FIELDWORKER INSTRUCTION HANDBOOK

Young Lives

Round 2

**Ethiopian Development Research Institute (Ethiopia)
University of Oxford (UK)**

In collaboration with Save the Children –UK

Funded by Department for International Development (DFID)

September, 2006
Addis Ababa
Ethiopia

TABLE OF CONTENTS

Page

PART I FIELD PREPARATIONS

1: INTRODUCTION

BACKGROUND OF STUDY

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

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

The Young Lives study is being conducted in Vietnam, Peru, Ethiopia and the Indian State of Andhra Pradesh. In Ethiopia, the research part is led by the Ethiopian Development Research Institute (EDRI) with researchers from the Department of Economics, Addis Ababa University; while the dissemination part is led by the Save the Children UK (SCUK).

OBJECTIVES OF THE STUDY

The Young Lives study (YLS) has three broad objectives:
- ***producing good quality panel data*** about the changing nature of the lives of children in poverty;

- ***tracing linkages between key policy changes and child poverty; and***

- ***influencing policy makers, planners and other stakeholders to improve child-focused and poverty reduction policies.***

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

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

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

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

METHODOLOGY

The Young Lives study is a 15 year study that is following the same 2000 children (from age 6-17.9 months) and 1000 children (from age 7.5–8.5 years) in each country. The study was started in 2002 and the second round of interviews is planned for October-January 2006; the younger children now being around 5 years old[1] and the older children about 12 years old[1]. The caregiver and, when the child is old enough, both the caregiver and the child are being interviewed every three to four years with a quantitative survey. The height and weight of each child (and mother) is also being measured and community level questionnaires are being completed at every data collection round.

There are a number of questionnaires used in the YLS:
1. Tracking (5yr & 12yr old)
2. Preliminary interview (5yr & 12yr old)
3. Core household questionnaire (5yr & 12yr old)
4. Child specific questionnaire (12yr old only)
5. Community questionnaire

The community questionnaire training manual is a separate document since those involved in data collection here are only the supervisors.

TIMINGS

In general the community questionnaire should always be carried out before the household questionnaire. The community questionnaire will be filled by the supervisors.

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

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

TRACKING

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

For each child fieldworkers will also have one or more tracking schedules. These are not pre-printed so the fieldworker must fill in the details starting with the CHILDID. There are 13 questions in the tracking schedule. Not all questions will be completed for all children. Details of the questions are found in PART 3. The tracking schedule assumes you locate

---

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

the child by first locating the dwelling, then locating the household/family then finally locating the child.

PRELIMINARY INTERVIEW

The preliminary interview consists of a number of sections:

- Appointment(s) for main interview

- Household roster (pre-printed roster)

- Locating information

- Tracking information

CORE HOUSEHOLD INTERVIEWS

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

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

Note that the 12 year olds' questions on education and activities and the child development questionnaires will be asked in the Child questionnaire. The section headers and a note to this effect remain in the 12yr old household questionnaire in order to keep consistency of section numbering across the two household questionnaires. For example Section 11 is the Anthropometry section in both household questionnaires.

12 YEAR OLD CHILD QUESTIONNAIRE

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

Box 2: *12 year old child questionnaire*

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

FIELDWORK SCHEDULE

Remember there must be a 24-hour gap between the preliminary interview and the administration of the main household questionnaire to allow households time to consider participating. Also remember to factor into your time plan:
1. *Introducing and reporting back the project to the community,*
2. *Completion of the community questionnaire,*
3. *Return visits to empty households/households where the caregiver was absent.*
4. *Return visits to recollect incorrect or missing data,*
5. *The completion of household questionnaires <u>and</u> child questionnaires for the 12yr olds*

Household data will be collected in two rounds. One supervisor will lead two sentinel sites. Starting in the first week of October 2006, the length of the fieldwork round will be 2.5 months. During this time the 3000 selected households from Round 1 will be interviewed by 10 survey teams. Each team will be responsible for surveying 2 sentinel sites and will spend 5 weeks in each sentinel site working 6 days per week. In each sentinel site the same 100 households with 5 year old children will be interviewed and 50 households with 12 year old children will be interviewed. After the interviews in each sentinel site are completed you will have 2 days break before moving to the next site, the average travel time between sentinel sites is 1 day. Your supervisor will be responsible for your transport and lodgings in each sentinel site. You must take care <u>not</u> to return to households where we know from tracking that the child has died. Please check your schedules carefully to ensure this does not happen.

Interviews should take an average of 9 hours. The child specific questionnaire will be shorter and can be done in one sitting (if agreed by the household) but please remember to factor in a break. The household questionnaire, especially in rural areas, is much longer and countries need to decide on how they will do these interviews: e.g. whether in two or more sittings or using two or more interviewers at the same time. Each enumerator is expected to undertake at least 3 interviews per week. If you make any errors, this will create more work for you to resolve them, **so please be careful in your work**.

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

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

PROJECT MANAGEMENT

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

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

There is a Survey Management Committee which is composed of the following:
Dr Tassew Woldehanna, Principal Investigator
Dr Alemu Mekonnen, member of the research team
Dr Tekie Alemu, member of the research team
Mr Bekele Tefera, National coordinator

The Young Lives Survey is being overseen by an in-country management committee who have the responsibility to co-ordinate the survey according to the set schedule. The committee works with a staff of **fieldwork co-ordinator** who supervise the survey teams and questionnaire verifiers; and **data manager** who is responsible for checking data consistency and supervises entry operators. Data entry will be carried out in Addis Ababa at EDRI office. The survey team that the fieldwork co-ordinators oversee consists of:

One field coordinator: responsible for overseeing and monitoring supervisors, check 5 household questionnaires in sites he visits.

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

One hundred Fieldworkers/enumerators: Responsible for collecting and recording information from households in the household questionnaire.

Four questionnaire verifiers
One errand person and
Four to eight data entry operators:

One data manager: Responsible for supervising the entry of data from the questionnaires into the data entry programme, carrying out consistency checks, ensuring the security of the data and managing the completed questionnaires and diskettes/CDs containing entered data including making backup copies. They will also be responsible for measuring the height and weight of the index child and mother.

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

2: ETHICS AND CONSENT

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

RESPECT

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

BENEFIT TO RESPONDENTS

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

Respondents /Caregiver will be given Birr 30 after filling the questionnaire is completed, while the index child will be given Birr 10 or teaching materials or biscuit worth of Birr 10. Please note that these incentives should not be used to pressurise caregivers to participate and it may be better not to mention them during enrolment. They could be given mid-interview to break up the interview into two parts.

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

collected to support processes of empowerment, and in the delivery of improved services or other programmes.

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

<u>Specific practical assistance</u> Fieldworkers may be asked for assistance from participating households, e.g. transporting a sick person to a health facility etc. In principle, Young Lives encourages fieldworkers to respond positively to such requests. However, there are limits as to what is practical; each survey team will need to decide this with reference to the local context. **Do not make any promises you cannot keep**.

If the caregiver tells you or you suspect that any of the children in the household are suffering from sexual or other abuse you must tell your supervisor who will follow the issue up.

AVOIDING HARM TO RESPONDENTS

You **must** ensure that you:

- Are **sensitive to the timing and procedures for interviewing.** For example, organise data collection so that it is at convenient times for respondents, even if this is inconvenient for interviewers.

- Ensuring that male interviewers do not visit women alone at home if this is unacceptable locally.

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

- Are prepared to **answer all the questions about the project honestly and openly** as far as you can and refer to the supervisor any question you cannot answer.

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

CONFIDENTIALITY

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

CONSENT

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

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

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

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

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

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

INTERVIEWING 12 YEAR OLDS

There are some special considerations to take into account when obtaining informed consent from children. Children are less likely than adults to understand what research is, what the purpose of the interview is, or why you are asking them questions and entering their answers in a form. Hence, it is vital to take extra care to explain in ways that they can understand why you are there, why you are interviewing them and what the information is

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

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

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

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

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

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

3: FIELDWORKER'S TASK

Your role as a supervisor or enumerator is crucial to the survey. The quality of the data to be collected will be determined by the quality of your work. This is a big responsibility because we hope that the data from this study will be used to help formulate national policy and help the government make important decisions. Supervisors should keep in constant touch with the field coordinator and enumerator with the supervisor and inform her/him of any problems he/she encounter in the field work. The supervisor, on her/his part, will provide enumerator with all the necessary materials and instructions and will also collect and check the work and help the enumerator to resolve any problems that may arise.

INTERVIEW AT THE SURVEY HOUSEHOLDS

Your principal task is to conduct interviews with households at the rate of at least 3 interviews a week during the survey period. You must return to households where the caregiver or child was absent at least **twice** and should attempt to trace children who have moved. If households or children have moved then you must inform your supervisor and pass on any information about their whereabouts or contacts. You can use the tracking schedule to do this. Remember you may have more than one tracking schedule before you find a child. You will need to plan your work (see Preliminary Interview) so you visit households at appropriate times and make appointments with caregivers/respondents/children as needed. You must follow strictly all instructions contained in this manual and read all questions **exactly** as they appear in the questionnaire.

Supervisors will be provided with the following materials for use in carrying out the interviews:
- Carrying bag
- GPS
- Camera
- Instruction manual
- Writing pad
- Red pens to correct data
- Black indelible biro. And pencils
- Identification card which identifies you as an employee of the Young Lives Study
- Letter from national or national authorities approving the study

Enumerators will be provided with the following:
- Plastic folder
- Instruction manual
- Writing pad
- Black indelible biro and pencils
- Identification letter which identifies you as an employee of the Young Lives Study

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

CHECKING THE COMPLETED QUESTIONNAIRE

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

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

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

RELATIONS WITH THE SUPERVISOR

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

- S/he will examine in detail all questionnaires filled out by you to verify that each interview has been carried out properly and in full. S/he will then ask you to return to the household to recollect any missing or wrong data if this is possible.

- S/he will make random visits to some of the households that you have already interviewed to make sure that you went to the correct addresses and to re-ask a few questions in the questionnaire as a basis to assess the reliability of the data we are collecting. A *random sample of 5% of households will be re-interviewed by the supervisors. Each re-interview will take a maximum of 15 minutes during which the supervisor will re-administer a selection of the stable parts of the questionnaire e.g. parental background and the household roster.*

- S/he will observe 3 or more of your interviews per sentinel site to evaluate your method of asking questions. You will not be informed of this in advance.
- Each day s/he will meet with the team to discuss the work and will make regular reports to the fieldwork co-ordinator on the results of the work.

Your supervisor is the link between you and the survey organisation and you should work closely together. Just as you will receive instructions from her/him, you must inform her/him of any difficulties or problems that you encounter. For instance, if you do not

understand a procedure or the meaning of a question in the questionnaire, you should ask your supervisor for an explanation.

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

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

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

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

4: INTERVIEWING PROCEDURES

ARRIVAL IN THE COMMUNITY

Community questionnaire will be done first by the supervisor.

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

RE-CONTACTING THE RESPONDENTS

Tracking

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

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

Preliminary interview

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

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

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

The preliminary interview consists of a number of sections:

- Appointment(s) for main interview
    - This section allows the interviewer to make an appointment with the household respondent(s). It may be that more than one appointment is necessary and that the interview is done in two parts to avoid disruption to the household. Each appointment should not normally take more than 90 minutes.

    - The interviewer can also check that all the child's details are correct (name, age, address etc)

- Household roster (pre-printed roster)
    - Changes to the household during the second round can be amended on the pre-printed household roster containing details of the household that were collected from the last survey. There are spaces for new household members that have joined the household since the last survey. There is also a code [RELATIONSHIP] that has been added in order to determine the relationship of the household members to the index child. Please do not simply copy the relationship recorded in round 1 as many additional codes have been added for this round one of which may be more appropriate.

- Locating information

    - This section allows the interviewer to document with more detail the child's physical and geographical location, including GPS co-ordinates. A short GPS manual is provided in a box below.

Box: GPS Instruction

To obtain the location of a household

1. Make sure that you are in an open place with an unobstructed view of the sky. The unit will not work, or will work poorly, if you are inside a hut or under a tree.
2. Switch on the GPS unit by pressing the power button on the right hand side. (There are two buttons on the right hand side. The power button is the lower button.) Press the button for about three seconds.
3. You will see a screen with the word "*etrex*" at the top. After a few seconds, a "warning" will appear at the bottom of the screen. After a few more seconds, the warning will disappear.

---

4. Next, a screen will appear with the words "Wait … tracking satellites" at the top.
5. Wait.
6. Wait
7. And wait a little more. After a few minutes the words "Ready to navigate" will appear at the top with the word "Accuracy ___ ft" below it.
8. Wait some more.
9. After about another minute, you should obtain accuracy with 60ft *or better*.
10. Record the following information in the log (attached): Household ID, Name of Head, Accuracy, North reading, East reading, elevation.
11. When you are finished, switch off the unit by pressing the power button on the left hand side for a few seconds, then letting go.

To obtain a distance and time between two places

1. - 10. Are identical to those listed for "location of a household."
11. Press the "Page button" on the right hand side THREE times. (There are two buttons on the right hand side. The page button is the upper button.)
12. Make sure all the readings say ZERO.
13. Start walking.
14. When you get to your destination, stop. Wait one minute, then write down the distance traveled (trip odometer) and moving time.
15. You must RESET the odometer before continuing. Using the "Thumb stick" like a computer mouse, click on the "Option Menu Button" (found at the top of the screen), click on RESET, then click on APPLY, then click on OK. The trip computer should now read zero everywhere.
16. Press the "Page button" on the right hand side TWO times.
17. Wait a few seconds, then record your destination information.
18. When you are finished, switch off the unit by pressing the power button on the left hand side for a few seconds, then letting go.

Instructions

In each village, you should note the location of each surveyed household, as well as the local government primary school, local government health clinic, local market and village meeting place. Record these in the "GPS Location Log."

In addition, we would like you to measure some distances. Some should be distances from household to household, while others should be distances from households to facilities like schools, health clinics, markets and meeting places. You should do as many as you can, but a minimum of 30.

TRACKING INFORMATION

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

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

EXPLANATION OF THE SURVEY

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

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

USE OF INTERPRETERS

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

IMPORTANT: Your supervisor should have established before you go to the field whether there is going to be a need for interpreters and hopefully should have identified suitable people for this job and trained them in the requirements of this role. However, in the absence of such an arrangement, when you first enter a household, you must find out whether you will need an interpreter or not.

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

- It is difficult to know how good the translation is. It is possible that the respondent's friend who speaks the interview language does not speak it well enough, or isn't familiar with jargon/concepts of the study, to translate everything said during the interview, and s/he will not want to admit it. If you find that the replies do not correspond to the questions, try tactfully to help the interpreter or to replace her/him. You could for instance, suggest that interpreting is a very tiring job, and that the interpreter should take a rest while someone else carry on. Or you might say that you

have already taken up too much of his (interpreter's) time, and that the job should be shared among a number of people.

• Another difficulty often encountered is that the interpreter is so familiar with the household that he starts to answer for the respondent without directing the question to her/him (respondent). In such a situation you must politely remind the interpreter that it is the respondent that has been chosen for the interview, and that it is only his/her answers that you can write in the questionnaire.

• On the other hand you should also avoid engaging interpreters who could pose any kind of threat, e.g. linked to a political party or government.

PRIVATE NATURE OF THE INTERVIEW

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

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

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

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

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

CHILD INTERVIEWS

Most communities have very clear ideas about the appropriate manner for treating children and how children themselves should behave. Ideas about what is appropriate for boys and girls will most likely be very different, especially once they have reached age 12. Therefore, so that you do not cause offence, it is very important to be aware of and follow

local customs that determine the different ways in which adults treat boys and girls, as well as the manner in which young people are expected to behave towards adults. It is because of these kinds of customs that our study requires all interviews with girls to be conducted by female fieldworkers. We also recommend that fieldworkers who interview children should be fairly young, as children tend to be less shy with adults who are nearer their own age than with older adults.

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

When interviewing children the following behaviour is unacceptable:
Fieldworkers must **not**:

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

CONDUCT OF THE FIELDWORKER

The fieldworker must observe the following rules:

1. You must be courteous towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and everyone else involved). Your behaviour can have an enormous influence on people's opinions in the localities covered by the survey.
2. You must avoid disturbing or upsetting anyone by your behaviour.
3. You must be properly dressed, so that the respondent will be inclined to trust you, as a reliable and responsible person.
4. You must arrive at the stated time, and never keep the respondents waiting.
5. You must exercise patience and tact in conducting the interview, to avoid antagonising the respondent or leading her/him to give answers that are not in conformity with the facts. Be tactful about asking questions to which you have just been given the answer,

if necessary say that 'you just need to be sure' to avoid giving the impression that you were not listening to what the respondent just said. For instance, if the mother tells you that her child is very well and has no illness and then you have to ask specifically about symptoms

6. You must not attempt to sell anything to the child or family.
7. You must not lend or borrow money or goods from the family
8. You must not bribe the child or family in order to get them to cooperate

PART 2 THE INDEX CHILD/HOUSEHOLD QUESTIONNAIRE

5: HOW TO CONDUCT THE INTERVIEW

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

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

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

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

2. **In the case that the interviewer already knows some simple information,** such as that this person is the wife of some other person, it is not necessary to ask marital status of those two people, only to write that information down. However, if you are not clear, or only suspect that this is the situation it is still necessary to ask.

3. All forms will be checked and will be sent back to you if they are not satisfactory. You must realise that the information on these questionnaires is essential and under **no circumstances should you make information up.** This is the worst thing an interviewer can do. You will be dismissed immediately if you make any information up.

4. **Maintain the pace of the interview.** Avoid discussing too much with the respondent. If you receive an inappropriate or complicated response, do not break in too suddenly, but listen to what the respondent is saying and then lead her/him back to the original question. It is important to pay attention and listen attentively to the respondent and avoid offending or suggesting answers to the respondent.

5. **Keep a neutral attitude with the interview subjects.** It is extremely important that you should remain absolutely NEUTRAL about the subject of the interview. Most people are naturally polite, particularly with visitors, and they tend to give answers and adopt attitudes that they think will please the visitor. You must not express surprise, approval or disapproval about the answers given by the respondent and you must not

tell her/him what you think about these things yourself. Avoid any preconceived ideas about the respondent's ability to answer certain questions or about the kind of answer he is likely to give. Your most important task is to read the questions exactly as they are written in the questionnaire.

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

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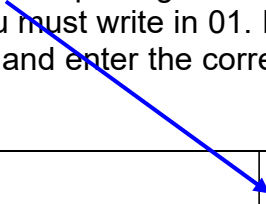
Fieldworkers should be encouraged to write down their personal observations about the primary caregiver, the index child and the interview itself (was the caregiver distracted, happy, engaged). Qualitative information about the socio-economic and physical context of the household will be valuable to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

6. HOW TO FILL OUT THE QUESTIONNAIRE

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

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

E.g.	Is 'NAME' male or female?		
	01=Male 02=Female	[__ __]	[SEX]

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

INSTRUCTION IN THE QUESTIONNAIRE

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

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

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

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

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

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

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

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

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

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

TYPES OF QUESTIONS

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

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

7.1   Does anyone in your household own your house?
         00=No, 01=Yes, 77=NK   [__ __]   (OWNHOUSE)

In this example the interviewer would record '00' for no or '01' for yes. You will see some other codes here. If the respondent doesn't know the answer (even after further enquiry) then the interviewer must enter the code '77' (NK).

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

5.9   How many of these relatives are influential in   [__ __]   (INFREL)
         the community?
         (00=none, 01=1-5, 02=6-10, 03=11-20,
         04=21-30, 05=over 30, 77=NK, 88=N/A)

You will notice here the code '88' (N/A). This means that the question is 'not applicable' to the household. This generally depends on the response to an earlier question. So in this case the household may have already answered that they do not have any relatives (excluding those of the household) who live in the community and therefore question 5.9 is not applicable.

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

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

In question 3.21 there are so many potential answers that a code box is need. The instructions tell you to '**ENTER CODES FROM BOX #9**'. Code boxes will either be in a separate Code Book or embedded in the questionnaire close to the question/s that refers to them. They are clearly labelled. In this example Code box # 9 (shown below) contains a

list of 'plans for hard times' and their two digit codes. This question allows for up to three different answers. The appropriate codes should be entered on the two lines '[__ __]' for example if the most important plan was to 'look for work' then you would enter the code 04 like this **0   4** for PLAN1, and a second most important plan was 'food for work' then you enter **1   1** for Plan2. If there are no other plans then enter **8   8** (not applicable N/A) for PLAN3.

Do not circle the codes in the box.

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

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

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

3. **Write in questions:** Some questions, such as those asking for names or addresses will require you to write in the answer rather than tick a box or enter a code, you will be provided with space to write; marked by '✍_____'. Always write clearly in capitals, if you are not sure of the spelling of a place or name see the supervisor.

4. **Numerical questions:** Some questions require that the respondents provide you with a number or an amount such as a date of birth, the child's birth weight or the number of animals the household owns. You must write the numbers clearly and should use [Arabic] numbers i.e. you must write 6 instead of VI. You will always be provided with boxes or lines to write numbers in, for example question 7.3, shown below, provides space for two digits as there may be more than 9 rooms in the house, if there are 9 or fewer rooms you must record the answer using a leading zero, that is you would record

an answer of 6 months as '__0__ __6__.' Whenever you find the respondent's answer has fewer numbers than the space provides you must use leading zeros.

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

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

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

4.2   What is the money value (in Birr) of the total amount purchased by the household in the last **30 day**s on the following items:
(Enter value in Birr or codes 00=Nothing, -77=NK)

01   Tobacco, cigarettes, etc.   [_____.____]   (SPEND01)

02   Personal care items (cosmetics, hair oil, perfume, beauty parlour fees, hair cuts)   [_____.____]   (SPEND02)

03   Firewood, kerosene, electricity, gas, batteries, candles   [_____.____]   (SPEND03)

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

5. **Pre-printed responses:** You will be provided with a household roster that has a pre-printed list of household member details and of member ID numbers. Where there have been any changes to the roster then they need to be clearly indicated by the interviewer. This is very important! From the household roster a household roster card will be drawn up and this will be used to identify the correct household member by ID number for household questions that ask for details of all household members.

6. **Matrix questions:** Several questions are in the form of a matrix or table. This is usually the case when we are asking the same questions about several different people or things (e.g. household education). The questionnaire includes instructions on how to fill in the tables and each question usually has a list of codes underneath it.

SKIP PATTERNS

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

3.1   In the last 12 months has anyone in your   [__ __]   (OWNLAND)
        household owned, borrowed or rented any
        land?
                00=No, 01=Yes, 77=NK
        If No or NK (77), ➢ **skip to 3.10**

PART 3 THE QUESTIONNAIRES

7. 5YR OLD HOUSEHOLD QUESTIONNAIRE

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

The tracking schedule has the following questions:-

T1: Tracking attempt number
> Several attempts may be needed to find the child. Record here the number of times you have tried to find the child.

T2: Date
> Record the date of each attempt.

T3: Can you find the house/dwelling? 00=No, 01=Yes
> This is whether or not you have managed to find the physical dwelling for the family. If Yes then record 01 and skip to **T4**, otherwise talk to neighbours or use the contact details on your contact sheet to find as much information as you can about where the family has gone. Record this information clearly in the box provided. Include the new address if possible. Other questions on this schedule must be left blank – start a new schedule for your next attempt to find this child.

T4: Does the YL family live here? 00=No, 01=Yes
> This question assumes you have found the dwelling and you want to know if the child's family is still living here – you may need to come back later if there is no one at home to ask. If the YL family does live there then record 01 (Yes) and move to T5. Otherwise record 00 (No) and ask neighbours and/or contacts for information about the family's current location. Refer back to your supervisor for further instructions. Start a new tracking schedule for your next attempt to find this child.

T5: Is NAME still alive? 00=No, 01=Yes
> This question is probably very sensitive but we need to determine whether the YL child is still alive. Ask this question in a sensitive manner so as not to upset the respondent. If the child has died since the tracking round in 2004 then ask question **T6** otherwise skip to **T7**.

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

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

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

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

T8: Where is NAME living?

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

T9: Who is NAME living with?

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

T10: How long has NAME been living there?

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

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

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

T12: Why is NAME living elsewhere?

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

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

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

PRELIMINARY INTERVIEW

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

RESPONDENTS:

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

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

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

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

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

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

PQ1: Fill in the date of the preliminary interview. U*se the Julian (Ethiopian) calendar.*

MAKING THE APPOINTMENT:
PQ2-4: Make an appointment with the family for conducting the main interview. Ideally the caregiver (or the person who answered the questionnaire last time), the household head and the Young Lives child will be present at the main interview. If necessary, make more than one appointment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PQ10.1: This question is about translation needs. You need to establish the translation needs before you go to a household so that there is time to select and train a suitable person for translation. SEE SECTION ON TRANSLATORS.
Record the preferred language for the household head, the caregiver and the child in that order.

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

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

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

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

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

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

PQ17: Record the region of residence.

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

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

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

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

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

SECTION 1 – PARENTAL BACKGROUND

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

RESPONDENT:
Same as last survey

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

Community has different meanings for each country. E.g. in Ethiopia a 'community' is a Kebele or Peasants Association (PA).

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

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

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

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

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

Q1.1: Determine whether the 'mother' and 'father' are still alive. If either the mother or the father is not alive then skip to question 1.15 for that person/s. For those still alive continue to answer all the questions. There is no option for an answer to be put in the 'caregiver' column since the primary caregiver, if not the mother or father, will be the one answering the questions.

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

Q1.3: Determine whether the mother or father is the primary caregiver. If the mother or father is the primary caregiver then there is no need to fill out the third (caregiver) column. There can only be one primary caregiver so make sure that this is so – You cannot fill in

'Yes' to this question for more than one person. If a respondent says more than one then try to establish which of them spends the most time with the child.

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

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

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

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

Q1.7.1 Ask what the most commonly used language in the locality is. Enter a code from CODEBOX #1.

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

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

Q1.10: Determine whether each person can speak the most 'IMPORTANT LOCAL LANGUAGE'. This should be the language that is referred to in Q 1.7. If the answer is 'No', meaning that they speak nothing at all of the language, then skip to Q 1.12. However, it may be that the person speaks 'a little' of the language, in which case ask Q 1.11.

Q1.11: Determine how well each person can speak the language most commonly used in the locality from Q 1.8 using the codes given.

Q1.12: This question is asking about 'ethnicity' or 'origin'. Ask about each person's ethnicity. You should also ask this, and the following questions, of the parent if they are no longer living. Read the list of codes given to help the respondent to decide. Enter the code from CODEBOX #2.

Q1.13: Establish what is, or was, each person's religion. Enter the code from CODEXBOX #3.

Q1.14: Determine what is, or was, the highest completed education grade completed by each person. Record the number in years [00 -12] for primary and secondary school, use the other codes for completed education above secondary school, e.g. 13=Post secondary vocational; 14=University.

QUESTIONS ABOUT THE INDEX CHILD:

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

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

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

Q1.18: Ask how many children have been born **before** the index child and write in this number. Don't forget to include children who are still alive. Don't forget to count all children, including twins etc. *We are interested in all live births but have used 24 hours as a guide*

Q1.19: Ask how many children have been born **since** the index child and write in this number. Don't forget to include children who are still alive. Don't forget to count all children, including twins etc. *We are interested in all live births but have used 24 hours as a guide*

Q1.20: Establish the index child's ethnicity or origins. It may be possible that is different from either of the biological parents. It is worth checking that the information is correct. Enter code from CODEBOX #2.

Q1.21: Establish the index child's religion. Enter code from CODEBOX #3.

Q1.22: Ask what the first language that NAME learned at home was. Enter code from CODEBOX #1.

Q1.23: Review question 1.7.1 to obtain the most commonly used language in the locality, state the name of this language in question 1.23 (in the question just below) and then ask the question: Currently, does NAME speak _____(the most commonly used language in the locality)?

SECTION 2 - HOUSEHOLD EDUCATION

PURPOSE:
The purpose of this section is to:
Q 2.1 Identify the education levels of every household member who is 18 years and over.

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

RESPONDENTS

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

DEFINITIONS

A public school relies primarily on government/state funding.

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

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

INSTRUCTIONS

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

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

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

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

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

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

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

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

Q2.2.3: If the child is not currently in full time education, establish why. Enter the code from CODEBOX #4. Remember that if the child is too young then there is a code for this. If the child has never been enrolled, fill in 2.2.3 and skip to the next child. Put 88=N/A if they are currently receiving full time education.

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

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

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

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

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

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

SECTION 3 – LIVELIHOODS & ASSET FRAMEWORK

SECTION 3A – LAND AND CROP AGRICULTURE

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

DEFINITIONS:

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

Bequest means inheritance.

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

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

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

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

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

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

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

Q3.2.2: Ask which of the codes best describes the land (use code box 6). In this question "sharecropped in" refers to whether the household is sharecropping on someone else's land and "rented in" means the household rents land from someone else and does not, therefore, own this plot.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q3.4.1: Ask the respondent what the main crops are that are grown in the rainy season (*kiremt).* Enter the codes from CODEBOX #8. If there are more than two crops, enter the two most important. If the answer is less than two, enter 88 in the second box. If no crops were grown in this season, enter 88.

Q3.4.2: Repeat Q3.4.1 for the dry season (belg).

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

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

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

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

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

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

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

Q3.9.1: Enter the crops cultivated by the household in the last agricultural year according to the codes provided in questions 3.4.1 and 3.4.2 (taken from Code Box #8).

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

Q3.9.2.1: Enter the local unit using codes from CODEBOX #9.

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

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

SECTION 3B – TIME ALLOCATION OF ADULTS AND CHILDREN

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

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

RESPONDENTS
Determined from preliminary interview, but probably the household head.

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

Q3.10.1: Establish whether the person has a permanent disability that may affect work output. The nature of the disability does not matter; we are just concerned with whether or not it affects their work compared to someone of the same age without a disability. Enter the appropriate code from CODEBOX #10.

Q3.10.2: Enter the most important work activity of each person (in terms of time spent in the last 12 months) from CODEBOX #11. Unpaid activities such as household chores should be included here. If a person has not done any work activities (eg. they are very

young or very old) record code 17 to indicate that the person is not doing anything and that they are dependent.

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

Q3.10.4: Establish the second most important work activity of each person in the last 12 months. Enter the code from CODEBOX #11. If the person has done fewer than two activities (none or one), enter -88 for N/A.

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

Q3.10.6: Establish the third most important work activity of each person in the last 12 months. Enter the code from CODEBOX #11. If the person has done fewer than three work activities (or none at all), enter -88 for N/A.

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

Table 3.11:
SAY: Now I am going to ask you some questions about the activities carried out by each individual in the household between the ages of 5 and 17yrs.

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

For each child, ask each of questions **3.11.1-3.11.8**. Enter the number of approximate HOURS for each activity. Round up or down to the nearest hour. Note that a typical day is from Monday to Friday and should be one that the person/household does normal or usual things such as working and going to school.

SECTION 3C – PRODUCTIVE ASSETS

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

RESPONDENTS
Determined from preliminary interview, but probably the household head.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q3.14.2: Ask for the three most valuable assets, which can be owned, rented or borrowed, that allow the household to do this activity. Enter codes from CODEBOX #13. If less than three are mentioned, insert 88.

Q3.14.3: Ask how many the household has acquired by renting or borrowing. Enter 00 for none**.**

Q3.14.4: Ask how many the household actually own (ie do not include those that are rented or borrowed). Enter 00 for none.

Q3.14.5: Ask how much the household would get if they were to sell owned asset today. Enter the value in Birr. Make sure to get the decimal point in the correct place.

Q3.14.6: Establish who the main person is who decides whether to sell or give away this asset. Enter the ID of this person from the household roster. If it is the whole family who makes the decision enter 80. If the decision-maker is not a member of the household enter 90.

Q3.14.7: Ask what the secondary occupation or money making activity of the household was in the last 12 months. Insert a code from CODEBOX #12.

Q3.14.8-Q3.14.12: Follow the instructions for 3.14.2-3.14.6 above, completing the asset table for the secondary occupation.

SECTION 3D – EARNINGS FROM OTHER ACTIVITIES

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

RESPONDENTS
Determined from preliminary interview, but probably the household head.

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

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

Q3.15.2: Record the total earnings from and major costs of this activity in the last 12 months. This should be recorded in Birr. Make sure to get the decimal point in the correct place. If the respondent does not know, enter -77 for NK, but try to get them to provide an estimate.

FIELDWORKERS: If the household does any activities in the livestock section, ask **Q3.15.3-Q3.15.6.**
If the household does any activities in the work for wages section, ask **Q3.15.7-Q3.15.10.**
If the household does any activities in the business/self-employment section, ask **Q3.15.11-Q3.15.14.**

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

Q3.15.3: Establish who the **main** person responsible for making the key decisions about livestock activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different livestock activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in Q3.15.4.

Q3.15.4: Ask whether the caregiver is responsible for making the key decisions about any of the livestock activities.

Q3.15.5: Establish who the **main** person responsible for controlling the earnings from livestock activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different livestock activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in Q3.15.6.

Q3.15.6 Ask whether the caregiver is responsible for controlling the earnings from any of the livestock activities.

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

Q3.15.7: Establish who the **main** person responsible for making the key decisions about Work for Wages activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different Work for Wages activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in 3.15.8.

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

Q3.15.9: Establish who the **main** person responsible for controlling the earnings from Work for Wages activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different Work for Wages activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in 3.15.10.

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

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

Q3.15.11: Establish who the **main** person responsible for making the key decisions about Business/Self-Employment activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for making the key decisions about different Business/Self-Employment activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in 3.15.12.

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

Q3.15.13: Establish who the **main** person responsible for controlling the earnings from Business/Self-Employment activities is. Enter the person's ID from the household roster. Use code 80 if the whole household makes collective decisions, and 90 if the person is not in the household. If different people are responsible for controlling the earnings about different Business/Self-Employment activities, enter the person who is responsible for the decisions about the majority of activities in this section. If the caregiver is identified, enter 01 in 3.15.14.

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

SECTION 3E – TRANSFERS, REMITTANCES AND DEBT

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

RESPONDENTS
Determined from preliminary interview, but probably the household head.

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

Q3.16.1: For each source of money/goods, ask whether the household has received anything from this source. If the answer is No, fill in 00 and skip to the next line. If the answer is Yes, continue with Q3.16.2-3.16.4. If answer is No to all sources skip to Q3.17.

Q3.16.2: Ask the total value (cash and 'in kind') received from this source in the last 12 months. 'In kind' should be recorded as a cash amount. Make sure to put the decimal point in the correct place. Enter -77 if the respondent doesn't know the amount, but try and get them to give you an estimate. (Use 88 if the answer to Q3.16.1 was No.)

Q3.16.3: Establish who the **main** person is who decides about the use of the money or goods received from this source. If there is more than one person, ask the respondent to identify the main one. Enter the person's ID from the household roster. If the whole household makes the decision use code 80. If the decision maker is not from the household, enter code 90. (Use 88 if the answer to Q3.16.1 was No.)

Q3.16.4: Ask if any of this money or these goods go directly to the index child. (Use 88 if the answer to Q3.16.1 was No.)

Q3.17: Ask if the household ever received support or assistance through programmes provided by NGOs or GOs. If the answer is no, skip to Q3.18. If yes, ask questions 3.17.1-3.17.8 for each program they report. These questions (i.e., Q3.17.1-Q3.17.8) are about the kind of program/support (Q3.17.1), who provided the support (Q3.17.2), when it started in Ethiopian calendar (Q3.17.3), when it ended in Ethiopian calendar (Q3.17.4), how often the support was obtained (Q3.17.5), whether the program targeted any particular members (Q3.17.6), whether the programme met your expectations (Q3.17.7) and what you think the impact of the programme has been on your child's well-being (Q3.17.8).

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

Q3.19.1: For each recipient ask how they are related to the index child. Enter the code from CODEBOX #19. Make sure to get their relationship to the child, not the other way around. For example, the aunt of the index child should be entered as the code for 'aunt', NOT 'niece/nephew'.

Q3.19.2: Ask the total value of money sent to this recipient in the last 12 months. This should be the total of everything sent, not the value of individual transfers. Enter the value in Birr and make sure to get the decimal point in the correct place. Enter -77 if the

respondent doesn't know the value, but try and get them to estimate the amount. If the household sent only goods and not money, use code -88.

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

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

Q3.21: Ask what the household would do in case of hard times and/or misfortune caused by e.g., natural disaster, crop failure, someone losing their job. Enter codes from CODEBOX #20. There is space for three answers here, and the responses should be listed in order of importance. If there are fewer than three responses, fill in as many codes as apply and enter 88 for N/A in the remaining answer boxes. If the first response is 01=Nothing, you should enter 88 in the remaining answer boxes as 'Nothing' implies that they have no plans of what they would do.

Q3.22: Ask the respondent whether the household would be able to raise 150 Birr if they suddenly needed to. This is a hypothetical question, so you are asking the respondent to imagine a scenario where they do need to raise the money; there should not be any N/A responses. If answer is 03 or 77, skip to section 3F.

Q3.23: Ask how they/other members of the household would try and raise this money. Enter codes from CODEBOX #21. There is space for three answers and they should be listed in order of importance. If there are fewer than three answers, enter as many codes as apply and enter 88 for N/A in the remaining answer boxes.

SECTION 3F – CREDIT SUPPORT PROGRAM
PURPOSE:
The purpose of this section is to find out about credit support program.

RESPONDENTS
Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:
Say: Now I am going to ask you some questions about any credit you may have taken out over the past five years (since 1993 – E.C.).

Q3.24 Ask if the household has taken out credit over the last five years (since 1993) (Eth. C) or since 2001 (G.C.). If the answer is no skip to Q3.25 in section 3G. If the answer is yes, ask Q3.24.1 and the other relevant questions in the table for each year credit was taken. Q3.24.1 asks about the year the credit was taken in Ethiopian calendar. Q3.24.2 asks who gave the credit. Q3.24.3 asks the amount of the credit. Q3.24.4 asks the reason for taking the credit. Q3.24.5 asks whether the household paid back the credit. If yes skip

to Q3.24.7. If no, ask Q3.24.6 about the reasons for not paying back the credit on time. Q3.24.7 the person who took the credit and member ID should be entered from the roster card.

SECTION 3G – COST OF HEALTH CARE

PURPOSE:
The purpose of this section is to find out about the cost of health care.

RESPONDENTS
Determined from preliminary interview, but probably the household head.

INSTRUCTIONS:
Say: Now I am going to ask you some questions about the cost of .
health care.

Q3.25 Asks whether the cost of health care concerns the household. If the answer is yes skip to 3.27. If no, ask Q3.26 where you ask the household to imagine that it needed Birr 100 for health care. Then ask how quickly the household could raise it.

Q3.27 If the household does not pay out-of-pocket for health care, as how the household would like to pay for health care.

Q3.28 Ask the household to assume that it were referred to take the child to the next higher health facility. Then ask the first thing that would worry the household.

Q3.29 Ask what the household would do if it needed money to pay for health service.

Q3.30 Based on the experience of the household in the last five years, ask which of the statements in CODEBOX # 29 best described the nearest health care facility

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

SECTION 4A – FOOD CONSUMPTION AND EXPENDITURE

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

RESPONDENTS:
Determined from preliminary interview, but probably the household head.

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

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

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

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

For each commodity, collect the estimated value (in Birr) of the amount bought and consumed in the past two weeks. It may be necessary to work out quantities (use codes from CODEBOX #9), frequency of purchase, and value of each item for some respondents. The important column to fill in, as accurately as possible is 4.1.1, representing the total value purchased and consumed for each of these food categories over the previous two weeks (15 days). If the value is NK, the code is -77.

Q4.1.2: Enter the total estimated value (in Birr) of this commodity that was consumed from the household's own harvest or stock. If the quantity or value is NK, the code is -77. This includes consumption of this commodity that was owned before the 2 week (15 days) period.

Q4.1.3: Enter the total estimated value (in Birr) of this commodity that was consumed from commodities that were gifts, transfers or food aid received from relatives, friends, neighbours, government or other organisations. This includes consumption of this commodity that was received before the 2 week (15 days) period.

SECTION 4B – NON-FOOD EXPENDITURE

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

RESPONDENTS:
Determined from preliminary interview, but probably the household head.

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

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

Q4.3: Go through the items in the table and ask the money value (in Birr) of the total amount of that item purchased by the household in the last 12 months. Make sure to put

the decimal point in the correct place. The NK code for this question is -77. Note that cleaning material (number 20) does not include personal care items under Q4.2 above.

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

Section 5 – SOCIAL CAPITAL

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

DEFINITIONS:
An <u>active member of a group</u> participates in activities, attends meetings, etc.

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

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

SECTION 5A – SUPPORT NETWORKS

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

Q5.2: Ask who would be most likely to help them in this situation. Enter the code from CODEBOX #30. There is space for three answers here. If there are fewer than three people identified, enter as many codes as apply and put 88 for N/A in the remaining answer boxes. (Put 88 in all of the boxes if the answer to Q5.1 was No).

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

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

SECTION 5B – FAMILY, GROUP AND POLITICAL CAPITAL

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

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

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

Q5.5.1: Identify the groups which members of the household belong to and enter the codes for these groups from CODEBOX #31.

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

Q5.5.3: For each main person, establish since when they have been a member of that group. Enter the last two digits of the year (Use Ethiopian calendar). Use -7777 if the answer is unknown (NK).

Q5.5.4: Determine what the main benefits from the group are. This question refers to things which are *perceived* to be benefits by the respondent. Enter codes from CODEBOX #32. There is space to record two benefits here. If there is only one benefit, record 88 in the second box.

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

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

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

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

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

Q5.5.9: Ask what the main outcome from holding the position is. Enter code from CODEBOX #33. If NK, enter 77. Enter 88 for N/A if the answer to Q5.5.6 was No.

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

Q5.6: Establish whether anyone in the household has ever held or currently holds a position of responsibility, authority or power. If no, skip to Q5.7. If yes, ask question Q5.6.1-Q5.6.8. If No, skip to Q5.7.

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

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

Q5.6.2: For each person identified, enter the position held from CODEBOX #34.

Q5.6.3: Establish when the person first obtained this position. Record the last two digits of the year (Use Ethiopian calendar). Use -77 if the answer is unknown (NK).

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

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

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

Q5.6.7: Ask what the main outcome from holding this position is. Enter the code from CODEBOX #33. If NK, enter 77.

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

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

Q5.8: Establish how many of the household's relatives are living in the community. If the respondent gives a number, insert the relevant code. If the respondent finds it difficult to

estimate a number, give them the choices in the codes: none, 1-5, 6-10, 11-20, 21-30, over 30). Record -77 if NK. Record 88=NA if the answer to 5.7 was No.

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

SECTION 5C - COLLECTIVE ACTION AND EXCLUSION

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

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

Q5.11.2: Establish the **main** reason why the household has no access to this service. Enter the code from the list. If the respondent gives more than one reason, ask them to identify the main one. (Enter 88 if they answered 01=Access to Q5.11.1.) If the answer to Q5.11.2 is code 04 ask **Q5.11.3**, otherwise skip to section 5D.

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

SECTION 5D - INFORMATION NETWORKS

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

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

Q5.12.2: Using codes from CODEBOX #35, record their most important source of information on this topic.

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

Q5.12.4: Ask whether anyone in the household has sought information on this topic in the last 4 years. If No or NK, skip to next row.

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

SECTION 6 – ECONOMIC CHANGES

SECTION 6A – ECONOMIC CHANGES

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

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

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

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

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

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

Q6.1.2: If the situation now is different to what it was four years ago or the year before NAME was born, ask up to two main reasons for this change. Note: there are two different code boxes, one code box is for improved situations and one code box is for worsened situations. Enter codes from either CODEBOX #36 for improved situations or CODEBOX #37 for worsened situations, in order of importance. If there are more than two reasons, ask the respondent to identify the two most important ones. If there is only one reason, enter 88 for N/A in the second answer box. If there is no change in situation, put NA=88.

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

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

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

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

Q6.3.2: For each event identified, establish how widely people were affected by this event using the codes from CODEBOX #38.

Q6.3.3: For each event identified, establish what the household did about the event using the codes from CODEBOX #39. There is space for up to three responses, and these should be filled in order of importance. If fewer than three responses are cited, fill in as many codes as apply and put 88 for N/A in the remaining answer boxes.

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

Q6.3.5: Ask if each of these 3 most important events had an impact on NAME.

SECTION 6 B– BURDEN OF ILLNENSS

PURPOSE:
This section is designed to obtain information on health problems that household members faced in the four weeks before the interview. Information has to be obtained for each member of the household.

RESPONDENTS:
<u>Head of household or primary caregiver</u> of the index child.

Q6.4: Copy all the ID of each member of the household whose age is above 5 years from the roster. It would be better if you completed this column before you start the interview.

Q6.4.1: Say has (NAME from roster) been ill? Fill 00 if no; 01 if yes and 77 stands for Not known. If the answer is No, skip to Q6.4.4; if the answer is yes continue to **Q6.4.2**

Q6.4.2: Ask for how many days in total has (NAME) been ill in the last 12 months? Fill in the total number of days he was ill.

Q6.4.3: Ask the respondent for how many days has (NAME) been unable to perform his/her main activities due to illness in the last 12 months. Note that the number of days here cannot be greater than the number of days reported for **Q6.4.2.**

Q6.4.4: Say 'Has s/he experienced significant weight loss?' If yes ask whether this was prolonged for more than four weeks. If the answer is no for this fill 01 for yes; if the answer is yes fill 44 for persisted weight loss for more than four weeks; 77 for Not known for the respondent; and 88 for no answer or if not applicable.

Q6.4.5: Say 'Has s/he suffered from a prolonged fever?' Fill in 00 for No and skip to **Q6.4.6**, if yes ask whether this was prolonged for more than four weeks. If the answer is no for this fill 01 for yes; if the answer is yes fill 44 for persisted fever for more than four weeks; 77 for Not known for the respondent; and 88 for no answer or if not applicable.
Q6.4.5.1: Ask 'How many days in total did s/he have a fever over the past year?' fill in the number of days. Fill in -77 if the answer is Not known for the respondent and -88 for No answer.

Q6.4.6: Ask the respondent 'Has s/he had chronic diarrhoea?' Fill in 00 for No and skip to **Q6.4.7**, if yes ask whether this was prolonged for more than four weeks. If the answer is no for this fill 01 for yes; if the answer is yes fill 44 for persisted diarrhoea for more than four weeks; 77 for Not known for the respondent; and 88 for no answer.

Q6.4.6.1: Ask the respondent 'How many days in total did s/he have chronic diarrhoea over the past year?' ill in the number of days. Fill in -77 if the answer is Not known for the respondent and -88 for No answer.

Q6.4.7: Ask the respondent 'Has s/he had a persistent cough?' Fill in 00 for No and skip to **Q6.4.8**, if yes ask whether this was prolonged for more than four weeks. If the answer is no for this fill 01 for yes; if the answer is yes fill 44 for persisted persistent cough for more than four weeks; 77 for Not known for the respondent; and 88 for no answer.

Q 6.4.7.1: Ask the respondent 'How many days in total did s/he have a persistent cough over the past year? Fill in -77 if the answer is Not known for the respondent and -88 for No answer.

Q6.4.8: Ask the respondent 'Has s/he had a generalized skin rash?' Fill in 00 for No and skip to **Q6.4.8**, if yes ask whether this was prolonged for more than four weeks. If the answer is no for this fill 01 for yes; if the answer is yes fill 44 for persisted generalized skin rash for more than four weeks; 77 for Not known for the respondent; and 88 for no answer.

Q6.4.8.1: Ask the respondent 'How many days in total did s/he suffer from the skin rash over the past year? Fill in -77 if the answer is Not known for the respondent and -88 for No answer.

Q6.4.9: Ask the respondent 'Has s/he had a mouth or throat infection?' Fill in 00 for No and go to the next individual in the roster card. Repeat this for all household members. If yes ask whether this was prolonged for more than four weeks. If the answer is no for this

fill 01 for yes; if the answer is yes fill 44 for persisted mouth or throat infection for more than four weeks; 77 for Not known for the respondent; and 88 for no answer.

Q6.4.9.1: Ask the respondent 'How many days in total did s/he have the mouth or throat infection over the past year?' Fill in -77 if the answer is Not known for the respondent and -88 for No answer. **Go to next person**

Fill in the table for each individual in the household whose age is above 5 years using the above procedure!

SECTION 7– SOCIO-ECONOMIC STATUS

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

RESPONDENTS:
Head of household or primary caregiver of the index child.

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

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

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

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

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

Q7.5-Q7.7: You must observe the building material used for the wall of the house (7.5), the roof of the house, (7.6) and the floor of the house, (7.7). If it is not immediately clear what these are made of, ask a household member. Enter the appropriate codes from CODEBOXES #40 - #42. If the roof/floor/wall is made of several different materials record the main type of material (e.g that which covers at least 50%). If there is more than one building in the household (e.g a separate kitchen or bathroom) record the material used in the main section of the house.

Q7.8: Ask about the main source of drinking water for members of the household. If different members have different sources of drinking water ask about the source for the

majority of members. Enter the appropriate code from CODEBOX #43. An unprotected well is any type of well that is not a tubewell.

Q7.9: Ask about the main toilet facility used by members of the household. Enter the appropriate code from CODEBOX #44. A septic tank is a toilet that flushes with the effluence going via a pipe into a covered sediment tank. Buckets, fields, hanging latrines or canals do not count as toilets– classify them as none.

Q7.10: This question asks about the main fuel the household usually uses for cooking. Enter the code from CODEBOX #45.

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

Q7.12: Only ask this question if the household uses fuel for heating. Establish the main type of fuel usually used by the household for heating. Enter the code from CODEBOX #46.

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

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

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

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

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

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

Q7.14.1: If the response to Q7.14 is positive, ask the respondent what kinds of improvements were invested in. You can enter up to three codes from Code Box #45.

SECTION 8 – CHILD CARE, EDUCATION AND ACTIVITIES (5 year old HH only)

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

RESPONDENTS:
Primary caregiver of the index child.

DEFINITIONS:
A creche is a place providing day-care for young children. We are interested in informal as well as formal arrangements.
School is a formal general education establishment usually recognised by the government. In this section it refers to primary school.
A public school relies primarily on government/state funding.
A private school relies primarily on funds from non-governmental sources including parents, NGOs, religious organisations or donors.
Typical means usual. A typical day during the week is more likely to be a week day or a day on which the person performs the activities that they do most often.

RESPONDENTS:
Primary caregiver of the index child.

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

SECTION 8A. CHILD CARE AND PRESCHOOL EDUCATION

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

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

Q8.1: Establish whether the index child was regularly looked after by a crèche/day care/family day-care/baby-sitter for a whole morning, afternoon, evening or night almost every week.

In this question we are trying to capture regular users of these child care groups and you should include children who attend in blocks (e.g. every day for one week and not at all for the other weeks in the month). The minimum attendance should be twice a month, this should not include unsuccessful trial of child care groups where there is no intention to return. If the child did not attend any child care groups, skip to Q8.4.

FIELDWORKER: For each crèche attended between the ages of 0 to 36 months, go through the columns of Table 8.2 asking Q8.2.1-8.2.8. If the child is still attending

this crèche, ask the remaining questions in the present tense. If they have stopped attending, ask in the past tense.

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

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

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

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

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

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

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

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

Q8.3: Ask the respondent for the main reasons that the index child attended a crèche/daycare centre before the age of 36 months. Enter the codes from CODEBOX #48. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

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

Q8.4: For those children who never attended a crèche/daycare centre before the age of 36 months, ask the respondent what the main reasons for this were. Enter the codes from CODEBOX #49. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

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

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

Q8.6: Establish whether, since the age of 36 months, the index child has attended a formal or informal preschool for a whole morning, afternoon, evening or night almost every week.

In this question we are trying to capture regular attendance at preschool. This should not include unsuccessful trial of preschools where there is no intention to return. Children who have just started attending a preschool but for whom there is the intention for regular attendance in the future should be included. If the child has never attended a preschool, skip to Q8.12.

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

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

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

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

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

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

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

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

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

Q8.8: Ask the respondent for the main reasons that the index child attends/attended a preschool. Enter the codes from CODEBOX #48. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer-boxes.

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

Q8.10: If the index child is still attending at preschool, ask how well they think he/she is faring or getting on. This question refers to the respondent's perception of the child's

progress in all spheres: social, educational and physical. It should be in relation to other children the child's age.

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

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

Q8.12: Ask why s/he stopped attending. Enter the codes from CODEBOX #50. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

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

Q8.13: For those children who have never attended a preschool, ask the respondent what the main reasons for this are. Enter the codes from CODEBOX #51. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

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

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

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

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

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

FIELDWORKER: If the answer to Q8.16 is an age over the official starting age for primary school (7 years old) or if they answer 'never', then ask Q8.17. If the answer is an age which would not indicate a delayed start to primary school, skip to Q8.18.

Q8.17: Ask the respondent why they expect that the index child will begin school later than the official starting age for primary school (7 years old), or why they expect they will never go to school (depending on the answer to Q8.18). Enter the codes from CODEBOX #52. There is space for three answers here and these should be entered in order of importance. If fewer than three reasons are given, enter as many codes as apply and fill in 88 for N/A in the remaining answer boxes.

FIELDWORKER: If answer to Q8.16 is NEVER, skip to Q8.26. Otherwise ask 8.18-8.25.

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

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

Q8.20: Ask why the respondent has chosen this school for NAME or would choose this school. Enter the code from CODEBOX #53.

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

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

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

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

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

SECTION 8B. CHILD ACTIVITIES

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

Q8.26.1: Ask what activities the index child did yesterday/on the last working day. Enter each of the activities mentioned on a separate line of the table. Use the codes from CODEBOX #54.

Q8.26.2: For each activity, ask who the child was with while they were doing this activity. Enter the code from CODEBOX #55.

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

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

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

Q8.28.1: If the child has done activities in the last 12 months to get money/things, ask what these activities were. Enter each activity on a separate line using codes from CODEBOX #56. Enter each type of activity, not each individual job.

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

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

Q8.28.4: Of all the activities mentioned in Q8.28.1, ask which the child spent most time on during the year. Enter 01 in the line corresponding to the activity identified by the respondent. Ask which activity the child spent the next most time on and enter 02 in the corresponding line. At the end of the interview, enter 00 on all other rows in this column.

SECTION 9 – CHILD HEALTH

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

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

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

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

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

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

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

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

Q9.3.1: Enter as many illness codes as apply from CODEBOX #57, putting each on a new line of the table. Do not prompt for specific illnesses and do not interpret what the caregiver reports; if they describe symptoms rather than a specific illness record the symptoms under 'Other'. If the caregiver reports a specific illness and then describes the symptoms, only record the specific illness (e.g. if they report a traditional illness that had diarrhoea as a symptom only record the traditional illness).

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

Q9.3.3: For each illness for which they sought treatment/advice, ask where they sought treatment/advice from. Enter the codes from CODEBOX #58. There is space for three answers here; fill in as many codes as apply in order of attendance. If fewer than three answers are given, put 88 for N/A in the remaining answer-boxes.

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

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

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

Q9.4.1: Enter as many injury codes as apply from CODEBOX #59, putting each on a new line of the table. Do not prompt for specific accidents and do not interpret what the caregiver reports.

Q9.4.2: Ask the cause of the injury. Enter the code from CODEBOX #60. This includes injuries obtained while working or doing domestic chores.

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

Q9.4.4: For each injury for which they sought treatment/advice, ask where they sought treatment/advice from. Enter the codes from CODEBOX #58. There is space for three answers here; fill in as many codes as apply in order of attendance. If fewer than three answers are given, put 88 for N/A in the remaining answer-boxes.

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

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

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

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

Q9.6.1: Enter as many health problem codes as apply from CODEBOX #61, putting each on a new line of the table. Do not prompt for specific health problems and do not interpret what the caregiver reports; if they describe symptoms rather than a specific illness record the symptoms under 'Other'. If the caregiver reports a specific illness and then describes the symptoms, only record the specific illness. If the caregiver reports two linked problems such as HIV/AIDS and TB record both.

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

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

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

Q9.7.1: As whether the respondent believes that children should be vaccinated. Fill in 00 for No; 01 for Yes; 77 for I do not know. If the answer is no or NK skip to **Q9.8**

Q9.7.2: Ask why children should be vaccinated and fill in the code from the question.

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

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

Q9.9.1: Ask the respondent whether the household has received any nutrition education in the last six months from development agents/health workers/health extension workers or any other. Fill in 00 for No and 01 for yes. If no, **skip to 9.9.4**

Q9.9.2: Ask whether the nutrition education they received help them to improve NAME's nutrition? Fill in 00 for No and 01 for yes. If yes, **skip to 9.9.4**

Q9.9.3: If no ask why not, and enter code from CODE BOX #62)

Q9.9.4: ask whether the respondent knows if the salt the household uses contains iodine? Fill in 00 for No and 01 for yes.

Q9.9.5: ask the respondent's main source of information about health and child care and enter code from CODE BOX #63

Q9.10.1-Q9.10.7: Ask whether the index child consumed each of the meals/snacks mentioned in these questions during the last 24-hour period. Make sure to word the questions to reflect the last 24 hours rather than referring to what the child 'usually' does. If the child was ill during this time, ask the questions of the last 24 hour period in which the child was well. Items such as a glass of milk or breastfeeding may be counted as items between meals.

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

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

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

Q9.13.2: For each strategy employed during a food shortage, ask who it affects the most. Enter the code from CODEBOX #64.

SECTION 10- ANTHROPOMETRY

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

RESPONDENT:
Mother and index child will be measured.

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

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

MEASURING THE CHILD:
SAY: I have to use this weighing scale/height board (FIELD WORKER: PLEASE SHOW THEM) to make sure the measurements are right, this won't hurt. I am going to ask you to stand up on the weighing scale / height board.

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

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

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

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

Q10.11-18 are for the mother.

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

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

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

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

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

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

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

6. Always thank the mother and the child.

PROCEDURES FOR MEASURING WEIGHT

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

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

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

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

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

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

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

6. Always thank the mother for her help.

QUALITY CONTROL FOR WEIGHING AND MEASURING

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

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

3. Reading and registering the weights and heights
   a. the person measuring calls out the measurement
   b. the assistant repeats what is called out
   c. the person measuring says "yes" or "fine"
   d. the assistant says "yes" or "fine" and writes down the measurement
   e. the assistant shows the person measuring what they have written down

4. Common errors in measuring length
   a. position of the person taking the measurement
      - they are too far from the child´s feet
      - they are not kneeling down
      - they are too far from the board

   b. the child´s feet
      - the toes are pointed
      - the soles of the feet are not perpendicular to the board
      - measuring only one foot

   c. the child´s head
      - the neck is stretched too much
      - the neck is tucked in too much
      - the palm of the mother´s hand totally covers the ear (the fingers are not flexed)

    d. the child´s position on the board
- the child is not in the centre of the board

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

1. Common errors in measuring weight

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

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

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

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

check each time that the scales are set to zero

SUPERVISOR CHECKLIST WHEN OBSERVING ANTHROPOMETRIC MEASUREMENTS

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

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

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

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

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

78

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

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

SECTION 11 – CAREGIVER PERCEPTIONS AND ATTITUDES

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

RESPONDENTS:
The respondent for this section must be the primary caregiver.

DEFINITIONS:

INSTRUCTIONS
FIELDWORKER INSTRUCTION: Do practise questions until respondent understands task – up to 3 times.
SAY: I am going to read some things that people sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these four cards. If it sounds like something you might say, think or feel, please choose one of the ticks (SHOW TICK CARDS). If it sounds a lot like you, please choose the big tick (SHOW BIG TICK=01). If it sounds a bit like you, please choose the small tick (SHOW SMALL TICK=02). If it doesn't sound like something you would say, think or feel, choose one of the crosses (SHOW CROSSES). If it sounds very unlike, or the opposite, of you, please choose the big cross (SHOW BIG CROSS=04). If it doesn't really sound like you, please choose the small cross (SHOW SMALL CROSS=03). We will do a few practise questions first.

Say: 'I like injera/kocho'
          'I can run fast'
'I like eating bread'

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

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

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

Q11.2.1-11.2.12: For each of the statements in Table 11.2, read the sentence aloud and ask the caregiver to indicate the appropriate tick or cross. Make sure that the respondent has heard and understood the statement and if s/he has not you must repeat it and/or add

further explanation as necessary. However, it is important not to change the meaning of the question.

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

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

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

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

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

Q11.5: If the respondent answered 09 to 11.3, enter 88=NA and skip to 11.6.
Ask the respondent what s/he thinks would *help* them to move up the ladder (whether or not they think they actually will move up or down). This is asking for perceptions of services and/or circumstances that could lead to an improvement. Record up to three responses with the most important listed first using CODEBOX #65. If the respondent only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

Q11.6: If the respondent answered 01 to 11.3, enter 88=NA and skip to 11.7.
For all respondents, ask what might cause them to move down the ladder. This is the opposite of Q11.5 and refers to circumstances or events that may lead to life getting worse. Record up to three responses with the most important listed first using CODEBOX #66.

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

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

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

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

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

Q11.9.1: Ask the respondent whether there are non-formal education classes available for adults in their community? Fill in 00 for No; 01 for Yes; 77 for Not known for the respondent. If No or NK, skip to **Q11.10**

Q11.9.2: Ask the respondent whether s/he has ever attended non-formal education classes? Fill in 00 for No; 01 for Yes; If yes, skip to **Q11.10**

Q11.9.3: If no, ask the respondent why not and enter code from CODE BOX #67

Q11.10: Ask the respondent what job s/he thinks NAME will be doing when NAME is about 20 years old. Do not prompt. Enter the code from CODEBOX #68. This answer should reflect what they think NAME will *actually* be doing.

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

Q11.11: Ask the respondent what level of education they would ideally like the index child to complete. The answer should reflect their hopes for the child, not be restricted by what they think will actually happen. Enter the highest grade if the level is not higher than secondary education; otherwise enter the appropriate code from the types of post-secondary education. If 00, skip to 11.14.

Q11.12: Ask the respondent whether they think the index child will actually reach the level of education that they indicated in Q11.11. If yes, skip to Q11.14.

Q11.13: If the respondent answered No to Q11.12, ask what they think are the main reasons that NAME is likely to drop out of school before they have reached the level indicated in Q11.11. Enter the codes from CODEBOX #69 in order of importance. There is space for three answers here; if fewer than three reasons are given, enter as many codes as apply and fill in 88 in the remaining answer-boxes.

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

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

Q11.16: Ask the respondent to imagine that a family in the village/suburb has a 12 year old daughter who is attending school full-time, and the family badly needs to increase the household income. Read out the options that the family faces. Ask the respondent to

choose from the list of possible responses of what the family should do. Enter the code corresponding to the option that they choose.

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

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

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

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

Say: 'I like injera/kocho'
        'I can run fast'
'I like eating bread'

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

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

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

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

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

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

Q11.22: Ask the respondent what job they would most like NAME to do in the future. Do not prompt. Enter the code from CODEBOX #70. Their answer should reflect what they *want* for NAME, not necessarily what they think is realistic.

SECTION 12 – CHILD DEVELOPMENT (for younger cohort, i.e., 4.5-5.5 year old children)

PURPOSE:

The purpose of this section is to assess the child's cognitive development/achievement.

RESPONDENTS:

The respondent for this section must be the index child.

INSTRUCTIONS

Materials needed

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

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

Time for administration

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

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

Place of administration

The test should be administered in a place that is as private as possible (e.g. far from interferences coming from street sounds, siblings, TV or radio) and has a chair (or equivalent for the child to sit on), a table or flat surface for the child to write on and for the field worker to show the items, not excessive wind and good light. Children from the older cohort only should have a pen or pencil and eraser (provided by the fieldworker and kept afterwards by the child).

Evaluation of administration

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

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

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

Instructions for the PPVT

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

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

A note on calculation of chronological age: Note that, since you have to use Ethiopian calendar in the calculation of chronological age, in cases where the child was born in Pagume (Ethiopian calendar) you should consider it as if the person was born in Nehassie so that the number for the month the child was born should be 12 and not 13. However, the day the child was born should be between 31 and 36 depending on when in Pagume the child was born. For example, if the child was born on Pagume 2 in 1993 E.C., the day when you fill out the date of birth should be 32, the month should be 12 and the year should be 1993.

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

The answer sheet provided in the survey should be used for recording the answers of the child. The items that are replaced should be reflected in the answer sheet. After the administration is over and the child is not present the field worker will include the ceiling item, subtract the errors, and get the raw score. The field workers should not complete the standard scores. The standard scores will be calculated centrally by a few people

(preferably psychologists with experience in using the PPVT) who will: a) check that the chronological age, ceiling item, number of errors and raw score are correct, and b) estimate and enter the standard score based on the tables provided in the manual.

The PPVT is copyright material and should not be shared with and copies should not be given/shown to non-members of the project (except the respondents, fieldworkers and other members of YLP).

Instructions for the Cognitive Development Assessment-Quantity, CDA (4.5-5.5 year olds, younger cohort, only)

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

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

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

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

Items

Q1. "Look at the plates of cupcakes. Point to the plate that has a _few_ cupcakes… Point to the plate that has a _few_ cupcakes"

Q2. "Look at the bowls of eggs. Point to the bowl that has the _most_ eggs… Point to the bowl that has the _most_ eggs."

Q3. "Look at the bottles. Point to the one that is _almost_ empty… Point to the one that is _almost_ empty."

Q4. "Look at the apples. Point to the apple that is _half_ gone… Point to the apple that is _half_ gone."

Q5. "Look at the box of marbles and groups of marbles. Point to the group that has _as many_ marbles as the box… Point to the group that has _as many_ marbles as the box."

Q6. "Look at the pictures of the bowls and spoons. Point to the picture that shows a spoon _in every_ bowl… Point to the picture that shows a spoon _in every_ bowl."

Q7. "Look at the pictures of gloves. Point to the picture that shows a _pair_ of gloves… Point to the picture that shows a _pair_ of gloves."

Q8. "Look at the boy with the balloons and these groups of balloons. Point to the group that has an _equal_ number of balloons as the boy… Point to the group that has an _equal_ number of balloons as the boy."

Q9. "Look at the groups of stars. Point to the group that has the _fewest_ stars… Point to the group that has the _fewest_ stars."

Q10. "Look at the bowls. Point to the bowl that is _full_… Point to the bowl that is _full_."

Q11. "Look at the blocks. Point to the picture that has _a lot_ of blocks… Point to the picture that has _a lot_ of blocks."

Q12. "Look at the circles. Point to the circle that is _whole_… Point the circle that is _whole_."

Q13. "Look at the birds. Point to the bird that has _nothing_ in his mouth… Point to the bird that has _nothing_ in his mouth."

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

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

Note for translators: please change some of the words to reflect the local context: consult the YL administrator.

CHILD QUESTIONNAIRE

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

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

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

SECTION 1 – SCHOOL AND ACTIVITIES

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

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

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

Public (students contribute, govermnet subsidizes partly, private during Haileselassie, exist only in Addis
Private A private school relies primarily on private sectors and fees collected from students
Community An NGO/Charity/Religious school relies on funds from NGOs or religious institutions
Government A public school (government/state funding).
Other (Specify): if there is any

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

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

INSTRUCTIONS:

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

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

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

Q1.4: If the child is attending school ask if the school is public or private (see definitions above). If the child doesn't know the answer, ask the parent/guardian at the end of the interview.

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

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

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

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

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

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

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

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

Q1.13: Establish the best things that the child likes about school. From CODEBOX #2, record up to three main 'likes' about school but do not prompt using codes or suggestions. It is still ok to encourage the child to think around the question. If there are more than three

reasons, only record the most important ones, in order of importance. If the child only gives one or two reasons and has no other reason then code the remaining response box(es) with 88=N/A. If the child says that they can not think of anything then ask Q1.15 and return to Q1.14 after; sometimes it is easier to say what they dislike rather than like.

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

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

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

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

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

Q1.18: Establish whether the last school attended was public or private.

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

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

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

Q1.22: Only answer this if the child answered 'yes' to the previous question (Q1.21). Ask the child why they felt in danger when going to school using the codes given in the question.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q1.28: Ask the child what they most like about the paid activity that they spent the most time on, ranked 01 in 1.27.4. You can record up to three responses (using CODEBOX #7); record the responses in order of importance with the most important one first. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

Q1.29: Ask the child what they most dislike about the paid activity that they spent the most time on, ranked 01 in 1.27.4.. You can record up to three responses (using CODEBOX #8); record the responses in order of importance with the most important one first. If the child only gives one or two reasons then code the remaining responses as 88=N/A. If there are more than three reasons, only record the most important ones.

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

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

Q1.32: Ask the child whether they have had any serious injuries or illnesses while working or doing domestic work. If no, skip to section 2.

Q1.32.1: Ask what these were. Enter code from CODEBOX #9. If no illnesses or injuries while working, enter 88=NA.

Section 1C: Achievement and development instruments

PURPOSE:

The purpose of this section is to assess the child's cognitive development/achievement.

RESPONDENTS:

The respondent for this section must be the index child.

INSTRUCTIONS

Materials needed

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

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

Time for administration

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

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

Place of administration

The test should be administered in a place that is as private as possible (e.g. far from interferences coming from street sounds, siblings, TV or radio) and has a chair (or equivalent for the child to sit on), a table or flat surface for the child to write on and for the field worker to show the items, not excessive wind and good light. Children from the older cohort only should have a pen or pencil and eraser (provided by the fieldworker and kept afterwards by the child).

Evaluation of administration

It is important to remember that the language of administration used by the field worker and by the child and time of start and end of each test should be registered for all children. If more than one language is used for administration please mark the one that was used the most but make a note of the use of multiple languages in your comments. Also the field workers must mark if they consider that the administration was adequate. Inadequate conditions may come from within the child (e.g. seemed sick, tired, sleepy, or unmotivated to work) or from the outside (e.g. there was no flat surface to work on, the light was dim,

too many distractions). If not adequate the field workers must choose a code in the questionnaire and elaborate in their comments.

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

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

Instructions for the PPVT

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

6. Preparation for the Test
7. Filling of the first page of the answer sheet
8. Examination in the critical margin (includes examples)
9. Introduction to the Test and use of the example images
10. Rules for the administration of the items

A note on calculation of chronological age: Note that, since you have to use Ethiopian calendar in the calculation of chronological age, in cases where the child was born in Pagume (Ethiopian calendar) you should consider it as if the person was born in Nehassie so that the number for the month the child was born should be 12 and not 13. However, the day the child was born should be between 31 and 36 depending on when in Pagume the child was born. For example, if the child was born on Pagume 5 in 1986 E.C., the day when you fill out the date of birth should be 35, the month should be 12 and the year should be 1986.

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

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

The PPVT is copyright material and should not be shared with and copies should not be given/shown to non-members of the project (except the respondents, fieldworkers and other members of YLP).

Instructions for the Achievement test (for 11.5-12.5 year-old children)

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

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

The fieldworker will not score the tests but only transcribe the answers of children onto the answer sheet, except for the PPVT where the raw score needs to be calculated.

The achievement test has three sections (Section A, B and C)

Section A and B (reading and writing): See instructions on questionnaire.

Section C (mathematics): See instructions on questionnaire.

The test booklet should be collected by fieldworkers after the test is completed.

SECTION 2 – CHILD HEALTH

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

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

DEFINITIONS

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

INSTRUCTIONS

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

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

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

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

SECTION 3 – SOCIAL NETWORKS, SOCIAL SKILLS & SOCIAL SUPPORT

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

RESPONDENT
The 12 year old child only

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

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

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

Q3.3.1-Q3.3.6: If the child says that they have never faced a problem of this nature and have, therefore, never had to confide in anyone, ask him/her to think about whom they would turn to if they faced that particular problem tomorrow. If the child is having difficulties thinking of a problem, you can give them the following examples:
If you were having problems with your studies at school? E.*g. If you did not have a good relationship with your teacher*
If you were worried about something at home? *E.g. If your parents were arguing.*
If you were being teased or bullied by another child? *E.g. If a child was calling you names.*
If you needed advice about a religious matter?
If you needed pocket money?
If you needed help getting to school or work?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q3.14.1: Ask the child whether they are a member of the groups listed under Q3.14.

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

SECTION 4 – FEELINGS AND ATTITUDES

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

RESPONDENT
The 12 year old child only

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

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

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

Make sure the respondent understands that the ladder refers to all aspects of life (eg. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general – it should not be confused with, for example, a measure of purely economic wellbeing. Be very clear about which direction the ladder goes in (ie. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided. If the respondent answers 09, skip to Q4.5. Otherwise, continue on to the next question.

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

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

Q4.5: If the child answered 01 to 4.2, skip to 4.6. For all children, ask what might cause them to move down the ladder. This is the opposite of Q4.4 and refers to circumstances or events that may lead to life getting worse. Record up to three responses, the most important first, using CODEBOX #12. If the child only gives one or two responses then code the remaining responses as 88=N/A. If there are more than three responses, only record the most important ones.

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

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

NOTE: ONLY ANSWER ONE OF THE TWO FOLLOWING QUESTIONS.

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

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

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

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

Q4.11: Ask the child whether or not they expect to be able to finish the level of education reported in Q4.10 given his/her current situation [meaning given the life that s/he is living now and assuming it will not change]. If yes or 77=NK, **Skip to Q4.14.**

Q4.12: If the child has answered no to the question above ask him/her to give up to three reasons [most important first] why s/he is most likely to drop out of education early. Enter all codes that apply from CODEBOX #14 but DO NOT PROMPT.

FIELDWORKER INSTRUCTION: For all children ask question 4.13 and 4.14. If the child is currently attending school ask 4.15. If the child does any paid work ask 4.16.

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

Say: 'I like Injera/Kocho'
            'I can run fast'
            'I like eating bread

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

Q4.13: Explain that you want to know whether the following statements are things they would say, feel or think about their neighbourhood and people around them. Read out all the questions that follow in Q4.13 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

Q4.14: Explain that you want to know whether the following statements are things they might say, feel or think about themselves and other aspects of their lives. Read out all the questions that follow in Q4.14 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question. Note that for statement number 07 you refer to the relationship of the household head to the child. For example, if the household head is a male and the father it means you ask about the father and the statement will read 'I feel proud of the job my father does'.

Q4.14.1: Only answer this question if the child AGREED with the last question in Q4.14 [question 09]. Ask the child why s/he thinks an adult, or adults, in his/her village treats him/her worse than other children. Give up to three answers from CODEBOX #15, recording the most important reasons first. **DO NOT PROMPT. THESE QUESTIONS MAY BE HIGHLY SENSITIVE. DO NOT PRESSURISE FOR A RESPONSE.**

FIELDWORKER INSTRUCTION: If the child is in school, ask 4.15, if not, **skip to 4.16.**

Q4.15: Read out all the questions that follow in Q4.15 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions it may be necessary to prompt. For example, question 6 says 'I am proud of my achievements at school' If the child is unsure of what achievements are then you may prompt with 'In Reading/Maths/Science/Sport'. It is important not to change the meaning of the question.

Q4.15.1: Only answer this question if the child AGREED with the last question in Q4.15 [question 07]. Ask the child why s/he thinks that a teacher(s) treats him/her worse than other children. Give up to three answers from CODEBOX #15, recording the most important reasons first. **DO NOT PROMPT. THESE QUESTIONS MAY BE HIGHLY SENSITIVE. DO NOT PRESSURISE FOR A RESPONSE.**

FIELDWORKER INSTRUCTION: If the child does any work, ask 4.16, if not, skip to Section 5.

Q4.16: Read out all the questions that follow in Q4.16 and ask the child to respond using the ticks and crosses.

SECTION 5 – PARENTS AND INTRA-HOUSEHOLD ISSUES

PURPOSE
We would like to find out more about the child's feelings about their family and home.

RESPONDENT
The 12 year old child only

INSTRUCTIONS

Say: I am now going to ask you some questions about your parents and about what things are like at home. I am going to read some things that young people might say, think or feel and I want you to tell me how much they sound like things you might say, think or feel.

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

Say: 'I like Injera/Kocha'
          'I can run fast'
'I like eating bread'

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

Q5.1: Read out all the questions that follow in Q5.1 and ask the child to respond using the ticks and crosses. If the child does not understand any of the questions then further explanation maybe necessary. But it is important not to change the meaning of the question.

Q5.2: Ask the child if they think that his/her parents have ever made a major decision about his/her life that s/he (the child) was not happy about (such as taking him/her out of school or sending him/her to live with somebody else). If No or NK (77) **skip to Section 6.**

Q5.3: Only ask this question if the answer to the previous question was yes. Ask the child who made the decision in the previous question - Q5.2 - and code using the codes given in the question.

Q5.4: Ask the child what the decision was about using the codes given in CODEBOX #16.

Q5.5: Ask the child whether or not s/he felt able to change the mind of the person(s) who made the decision.

SECTION 6 – PERCEPTIONS OF FUTURE, ENVIRONMENT AND HOUSEHOLD WEALTH

PURPOSE
We would like to find out more about the child's thoughts about his/her life now and in the future.

RESPONDENT
The 12 year old child only

INSTRUCTIONS

Say: I am now going to ask you some more questions about your life now and in the future.

Q6.1: Ask the child what kind of job s/he would most like to do in the future. This may not necessarily mean the type of job that they will end up doing or think that they will end up doing. Enter the code from CODEBOX #13 but DO NOT PROMPT. It maybe necessary to help a child think up an answer, especially as this is a question that some children may never have thought about. For example, if a child responds 'I would like a good job' it would be fine to say 'What type of job do you consider to be a good job?'

Q6.2: Say: I now want you to think about the household you are living in. Ask which of the following best describes their household. List the codes and ask them to choose. Enter the code. 'Comfortable' is used here to mean average. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

Q6.3: Ask the child how s/he would describe their household which they were living in four years ago (around the time of the first round survey). Enter the code from the list provided in the question. 'Comfortable' is used here to mean average. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

Q6.4: If the two answers for 6.2 and 6.3 are different, give the two main reasons for this change. Enter codes from the CODEBOX #17 and #18 in order of importance. If there are more than two reasons, ask the child to identify the two most important ones. If there is only one reason, enter 88 for N/A in the second answer box.

Q6.5: Now, think about the area where you live _____ (INSERT name of VILLAGE/SUBURB). Ask the child whether, compared to other households in the area, s/he would describe his/her household as: The richest; Among the richest; Richer than most households; About Average; A little poorer than most households; Among the poorest; or The poorest. This is a perception question so try and avoid children giving an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

Q6.7: Ask if the child has enough time to study. If yes, skip to Q6.10. If no, ask Q6.8.

Q6.8: If the child answers that he does not have enough time to study ask the reasons for this and enter code from CODE BOX 19

Q6.9: Ask the child what he would wish had been done in order for you to have more time to study and enter code from CODE BOX 20

Q6.10: Ask the child whether his home environment convenient to study and fill 00 for No and 01 for Yes

.