer durables

Q.16: Does anyone in the household own this item?

Establish whether someone in the household owns any of the 23 items listed. To own an article means that the article could be sold by the household member. Make sure you also include all items that are being paid in instalments, or items that are not in the house at the time of the interview (because they are borrowed to someone else). Also, keep in mind that the item should be in working condition.

Mark "Yes = 01" for all those items owned by the household. If you the household does not have the item or do not know, mark "No = 00" or "NS = 77" as appropriate and skip to the next article.

Q.17: how many does the household own?

For each item that the household owns, ask how many it has (in working condition). Enter the amount given by the respondent.

Be careful when coding the number of items owned for the category table and chair, which should be counted as a set. For instance, if the household has a dining table with 6 chairs around it, it should be counted as one set, and NOT as 7 items (one table + 6 chairs).

Q.18: What are the five most valuable (important) items owned by the household? Insert IDs of items (01-16)

Indicate the 5 items, amongst those mentioned in the previous table, that have more economic value or would be worth more if sold. Make sure the respondent understands that the term' valuable' refer to solely to economic value and not sentimental value. Enter items IDs in order of importance.

Q.19: If you were to sell these items, how much do you think they would fetch?

For the selected items, ask how much the household would get if the items were to be sold. Enter the amount in thousands of VND. If the respondent has more than one item (i.e. three TVs) add all items and report the total value. If the respondent cannot estimate the value of the item(s) enter code "NS = -77", but try your best to help the respondent with the estimations if necessary.

SECTION 8 – HEALTH

PURPOSE

This section collects information about the general health of both the YL Child and all household members, as well as household's access to food in the past 12 months.

RESPONDENT

Determined by the previous interview, but most likely the principal caregiver.

DEFINITIONS

➔ Accident: an unpleasant which happens unexpectedly and causes injury or damage
➔ Injury: harm done to an individuals' body. Please refer to **Annex 2** for specific examples as how to code and classify injuries.
➔ Disease: impairment of health, alteration of the physical (and mental) structure of the human body (or mind)

8.1 – CHILD'S HEALTH

INSTRUCTIONS

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, as this could introduce systematic response bias.

Serious injuries

Q.2: Since 2010, how many times has [YL Child] been seriously injured?

Ask the respondent whether there was an episode when child suffered of an injury (as defined above) that prevented him to carrying out his/her normal activities (e.g. going to school, work, etc.) for at least one day AND/OR required medical attention. If so, ask how many times it happened since 2010. If this never happened since 2010 record '0' and skip to Q.5. Otherwise record the number or 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, input the one the respondent considers the most serious. That means that the severity of the injuries is defined subjectively by the respondent.

Q.4: Did [YL Child] recover completely from this injury?

Ask respondent if YL Child still suffers from this injury or whether he/she is completely healed. If the respondent is unsure, try asking whether the child still takes some sort of medicines for the injury and whether he/she has returned to his/her normal activities.

Serious illnesses

Q.5: Since 2010, has [YL Child] been seriously ill?

Ask the respondent whether YL child has ever been serious ill since 2010. 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.6: What was the most serious of these?

In this question we want to know what the most serious illness was. Do not prompt the answers. If the YL Child suffered multiple illnesses, input the one the respondent considers the most serious. The severity of the illnesses is defined subjectively by the respondent.

Q.7: 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 that prevented YL child from attending school or work in the last 12 months – is INDEPENDENT from the two previous questions. If the child missed school or work in different occasions due to different illnesses, both situations need be recorded.

Health facilities

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. western medicine -excludes traditional health facilities). We are interested in knowing the first contact point facilities where YL child is taken when he/she is ill. Do not include visits to a pharmacy for self-medication or any other visits in which examinations were done by someone different from a doctor or related medical staff. Do not prompt the answers.

Q.9: Since 2010, 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 2010. These visits exclude all those that are not related to YL child health.

Q.10: During your last visit to this modern healthcare facility how satisfied were you overall with the services provided?

Ask the respondent how satisfied he/she was during his/her last visit to the health facility that he/she most attends taking YL Child.

Q.11: Do you ever use a traditional health provider? (e.g. herbalist, healer)

Ask respondent whether he/she ever takes YL child to a traditional healer, herbalist, or other traditional health facilities (i.e. other than modern health facilities).

Q.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?

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 2010. Note that this is a very sensitive question. The respondent may think that a positive answer may imply that he/she does not care about YL child. To avoid this, make sure you explain clearly the purpose of the question.

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)

Disabilities and long-term health problems

Q.14: Does [YL Child] have a permanent disability that affects his/her capacity to study or work, or take care of him/herself?

Permanent disability is a continuing health alteration that prevents or limits the sufferer from performing work or academic activities, or taking care of him/herself. It can be a result of an accident or an illness (physical or mental). Examples are: paralysis, visual impairment, mental problems, etc.

Q.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).

Q.16: Does [YL Child] 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.

Q.17: Does this health problem affect [YL Child]'s abilities at school?

For all the long-term health problems that the respondent reported YL child suffering from in Q.6, ask if it impedes his/her performance in school (such as attending school, reading, learning, etc.)

Use code "NA = 88 " if YL child does not attend school or any other study centre.

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.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).

Q.19: Which other long-term health problems do you think [YL Child] has?

Ask this question when respondent reports that YL child has other long-term health problems. Here, establish which these other long-term health problems of the child are. Enter UP to three health problems using **Codebox 44**. If less than 3 long-term problems, enter "NA = 88" in the blank spaces.

Q.20: Amongst all these long-term health problems, which one is the most important?

It is important that in this question you refer to ALL long-term health problems YL child has. These include those listed in Q.6 and those listed in the previous question. Codebox 45 includes all these to allow you to select the one the respondent considers the most important/ serious (i.e. the one that has the most negative effect on the child).

Q.21: How long has [YL Child] suffered from this health problem?

This question refers to the long-term health problem identified in the previous question. Enter the duration of the health problem in number of years. If less than one year, enter 0.

Q.22: How often do you seek 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.1. Do not prompt the answers. Listen to the respondent and code accordingly.

Q.23: From where did you seek this treatment/advice (if more than one, enter one attended the most)?

Ask about the most visited health facility where YL taken 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. Codes relate to first stage health facilities. Do not prompt the answers.

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

Q.24: Does [YL Child] smoke cigarettes?

This question seeks to determine whether the household member smokes cigarettes. Other forms of tobacco should not be included here.

Q.25: Does [YL Child] use other form of tobacco such as chewing or snuffing tobacco?

This question seeks to determine whether the household member uses alternative types of tobacco, OTHER than cigarettes (smoking). This can be chewing, snuffing, etc.

Q.26: 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 by YL Child.

Access to health insurance

Q.27: Does [YL Child] have a free health care certificate?

Ask respondent whether YL child has a free health care certificate. If he/she does, skip to next sub-section: household members' health.

Q.28: Does [YL Child] have health insurance?

Ask this question only when child does not have a free health care certificate. Includes health insurance that covers YL child specifically and that is paid by himself/herself or someone else. If YL child has health insurance, either acquired/paid by himself/herself or someone else, Skip to Q.27.

Q.29: Why does [YL Child] have no health insurance (select the most important reason)?

Ask the respondent the reasons why YL child does not have health insurance. Do not prompt the answers. Listen to the respondent's reason and code accordingly. If there is more than one reason, ask for the most important. After completing this question, you should skip to next sub-section: household members' health.

Q.30: What kind of health insurance [YL Child] has?

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

8.2 – HOUSEHOLD MEMBERS' HEALTH

INSTRUCTIONS

Copy the IDs of all current household members in the space provided, excluding YL Child. In CAPI, IDs will be pre-filled automatically based on the household roster information.

Q.1: Does [HHM] have a permanent disability that affects his/her capacity to study, work, or take care of him/herself?

> 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.

Q.2: How does this disability affect [HHM]'s ability to study, work, or take care of him/herself?

> This question wants to find out the extent to which the disability affects HHM in the development of his/her daily activities, such as study, work or take care of him/herself. You should read the possible answers to the respondent.

Q.3: Does [HHM] have any long term health problems that affect his/her daily life?

> Remember that a long-term health problem that persists for a long time either because it is incurable or because it is not being treated. It includes mental health problems as well as reoccurring / seasonal problems (e.g. Allergy).If the answer is "No = 00" skip to Q.8

Q.4: What long-term health 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. Enter the codes in order of importance. If the household member has less than 3 long-term health problems, enter "NA = 88" in the blank spaces.

Q.5: How long has [HHM] suffered from this health problem?

> Ask the respondent for the duration of each of the long-term health problems reported in the previous question. Enter the answer in number of years. If the duration is less than 12 months, enter 00.

Q.6: How often has [HHM] sought treatment or consulted a medical professional for this health problem in the last 12 months?

Ask this question with reference to the most important long-term health problem. This is, the one listed first in Q.4. Do not prompt the answers. Listen to the respondent's answer and code accordingly. If the respondent NEVER sought medical treatment or advice, enter code 00=None, and skip to Q.8.

Q.7: From where did you seek this treatment/advice (if more than one put in order of attendance)?

Ask this question in relation to the most important long-term health problem. This is, the one listed first in Q.4. Ask the respondent to report where HHM sought treatment. If there is more than one health facility where HHM sought treatment or advice for health problem, ask which one was the one visited the most. If you have doubts about the different health facilities, refer to **Q.23** in the previous sub-section.

Q.8: Does [HHM] smoke cigarettes?

This question seeks to determine whether the household member <u>smokes</u> cigarettes. Other forms of tobacco should not be included here.

Q.9: Does [HHM] use other form of tobacco such as chewing or snuffing tobacco?

This question seeks to determine whether the household member uses alternative types of tobacco, OTHER than cigarettes (smoking). This can be chewing, snuffing, etc.

Q.10: Does [HHM] consume alcohol at least once per week?

This question refers to any alcoholic drink that is consumed at least once per week.

8.3 – FOOD SECURITY

INSTRUCTIONS

This section is about food security in the household. This can be a very delicate subject and, therefore, is important that you pose the questions in a neutral, objective way, and without conferring any judgements over the responses. This section should be answered by the person responsible for purchasing and preparing the food in the household.

All questions refer to the last 12 months and include ALL household members.

Q.1: Which of the following statements best describes the food situation at your home in the last 12 months?

Ask the respondent which is the statement that describes the household's situation regarding the food consumption in the past 12 months. For this purpose you should read the alternatives.

Q.2: In the past 12 months, did you ever worry that your household would run out of food before you get money to buy or could acquire more?

This question aims to find out if the respondent was ever concerned about lacking of food in the last 12 months. If NO, skip to Q.4. Note that this is a subjective question. It could be that the respondent worried about lack of food, even if the situation never occurred.

Q.3: How often has this happened?

If the answer to previous question (Q.2) is yes, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.4: Were you or any household member not able to eat the kinds of foods you want because of lack of money? (For example, no meat, no fish, no fruit, no deserts)

We want to know if the household could not afford to buy any kind of food that they wanted (i.e. not quotidian food). If NO, skip to Q.6.

Q.5: How often has this happened?

If the answer to previous question (Q.4) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.6: Did you or any household member have to eat a limited variety of foods due to a lack of money? (For example, only rice and beans no vegetables or meat, only potatoes)

Ask the respondent if there was ever a time when the household had to limit the variety of foods bought for the household because there was not enough money. Make sure that the respondent understands that this question refers to the variety of foods that they can buy rather than having to buy un-wanted foods.

Q.7: How often has this happened?

If the answer to previous question (Q.6) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.8: Did you or any household member have to eat some foods that you did not want to eat because of a lack of money to obtain other types of food? (for example, wild foods, immature crops, broken rice, discarded food)

Here we are interested in knowing whether anyone in the household had to eat something considered 'undesirable', due to lack of money in the last 12 months. You may want to think of examples that are region specific. However, because different people have different opinions of what is desirable or not, give examples ONLY when respondent does not understand the question.

Example: eating other people's left-overs.

Q.9: How often has this happened?

If the answer to previous question (Q.8) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Fieldworker: review the answers to questions 1, 2, 4, 6, 8. If the answers are: Q.1=01 AND Q.2, Q.4, Q.6, Q.8=00, you should skip to next section. Otherwise, continue with the following questions. In CAPI, the enablement of following questions will be done automatically. If there are enabled, it means you should continue asking the questions for this section.

Q.10: Did you or any household member have to eat less (portion size) in a meal than you wanted because there was not enough food?

This question refers to the time when household member had to eat less in any of the meals (i.e. breakfast, lunch, dinner) because there not enough money to buy more food. Note that this question does not refer to not being able to eat a meal, but rather it refers to the sizes of the portions of each of the meals.

Q.11: How often has this happened?

If the answer to previous question (Q.10) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.12 Did you or any household member have reduce the number of meals eaten a day because there was not enough food? (for example skip breakfast or lunch)

Eating fewer meals refer to the number of meals that are normally eaten in the household. In most cases these will be breakfast, lunch, and dinner, but it could be that the household is used to having a snack at mid-morning in which case it should be taken into account if it was ever eliminated from the diet as a result of not having enough food in the household. This does not include cases where any household member does not eat in the house due to his/her work schedules or other some similar reasons.

Q.13: How often has this happened?

If the answer to previous question (Q.12) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.14: Was there ever no food to eat in your household because of lack of money to get food?

This refers to time when food was not available in the household and it could not be acquired through purchasing because there was not enough money to buy it.

Q.15: How often has this happened?

If the answer to previous question (Q.14) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.16: Did you or any household member go to sleep at night hungry because there was not enough food?

This question refers to the actual experience of hunger due to lack of economic resources to buy food.

Q.17: How often has this happened?

If the answer to previous question (Q.16) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.18: Did you or any household member go a whole day and night without eating anything because there was not enough food?

Ask the respondent if there was ever a time when he/she or any other household member went for 24hrs or more without eating anything because there was not enough money to buy food.

Q.19: How often has this happened?

If the answer to previous question (Q.18) is YES, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Fieldworker: review Q.16 and Q.18 and if answers to any of these is YES, ask the following question, otherwise skip to next section. In CAPI this skip will be done automatically

Q.20: Were the children in the household also affected?

This question asks whether, in situations when a household member went to sleep at night hungry because there was not enough food AND/OR when a household member went a whole day and night without eating anything because there was not enough food, children of the household were affected too.

SECTION 9 – ANTHROPOMETRY

Included in a separate document

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 must be the primary caregiver.

INSTRUCTIONS

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).

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, enter "NA = 88".

Q.3: Do you know the parents of [YL Child]'s friends?

At least, consider the parents of his/her best friends.

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".

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, enter 88=NA.

Q.6: When <u>YL Child</u> is 25 years, what job do you think s/he will be doing?

Ask what work the caregiver thinks the YL Child will be doing at the age of 25 given possible constrains and current socio-economic situation. This is a realist reflection of the type of job that the child is likely to have when he/she is 25. The fieldworker should NOT suggest an answer. Listen and code the answer accordingly.

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.

Q.8: Do you think [YL Child] will reach that level of education?

Ask the primary caregiver whether he/she believes YL Child will reach the level of education he/she indicated as ideal in the previous question. In this question, the respondent is asked to consider all factors that may constrain the child to access the level of education desired, such as lack of economic resources, lack of child interest, etc.

Q.9: What job would you most like [YL Child] to do in the future?
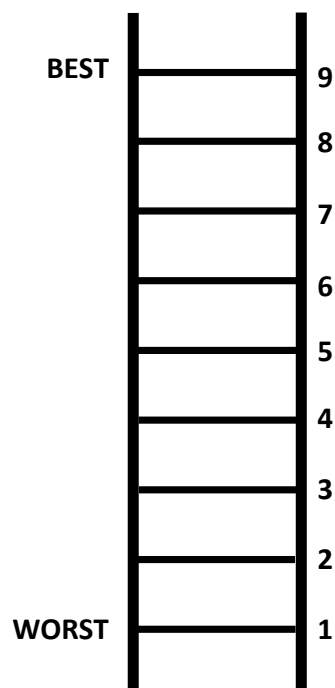
This question asks specifically about the job that respondent **wishes** YL child to have in the future. Differently from Q.6, this question asks about the IDEAL job for YL child in the future. Do not prompt the answers, listen to the respondent and code accordingly.

Now, display the card of the ladder with 9 steps (

Figure 7*). Explain that the ninth step, at the very top, represents the best possible life for you and the bottom represents the worst possible life for you. Make sure the caregiver understands the ladder refers to all aspects of his/her life (economic, health, social, personal, etc.) and that it is a subjective measure of he/she respondents feels about his/her life in general. It should not be confused with a measure of economic wellbeing only. Be very clear about what the aim of the ladder is. Enter the step number indicated in the space provided.*

Figure 7: Ladder

Q.10: **Where on the ladder do you feel you personally stand at the present time?**

   Ask the caregiver in which step of the ladder he/she thinks he/she currently stands. Enter the step number.

Q.11: **Where do you think you will be on the ladder in four years from now?**

   Ask the caregiver in which step of the ladder number s/he thinks will be within four years. Enter the step number.

Q.12. **To which extent do you expect the following kinds of help from [YL Child] when s/he is grown-up?**

Figure 8) to the caregiver. Explain that he/she should use it to show how much he/she expects from YL child when he/she grows up.

Figure 8: Expectations

Not at all	A little	Somewhat	Quite a lot	A lot

For each sentence, you must show the card so that the respondent gives, from his/her point of view, which scale reflects best his/her opinion on the issue at stake. Make sure the respondent understands properly the sentence. Do not influence the final decision of the respondent. Each scale has a code, therefore, you will need to record the code of the option in the space provided.

Q.12	To which extent do you expect the following kinds of help from [YL Child] when s/he is grown-up?	01 = Not at all 02 = A little 03 = Somewhat 04 = Quite a lot 05 = A lot 77=NK
01	that s/he continues living close to you.	[__ __]
02	that s/he provides financial assistance to his/her younger brothers and sisters.	[__ __]
03	that s/he helps you with housework.	[__ __]
04	that s/he provides financial assistance to you.	[__ __]
05	that s/he helps you care for his/her younger siblings.	[__ __]
06	that s/he cares for you when you are old.	[__ __]
07	that s/he provides emotional support to you.	[__ __]

Q.13. At what age did [YL Child] / do you expect [YL Child] to:

This question is about the AGE at which you expect YL child to do certain things. For each of the statements, enter the age in the space provided. Make sure the respondent understands properly the sentence. Do not influence the final decision of the respondent. If the respondent cannot answer the question, enter 77=NK. But if he/she does not understand, try to explain the meaning by giving some examples.

Q.13	At what age did [YL Child] / do you expect [YL Child] to:	Enter age 00=No expectation

		77=NK
01	Start earning money to support your household?	[__ __]
02	Leave full-time education?	[__ __]
03	Be financially independent of HIS/HER parents?	[__ __]
04	Leave this household?	[__ __]
05	Get married and start living together?	[__ __]
06	Have a child?	[__ __]

Now display the 5-scale feelings and attitudes card. Explain that for each of the statements you are about to read, the respondent should select the option that best represents how much he/she agrees or disagrees with the statement.

Q.14: Caregiver's feelings and attitudes.

Now display the 5-scale feelings and attitudes card (Figure 9). 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.

Figure 9: Feelings and attitudes (5-scale card)

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

Do not force the respondent to choose an answer. However, if you hear "agree", you can ask: "Ma'am, do you agree or strongly agree?"

Each of the scales has a code that you will need to record for each of the answers.

Q.14		01= Strongly disagree 02= disagree 03= more or less 04= agree 05=Strongly agree 77=NK
01	If I try hard, I can improve my situation in life	[__ __]
02	I like to make plans for my future	[__ __]

03	I am proud of my clothes	[__ __]
04	I feel proud of the job done by my [INSERT HOUSEHOLD HEAD'S RELATIONSHIP TO CAREGIVER]	[__ __]
05	The job I do makes me feel proud	[__ __]
06	I feel proud of my children	[__ __]
07	I can do little to help [YL Child] do well in school, no matter how hard I try	[__ __]

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 the person who helps most of the times, or more often is.

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 [HHM] help [YL Child] with homework?

Record the NUMBER OF DAYS in which child had homework in the last week, taking as a reference a normal school week (i.e. week with no public holidays) and when child was attending regularly.

Q.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.

END OF INTERVIEW.

Annex 1

Examples of how to code injuries

Ví dụ	Chấn thương nhiêm trọng nhất	Nguyên nhân?	Đang làm gì?	Xảy ra như thế nào? Ai hoặc điều gì gây ra?
Trẻ đang đi bộ từ nhà đến trường thì bị 1 xe taxi đâm vào. Trẻ bị kẹt dưới gầm xe và bị chấn thương, phải phẫu thuật vùng đầu	Chấn thương đầu	Tai nạn giao thông, đi bộ	Đi đến trường/từ trường về nhà	Người khác vô tình gây ra
Trẻ bị rơi từ trên cầu khi đang chăn trâu, rơi xuống sông và chìm	Gần như chết đuối	Ngã	Lao động nông nghiệp	Vô ý tự gây ra
Trẻ rơi từ mái nhà khi đang trèo lên để sửa lại hòn ngói sau cơn mưa, bị gãy chân	Gãy xương	Ngã	Làm việc nhà	Vô ý tự gây ra
Trẻ đang ở lớp học khiêu vũ và bị một bạn khác chủ ý xô vào, bị ngã và gãy xương gót chân.	Gãy xương	Ngã	Sports	Ai đó cố tình gây ra
Trẻ đến trung tâm y tế để tiêm và bị áp xe	Áp xe	Sự kiện y tế có hại	Khác: chăm sóc y tế	Ai đó vô tình gây ra
Trẻ chơi pháo và một quả nổ ngay trước mặt. Trẻ bị ngất, ngã đập đầu xuống đất và bị chảy máu	Chấn thương vùng đầu	Ngã	Chơi (với pháo)	Vô ý tự gây ra
Trẻ đi đến nhà bà ngoại bằng ngựa. Ngựa lồng vì hoảng sợ, Trẻ bị ngã ngựa và gãy chân	Gãy xương	Ngã	Giao thông, không phải đi học	Gia súc (bao gồm ngã từ lưng gia súc)
Trẻ đập lúa cho nhà hàng xóm. Một cơn gió mạnh	Chấn thương	Sử dụng công cụ	Lao động nông	Vô ý tự gây tai nạn

làm bay dụng cụ trẻ đang cầm, đập vào đầu trẻ và làm trẻ ngã xuống	đầu	nguy hiểm	nghiệp	
Trẻ bị chấn thương khi cô giáo yêu cầu hướng dẫn bạn chơi bóng chày. Trẻ làm theo vì muốn làm vì muốn làm vui lòng cô giáo. Tuy nhiên, bạn của trẻ lại không muốn chơi bóng chày. Bạn vung cây gậy đánh bóng đập vào đầu trẻ gây chấn thương.	Chấn thương đầu	Cú đánh tấn công	Thể thao	Ai đó cố ý gây ra
Trẻ chơi trốn tìm trong nhà và rơi từ cầu thang xuống, gãy tay	Gãy xương	Ngã	Chơi	Vô ý tự gây tai nạn
Trẻ nấu ăn trong khi mẹ đang làm việc, bị bỏng tay	Bỏng	Cháy	Việc nhà	Vô ý tự gây tai nạn
Trẻ đi kiếm củi. Đang chặt cây thì bị một cành cây nhọn đâm vào chân, gây ra vết cắt sâu	Cắt	Sử dụng công cụ nguy hiểm	Việc nhà	Vô ý tự gây tai nạn
Trẻ đang trên đường đi học thì bị một con chó tấn công và cắn vào mặt	Gia súc cắn	Tai nạn do gia súc	Đi học	Gia súc
Hai trẻ em chơi đùa với 2 que cứng. Một trẻ vô tình chọc que vào mắt trẻ kia, gây thương tích nặng và bị mất thị lực của con mắt đó	Chấn thương mắt	Sử dụng công cụ nguy hiểm	Chơi	Ai đó vô ý gây ra
Trẻ bị ngã từ trên xe buýt xuống khi đang đi đến trường và chấn thương ở đầu	Chấn thương đầu	Ngã	Đi học	Ai đó vô ý gây ra
Trẻ bị trật khớp mắt cá	Chấn	Ngã	Thể thao	Vô ý tự gây ra

chân khi đang chơi thể thao	thương khớp			
Trẻ đang rán đồ ăn để bán (nhà bán hàng ăn) thì bị mỡ sôi bắn vào mặt và làm bỏng ở mặt	Bỏng	Bỏng	Lao động phi nông nghiệp	Vô ý tự gây ra
Trẻ bị chó tấn công khi đang thu nhặt củi trong vườn	Gia súc cắn	Tai nạn do gia súc	Việc nhà	Gia súc
Trẻ bị gãy chân khi đang buộc 2 con trâu vào gọng để kéo cày. 2 con trâu đánh nhau và một con bước đè vào trẻ	Gãy xương	Tai nạn do gia súc	Lao động trên đồng ruộng	Gia súc
Trẻ đang chơi gần bếp lò và chảo nước sôi đổ vào người gây bỏng	Bỏng	Bỏng	Chơi	Vô ý tự gây tai nạn
Trẻ chơi với bạn trên đường và bị một xe taxi cán phải	Chấn thương đa chiều?	Tai nạn trên đường giao thông	Chơi	Ai đó vô tình gây ra
Trẻ cắm điện tivi và bị điện giật, phải vào bệnh viện cấp cứu	Điện giật	Điện	Việc nhà	Vô ý tự gây tai nạn
Trẻ uống thuốc chuột định tự tử. Trẻ không chết nhưng miệng và thực quản bị bỏng nặng	Độc dược	Cố ý tự sát	Không làm gì cả	Có ý tự gây thương tích
Trẻ đang đợi ở bến xe buýt, một chiếc ô tô đi quá sát chỗ đứng, trẻ vội lùi lại bị ngã, đầu đập vào một hòn đá	Chấn thương ở đầu	Tai nạn trên đường giao thông	Đi lại	Ai đó vô ý gây ra
Trẻ đang tưới cây trên nóc nhà 2 tầng, bị vướng chân	Chấn thương ở	Ngã	Việc nhà	Vô ý tự gây tai nạn

vào ống dây dẫn nước, bị ngã đập đầu.	đầu			
Trẻ đang giúp cha làm cồng việchàn thì bị điện giật nặng làm trẻ bị ngã.	Điện giật	Điện	Lao động phi nông nghiệp	Vô ý tự gây tai nạn
Trẻ đang tắm có bình nước nóng và bị điện giật trong khảong 5 giây và bị đau ở ngực	Điện giật	Điện	Không làm gì	Vô ý tự gây tai nạn
Trẻ đang chơi với bạn. Xô đẩy nhau và trẻ bị ngã, bịchấn thương ở đầu	Chấn thương ở đầu	Ngã	Chơi	Ai đó vô ý gây ra
Trong cuộc tranh cãi của hai đứa trẻ trên sân trường, trẻ thứ nhất (Trẻ 1) chửi trẻ thứ 2 (Trẻ 2), trẻ 2 đẩy trẻ 1 ngã và làm trẻ 1 trẹo mắt cá chân (Trẻ 1: chấn thương 1). Khi ngã, trẻ 1 tóm lấy trẻ 2 và làm trẻ 2 đập đầu xuống đất (Trẻ 2: chấn thương 1). Một cuộc đánh nhau xảy ra sau đó. Một giáo viên đi đến và đánh cả 2 trẻ bằng gậy, làm trẻ 1 có vết thâm tím và cả 2 trẻ bị vết cắt (chấn thương 3 cho cả 2 trẻ) Trong ví dụ này, ĐTV cần phải xác định xem người trả lời coi loại chấn thương nào là quan trọng nhất.	Trẻ1: Chấn thương khớp/bong gân Thâm tím Trẻ2: Chấn thương đầu Trẻ1 và 2: vết cắt	Trẻ1: ngã Trẻ2: ngã Trẻ 1 và 2: Bị trừng phạt đánh đập	Trẻ1: Ở trường Trẻ2: Ở trường Trẻ1 và 2: Ở trường	Trẻ1: Ai đó cố ý gây ra Trẻ2: Ai đó vô ý gây ra Trẻ 1 và 2: Ai đó cố ý gây ra
Một bé gái đang chơi trên một chiếc ghế dài và trượt chân rơi xuống, bị thương	Vết cắt/xé rách	Ngã	Chơi	Vô ý tự gây tai nạn

ở vùng kín và phải khâu.				
Trẻ đang cắt cỏ trong vườn nhà và bị rắn cắn	Rắn cắn	Chấn thương do động vật gây ra	Lao động nông nghiệp	Động vật
Trẻ đi xe đạp đến trường và bị một ô tô phóng nhanh va phải, làm chấn thương bả vai	Chấn thương khớp	Tai nạn giao thông	Đi học	Ai đó vô ý gây ra
Trẻ chơi pháo nổ. Một quả nổ ngay trên tay làm chấn thương nặng 2 ngón tay. Trẻ được đưa đến bệnh viện và phải phẫu thuật cắt bỏ 2 ngón tay.	Mất chi/ngón tay	Chơi pháo nổ/vật dụng nguy hiểm	Chơi	Vô ý tự gây ra
Trẻ đi cùng bố mẹ đến thăm họ hàng ở địa phương khác. Họ đi vào nhà thờ và gặp một trận động đất. Mái vòm nhà thờ đổ xuống và giết chết bố mẹ, đè lên trẻ những trẻ vẫn còn sống.	Chân thương đa chiều	Nhà đổ	Khác	Thảm hoạ tự nhiên
Trẻ đang đi trên một chuyến xe khách. Do lỗi của lái xe, xe bị đâm vào sườn núi. Nhiều người bị chết.Trẻ không bị thương những bị ảnh hưởng tâm lý rất nặng và trở nên sợ hãi	Tổn thương tâm lý	Tai nạn giao thông	Đi lại	Ai đó vô ý gây ra
Trẻ đi về nhà buổi tối, bị một bọn cướp giật mất túi xách. Trẻ bị nãg và bị kéo lê trên nền đường, bị thâm tím khắp người	Ngã hoặc chấn thương đa chiều	Tấn công	Đi lại	Ai đó cố ý gây ra

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Trẻ đang được phỏng vấn YL thì có một nhóm người định lấy PDA của ĐTV, trẻ cố gắng ngăn lại và bị đá, đánh đập	Chấn thương đa chiều	Bị tấn công	Khác	Ai đó cố ý gây ra