

Young Lives Qualitative Fieldwork Guide

Round Four (2013/14)

Gina Crivello and Emma Wilson



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About Young Lives

Young Lives is an international study of childhood poverty, following the lives of 12,000 children in four countries (Ethiopia, India, Peru and Vietnam) over 15 years. www.younglives.org.uk

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This Guide was written by Gina Crivello and Emma Wilson in the Young Lives team at the University of Oxford, based on discussions and consultation with colleagues who lead the qualitative research in our study countries: Yisak Tafere (Ethiopia), Uma Vennam (India), Vanessa Rojas Arangoitia (Peru), and Huong Vu (Vietnam). We also received extensive advice and guidance from Jo Boyden (Director of Young Lives) and Ginny Morrow (Deputy Director).

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The longitudinal nature of this research depends heavily on the continued commitment of the children, families, and research teams to participate in the study. We thank everyone who makes this possible.

Guide to the Reader

This document is a reproduction of a field-work guide produced collaboratively by an international team of researchers taking part in the Young Lives study. It is the manual that guided the fourth and final round of data collection in 2014 as part of a qualitative longitudinal research design. The qualitative longitudinal study is tracking 50+ children in each study country, using a case-study approach to document their changing life trajectories over time. The research guides for the first, second, and third rounds of research are available on the Young Lives website.

We share these documents for other researchers conducting social research with children and young people in poverty to adapt, use, and develop in their own work. We have tried to maintain as much of the original document as possible; this means that the language is directed towards field researchers working as part of Young Lives. Internally, we refer to the different rounds of data collection as 'Qual-1', 'Qual-2', 'Qual-3', and 'Qual-4', and these are the terms used in this document. A further document, the *Young Lives Longitudinal Qualitative Research: A Guide for Researchers*, provides background and an overview of the longitudinal qualitative research to date.

This document was drafted in late 2013, before we embarked upon the fourth round of research in 2014. We have checked and updated it ready for publication in this format in early 2016.

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Related documents

Gina Crivello, Virginia Morrow, and Emma Wilson (2013) *Young Lives Longitudinal Qualitative Research: A Guide for Researchers*, Technical Note 26, Oxford: Young Lives.

Laura Camfield, Gina Crivello, and Martin Woodhead (2013a) *Young Lives Qualitative Fieldwork Guide: Round One (2007)*, Technical Note 27, Oxford: Young Lives.

Laura Camfield, Gina Crivello, and Martin Woodhead (2013b) *Young Lives Qualitative Fieldwork Guide: Round Two (2008)*, Technical Note 28, Oxford: Young Lives.

Gina Crivello, Virginia Morrow, and Natalia Streuli (2013) *Young Lives Qualitative Fieldwork Guide: Round Three (2010/11)*, Technical Note 29, Oxford: Young Lives.

1. Background

Young Lives is an international study of childhood poverty taking place over a fifteen-year period in four countries: Ethiopia, India, Peru, and Vietnam. In each country, 3,000 boys and girls participate in the study, along with their caregivers and other members of their communities. We are interested in understanding how poverty affects children's daily lives and their outcomes later in life, as adolescents and young adults. We also want to know which policies and programmes are helpful, and how children and families experience them.

Data collection

Information is collected on children in two age-groups, one group born in 2001 and the other in 1994. Data collection is carried out through two complementary approaches: a survey questionnaire (with all children and their households) and qualitative in-depth interviews (with a smaller group of children and their households).

Survey

Every few years, Young Lives survey researchers return to the Young Lives communities to find out how the children are doing. They use pre-set questions to collect information about their schooling, work, health, relationships, and likes and dislikes. Caregivers provide information about the household, such as how they make a living, the things that they spend money on, the programmes that they access, and unexpected events that have an impact on children's well-being. In addition to children and their caregivers, local officials and other residents provide information about the community, including data about infrastructure, such as roads and transport, and the quality and availability of services for children.

Qualitative research

Qualitative research complements the information collected by the survey. It involves a smaller number of children (around 50–60 in each country) who take part in interviews and group activities with other Young Lives children. We believe it is important to give children and young people an opportunity to tell us what matters most to them, especially since their views are often not heard. We also involve their caregivers and community members in individual and group discussions. By combining the qualitative data and survey information, we are developing a rich picture of children's lives over time, and the factors that explain differences in their life trajectories and experiences.

How are the data used?

The information is analysed by researchers to write reports, papers, and presentations that can be shared with policy makers, practitioners, and other researchers. The goal is to produce research findings that can be used to improve policies, programmes, and services for children and families.

1.1. Round Four – qualitative research

Qualitative research follows the same children over a seven-year period, and we have arrived at the fourth round of data collection (see Table 1).

Table 1. *Ages of children at each round of qualitative data collection*

	Age of Younger Cohort	Age of Older Cohort
Qual-1 (2007)	5–6	12–13
Qual-2 (2008)	6–7	13–14
Qual-3 (2010/11)	9–10	16–17
Qual-4 (2014)	12–13	19–20

During this period, we have been documenting and analysing what children (and caregivers) have told us about their childhoods (past, present, and future), including their perspectives on what has contributed to shaping their situations, trajectories, and well-being; their aspirations and goals, as well as realistic expectations for future outcomes. We seek to understand the environmental factors shaping children’s experience of poverty, such as changing sources of risk and protection, and how these differ for boys and girls, at different ages and in different localities. Round Four qualitative research will strengthen our understanding of these themes by addressing the following three questions.

Research questions

1. How do choices, decisions, and actions influence children’s trajectories?
2. What are the environmental and social factors that influence children’s trajectories?
3. What are the factors that prevent or support children in pursuing the lives and futures that they value?

Each main question contains sub-questions which further indicate the type of future analysis that we plan to undertake using Round Four qualitative data, along with qualitative data available from previous rounds (One–Three). Interview guides and checklists have been designed to capture this information, and it is important that fieldworkers enter the field with a clear understanding of the wider research goals.

Question 1: How do choices, decisions, and actions influence children’s life trajectories?

What are the key choices and decisions shaping the life trajectories of different social groups and categories of children?

We are particularly interested in decisions made in relation to the following:

- Changing/leaving school
- Transitions through school and into work
- Financial independence/leaving home
- Marriage, partnership, parenthood
 - The role of gender, age, birth order, family size and organisation, ethnicity, class/wealth, etc. in shaping choices and decision-making
- Who makes decisions for children, and what influence do children have in shaping their life course?
- How are decisions for/by children negotiated within family contexts?

Question 2: What are the environmental and social factors that influence children's trajectories?

How do children and families negotiate risks, values, and opportunities (e.g. internet, NGOs, migration, and educational and economic opportunities, etc.)?

- What risks, shocks, and opportunities do children experience within different social structures and different contexts?
- How do children's immediate environments (physical, social, institutional, and cultural) influence the ways in which children manage and negotiate different types of risks, shocks, and opportunities?

What are the contextual factors that shape choices, decision-making, and children's well-being?

- How do physical, social, and cultural contexts influence the choices and decisions available to different children?

How do changing social values and norms affect generational relations?

- What are the social norms and values concerning childhood, in different physical, social, and cultural contexts and at different ages?
- How have social norms and values concerning childhood changed between generations?
- To what extent do children within different contexts challenge/resist these social norms and values? And how does this affect their relationships with parents, peers, and the wider community?

Question 3: What are the factors that impede or support children in pursuing the lives and futures that they value?

What meanings do children give to the impact of poverty on their lives (stigma, shame, pride) and experiences of social exclusion and social becoming?

- How is poverty understood and experienced by children, families, and communities, and what is the significance of these perceptions for long-term outcomes?

We are particularly interested in the following:

- Outcomes related to schooling, work, sense of self and belonging, social status (e.g. marriage)
- Factors increasing or decreasing resilience
- The role of social factors in shaping experiences of poverty. We are particularly interested in the roles of factors such as gender, age, ethnicity, location, parental loss, etc. and their interaction.

What is the role of learning and skills in shaping differential opportunities and life trajectories?

- What learning opportunities are available to different groups and categories of children?
- How are different forms of knowledge and skills valued by children, families, and wider society?
- How do different forms of knowledge, learning, and skills shape children's well-being, sense of self, and livelihood opportunities?

What is the role of public policies in shaping differential opportunities and life trajectories?

- What social policies are available to different groups and categories of children (for example, social protection schemes such as Juntos in Peru or NREGS in India, health insurance, child protection)?
- How are different social policies valued, and what difference do they make to children and families?

How do experiences of childhood poverty compare between younger and older generations?

- How is advantage and disadvantage reproduced across generations? How do children and families explain the reproduction of advantage and disadvantage across generations?

Age and life-course considerations

The research questions are relevant for both age groups, but it is important to take into consideration the different phases of the life course that they will be experiencing, and what this means in terms of differing social expectations, choices, roles, risks, and psycho-social and biological changes (see Table 2.) For both age groups, this is likely to be a period of transition in their lives, and gender differences may become more apparent; the younger group will be in early adolescence (age 12–13), and the older ones will be in transition from adolescence and into early adulthood (age 19–20).

Table 2. *Life-course changes*

Younger Cohort (age 12–13)	Older Cohort (age 19–20)
<p>Roles, responsibilities, and social position/status</p> <ul style="list-style-type: none"> • New/changing roles and responsibilities in the household (e.g. care of siblings/relatives, agricultural and home-based work) • New/changing work roles (e.g. paid work and/or participation in public programmes) • Changing social status in household/community linked to gender, age, class, caste, etc. <p>Relationships</p> <ul style="list-style-type: none"> • Changing relationships within family, peer groups, community • Personal relationships and intimacy (e.g. boyfriends/girlfriends) <p>Schooling and learning</p> <ul style="list-style-type: none"> • Transitions to secondary school, implying increased mobility, changing social and physical environments (hostel schools etc.), new expectations/pressures • Transitions out of formal learning environments • Acquisition of skills and learning outside of school (via informal/formal work, play, and leisure) 	<p>Childbearing, relationships, and living arrangements</p> <ul style="list-style-type: none"> • Leaving natal households and forming own households/moving to patrilocal residences • New relationships, informal and formal (marriage, co-habitation, boyfriend/girlfriend) • Pregnancy and birth of own children <p>Education and employment</p> <ul style="list-style-type: none"> • Leaving secondary school; transitions to employment/further education • Access to training/skills • New pressures as full-time breadwinners/contributors to household <p>Health and risks (including protective factors)</p> <ul style="list-style-type: none"> • Sexual and reproductive health (including pregnancy, family planning, STIs and HIV/AIDS), occupational health, emotional well-being, and mental health • Risks associated with relationships/marriage (e.g. interpersonal violence), new freedoms/autonomy/mobility, socialising, alcohol consumption, exposure to drugs, etc. • Risks associated with changing social/physical environments

Younger Cohort (age 12–13)	Older Cohort (age 19–20)
<p>Health and risks (including protective factors)</p> <ul style="list-style-type: none"> • Puberty, menarche etc. (significance for sense of self as well as broader cultural/social significance) • Adolescent ‘risk’ behaviours (smoking, drugs, sexual and reproductive health etc.), early marriage and FGM/C • Risks associated with increasing mobility/independence (e.g. traffic, crime, etc.) and engagement in new kinds of work • Mental health and emotional well-being • Violence (school, home, community, etc.) <p>Social networks</p> <ul style="list-style-type: none"> • Peer groups, school influences, work influences, community-based influences (youth groups etc.) • Role of social media (internet, mobile phones, etc.) 	<p>Social networks</p> <ul style="list-style-type: none"> • Changing friendship groups as a result of new relationships, employment/education opportunities, living arrangements • Institutional networks (religious centres/orgs, employers, community associations, youth groups, political groups) <p>Access to public programmes, finance, and citizenship</p> <ul style="list-style-type: none"> • Independent access to public programmes (e.g. NREGs, Juntos, etc.) • Citizenship (identity cards), suffrage, and military service (e.g. Peru) • Finance (access to bank accounts and credit) and asset accumulation

Data-collection tools and resource materials¹

Community map and checklist

It is envisaged that before starting the main body of fieldwork in each site one or two fieldworkers will visit the community and conduct an extensive mapping exercise to document the natural features (rivers, lakes, mountains, etc.), major roads and infrastructure, key buildings and services. They will also map linkages to other towns, communities, and cities, such as those relating to education, trade, work, and marriage.

Alongside this mapping exercise, the fieldworkers will conduct interviews and focus-group discussions with relevant community members to document major changes that have taken place in the community in the last three years, and to investigate how these changes have affected children and families.

This information will provide important contextual information/background for the interviews and discussions with the Young Lives index children and families. The exercise will also provide an opportunity to identify, and make contact with, locally available services for children and families in the event that a fieldworker discovers a child in severe distress/danger (see the ethics guidelines in section 1.2 below).

In addition, this information will be utilised to construct detailed community profiles, which will be extremely useful for all Young Lives researchers in their analysis.

¹ In addition to the tools used across the four study countries, a small number were developed and applied by the Peru country team alone. These included a ‘value of learning’ exercise and interview guides for local authority figures such as teachers, education officials, and health workers. These tools are available in Spanish from the Lead Qualitative Researcher in Peru, Vanessa Rojas Arangoitia (vanerojasarangoitia@gmail.com).

Individual interviews

Individual interviews with children and caregivers allow us to explore the personal experiences, perspectives, and opinions of each individual. The information that we gather enables us to build on the emerging biography of each child and caregiver provided by Qual 1-3. The interview guides are composed of core modules covering various themes such as work, education, shocks, and relationships. The guides allow flexibility to probe some areas in greater depth, focusing on a particular child's experience, based on what we know of the child's circumstances from both the Young Lives survey and our qualitative findings.

Group discussions and activities

Group discussions allow us to capture group norms and practices, as well as ideas and perspectives that result from social interaction among research participants with similar characteristics.

The planned group discussions are as follows:

- Younger Cohort girls: community maps and time use
- Younger Cohort boys: community maps and time use
- Young mothers: focusing on mothering and feeding practices

We have not prepared a protocol for Older Cohort boys, because it is felt that they will not be comfortable/willing to participate in group discussions at this age.

As with the interview guides, fieldworkers should feel that they can adapt the methods to fit the needs and abilities of the children and young people with whom they are working. For example, if a group activity involves drawing and the participants are unable to draw or are not comfortable with drawing, then the facilitator can take over this role, and ask the children to instruct him/her on what the drawing should look like.

Key-informant interviews

Each country team will prioritise a number of key informants in each site, such as teachers, health personnel, and community/political leaders. Key informants can provide insights on major trends in the community (such as shocks, school leaving, etc.) as well as new policy initiatives, programme interventions, and so on.

1.2. Ethics and fieldworker reflections

Ethics and research relationships

What are ethics?

Ethics in research are **moral principles or rules for researchers' conduct** which distinguish between acceptable and unacceptable behaviour, when gathering and using data. Ethics are about respecting the dignity of the people with whom we conduct research, as well as the good name of research and researchers. As a fieldworker, you play a central role in ensuring that Young Lives data gathering is done in an ethical way, and that we maintain good relationships with the participating families.

Key principles of Young Lives research

- Respect for children and young people is a key principle guiding Young Lives research. We also respect and value you, the fieldworker. We want to make sure that you have the necessary support to carry out the research, and that you are safe.
- We are interested in learning about the everyday lives of children and young people, described in their own words.
- Your role is not to judge the opinions, decisions, and actions of children and their families. Your role is to document their perspectives through systematic, scientifically sound methods.
- Your role is to clearly communicate to participants the purpose of the research, why they have been asked to participate, what their participation involves, any benefits or risks expected to result from participation, and expected use of the things that they tell you.
- We value highly the generous contribution of all the children, families, and community members who have given their time to participate in Young Lives, and we do not take their participation for granted.
- Respect the decision of children (or adults) if they refuse to participate. It is their choice. Keep a record of the reason why the individual or family no longer wishes to be involved, and thank them for their time and their contribution to the study.
- We value highly the role of children in the study, but the benefits of their participation need to outweigh any potential harm that may come from their involvement. The research should not result in any harm to children or families.

Consent

Gaining consent is more than obtaining a simple agreement to participate in the study. It is the act of inviting people to participate, providing them with information, letting them ask questions, and respecting their decision if they refuse. They must not be pressured or forced. Your role is to provide sufficient information to help the individual to decide whether or not he or she wants to be involved.

Children and adults need to indicate clearly that they want to participate in the research; otherwise, we cannot use their information. For the Younger Cohort (age 12/13), both the child and his or her caregiver need to give consent. For the Older Cohort (age 19/20), the young person can consent to his or her own participation, and in some cultural contexts it might be necessary (or simply a courtesy) to speak also with a spouse, caregiver, or mother-in-law. For example, with children, you would cover the following points:

- Introduce yourself (if you have not already met). Explain where you come from, how long you will be in the community, and how you can be contacted during the fieldwork period.
- Explain Young Lives. (The level of detail required will depend on the individual's previous history of participation.)
- Manage expectations about the impact of the research.
- Explain archiving.
- Explain the principles of anonymity and confidentiality.
- Explain what you are asking them to do and why, and how long this might take.

- For Younger Cohort children, make them aware that you may respond to child-protection concerns.
 - *If you say something that makes me worried about your safety, I will talk to you about it first, then I may talk to my boss/team leader.*
- Withdrawing consent.
 - Explain to all participants that they may opt out at any time, and they may ask for all the information that they have given to be removed from the project records and destroyed at any point. They can withdraw from an activity if they don't want to carry on. They don't have to answer all the questions or participate in all the activities.

Respecting children and young people in research

- Create a comfortable environment.
 - A school-like atmosphere with strict discipline is not appropriate. Try to create a space where children can communicate freely and spontaneously. Be flexible in response to children's preferences; for example, a child or youth might prefer a mobile interview (walking and talking) rather than sitting still. Also be aware that children and adults may have different levels of skill and ability (for example in drawing and writing) and be careful not to embarrass anybody in the group exercises that involve drawing and writing.
- Ask children (and adults) for permission to make an audio recording, and explain why you need to do this.
- Ask for permission to take photos/video, and for permission to photograph drawings or other material that interviewees produce. Leave their drawings with them to keep.
- Emphasise that you are interested in children's descriptions *in their own words*. Do not put words into their mouths. Please do not ask leading questions or correct or judge a child's response.
- Don't be afraid of silences; be aware of body language.
 - If you feel that children (or adults) are reluctant to speak for any reason, move on to the next question. Be sensitive to body language and tone of voice. Listen carefully to what is being said.
- Arrive on time for your appointments, and be organised. Keep a flexible timetable and be prepared to take a break between activities, especially when children appear to be unmotivated or struggling to focus on certain tasks.
- As a representative of Young Lives, under no circumstances should you hit /strike a child, even if this is acceptable within local practices.
- Respect confidentiality at all times; do not discuss data with people outside the team. Store your files safely, and do not share or post fieldwork photos (for example on Facebook) of children, families or communities. After fieldwork, you must return all material (written, audio, visual) to the Lead Qualitative Researcher.

Ensuring the safety of Young Lives participants and fieldworkers

All fieldworkers receive training and the opportunity to pilot methods, share experiences, and discuss ethical or safety concerns prior to fieldwork. In training, field teams will agree a step-by-step plan of how to respond to concerns about child protection or safety, and whom to contact for advice in specific cases.

What happens when children (or caregivers) disclose that they are experiencing abuse (e.g. physical, sexual and/or emotional abuse) in the home, at school, or in the community? It is inappropriate for you to encourage children (or caregivers) to try to resolve conflict without support, potentially putting them at greater risk. For example, it is not acceptable to advise a child who witnesses domestic abuse in the home to intervene. Suggesting *'Why don't you tell your Dad not to hit your Mother?'* might put the child in danger.

While Young Lives is not a study that explicitly focuses on violence or abuse, these themes are unfortunately everyday realities for some young people in the contexts where we work. Therefore it is not surprising that within the context of discussions about home life, community life, and experiences of school some Young Lives research participants have spoken about either witnessing or directly experiencing violence. In addition, some caregivers have spoken of difficulties with their husbands (such as physical beatings and alcoholism), as well as past experiences of political violence, extreme hunger, and physical and sexual abuse.

It is therefore very likely that in this new round of qualitative research some of our research participants (both children and caregivers) will disclose difficult experiences, including violence. While we have not designed the interview protocols to probe these themes directly, we have to be prepared for such discussions to arise spontaneously, when we ask participants to describe everyday family and community life. At the same time, it is important not to discourage these discussions, as we do not wish to invalidate the experience of the child/young person/caregiver, nor dismiss a topic which is potentially important for children's well-being and development, particularly in contexts of poverty.

We must therefore take active steps *before* fieldwork to ensure that such discussions, when and if they arise, are handled sensitively, and that we ensure the safety of both the fieldworkers and the research participants. We are suggesting a four-pronged approach to be discussed and agreed in-country as a team:

1. You may find that a child (or a caregiver) becomes emotionally distressed or cries during an interview, and you face the dilemma of whether to stop the interview or to continue with it. You should ask the respondent what they prefer to do: would they like to move on to a different topic, or stop the interview, or take a short break before continuing, or (particularly for children) would they like an alternative to an interview format (such as drawing or diaries) (see Robson and Evans 2013).
2. In unusual cases of severe abuse and maltreatment, the team should consider alerting a relevant body/service (where available). It is unlikely that you will encounter such extreme cases, but it is possible; it is therefore necessary that training includes a group discussion of what might constitute severe abuse and maltreatment in our research contexts, and how this differs from other forms of violence that you may observe or hear about.

This scenario obviously raises a number of dilemmas for the team and for the child and family involved. In many contexts we know that violence is widespread and culturally accepted. We also know that many families are living in conditions of poverty and are perhaps not in a position to provide for all their children's material and emotional needs. Furthermore, child-protection services may be non-existent, or not adequately developed, or of questionable quality. *It is therefore important that you do not take action on your own, and that you first speak with your team leader when you have any concern.*

In the rare case where a child is in *immediate danger of physical harm or in danger of harming others*, we would advise the following course of action:

- During the course of the interview, the fieldworker should explore what sources of support are available to the child/young person, and whether the child has sought support from anyone. She/he can also explore whether the child would like the fieldworker to take any course of action, such as speaking to someone on their behalf.
 - The fieldworker should talk to the field team leader and/or Lead Qualitative Researcher (LQR), who may contact the country Principal Investigator (PI) and discuss a possible course of action. A number of factors need to be taken into account, including the following:
 - availability and quality of local services;
 - whether the child is already accessing these services;
 - whether a referral or disclosure to the authorities is likely to further endanger or harm the child/young person;
 - the needs, wishes, and expectations of the child/young person;
 - the reality that the Young Lives research team will soon leave the community.
3. Consider providing a general information leaflet to all children, young people, and households participating in the qualitative research which highlights locally available services and support for children and families. The reason behind providing all families with a leaflet is to avoid having to select particular children/families to receive information. However, production of a printed leaflet may not be practical, due to timing, unless a preliminary visit is made to the field sites prior to the data-collection period.
- For example, as part of the community-mapping exercise the Young Lives teams can identify relevant services and programmes for children and families in the community or neighbouring towns. It might also make sense to make contact with these services to gauge their quality/effectiveness, and to make them aware of the study.
 - Once the team has a good sense of what is available, information on relevant services (local child-protection officers, relevant government bodies working with children and families, etc.) can be included in a generic information leaflet, along with any relevant national information (such as national helplines) – although there might not be sufficient time to print these for distribution. The information will nonetheless be useful to have on hand.
4. After a difficult or challenging interview, all fieldworkers should be encouraged to debrief in the field, both with peers and with the LQRs. We would also recommend group and individual debriefing at the end of fieldwork. Further support may be available for fieldworkers exposed to very distressing interviews.

We all share a collective responsibility for ensuring that research is carried out to the highest possible ethical standards. However, as senior researchers 'on the ground', the LQRs, along with the country PIs, are responsible for upholding ethical standards and principles during fieldwork.

It is the responsibility of the LQRs to ensure that the fieldworkers are adequately trained and prepared for possible difficult interviews/scenarios. They should prepare a clear step-by-step plan, explaining how instances of serious abuse or neglect will be dealt with. It is important that the LQRs and PIs are aware of any relevant legal frameworks currently in force in their

countries (research ethics, child protection, and so on) that may influence the responsibilities of fieldworkers in such cases.

Thank you and saying goodbye

This is the fourth and final round of qualitative research that has been planned in these particular communities. If you have participated in previous field visits, you may have developed a special bond with some of the children and families whom you have come to know through the research, and they may feel the same way towards you. It might be an emotional experience to say goodbye at the end of fieldwork. Before engaging in fieldwork, field teams should agree on the following issues.

- How they will say goodbye and express gratitude for families' participation in the research (e.g. through small gifts provided by Young Lives, such as photo albums).
- Whether fieldworkers can maintain contact (in a personal capacity) with Young Lives families after this round of research is completed.
- How to explain that a fifth round of the Young Lives survey questionnaire is planned for 2016 (in other words, the larger study is not over yet).
- The findings and messages that they would like to communicate from previous rounds of qualitative (and survey) research. (Inevitably, you will be asked at least once, 'What have you found from this study after all these years?' and it is very important that you have an organised and pre-prepared response (e.g. a simple handout in the local language).

Fieldworker experience and reflections

Method: fieldwork diary

Purpose. A fieldwork diary is a useful method for recording your thoughts, feelings, and experience during your time in the field. This type of information often goes unrecorded in research, so we miss a lot of valuable information. We want to learn from your personal knowledge and experience. You are the 'eyes and ears' of the study, because you are there, in the community, with the children and families.

We will use this information to reflect on and to improve our research practice, and we will share this learning with other studies. We will analyse the information that you provide in order to write reports and papers, and if we quote you or use something that you tell us, we will not use your name.

Instructions. Use a field-work diary to record daily notes covering three areas:

- Use of methods and how they worked in practice.
- Participant-observation notes.
- Personal reflections and experience.

Methods notes. The purpose is to record your views on which methods worked well and which ones did not work so well, and why:

- Group/individual methods; gender, age, rural/urban location, conditions, etc.
- Sensitive questions or upsetting questions (which questions? with whom?), and what you did to deal with these difficult questions.
- What children enjoyed or disliked talking about.

- Questions that you felt uncomfortable asking children, and why; questions that you felt uncomfortable asking adults, and why.
- Anything that you feel we should have asked but did not.

Output. A brief report and active participation in a debriefing session following completion of fieldwork.

Participant-observation notes

In your fieldwork diary, take note of relevant observations and any informal conversations that you have in the community which might provide additional insights into the research and contexts. Be opportunistic. Examples:

- Your impressions of the local health centre.
- While you are playing football with some local young men, they tell you that it is difficult for them to find jobs in the community, and the reasons why.
- You witness a conflict between a local shopkeeper and a young male migrant whom the shopkeeper accuses of stealing, calling him names because he is a migrant.
- While visiting the local school to speak with the head teacher, you observe a teacher hitting a child for being late and ordering him to sit outside the classroom.
- When you interview an Older Cohort boy, he tells you that he does not have any children; however, later on, his father tells you that the son has a baby. Do not accuse the boy of lying, but do record what the father has told you in your field diary.

This type of information does not always arise in the interviews, but it is valuable.

Output. One typed single-file Word Document containing relevant extracts from your field diary. You can leave it in the form of a diary (for example, with dates, informal language). You do not need to include all of your diary entries, just the ones that you think are most relevant.

Personal reflections and experience

Please use your fieldwork diaries to record your experience of being a researcher in this study. Try to reflect on your full experience (for example, your memories of Qual-1, 2, and 3, if/when you were involved). Be imaginative and write as much as you like and can; don't worry too much about presentation or grammar. You can write in whatever language you feel comfortable writing in; we can translate it later.

- How did/do you experience the fieldwork? What have you found enjoyable and rewarding? What have you found difficult? [Give examples]
- Did/do you have concerns about any aspect of the research? [Explain]
- Were you ever in a situation that made you feel uncomfortable? Any moral dilemmas? For example, were you ever asked to do something that you preferred not to do (e.g. giving out your personal mobile number)? How did you respond? Would you have wanted to intervene in any way?

This is probably the last round of qualitative research. We must find a way to say 'goodbye' to the families and children who have participated in the qualitative research (even though there will be one more survey round).

- What are your feelings about the fact that this is the final round of qualitative research?
- What did some of the children tell you about it being the last round?
- Is there a particular child or family that has made an impression on you? Why? [Give examples]
- What lessons will you take away from your experience?
- Are there any particular policy messages that you feel strongly about?
- What are your hopes for the study?
- What are your hopes for the communities?
- What are your hopes for particular children?

2. Community map and checklist

The bulk of information is generated through a focus-group discussion with members of the community. In the group discussion, participants are invited to collectively produce a map of the community. Steps 1 and 2 create a map of the current scene, and Step 3 uses the community change checklist to prompt discussion about changes in the community. The role of the facilitator is to elicit information by raising questions which guide the mapping process. The role of the note taker is to record the contents and dynamics of the group discussion. Additional interviews with targeted individuals in the community may be required in order to fill in gaps in information not covered in the focus group.

Community mapping

Purpose

This exercise generates contextual information about the Young Lives community, particularly those aspects that are relevant to the lives of children and youth. The following are the main areas of interest:

- organisation and main features of the community
- linkages to other communities
- major changes and events affecting community life within the past three years.

Outputs

This exercise results in two outputs:

- the hand-drawn map(s) (original and digital record)
- a narrative report based on the discussion of items on the community change checklist (using the report template provided).

Materials needed

One facilitator and one note taker for the group discussion; community change checklist; large blank sheets of paper for drawing the map(s); markers or pens; digital camera (to create a record of the map); voice recorder (to aid memory for report writing).

Step 1: Drawing the community map

Draw a shape representing the community and bordering areas. Add the following:

- major natural features (rivers, streams, etc.)
- the way the land is used (if rural, rain-fed and irrigated farmland)
- infrastructural features (major internal roads and paths)
- important public buildings (schools, government, churches/mosques/temples/health facilities)
- main sources of employment (factories, markets)
- places of leisure (particularly for children and youth)

Step 2: Identifying linkages

Add the following features:

- important markets
- places for education (grades, distance, nature of journey and travel)
- places where people go for work (according to type of work, season, etc.)
- marriage links (bi-directional)
- leisure and tourism links (bi-directional)
- health links (bi-directional)
- places where immigrants come from
- members of the community who are living abroad
- religious linkages.

Step 3: Capturing changes in the community

See the community change checklist (below).

Community change checklist	
Themes/Areas for exploration	Questions
Land use and farming	<p>What have been the major changes in land use and farming in this community in the last three years? For example:</p> <ul style="list-style-type: none"> • new crops • new livestock • new technologies • new uses of land (e.g. commercial investment) • new agricultural policies affecting land use and farming. <p>Have these changes been positive or negative for children and families?</p> <p>Have these changes had different impacts on different groups, for example in terms of age, gender, ethnicity, and wealth status?</p>
Infrastructure	<p>What have been the major changes in infrastructure in this community in the last three years?</p> <p>For example:</p> <ul style="list-style-type: none"> • new roads and bridges • access to electricity • access to telephone and mobile-phone networks • access to water • new schools and health centres • new public buildings. <p>Have these changes been positive or negative for children and families?</p> <p>Have these changes had different impacts on different groups, for example by age, gender, ethnicity, and wealth status?</p>
Shocks	<p>What have been the major shocks experienced in this community in the last three years?</p> <p>For example:</p> <ul style="list-style-type: none"> • climatic events such as floods/droughts • plagues/pests • famine/food shortages • epidemics and illness • price rises. <p>What impact have these shocks had on the community?</p> <p>How have these shocks affected different groups, e.g. men/women, groups of different socio-economic status, ethnic groups, youth and children?</p> <p>What support has the community received from outside to cope with these shocks?</p>
Migration	<p>What are the migration patterns in this community?</p> <p>Which groups are migrating (e.g. men/women; ethnic groups, groups of different socio-economic status, different age groups), and for what purposes?</p> <p>Where are people migrating to?</p> <p>What are the economic and social consequences of this migration for families and the community?</p> <p>How often do migrants return, and how easy is it to return?</p> <p>Is it common for migrants to remit money? How is this money used?</p>

Community change checklist (continued)	
Work and livelihoods	<p>Are there any new forms of livelihood emerging in this community? What types of livelihood, and which groups are involved?</p> <p>Are there any new forms of livelihood and employment specifically for children and young people? If so, what?</p> <p>How have changes in livelihoods and employment affected the community in general? And how have they affected children and young people in particular?</p>
New technologies	<p>Are any new technologies being utilised in the community, e.g. for farming, enterprise, household activities, and leisure?</p> <p>What new technologies are available, and to which groups?</p> <p>How have new technologies affected daily life/time use/communications/safety and security/relationships within and beyond the community?</p> <p>How have new technologies affected the lives of children and young people?</p>
Social services and programmes	<p>What new social and child-protection services and programmes are available in the community?</p> <p>Who is able to access these programmes and services?</p> <p>Do any groups (differentiated e.g. by gender, age, wealth, ethnicity) struggle to access these services and programmes? If so, why?</p> <p>What has been the impact of these services and programmes on children and families in the community?</p>
New health facilities and programmes	<p>Have there been any new health facilities in the last three years? If so what type, and how are they run (public/private/NGO etc.)?</p> <p>Have there been any new health programmes in the last three years, particularly for children and young people?</p> <p>Have there been any major health campaigns?</p> <p>How have these new facilities/programmes and campaigns affected the community? What have been the impacts for children and families?</p> <p>Have there been any increases/decreases in the coverage of health programmes?</p> <p>Have there been any major illnesses/events affecting community?</p> <p>What external linkages exist between this community and health facilities/programmes/health providers outside the community?</p> <p>What are the main health-seeking behaviours in this community (e.g. use of traditional healers, pharmacies, government facilities)?</p>
Education	<p>What new education facilities have been introduced in the last three years?</p> <p>Have there been any new education policies introduced in this community in the last three years?</p> <p>What are the linkages to external education facilities for this community?</p> <p>What are the rates of school completion in this community at primary, secondary, and tertiary levels?</p> <p>What employment opportunities exist for school leavers? Does this vary by age of school leaver?</p>
Disputes	<p>Have there been any major disputes in the community in the last three years and, if so, what was the source of the dispute?</p> <p>Has the dispute been resolved?</p> <p>What has been the impact of the dispute on the community?</p>

Community change checklist (continued)	
Community mobilisation	<p>Has there been any community mobilisation in the last three years and, if so, who organised it?</p> <p>What type of community mobilisation, and for what purpose?</p> <p>Who was involved, and what was the outcome?</p> <p>Were young people involved? How were they involved?</p>
Community leadership	<p>Have there been any changes in the community leadership; for example, local elections and new leaders?</p> <p>Have there been any changes in the political parties?</p> <p>Have there been any changes in elders and traditional structures?</p> <p>Are there any political quotas for women/ethnic groups, etc.?</p> <p>Is there any youth leadership in this community? If so, what type of leadership?</p>
Social, environmental, and physical risks	<p>What new risks are there which affect children and young people in this community?</p> <p>For example:</p> <ul style="list-style-type: none"> • physical risks (transport and mobility, etc.) • environmental risks (pollution, pesticides, etc.) • social 'risks' (harmful traditional practices, early marriage and childbearing, smoking, alcohol, etc.). <p>How are these risks being addressed by families, and at the community level?</p> <p>How effective are government policies and laws in addressing these risks?</p>
Social practices and customs	<p>Have any changes occurred in this community in terms of social practices and customs?</p> <p>For example:</p> <ul style="list-style-type: none"> • changes in marriage customs/traditions • changes in courtship, marriage networks/arrangements • divorce (separation, formal division of property, responsibility for care of children) • death ceremonies (extent and duration of commemorations; contributions; inheritance (informal and formal rules, girls' inheritance, etc.) • local celebrations and festivals. <p>What impact have these changes had on the community as a whole? On children and young people?</p>

3. Interview guides

3.1. Younger Cohort interview

Aim of this interview

To elicit information from children about important changes experienced in the past three years (since the last round of data collection), with a particular focus on schooling and work, roles and responsibilities, home life and relationships, and reflections on the past, present, and future.

Younger Cohort individual interview: age 12	
Themes/areas for exploration	Questions
1. Catching up and setting the scene	
Major changes in last 3 years within family	<p><i>Can you tell me about major changes that have taken place in the home in the last three years?</i></p> <ul style="list-style-type: none"> Changes in household such as relocation, marriages, births, and other children in the household, sicknesses, deaths, sibling and other family movements/migration.
Individual changes and general well-being	<p><i>How has your role in the home changed in the last three years?</i></p> <ul style="list-style-type: none"> New responsibilities in the home, such as financial contributions, caregiving, chores, agricultural work. <p><i>How do you feel that you have changed in the past three years?</i></p> <ul style="list-style-type: none"> Physical changes, rites of passage, psycho-social changes, changes in roles and responsibilities, changes in relationships. <p><i>In general, have the last three years been happy times or sad times?</i></p>
2. Child's schooling and work	
School enrolment	<p><i>Are you currently enrolled in school?</i></p> <ul style="list-style-type: none"> If yes, explore type of school, full-time/part-time, school fees; grade/year, grade repetition, temporary drop-out (and reasons); migration/temporary re-location due to school attendance. <p><i>Is this the same school as 2011? [last visit]</i></p> <ul style="list-style-type: none"> If not the same school, explore reasons for change; who made decision to change; how this school compares with previous school; positive and negative aspects of change [elicit concrete examples].
Schooling experience and performance	<p><i>How do feel you are doing in school?</i></p> <ul style="list-style-type: none"> School performance; relationships with peers and teachers; whether s/he enjoys going to school; favourite/least favourite subjects and teachers; who supports them with learning; role of internet, mobile phones, social media in learning. <p><i>Have you been absent from school for three or more days at a time?</i></p> <ul style="list-style-type: none"> Explore reasons why; whether attendance fluctuates due to seasonality, etc.; impact of being absent. <p><i>With whom do you most spend time at school?</i></p> <ul style="list-style-type: none"> Friends at school; how and where time spent, types of activity; any support from peers; whether peers ask respondent to do anything dangerous or make him/her feel uncomfortable. <p><i>Do you think it's important for children to go to school?</i></p> <ul style="list-style-type: none"> Explore reasons; the most important thing learned in school so far; how does their life compare with lives/experiences of children out of school?

Younger Cohort individual interview: age 12 (continued)	
	<p><i>Tell me what you think about your school. How would you describe it?</i></p> <ul style="list-style-type: none"> How the school compares with other schools in area/region; school environment and safety (including journey to school); teachers and quality of instruction. <p><i>Is your school similar to the school of your brothers and sisters?</i></p> <ul style="list-style-type: none"> Reasons for any differences, whether better or worse; same or different for boys and girls in family. <p><i>Do you face any difficulties at school?</i></p> <ul style="list-style-type: none"> Types of difficulty; impact on daily life and well-being; sources of support for coping. <p><i>Do you receive extra lessons or tutoring?</i></p> <p><i>Do you attend other classes or get training outside school?</i></p> <p><i>What do you hope to do in the future?</i></p> <ul style="list-style-type: none"> Reasons for choice; resources/actions needed/taken to achieve this.
Leaving school	<p>If not in school, when did you leave, and why?</p> <ul style="list-style-type: none"> Decision-making process; impact of leaving school; whether other children in household/community left school at similar age; plans to return to school or to pursue other schooling/training options.
Informal and formal work	<p><i>If enrolled in school, how do you spend your time when you are not in school?</i></p> <p><i>If not enrolled in school, how do you spend most of your time?</i></p>
Change in responsibilities	<p><i>What are your main responsibilities at home, and what are the responsibilities of the other members of your household?</i></p> <ul style="list-style-type: none"> New responsibilities since last visit; feelings about new responsibilities; new skills and knowledge used in the home.
Paid work	<p><i>Do you do anything to earn money (or receive pay in kind) for the family or for yourself?</i></p> <ul style="list-style-type: none"> Hours worked in a day/week; how work was obtained; co-workers; conditions of work; mode of transport to work. <p><i>Who helped to decide that you should do this work?</i></p> <ul style="list-style-type: none"> Factors influencing decision for child to work; role of child in the decision; household circumstances, difficulties or opportunities; how work was attained: role of family, networks, etc. <p><i>What do you do with the earnings?</i></p> <ul style="list-style-type: none"> How earnings are spent; contributions to household; child control over income? <p><i>Has anyone ever tried to stop you from doing this work?</i></p> <p><i>What new skills or knowledge have you learned through this work?</i></p> <p><i>Have you noticed any changes at home since you started working?</i></p> <ul style="list-style-type: none"> Time use and chores; treatment by others in the family, etc. <p><i>Are there any disadvantages about doing this kind of work?</i></p> <p>Do you think that children of your age should be doing this kind of work?</p>
3. Child migration for school/work	
	<p><i>Have you migrated for schooling or work?</i></p> <ul style="list-style-type: none"> Decision-making process; living arrangements; adaptation to move; links maintained with natal home, family, and friends; remittances and financial support. <p><i>How does your daily life in the new locality differ from previous locality?</i></p> <ul style="list-style-type: none"> Access to services; quality of relationships; sense of belonging in new locality; preferred place to live and why; expectations of return to place of origin; whether migration is typical of young people from their home village/town.

Younger Cohort individual interview: age 12 (continued)

4. Relationships (family, peers, and community)

Family relationships

To whom are you closest at home these days?

Do you look after others at home or in the wider community?

- Nature of care provided; who is cared for; combining care responsibilities with school/work.

Do you face any difficulties at home? Is there anything about life at home that you are worried about?

- Nature and severity of problems; how child negotiates and manages these difficulties; impact on child; sources of support available.

Peer relationships

In the past three years have you made any new friends?

- Nature of friendships; supported/sanctioned by family, and wider community?; level of autonomy in selecting peer group/friends.

Who is your best friend? Where do you spend time together, and what types of activity do you do together?

How do you see yourself in comparison with other children of your age? Why?

Do your friends ever ask you to do things that you're not happy with, or which make you feel uncomfortable?

- How child manages/cope in these situations; whether s/he feels able to say no; degree of independence/assertiveness.

Do any of your friends have boyfriends/girlfriends?

- Is it common to have relationships at this age; how are such relationships viewed by parents/other children/wider community; what age is a good age to start having a boyfriend/girlfriend; to whom do children/young people talk about relationships and sex?

Community participation

Are you a member of any type of club or group in your community?

Do you think this community is a good place to live?

- Why/why not?

Do you expect to still be living here in three years' time?

- Why/why not?

5. Major events/transitions

[Referring back to opening/catching-up section, major events/shocks]

Can you tell me a bit more about [event]?

- Impact on family/day-to-day life; what sources of support were available; whether household has overcome shock/event or still dealing with consequences.

Have any of these past experiences shaped who you are and what you think now? Why?

[Linking back to opening re major physical changes]

In the past three years, have you had any special ceremonies to mark a special moment or change in your life?

- Who arranged it; how did/does s/he feel about it; impact on behaviour and expectations; cost and potential debt.

Younger Cohort individual interview: age 12 (continued)

6. Reflections

NOTE: This final section was used to invite young people to reflect on their personal trajectory, and on their experience of participating in Young Lives qualitative research over the years. Since it was the last round of qualitative research, young people were given a 'goodbye present' of a photo album depicting their participation in Young Lives.

PROMPTS: (1) YP could be invited to reflect on past life-course timelines (where these are available from previous rounds) and asked what s/he would draw differently and why. (2) The photo album could be used as an elicitation tool.

[You may need to adapt the questions if you are not using visual prompts.]

Using the life-course timeline:

What are your thoughts as you look back over this timeline?

How would you describe yourself now? (child/youth/adult)

Do you think your life is different from your parents' lives?

Presentation of photo-album gift:

- Perceptions and experiences related to Young Lives participation; first impressions/expectations; changes over time; differences between qualitative research and survey participation.

What should Young Lives have done differently?

Have you learned anything from being a part of the study?

[The fieldworker may also share his/her experience about what s/he has learned, if wished.]

Thank you. Do you have any questions?

Optional tool: daily diaries

The daily diary may be used to capture children's use of time and how they feel about the things that they do. One week's worth of entries can then be discussed during the individual interview.

Daily diaries: Younger Cohort version

Purpose

To gather information about the various activities that children perform inside and outside their household; and, more importantly, to learn about the people that they spend time with while doing these activities; how they feel about the things that they do; if they find them useful at present and future times; and what sorts of thing they gain/learn from them, etc.

Outputs

Copy of each child's daily diary, with details of gender, school status, current grade, and date.

Materials needed

Worksheet or notebook listing the seven days of the week; pencil, eraser, felt-tip pens.

Step 1: Introducing the child to the Daily Activity Record Form

- Give the child a diary form (as below) or a notebook with a separate sheet for each day of the week. Demonstrate how to record his/her daily activities every day for 24 hours, starting from waking up in the morning.
- The diary should cover seven consecutive days: 24 hours for each day, and be divided into morning, afternoon, and night. As far as possible, include at least two week-days and two days of the weekend.

Step 2: Recording daily activities

- Ask the child to record his/her daily activities and chores since waking up in the morning until going back to bed in the evening.
- Check diaries every two or three days to ensure that they are being completed correctly, and to keep the children motivated. You could also ask the child the following:
I've noticed that you carry out ACTIVITY 1 several times a week. Is this an important activity for you? Why? Do you like to do it? Can you decide whether to do it or not? Has anyone taught you how to do it? Do you feel you are learning something from it? What things? Would you rather do something different? What would that be? Why? Do other boys/girls do this activity?
- Ensure that the child's major activities, including schooling, work, play, and related activities, are properly addressed in the diary.
- On the last date of the diary, discuss the contents with the child, focusing on how s/he feels about particular activities, and what these mean to them. If the method was used in Qual-1, it will also be possible to discuss any changes in their activities.
- Further questions:
Tell me, out of all these activities, is there any that you are being paid for? If you compare the activities that you do now with those that you were doing last year, are there any changes? Why? Do you feel you've learned something new since our last visit? How did you learn that? Do you think this is going to be useful for you in the future? How?
- Thank the child for his/her time.

Daily diaries: Younger Cohort version (continued)

Identification: file name, age, gender, school status and current grade, date

Period	Estimated time spent (if known)	Activities (include where and with whom)
Monday 10 October		
Between waking up and breakfast		Washed my face and ate breakfast at home
Between breakfast and lunch	2 hours	Played football on the street with friends Ate lunch with my mother
Between lunch and dinner	2 hours 5 hours 2 hours	Played at home with a friend Studied at home alone Watched football at friend's house
Between dinner and bedtime		Ate dinner with my father and slept
Tuesday 11 October		
Between waking up and breakfast		
Between breakfast and lunch		
Between lunch and dinner		

Optional tool: life-course draw-and-tell (LCDT)

Some children will have completed this exercise in Qual-1, Qual-2, and Qual-3; where possible, it may be beneficial to refer to their previous answers during discussions.

Life-course draw-and-tell (LCDT): version for Younger and Older Cohorts

Purpose

This is suggested to form part of the individual interview to encourage in-depth exploration of personal biographies, past, present, and future.

The timeline can be used to elicit children's views on specific events that may have affected them; how much choice they feel they have in their lives; their experiences of specific transitions and the support that they received during them; the age at which they acquired certain skills/knowledge; things that they look forward to in the future.

You may simplify this version for use with the Younger Cohort.

Information to gather

Children's memories of the important moments of their past (both happy and sad), and why these were memorable; past experiences of risk, and the resources that they drew on in order to manage difficulties; how they feel about their current situation (i.e. subjective well-being); and their future expectations (the extent to which these are shared by their parents; what support/resources they would need to achieve them; and what could prevent them).

Materials needed

Large sheets of paper and pens; optional: pre-drawn timelines for child's use.

Step 1: Drawing the timeline

Provide the child with a pen or marker pen and a piece of paper for drawing. The paper should be folded in half. There are many ways to construct the timeline; here are some options.

Option 1: provide a blank piece of paper and have the child build up the timeline (i.e. draw a line representing the life-course, then draw in a baby (for birth) and age increments).

Option 2: provide a pre-drawn timeline with a baby drawn on the far left and an old person on the far right. Indicate five-year age increments up until around 30 years old.

Once the basic structure of the timeline is explained and/or drawn, ask the child to indicate his/her current age (and to write in the age and draw a quick representation of himself/herself now).

- Explain that everything before that point is the past, and everything after it is the future.
- Ask the child to think about the past, when s/he was very young.
- Then ask the child to fill in the first half of the personal timeline with important and memorable events.
- Optional: you can suggest that s/he draws good experiences above the line and bad experiences below the line. (Or Older Cohort children may prefer to write something, as well as draw.)
- Next, ask the child to think about the future.
- Ask the child to fill in the major changes that s/he thinks will happen in the future.

Life-course draw-and-tell (LCDT): version for Younger and Older Cohorts (continued)

Step 2: Discussion

Use the timeline to generate discussion, adding to the timeline as necessary. By the end of the activity, aim to have a series of changes/transitions/events identified along the timeline.

Focus on the past

- What is a really happy thing that happened in the past? How old were you? What made it special?
- What is a really sad or challenging thing that happened in the past? How old were you? What made it sad or challenging? Who or what helped you to make it better?
- Did you experience other difficulties? How did you deal with them? Did anyone help [an individual or organisation]?

Focus on the present

- Ask the child to indicate where they are now on the timeline (i.e. his/her current age).
- What is the best thing that happened to you this year?
- What has been the most challenging thing for you this year?
- Who can you go to for support (individual or organisation)?
- What do girls/boys of your age in this community worry about most?
- Who do you spend most of your time with these days?

Focus on the future

- The next set of questions is designed to explore children's wishes for the future, the opportunities and constraints that they face, the influence of family, etc. Then finally, explore their realistic expectations, compared with those of other children of their age, sex, etc.
- What do you want to be doing during the next five years? (Why?)
- What will you need to make this happen? Who can help you? Do other girls/boys whom you know want to do this too? Has anyone else in your family done something like this?
- What do your family members want you to do? Do you agree with their expectations of you?
- When we come back to visit you in a few years' time, what will you be doing, and where will you be?

At the end, thank the child for participating and ask if s/he has any comments or questions to add.

3.2. Older Cohort interview

Aim of this interview

To elicit information from the young person (YP) about important changes experienced in the past three years (since the last round of data collection), with a particular focus on transitions to adulthood. Key areas covered include school and work transitions, migration, home life and close relationships, and reflections on the past, present, and future.

Older Cohort individual interview: age 19	
Themes/areas for exploration	Questions
1. Catching up and setting the scene	
Major changes in last 3 years within family and community	<p>Can you tell me about major changes that have taken place in the home in the last three years?</p> <ul style="list-style-type: none"> New births, marriages, other important ceremonies, family migration, sickness, death, incarceration, young person's military service. <p>How has your role in the home changed in the last three years?</p> <ul style="list-style-type: none"> New responsibilities, such as caregiving, chores, agricultural work; new financial responsibilities as a result of paid work; contributions to household.
General state of well-being	<p>In general how are you feeling? Have the last three years been a happy time/a sad time? Why?</p>
2. Skills, learning, and work	
Schooling and further education	<p>Are you currently enrolled in school, or university, or other further studies?</p> <ul style="list-style-type: none"> Type of educational institution; private or state-funded; cost of studies (fees) and who pays; current grade; attendance full-time or part-time; location of school; are studies combined with paid work? <p>Have you changed school or university since we last saw you in 2011?</p> <ul style="list-style-type: none"> Decision-making concerning school choice/university choice; differences between new school/university and previous school or learning environment; school/university readiness; implications of school move/transition to university (cost, time burden, continued links with peers, etc.). <p>Have you moved locality to attend school/university/further studies?</p> <ul style="list-style-type: none"> If yes, explore decision-making process; support networks; living arrangements; whether adapted to move; what challenges encountered; differences in daily life in new locality, compared with previous locality <p>If enrolled in school/further education:</p> <p>Do you feel that you are doing well at school/university?</p> <ul style="list-style-type: none"> Grades and performance; type of support received for learning, and from whom; role of technology for learning – e.g. internet, mobile phones; favourite and least favourite aspects of school/university. <p>Do you feel that school/university/further study is preparing you for the future?</p> <ul style="list-style-type: none"> Future plans and required skills/attributes for future; barriers to learning, such as quality of teachers, infrastructure, content and difficulty of curricula, safety and insecurity, distance from home, social norms and expectations. <p>If no longer enrolled in school:</p> <p>Why did you leave school or not pursue further studies?</p> <ul style="list-style-type: none"> Constraints such as school availability, learning performance, expense, distance from home, roles and responsibilities. <p>Would you prefer to still be in school or in further studies?</p> <ul style="list-style-type: none"> Explore reasons/rationale for why/why not. <p>Do you feel that the things that you learned in school are useful for your daily life?</p> <ul style="list-style-type: none"> What skills have been acquired; how applied in daily life; how might they be applied in future?

Older Cohort individual interview: age 19 (continued)

Informal and formal work

Are you involved in any kind of work [informal and formal work, work apprenticeships, not including housework]?

- Type of work; form of payment (paid/unpaid); part-time/full-time, seasonal/weekend, self-employed; date of commencement.

How did you find or start this job?

- How easy/difficult to find work; comparisons with peers who are looking for work/found work.

Did you migrate for work?

- If yes, explore decision-making process; support networks and brokers; whether payment or fee was involved; living arrangements; how YP has adapted to the move.

Migration for work

What links are maintained with natal home, family, and friends?

What are the differences in daily life in new locality compared with previous locality?

Which is his/her preferred place to live, and why?

Is it typical of young people from your home village/town to migrate for work?

All young people who are in work:

How do you travel to work, and do you encounter any difficulties?

- Safety, expense, convenience, travel companions.

How do you use your earnings, and what control do you have over how they are spent?

What skills are needed to do this job (and where did you obtain them)?

What further training and experience is needed for progression at work, and how will this be attained?

Do you enjoy this jobtype of work?

- Aspects of work least enjoyed/most enjoyed, and why; injuries at work, how sustained, and with what consequences.

What changes have you noticed in your life since you have been working?

- Changes in roles and responsibilities in home and community; changes in relationships with family and peers; experiences of new pressures; changes in social status as a result of work.

What type of work do you think you will be doing in five years' time?

3. Home life and close relationships

Have you experienced any changes in the home in the last three years? (Link back to introductory section.)

Have you experienced any difficult events in the last three years such as rains, drought, illness, death etc.? (Recap from introductory section.)

- What event, and how it occurred; impact on YP and on wider household; coping strategies; role of family, peers, support networks, and formal institutions/programmes in managing the event.

Have any of these past experiences shaped who you are and what you think now? Why?

Have you experienced any difficulties at home? Is there anything about life at home that you are worried about (such as violence, arguments and disagreements, alcoholism, financial troubles)?

- Impact on daily life and well-being of YP; what support is available; what additional support is needed, and where/how it could be attained.

How do you spend your free time (when not working or studying)?

Leisure pursuits; socialising; participation in religious groups; friendships: how acquired, what support received from friends, and what risks or dangers are associated with these friendships.

Older Cohort individual interview: age 19 (continued)

For unmarried young people:

Do you have a boyfriend/girlfriend, or have you recently had a boyfriend/girlfriend?

- Relationship and expectations for the future.

Who can you turn to for advice about relationships?

- Sources of support, especially sources of information available in the community on sex and relationships; barriers against access to advice and information.

4. Marriage and relationships

Marriage and relationships

If married:

When did you get married?

- Was it a good age to get married; how was the match decided; to what extent was YP involved in decision-making process; planning and preparation for marriage; preparation for married life; expectations for marriage, and whether expectations fulfilled.

What changes have you experienced since you got married?

- Re-location/new home; impact on relationships with own family, peers, links with community; roles and responsibilities as new husband/wife; worries and challenges associated with married life; sources of support; plans and expectations for the future.

**Parenthood
(see separate modules)**

Public programmes and community participation

[link with community map]

Are you registered in any kind of public programme?

- Type of programme; decision/motivation to register; impact of programme on day-to-day life; difficulties/challenges of programme and suggested improvements.

Are you a member of any community group?

- Type of group; reasons for joining; benefits (and drawbacks) of membership.

In the past three years, have you had any special ceremonies to mark a special moment or change in your life?

Have you obtained a national identity card? (if relevant)

- Benefits of having a national identity card.

Have you voted in any elections? Why or why not?

Do you expect to still be living here in three years' time?

- Why/why not; any concrete plans to leave?

Older Cohort individual interview: age 19 (continued)

5. Reflections

NOTE: This final section was used to invite young people to reflect on their personal trajectory, and on their experience of participating in Young Lives qualitative research over the years. Since it was the last round of qualitative research, young people were given a 'goodbye present' of a photo album, depicting their participation in Young Lives.

PROMPTS: (1) YP could be invited to reflect on past life-course timelines (where these are available from previous rounds) and asked what they would draw differently and why. (2) The photo album could be used as an elicitation tool

[You may need to adapt the questions if you are not using visual prompts.]

Using a life-course timeline:

What are your thoughts as you look back over this timeline?

How would you describe yourself now? (child/youth/adult)

Do you think your life is different from your parents' lives?

Presentation of photo-album gift:

- Perceptions and experiences related to Young Lives participation, first impressions and how they might have changed over time; differences between qualitative research and survey participation.

What should Young Lives have done differently?

Have you learned anything from being a part of the study?

[The fieldworker may also share his/her experience and lessons learned, if wished.]

Thank you. Do you have any questions?

Young mothers individual interview (Older Cohort)

Aim of this interview

To elicit information from young mothers about their experiences and about their agency in decisions related to parenthood, marriage, work, and care arrangements.

Young mothers individual interview (Older Cohort)	
Themes/areas for exploration	Questions
1. Some warm-up questions	
	<i>Do you have a picture of your child? What is the baby's name and age? Where are you living? How are you and the baby doing in general?</i>
2. Pregnancy and childbirth	
Feelings about and reactions to pregnancy	<p><i>Can you tell me how old you were when you found that you were pregnant?</i></p> <p><i>How did you realise that you were pregnant?</i></p> <p><i>Can you remember how you felt when you realised that you were pregnant?</i></p> <ul style="list-style-type: none"> Initial reaction; families' reactions; baby's father's reaction; whether pregnancy planned or not.
Circumstances at time of pregnancy	<p><i>What were your circumstances when you found that you were pregnant?</i></p> <ul style="list-style-type: none"> Whether enrolled in school at the time; whether doing paid/unpaid work; whether pregnancy created barriers to remaining in school/work. <p><i>How old were you when the baby was born?</i></p> <p><i>Do you have sisters? When did they have their first children? (if relevant)</i></p>
Advice about pregnancy	<p><i>What information or advice about pregnancy did you receive from family, or friends, or at school?</i></p> <ul style="list-style-type: none"> Sources of information/advice about sex, relationships, and preventing STIs; sources of information about what to expect during pregnancy and how to stay healthy. <p><i>Where and from whom did you get information about what to expect during childbirth?</i></p> <ul style="list-style-type: none"> What choices were available about where to give birth; and who made the decision. <p><i>What do you think was the best advice you received about becoming a mother? What was it, and from whom?</i></p> <p><i>Who were you able to go to for help?</i></p>
3. Babies' growth and development	
Feeding the baby	<p><i>When the baby was first born, who gave you guidance about feeding?</i></p> <ul style="list-style-type: none"> Health worker, family, community elder, etc.; exclusive breastfeeding, mixed breastfeeding, formula feeding, etc.) <p><i>How have you fed the baby up until now?</i></p>
Perceptions of health	<p><i>What is most important for the baby to be healthy?</i></p> <ul style="list-style-type: none"> In first few weeks of life? In first six months? In first year? <p><i>Compared with other babies of his/her age, how do you think your baby is doing?</i></p> <p><i>How do you know when the baby is growing well?</i></p> <p><i>How would you know if the baby was not growing well?</i></p>
Actions taken	<i>When you have reason to believe that the baby is not growing well, what do you do, and who do you go to for advice?</i>

Young mothers individual interview (Older Cohort) (continued)

4. Care arrangements and support

Work and care arrangements

If working:

What work do you do?

- Where? Hours and days worked?

Who cares for the baby when you are working?

- Family, day care, any payment involved, etc.

What factors influenced this choice? (explore reasons)

How do you find this arrangement?

- Is there something you would want to change or improve about it? What is preventing this from happening?

Support from others

Does your boyfriend/husband/baby's father support your child?

- Father's role in caring for the baby; father's name on birth certificate; description of him as father.

If the baby's father is not living with the mother, how often does he visit?

What other help do you get from others?

Do you have access to any services or get help from any programmes?

Do you ever go outside [locality] to access services or programmes for yourself or for your baby?

Which ones, why?

Since the baby was born, have you or your household experienced any events or problems that have made caring for the baby difficult?

- Health risks or concerns; problems in the household; financial difficulties.

To whom or where did you go for help?

5. Life changes

How has your life has changed since you had a child?

- Changes in relationships; financial consequences and responsibilities; impact on education; paid and unpaid work; use of public spaces; identity and her perceptions of herself.

What has motherhood taught you about yourself?

Have your goals and ambitions in life changed since you have become a mother?

6. Generational comparison

Do you know how old your mother was when she had her first baby?

How do you think your experience compares with your mother's?

Do you think your mother has been a good role model for you? Why/why not? Is there anyone else you consider to be a good role model?

How would you describe the ideal mother? Do you think this is attainable?

7. Future plans

Explore plans related to the following:

- Having more children (or not)
- Training or education
- Work
- Migration
- Marriage/living together (if relevant)

Does your family agree?

In five years from now, how will your life have changed? What will be the same?

Young mothers individual interview (Older Cohort) (continued)

8. Advice and reflections

What was the best advice anyone gave you about becoming a mother?

What advice would you give to other girls of your age who are considering having a first child?

What advice would you give to someone who has just had her first child?

What advice would you give to new fathers?

What would make your life easier as a new mother in [locality]?

Thank you. Do you have any questions?

Young fathers individual interview (Older Cohort)

Aim of this interview

To elicit information from young fathers about their experiences and perceptions of parenthood, marriage, work, and care arrangements.

Young fathers individual interview (Older Cohort)	
Themes/areas for exploration	Questions
1. Warm-up questions	
	<i>What is the baby's name and age? What is your relationship with the baby's mother? Where are you and the mother and child living? How is the baby doing in general?</i>
2. Pregnancy and childbirth	
Feelings about and reactions to pregnancy	<p><i>When did you find out that you were going to be a father? How old were you?</i></p> <p><i>How did you find out? Who told you?</i></p> <p><i>How did you feel at first? Has that changed? Do you feel any different now?</i></p> <p><i>When did you decide to tell your family, and how did they react at first? Has that changed (for example, since the birth of the baby)?</i></p> <p><i>When did you decide to tell your friends, and how did they react?</i></p> <p><i>Are any of your friends also fathers?</i></p> <p><i>Did you plan to have a baby with the baby's mother?</i></p> <p><i>If no, were you using any form of contraception (modern or traditional) at the time? If no, do you mind telling me why? If yes, do you mind telling me what form of contraception?</i></p> <p><i>Were there any difficulties with the baby's mother and the families when you first realised that you were to be a father? If so, what kinds of difficulty, and how were they dealt with/resolved?</i></p> <p><i>How old were you when the baby was born? Do you feel that this was a good age to have your first child? Why/why not?</i></p> <p><i>Do you have brothers? When did they have their first children?</i></p>
3. Sources of information and support	
Advice about pregnancy	<p><i>What information or advice about pregnancy did you receive from family, or friends, or at school?</i></p> <ul style="list-style-type: none"> Sources of information/advice about sex, relationships, and preventing STIs; sources of information about what to expect during the pregnancy and how to stay healthy. <p><i>While the baby's mother was pregnant, did anyone give you any information/advice about pregnancy? Did you find this advice/information useful? Why/why not?</i></p> <p><i>Did you accompany the baby's mother on health-care visits before the birth? Why/why not?</i></p> <p><i>How did health-care professionals treat you? How did their treatment of you differ (if at all) from their treatment of the baby's mother?</i></p> <p><i>Where did the baby's mother give birth? Who made the decision about where to give birth? What were the costs involved?</i></p> <p><i>Were you present during the birth? Is it typical for young men to be present during the birth of their babies in [locality]?</i></p> <p><i>What do you think should be the role of young fathers during childbirth?</i></p> <p><i>What was the best advice that you received about becoming a father? (What was it, from whom?)</i></p> <p><i>When you had doubts or worries, to whom could you go for help?</i></p> <p><i>Overall, did you feel prepared to have a baby?</i></p>

Young fathers individual interview (Older Cohort) (continued)

4. Role in caregiving/support to mother

If the father lives with baby and mother:

Do you live alone or with other family members?

In your view, what are the responsibilities of the baby's mother?

What do you think are your responsibilities as the baby's father?

How do you spend time with the baby? What are the main activities/things you do together?

Who carries out the day-to-day care of the baby, such as feeding, washing, putting to bed, comforting, etc.? Is there a role for other family members?

Who takes care of the baby's health, such as visits to the health centre/vaccinations, etc.?

Are you working at the moment? What type of work, and where?

Work and care arrangements

Does the baby's mother work? If so, who cares for the baby while you both work?

Who is responsible for the financial costs of the baby?

If the father does not live with the mother and baby:

How often do you see the baby?

When you see the baby, what activities do you do with him/her?

What are your main responsibilities towards the baby as the baby's father?

What are the main responsibilities of the baby's mother?

How would you describe your relationship with the baby's mother? And with her family?

Has the baby taken your name?

Are you named on the baby's birth certificate? If not, why?

5. Life changes since birth of child

How has your life changed since you had a child?

- Changes to relationships; financial consequences and responsibilities; impact on education; paid and unpaid work; 'risk-taking' – explore changes in health and lifestyle; time use; identity and his perception of himself.

What has fatherhood taught you about yourself?

Have your goals and ambitions in life changed since you became a father?

6. Relationship with own father and perceptions of fatherhood

Do you feel that your father has been a good role model for you? Why/why not?

How would you describe the ideal father? Do you think this is attainable?

In general, what resources do young men need to be good fathers?

7. Future plans

Explore plans related to the following:

- Having more children (or not)
- Training or education
- Work
- Migration
- Marriage/living together (if relevant)

Does your family agree?

Five years from now, how will your life have changed? What will be the same?

Young fathers individual interview (Older Cohort) (continued)

8. Advice and reflections

What was the best advice anyone gave you about becoming a father?

What advice would you give to other young men of your age who are considering having a first child?

What advice would you give to a young man who has just had his first child?

What advice would you give to new mothers?

What would make your life easier as a new father in [locality]?

Thank you. Do you have any questions?

Young mothers focus group discussion (Older Cohort)

Aim of this focus group

To find out from young mothers their views on (a) the expectations, norms, and values relating to young motherhood and fatherhood in their locality; (b) the sources of information and support available to young mothers; and (c) how decisions about schooling, work, and care arrangements are negotiated within the context of motherhood.

Young mothers focus group discussion (Older Cohort)	
Discussion	
Marriage: norms and expectations	<p>Topics covered include norms in the community concerning marriage, especially as they pertain to young mothers and fathers.</p> <ul style="list-style-type: none"> • At what age do girls in [locality] typically get married? • At what age do boys in [locality] typically get married? <ul style="list-style-type: none"> – If at different ages, why? • What happens if a girl marries earlier? • What happens if a girl never gets married? • At what age did your mothers' generation marry? <ul style="list-style-type: none"> – If expectations have changed, why? • When does a girl know that she is ready to get married? <ul style="list-style-type: none"> – What is required for her to marry, and how does she prepare for it? – Do girls save up for marriage? Who else provides resources? – Do families take out loans? Please give details. – Who gives her advice? What do they tell her? • Do girls in [locality] ever marry even if they do not wish to? <ul style="list-style-type: none"> – Under what circumstances does this happen? – What about boys?
Impacts of marriage	<p>[Topics covered: the impacts of marriage on the lives of young people, especially in relation to opportunities for schooling and work, and their relationships.]</p> <ul style="list-style-type: none"> • How does life change for girls when they get married? <ul style="list-style-type: none"> – Economic and social consequences; school, work, residence, relationships with family, authority in household – When girls get married, how are they viewed/treated by others in the community (compared with unmarried peers)? • How does life change for boys when they get married? <ul style="list-style-type: none"> – Economic and social consequences; school, work, residence, relationships with family, authority in household. – When boys get married, how are they viewed/treated by others in the community (compared to unmarried peers)?
Parenthood: norms and expectations	<p>[Topics covered: norms in the community related to parenthood, especially as they pertain to young mothers and fathers.]</p> <ul style="list-style-type: none"> • At what age do girls in [locality] typically have their first child? <ul style="list-style-type: none"> – Is this a good age to have a baby? Why? – What happens if a girl gets pregnant at a younger age? • At what age do boys in [locality] typically have their first child? <ul style="list-style-type: none"> – If different for boys and girls, why?

Young mothers focus group discussion (Older Cohort) (continued)

- What is the ideal number of children for girls/young women to have? Why?
- How much time should young women wait before having a second child?
- In [locality], is there a preference for having boys or girls? Why?
- At what age did your mother's generation have their first child?
 - If expectations have changed, why?
- How does raising a child now compare with your mother's experience?
 - Explore differences and reasons for change.

Impacts of parenthood

[Topics covered: how having a child affects the lives of young people, especially in relation to opportunities for schooling and work, and their relationships.]

- How does life change for girls when they have baby?
 - Economic and social consequences, relationship with family, friendships, new pressures/expectations.
- How does life change for boys when they have baby?
 - Economic and social consequences, etc.
- In relation to the baby's care:
 - What are the responsibilities of the mother?
 - What are the responsibilities of the father?
 - Who else takes main responsibility for the day-to-day care of babies and young children?

Services, programmes, and support

[Topics covered: sources of information and support for new mothers.]

- Now I want to ask you about the kind of information and advice available to young women about their health and the health of their babies.
- Where do girls in [locality] find information about:
 - Sex and relationships
 - At what age do girls start to find out about/start talking about sex and relationships?
 - What type of information do they typically receive from family, peers, school, youth groups, health workers, media (including internet and social media)?
 - How easy is it for young women to access information? What do you think are the possible barriers?
 - What sources of information do young women find most useful (e.g. school, family, peers, internet etc.)?
 - Contraception and safe sex
 - Where do girls get information about preventing pregnancy and sexually transmitted infections such as HIV/AIDS?
 - What types of contraception are available in [locality] and where (e.g. health post, sexual-health clinics, youth groups)?
 - Is contraception readily available to young women? What are the barriers/difficulties in accessing contraception?
 - Pregnancy and childbirth
 - How do young women stay healthy during pregnancy? e.g. ante-natal care, nutrition, prevention of mother-to-child transmission of HIV (PMTCT)
 - How do young women make decisions about where to have their babies?
 - What choices are available e.g. institutional versus home birth?
 - Influence of costs, cultural norms, public programmes (e.g. Juntos in decision-making).
 - Girls' agency in decision-making.
 - What support is available to young women in [locality] during childbirth? [family, health workers, male partner/husband]
 - Feeding practices
 - Feeding a new born baby (what choices available; who gives guidance and support on appropriate feeding such as family, health worker. etc.)?
 - What to do when a baby is not eating well.
 - When should a mother stop breastfeeding her baby?
 - When should a mother introduce solid foods and other types of milk?

Young mothers focus group discussion (Older Cohort) (continued)

- *Now I want to ask you about the different services and programmes available to young women in [locality].*
- Is any support available to girls who become pregnant while they are enrolled in school? How do schools respond? Are there special programmes?
- Is any support available to new mothers who do paid work outside the home?
 - What are the care arrangements when mothers work?
 - Are certain jobs easier to balance with the responsibilities of child care? Why?
 - Which jobs are more difficult to balance with child care?
- What child-care services and programmes are available in [locality]?
 - Details (age limits, location, costs, quality)
 - Experiences of accessing these services.
- What other services are available to support young women?
- What support is available when they experience problems at home, such as family or marital conflict?
 - Who can they go to for help?
- Do you ever go outside [locality] to access services or programmes for yourself or for your baby? Which ones, why?

Babies' growth and development

[Topics covered: perceptions of child health and growth.]

- Now I want to learn about your experiences of caring for babies, and your thoughts and feelings.
- What is most important for babies need to be healthy?
 - In the first few weeks of life? In the first six months? In the first year?
- How do you know when your baby is growing well?
 - Explore indicators.
 - Is this the same for boys and girls?
- How do you know when your baby is not growing well?
 - Explore indicators.
 - Is this the same for boys and girls?
- When you have reason to believe that your baby is not growing well, what do you do?
 - Do you ask anyone for advice?
 - Do you change your feeding practice?
 - Do you seek help from a health-care professional?
 - What else?
 - Explore concrete examples where possible.

Advice to others

[Topics covered: reflections from the participants on the advice that they received and the advice that they would give to others.]

- What are the main challenges for new mother of raising a baby?
- What was the best advice anyone gave you about becoming a mother?
- What advice would you give to other girls of your age who are considering having a first child?
- What advice would you give to someone who has just had their first child?
- What advice would you give to new fathers?
- What would make your life easier as a new mother in [locality]?

Thanks and an invitation to voice issues of concern.

3.3. Caregiver interview

Aim of this interview

To elicit caregivers' perspectives on the important changes affecting the life of the child or young person.

For the Older Cohort (aged 19–20), questions focus on their life trajectories within the context of the transition to adulthood. Key areas covered include changing household and community contexts, school-to-work transitions, and the changing social status, roles, responsibilities, and relationships of young people.

For the Younger Cohort (aged 12–13), interviews centre on the important factors affecting the well-being and development of the Young Lives child, with a particular focus on changes that have occurred within the past three years. Key areas covered include changes in children's home environments, parental aspirations, and children's social relationships, responsibilities, and time-use.

The interview below is an amalgamation of the caregiver interviews for both the Younger Cohort and Older Cohort. We have used the term 'YP' (young person) throughout, although this could be changed to 'child' where appropriate, depending on their age.

Caregiver individual interview	
Themes/areas for exploration	Questions
1. Catching up	
Major changes in last 3 years within family and community	<p><i>What have been the major changes in the household since the last visit?</i></p> <ul style="list-style-type: none"> • Re-location of household; whether YP has moved out; whether YP has married/had children; any changes in household; impact of household changes on YP. <p><i>In general, what has life been like for the household in the past three years?</i></p> <p><i>What have been the major changes in the community since the last visit?</i></p> <ul style="list-style-type: none"> • Positive and negative changes, particularly those affecting the household and YP. <p>If YP has left locality,</p> <p><i>Tell me about the place where YP has gone to live.</i></p> <p><i>How often do you communicate with YP?</i></p> <p><i>How do you feel about YP moving away?</i></p> <p><i>Do you feel that s/he has better chances in life there, or should s/he have remained in locality?</i></p>

Caregiver individual interview (continued)

2. Perceptions of YP well-being

How has YP changed in the past three years?

- Physical changes, psycho-social changes.

Since the last visit, has anything happened that has made you concerned for YP's health?

For Younger Cohort:

How are you able to tell when the child is growing well or not?

What does YP need so that s/he grows well?

Have there been times in YP's life when it was difficult to feed him/her?

Does the family or YP have access to any feeding programmes?

If YP has become a parent:

How do you think YP is managing as a parent?

How did you react when you found out that YP was going to have a baby? What were others' reactions?

What advice or support did s/he receive from others?

Do you have a role in looking after or supporting YP?

In what ways has becoming a parent changed YP'S life?

3. Shocks and household circumstances

What have been the most important events and changes that have happened in the household in the past three years?

- Any shocks mentioned earlier; further events in (and their impact on) the household; sources of support and actions taken; whether household has overcome the shock/event or is still dealing with consequences.

4. YP's schooling and work

School enrolment

Is YP currently enrolled in school?

- Type of school, full-time/part-time, degree subject, school fees; decision-making process; grade repetition, temporary drop-out, re-location to different school; transition from primary to secondary (Younger Cohort); advice and support received from teachers, family, etc.

How would you describe the quality of this school?

Relevance of schooling

Which do you see as the most important things for YP to be learning in school at this age?

What else does YP need to know in order to be successful in the future?

In your view, how is YP doing in school?

For how much longer would you like YP to stay enrolled in school?

What would be the main reasons why YP might leave school earlier?

Comparing school experience

How does YP's experience of schooling compare with the experience of his/her siblings?

How does YP's experience of schooling compare with your own schooling experience?

Other classes/ training

Does YP attend other classes or get training outside of school?

Caregiver individual interview (continued)	
Leaving school	<p>If not in school:</p> <p><i>At what age and grad/year did YP leave school?</i></p> <ul style="list-style-type: none"> Reasons why YP left school; factors influencing decision to leave school; who made the decision; household circumstances at the time; perceived long-term impacts of decision to leave school; plans to return to school or to pursue other schooling/training options.
Informal and formal work	<p><i>How does YP spend their time when/if they are not in school?</i></p> <p><i>In the past three years, have YP'S roles and responsibilities at home changed much?</i></p> <ul style="list-style-type: none"> Does YP look after others at home or in the wider community? Nature of care provided, and when began; who is cared for (siblings, elderly, infirm); combining care responsibilities with schooling or other work. <p><i>Is YP doing paid work?</i></p> <ul style="list-style-type: none"> Financial contributions to household; YP'S control over income; combining schooling and work (if relevant). <p><i>Who decided that YP should do this work?</i></p> <p><i>When YP started working, did his/her responsibilities at home change? Why?</i></p> <p><i>What new skills or knowledge has YP learned through this work?</i></p> <p><i>Are there any disadvantages of YP doing this work?</i></p> <p><i>Do you expect that YP will be doing this job for a very long time?</i></p> <p><i>What type of work would you like YP to be doing in 10 or 20 years' time? Why?</i></p> <p><i>How does YP's experience of work compare with your own experience of work at his/her age? Why?</i></p>
5. Relationships (family, peers, and community)	
Peer relationships	<p><i>In the past three years, has YP made any new friends?</i></p> <p><i>Does YP have a boyfriend/girlfriend?</i></p> <ul style="list-style-type: none"> Friendships and relationships; ages/gender; perceived influence on YP.
Marital relationships	<p>If married:</p> <p><i>Tell me about YP's marriage and about YP's spouse.</i></p> <ul style="list-style-type: none"> Decision-making related to marriage, and YP's role in decision to marry; perceptions of marital relationship. <p><i>Was it a good decision for YP to marry when s/he did? Why?</i></p> <p><i>What advice did you give him/her?</i></p> <p><i>What resources were provided to YP/the couple? By whom? What? Did YP save?</i></p> <p><i>Any problems in marital relationship or relationship with in-laws? How resolved or managed?</i></p>
Family relationships	<p><i>Who would you say that YP is closest to in the family these days?</i></p> <p><i>Does YP look after others at home or in the wider community?</i></p> <p><i>Is there anything about life at home (or where YP has moved) that you are worried about, and that may be affecting YP?</i></p> <ul style="list-style-type: none"> Nature and severity of problems; how does caregiver negotiate and manage these difficulties; perceived impact on YP; sources of support available (formal and informal).

Caregiver individual interview (continued)

Community environment

If YP remains in community:

Do you think this is a good place to raise children? Why/why not?

Do you think that young people (19–20 years old) have the same opportunities and quality of life compared with young people growing up in other communities?

- Is it the same for girls and boys? Is it a safe community? What could be done to make this community a better place for young people?

The future

In five years' time, how do you imagine YP's life to be?

- Where living/migration; married, children; working and schooling; relationship to caregiver's household.

How do you feel about the future?

Reflections

Thank you for answering all these questions. Now do you have any questions for me?

Caregiver optional tool: life history

Aim of this interview:

To explore caregiver's life history and aspects of intergeneration change and continuity. To record caregiver's views on his/her own childhood, and on changes in the values and expectations underpinning childhood.

Elicitation tools

A timeline indicating different periods of the life history can be a useful reference for generating questions and noting answers. Start with a large sheet of paper with a basic timeline, beginning at birth and leading up to the present period, with simple images indicating different phases (e.g. image of a baby, young adult, etc.). Fill in the timeline, using different-coloured pens to indicate happy/positive and sad/negative moments in the life history. It is not important to get exact ages (where these are not known or remembered).

Caregiver life history	
Origins and early years	<ul style="list-style-type: none"> • Where were you born? • Who did you live with? • Early memories of family dynamics and quality of relationships
Origins and early years	<ul style="list-style-type: none"> • Did you go to school? What is your earliest memory of school? • For how many years did you attend? Until which grade? • Was going to school important for your life? Why? • Working • When did you start working? What did you do? Was it important that you worked?
Migration	<ul style="list-style-type: none"> • [Make sure to capture any migration events and reasons for re-location.] • Difficult times • Do you recall any difficult times that you faced in childhood? (deaths, illness, family difficulties, etc.)? • Main influences • To whom did you look up when you were growing up? Why?
Transitions to adulthood	<ul style="list-style-type: none"> • When did you get married/get together with partner? • At what age did you leave home? [if relevant] • Were you studying at the time? • What kind of work were you doing? • Did you experience any illnesses? • At that time, what medical services were available? How did you cure yourself? • When did you have your first child? And the other children? • Did the children experience sickness or difficult times? • Are your children married, and do they have themselves have children?
Comparison of childhood experience	<ul style="list-style-type: none"> • How would you compare your childhood with your children's experiences? • Material circumstances • Physical environment, safety • Schooling and work expectations and opportunities • Household responsibilities • Availability of services such as health care, social protection programmes, etc. • Values • Gender expectations

4. Methods

4.1. Some suggestions for group-based activities

Community mapping/tour

You may want to combine this with a child-led tour which enables a child or a small group of children to show the researcher the places that they like/dislike and consider safe/unsafe. The tour can be done before or after drawing. You may also want to use a digital camera to take photographs of the key places that the child points out during the tour, which may be later incorporated into the community map or a 'my/our community' book.

Community mapping/tour: Younger Cohort version

What kind of information do we want to gather through community mapping?

- Children's views on the surrounding area, including the places/things that they like/dislike, the places/things that make them feel safe/unsafe (i.e. places that feel protective or risky), and why.

Outputs A detailed narrative report of the group discussion, including selected verbatim quotes from participants. Good-quality digital photographs of all maps and ranking exercise. A few photographs of the research activity as it is taking place.

Materials needed Large pieces of paper, markers and crayons, colour stickers (optional), index cards, digital camera (to make a record of maps and ranking exercise).

Opening conversation Explain to the children why we are doing this activity, what it involves, and roughly how long it will take. (This activity should last approximately 1.5 hours.)

Step 1: Talking about the community (15 minutes) Start an open discussion about the community, asking the children, for example, if they were all born there.

If they all live in the same area, you can ask: do they think it's a big or small community? How many schools there are? If there is a church/mosque? And a hospital? Where do children play?

If they do not live in the same area, ask about their different communities, and later ask them to draw individually or in small groups with co-residents.

Step 2: Drawing the map (30 minutes) After the children have spent a few minutes thinking and talking about the community, lay out a large sheet of paper for the whole group to gather around.

This can be done either as one huge collective map (which requires some coordination to determine who draws what) or with each child drawing his/her own version of the community in his/her space on the paper. Individual children should be encouraged to draw the boundary and shape of the community, plus features such as major roads, rivers, and key places such as the school, bus/train stations, youth clubs, play areas. Encourage children to mark their house, where they work, where their parents work, etc.

Tip: if children are struggling to begin drawing, ask them to start by drawing their house. Then ask them if they have neighbours, and to draw their neighbours' houses, and so on.

Let the children spend time drawing the map (20–25 minutes), the more detail the better. As the children are finishing off, give them the colour stickers (or two different marker pens) and ask the group to use one colour to mark places/things in their community that they like, and another colour to mark places/things that they don't like.

Community mapping/tour: Younger Cohort version (continued)

**Step 3:
Discussing the
environment
(30 minutes)**

ASK each child in turn: What do you like about the area? What don't you like about the area? Ask them to add this to the drawing, if it is not already represented. When each child has responded,

ASK: What places are you afraid of and what places worry you? (N.B. fears and worries may relate to the person who lives there, rather than the place itself.)

Ask the children to locate these on the map and make a note of where they are.

ASK: Why do these places worry you?

ASK: Where do they find help when they are afraid or worried? Who helps them, and how?

Ask the children to locate these on the map; make a note of where they are.

ASK: Where do you go when you are hurt or injured? Who helps you, and how?

Ask the children to locate these on the map and make a note of where they are.

ASK: Where do you feel safe? Why do you feel safe there?

Ask the children to rank the places where they feel most safe and the places that most worry them. [Note that they can write the places on index cards and then rank them; or rank directly on the map.]

Finally ASK: Do you feel that [this locality] is a good place for children of your age to live?

Why/why not?

ASK: What could be done to make [this locality] a better place for children of your age?

**Closing
conversation
(10 minutes)**

At the end, thank the children for their participation and ask them if they have any questions or comments that they would like to add.

'Typical day' time-use bucket activity

This could form part of a group discussion, but it could also be used in individual interviews to prompt individual responses.

'Typical day' time-use bucket activity: Younger Cohort version	
Purpose	To gather information about the various activities that children perform inside and outside their household, and, more importantly, to learn about the people they spend time with while doing these activities; whether they feel happy/unhappy with these activities, or if they find them useful at present and future times; and what sorts of thing they gain/learn from them, etc.
Outputs	When the exercise is completed, record the number of counters in each bucket. Take pictures of drawings. Record conversations where possible. Provide a narrative report with each child's typical day and a summary of the discussion, including a summary of each child's bucket activity.
Materials needed	Index cards, markers, paper for drawing, coloured pencils, buckets, small objects for counting (beans, beads, etc.), digital camera (to record pictures)
Step 1: Drawing a typical day	Ask the children to think about the different types of activity that they do in a typical day, such as doing homework, helping in the home, and so on. Ask them to draw a symbol or representation for each these activities, such as a 'book' for homework, a "broom" for housework, a 'bucket' for collecting water (you can also bring in a selection of visual aids/magazine pictures that might represent these different types of activity).
Step 2: Recording activities	<p>Ask the children to describe the activities that they have drawn while the researcher writes their responses on separate index cards, including the things that they do when they are not in school. As a group, get the children to put in order the activities they have listed – from the time when they wake up in the morning until the time when they go to sleep – giving them an opportunity to add any activities that they may have forgotten. [Note: Not all children do the same things, so some cards might be placed side by side; or ask the group to agree on a general order.]</p> <p>When all the obvious areas of life have been covered, ask children to put these cards into different buckets for <i>Sleep; Taking care of self; School; Homework/study; Work for household, including caring for others (unpaid); Work for household to generate income; Play/leisure activities; Other</i>. Alternatively, work with the children to generate the activity categories that they find most useful.</p>
Step 3: Bucket activity	Children then use counters (beads, beans, or marbles) to indicate how much time (in hours) they spend on each of the activity categories.
Step 4: Discussion	<p>Discuss how they feel about their daily activities. Suggested lines of questioning include the following:</p> <ul style="list-style-type: none"> • Are there any things that you do only at certain times of the year? Or only at weekends? • Of all the things that you do, which activities do you most enjoy most/enjoy least? Why? • Which are the most useful? Why? <p>For specific activities, you may ask:</p> <ul style="list-style-type: none"> • Who else does this activity? (Explore gender-age patterns.) • Who never has to do this? • When did you learn how to do this? • Who taught you how to do this? • What kinds of thing do you learn from these activities? • Do you do them with anyone else? • Do you get paid? • What happens if you decide not to do this activity? • When your mother/father was your age, did they do the same kinds of thing? (Explore children's views on generational changes.)

Older Cohort group discussions: violence

Older Cohort vignettes: intimate personal violence	
Purpose	To discuss some stories about young people who have faced problems within their intimate relationships, such as emotional and physical abuse, and to learn what the participating young people think about this; what they think can be done to help young people in similar situations; and whether there are similar problems in their community. The discussion should last between one and two hours.
Outputs	Detailed narrative report with quotes; high-quality photographs of problem tree
Step 1: Reading the story	<p>Ask the young people to sit comfortably. Read out the story (or ask one of the other children to read, if appropriate).</p> <p><i>Long is a 17-year-old girl. She is in her final year of high school. She is outgoing and sociable and she has many friends. She really likes sports, particularly volleyball. She lives with her younger brother, her mother, and her grandmother. Three months ago she started to date a boy in her community. His name is An. An is also in his final year at high school. He is a very popular boy at school and the best at football.</i></p> <p><i>Long and An spend a lot of time together, particularly at the weekends. They like to watch DVDs, go to the internet café, and hang out in town. Long's family do not approve of An; they think that Long should not be spending time with boys, but instead she should focus on her studies so that she can get good grades and then get a good job. Long has lots of arguments with her mother about this, which makes her very unhappy. Sometimes she cries for hours.</i></p> <p><i>Generally Long is very happy with An. He makes her feel very beautiful and very special. However, recently she has become a bit worried as they have started to argue as well. An doesn't like Long to spend too much time with her friends. He says it is his girlfriend's duty to spend all her time with him. So Long has stopped contacting her friends and she has dropped out of the volleyball team. This makes her upset and a bit lonely. Sometimes they have big arguments about it, and one time An slapped her round the face.</i></p>
Step 2: Group discussion	<p>After reading the story, move on to the discussion questions. Ask the group for their general reactions to the story. Then ask more specific questions:</p> <ul style="list-style-type: none"> • What do you think about the way that Long's family is behaving towards her? • What do you think about the way that An is behaving towards Long? • Why do you think he is behaving like this? • If Long was your friend, what advice would you give her? Why? • If An was your friend, what advice would you give him? Why? • Thinking about the area where you live, do you think that this is a common situation among young people? • How do you think young people feel in these situations? • Do you think it affects their day-to-day lives? In what way? • In the area where you live, where do young people seek support (both informal and formal) to deal with this type of situation? • Do you think that young people need additional support? What kind of support?
Step 3: Closing	<p>End on a positive note and reinforce messages about confidentiality and your availability for further discussion for those feeling upset or worried.</p> <p><i>Today we have discussed some difficulties that some young people experience in their day-to-day lives and in their relationships. Now I would like to discuss some positive experiences. Can each of you give me one example of a positive or happy experience that happened recently? It could be a game with your friends, or a function that you celebrated with your family or friends, or just a very nice movie you watched. It could be anything that made you very happy. ...</i></p> <p><i>Thank you all for sharing your opinions and experiences today. Remember that what we have shared today is CONFIDENTIAL. In other words, what we shared today stays within the group. We will not talk about anything that we heard today with other people outside the group.</i></p> <p>If anyone wants to talk to me about anything, if you are feeling upset or worried, please do so.</p>

Younger Cohort vignettes: experiences of problems in the home

Younger Cohort: Vignettes – experiences of problems in the home	
Purpose of the vignette	To discuss some stories about young people who have faced problems with adults in their homes, such as disputes and scoldings, and to learn what the participating young people think about this, what they think can be done to help young people in similar situations, and whether there are similar problems in their community. The discussion should last between one and two hours.
Purpose of the umbrella exercise	To understand where children can go for support when they experience problems in the home, whether they feel able to go by themselves or with others, and what can be done to strengthen these sources of support.
Outputs	Detailed narrative report with quotes; high-quality photographs of umbrella exercise
Step 1: Reading Vignette One	<p>Ask the young people to sit comfortably. Read out the story (or ask one of the other children to read, if appropriate).</p> <p><i>Mai is a girl who lives with her parents and her grandmother. She loves being outside and being with her friends. They love to chat together. She has two close friends, Nga and My, who live close by. Mai is generally quite happy and carefree, but sometimes she becomes sad and cries when people at home treat her badly. Sometimes when her parents are upset they scold her for spending too much time with her friends. They call her names like XXXX [fill as appropriate] and demean her. Although her grandmother is more tolerant, she also scolds Mai when she comes home late.</i></p> <p><i>When such things happen, Mai feels very hurt. Her friends Nga and My try to distract her by inviting her round to their houses to chat and watch TV. When Mai is sad, she cries a little bit and wonders why her parents/caregivers treat her badly. Sometimes she feels that she made a mistake; for example, when she comes back home late, she feels that they might have been worried and she should have come back home early. At other times she feels that they treat her badly even though it is not her mistake. But even when it is her mistake, she feels that her parents could have told her in a more gentle way, rather than treat her badly.</i></p>
Step 2: Group discussion	<p>After reading the story, move on to the discussion questions. Ask the group for general reactions to the story. Then ask more specific questions:</p> <ul style="list-style-type: none"> • What do you think about the way Mai is treated at home? • Why do you think she is treated like this? • If she were your friend, what advice would you give her? • Thinking about area where you live, have you ever seen adults shout or scold children as in the story? • In what circumstances do adults shout at or scold children? • How do children feel when they are shouted at or scolded like this? • Does this type of treatment affect their day-to-day life? In what way? • What do you think about this treatment? Prompt: do you think it's appropriate for parents to treat children like this? Why/Why not?
Step 3: Reading Vignette Two	<p>Ask the young people to sit comfortably. Read out the story (or ask one of the other children to read, if appropriate).</p> <p><i>Duy is a boy who lives with his parents and his two younger sisters. Duy attends the nearby school. He likes school and he is doing well. His favourite subject is maths. He is also in a football team and plays football with his friends every weekend. However, life is not always so easy for Duy. Sometimes he can't sleep at night, as he can hear his parents arguing about money and how they will afford to buy food. Recently his father has started drinking a lot at weekends. This causes problems at home, as he comes home very late at night and makes a lot of noise, waking everybody up.</i></p> <p><i>Sometimes Duy has noticed bruises on his mother's face after his father has gone out drinking. Duy asks his mother what happened, but his mother never wants to tell him. Duy feels sad when he sees his mother like this, but at the same time he feels angry with her for not talking to him about it. Duy often feels confused, because he loves both his parents and he doesn't know how to help.</i></p>

Younger Cohort: Vignettes – experiences of problems in the home (continued)

Step 4: Group discussion

After reading the story, move on to the discussion questions. Ask the group for general reactions to the story. Then ask more specific questions:

- Ask the children to share their general reactions to this story.
- What do you think about the way Duy's father is behaving?
- Why do you think Duy's father is behaving this way?
- What do you think about the way Duy's mother is behaving?
- Why do you think Duy's mother is behaving this way?
- If you were Duy's friend, what advice would you give him? Why would you give him this advice?
- Thinking about the area where you live, do you think that other children have problems similar to Duy's?
- How do you think these problems affect children in their day-to-day lives?

Step 5: Umbrella exercise

Divide the group into two. Ask each group to draw a big umbrella with many sections (like the one below).

Then ask the children: what is the purpose of an umbrella, why do we use an umbrella? (Elicit answers such as *to protect from the rain, or to be prepared.*)

Then say: just as an umbrella provides support and protection from the rain, we are going to think about the types of support that children have in this community.

ASK: if children in this area are experiencing problems at home, like Duy and Mai, where can they go for help?

Ask them to write a source of support in each section of the umbrella: both formal sources such as NGOs and informal sources such as friends, family, and teachers.

Then for each type of support, ASK if can they go there alone or do they have to go with others? Who do they go with?

How do these people/places respond when children go there? For example, are they welcoming and kind, or are they a bit intimidating?

Finally ask them to brainstorm how these sources of support can be improved.



Closing

End on a positive note and reinforce the need for confidentiality. Remind them that you are available for further discussion if anyone is feeling upset or worried.

Today we have discussed some difficulties that some children experience in their day-to-day lives. Now I would like to discuss some positive experiences. Can each of you here give me one example of a happy experience that happened recently? It could be a game with your friends, or a function that you celebrated with your family or friends, or just a very nice movie you watched. It could be anything that made you very happy.

Thank you all for sharing your opinions and experiences today. Remember that what we have shared today is CONFIDENTIAL. In other words, what we shared today stays within the group. We will not talk about anything that we heard today with other people outside the group.

If anyone wants to talk to me about anything, if you are feeling upset or worried, please do so.

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Young Lives Qualitative Fieldwork Guide: Round Four (2013/14)

Children are at the heart of Young Lives, and this fieldwork guide describes a set of tools that were developed to work with children involved in the longitudinal qualitative research component of the study. The manual guided the fourth round of data collection in 2013/14, which took place between the fourth and the fifth rounds of the household and child survey.

We work with two age-groups of children (aged 12 to 13 and 18 to 19 at the time), in four countries: Ethiopia, India (in Andhra Pradesh and Telangana), Vietnam and Peru. We sought to document changes since the previous rounds of qualitative research (in 2007, 2008 and 2010/11), and to understand how poverty interacts with other social factors – such as gender, generation, and ethnicity – to shape their differing trajectories over time. Our research questions are relevant for both age groups, but each are experiencing different transitions – as the Younger Cohort reach early adolescence, and the Older Cohort are in transition from adolescence and into early adulthood (and some become parents themselves).

This fieldwork guide was produced collaboratively by an international team of researchers taking part in the Young Lives study. Our hope is that the methodology and tools can be carefully adapted and used by other researchers in an effort to encourage the participation of children in social research. Further information about the design and rationale of this research can be found on the Young Lives website, along with a 'Guide for Researchers' and separate guides for each earlier round of qualitative research.



An International Study of Childhood Poverty

About Young Lives

Young Lives is an international study of childhood poverty, involving 12,000 children in 4 countries over 15 years. It is led by a team in the Department of International Development at the University of Oxford in association with research and policy partners in the 4 study countries: Ethiopia, India, Peru and Vietnam.

Through researching different aspects of children's lives, we seek to improve policies and programmes for children.

Young Lives Partners

Young Lives is coordinated by a small team based at the University of Oxford, led by Professor Jo Boyden.

- *Ethiopian Development Research Institute, Ethiopia*
- *Pankhurst Development Research and Consulting plc, Ethiopia*
- *Centre for Economic and Social Studies, Hyderabad, India*
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