



**YOUNG LIVES  
ROUND 4 SURVEY ETHIOPIA  
OCTOBER 2013 TO MARCH 2014**

**COMMUNITY QUESTIONNAIRE**



**Ethiopian Development  
Research Institute**



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**[www.younglives.org.uk](http://www.younglives.org.uk)**

**THE YOUNG LIVES STUDY CONTEXT INSTRUMENT**  
(Version: Ethiopia - 2013)

COMMUNITY IDENTIFICATION			
0.1	Community ID (OBSERVE)	[ET ____]	PLACEID
	Community Name	_____	PLNAME
	ID of Kebele (OBSERVE)	[ ____ ]	KEBELEID
	Name of Kebele	_____	KEBNAME
	Kebele Telephone number (Give three up to three Telephone numbers)	_____ _____ _____	
	Wereda ID (OBSERVE)	__ __	WERID
	Name of Wereda (OBSERVE)	_____	WERNAME
	Zone ID (OBSERVE)	__ __	ZONID
	Zone Name (OBSERVE)	_____	ZONAME
	Region (OBSERVE) 01= Addis Ababa, 02=Amhara, 03=Oromia, 04=SNNP, 05=Tigray	__ __	REGION
0.2	ID of sentinel site in the Locality (OBSERVE)	__ __	CLUSTID
0.3	GPS Coordinates (WGS84) of the Locality (Reference point: Main Square)	____° ____' ____" N	GPSEAST
		____° ____' ____" E	GPSNORTH
		____ ALTITUDE in meters above sea level	GPSALTD
0.3.2	<b>FIELDWORKER: In the case that GPS reference point is not the Main Square, please write down the new reference point.</b> _____ _____ _____		REFPOINT

DATA HANDLERS			
0.4	Fieldworker/supervisor code:	[ ____ ]	SURVCODE
	Fieldworker signature:	_____	
	Date of interview ____/____/____ (day / month / year)		SURVDATE
0.5	Verifier code:	[ ____ ]	SUPCODE
	Verifier signature:	_____	
	Date of Verification ____/____/____ (day / month / year)		SUPRVDAT
0.6	Data clerk1 code:	[ ____ ]	DATA1CODE
	Data clerk1 signature:	_____	
	Data clerk 2 code	[ ____ ]	DATA2CODE
	Data clerk2 signature:	_____	
	Date of data entry (clerk1): ____/____/____ (day / month / year)		DEDATE1
	Date of data entry (clerk2): ____/____/____ (day / month / year)		DEDATE2

INFORMANT ROSTER			(For each Person Interviewed)						
			Note: In case the person does not want to give information on one of these questions, enter code 79.						
0.7.1	0.7.2		0.7.3		0.7.4	0.7.5	0.7.6		0.7.7
Informant code	Module and Section		Name		Age	Gender	Position		How long have you lived here?
	Module	Section	First Name	Last name	(in years) -77=NK	01 = Male 02 = Female	Write the name of the job, post or position then enter code. (Code Box #1)		(in years)
(RSID)	(MODULE)	(SECTION)	INFNAME	INFSUR	(AGERES)	(SEXRES)	(speccap)	(CAPAC)	(LIVRES)
01	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
02	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
03	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
04	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
05	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
06	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
07	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
08	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
09	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
10	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
11	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
12	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
13	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
14	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
15	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
16	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							
17	1	[ ]			[ ]	[ ]		[ ]	[ ]
	2	[ ]							

CODEBOX #1: Job, Post or Position			
01 = Elected People's Representative	04 = Teacher/ School Principal	07 = Community/Caste leader	77 = NK
02 = Non Elected People's representative	05 = Religious Leader	08 = Others (Specify):	10=DA(Development Agent)
03 = Health Extension/ Worker	06 = Leader Female Organisation	09=Village Secretary	11=Community Elder

0.1	Interview begins: Date	(Day) (Month) (Year)	INTBEGDT
0.2	Interview begins: Hour	__ : __	INTBEGH

## MODULE 1 - GENERAL MODULE

### SECTION 1 - GENERAL CHARACTERISTICS OF THE LOCALITY

	PERSONS ANSWERING THIS SECTION (RSID): Code established in Informant Roster	I1	11INF1
		I2	11INF2
		I3	11INF3

1.1	Approximately, how many people (including children) live in LOCALITY? [POPULATION SIZE] 77=NK		[ _____ ]	POPSIZE
1.2	How many hamlets/ villages/ Kushet/Got/Gandas would you say comprise this locality?		[ ____ ]	VILLOC
1.3.0	<b>1.3.1.</b> What is the most common means of transportation used to travel to the capital of the district? You may name up to three, but please name the most common means first. (Use Code Box #2)		<b>1.3.2</b> How long does it take to travel to the capital of the district using this means of transportation? FIELDWORKER: Record time (in MINUTES) for each of the means of transport recorded in 1.3.1	
	1	____ TRANS1 SPCTRAN1	____ TITRANS1	
	2	____ TRANS2 SPCTRAN2	____ TITRANS2	
	3	____ TRANS3 SPCTRAN3	____ TITRANS3	

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

1.4	What are currently the main routes/ways to access LOCALITY? FIELDWORKER: Fill in all options with either 01=Yes 00=No		
	01. Paved road	____	(PVEDN)
	02. Unpaved roads (engineered, motorized)	____	(UNPAVEDN)
	03. Non motorized roads/tracks (footpaths, apt for access by horse, donkeys and the like, or walking)	____	(TRACKSN)
	04. Air	____	(AIRN)
	05. Others (specify):	____	(OTTRANN) (OTRASPEN)
1.4.1.	Which of these routes is the main route to access the LOCALITY?  FIELDWORKER: take into account the characteristics of the last kilometers of the main route used to reach the locality. If it is not clear which route is the main one, consider the most predominant.  FIELDWORKER: enter code 01-05 from Q.1.4.		[ ____ ]  (MAINRTR4)
1.5	In the past year, how many months has the main route of access to LOCALITY been inaccessible? Fieldworker: if road has not been inaccessible (i.e. 0 months), skip to question 1.6.		[ ____ ] Months
1.5.1.	Of these [MONTHS IN 1.5], how many were the result of the rainy season?		[ ____ ] Months

1.6	Are there any factories or big farms in or close to the community that employ a lot of community residents (for example, more than 50 people)? 00=No → skip to 1.9 01=Yes, within village/kebele 02=Yes, outside kebele in 5kms radius	— —	(FACTORY)
1.7	What kind of factory or farm employs the most people from the locality? 77 =nk 01= Farm extensive non-irrigation (Cereal, Tea, Coffee, etc....) 02= Mining (Rock, Clay, Other Minerals...) 03= Construction Workers 04= Manufacturing Industry/Factory (Textile, Leather, Metal, etc....) 05= Services (Wholesale, Hotel, Retail sales, Garage, etc...) 06= Other Specify _____ 07= Irrigated farm/flower farms	— —	(FACTEMP)
1.8	How many people from the locality does it employ? (Men/Women/Children?)  Fieldworker: please refer to the biggest factory, the one that employs most people from locality.	— — men — — women — — children	(TOTMEN) (TOTWOM) (TOTCHILD)

1.9 SAY: Now I would like to ask you about natural disasters or outbreak of diseases and epidemics that might have occurred at LOCALITY in the last 4 years.								
In the last 4 years, has there ever been any natural disaster or an outbreak of diseases/epidemics that have affected the <u>LOCALITY</u> ? 01=Yes 00=No, 77=NK →SKIP TO 1.10								[ _ _ ]  ( NTRLDIST )
1.9.1			1.9.2		1.9.3		1.9.4	1.9.5
In the last 4 years, what was the disaster? Enter code from CODEBOX # 3.			Please report year and month of occurrence of the DISASTER (i.e. when the disaster occurred/began)  FIELDWORKER: Allow for multiple occurrences of same event throughout the years.		What are the two main effects generated by DISASTER in the locality? Enter code from CODEBOX #3A		Approximately what was the percentage (%) of households affected by the event?  01 = Less than 25% 02 = Between 25 and less than 50% 03 = Between 50 and 90% 04=100% (entire population)  -77=NK -88=NA	Did LOCALITY receive any help? 00 = No 01 = Yes, from the Government 02 = Yes, from NGOs working here in the LOCALITY 03 = Yes, from family and friend 04 = Yes, from other institutions (associations, religious institutions, community-based organizations) 05 = Yes, from NGOs NOT working in LOCALITY 88 = NA  Fieldworker: please record up to three in order of importance
DISASTID	DISASTER	OTHDISTR	DISTYEAR	DISTMNTH	DISEFCT1	DISEFCT2	PRCEFFT	RECVHELP
1	[ _ _ ]	_____	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ] %	1. [ _ _ ] 2. [ _ _ ] 3. [ _ _ ]
2	[ _ _ ]	_____	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ] %	1. [ _ _ ] 2. [ _ _ ] 3. [ _ _ ]
3	[ _ _ ]	_____	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ] %	1. [ _ _ ] 2. [ _ _ ] 3. [ _ _ ]
4	[ _ _ ]	_____	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ] %	1. [ _ _ ] 2. [ _ _ ] 3. [ _ _ ]
5	[ _ _ ]	_____	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ] %	1. [ _ _ ] 2. [ _ _ ] 3. [ _ _ ]
(...)	[ _ _ ]	_____	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ] %	1. [ _ _ ] 2. [ _ _ ] 3. [ _ _ ]

CODE BOX # 3 – Natural Disaster					
01 = Volcanic eruption	04 = Mud avalanche/ slide	06 = Flood / heavy rainfall	07 = Frost/Cold Front/hailstorm	10= Outbreak of pests/diseases affecting crops (not caused by other natural disasters already mentioned)	77=NK
02 = Cyclone/tornado /hurricane	05 = Earthquake	14 = Overflowing of rivers / Surge of the sea	08 = Forest fire	11= Outbreak of pests/diseases affecting livestock/animals (not caused by other natural disasters already mentioned)	
03 = Drought	13 = Erosion, Cracks or landslide (not caused by other natural disasters)	15=Tsunami	09= Other (specify in the corresponding cell) VARIABLE	12= Outbreak of pests/diseases affecting humans (not caused by other natural disasters already mentioned)	

CODE BOX #3A – TYPES OF INCIDENTS				
01 = Population Displacement	04 = Land Loss	10 = Crop Loss/Failure	14=Breakout of pests/diseases affecting crops	18= Storage losses
08 = Partial housing destruction	05 = Cattle Loss	11 = Evacuation (temporary move)	15=Breakout of pest/diseases affecting livestock	19= Erosion, Cracks or landslide
09 = Full housing destruction	06= <b>Other (Specify)</b>	12 = Temporary isolation / Blockage of main routes/ways of access	16= Crime/Violence	
03 = Change in the land use	07= <b>Other (Specify)</b>	13=Breakout of pest/diseases (e.g. dengue, cholera) affecting humans	17=Fatalities/ deaths of many people	

1.10	SAY: Now I am going to ask you about any pollution problems that may exist in LOCALITY.		1.10.1
ID	Pollution Problems		Is this a <b>severe problem</b> in LOCALITY? 01=Yes 00=No
<b>Polluted water sources due to:</b>			
1	Industrial waste deposited or dumped at (or in) water sources	___	(INDWPROB)
2	Mining waste deposited or dumped at (or near) water sources	___	(MINWPROB)
3	Local families garbage dumped at (or in) these water sources	___	(GARWPROB)
4	Animal faeces at (or in) water sources	___	(ANMWPROB)
17	Human faeces (waste) or urine at (or in) water sources	___	(HUMWPROB)
<b>Polluted lands nearby residential zones, due to the presence of:</b>			
5	Wasteland (non-regulated space) where firms dump garbage	___	(FRMDUMP)
6	Wasteland where local families dump garbage	___	(FMLYDUMP)
7	Wasteland where families from other localities dump garbage	___	(LOCLDUMP)
8	Animal excrements on the streets (of the locality)	___	(EXCRDUMP)
18	Open toilet areas and leakages from latrines	___	(OPNTLT)
<b>Air pollution due to:</b>			
9	Garbage burning	___	(GRBBRNG)
10	Industrial activity (including factory smoke)	___	(INDSACTV)
11	Trucks, cars, and the like passing by LOCALITY	___	(CARSPSSG)
12	Use of pesticides, fertilisers in local agricultural lands	___	(PESTICID)
<b>Other types of pollution:</b>			
13	Noise pollution (motor vehicles, airports, factories, loudspeakers)	(NOISEPLL)	
14	Standing water, open drains (with the consequent proliferation of mosquitoes, rats and other animals that threaten local population and health)	(STNDWATR)	
15	Others (specify):	(SPCOTHR1)	(OTHER1))
16	Others (specify):	(SPCOTHR2)	(OTHER2)

## SECTION 2 - SOCIAL ENVIRONMENT

	PERSONS ANSWERING THIS SECTION (RSID): Code established in Informant Roster	I1	(12INF1)
		I2	(12INF2)
		I3	(12INF3)

2.1 SAY: Now I would like to ask you about local social problems that may be affecting the local residents of LOCALITY.				
FIELDWORKER: In case the problem does not take place within the local area (but still affects local residents, include it in "Others," specifying where it takes place.)				
		2.1.1	2.1.2	2.1.3
ID		Is this a problem in LOCALITY? 01=Yes 00=No	Are you, the local residents, organised in any way against this problem?  01=Yes 00=No 77=NK	Over the last 4 years (or since it first appeared, if it has been present for less than that), has this problem diminished?  00= Yes, <b>totally</b> due to the organization of the locality [IF 2.1.1==NO & 2.1.2==YES] 01=Yes, <b>partially</b> due to the organization of the locality [IF 2.1.1==YES & 2.1.2==YES] 02=Yes, due to the police 03=Yes, due to other reason (specify in the corresponding cell)  04=No, it remains [IF 2.1.1==YES] 05=No, the problem is bigger now [IF 2.1.1==YES] 06=No, never exists [IF 2.1.1==NO] 77=NK
		(PRBLCTLY)	(AGPRB##)	(PRBDIM##) (SPCPRB##)
1	Theft / robbery	___	___	___
2	Cattle/livestock theft	___	___	___
3	Prostitution in the local area	___	___	___
4	Juvenile gangs	___	___	___
5	Local adult bands/groups rivalry (political, ethnic, economic-wise)	___	___	___
6	Illegal drugs selling in the local area	___	___	___
7	Drugs-addicts in the local area (either residents or outsiders consuming illegal drugs in the local area) such as shisha, hashish, marihuana.	___	___	___
12	Chat addiction	___	___	___
8	Alcoholism	___	___	___
9	Violent crimes	___	___	___
13	Abduction	___	___	___
14	Indebtness due to loan to finance migration abroad	___	___	___
10	Others (Specify): (SPCPRB1)	___	___	___
11	Others (Specify): (SPCPRB2)	___	___	___

2.0.2	Interview concludes: Date	___ / ___ / ___ (Month) (Year) (Day)	(INTENDD) (INTENDM) (INTENDY)
2.0.3	Interview concludes: Hour	___ : ___	(INTENDH)

## SECTION 3 - ACCESS TO SERVICES

	PERSONS ANSWERING THIS SECTION (RSID): Code established in Informant Roster	I1	(13INF1)
		I2	(13INF2)
		I3	(13INF3)

3.1 SAY: Now I am going to ask you about the services that are available to the people in LOCALITY.			
		3.1.1	3.1.2
ID	Services	Is the following service currently available at LOCALITY? 01=Yes 00=No → SKIP to next line (service)	Please rate the following services on a scale of 1 to 3. (1 means the service is bad, 2 so-so, and 3 good) (Enter 01-03) ; 77=NK  Go to next service -
		(AVLOC##)	(SRVRT##)
1	URB - Recreational areas: Children's Playgrounds; RUR – Space exclusively assigned for little children to play (it might be an open field as long as it is clean and safe/secure)	— —	— —
2	URB - Recreational areas: football (soccer) field, volleyball field, etc.; RUR – Space exclusively assigned for children and adolescents to exercise/practice a sport (it might be an open field as long as it is clean and safe/secure)	— —	— —
3	URB - Recreational Areas: camping zones of family recreational areas	— —	— —
4	Movie Theatre / Public place for playing films	— —	— —
5	Video Games	— —	— —
10	Public Telephones, community phone, rural phone.	— —	— —
11	Private telephone (at least one connection)	— —	— —
12	Public Internet Cabin	— —	— —
31	Private Internet Cabin	— —	— —
13	Electricity (at least one connection)	— —	— —
14	Drinking Water (at least one connection)	— —	— —
15	Sewerage (at least one connection)	— —	— —
16	Police Station	— —	— —
19	Public Banks	— —	— —
20	Other private banks: (SPECBANK)	— —	— —
21	Local government credit/savings schemes	— —	— —
22	Primary Agricultural cooperative societies	— —	— —
23	Other: _____	— —	— —
26	Mobile/Cell phone service	— —	— —
30	Internet service/access	— —	— —

3.2		3.2.1	3.2.2
ID	Ways of garbage collection/disposal	Is this means of garbage disposal used by residents of LOCALITY? 01=Yes 00=No (go to next line)	On average, how many days per month is garbage collected? 77=NK
		(GRBDIS##)	(AVGCOL##)
1	Collected through garbage trucks	— —	— —
2	Thrown into street	— —	— —
3	Dumped on wasteland (unregulated spots)	— —	— —
4	Sent to regulated spaces assigned for garbage dumping	— —	— —
5	Thrown into river/canal, lake	— —	— —
6	Buried	— —	— —
8	Used on crop fields	— —	— —
9	Burn	— —	— —
10	Others: _____	— —	— —
3.3	Which are the 3 most common garbage collection methods in order of importance? FIELDWORKER: enter code 01-10 from Q.3.2.1		
	Most common	— —	
	Second most common	— —	
	Third most common	— —	

## SECTION 4 ECONOMY

	PERSONS ANSWERING THIS SECTION (RSID): Code established in Informant Roster	I1 ____	(14INF1)
		I2 ____	(14INF2)
		I3 ____	(14INF3)

4.1 SAY: I would like to ask you about the daily wage paid at LOCALITY for several types of work.					
FIELDWORKER: In the case where farming activities are not performed in the locality, go to question 4.2.1					
		4.1.1	4.1.2	4.1.3	4.1.4
ID		What is the average daily wage a MALE ADULT earns for this type of work?  -1111= they do not work in that type of job → skip to 4.1.3  -2222= they are not paid for that  -7777=NK  (MAVWG##)	Additional to the monetary wage, does he receive any other benefit?  (you can mark up to 3 options) 01= Breakfast 02= Lunch/dinner 03= A drink(s) 04= A cigarette(s) 06=Other (specify in the corresponding cell) 00=None  (MADWG###) SPMWAG## (MADWG###) SPMWAG### (MADWG###) SPMWAG###	What is the average daily wage a FEMALE ADULT earns for this type of work?  -1111= they do not work in that type of job → skip to next activity  -2222= they are not paid for that  -7777=NK  (FAVWG##)	Additional to the monetary wage, does she receive any other benefit?  (you can mark up to 3 options) 01= Breakfast 02= Lunch 03= A drink(s) 04= A cigarette(s) 06=Other (specify in the corresponding cell) 00=None  (FADWG###) SPFAWG### (FADWG###) SPFAWG### (FADWG###) SPFAWG###
1	To prepare the land for agricultural use	_____ . ____	[__]; [__]; [__]	_____ . ____	[__]; [__]; [__]
2	To plant/sow	_____ . ____	[__]; [__]; [__]	_____ . ____	[__]; [__]; [__]
3	To weed out agricultural land	_____ . ____	[__]; [__]; [__]	_____ . ____	[__]; [__]; [__]
4	To harvest	_____ . ____	[__]; [__]; [__]	_____ . ____	[__]; [__]; [__]
5	To perform post harvest activities__	_____ . ____	[__]; [__]; [__]	_____ . ____	[__]; [__]; [__]
6	To pasture/to put cattle/sheep or other animals to graze, shepherding	_____ . ____	[__]; [__]; [__]	_____ . ____	[__]; [__]; [__]
7	Other (specify): (SPWAGKIN)	_____ . ____	[__]; [__]; [__]	_____ . ____	[__]; [__]; [__]

4.2 Field Worker: Take note of the local average value of each type of foods, candy, drinks, etc. that the worker receives additional to their daily wage (so it is possible to estimate the total value of a whole day of work in the locality).		(AVALRCV)
ID	Type of product/ meal	Average Local Price

4.2.1.	Field Worker: Write relevant observations/comments on the type of work that children do. Pay special attention to the gender roles in the locality. For example, if girls do not go out from home to work in other farms, but stay at home to help with domestic work only.		TYPCHWOK
Question #	OBSERVATIONS/COMMENTS		

4.3 SAY: I would like to ask you about the wages paid at LOCALITY for several types of work.			
		4.3.1	4.3.2
ID		What is the typical Monthly wage an ADULT MALE earns for this type of work?  -1111= they do not work in that type of job -2222= they are not paid for that -7777=NK	What is the typical Monthly wage an ADULT FEMALE earns for this type of work?  -1111= they do not work in that type of job -2222= they are not paid for that -7777=NK
		(MERN##)	(FERN##)
1	Laundry (manual clothes washing)	___	___
2	Helping at workshops (diverse tasks like painting glass or wood, organizing materials in the workshop, etc.)	___	___
3	Construction worker	___	___
4	Factory worker	___	___
5	Taxi/ Minibus driver/conductor (Woyala)	___	___
6	Security guard	___	___
7	Maid/ housegirl/boy/ domestic worker	___	___
8	Shop assistant	___	___
9	Teacher	___	___
10	Police	___	___
11	Mechanic	___	___
12	Cook	___	___
14	Tailor	___	___
15	Military	___	___
16	Computer operator	___	___
21	Non-skilled casual worker (non-agriculture)	___	___
22	Skilled casual worker e.g. carpentry	___	___
17	Other (specify): (SPCWORK1)	___	___
18	Other (specify): (SPCWORK2)	___	___

## SECTION 5 LOCAL PRICES

	PERSONS ANSWERING THIS SECTION (RSID): Code established in Informant Roster	I1	15INF1
		I2	15INF2
		I3	15INF3
		I4	15INF4
		I5	15INF5
		I6	15INF6
		I7	15INF7
		I8	15INF8
		I9	15INF9
		I10	15INF10

CODE BOX #10 – Vendor Codes			
01 = Locality shop (private)	06 = Meat market	11 = State store	16 = Not available
02 = Locality co-op	07 = Supermarket	12 = Agriculture extension centre	17 = Other Specify (in the corresponding cell)
03 = Street vendor	08 = Department store	13 = Agent of fertiliser company	
04 = Mobile trader	09 = Private pharmacy	14 = Supplies markets (tubers, vegetables, meta,	18 = Market Stal
05 = Vegetable market	10 = State pharmacy	15 = Bookstore	19 = Open Market

5.10 PRICING TABLE									
ID	ITEM	DESCRIPTION	Standard	VENDOR 1		VENDOR 2			
			Unit	Price	Code VENDOR	Code	Price	Code VENDOR	Code Informant
				per standard unit -88=Not available in community	(Codebox #10)	Informant  RSID	per standard unit -88=Not available in community	(Codebox #10)	Informant  RSID
		(DESC##)	STDUN##	(PPSTD###)	(CDVEN###) (SPVEN###)	(CDIR##)	(PPSTD###)	(CDVEN###) (SPVEN###)	(CDIR##)
EDUCATION									
00	Grade 3 Textbook	No supplements	One set	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
01	Notebook	50 pages	One	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
02	Shoes	School shoes, for a 12 year-old boy	One pair	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
03	Boy's shirt	White, short sleeve, for a 12 year-old boy, medium quality	One shirt	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
04	Girl's blouse	White, short sleeve, for a 12 year-old girl, Medium quality	One blouse	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
05	Boy's pants/trousers	Black pants, for a 12 year-old boy, medium quality	One pair of pants	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
06	Girl's skirt	Black, for a 12 year-old girl, Medium quality	One skirt	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
HEALTH									
07	Oral rehydration salts	27.5 g sachet WHO, <i>Salvadora</i>	One sachet	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
08	Paracetamol	250 g dispersible tablets (internationally manufactured)	One tablet	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
09	Amoxicillin	250 mg tablet (internationally)	One capsule	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
10	Mebendazol	500mg deworming tablets (internationally manufactured)	One tablet	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
OTHERS									
11	Cigarettes (Nyala)		Pack of 20	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
12	Detergent (OMO)	In bag	1 Kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
13	Kerosene	Domestic use	1 Litre	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
14	Fertiliser: DAP		1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
15	Fertiliser: Urea		1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _
5.1.1 PRICING TABLE (CONT'D)									
ID	FOOD ITEM	Standard	VENDOR 1			VENDOR 2			
		unit	Price per standard unit -88=Not available in community	Code VENDOR (CODE BOX #10)	Code Informant RSID	Price per standard unit -88=Not available in community	Code VENDOR (CODE BOX #10)	Code Informant RSID	
		STDUN##	(PPSTD###)	(CDVEN###) (SPVEN###)	(CDIR##)	(PPSTD###)	(CDVEN###) (SPVEN###)	(CDIR##)	
CEREALS									
16	Teff (white)	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
17	Teff (black)	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
18	Barley (Gebis)	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
19	Wheat/Durahh (Sinde)	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
20	Maize (Bekolo/	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
21	Sorghum (Mashila)	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
22	Millet (Zengada)	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
23	Oats	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
PULSES									
24	Lentils (Misir)	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
25	Horse beans (Bakela)	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
26	Cow Peas (Ater)	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
27	Chick Peas (Shimbira)	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
28	Field Peas	1kg	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
29	Others (specify)		_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
MILK PRODUCTS AND EGGS									
30	Milk	1 litre	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
31	Yoghurt (ergo)	1 litre	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
32	Butter	1 KG	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
33	Eggs	1 Piece	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
68	Cheese without fat (ayb)	1 cage	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
OIL SEEDS									
34	Neug	1 KG	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
35	Sesame	1 KG	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
36	Safflower	1 KG	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
37	Sunflower	1 KG	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
38	Rapeseed	1 KG	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
39	Linseed	1 KG	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
69	Peanuts	1 KG	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	
70	Other (specify)	1 KG	_____ ' _ _	__ _	__ _	_____ ' _ _	__ _	__ _	

5.1.1	PRICING TABLE (CONT'D)							
ID	FOOD ITEM	Standard	VENDOR 1			VENDOR 2		
		unit	Price per standard unit	Code VENDOR	Code Informant	Price per standard unit	Code VENDOR	Code Informant
			-88=Not available in community	(CODE BOX #10)	RSID	-88=Not available in community	(CODE BOX #10)	RSID
		STDUN##	(PPSTD###)	(CDVEN###)	(CDIR##)	(PPSTD###)	(CDVEN###)	(CDIR##)
<b>Meat</b>								
40	Beef (yekebit siga)	1kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
41	Mutton (yegeb)	1kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
42	Chicken	1kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
43	Goat Meat (yefiyel siga)	1kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
44	Other (specify)		_____ . _ _	_____	_____	_____ . _ _	_____	_____
<b>COFFEE, TEA, REFRESHMENTS</b>								
45	Chat	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
46	Araqi/ Kathikala	1 litre	_____ . _ _	_____	_____	_____ . _ _	_____	_____
47	Tej	1 litre	_____ . _ _	_____	_____	_____ . _ _	_____	_____
48	Coffee beans	1kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
49	Other (specify)	_____	_____ . _ _	_____	_____	_____ . _ _	_____	_____
<b>SUGAR, HONEY, SALT, OIL, SPICES</b>								
50	Sugar	1kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
51	Salt	1kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
52	Cooking Oil	1 litre	_____ . _ _	_____	_____	_____ . _ _	_____	_____
53	Karia	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
54	Berbere	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
71	Honey	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
55	Other (specify)	_____	_____ . _ _	_____	_____	_____ . _ _	_____	_____
<b>BREAD</b>								
56	Bread (dabo)	1 piece (100gr)	_____ . _ _	_____	_____	_____ . _ _	_____	_____
<b>POTATOES, ENSET</b>								
57	Enset	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
58	Potatoes	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____

5.1.1	PRICING TABLE (CONT'D)							
ID	FOOD ITEM	Standard	VENDOR 1			VENDOR 2		
		unit	Price per standard unit	Code VENDOR	Code Informant	Price per standard unit	Code VENDOR	Code Informant
			-88=Not available in community	(CODE BOX #10)	RSID	-88=Not available in community	(CODE BOX #10)	RSID
		STDUN##	(PPSTD###)	(CDVEN###)	(CDIR##)	(PPSTD###)	(CDVEN###)	(CDIR##)
59	Gommen	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
60	Selata	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
61	Jinjibel (ginger)	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
62	Tikl Gommen (cabbage)	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
63	Nech Shinkurit(garlic)	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
64	Fasolia	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
65	Fenugreek (abish)	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
66	Onions	1 kg	_____ . _ _	_____	_____	_____ . _ _	_____	_____
67	Others (specify)		_____ . _ _	_____	_____	_____ . _ _	_____	_____

## SECTION 6 SOCIAL PROTECTION

	PERSONS ANSWERING THIS SECTION (RSID): Code established in Informant Roster	I1 ____		(13AINF1)
		I2 ____		(13AINF2)
		I3 ____		(13AINF3)

Overall support programs (this section helps to identify support programs in which YL households participate)

Ask the Community leaders, NGO and GOs (such as extension agent, health extension, school directors and others) if there are support programs provided by NGOs and GOs: list all NGO and GO activity since E.C. 2002 (G.C 2009). In doing so, it is useful to prompt the support programs and NGO support programs provided at the household and community levels in the country. Ensure that no projects are overlooked. If the community gets the same type of assistance from different organisations, use more than one line (i.e. one line for each organisation supporting the household).

	6.1	6.2	6.3	6.4	6.5	6.6
Support id	What kind of support was provided? (ENTER CODE FROM CODEBOX 6)	Who provided the support? (ENTER CODE FROM CODEBOX 7)	What type of activity is done under the support? (Report the most important activity) (ENTER CODE FROM CODEBOX 8)	In which year did the support begin? (Eth. C)  -7777=NK	When did the support end? (Eth.C.) -7777=NK 9999=Ongoing	How often was support provided? (ENTER CODE FROM CODEBOX9)
SUPID	SUPKIND	WHOSUP	WHATSUP	YEARSUP	WHENSUP	FEQSUP
1	____	____	____	____	____	____
2	____	____	____	____	____	____
3	____	____	____	____	____	____
4	____	____	____	____	____	____
5	____	____	____	____	____	____
6	____	____	____	____	____	____
7	____	____	____	____	____	____
8	____	____	____	____	____	____
9	____	____	____	____	____	____
10	____	____	____	____	____	____
11	____	____	____	____	____	____
12	____	____	____	____	____	____
13	____	____	____	____	____	____
(...)	____	____	____	____	____	____

CODEBOX 6 - TYPE OF SUPPORT/ASSISTANCE					
01= Agricultural extension	07= Education about HIV including IEC/BCC	13= Training in agriculture related skills	18= To own a house or condominium house	24= Other (specify) _____	77= NK
02= Child protection	08=Family planning and Reproductive health services	31= Training in non-agricultural skills	19= School feeding	25= Investment in health infrastructure	30= Provision of sanitation facility like toilet
03=Productive safety net program (public work paying cash)	09= Health extension services	14= Productive safety net program (direct support, cash/food handouts)	20= Food aid (not PSNP)	26= Productive assets	
04= Productive safety net program (public work, paying food)	10= Irrigation development	15= Drinking water provision / Development	21= Access to land (for youth through association)	27= Environmental protection/development	
05=Credit & saving	11= Prevention of Mother to child HIV/AIDS	16= Rehabilitating transport infrastructure (road repairs)	22= Other food security program such as Household Asset Building Programme (HABP) & Complementary Community Investment Programme (CCI)	28=Income generation scheme	
06= Disability support	12=Assistance to child education/ education support service (including school materials, fee waiver, etc.).	17= support to plant trees	23= Target supplementary feeding program	29=Orphan & destitute children support	79 = Refused to answer

CODEBOX 7 - NGOs AND GOs				
01=ACDI (Agric. Coop Dev. Int'l)	13= MFIs (Micro finance institutions/DECSI, ACSI, Wisdom, Sidama, Oromia etc.	26=TDA (Tigray Development Association)	40=Federal or regional Micro and small scale enterprise development agency	52=Emmanuel Development Fund (AA)
02=ADRA (Adventist Dev/Relief Agency)	14= Ministry of Education	27=ADA (Amhara Development Association)	40=Federal or regional Micro and small scale enterprise development agency	53=Community Care Coalition (Tigray)
03=AfricaCare	16= OXFAM	28=USAID	42=Women, Children's Affairs Bureau	54=Plan International (Amhara)
04=AIDAB (Australian Int'l Dev Asst Bank)	17= Project Concern Int'l	29=CIPAR	43=Berhan Integrated Community	55=Health Extension Programme
05=Bureau of Agriculture	18= Redd Barna	30=FHI (Family Health International)	44=Organisation (AA site)	56=Youth clubs
06=Bureau of Health	19= Relief Society of Tigray	31=ILRI	45=Mary Joy (Hawassa)	57=School clubs
07=CARE	20= Save the Children	32=Medicine Sans Frontiers	46=Medan Act Welag Alba (Hawassa)	58=women's association
08=Catholic Relief Services	21= UNHCR	33=Bureau of Food Security (BFS)	47=Mulu Wengel, (Hawassa)	59=Youth Association
09=CIDA (Canadian Int'l Dev. Agency)	22= WFP (World Food Program)	34=CCF	48=Kale Hiwot (Hawassa)	77=NK
10=Feed the Children	23= World Vision Relief and Dev	37=Oromiya Self Help Organisation (OSHO)	49=Meserete Kristos (Hawassa, Leki)	15= Other (specify)
11= Food for the Hungry Int'l	24=SIDA	38=Plan International Ethiopia	50=Rift Valley Women and Children	
12= Lutheran World Federation	25=ORDA	39=Safety Net Programme office	51=Development Organisation (Leki)	

CODEBOX 8- ACTIVITIES DONE			
00= None	08=Mulching of degraded areas	16=Small dams	24=Water logging control
01= Resettlement	09= Gully Control	17=Water ponds	25=Multi-purpose nurseries
02= Household Agricultural Packages	10= Land reclamation of extremely degraded land	18=Drainage and water canals/conduits	26=Repairing classrooms and health facilities
03= Area closure/wood lots	11= Market yards and storage	19=Infiltration pits	27=Build Latrines
04= Multi-layered/storied agro-forestry	12=Stock routes	20=Seepage control measures	28=Build classrooms and health facilities
05=Physical conservation measures e.g. hillside terracing	13=Stream diversion	21=Conservation measures	29=Build child care centre
06= Microniche Development	14= Spring development	22=Fodder seed collection	30=Run child care centre
07= Biological Measures	15= Shallow wells	23=Paddock systems	31=Other, Specify

CODEBOX 9 - FREQUENCY OF SUPPORT			
01=once in 5 years	05=twice a year	10=every 2 months	07=Other (specify)
02=once in 3 years	06=every 5 months	11=monthly	77=NK
03=once in 2 years	08=every 4 months	12= twice a month	79=Refused to answer
04=once in a year	09=every 3 months	13= everyday	

**MODULE 2 CHILD-SPECIFIC MODULE**  
**SECTION 1 EDUCATIONAL SERVICES**

	PERSONS ANSWERING THIS SECTION (RSID): Code established in Informant Roster	I1 ____	21INF1
		I2 ____	21INF2
		I3 ____	21INF3

<b>1.1 SAY: Now we would like to get a full list of all the schools attended by children aged between 8 and 19 in this locality; this are all schools available in the community between grades 1 and grade 12- these may be inside the locality or further away/outside the locality (if people from locality have access to).</b>							
	<b>1.1.1</b>	<b>1.1.2</b>	<b>1.1.3.</b>	<b>1.1.4</b>	<b>1.1.5</b>	<b>1.1.6</b>	<b>1.1.7</b>
School code	What is the Name of this school?  If known by more than one name, give up to three most common names.	Where is this school?  Write out directions.	Is this school <u>inside</u> the LOCALITY?  01= Yes, inside  02= No, outside but people from the locality has access to	Which best describes this school?  01= Private 02= Public (part student fees, part government funded)  03= Community (NGO/Charity/Religious) 04= Government funded  05= Other  77=NK, 88=N/A	What is the lowest grade offered by this school?  Enter grade 01-12  00 = Preschool	What is the highest grade offered by this school?  Enter grade 01-12  00 = Preschool	Enumerator: Enter GPS coordinates for school      Altitude in meter
	(NMSCH###)	(PLCSCH##)		(SCHDES##)			(GPSET##) (GPSNT##) (GPSALT##)
1	Name 1 : Name 2 : Name 3 :		[    ]	[    ]	[    ]	[    ]	____°____'____" N ____°____'____" E ____ ALTITUDE
2	Name 1 : Name 2 : Name 3 :		[    ]	[    ]	[    ]	[    ]	____°____'____" N ____°____'____" E ____ ALTITUDE
3	Name 1 : Name 2 : Name 3 :		[    ]	[    ]	[    ]	[    ]	____°____'____" N ____°____'____" E ____ ALTITUDE
4	Name 1 : Name 2 : Name 3 :		[    ]	[    ]	[    ]	[    ]	____°____'____" N ____°____'____" E ____ ALTITUDE
5	Name 1 : Name 2 : Name 3 :		[    ]	[    ]	[    ]	[    ]	____°____'____" N ____°____'____" E ____ ALTITUDE
6	Name 1 : Name 2 : Name 3 :		[    ]	[    ]	[    ]	[    ]	____°____'____" N ____°____'____" E ____ ALTITUDE
7	Name 1 : Name 2 : Name 3 :		[    ]	[    ]	[    ]	[    ]	____°____'____" N ____°____'____" E ____ ALTITUDE
8	Name 1 : Name 2 : Name 3 :		[    ]	[    ]	[    ]	[    ]	____°____'____" N ____°____'____" E ____ ALTITUDE
(...)	Name 1 : Name 2 : Name 3 :		[    ]	[    ]	[    ]	[    ]	____°____'____" N ____°____'____" E ____ ALTITUDE

1.2 Field Worker: Now we will like to ask you about the post-secondary education available to the people in LOCALITY:						
		1.2.1	1.2.2	1.2.3	1.2.4	1.2.5
ID	Post-Secondary Education Facility	<p>Is there a [POST-SECONDARY EDUCATION FACILITY] currently available in LOCALITY?</p> <p>01=Yes (continue)</p> <p>00=No, but there is one in a nearby locality ► <b>SKIP to 1.2.3</b></p> <p>03 = No, and there is NO such facility in a nearby locality ► <b>SKIP to next line</b></p> <p>77=NK</p>	<p>When did service became available?</p> <p>Enter year in Eth. C.</p> <p><b>ONCE ANSWERED ► SKIP TO NEXT LINE</b></p>	<p>What is the locality (Town) where the closest educational facility is located?</p> <p>Enter name of the locality.</p>	<p>Approximately how long does it take to go from the center of LOCALITY to the nearest facility of this type, using the most common means of transportation?</p> <p>Write down No. of minutes</p> <p>-77=NK</p>	<p>What means of transportation is commonly used?</p> <p>01 = By foot 02 = Animal (horse donkey) 03 = Bicycle; 04 = Motorcycle 05 = Mototaxi 06 = Car 07 = Micro, Combi 08 = Bus; 09 = Truck 10 =Rail; 11 = Boat 14= Cart 15=Bajaj 13 -Other (specify in the corresponding cell) 88 = NA, 77=NK</p>
11	Post-secondary technological institute (Government/public)	(GVPSTTCH) _____		(GVPTCHNM)	(GVPTCHTM) _____	(GVPTCHTR) _____ (SPCGVPTCH) _____
12	Post-secondary technological institute (Private)	(PRPSTTCH) _____		(PRPTCHNM)	(PRPTCHTM) _____	(PRPTCHTR) _____ (SPCPRPTCH) _____
13	Government/public college	(GOVJNR) _____		(GOVJNRNM)	(GOVJNRTM) _____	(GOVJNRTRN) _____ (SPCGVJNR) _____
14	Private college	(PRVJNR) _____		(PRVJNRNM)	(PRVJNRTM) _____	(PRVJNRTR) _____ (SPCPRJNR) _____
15	University (all types)	(UNVRSTY) _____		(UNVTYNM)	(UNVTYTIM) _____	(UNVTYTRN) _____ (SPCUNVI) _____
16	CEOs (Centers for Occupational Education)	(CEOS) _____		(CEOSNAM)	(CEOSTIM) _____	(CEOSTR) _____ (SPCCEOS) _____
17	Other (Specify): (SPECOTHRN)	OTHERN _____		(OTHERNAM)	(OTHERTIM) _____	(OTHERTRN) _____

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

## SECTION 2 HEALTH SERVICES

PERSONS ANSWERING THIS SECTION (RSID): Code established in Informant Roster		I1 _ _				22INF1
2.1		2.1.1	2.1.2	2.1.3	2.1.4	
ID	Health Facilities	<p>Is there a [HEALTH FACILITY] currently available in LOCALITY?</p> <p>01=Yes ► <b>SKIP to next line</b></p> <p>00=No, but there is one in a nearby locality ► <b>SKIP to 2.1.2</b></p> <p>03= No, and there is NO such facility in a nearby locality ► <b>SKIP to next line</b></p> <p>77=NK</p>	<p>What is the locality (Town/Village) where the closest health facility is located?</p> <p>(Name of the locality)</p>	<p>What means of transportation is commonly used?</p> <p>(Code Box #2)</p>	<p>Approximately how long does it take to go from the centre of LOCALITY to the nearest facility of this type, using the most common means of transportation?</p> <p>(in minutes)</p>	
HLTHID	(TYPHLSER)	CUR	WHR	TRN	TIM	
1	Public Hospital					
2	Private Hospital					
3	Public Health Centre					
4	Private clinic					
5	Public clinic					
6	public Pharmacy					
7	Private Pharmacy					
8	Family planning clinic (Public)					
9	Family planning clinic (Private)					
10	Other					
11	Private maternity home					
12	Public Health post					

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

2.2	Which of the following health workers exist and deliver their services in LOCALITY:		01=Yes 00=No	
			88=NA 77=NK	
	2.2.1	Trained midwife	— —	MIDWIFE
	2.2.2	Traditional birth attendant	— —	BIRTHATT
	2.2.3	Traditional healer	— —	TRADHLR
	2.2.4	Community health worker	— —	VILHTHWK
	2.2.5	Health care assistant/nurse assistant	— —	AUXILIAR
	2.2.6	Trained Nurse	— —	NURSE
	2.2.7	Social Worker	— —	SOCWRKR
	2.2.8	General Physician/medical doctor	— —	GENPHYS
	2.2.9	Specialist Physician (paediatrician, gynaecologists, psychiatrist, etc.)	— —	SPECPHYS
	2.2.11	Health Extension Worker		
	2.2.12	Health officer (HO)		
	2.2.12	Other (Specify):	SPECBERS — —	OTHRPERS

**SECTION 4 MIGRATION**

	PERSONS ANSWERING THIS SECTION (RSID): Code established in Informant Roster	I1 ___		24INF1
		I2 ___		24INF2
		I3 ___		24INF3

4.1	Do people from this community migrate for work at certain times of the year? 00=No → Skip to 4.4 01=Yes 77=NK	___	(COMMIGR)
4.2	Where do people usually go? (Write the wereda below and indicate if this is migration to an urban area)	IS THIS URBAN? 00=No, 01=Yes, 77=NK	(WHRMIGR)
1		___	(NAMMIGR1)
2		___	(NAMMIGR2)
3		___	(NAMMIGR3)

4.3	What type of work do they usually look for? (ENTER CODE: 01=Agricultural 02=Non-agricultural 77=NK)	___	(TYPJOB)
4.4	Do people from other communities migrate into this community for work at certain times of the year? 00=No, 01=Yes, 77=NK if no skip to 4.6.	___	(MIGRCOM)
4.5	What type of work do they usually look for? (ENTER CODE: 01=Agricultural, 02=Non-agricultural, 77=NK)	___	(OTHRWORK)
4.6	Since E.C. 2002, have more people moved to this community, or have more people moved away? 01=More arrivals than departures, 02=More departures than arrivals, 03=About the same, 77=NK	___	(MIGRMOVMI)
4.7	Has anyone in the LOCALITY been offered to be resettled as part of the current resettlement program? 00=No, 01=Yes, 77=NK	___	(MIGROFR)
4.8	Has anyone in the LOCALITY been resettled outside the Kebele as part of the current resettlement program? 00=No ► Skip to Q.11 01=Yes 77=NK	___	(PARESTL)
4.9	Number of households resettled outside the LOCALITY (ENTER NUMBER); -88=NA	___	(RETLHH)
4.10	Number of households that returned (ENTER NUMBER); -88=NA	___	(RETUHH)
4.11	Has anyone arrived in the LOCALITY as part of the resettlement program? 00=No ► End interview 01=Yes 77=NK	___	(RETLARV)
4.12	Number of households resettled inside the LOCALITY (ENTER NUMBER); -88=NA	___	(HHRETL)



**YOUNG LIVES  
ROUND 4 SURVEY ETHIOPIA  
OCTOBER 2013 TO MARCH 2014**

**MINI-COMMUNITY QUESTIONNAIRE**



**Ethiopian Development  
Research Institute**



**Young Lives is funded by UK aid  
from the Department for International Development (DFID)**

**[www.younglives.org.uk](http://www.younglives.org.uk)**

## MINI-COMMUNITY QUESTIONNAIRE

COMMUNITY IDENTIFICATION			
<b>0.1</b>	Mini-Community ID (CONTACT SURVEY COORDINATOR)		[ET - MC - ____]
	Community Name		_____
	ID of Kebele (OBSERVE)		[ ____ ]
	Name of Kebele		_____
	Kebele Telephone number (Give three up to three Telephone numbers)		_____
	Wereda ID (OBSERVE)		____
	Name of Wereda (OBSERVE)		_____
	Zone ID (OBSERVE)		____
	Zone Name (OBSERVE)		_____
	Region (OBSERVE) 01= Tigray 02= Afar 03= Amhara 04= Oromiya 05= Somali 06= Benishangul Gumz 07= SNNP 12= Gambela 13= Harari 14= Addis Ababa City Administration 15= Dire Dawa City Administration 17= Region 17		
	ID of sentinel site in the Locality	9 0 ____	MINICLUSTID
<b>0.3</b>	GPS Coordinates (WGS84) of the Locality (Reference point: Main Square)  <div style="display: flex; justify-content: space-between;"> <span>____° ____' ____" N</span> <span>____° ____' ____" E</span> </div> <div style="display: flex; justify-content: space-between;"> <span>____</span> <span>ALTITUDE in meters above sea levels</span> </div>		GPSEAST
			GPSNORTH
			GPSALTD
<b>0.3.2</b>	<b>FIELDWORKER: In the case that GPS reference point is not the Main Square, please write down the new reference point.</b>  <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px solid black; height: 1.2em;"></div>		<b>REFPOINT</b>

DATA HANDLERS			
<b>0.4</b>	Fieldworker/supervisor code:		[ ____ ]
	Fieldworker signature:		
	Date of interview ____/____/____ (day / month / year)		SURVDATE
<b>0.5</b>	Verifier code:		[ ____ ]
	Verifier signature:		
	Date of Verification ____/____/____ (day / month / year)		SUPRDATE
<b>0.6</b>	Data clerk1 code:		[ ____ ]
	Data clerk1 signature:		
	Data clerk 2 code		[ ____ ]
	Data clerk2 signature:		
	Date of data entry (clerk1): ____/____/____ (day / month / year)		DEDATE1
	Date of data entry (clerk2): ____/____/____ (day / month / year)		DEDATE2

<b>INFORMANT ROSTER</b>		(For each Person Interviewed) Note: In case the person does not want to give information on one of these questions, enter code 79.	
0.7.1	0.7.2		0.7.3
Informant code	Name		Position
	First Name	Last Name (Surname)	Write the name of the job, post or position then enter code. (Code Box #1)
(RSID)	INFNAME	INFSUR	(CAPAC)
01			[    ]
02			[    ]
03			[    ]
04			[    ]
05			[    ]
06			[    ]
07			[    ]
08			[    ]
09			[    ]
10			[    ]
11			[    ]
12			[    ]
13			[    ]
14			[    ]
15			[    ]
16			[    ]
17			[    ]
18			[    ]

CODEBOX #1: Job, Post or Position			
01 = Elected People's Representative	04 = Teacher/ School Principal	07 = Community/Caste leader	77 = NK
02 = Non Elected People's representative	05 = Religious Leader	08 = Others (Specify):	10=DA(Development Agent)
03 = Health Extension/ Worker	06 = Leader Female Organisation	09=Village Secretary	11=Community Elder

0.1	Interview begins: Date	(Day) (Month) (Year)	INTBEGDT
0.2	Interview begins: Hour	__ : __	INTBEGH

## MODULE 1 - GENERAL MODULE

### SECTION 1 - GENERAL CHARACTERISTICS OF THE LOCALITY

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

1.2	1.2.1		1.2.2	
	What is the most common means of transportation used to travel to the capital of the district? You may name up to three, but please name the most common means first. (Use Code Box #2)		How long does it take to travel to the capital of the district using this means of transportation? FIELDWORKER: Record time (in MINUTES) for each of the means of transport recorded in 1.2.1	
	1	__ __ TRANS1 SPCTRAN1	__ __ TITRANS1	
	2	__ __ TRANS2 SPCTRAN2	__ __ TITRANS2	
	3	__ __ TRANS3 SPCTRAN3	__ __ TITRANS3	

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

1.3	1.3.1 What are currently the main routes/ways to access LOCALITY? FIELDWORKER: Fill in all options with either 01=Yes, → skip to next line 00=No → skip to next line		
	1. Paved road	__ __	(PVEDN)
	2. Unpaved roads (engineered, motorized)	__ __	(UNPAVEDN)
	3. Non motorized roads/tracks (footpaths, apt for access by horse, donkeys and the like, or walking)	__ __	(TRACKSN)
	4. Air	__ __	(AIRN)
	5. Others (specify):	__ __	(OTTRANN) (OTRASPEN)
	1.3.2. Which of these routes is the main route to access the LOCALITY?  FIELDWORKER: take into account the characteristics of the last kilometers of the main route used to reach the locality. If it is not clear which route is the main one, consider the most predominant.  FIELDWORKER: enter code 01-05 from Q.1.3.1		[ __ __ ]  MAINRTR4

1.4	Are there any factories or big farms in or close to the community that employ a lot of community residents (for example, more than 50 people)?  00=No, → skip to 1.6 01=Yes, within village/kebele, 02=Yes, outside kebele in 5kms radius	__ __	(FACTORY)
1.5	What kind of factory or farm employs the most people from the locality? 01= Farm extensive (Flower, Cereal, Tea, Coffee, etc....) 02= Mining (Rock, Clay, Other Minerals...) 03= Construction Workers 04= Manufacturing Industry/Factory (Textile, Leather, Metal, etc....) 05= Services (Wholesale, Hotel, Retail sales, Garage, etc....) 06= Other Specify _____ 07= Irrigated farm/flower farms	77 =nk      __ __	(FACTEMP)

<b>1.6</b> <b>SAY: Now I would like to ask you about natural disasters or outbreak of diseases and epidemics that might have occurred at LOCALITY in the last 4 years. In the past 4 years, has ever been any natural disaster or outbreak of diseases and epidemics that have affected the <u>LOCALITY</u>?</b>  01=Yes 00=No, 77=NK→ SKIP TO 1.7		[ __ ]  ( NTRLDIST )			
<b>1.6.1</b> <b>In the last 4 years, what was the disaster?</b> Enter code from CODEBOX # 3.		<b>1.6.2.</b> <b>Please report year and month of occurrence of the DISASTER (i.e. when the disaster occurred/began)</b>  <b>FIELDWORKER:</b> allow for multiple occurrences of same event throughout the years  <table border="1"> <tr> <td><b>Year (E.C.)</b></td> <td><b>Month (1 to 13) (E.C.)</b></td> </tr> </table>		<b>Year (E.C.)</b>	<b>Month (1 to 13) (E.C.)</b>
<b>Year (E.C.)</b>	<b>Month (1 to 13) (E.C.)</b>				
<b>1.6.3</b> <b>What is the main effect generated by DISASTER in the locality?</b> Enter code from CODEBOX #3A  <table border="1"> <tr> <td><b>Main effect</b></td> </tr> </table>		<b>Main effect</b>	<b>1.6.4</b> <b>Approximately what was the percentage (%) of households affected by the event?</b>  01 = Less than 25% 02 = Between 25 and less than 50% 03 = Between 50 and 90% 04=100% (entire population) -77=NK -88=NA		
<b>Main effect</b>					
DISASTID	DISASTER	OTHDISTR	PRCEFFECT		
1	[ __ ]	[ __ ]	[ __ ]		
2	[ __ ]	[ __ ]	[ __ ]		
3	[ __ ]	[ __ ]	[ __ ]		
4	[ __ ]	[ __ ]	[ __ ]		
5	[ __ ]	[ __ ]	[ __ ]		

CODE BOX # 3 – Natural Disaster					
01 = Volcanic eruption	04 = Mud avalanche/ slide	06 = Flood / heavy rainfall	07 = Frost/Cold Front/hailstorm	10= Outbreak of pests/diseases affecting crops (not caused by other natural disasters already mentioned)	77=NK
02 = Cyclone/tornado /hurricane	05 = Earthquake	14 = Overflowing of rivers / Surge of the sea (maretazo)	08 = Forest fire	11= Outbreak of pests/diseases affecting livestock/animals (not caused by other natural disasters already mentioned)	
03 = Drought	13= Erosion, Cracks or landslide (not caused by other natural disasters)	15= Tsunami	09= Other (specify in the corresponding cell) VARIABLE	12= Outbreak of pests/diseases affecting humans (not caused by other natural disasters already mentioned)	

CODE BOX #3A – TYPES OF INCIDENTS				
01 = Population Displacement	04 = Land Loss	10 = Crop Loss/Failure	14=Breakout of pests/diseases affecting crops	18= Storage losses
08 = Partial housing destruction	05 = Cattle Loss	11 = Evacuation (temporary move)	15=Breakout of pest/diseases affecting livestock	19= Erosion, Cracks or landslide
09 = Full housing destruction	06= <b>Other (Specify)</b>	12 = Temporary isolation / Blockage of main routes/ways of access	16= Crime/Violence	
03 = Change in the land use	07= <b>Other (Specify)</b>	13=Breakout of pest/diseases (e.g. dengue, cholera) affecting humans	17=Fatalities/ deaths of many people	

1.7	SAY: Now I am going to ask you about any pollution problems that may exist in LOCALITY.	
ID	Pollution Problems	Is this a severe problem in LOCALITY? 01=Yes 00=No
Polluted water sources due to:		
1	Industrial waste deposited or dumped at (or in) water sources	___ (INDWPROB)
2	Mining waste deposited or dumped at (or near) water sources	___ (MINWPROB)
3	Local families garbage dumped at (or in) these water sources	___ (GARWPROB)
4	Animal faeces at (or in) water sources	___ (ANMWPROB)
17	Human faeces (waste) or urine at (or in) water sources	___ (HUMWPROB)
Polluted lands nearby residential zones, due to the presence of:		
5	Wasteland (non-regulated space) where firms dump garbage	___ (FRMDUMP)
6	Wasteland where local families dump garbage	___ (FMLYDUMP)
7	Wasteland where families from other localities dump garbage	___ (LOCLDUMP)
8	Animal excrements on the streets (of the locality)	___ (EXCRDUMP)
18	Open toilet areas and leakages from latrines.	___ (OPNTLT)
Air pollution due to:		
9	Garbage burning	(GRBBRNG)
10	Industrial activity (including factory smoke)	___ (INDSACTV)
11	Trucks, cars, and the like passing by LOCALITY	___ (CARSPSSG)
12	Use of pesticides, fertilisers in local agricultural lands	(PESTICID)
Other types of pollution:		
13	Noise pollution (motor vehicles, airports, factories, loudspeakers)	(NOISEPLL)
14	Standing water, open drains (with the consequent proliferation of mosquitoes, rats and other animals that threaten local population and health)	(STNDWATR)

## SECTION 2 - SOCIAL ENVIRONMENT

2.1	SAY: Now I would like to ask you about local social problems that may be affecting the local residents of LOCALITY.	
	FIELDWORKER: In case the problem does not take place within the local area (but still affects local residents, include it in "Others," specifying where it takes place.)	
ID	Social Problems	Is this a problem in LOCALITY? 00=No 01=Yes
1	Theft / robbery	___
2	Cattle/livestock theft	___
3	Prostitution in the local area	___
4	Juvenile gangs	___
5	Local adult bands/groups rivalry (political, ethnic, economic-wise)	___
6	Illegal drugs selling in the local area	___
7	Drugs-addicts in the local area (either residents or outsiders consuming illegal drugs in the local area)	___
8	Alcoholism	___
9	Violent crimes	___
12	Chat addiction	___
13	Abduction	___
14	Indebtness due to loan to finance migration abroad	___
10	Others (Specify): (SPCPRB1)	___

## SECTION 3 - ACCESS TO SERVICES

<b>3.1 SAY: Now I am going to ask you about the services that are available to the people in LOCALITY.</b>			
		<b>3.1.1</b>	<b>3.1.2</b>
<b>ID</b>	<b>Services</b>	<b>Is the following service currently available at LOCALITY?</b> 01=Yes - Continue to 3.1.2 00=No  <b>If NO, &gt; SKIP to next service</b>	<b>Please rate the following services on a scale of 1 to 3. (1 means the service is bad, 2 so-so, and 3 good)</b> (Enter 01-03) ; 77=NK  <b>Go to next service -</b>
		(AVLOC##)	(SRVRT##)
31	Public Telephones, community phone, rural phone, private telephone available to the people from the community	— —	— —
26	Mobile/Cell phone service	— —	— —
30	Internet service/access		
12	Public Internet Cabin	— —	— —
13	Electricity (at least one connection)	— —	— —
14	Drinking Water (at least one connection)	— —	— —
15	Sewerage (at least one connection)	— —	— —
19-20	Public Banks / private banks	— —	— —
32	Nursery (either Public, Communal, or supported by a NGO)	— —	— —
33	Private Nursery	— —	— —
34	Non-formal preschool	— —	— —
35	Govt/NGO/Community supported preschool	— —	— —
36	Private Preschool	— —	— —
37	Public/government Primary School	— —	— —
38	Private Primary School	— —	— —
39	Public /government Secondary School	— —	— —
40	Private Secondary School	— —	— —
41	Post-secondary technological institute (Government/public)	— —	— —
42	Post-secondary technological institute (Private)	— —	— —
43	Government/public college	— —	— —
44	Private college	— —	— —
45	University (all types)	— —	— —
46	Public Hospital	— —	— —
47	Private Hospital	— —	— —
48	Public Health Centre	— —	— —
49	Private Health Centre	— —	— —
50	Public Health post	— —	— —
51	Private clinic	— —	— —
52	Public clinic	— —	— —
53	Pharmacy	— —	— —

## SECTION 4 ECONOMY

<b>4.1</b>			
<b>SAY: I would like to ask you about the daily wage paid at LOCALITY for several types of work.</b>			
FIELDWORKER: In the case where farming activities are not performed in the locality, <b>go to question 4.2</b>			
		<b>4.1.1</b>	<b>4.1.2</b>
<b>ID</b>		<b>What is the average daily wage a MALE ADULT earns for doing agricultural work?</b> -1111= they do not work in that type of job -2222= they are not paid for that -7777=NK  (MAVWG##)	<b>What is the average daily wage a FEMALE ADULT earns for doing agricultural work?</b> -1111= they do not work in that type of job -2222= they are not paid for that -7777=NK  (FAVWG##)
	1 Agriculture Activity (To prepare the land for agricultural use, planting/sow, To weed out agricultural land, To harvest, etc.)	AGRIMALE	AGRIFMLE

<b>4.2 SAY: I would like to ask you about the wages paid at LOCALITY for several types of work.</b>			
		<b>4.2.1</b>	<b>4.2.2</b>
<b>ID</b>		<b>What is the typical Monthly wage an ADULT MALE earns for this type of work?</b> -1111= they do not work in that type of job -2222= they are not paid for that -7777=NK	<b>What is the typical Monthly wage an ADULT FEMALE earns for this type of work?</b> -1111= they do not work in that type of job -2222= they are not paid for that -7777=NK
		<b>(MERN##)</b>	<b>(FERN##)</b>
1	Construction worker	___ _	___ _
2	Teacher	___ _	___ _
3	Security guard	___ _	___ _
4	Maid/ housegirl/boy/ domestic worker	___ _	___ _
5	Health Extension Worker	___ _	___ _

## SECTION 5 LOCAL PRICES

CODE BOX #10 – Vendor Codes			
01 = Locality shop (private)	06 = Meat market	11 = State store	16 = Not available
02 = Locality co-op	07 = Supermarket	12 = Agriculture extension centre	17 = Other Specify (in the corresponding cell)
03 = Street vendor	08 = Department store	company	
04 = Mobile trader	09 = Private pharmacy	(tubers, vegetables,	18 = Market Stal
05 = Vegetable market	10 = State pharmacy	15 = Bookstore	19 = Open Market

5.10	PRICING TABLE					
ID	ITEM	DESCRIPTION	Standard	VENDOR 1		
			Unit	Price	Code VENDOR	Code
				per standard unit	(Codebox #10)	Informant
		(DESC##)	STDUN##	(PPSTD###)	(CDVEN###)	(CDIR##)
					(SPVEN###)	
<b>EDUCATION</b>						
00	Grade 3 Textbook	No supplements	One set		___ _	___ _
01	Notebook	50 pages	One		___ _	___ _
02	Shoes	School shoes, for a 12 year-old boy	One pair		___ _	___ _
03	Boy's shirt	White, short sleeve, for a 12 year-old	One shirt		___ _	___ _
04	Girl's blouse	White, short sleeve, for a 12 year-old girl, Medium quality	One blouse		___ _	___ _
05	Boy's pants/trousers	Black pants, for a 12 year-old boy, medium quality	One pair of pants		___ _	___ _
06	Girl's skirt	Black, for a 12 year-old girl, Medium	One skirt		___ _	___ _
<b>HEALTH</b>						
07	Oral rehydration salts	27.5 g sachet WHO, <i>Salvadora</i>	One sachet		___ _	___ _
08	Paracetamol	250 g dispersible tablets (internationally manufactured)	One tablet		___ _	___ _
09	Amoxicillin	250 mg tablet (internationally)	One capsule		___ _	___ _
10	Mebendazol	500mg deworming tablets (internationally manufactured)	One tablet		___ _	___ _
<b>OTHERS</b>						
20	Cigarettes (Nyala)		Pack of 20		___ _	___ _
21	Detergent (OMO)	In bag	1 Kg		___ _	___ _
22	Kerosene	Domestic use	1 Litre		___ _	___ _
23	Fertiliser: DAP		1kg		___ _	___ _
24	Fertiliser: Urea		1kg		___ _	___ _

5.1.1	PRICING TABLE (CONT'D)				
ID	FOOD ITEM	Standard	VENDOR 1		
		unit	Price per standard unit	Code VENDOR (CODE BOX #10)	Code Informant RSID
		STDUN##	(PPSTD###)	(CDVEN###) (SPVEN###)	(CDIR##)
CEREALS					
01	Teff (white)	1kg		___	___
02	Teff (black)	1kg		___	___
03	Barley (Gebis)	1kg		___	___
04	Wheat/Durahh (Sinde)	1kg		___	___
05	Maize (Bekolo/	1kg		___	___
06	Sorghum (Mashila)	1kg		___	___
07	Millet (Zengada)	1kg		___	___
08	Oats	1kg		___	___
PULSES					
09	Lentils (Misir)	1kg		___	___
10	Horse beans (Bakela)	1kg		___	___
11	Cow Peas (Ater)	1kg		___	___
12	Chick Peas (Shimbra)	1kg		___	___
13	Field Peas	1kg		___	___
14	Others (specify)			___	___
MILK PRODUCTS AND EGGS					
15	Milk	1 litre		___	___
16	Yoghurt (ergo)	1 litre		___	___
17	Butter	1 KG		___	___
18	Eggs	1 Piece		___	___
47	Cheese without fat (ayb)	1 cage		___	___
OIL SEEDS					
48	Neug	1 KG		___	___
49	Sesame	1 KG		___	___
50	Safflower	1 KG		___	___
51	Sunflower	1 KG		___	___
52	Rapeseed	1 KG		___	___
53	Linseed	1 KG		___	___
54	Peanuts	1 KG		___	___
55	Other (specify)	1 KG		___	___
Meat					
19	Beef (yekebit siga)	1kg		___	___
20	Mutton (yegeb)	1kg		___	___
21	Chicken	1kg		___	___
22	Goat Meat (yefiyel siga)	1kg		___	___
23	Other (specify)			___	___
COFFEE, TEA, REFRESHMENTS					
24	Chat	1 kg		___	___
25	Araqi/ Kathikala	1 litre		___	___
26	Tej	1 litre		___	___
27	Coffee beans	1kg		___	___
28	Other (specify)	___		___	___
SUGAR, HONEY, SALT, OIL, SPICES					
29	Sugar	1kg		___	___
30	Salt	1kg		___	___
31	Cooking Oil	1 litre		___	___
32	Karia	1 kg		___	___
33	Berberere	1 kg		___	___
56	Honey	1 kg		___	___
34	Other (specify)	___		___	___
BREAD					
35	Bread (dabo)	1 piece (100gr)		___	___
POTATOES, ENSET					
36	Enset	1 kg		___	___
37	Potatoes	1 kg			

5.1.1 PRICING TABLE (CONT'D)					
ID	FOOD ITEM	Standard	VENDOR 1		
		unit	Price	Code VENDOR	Code Informant
		STDUN##	per standard unit (PPSTD###)	(CODE BOX #10) (CDVEN###) (SPVEN###)	RSID (CDIR##)
38	Gommen	1 kg		__ __	__ __
39	Selata	1 kg		__ __	__ __
40	Jinjibel (ginger)	1 kg		__ __	__ __
41	Tikl Gommen (cabbage)	1 kg		__ __	__ __
42	Nech Shinkurit(garlic)	1 kg		__ __	__ __
43	Fasolia	1 kg		__ __	__ __
44	Fenugreek (abish)	1 kg		__ __	__ __
45	Onions	1 kg		__ __	__ __
46	Others (specify)			__ __	__ __

0.3	Interview concludes: Date	__ __ (Day) / __ __ (Month) / __ __ (Day)	(INTENDDT)
0.4	Interview concludes: Hour	__ __ : __ __	(INTENDH)



**YOUNG LIVES  
ROUND 4 SURVEY ETHIOPIA  
OCTOBER 2013 TO MARCH 2014**

**CHILD QUESTIONNAIRE**

**OLDER COHORT**



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**CHILD QUESTIONNAIRE  
OLDER COHORT  
ROUND 4  
ETHIOPIA**

	<b>Data Handlers and start time of interview</b>
<b>Section 0</b>	<b>Parental &amp; Caregiver Update</b>
<b>Section 1</b>	<b>Migration</b>
Sub-section 1.1	Movement history
Sub-section 1.2	Links with caregiver
Sub-section 1.3	Migration preferences
<b>Section 2</b>	<b>Subjective wellbeing</b>
<b>Section 3</b>	<b>Education</b>
Sub-section 3.1	Education history
Sub-section 3.2	Current Education
<b>Section 4</b>	<b>Employment, earnings, and time-use</b>
Sub-section 4.1	Labour force participation
Sub-section 4.2	Work activities
Sub-section 4.3	Main activity
Sub-section 4.4	Training
Sub-section 4.5	Time-use
<b>Section 5</b>	<b>Feelings and attitudes</b>
<b>Section 6</b>	<b>Household decision making</b>
<b>Section 7</b>	<b>Marital and living arrangement</b>
Sub-section 7.1.	Basic information and matching
Sub-section 7.2.	Spouse's characteristics
Sub-section 7.3.	Gifts at marriage
Sub-section 7.4.	Pre-marriage assets
Sub-section 7.5.	Spouse's pre-marriage assets
<b>Section 8</b>	<b>Fertility</b>
Sub-section 8.1.	Fertility attitudes
Sub-section 8.2.	Fertility history - for girls
Sub-section 8.3.	Fertility history - for boys
<b>Section 9</b>	<b>Health and nutrition</b>
Sub-section 9.1	OC child health
Sub-section 9.2	Drinking habits
Sub-section 9.3	Food frequency and variety
<b>Section 10</b>	<b>Anthropometry</b>
Sub-section 10.1.	Anthropometry of Index Child
Sub-section 10.2.	Anthropometry of the Children of the Index Child
	<b>Date and time of completion of interview</b>

**Codeboxes**

## Date and time of start of interview

<b>Q.1</b>	Date of start of interview Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Time of start of interview	[ ____ : ____ ]

FIELDWORKER The following information are the equivalent to the data handlers in paper.

## DATA HANDLERS

### Date of Interview

Fieldworker: You should sign and date the questionnaire (using the 'get time' button on screen) only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems and solved all your doubts, and therefore, the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire. You must be clear about all the information you collected before handing in your interview file to your supervisor and, most importantly, before leaving the sentinel site.

<b>Q.2</b>	Date of interview Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.3</b>	Fieldworker ID	[ ____ ]

Supervisor: You should sign and date the questionnaire (using the 'get time' button on screen) only after you have completed and checked the questionnaire thoroughly.

### Date of Supervisor Check

<b>Q.4</b>	Date of Supervisor Check Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.5</b>	Supervisor ID	[ ____ ]

## 0. PARENTS AND CAREGIVER'S UPDATE

**FIELDWORKER:** Please note that this sub-section contains filter questions for later sections, and it does not intend to collect any additional information about the [YL Child]'s parents and/or previous caregiver.

**FIELDWORKER:** Observe and record the following question.

Q.1	Sex of [YL Child]	<input type="radio"/> Male <input type="radio"/> Female
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**FIELDWORKER:** Only ask Q.1 and Q.2 if [YL Child]'s father/mother were alive in Round 3.

**SAY:** Now I would like to ask you about your parents.

PQ.2	Father alive in Round 3 [PREFILLED FROM ROUND 3]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
Q.2	Is your father still alive?	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
PQ.3	Mother alive in Round 3 [PREFILLED FROM ROUND 3]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
Q.3	Is your mother still alive?	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK

**SAY:** Now I would like to ask you about the main person who was responsible to take care of you when we came to see you in 2002 E.C (equivalent to 2009 G.C).

**FIELDWORKER:** For reference, the name of [YL Child]'s primary caregiver in 2002 E.C. (equivalent to 2009 G.C) was [ROUND 3 CAREGIVER].

Q.4	Is [2009 CAREGIVER] still alive?	<input type="radio"/> No ► Skip to section 1.1 and CAPI: disable section 1.2 (links with caregiver). <input type="radio"/> Yes <input type="radio"/> NK ► Skip to section 1.1.
Q.5	Do you still live with [2009 CAREGIVER]?	<input type="radio"/> No <input type="radio"/> Yes ► Capi: Disable section 1.2 (links with caregiver).

# 1. MIGRATION

## 1.1. MOVEMENT HISTORY OF THE INDEX CHILD

**SAY:** Now I'd like to ask you about the different places in which you have lived since we came to see you in 2002 (E.C.) (equivalent to 2009 G.C.). I would like to know only about moves to a different kebele since 2002 (E.C.) (equivalent to 2009 G.C.), excluding short-term moves for the duration of less than 2 months.

Q.1	<p>Have you moved to a <b>different kebele for at least two months</b> <u>since our visit in 2002 (E.C.)</u> (equivalent to 2009 G.C.)?</p> <p>FIELDWORKER: <u>exclude</u> temporary movements that occur during school/college/university vacations after which the YL Child returns to his/her place of residence.</p> <p>00=No ► Skip to section 1.2 01=Yes</p>	[ _ _ ]
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### Movement history

**SAY:** I would like to ask you about all your moves to a different kebele for the duration of **more than two months** since 2002 (E.C.) (equivalent to 2009 G.C.).

**FIELDWORKER:** Start asking for the first movement since 2002 (E.C.). First register all of the movements and then fill in the information. Add as many rows as necessary.

	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8
MOVID	<p>In which year did you move?</p> <p>FIELDWORKER: Use Eth. Calendar</p>	<p>Where did you move to?</p> <p>01=another kebele in same woreda 02=another kebele outside woreda same region 03=another kebele outside the region 04=Outside country (specify) ► Skip to Q.5</p>	<p>What type of kebele/place did you move to?</p> <p>01=Rural 02=Small town in woreda 03=Woreda centre 04=Zonal centre 05=Regional Centre 06=Addis Ababa</p>	<p>How long did you stay in the location that you moved to?</p> <p>Enter duration in completed months</p> <p>00=Still living here 77=NK 79=Refused to answer</p>	<p>What were the two most important reasons why you moved?</p> <p>Please report UP to two reasons in order of importance</p> <p>Enter code from codebox #5</p> <p>FIELDWORKER: refer to codebox #5</p>	<p>Before moving, did you know anyone at the location that you were moving to?</p> <p>(for example: friends, relatives, contractor)</p> <p>01=Yes 00=No ► Skip to next row.</p>	<p>Whom did you know <b>BEST</b> in the location that you moved to, prior to moving?</p> <p>01=Parent 02=Sibling/brother/sister 03=Spouse/fiancée 04=Other relatives 05=Friends/acquaintances 06=Delala/broker 07=Other (specify) _____ 08=Other people from your kebele/woreda/region of origin</p>
01	[ _ _ _ _ ]	[ _ _ ] Spec. _____	[ _ _ ]	[ _ _ ] months	1. [ _ _ ]; Spec. _____ 2. [ _ _ ]; Spec. _____	[ _ _ ]	[ _ _ ]; Spec. _____
02	[ _ _ _ _ ]	[ _ _ ] Spec. _____	[ _ _ ]	[ _ _ ] months	1. [ _ _ ]; Spec. _____ 2. [ _ _ ]; Spec. _____	[ _ _ ]	[ _ _ ]; Spec. _____
03	[ _ _ _ _ ]	[ _ _ ] Spec. _____	[ _ _ ]	[ _ _ ] months	1. [ _ _ ]; Spec. _____ 2. [ _ _ ]; Spec. _____	[ _ _ ]	[ _ _ ]; Spec. _____
(...)	[ _ _ _ _ ]	[ _ _ ] Spec. _____	[ _ _ ]	[ _ _ ] months	1. [ _ _ ]; Spec. _____ 2. [ _ _ ]; Spec. _____	[ _ _ ]	[ _ _ ]; Spec. _____

# 1. MIGRATION

## 1.2. LINKS WITH CAREGIVER

**FIELDWORKER:** This section will be asked only if YL child does NOT live with previous caregiver anymore.

**SAY:** Now I'm going to ask you some questions that refer to the time since the time you stopped living with [2009 CAREGIVER]:

Q.1	<p>How often have you personally visited or have been visited by [2009 CAREGIVER]?</p> <p>01=Everyday (or very often in a week)  02=At least once a week  03=At least twice a month  04=At least once a month  05=at least every 3 months  06=At least once in six month  07=At least once a year  08=Less than once a year  00=Never  79=Refused to answer</p>	[ _ _ _ ]
Q.2	<p>How often do you have contact with [2009 CAREGIVER] <b>excluding</b> the number of times you have personally visited or have been visited by [CAREGIVER IN 2009] ?</p> <p>01=Everyday (or very often in a week)  02=At least once a week  03=At least twice a month  04=At least once a month  05=at least every 3 months  06=At least once in six month  07=At least once a year  08=Less than once a year  00=Never  79=Refused to answer</p>	[ _ _ ]

**SAY:** Now I will ask you some questions about the support/help/gifts sent to and received in the **last 12 months**.

Q.3	<p>In the last 12 months, have you or any of your household members <u>given</u> any support/help/gift in cash or in kind to [2009 CAREGIVER] or any of <u>his/her</u> household members?</p> <p>00 = No ► Skip to Q.5  01 = Yes</p>	[ _ _ ]
Q.4	<p>What is the total value (cash and in kind) <u>given</u> in the last 12 months?</p> <p>Enter in Birr  -77=NK</p> <p><b>FIELDWORKER:</b> please convert "in kind" support/help/gifts into cash equivalent considering their value at the time the items were given.</p>	[ _ _ _ _ ] Birr
Q.5	<p>In the last 12 months, have you or any of any of your household members <u>received</u> any support/help/gift in cash or in kind from [2009 CAREGIVER] or any of her/his household members?</p> <p>00 = No ► Skip to next setion  01 = Yes</p>	[ _ _ ]
Q.6	<p>What is the total value (cash and in kind) <u>received</u> In the last 12 months?</p> <p>Enter in Birr  -77=NK</p> <p><b>FIELDWORKER:</b> please convert "in kind" support/gifts into cash equivalent considering estimated value at the time of reception.</p>	[ _ _ _ _ ] Birr

# 1. MIGRATION

## 1.3. MIGRATION PREFERENCES

**SAY:** Now I would like to ask you whether you have thought about moving somewhere else.

Q.1	Would you like to move from your current location to a different place at some point within the <u>next 10 years</u> ?	<input type="radio"/> No ►Skip to Q.6 <input type="radio"/> Yes <input type="radio"/> NK ►Skip to Q.5
Q.2	Do you know where you would like to move? 00=No ►Skip to Q.5 01=Yes	[ _ _ ]
Q.3	If you were to move, where would you be most likely to move to? 01=another kebele in same woreda 02=another kebele outside woreda same region 03=another kebele outside the region 04=Outside country (specify) ►Skip to Q.5	[ _ _ ] Spec. _____
Q.4	What type of kebele/place is that?  FIELDWORKER: READ THE ALTERNATIVES.  01=Rural 02=Small town in woreda 03=Woreda centre 04=Zonal centre 05=Regional Centre 06=Addis Ababa 77=NK	[ _ _ ]
Q.5	What are the main reasons why you would move if you had the opportunity to? Please record up to three reasons in order of importance  <b>FIELDWORKER:</b> If the YL child mentions less than 3 main reasons, fill the remaining empty spaces with 88=NA.  Enter code from codebox #6  FIELDWORKER: Refer to codebox #6  If Q.1=Yes ► skip to section 2 after completing this question If Q.1=NK ► continue to Q.6.	1. [ _ _ ] Spec. _____  2. [ _ _ ] Spec. _____  3. [ _ _ ] Spec. _____
Q.6	What are the main reasons why you would not move? Please record up to three reasons in order of importance  <b>FIELDWORKER:</b> If the index child mentions less than 3 main reasons, fill the remaining empty spaces with 88=NA.  Enter code from codebox #7 FIELDWORKER: Refer to codebox #7	1. [ _ _ ] Spec. _____  2. [ _ _ ] Spec. _____  3. [ _ _ ] Spec. _____

## 2. SUBJECTIVE WELLBEING

**FIELDWORKER:** For reference the name of the area where [YL Child] lived in 2002 E.C (2009 equivalent in G.C) is [PREFILLED 2009 LOCATION]. Refer to this name every time the questions says [2002 LOCATION].

**SAY:** Now I would like to ask you about your life in the place where you lived in 2002 (E.C.) (equivalent to 2009 G.C.) and now.

Q.1	Are you living in the same location as in 2002 (E.C.) (equivalent to 2009 G.C.)? 00= No 01= Yes ► Skip to Q.3	[ _ _ ]
Q.2	How long have you been in the current location? <i>Enter duration in months.</i>	[ _ _ ]

**FIELDWORKER:** Prompt Card #1 (the ladder) and explain how to use it to answer the following questions.

**SAY:** There are nine steps on this ladder. Suppose the ninth step, at the very top, represents the best possible life for you in the place where you live or have lived, and the bottom represents the worst possible life for you.

**FIELDWORKER:** Help the child think of his own experience now and back in 2002 E.C. (2009 equivalent in G.C). The questions are not restricted to the geographic limits of these locations. The mainly focus on whether the child is living a better life now in comparison to the one he used to have before. **Ask the next table row by row. Record the step number from 01 to 09.**

**SAY:** I would now like to ask you about different aspects of **your life** in the locality where you CURRENTLY live and your life back in the locality where you lived 4 YEARS AGO. If you moved, think of your life in the place where you currently live and the one you lived in 2002 E.C. If you did not move, think of the same placenow and how it was 4 years ago.

		Q.3 Where on the ladder would you place the locality you <b>CURRENTLY</b> live in terms of:	Q.4 Where on the ladder would you place the locality you lived 4 <b>YEARS AGO</b> in terms of:
	SITUATION	Step (01-09) -77=NK	Step (01-09) -77=NK
01	Opportunities for education	[ _ _ ]	[ _ _ ]
02	Opportunities for work	[ _ _ ]	[ _ _ ]
03	Access to health services	[ _ _ ]	[ _ _ ]
04	Quality of housing	[ _ _ ]	[ _ _ ]
05	Quality of living environment	[ _ _ ]	[ _ _ ]
06	Support from neighbours/friends	[ _ _ ]	[ _ _ ]
07	Support from Government/NGOs/Local Associations	[ _ _ ]	[ _ _ ]
08	Food Availability	[ _ _ ]	[ _ _ ]

### 3. EDUCATION

#### 3.1. EDUCATION HISTORY

**SAY:** I would like to ask you some questions about your educational history since 2002 (E.C.) school year.

**Grade completed in 2001 is: PREFILLED**

		Q.2	Q.3	Q.4				Q.5
<p>In the... school year when you were ...years old (NB this is just to help work out years and ages in years – you can work from latest year down or youngest age upwards) USE ETHIOPIAN CALENDAR</p>		<p>In which grade/type of programme were you enrolled? Enter code from codebox #4</p>	<p>What type of school/educational institute/university was it? Enter code from codebox #3</p>	<p>Name of the Region, Zone and Wereda and Kebele in which the school is located</p> <p>FIELDWORKER: If <u>Addis Ababa</u>, enter region, zone (i.e. sub-city) and wereda. If <u>urban place</u> (other than Addis Ababa), enter region, zone and kebele. If <u>rural place</u>, enter region, zone, woreda and kebele.</p>				<p>Name of the school/educational institution/training center/university 77=NK 88=NA</p>
Academic Year [PREFILLED]	Q.1 Age in years	If 00="None" skip to next row.		Region Enter code from codebox #15	Zone Enter code from codebox #16	Wereda 88=NA	Kebele 88=NA	
2002	[ _ _ ]	[ _ _ ] (Specify) _____	[ _ _ ] (Specify) _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _____ ]
2003	[ _ _ ]	[ _ _ ] (Specify) _____	[ _ _ ] (Specify) _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _____ ]
2004	[ _ _ ]	[ _ _ ] (Specify) _____	[ _ _ ] (Specify) _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _____ ]
2005	[ _ _ ]	[ _ _ ] (Specify) _____	[ _ _ ] (Specify) _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _____ ]
2006	[ _ _ ]	[ _ _ ] (Specify) _____	[ _ _ ] (Specify) _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _____ ]

### 3. EDUCATION

#### 3.2 CURRENT EDUCATION

**SAY:** I would like to ask you some questions about your current educational status.

Q.1	<p>What is the highest complete qualification/certificate you have attained (including school leaving certificates/transcripts/report)?</p> <p><b>FIELDWORKER:</b> Do not include pre-school.</p> <p>Enter code from codebox # 1</p> <p>77=NK 88=NA (only if never enrolled); otherwise use "00 = No certificate"</p>	[ _ _ ]
Q.2	<p>Are you currently in full-time education?</p> <p>00=No, 01=Yes, attending regularly ► Skip to Q.4 02=Yes, but attending irregularly ► Skip to Q.4 03 = No, but attending part-time</p> <p>79=Refused to answer ► Skip to Q.6</p>	[ _ _ ]
Q.3	<p>Why are you NOT in full-time education?</p> <p>Enter code from codebox #2 <b>FIELDWORKER:</b> Refer to codebox #2</p> <p>► Once answered ► Skip to Q.6</p>	<p>[ _ _ ]</p> <p>Spec. _____</p>
Q.4	<p>How long does it take to get to your school/training center/educational institution/university where you are enrolled now?</p> <p>Enter in minutes</p> <p>-77=NK</p>	[ _ _ _ ]
Q.5	<p>Who pays the cost of your current course?</p>	<p><b>FIELDWORKER:</b> Tick all that apply</p>
	01=Self	<input type="checkbox"/>
	02=Parents	<input type="checkbox"/>
	03=Other household members	<input type="checkbox"/>
	04=Any other non-household member	<input type="checkbox"/>
	05=Scholarship, from the Government	<input type="checkbox"/>
	06=Scholarship, from NGOs	<input type="checkbox"/>
	07=Scholarship, from private organization	<input type="checkbox"/>

Q.6	Were you enrolled in full-time education in the last academic year? 00=No 01=Yes ► Skip to Q.8	[ _ _ _ ]
Q.7	Why were you NOT in full-time education in the last academic year?  Enter code from codebox #2 FIELDWORKER: Refer to codebox #2  Once answered ► Skip to next section	

**SAY:** Now we would like to ask you about payments you make and additional costs you incur into for the course you attend at school/training center/education institute/university on the last academic year.

		Q.8 Amount  Enter in Birr  -77=NK -88=NA
<b>Payments to school / institute / university</b>		
01	Matriculation/registration/examination -77=NK, but distinguish if it is too low or zero.	[ _ _ _ _ ]
02	Tuition fees -77=NK	[ _ _ _ _ ]
03	Other payments to schools, parents association, donations, etc. -77=NK	[ _ _ _ _ ]
<b>Other necessary additional costs (not paid to school / institute / university)</b>		
04	Payment for private tuition	[ _ _ _ _ ]
05	Food at school / institute / university (do not include food taken from home)	[ _ _ _ _ ]
06	Transportation (outward and return)	[ _ _ _ _ ]
07	Special equipment (e.g. laptops, calculator)	[ _ _ _ _ ]
08	Books and stationary	[ _ _ _ _ ]
09	Others expenditures (e.g. uniforms, rent for child's accomodation if moved location for studying)	[ _ _ _ _ ]

## Funding and Absenteeism

Q.9	Who paid the cost of your last academic year?	FIELDWORKER: Tick all that apply
	01=Self	<input type="checkbox"/>
	02=Parents	<input type="checkbox"/>
	03=Other household members	<input type="checkbox"/>
	04=Any other non-household member	<input type="checkbox"/>
	05=Scholarship, from the Government	<input type="checkbox"/>
	06=Scholarship, from NGOs	<input type="checkbox"/>
	07=Scholarship, from private organization	<input type="checkbox"/>

Q.10	<p>During the <u>last academic year</u>, did you ever miss school, educational institute/ university for a continuous week or more? (excluding school holidays, vacations, national holidays, etc)</p> <p>00=No ► Skip to Q.12 01=Yes 88=N/A</p>	[ _ _ ]
Q.11	<p>How long was the longest period of time you were absent from school in the <u>last academic year</u>?</p> <p>Enter number of days</p>	_____
Q.12	<p>Which of the following best describes your attendance overall in the <u>last academic year</u>?</p> <p>FIELDWORKER: Read the alternatives.</p> <p>0 = Never absent 1 = Less than 1 day absent per month 2 = 2-5 days absent per month (1 day per week or less) 3 = 6-10 days absent per month ( up to 2 days per week) 4 = More than 10 days absent per month (more than 2 days per week)</p>	[ _ _ ]

## 4. EMPLOYMENT, EARNINGS, AND TIME-USE

### 4.1. LABOUR FORCE PARTICIPATION

**SAY.** Now I would like to ask you about your current and previous **paid and unpaid** work activities.

Q.1		Q.1 At any time during the <b>last 12 months</b> (from Monday through Sunday) have you done <u>for at least one hour</u> any of the following:  00=No; 01=Yes If NO to ALL ► SKIP to Q.4	Q.2 During the <b>last 7 days</b> have you done <u>for at least one hour</u> any of the following:  00=No; 01=Yes If NO to ALL ► Continue with Q.3 Otherwise ► Skip to Q.6	Q.1 - Q.3: To identify employed and not employed
01	Worked on a <b>farm</b> owned or rented by you or any <b>member of your household</b> , (e.g. cultivating crops, farming tasks, caring for livestock)	[ _ _ ]	[ _ _ ]	
02	Worked for someone who is <b>NOT a member of your household</b> (e.g. a company, the government, neighbours farm) - includes agricultural and non-agricultural work	[ _ _ ]	[ _ _ ]	
03	Worked on <b>your own account or in a business enterprise</b> belonging to <b>you or someone in your household</b> (e.g. shop-keeper)	[ _ _ ]	[ _ _ ]	
Q.3	Do you currently have a job even though you did NOT work during the <b>last 7 days</b> ?  00=No 01=Yes ► Skip to Q.6	[ _ _ ]		
Q.4	Have you looked for work during the <b>last 7 days</b> ?  00=No 01=Yes ► Skip to Q.12	[ _ _ ]		For not employed To distinguish unemployed and inactive
Q.5	What is the main reason you did NOT look for work during the <b>last 7 days</b> ?  01= housewife/childcare 02=Student 03=disabled 04=illness 05=waiting for reply from employer 06=waiting for recall by employer 07=waiting for busy season 08=other (specify) ____ ► Skip to Q.8	[ _ _ ]  Spec. _____		Only inactive
Q.6	How did you find your current job?			Only employed
	<b>FIELDWORKER:</b> Tick all that apply. If the person has more than 1 job, choose the job that the person considers the most important <u>in terms of time spent</u> .			
	01=Contact Boss/employer	<input type="checkbox"/>		
	02=Contact employment agency/intermediary/delala/broker	<input type="checkbox"/>		
	03=Contact friends/relatives	<input type="checkbox"/>		
	04=Read newspaper/poster/sign/leaflet	<input type="checkbox"/>		
	05=Contact union/employee association/group	<input type="checkbox"/>		
	06=Looked in the internet	<input type="checkbox"/>		
	07=Sent emails	<input type="checkbox"/>		
	08=Own or household farm/business	<input type="checkbox"/>		
	10= Other (specify)	<input type="checkbox"/>	Specify _____	
Q.7	At any point in the <b>last 12 months</b> were you WITHOUT work for at least one week?  00=No ► Skip to Q.16 01=Yes ► Skip to Q.12	[ _ _ ]		For employed To identify previous unemployment
Q.8	During the time you were without work in the <b>last 12 months</b> , were you looking for work?  00=No 01=Yes ► Skip to Q.12	[ _ _ ]		For inactives To identify previous unemployment
Q.9	During the time you were without work, what is the main reason you did NOT look for work in the <b>last 12 months</b> ?  01= housewife/childcare 02= Student ► Skip to Q.16 03=disabled ► Skip to Q.16 04=illness ► Skip to Q.16 05=other (specify) ____ ► Skip to Q.16			Only for inactive at some point on the last 12 months

Q.10	How satisfied are you with this activity? 1=Very unsatisfied 2=Unsatisfied 3=Normal ▶ Skip to Q.16 4=Satisfied ▶ Skip to Q.16 5=Very satisfied ▶ Skip to Q.16	
Q.11	Why are you unsatisfied/very unsatisfied? 01= Want to study 02= Want to work 03= Too tiring 04= Other specify ▶ Skip to Q.16 once answered	

Q.12	In the last 12 months, for how long have you been without work and looking for work? (Enter number of weeks) <b>FIELDWORKER:</b> enter "00" if less than one week.	[ _ _ ]
Q.13	What have you done to look for work? <b>FIELDWORKER:</b> Tick all that apply	
	01=Contact Boss/employer	<input type="checkbox"/>
	02=Contact employment agency/intermediary/delala/broker	<input type="checkbox"/>
	03=Contact friends/relatives	<input type="checkbox"/>
	04=Read newspaper/poster/sign/leaflet	<input type="checkbox"/>
	05=Contact union/employee association/group	<input type="checkbox"/>
	06=Looked in the internet	<input type="checkbox"/>
	07=Sent emails	<input type="checkbox"/>
	08=Tried to set up a business	<input type="checkbox"/>
	09= other (specify)	<input type="checkbox"/> Specify _____

	<b>FIELDWORKER:</b> This question refers to the time of current or previous unemployment  What is (was) the minimum wage/payment for which you would be willing to accept a job offer when you are (were) unemployed?	<b>Q.14 Amount</b>  [ _ _ _ _ ] (in Birr)	<b>Q.15 Period</b> of time wage/payment cover  [ _ _ ] Spec. _____  01= Per hour 02= Per day 03= Per week 04= Per month 05= Per year 06= Per piece 07= Other, specify
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Q16	Have you ever worked at any point BEFORE the <u>last 12 months</u> on a household farm, on your own account, in a household business enterprise or for someone else?	○ Yes ○ No
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To currently and previously unemployed

All groups

## 4. EMPLOYMENT, EARNINGS, AND TIME-USE

### 4.2. WORK ACTIVITIES - PAID AND UNPAID

**FIELDWORKER:** This sub-section will be asked only if [YL Child] reported having worked at least one hour in the last 12 months, in the "Labour force participation" sub-section.

**SAY:** Now I would like to ask you about the three most important paid or unpaid work activities of the last 12 months. This includes work done inside and outside the household, and EXCLUDES non-working activities (e.g. housewife, student, taking care of other household members, such as children, disabled, ill, elderly).

**FIELDWORKER:** Ask [YL CHILD] to report his/her 3 most important paid or unpaid work activities in terms of time spent in the last 12 months beginning with the most important one. The table should be asked row by row.

	Q.1	Q.2	Q.3			Q.4	Q.5		Q.6	Q.7	Q.8	Q.9
ACTID	Type of activity  <b>FIELDWORKER:</b> You may want to write down the activity and later choose the correct code  Enter code from codebox #8	Do you do this activity for:  01=A private company/enterprise or cooperative 02=A household member 03=Other private individual/household (excluding own household) 04=Public sector/government 05=A rural public works program 06=Own account/self-employed (own business or farm) 07= Other (specify) ____  <b>FIELDWORKER:</b> In case of more than one type of employer in the same activity, refer to the employer for whom [YL Child] <u>has worked most hours during the last 12 months.</u>	Enter the number of months in which any of this activity was done during the <u>last 12 months</u> , give the typical number of days per month and approximate hours per day  <b>FIELDWORKER:</b> for irregular periods of work, record the average for the whole year			What form of payment was received or is expected from this activity?  00=None ► Skip to Q.8 01= Cash 02= In kind (non-cash payment) ► Skip to Q.6 03= Both in cash and in kind 04= Debt relief 06=Other specify 77=NK ► Skip to Q.8 79=Refuse to answer ► Skip to Q.8	What are the <u>net earnings</u> from this activity?  <b>FIELDWORKER:</b> This is the take home payment - includes wages, salary, tips, gratuities, bonuses and the value of any payment in kind after subtracting taxes deducted. If own business deduct production costs.  -88=NA		What period of time did this payment cover?  01= hour 02= day 03= week 04= month 05= year 07= Other, specify ____	Do you currently perform this activity?  00 = No 01= Yes 79=Refused to answer	During the <u>next 12 months</u> , for how many months would you expect to perform this activity?  Enter number of months (between 0 and 12)  77=NK 79=Refused to answer  <b>FIELDWORKER:</b> If [YL child] has a long-term contract, enter 12.	
			Months per year Enter 01-12	Days per month Enter 01-30	Hours per day Enter 01-24		Q.5 In cash (Enter value in Birr)  If Q.4=01 ► Enter answer and skip to Q.7	Q.6 In kind (cash equivalent in Birr)	What period of time did this payment cover?  01= hour 02= day 03= week 04= month 05= year 07= Other, specify ____  <b>FIELDWORKER:</b> If payment is reported in different period or per piece, please convert to the most convenient measure.			
01	[ __ ] Other, specify. _____	[ __ ] Other, specify. _____	[ __ ]	[ __ ]	[ __ ]	[ __ ] Other, specify. _____	[ _____ ]	[ _____ ]	[ __ ] Other, specify. _____	[ __ ]	[ __ ]	
02	[ __ ] Other, specify. _____	[ __ ] Other, specify. _____	[ __ ]	[ __ ]	[ __ ]	[ __ ] Other, specify. _____	[ _____ ]	[ _____ ]	[ __ ] Other, specify. _____	[ __ ]	[ __ ]	
03	[ __ ] Other, specify. _____	[ __ ] Other, specify. _____	[ __ ]	[ __ ]	[ __ ]	[ __ ] Other, specify. _____	[ _____ ]	[ _____ ]	[ __ ] Other, specify. _____	[ __ ]	[ __ ]	

## 4. EMPLOYMENT, EARNINGS, AND TIME-USE

### 4.3. MAIN ACTIVITY

**FIELDWORKER:** This sub-section will be asked only if [YL Child] reported having worked at least one hour in the last 12 months, in sub-section "4.1 Labour force participation".

**SAY:** Now I would like to ask you about the most important paid or unpaid work activity in terms of time spent [ACTID1] reported in sub-section "4.2 Work activities".

Q.1	For how long have you worked in this [MAIN ACTIVITY]?  FIELDWORKER: Ask for the time since YL Child started working in that activity.  Enter in years and months	[ ____ - ____ ]
Q.2	Does (Did) this [MAIN ACTIVITY] involve any of the following things?  FIELDWORKER: Read the alternatives	77=NK
01	Carrying heavy loads	<input type="radio"/> Yes <input type="radio"/> No
02	Using dangerous tools such as machetes, knives, sith	<input type="radio"/> Yes <input type="radio"/> No
03	Handling chemicals such as fertilizers, pesticides, solvents or paints	<input type="radio"/> Yes <input type="radio"/> No
04	Working under the hot sun or in the rain	<input type="radio"/> Yes <input type="radio"/> No
06	Working with insufficient lighting	<input type="radio"/> Yes <input type="radio"/> No
07	Working in very noisy environment	<input type="radio"/> Yes <input type="radio"/> No
08	Working with fumes, gases, dust.	<input type="radio"/> Yes <input type="radio"/> No
09	Being close to moving vehicles or driving (cars, tractors, motorbikes etc.)	<input type="radio"/> Yes <input type="radio"/> No
10	Working in a smelly and/or dirty environment	<input type="radio"/> Yes <input type="radio"/> No
11	Working in heights	<input type="radio"/> Yes <input type="radio"/> No
12	Working in a risky or unsafe environments (e.g. bars, street)	<input type="radio"/> Yes <input type="radio"/> No
Q.3	All things considered, how satisfied are (were) you with [MAIN ACTIVITY]?  1=Very unsatisfied 2=Unsatisfied 3=Normal (more or less satisfied) ► Skip to Q.5 4=Satisfied ► Skip to Q.5 5=Very satisfied ► Skip to Q.5	[ ____ ]
Q.4	Why are (were) you unsatisfied/very unsatisfied?  Enter code from codebox #9	[ ____ ]

## WORKING ARRANGEMENTS

**FIELDWORKER:** The following questions are asked only to WAGED/SALARIED EMPLOYEES - only if [ACTID1] reported in section 4.2. is:

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

**SAY:** If you work in [MAIN ACTIVITY] for more than one employer, please answer the following questions regarding the employer for whom you worked most hours during the last 12 months.

Q.5	How many people altogether work (worked) at your place of work in [MAIN ACTIVITY]?  FIELDWORKER: Include the YL Child.  Record number -77=NK	[ _ _ _ ]
Q.6	Do (did) you have a written contract for this [MAIN ACTIVITY]? 00 = No ► Skip to Q.8 01 = Yes	[ _ _ ]
Q.7	What is (was) the duration of your contract?  1= less than 3 months 2= between 3 months and 6 months 3= more than 6 months to 1 year 4= more than 1 year to 3 years 5= more than 3 years	[ _ _ ]
Q.8	Do (did) you receive any of the following extra benefits from [MAIN ACTIVITY]? FIELDWORKER: Read the alternatives	00=No; 01=Yes, 77=NK
01	Food	[ _ _ ]
02	Housing	[ _ _ ]
03	Transportation	[ _ _ ]
04	Clothing (excluding uniforms)	[ _ _ ]
05	School assistance or supplies	[ _ _ ]
06	Debt relief	[ _ _ ]
08	Health insurance/health expenses	[ _ _ ]
09	Paid holidays	[ _ _ ]
10	Paid sick leave	[ _ _ ]
11	Contribution to pension	[ _ _ ]
12	Life insurance	[ _ _ ]
13	Loan/credit	[ _ _ ]
14	Maternity leave	[ _ _ ]

**SAY:** Now I would like to ask you about the current/latest employer for whom you work/ have worked in [MAIN ACTIVITY]. This includes all the time that you have worked there (not only the last 12 months).

**FIELDWORKER:** Ask the following question if [YL Child] still works in [MAIN ACTIVITY] - Q.8 in section 4.2=01.

Q.9	For how long have you worked in [MAIN ACTIVITY] for the current employer? Enter in years and months	[ ____ - ____ ]
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**FIELDWORKER:** Ask the following question if [YL Child] does NOT work in [MAIN ACTIVITY] anymore. - Q.8 in section 4.2=00.

Q.10	For how long did you work in [MAIN ACTIVITY] for the latest employer? Enter in years and months	[ ____ - ____ ]
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## 4. EMPLOYMENT, EARNINGS, AND TIME-USE

### 4.4. WORK-RELATED TRAINING

**FIELDWORKER:** This section should be asked to ALL YL children

**SAY:** Now I would like to ask you about any training you are currently receiving or you may have received since 2002 (E.C.) (equivalent to 2009 G.C.) Please include only training that lasted for at least one week and entails skill acquisition (e.g. apprenticeship, formal training course at the workplace, learning by doing, etc.) that help you conduct or find work but that is/was not part of formal education.

**FIELDWORKER:** Please include only training that lasted for one week or more, but that is NOT part of formal education.

Q.1	<p>Since 2002 (E.C.) (equivalent to 2009 G.C.), have you had any training that has lasted <u>at least one week</u> and that is/was not part of formal education?</p> <p>FIELDWORKER: include only training that entails skill acquisition that help YL Child conduct or find work.</p> <p>00=No ► Skip to next section (Time-Use) 01=Yes</p>	[ _ _ ]
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**FIELDWORKER** please note that formal training refers to systematic or structured training provided by a qualified instructor, whereas informal training refers to unstructured learning (e.g. learning informally from others).

**FIELDWORKER:** Do NOT ask this question for informal training (Q.2=2)

	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8
TRAINID	Type of training	Who delivered the training?	Did you or any member of your household pay for the training?	Full duration of the training?	Has this training been completed?	Duration of training attended up to now?	Did you receive or do you expect to receive a certificate/diploma?
	01=Formal training 02=Informal training 03=Apprenticeship 77=NK	01 = Government 02 = Educational institute 03 = Private company 04 = NGO/Religious institution 05 = Employer 06 = Colleague / Peer 07 = Other private individual 77 = NK		Enter number of weeks  <b>FIELDWORKER:</b> Please make sure that the YL Child reports the full scheduled duration of the training, regardless of whether s/he has completed it or not.  -88=NA (does not have a fixed duration)		Enter number of weeks	00=No 01=Yes 77=NK
1	[ _ _ ] Spec. _____	[ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ ]	<input type="radio"/> Yes ► Skip to Q.8 <input type="radio"/> No	[ _ _ ]	[ _ _ ]
2	[ _ _ ] Spec. _____	[ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ ]	<input type="radio"/> Yes ► Skip to Q.8 <input type="radio"/> No	[ _ _ ]	[ _ _ ]
3	[ _ _ ] Spec. _____	[ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ ]	<input type="radio"/> Yes ► Skip to Q.8 <input type="radio"/> No	[ _ _ ]	[ _ _ ]
(...)	[ _ _ ] Spec. _____	[ _ _ ]	<input type="radio"/> Yes <input type="radio"/> No	[ _ _ ]	<input type="radio"/> Yes ► Skip to Q.8 <input type="radio"/> No	[ _ _ ]	[ _ _ ]

## 4. EMPLOYMENT, EARNINGS, AND TIME-USE

### 4.6. TIME-USE

**FIELDWORKER:** begin by asking the young adult some background questions about their activities- for example, do they go to school/college/university, do they help around the household, do they work, *etc.*

**SAY:** I want to know how you spent your time on a typical day in the last week (from Monday to Friday, excluding vacations, holidays, festivals, etc.).

**FIELDWORKER:** Show the YL Child the 'time allocation card' with each of the 8 activities in a separate circle. Explain [YL Child] what each activity means - remember that items about work (Q.4 and Q.5) and school (Q.6) include travelling times. Now give him/her 24 beans and explain that they represent 24 hours of a typical day. Ask him/her to distribute the 24 beans according to the time spent in each task, starting with sleeping time and then with the activities on which he/she spends most of his time. Make sure all 24 beans are allotted.

**FIELDWORKER:** Once [YL Child] finished allocating the beans. confirm if they represent his/her typical day and allow him/her to reallocate the beans if needed. Finally, record the number of beans allocated to each activity.

Q.1	Sleep	[ _ _ ]
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**SAY:** Now, think about the rest of your day. I want you to tell me how much time you spent on the following activities during a typical day. (i.e. not a weekend or holiday).

Q.2	Care for others (younger children, ill household members)	[ _ _ ]
Q.3	Domestic tasks (Fetching water, firewood, cleaning, cooking, washing, shopping)	[ _ _ ]
Q.4	Tasks on family farm, cattle herding (household and/or community), other family business, shepherding, piecework or handicrafts done at home (not just farming)	[ _ _ ]
Q.5	Activities for pay or for money outside of household or for someone not in the household	[ _ _ ]
Q.6	At school/college/University (including all time spent -not only attending hours- and travelling time, out and return)	[ _ _ ]
Q.7	Studying at home/ Extra tuition outside the home	[ _ _ ]
Q.8	Leisure: playing, seeing friends, using the internet, etc.	[ _ _ ]

**FIELDWORKER:** After completing the child's activities, write down separately how much time he/she allocates for commuting to do any work activity (Q.4 or Q.5) or to study (Q.6):

Q.9	Time used for commuting to the place where the child carries any working activities (out and return) Enter in minutes	[ _ _ ]
Q.10	Time used for commuting to school / educational centre (out and return) Enter in minutes	[ _ _ ]

## 5. Feelings and Attitudes

**SAY:** Now I will ask your opinion about different things and I want you to tell me what you think or feel about them. This section intends to ask about your opinion, so there are no right or wrong answers.

**FIELDWORKER:** Prompt Card #4 to the child. Read and explain each of the 4 alternatives: **Strongly disagree**, **Disagree**, **Agree** and **Strongly agree**.

**SAY:** Here you have a card with 4 alternatives that range from Strongly disagree to Strongly agree. Now I will read some comments and statements that young people of your age sometimes say, think or feel. I want you to tell me how much you agree or disagree with them by pointing in this card the option that best reflects your opinion.

**FIELDWORKER:** Read the following example:

I may say that young people of your age think or say "I like to paint".

If you like a lot to paint, you should point the option **Strongly agree**.

If you like to paint, you should point the option **Agree**.

If you don't like to paint, you should point the option **Disagree**.

If you don't like to paint at all, you should point the option **Strongly disagree**.

**SAY:** Now let's practice with another example.

If I tell you: "All young people of my age like football". Tell me, how much do you agree or disagree with this?

**FIELDWORKER:** Wait until [YL Child] points one of the options. Make sure that s(he) has understood how to properly answer these questions.

**SAY:** Now, think if the following statements somewhat reflect what you think, feel or say. Remember that there are no right or wrong answers; I just want to know your opinion.

**FIELDWORKER:** Skip items 03, 08, 11, 15, 22, 24, 29 and 33 if both parents are dead (Section 0: Q.2=00 AND Q.3=00).

Q.1		Strongly disagree	Disagree	Agree	Strongly agree	NK	Refused to answer
01	If someone opposes me, I can find the means and ways to get what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	I make friends easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	I like my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	I'm as good as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05	I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06	When I am confronted with a problem, I can usually find several solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07	Overall, I have a lot to be proud of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08	My parents like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09	If I am in trouble, I can usually think of a solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I am popular with kids of my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	My parents and I spend a lot of time together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I am confident that I could deal efficiently with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I get a lot of headaches, stomach aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Most other kids like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I get along well with my parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I can do things as well as most people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I can always manage to solve difficult problems if I try hard enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Other kids want me to be their friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Other people think I am a good person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I am often unhappy, downhearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	It is easy for me to stick to my aims and accomplish my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	My parents understand me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I have more friends than most other kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	If I have children of my own, I want to bring them up like my parents raised me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	A lot of things about me are good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	I have lots of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	I have many fears. I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	My parents are easy to talk to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	I can usually handle whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	I do lots of important things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	My parents and I have a lot of fun together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	When I do something, I do it well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	I am easy to like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	I can solve most problems if I invest the necessary effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	In general, I like being the way I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	I am nervous in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	I get along with other kids easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**FIELDWORKER:** Prompt Card #3 to the child and read each of the 5 alternatives: **Strongly disagree**, **Disagree**, **More or less**, **Agree** and **Strongly agree**.

**SAY:** Now you have a similar card with 5 alternatives that range from Strongly disagree to Strongly agree, but this time you have an extra option: **More or less** (point at this option in the card). Now I will read some comments and statements that young people of your age sometimes say, think or feel. I want you to tell me how much you agree or disagree with them by pointing in this card the option that best reflects your opinion.

**SAY:** For instance, I may say that young people of your age think or say: "None of my neighbours throw rubbish on the street". Tell me, how much do you agree or disagree with this? Remember that this time you also have the **More or less** option.

**FIELDWORKER:** Wait until [YL Child] points one of the options. Make sure that s(he) has understood how to properly answer these questions.

**SAY:** Now, think if the following statements somewhat reflect what you think, feel or say. Remember that there are no right or wrong answers; I just want to know your opinion.

Q.2		Strongly disagree	Disagree	More or Less	Agree	Strongly agree	NK	Refused to answer
01	I am proud of my clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	I am proud of the work I have to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	Other people in my family make all the decisions about how I spend my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	I have no choice about the work I do - I must do this sort of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05	I feel my clothing is right for all occasions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06	If I try hard, I can improve my situation in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07	I like to make plans for my future studies and work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08	I am proud of my shoes or of having shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09	If I study hard at school I will be rewarded by a better job in future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ASPIRATIONS AND EXPECTATIONS

**SAY:** Now I would like to ask you about your aspirations and expectations about your future.

Q.3	<p>Imagine you had no constraints and could study for as long as you liked, or go back to school if you have already left. What level of formal education would you like to complete?</p> <p>00=None ► Skip to Q.5            GRADE 01-12;            13=Post-secondary technological institute            14=Vocational            15=Degree (graduate)            16=Post-graduate degree (e.g. Masters, PhD.)            17=Other, specify            28=Adult literacy            29=Religious education</p> <p>77=NK ► Skip to Q.5            79=Refused to answer ► Skip to Q.5</p>	<p>[ _ _ ]</p> <p>Specify            _____</p>
Q.4	<p>Given your current situation, do you expect you will reach that level of education?</p> <p>00=No            01=Yes            77=NK            88=N/A</p>	<p>[ _ _ ]</p>
Q.5	<p>When you are about 25 years old, what job would you like to be doing?</p> <p>If 77=NK ► Skip to Q.9</p> <p><b>FIELDWORKER:</b> Do not prompt codes.</p> <p>Enter code from Codebox #10</p>	<p>[ _ _ ]</p> <p>Specify            _____</p>
Q.6	<p>Given your current situation, do you expect you will be able to get that kind of job?</p> <p>00=No            01=Yes ► Skip to Q.9</p> <p>77=NK</p>	<p>[ _ _ ]</p>
Q.7	<p>What is the main constraint to achieve this?</p> <p><b>FIELDWORKER:</b> Do not prompt codes.</p> <p>01=Lack of education/skills            02=Economic constraints            03=Family will not allow            04=Lack of social networks            05=Frequent illness            06=Lack of determination (not goal oriented)            07=Lack of parental support            08=Other, specify            77=NK</p>	<p>[ _ _ ]</p> <p>Specify            _____</p>
Q.8	<p>Given this constraint, what kind of job/activity do you <b>expect</b> to have in the future?</p> <p><b>FIELDWORKER:</b> Do not prompt codes.</p> <p>Enter code from Codebox #10</p>	<p>[ _ _ ]</p> <p>Specify            _____</p>

**SAY:** There are nine steps on this ladder. Suppose the ninth step, at the very top, represents the best possible life for you, and the bottom represents the worst possible life for you.

**FIELDWORKER:** Prompt Card #1 (the ladder) and explain how to use it to answer the following questions.

Q.9	<p>Where on the ladder do you feel you personally stand at the present time?</p> <p>Record step number: 01-09</p> <p>77=NK            79=Refused to answer</p>	<p>[ _ _ ]</p>
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## Child Subjective Wealth

**SAY:** Now think about the area where you live. Think about [NAME OF CURRENT LOCALITY].

<b>Q.10</b>	<p>Compared to other households here in [NAME OF CURRENT LOCALITY], would you describe your household at the moment as:</p> <p>01=The richest  02=Among the richest  03=Richer than most households  04=About Average  05=A little poorer than most households  06=Among the poorest  07=The poorest  77=NK  79=Refused to respond</p>	[ _ _ ]
<b>Q.11</b>	<p><b>FOUR YEARS AGO:</b> Compared to other households here in [NAME OF CURRENT LOCALITY], would you describe your household at the time as:</p> <p><b>FIELDWORKER:</b> Enter 88=NA if [YL Child] did not live in this locality in 2002 (E.C.) (equivalent to 2009 G.C.)</p> <p>01=The richest  02=Among the richest  03=Richer than most households  04=About Average  05=A little poorer than most households  06=Among the poorest  07=The poorest  77=NK  79=Refused to respond  88=NA</p>	[ _ _ ]
<b>Q.12</b>	<p>Which of the following best describes your household?</p> <p>01=Very rich  02=Rich  03=Comfortable – can manage to get by  04=Never have quite enough, struggle to get by  05=Poor  06=Destitute</p>	[ _ _ ]
<b>Q.13</b>	<p><b>FOUR YEARS AGO:</b> How would you describe your household?</p> <p>01=Very rich  02=Rich  03=Comfortable – can manage to get by  04=Never have quite enough, struggle to get by  05=Poor  06=Destitute</p>	[ _ _ ]
<b>Q.14</b>	Do you own and use a mobile/ cellular phone?	<input type="radio"/> No <input type="radio"/> Yes

## 6. HOUSEHOLD DECISION MAKING

**FIELDWORKER:** This section is related to the main [YL Child]'s household (i.e. the one in

**SAY:** I would like to know how some decisions in your current household are made and how you make some individual decisions. If you or your household have never made any of these decisions, please phrase each item hypothetically ("if you/your household had to...").

**FIELDWORKER:** The next table should be asked row by row (i.e. first read the decision and then ask the

		<b>Q.1</b>
		Have you/your household ever made this decision?
<b>Decisions</b>		
		00=No 01=Yes  88=NA (only for household decision #13) ► Skip to next section
<b>Individual Decisions</b>		
01	Buying your clothes/shoes?	[ __ __ ]
02	Where you can go with your friends within the community?	[ __ __ ]
03	Where you work?	[ __ __ ]
05	Joining, changing or leaving school / university	[ __ __ ]
<b>Household decisions</b>		
09	Buying or selling large household assets (including livestock)	[ __ __ ]
10	Buying household purchases for daily needs (e.g. groceries, fuel, water, etc)?	[ __ __ ]
13	Which crops to grow?	[ __ __ ]

1 which the Household Questionnaire is asked).

How much you are involved in them. I will name some household decisions and  
 ones, think about **what would happen should this decision come up** and

and then ask Q.1 and Q.2).

Q.2	Q.3
Did you (would you) have a say in this decision?	Who had (would have) the final say in this decision?
00=No 01=Yes 77=NK 79=Refused to answer	01 = Index child alone 02 = Partner/Spouse alone 03 = Parents alone 04 = Other household members (excl. index child) 05 = Other non-household member 06 = Index child together with partner/spouse 07 = Index child together with parents 08 = Index child together with other household members 09 = Index child together with other non-household members
[ _ _ ]	[ _ _ ]
[ _ _ ]	[ _ _ ]
[ _ _ ]	[ _ _ ]
[ _ _ ]	[ _ _ ]
[ _ _ ]	[ _ _ ]
[ _ _ ]	[ _ _ ]
[ _ _ ]	[ _ _ ]

## 7. MARITAL AND LIVING ARRANGEMENTS

## 7.1. BASIC INFORMATION AND MATCHING

Q.1	<p>What is your marital status?</p> <p>00=Single (never married) ► Skip to Q.3  01= Married ► Skip to Q.3  02= Cohabitant  03= Widow(er) ► Skip to Q.3  04= Divorced ► Skip to Q.3  05= Separated ► Skip to Q.3</p>	[ __ _ ]	deleted 'current' from 'what is your current marital status?'
Q.2	<p>Have you ever been married with a partner?</p> <p>00=No  01=Yes</p> <p>Once answered, ► skip to Q.4</p>	[ __ _ ]	
Q.3	<p>Have you ever cohabited with a partner?</p> <p>00=No  01=Yes</p>	[ __ _ ]	

**FIELDWORKER:** If Q.1=00 AND Q.3=00, skip to section 8.1 Fertility attitudes.

	MARITAL STATUS	Q.4 How many times?  If 00 ► Skip to next row -79 =Refused to answer	Q.5 Date of first cohabitation / marriage  Enter month and year in Ethiopian Calendar  <b>FIELDWORKER:</b> if index child has been married more than once, record month and year of the first marriage or cohabitation.	Q.6 Date of latest cohabitation / marriage  Enter month and year in Ethiopian Calendar
01	Cohabitation	[ __ ]	[ __ ] / [ __ __ __ ]	[ __ ] / [ __ __ __ ]
02	Marriage	[ __ ]	[ __ ] / [ __ __ __ ]	[ __ ] / [ __ __ __ ]

**FIELDWORKER: Ask the following questions for the current marriage if YL CHILD is married (Q.1=01) or for the latest marriage if YL CHILD is divorced, separated, or widow(er) (Q.1=03, 04, 05).**

Q.7	How long had you known your spouse before you married him/her? 1 = On wedding day only 2 = Less than a month 3 = More than one month but less than one year 4 = More than one year 5 = Since childhood	[ _ _ ]
Q.8	Who chose your spouse? 1 = Index child himself/herself ► Skip to Q.10 2 = Index child and other relatives together ► Skip to Q.10 3 = Parents or other relatives alone 4 = Other, specify _____	[ _ _ ] Specify _____
Q.9	Did you have any say in choosing him/her? 00=No 01=Yes	[ _ _ ]
Q.10	What type of marriage is (was) yours? 1=Abduction 2=Church marriage (teklil) 3=Samania marriage (nika) 4=Yechign Gered 5=Demoz 6=Other, specify_____ 7=Traditional marriage (through local elders)	[ _ _ ] Spec. _____
Q.11	At the time of your marriage:	00=No , 01=Yes
	Was your spouse's father alive?	[ _ _ ]
	Was your spouse's mother alive?	[ _ _ ]
Q.12	Do (did) you have a marriage written contract? 00=No 01=Yes	[ _ _ ]
Q.13	What is (was) the mother tongue of your spouse? Enter code from codebox #17	[ _ _ ]

Q.14	At the time of your marriage, if you compared the economic status of your natal family with your spouse's family, would you say your natal family was... 1 = Same 2 = Better off 3 = Worse off 77=NK	[ _ _ ]
Q.15	Does [SPOUSE]'s mother live in the household? 00 = No 01 = Yes ► Skip to Q.17	[ _ _ ]
Q.16	What is (was) the highest grade completed by your spouse's mother? Enter code from codebox #4	[ _ _ ]
Q.17	Does [SPOUSE]'s father live in the household? 00 = No 01 = Yes ► Skip to Q.19	[ _ _ ]
Q.18	What is the highest grade completed by your spouse's father? Enter code from codebox #4	[ _ _ ]
Q.19	Are you currently living: 1 = with family of spouse same house/flat 2 = with family of spouse separate house 3 = with own family same house/flat 4 = with own family separate house 5 = separate house/flat 6 = other, specify _____	[ _ _ ]

## 7. MARITAL AND LIVING ARRANGEMENTS

### 7.2. PARTNER'S CHARACTERISTICS

**ADMINISTER THE FOLLOWING QUESTIONS IF SPOUSE OR PARTNER DOES NOT LIVE IN THE HOUSEHOLD AND IS NOT IN THE ROSTER**

If index child has been married more than once, ask the following questions about **current marriage/ cohabitation**.

Q.1	Is your spouse [partner] currently living in the same household?  01=Yes, lives in household ► Skip to next section 02=No, lives elsewhere temporarily 04=No, lives elsewhere permanently	[ _ _ ]
-----	---	---------

**SAY:** Now I would like to ask you about your spouse [partner]

Q.2	Full Name	<hr/> [SPOUSE/PARTNER]
Q.3	Age in completed years	[ _ _ ]
Q.4	What is [SPOUSE/PARTNER] relationship to the household head? Enter code from codebox #18	[ _ _ ]
Q.5	What was the highest grade [SPOUSE/PARTNER] has completed (excluding pre-primary)? Enter code from codebox #4	[ _ _ ]

## 7. MARITAL AND LIVING ARRANGEMENTS

### 7.3. GIFTS AT MARRIAGE

TO BE ASKED TO EVER MARRIED INDEX CHILDREN (MEN AND WOMEN) ONLY

FIELDWORKER: If index child has been married more than once, ask the following questions for the **current marriage** if YL CHILD is married (Q.1=1 in Section 7.1) **or for the latest marriage** if YL CHILD is divorced, separated, or widow(er) (Q.1=03, 04, 05 in Section 7.1).

SAY: Now, I would like to ask you some questions about marriage customs in your community for a family like yours and about your own wedding

Q.1	How much money was spent by your family for your wedding (excluding gifts to your spouse's family)? Enter amount in local currency	[ _____ ]
Q.2	How much money was spent by your spouse's family for your wedding (excluding gifts to your natal family)? Enter amount in local currency	[ _____ ]

Now I would like to ask about the exchange of gifts for the marriage arrangements.

**Fieldworker: ask column by column.**

	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10
Item	Was this item offered as a gift by your natal family to you or your spouse for your wedding and marriage?	Value of gifts from your natal family to you and/or your spouse	Was this item offered as a gift by your natal family to your spouse's family for your wedding and marriage?	Value of gifts from your natal family to your spouse's family	Was this item offered as a gift by your spouse's family to you or your spouse for your wedding and marriage?	Value of gifts from your spouse's family to you and/or your spouse	Was this item offered as a gift by your spouse's family to your natal family for your wedding and marriage?	Value of gifts from your spouse's family to your natal family
	00= No ► skip to next item 01= Yes ► continue to Q.4 <u>Once the column is complete, skip to Q.5</u>	-88=NA -77=NK	00= No ► skip to next item 01= Yes ► continue to Q.6 <u>Once the column is complete, skip to Q.7</u>	-88=NA -77=NK	00= No ► skip to next item 01= Yes ► continue to Q.8 <u>Once the column is complete, skip to Q.9</u>	-88=NA -77=NK	00= No ► skip to next item 01= Yes ► continue to Q.10 <u>Once the column is complete, skip to next section</u>	-88=NA -77=NK
Jewellery (gold/silver)	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
Oxen/bulls/bullocks	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
Cows/heifer	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
Other livestock	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
Utensils, cooker and kitchenware	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
Household appliances	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
Clothes	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
Cash	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
Land	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
House	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
Vehicles (e.g. car, motorcycle)	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
Established business	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]
Other _____	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]	[ ____ ]	[ _____ ]

## 7. MARITAL AND LIVING ARRANGEMENTS

### 7.4. PRE-MARRIAGE ASSETS

TO BE ASKED TO EVER MARRIED INDEX CHILDREN (MEN AND WOMEN) ONLY

**FIELDWORKER:** ask the following questions about ask the following questions for the **current marriage** if YL CHILD is married (Q.1=1 in Section 7.1) or for the latest marriage if YL CHILD is divorced, separated, or widow(er) (Q.1=03, 04, 05 in Section 7.1).

Q.1	<p>Did you have land of your own which you brought into your marriage?</p> <p>FIELDWORKER: include the land where the house is built.</p> <p>00 = No ► Skip to Q.3 01 = Yes</p>	[ _ _ ]
Q.2	<p>What was the size of the land owned?</p> <p>FIELDWORKER please record size in m2. Convert to square metre if unit of measurement is different.</p>	[ _ _ ] Size
Q.3	<p>Did you receive land when you married?</p> <p>00 = No ► Skip to Q.6 01 = Yes</p>	[ _ _ ]
Q.4	<p>What was the size of the land received?</p> <p>FIELDWORKER please record size in m2. Convert to square metre if unit of measurement is different.</p>	[ _ _ ] Size
Q.5	<p>Who gave the land received?</p>	Fieldworker: tick all that apply.
	01 = Kebele Administration	<input type="checkbox"/>
	02 = Parents of your spouse	<input type="checkbox"/>
	03 = YL Child parents	<input type="checkbox"/>
	04 = Other relative	<input type="checkbox"/>
	05 = Other non-relative	<input type="checkbox"/>

<p>Q.6 Did you <b>own</b> any livestock <b>before you married</b>? For example, milk animals, draught animals, beehives, or small ruminants such as poultry. (Do not include pets)</p> <p>01 = Yes, 00 = No ► Skip to Q.8 77 = NK ► Skip to Q.8</p>	[ _ _ ]
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Q.7	Please tell me about the number and value of the livestock that you owned before marriage:	Number	Total Value In Birr
<b>Milk Animals</b>			
1	Cow (modern variety)	[ _ _ ]	[ _ _ _ . _ _ ]
2	Cow (traditional variety)	[ _ _ ]	[ _ _ _ . _ _ ]
3	Calves (modern variety)	[ _ _ ]	[ _ _ _ . _ _ ]
4	Calves (traditional variety)		
6	Heifer	[ _ _ ]	[ _ _ _ . _ _ ]
<b>Draught animals</b>			
9	Donkey/horse/mule	[ _ _ ]	[ _ _ _ . _ _ ]
10	Bull Calf/Young bull	[ _ _ ]	[ _ _ _ . _ _ ]
11	Oxen	[ _ _ ]	[ _ _ _ . _ _ ]
12	Camel	[ _ _ ]	[ _ _ _ . _ _ ]
<b>Small Ruminants</b>			
13	Sheep	[ _ _ ]	[ _ _ _ . _ _ ]
14	Goat	[ _ _ ]	[ _ _ _ . _ _ ]
15	Pigs		
16	Poultry/birds	[ _ _ ]	[ _ _ _ . _ _ ]
<b>COUNTRY SPECIFIC</b>			
31	Beehives/beeclonies	[ _ _ ]	[ _ _ _ . _ _ ]
32	Others, specify	[ _ _ ]	[ _ _ _ . _ _ ]

Q.8	Did you bring any utensils and household items when you married? 00 = No ► Skip to Q.10 01 = Yes	[ _ _ ]
Q.9	What was the value of the utensils and household items?	[ _ _ _ . _ _ ]
Q.10	Did you bring any grains when you married? 00 = No ► Skip to next section 01 = Yes	[ _ _ ]
Q.11	What was the value of the grains?	[ _ _ _ . _ _ ]

## 7. MARITAL AND LIVING ARRANGEMENTS

### 7.5. SPOUSE PRE-MARRIAGE ASSETS

TO BE ASKED TO EVER MARRIED INDEX CHILDREN (MEN AND WOMEN) ONLY

**FIELDWORKER:** ask the following questions about ask the following questions for the **current marriage** if YL CHILD is married (Q.1=3 in Section 7.1) **or for the latest marriage** if YL CHILD is divorced, separated, or widow(er) (Q.1=02, 04, 05 in Section 7.1).

Q.1	<p>Did your spouse have land of his/her own which he/she brought into your marriage?</p> <p>FIELDWORKER: include the land where the house is built.</p> <p>00 = No ► Skip to Q.3 01 = Yes</p>	[ _ _ ]
Q.2	<p>What was the size of the land your spouse owned?</p> <p><b>FIELDWORKER</b> please record size in m2. Convert to square metre if unit of measurement is different.</p>	[ _ _ ] Size
Q.3	<p>Did your spouse receive any land when you married him/her?</p> <p>00 = No ► Skip to Q.6 01 = Yes</p>	[ _ _ ]
Q.4	<p>What was the size of the land received?</p> <p><b>FIELDWORKER</b> please record size in m2. Convert to square metre if unit of measurement is different.</p>	[ _ _ ] Size
Q.5	<p>Who gave the land received?</p>	Fieldworker: tick all that apply.
	01 = Kebele Administration	<input type="checkbox"/>
	02 = Parents of your spouse	<input type="checkbox"/>
	03 = YL Child parents	<input type="checkbox"/>
	04 = Other relative	<input type="checkbox"/>
	05 = Other non-relative	<input type="checkbox"/>
Q.6	<p>Did your spouse have any livestock of his/her own before you married him/her? For example, milk animals, draught animals, beehives, or small ruminants such as poultry.</p> <p>00 = No ► Skip to Q.8 01 = Yes 77 = NK ► Skip to Q.8</p>	[ _ _ ]

Q.7	If yes, please tell me about the number and value of the livestock he/she <b>owned</b> :	Number	Total Value In Birr
<b>Milk Animals</b>			
1	Cow (modern variety)	[ _ _ ]	[ _ _ _ _ . _ _ ]
2	Cow (traditional variety)	[ _ _ ]	[ _ _ _ _ . _ _ ]
3	Calves (modern variety)	[ _ _ ]	[ _ _ _ _ . _ _ ]
4	Calves (traditional variety)		
6	Heifer	[ _ _ ]	[ _ _ _ _ . _ _ ]
<b>Draught animals</b>			
9	Donkey/horse/mule	[ _ _ ]	[ _ _ _ _ . _ _ ]
10	Bull Calf/Young bull	[ _ _ ]	[ _ _ _ _ . _ _ ]
11	Oxen	[ _ _ ]	[ _ _ _ _ . _ _ ]
12	Camel	[ _ _ ]	[ _ _ _ _ . _ _ ]
<b>Small Ruminants</b>			
13	Sheep	[ _ _ ]	[ _ _ _ _ . _ _ ]
14	Goat	[ _ _ ]	[ _ _ _ _ . _ _ ]
15	Pigs		
16	Poultry/birds	[ _ _ ]	[ _ _ _ _ . _ _ ]
<b>COUNTRY SPECIFIC</b>			
31	Beehives/beeclonies	[ _ _ ]	[ _ _ _ _ . _ _ ]
32	Others, specify	[ _ _ ]	[ _ _ _ _ . _ _ ]

Q.8	Did your spouse bring any utensils and household items when you married? 00 = No ► Skip to Q.10 01 = Yes	[ _ _ ]
Q.9	What was the value of the utensils and household items he/she brought?	[ _ _ _ _ . _ _ ]
Q.10	Did your spouse bring any grains when you married him/her? 00 = No ► Skip to next section 01 = Yes	[ _ _ ]
Q.11	What was the value of the grains?	[ _ _ _ _ . _ _ ]

## 8. FERTILITY

### 8.1. FERTILITY ATTITUDES (TO BE ADMINISTERED TO ALL OC CHILDREN)

**SAY:** Now I would like to ask you what you think about having children.

Q.1	Do you want to have children one day?  00 = No ► Skip to Q.5 01 = Yes, 02= I already have children/ I am pregnant 77=NK	[__]
Q.2	What do you think would be the ideal number of children for you?  <b>SAY:</b> This is independent of the number of children that you already have.  Enter number of children	[__]
Q.3	What do you think would be the ideal number of sons for you to have?  Enter number  77=NK 80=No preference	[__]
Q4	What do you think would be the ideal number of daughters for you to have?  Enter number  77=NK 80=No preference	[__]
Q.5	What do you think is the best age for having children:	
Q.5.1	A man (Enter age in years)?	[__]
Q.5.2	A woman (Enter age in years) ?	[__]

## 8. FERTILITY

### 8.2. FERTILITY HISTORY - GIRLS ONLY

For all INDEX GIRLS

**SAY:** Now I would like to ask you about all the births, whether still alive or not, you have had during your life.

Q.1	How many births have you given during your life? (include all the births, whether still alive or not) Enter number	[ _ _ ]
Q.2	Are you currently pregnant? 00=No 01=Yes If Q.1.1=00 ► Once answered, skip to next section	<input type="radio"/> No <input type="radio"/> Yes

**FIELDWORKER:** The following table asks for children that were born alive. Start asking for the first born and go ahead in chronological order. Please administer this table row by row. Everytime the question refers to [CHILD], the name of the child of the corresponding row should be mentioned.

**SAY:** We would now like to ask you about all the births you have had during your life who were born alive.

	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8
CH	What is the name of the child? (Write name down)	Is CHILD a boy or a girl?	When was CHILD born? (month, year) <b>FIELDWORKER:</b> record in Ethiopian Calendar	Is CHILD still alive? 00= No ► Skip to next child 01= Yes	Does CHILD live with you? 00= No 01= Yes ► Skip to next child	If the child does not live with you, who does CHILD live with? 01=With his/her father 02=with father's family 03=with relatives of my own family 04=Other, (specify)
1		<input type="radio"/> Boy <input type="radio"/> Girl	[ _ _ ]/[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec__
2		<input type="radio"/> Boy <input type="radio"/> Girl	[ _ _ ]/[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec__
3		<input type="radio"/> Boy <input type="radio"/> Girl	[ _ _ ]/[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec__
(...)		<input type="radio"/> Boy <input type="radio"/> Girl	[ _ _ ]/[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec__

**FIELDWORKER:** The following table only asks for children that are still alive. Please administer the next table column by column.

**SAY:** I want to ask you some questions around the time of your children's birth and delivery. - Only ask for child that is still alive.

		Child 1	Child 2	Child 3	(...)
Q.9	How much did [CHILD] weigh at birth? TO NEAREST 0.1 KG CROSS CHECK WITH DOCUMENTATION IF AVAILABLE -77 = NK	___ . ___ kg	___ . ___ kg	___ . ___ kg	___ . ___ kg
Q.10	Was the birth weight from documentation? (OBSERVE) 00= No, 01= Yes	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.11	Length of [CHILD] at birth CROSS CHECK WITH DOCUMENTATION IF AVAILABLE -77 = NK	_____ cms	_____ cms	_____ cms	_____ cms
Q.12	Was the birth length from documentation? (Observe documentation) 00= No, 01= Yes	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.13	When [CHILD] was born was he/she very large, large, average, small or very small? 01=Very large 02=Large 03=Average 04=Small 05=Very small 77=NK	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.14	During your pregnancy with [CHILD] did you see anyone for antenatal care? EXCLUDE VISITS FOR NON-PREGNANCY RELATED ILLNESS 00= No 01= Yes 77=NK	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.15	During your pregnancy with [CHILD] was your health good, average or bad/poor? 01=Good 02=Average 03=Bad/poor	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.16	Did you have a difficult labour with [CHILD]? <b>FIELDWORKER:</b> A difficult labour could be one that lasted more than 12 hours, or when the mother had excessive bleeding after birth, fever with bleeding, or convulsions 00= No 01= Yes 77=NK	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.17	Where was [CHILD] born? **** 01= At home 02= Other home 03= Government Hospital 04= Private Hospital 05= Government Health center 06= Government clinic 07= Private clinic 08= Governmetn Health Post 09=Other, specify	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.18	Was [CHILD] delivered by a caesarean section (CS), that is, did they cut your belly open to take the baby out? 00= No, 01= Yes, 77=NK	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.19	Was [CHILD] born before you expected? 00= No ► Skip to Q.21 01= Yes 77=NK, 88=NA (Not mother)	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.20	By how many weeks was the birth early? Enter number	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.21	Did you ever breastfeed [CHILD]? 00= No ► Skip to Q.23 01= Yes 77=NK	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.22	When did you feed [CHILD] with anything else than breast milk (e.g. water, tea, mushy food)? Enter: 00 = less than a month 99 = still breastfeeding. (Enter baby's age in months)	[ ___ ]	[ ___ ]	[ ___ ]	[ ___ ]
Q.23	What was [CHILD] given to drink after birth? Tick all that apply				

		Child 1	Child 2	Child 3	(...)
01	Milk (other than breast milk)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	Plain water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	Sugar or glucose water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	Gripe water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05	Sugar-salt-water solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06	Fruit juice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07	Infant formula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08	Tea/infusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09	Honey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Freshe butter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Fenugreek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Other, specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 8. FERTILITY

### 8.3. FERTILITY HISTORY - BOYS ONLY

For all INDEX BOYS

**SAY:** Now I would like to ask you about all the children whether still alive or not, you have had during your life.

Q.1	How many children have you had during your life? (including all children whether still alive or not) Enter number	[ _ _ ]
Q.2	If you have a partner, is she currently pregnant? 00=No 01=Yes 02=No, I don't have a partner  If Q.1.1=00 ► Once answered, skip to next section	[ _ _ ]

**Q.2.0.** Say: We would now like to ask you about all the children you have had during your life.

	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8
CH	What is the name of the child? (Write name down)	Is CHILD a boy or a girl?	When was CHILD born? (month, year)  <b>FIELDWORKER:</b> record in Ethiopian Calendar	Is CHILD still alive?  00= No ► Skip to next child 01= Yes	Does CHILD live with you?  00= No 01= Yes ► Skip to next child	If the child does not live with you, who does CHILD live with?  01=With his/her mother 02=with mother's family 03=with relatives of my own family 04=Other, (specify)
1		<input type="radio"/> Boy <input type="radio"/> Girl	[ _ _ ] / [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec _ _
2		<input type="radio"/> Boy <input type="radio"/> Girl	[ _ _ ] / [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec _ _
3		<input type="radio"/> Boy <input type="radio"/> Girl	[ _ _ ] / [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec _ _
(...)		<input type="radio"/> Boy <input type="radio"/> Girl	[ _ _ ] / [ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] Spec _ _

**FIELDWORKER:** The following table asks for children that were born alive. Start asking for the first born and go ahead in chronological order. Please administer this table column by column. Everytime the question refers to [CHILD], the name of the child of the corresponding column should be mentioned.

**SAY:** We would now like to ask you about all the children you have had during your life.

		Child 1	Child 2	Child 3	(...)
Q.9	How much did [CHILD] weigh at birth? TO NEAREST 0.1 KG CROSS CHECK WITH DOCUMENTATION IF AVAILABLE -77 = NK	_____ kg	_____ kg	_____ kg	_____ kg
Q.10	Was the birth weight from documentation? (OBSERVE) 00= No, 01= Yes	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.11	Length of [CHILD] at birth CROSS CHECK WITH DOCUMENTATION IF AVAILABLE -77 = NK	_____ cms	_____ cms	_____ cms	_____ cms
Q.12	Was the birth length documented? (Observe documentation) 00= No, 01= Yes	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.13	When [CHILD] was born was he/she very large, large, average, small or very small? 01=Very large 02=Large 03=Average 04=Small 05=Very small 77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.14	During your wife/partner's pregnancy with [CHILD] did she see anyone for antenatal care? EXCLUDE VISITS FOR NON-PREGNANCY RELATED ILLNESS 00= No 01= Yes 77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.15	During her pregnancy with [CHILD] was her health good/average or bad/poor? 01=Good 02=Average 03=Bad/poor	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.16	Did she have a difficult labour with [CHILD]? 00= No, 01= Yes, 77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.17	Where was [CHILD] born? 01= At home 02= Other home 03= Government Hospital 04= Private Hospital 05= Government Health center 06= Government clinic 07= Private clinic 08= Government Health Post 09=Other, specify	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.18	Was [CHILD] delivered by a caesarean section (CS), that is, did they cut her belly open to take the baby out? 00= No 01= Yes 77=NK	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.19	Was [CHILD] born before you/she expected? 00= No ► Skip to Q.21 01= Yes 77=NK, ► Skip to Q.21 88=NA (Not mother)	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.20	By how many weeks was the birth early? Enter number	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.21	Did your wife/partner ever breastfeed [CHILD]? 00= No, ► Skip to Q.23 01= Yes, 77=NK ► Skip to Q.23	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.22	When did she feed [CHILD] with anything else than breast milk (e.g. water, tea, mushy food)? Enter: 00 = less than a month 99 = still breastfeeding. (Enter baby's age in months)	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
Q.23	Did your wife/partner give [CHILD] to drink ... after birth? Tick all that apply				

		Child 1	Child 2	Child 3	(...)
01	Milk (other than breast milk)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	Plain water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	Sugar or glucose water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	Gripe water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05	Sugar-salt-water solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06	Fruit juice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07	Infant formula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08	Tea/infusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09	Honey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Fresh butter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Fenugreek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Other, specify _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 9. HEALTH

**SAY:** Now I would like to ask some questions about your health

### 9.1. OC CHILD HEALTH

Q.1	<p>In general, would you say your health is very poor, poor, average, good or very good?</p> <p>01=very poor 02=poor 03=average 04= good 05= very good 77= NK</p>	[ _ _ ]
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#### Serious injuries

**Say:** Tell me about the most serious injury.

**Note:** Ask about the injury and code the response. Then ask the following specific questions if you do not get the answers from the narrative.

Q.2	<p>Since we visited you <u>in 2002 (E.C.) (equivalent to 2009 G.C.)</u>, how many times have you been seriously injured?</p> <p><b>SAY: A serious injury is one that prevents the child from doing normal activities and/or that requires medical attention.</b></p> <p>00= 0 times, ► Skip to Q.5 01= 1 times, 02= 2 times 03= 3 times 04= 4 times 05= 5 times, 06= 6 times or more, 77=NK</p>	[ _ _ ]
Q.3	<p>What was the <u>most serious</u> injury?</p> <p>SAY: We want to know what sort of lesion, for instance a cut, a head injury, a burn, drowning etc).</p> <p>Enter from Code Box #11</p>	<p>[ _ _ ]</p> <p>Spec. _____</p>
Q.4	<p>What were you doing when the most serious injury happened?</p> <p>01= Farm work (paid or unpaid) 02= Non farm work (paid or unpaid) 03= Household chores, helping in house 04= At school (except sports) 05= Sports (in or out of school) 06= Playing, except sports 07= Travelling to/from school 08= Travelling (other than to/from school) 09= Nothing 10= Other, Specify.</p>	<p>[ _ _ ]</p> <p>Spec. _____</p>

## Serious illnesses

Q.5	<p>Since we visited in 2002 (E.C.) (equivalent to 2009 G.C.) have you been seriously ill?</p> <p><b>SAY:</b> Serious illnesses are illnesses which prevent [YL Child] from doing normal activities (school, work, etc) and/or require medical attention (examples for serious illnesses are diarrhea, malaria, tuberculosis, aids, neumonia, etc.</p> <p>00=No ► Skip to Q.8 01=Yes 77=NK ► Skip to Q.8</p>	[ _ _ ]
Q.6	<p>What was the most serious of these?</p> <p>Enter from Code Box #12</p>	[ _ _ ]
Q.7	<p>During the last 12 months, how many times have you missed school/work due to illness?</p> <p>00= 0 times 01= Between 1 and 5 times 02= More than 5 times 77=NK</p>	[ _ _ ]

## Disabilities and long-term health problems

Q.8	<p>Do you have a permanent disability that affects your work capacity?</p> <p>00=No ► Skip to Q.10 01=Yes 77=NK</p>	[ _ _ ]
Q.9	<p>How does this disability affect your ability to work and take care of yourself?</p> <p>00 – 05 for severity compared to someone of the same age without the disability</p> <p>Enter code from Codebox #13</p>	[ _ _ ]

**FIELDWORKER:** The next table should be asked row by row

		Q.10 Do you have any of the following long-term illnesses or health problems?  00= No ►Skip to next row 01= Yes 77= NK ►Skip to next row	Q.11 Does this health problem affect your ability at school/work?  00= No 01= Yes 77= NK
1	Poor vision (see friend on other side of street, seeing the blackboard at school)	[ __ __ ]	[ __ __ ]
2	Do you wear eyeglasses?	[ __ __ ]	[ __ __ ]
3	Hearing problems (follow conversation of group of 3 people, hears what teacher says in class)	[ __ __ ]	[ __ __ ]
4	Frequent headaches	[ __ __ ]	[ __ __ ]
5	Long-term respiratory problems (asthma, wheezing)	[ __ __ ]	[ __ __ ]
Q.12	What other long-term health problems do you think you have?  <b>SAY:</b> A long-term health problem that persists for a long time either because it is incurable or because it is not being treated. It can include chronic and mental health problems as well as reoccurring / seasonal problems (e.g.allergy).  Enter UP to 3 codes from codebox #14  <b>FIELDWORKER:</b> If less than 3 long-term health problems are reported, please complete the spaces with 88=NA	[ __ __ ]  [ __ __ ]  [ __ __ ]	

## 9. HEALTH

### 9.2 Drinking habits

**SAY:** Many people in Ethiopia drink alcohol like beer (for example: tella, Birra) or spirits like teji, [katikala](#) or araki. The next questions ask you about your experiences with alcohol.

<b>Q.1</b>	How many of your best friends drink alcohol at least once a month? Fieldworker: read the alternatives and select <u>only one</u> option.	
01	All of my friends	<input type="checkbox"/>
02	Most of my friends	<input type="checkbox"/>
03	A few of my friends	<input type="checkbox"/>
04	None of my friends	<input type="checkbox"/>
05	Do not know	<input type="checkbox"/>

<b>Q.2</b>	How often do you usually drink alcohol? Fieldworker: read the alternatives and select <u>only one</u> option.	
01	Every day	<input type="checkbox"/>
02	At least once a week	<input type="checkbox"/>
03	At least once a month	<input type="checkbox"/>
04	Only on special occasions (for example, weddings, funerals)	<input type="checkbox"/>
05	Hardly ever	<input type="checkbox"/>
06	I never drink alcohol ► Skip to next subsection <i>10.3 Food frequency and variety</i>	<input type="checkbox"/>

<b>Q.3</b>	When you drink alcohol, how much do you usually drink per day? Fieldworker: read the alternatives and select <u>only one</u> option.	
01	1 cup/glass or less	<input type="checkbox"/>
02	2 cups/glasses	<input type="checkbox"/>
03	3 cups/glasses or more	<input type="checkbox"/>

## 9. HEALTH

### 9.3. FOOD FREQUENCY AND VARIETY

**SAY:** Now I want to ask about your meals and diet.

#### FOOD FREQUENCY

**FIELDWORKER:** first ascertain whether the previous day was a 'usual' or 'normal' day.

If it was a fasting day or a special occasion such as a funeral or a feast, another day for the recall should be selected.

Q.1	<b>Food frequency:</b> During the previous 24-hour period did you consume:	00=No, 01=Yes, 77=NK
1	Any food before a morning meal	[ _ _ ]
2	A morning meal (breakfast)	[ _ _ ]
3	Any food between morning and midday meals	[ _ _ ]
4	A midday meal	[ _ _ ]
5	Any food between midday and evening meals	[ _ _ ]
6	An evening meal	[ _ _ ]
7	Any food after the main evening meal	[ _ _ ]
	Total added automatically do not fill	

Q.2	Did you eat anything (meal or snack) outside home yesterday? 00=No 01=Yes	[ _ _ ]
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## FOOD VARIETY

**NOTE:** Ask about each possible meal or snack. People often leave out or forget certain meal times.

<b>Q.3</b>	Do you eat any meat/sega?  FIELDWORKER: Meaning if [YL Child] eats any meat, fish or poultry.  00=No, 01=Yes, 77=NK	[ _ _ ]
<b>Q.4</b>	During the <u>previous 24-hour period</u> did you consume any of the following? (Including food you ate at home or outside your home and food you bought, for example on the street)	00=No 01=Yes 77=NK
1	Any injera, spaghetti, or any other foods made from teff, millet, sorghum, maize, rice, or wheat?	[ _ _ ]
2	Any pumpkin, carrots, squash, red or orange sweet potatoes?	[ _ _ ]
3	Any potatoes, yams, taro, cassava, kocho/enset or any other foods made from starchy roots or tubers?	[ _ _ ]
4	Any dark, green, leafy vegetables such as cassava leaves, bean leaves kale,, spinach, pepper leaves, taro leaves, and amaranth leaves?	[ _ _ ]
5	Any other vegetables (onions, cabbage, tomatoes)?	[ _ _ ]
6	Any ripe mangoes, ripe papayas?	[ _ _ ]
7	Any other fruits (citrus fruit, bananas, cactus)?	[ _ _ ]
8	Any liver, kidney, heart, or other organ meats?	[ _ _ ]
9	Any other meat (beef, pork, goat, lamb, chicken)?	[ _ _ ]
10	Any eggs?	[ _ _ ]
11	Any fresh or dried fish or shellfish?	[ _ _ ]
12	Any foods made from legumes such as beans, peas, lentils, nuts, oil seeds (rape seeds, linseeds,sesame, noug)?	[ _ _ ]
13	Any cheese, yogurt, milk or other milk products?	[ _ _ ]
14	Any foods made with oil, fat, or butter?	[ _ _ ]
15	Any sugar, honey, sweets, sugary sweet drinks?	[ _ _ ]
16	Any spices (black pepper, salt), condiments, tea or coffee?	
	Total added automatically do not fill	

## 9. ANTHROPOMETRY

### 9.1. INDEX CHILD

**SAY:** Now I would like to record [YL Child]'s measurements. I am going to ask you to stand up on the weighing scale / height board.

**FIELDWORKER:** Make sure YL CHILD is wearing only light clothes and that he/she removes coats, heavy outer clothing and shoes. If there is a large difference between two measurements, measure one more time and take the most common one.

Q.1	SCALE CHECKED (TICK)?	<input type="checkbox"/>
Q.2	First child weight TO NEAREST 0.1 KG	[ _ _ . _ ]
Q.3	Second child weight TO NEAREST 0.1 KG?	[ _ _ . _ ]
Q.4	Agreed child weight TO NEAREST 0.1 KG? (-99=Child not weighed)	[ _ _ . _ ]
Q.5	First child height MEASURE TO NEAREST 0.1 CM	_ _ _ _ cms
Q.6	Second child height MEASURE TO NEAREST 0.1 CM	_ _ _ _ cms
Q.7	Agreed child height MEASURE TO NEAREST 0.1 CM (-99=Child not measured)	_ _ _ _ cms
Q.8	Why was [YL Child] not measured?  01 = Child not present 02 = Caretaker refused 03 = Child ill 04 = Child refused 06 = Child could not be found 05 = Other, specify 77=NK	[ _ _ ]  Specify _____

## 9. ANTHROPOMETRY

### 9.2 Anthropometry of the Children of the Index child

**FIELDWORKER:** Make sure YL CHILD is wearing only light clothes (if there is a large difference MAKE SURE YL IS WEARING ONLY LIGHT CLOTHES (if there is a large difference between two measurements measure one more time and take the most common one)

		_____ Child 1	_____ Child 2	_____ Child 3	_____ (...)
Q.1	SCALE CHECKED (TICK)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q.2	First measurement of child weight TO NEAREST 0.1 KG	[ ____ . ____ ]	[ ____ . ____ ]	[ ____ . ____ ]	[ ____ . ____ ]
Q.3	Second measurement of child weight TO NEAREST 0.1 KG?	[ ____ . ____ ]	[ ____ . ____ ]	[ ____ . ____ ]	[ ____ . ____ ]
Q.4	Agreed measurement of child weight TO NEAREST 0.1 KG? (-9999=Child not weighed)	[ ____ . ____ ]	[ ____ . ____ ]	[ ____ . ____ ]	[ ____ . ____ ]
Q.5	First measurement of child height MEASURE TO NEAREST 0.1 CM	_____ cms	_____ cms	_____ cms	_____ cms
Q.6	Second measurement of child height MEASURE TO NEAREST 0.1 CM	_____ cms	_____ cms	_____ cms	_____ cms
Q.7	Agreed measurement of child height MEASURE TO NEAREST 0.1 CM (-9999=Child not measured)	_____ cms	_____ cms	_____ cms	_____ cms
Q.8	Why was [YL Child] not measured?  01 = Child not present 02 = Caretaker refused 03 = Child ill 04 = Child refused 06 = Child could not be found 05 = Other, specify 77=NK	[ ____ ]  Specify _____	[ ____ ]  Specify _____	[ ____ ]  Specify _____	[ ____ ]  Specify _____

**DATE OF COMPLETION OF INTERVIEW**

<b>Q.1</b>	Date of end of interview Enter day, month and year	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Time of end of interview	[ ____ : ____ ]

**Codebox #1: Certificate for latest qualification**

00 = No certificate	05 = First cycle of primary teacher training certificate
01 = Grade 8 completion/transcript/national examination report	06 = Completion TVET certificate
02 = Ethiopian General secondary education	07= University Degree
03 = Ethiopian higher education entrance certificate	
04 = Pre school teaching certificate	

**Codebox #2: Reasons for NOT being in school**

01=Fees too expensive	09=Banned from school for behaviour reasons	17= No need for schooling for future job.	25= Family member ill/disabled/elderly (including care for this family member)	35=Looking for work
02=Books and/or other supplies too expensive	10=Banned from school because away for too long	18= Need to learn a trade/skill, e.g. through apprenticeship so went to work	26= Family issues e.g. problems at home – parent disputes/marital conflict	36=Need to look after child (son/daughter)
03= Shoes/Clothes/Uniform for school too expensive	11= Banned from school because failed to achieve necessary grade/level at school	19=Need to stay home to look after siblings	27=Stigma and Discrimination (child was not be welcome because of ethnic group/caste/socioeconomic group etc).	37= Can't understand the language in class
04= Transport too expensive	12= Quality of education at school (teaching and learning) poor	20=Needed for domestic and/or agricultural work at home (include chores, farm work, harvest)	28= School not accessible for seasonal reasons: river prohibits access	38= Can't understand the content of lessons/can't learn well
05= School too far from home	13= Quality of care (food, non-educational care) poor	21=Have to do paid work to earn money (including agricultural work other than for household)	31=Other, (specify) _____	
06=Not safe to travel to school	14= No sanitation facilities at school	22= It's not appropriate for girls to go to/continue at school	32= Terminated the course of education in which I was enrolled in	
07= Lack of transport	15= Bullying/abuse from peers	23=Marriage	33 = Wanted to start working	
08=Truancy, child does not want to go, not interested	16= Ill-treatment/abuse from teachers/principal	24= Disability, illness	34= I am preparing to enter university/education institution	

**Codebox #3: Type of school ownership**

01 = Private	05=Others, specify
02= Public (part student fees, part government funded);	77=NK
03= Community (NGO/Charity/Religious)	88=NA
04= Government funded	

**Codebox #4: Grade or type of programme**

00 = None	09 = Grade 9 (Secondary First Cycle)	22 = TVET/2nd year/level (include diplomas such as accounting diploma)	32 = Undergraduate degree (1st year, regular (R))	88= NA
01 = Grade 1 (Primary)	10 = Grade 10 (Secondary First Cycle)	26 = TVET/3rd year/level (include diplomas such as accounting diploma)	33 = Undergraduate degree (2nd year, regular (R))	77=NK
02 = Grade 2 (Primary)	11 = Grade 11 (Secondary Second Cycle Preparatory Programme)	26 = TVET/4rd year/level (include diplomas such as accounting diploma)	34 = Undergraduate degree (3rd year, regular (R))	41 =Other, (specify) _____
03 = Grade 3 (Primary)	12 = Grade 12 (Secondary Second Cycle Preparatory Programme)	27=Secondary education, teacher (diploma holder)/1st year	35 = Undergraduate degree (4th year, regular (R))	28=Adult literacy
04 = Grade 4 (Primary)	13 = First cycle of primary teaching certificate (grade 1-4)/1st year	27=Secondary education, teacher (diploma holder)/2nd year	36 = Undergraduate degree (1st year or equivalent, non-regular (NR), summer/distant/ evening/weekend student)	29=Religious education
05 = Grade 5 (Primary)	14 = First cycle of primary teaching certificate (grade 1-4)/2nd year	30 = Secondary education, teacher (bachelor's degree holder and above)/1st year	37 = Undergraduate degree (2nd year or equivalent, non-regular (NR), summer/distant/ evening/weekend student)	
06 = Grade 6 (Primary)	17 = Second cycle of primary teaching certificate (grades 5-8)/1st year	30 = Secondary education, teacher (bachelor's degree holder and above)/2nd year	38 = Undergraduate degree (3rd year or equivalent, non-regular (NR), summer/distant/ evening/weekend student )	
07 = Grade 7 (Primary)	16 = Second cycle of primary teaching certificate (grades 5-8)/2nd year	30 = Secondary education, teacher (bachelor's degree holder and above)/3rd year	39 = Undergraduate degree (4th year or equivalent, non-regular (NR), summer/distant/ evening/weekend student )	
08 = Grade 8 (Primary)	21 = TVET/1st year/level (include diplomas such as accounting diploma)	31=Preschool teacher certificate (6 months to one year)	40=Masters or doctoral at university	

**Codebox #5: Reasons for moving**

01=Found work	12=Divorce/separation	23=To visit/stay with friends/family	34=Rural resettlement
02=To look for work	13=Better housing	24=Pregnancy/birth of a child	35=Other (specify)
03=Lost my job	14=To follow inheritance	27=Other family problems	88=NA
04=Posted on a job	15=Shortage of land	28=To live in a healthier environment	79=Refuse to answer
05=To study	17=better economic opportunities	29= To escape war/violence/crime	
07=To care for a sick person/family member	18=Parent(s) died	30= Escape natural disaster	
08=To seek medical treatment	19=Death of a relative (other than parents)	31=Hunger/lack of food	
09=Seeking independence	20=To follow spouse/partner	32=Conflict in the community	
10=Debt burden	21=To follow other relatives (excluding spouse/partner)	33=Urban relocation	
11=Marriage/cohabiting	22=To join or to be close to family/other relatives		

**Codebox #6: Reasons for wanting to move**

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

**Codebox #7: Reasons for NOT wanting to move**

01= At school here/studying here	09= Worried about not finding work in new location
02= Have a job I like here/work here	10=Worried about dangers in new location
03= Family here	11=do not know where to go
04= House/Land/Property here	12=cannot afford to move
05= Community here (feel of losing social capital, friends, culture, local people)	13=have responsibilities here
06= Happy here / have a good life	14=Migrants are not successful
07 = Do not have any skill or education	15=Other, specify_____
08=worry about not knowing anyone in new location	88=NA

**Codebox #8: Occupation/activity codes**

AGRICULTURE & ALLIED AGRICULTURE	NON-AGRICULTURE
01=Self Employed (Food crops)	08=Self Employed (Manufacturing)
02=Self Employed (Non-food, including horticulture, sericulture, floriculture and planting trees)	09=Self Employed (Services)
03=Self Employed (Aquaculture)	10=Self Employed (Business)
04=Self Employed (Livestock, beekeeping, chicken, herding)	11=Self Employed (Other non-Agriculture)
05=Wage Employment (Agriculture)	12=Wage Employment (Unsalaries/irregular; Non-agriculture)
06=Annual Farm Servant	13=Regular Salaried Employment
07=Other (allied) agriculture, specify	19=House maid/Yebet Serategna
	20=Other non- agriculture specify

**Codebox #9: Reasons for being unsatisfied**

1=Mismatch with profession	8=Unhealthy/dangerous work
2=Low pay/ low income	9=Discriminated at work
3=Hard work/ too tiresome	10=Treated badly/harrassed by the employer/colleagues
4=Long hours of work	11=Not paid what was due/on time/ at all
5=Inconvenience of working time	12=No guarantee of work
6=Distant work place	13=Unjustly dismissed
7=Routine work	14= Other, (specify)_____

Codebox #10: Aspired/ expected job activities

01=Accountant	11=Doctor	21=Lecturer	31=Scientist	41=Veterinarian
02=Actor/actress	12=Domestic Worker	22=Market Trader/shop assistant/	32=Singer	42=Other, specify _____
03=Artist	13=Driver	23=Mason/carpenter/thatcher	33=Soldier	43=Secretary/Administrative assistant
04=Other civil servants	14=Engineer	24=Mechanic	34=Sportsman/woman	44=Religious leader/priest/sheikh
05=Computer operator	15=Farmer	25=Nurse	35=Tailor	45=Manager /Management
06=Conductor	16=Fireman/woman	26=Painter/decorator	36=Taxi Driver	46=Agricultural Extension Worker
07=Construction worker	17=Fisherman	27=Pilot	37=Teacher	47=Health Extension Worker
08=Cook	18=Fulltime parent/Housewife	28=Policeman/woman	38=Trader/businessman/woman	48= Factory worker
09=Dentist	19=Labourer	29=Politician	39=Traditional occupation	49=Journalist
10=District collector	20=Lawyer	30=President/leader of country	40=University Student/other form of further education	

Codebox #11: Most serious injury

01= Cut or laceration	06= Stab wound or penetrating injury	11= Drowning or near drowning	16=Poisoning/intoxication
02= Head injury or concussion or knocked out	07= Animal bite	12= Electric shock	17=Loss of limb or part of limb/amputation
03= Broken bone (fracture)	08= Eye injury	13= Snake bite	18=Abscess or infection
04= Joint injury, sprain, bruise, muscle injury	09= Multiple injuries	14= Insect or spider bite	19=Post traumatic shock or mental problem
05= Burn	10= Gun shot wound	15= Internal injury (abdominal, liver, spleen etc)	20= Other

Codebox #12: Most serious illness

01=Malaria/High fever	08=Hepatitis and/or jaundice	15=Any tumour or cancer including brain tumour	22=Parasitic infection/worms	30=Chicken pox	37=Urinary infection, any renal problem	44=Dental problem
02=Pneumonia	09=Tuberculosis	16=Other tumour	23=Nose bleed	31=Other respiratory problem (includes croup, pneumothorax)	38=Muscle, joint, tendon, orthopedic problem	
03=Diarrhoea & vomiting	10=Epilepsy or convulsions of any type	17=Heart problem	24=Leech	32=Gastritis, colic, or other GI problem inc celiac disease	39=gallbladder problems	
04=Asthma/respiratory problem	11=Influenza	18= Skin diseases including acne, eczema, urticaria, allergy, fungal etc	25=Midge (general name for a number of diseases)	33=Diabetes	40=Leishmaniasis	
05=Malnutrition	12=Typhoid	19=Problems with drugs and medicines (drug overdose)	28= Evil eye or any other spell	34=Obesity	41= Eye problems inc conjunctivitis	
06=Anaemia or blood disorder incl glandular fever, excl leukemia	13=HIV/AIDS	20=Fatigue	26=Miscarriage or abortion	35=Gynecological problem except miscarriage/abortion	42=Any mental problem inc depression, attempted suicide	
07=Dengue fever	14=Other Infectious disease	21=Migraine or other headaches	29=Apendicitis	36=Male genital problem includes torsion of testis	43=Drug overuse	27=Other (specify)

Codebox #13: Disability scale

00=Able to work same as others of this age	02=Able to work full-time but only work requiring no physical activity	04=Cannot work but able to care for themselves (e.g. dress themselves, etc.)
01=Capable of most types of full-time work but some difficulty with physical work	03=Can only do light work on a part-time basis	05=Cannot work and needs help with daily activities such as dressing, washing, etc.
77= NK		06=Other (specify)

Codebox #14: Index child's other long-term health problems

01=Physical disability (Specify)	08=HIV/AIDS	14=Tooth decay, dental problems	21=Gastritis, colic, or other GI problem inc celiac disease	28=Any mental illness inc depression, psychoses, addiction, alcoholism
03=Fits/Epilepsy	09=Digestive problems incl gastritis, gallstones	15=Ear ache	22=Diabetes	
04=Asthma/respiratory problem	10= Deafness, hearing problems	16=Congenital illness (Specify)	23=Obesity	
05=Malnutrition	11=Sight problems	18= Orthopedic problems incl Flatfoot	24=Gynecological problem except miscarriage/abortion	
06=Skin problems incl Eczema, Acne, Fungal infections, Vitiligo	12=Speech problems	19= Headaches, migraine	25=Male genital problem includes torsion of testis	
07=Anaemia	13=Allergies excl eczema/asthma	20=Other respiratory problem (includes croup, pneumothorax)	27=Urinary infection, any renal problem	17=Other (Specify)

Codebox #15: Region code

1	Tigray
2	Afar
3	Amhara
4	Oromiya
5	Somali
6	Benishangul gumz
7	S.N.N.P
12	Gambela
13	Harari
14	Addis Ababa city administration
15	Dire Dawa city administration
17	Region 17 (special enumeration areas by CSA)

## Codebox #15: Zone code

101	NORTH WEST TIGRAY-ZONE
102	CENTRAL TIGRAY-ZONE
103	EASTERN TIGRAY-ZONE
104	SOUTHERN TIGRAY-ZONE
105	WESTERN TIGRAY-ZONE
106	MEKELE TOWN SPECIAL-ZONE
201	ZONE 1
202	ZONE 2
203	ZONE 3
204	ZONE 4
205	ZONE 5
301	NORTH GONDAR-ZONE
302	SOUTH GONDAR-ZONE
303	NORTH WELLO-ZONE
304	SOUTH WELLO-ZONE
305	NORTH SHEWA-ZONE
306	EAST GOJAM-ZONE
307	WEST GOJAM-ZONE
308	WAG HIMRA-ZONE
309	AWI-ZONE
310	OROMIYA-ZONE
311	BAHIR DAR SPECIAL-ZONE
312	ARGOBA SPECIAL-WEREDA
401	WEST WELLEGA-ZONE
402	EAST WELLEGA-ZONE
403	ILU ABA BORA-ZONE
404	JIMMA -ZONE
405	WEST SHEWA-ZONE
406	NORTH SHEWA-ZONE
407	EAST SHEWA-ZONE
408	ARSI-ZONE
409	WEST HARARGE-ZONE
410	EAST HARARGE-ZONE
411	BALE-ZONE
412	BORENA ZONE
413	SOUTH WEST SHEWA ZONE
414	GUJI-ZONE
415	ADAMA SPECIAL-ZONE
416	JIMMA TOWN SPECIAL-ZONE
417	WEST ARSI-ZONE
418	KELEM WELLEGA ZONE
419	HORO GUDRU WELLEGA-ZONE
420	BURAYU SPECIAL-ZONE
501	SHINILE-ZONE
502	JUUGA-ZONE
503	DEGEHABUR-ZONE
504	WARDER-ZONE
505	KORAHE-ZONE
506	FIK-ZONE
507	GODE-ZONE
508	AFDER-ZONE
509	LIBEN-ZONE
602	METEKEL-ZONE
603	ASOSA-ZONE
604	KAMASHI-ZONE
605	PAWE SPECIAL-WEREDA
606	MAO KOMO SPECIAL-WEREDA
701	GURAGE-ZONE
702	HADIYA-ZONE
703	KEMBATA TIBARO-ZONE
704	SIDAMA-ZONE
705	GEDEO-ZONE
706	WOLAYITA-ZONE
707	SOUTH OMO-ZONE
708	SHEKA-ZONE
709	KEFA-ZONE
710	GAMO GOFA ZONE
711	BENCH MAJI-ZONE
712	YEM SPECIAL-WEREDA
713	AMARO SPECIAL-WEREDA
714	BURJI SPECIAL-WEREDA
715	KONSO SPECIAL-WEREDA
716	DERASHE SPECIAL-WEREDA
717	DAWURO-ZONE
718	BASKETO SPECIAL-WEREDA
719	KONTA SPECIAL-WEREDA
720	SILTIE-ZONE
721	ALABA SPECIAL-WEREDA
722	HAWASSA CITY ADMINISTRATION-ZONE
1201	AGNEWAK-ZONE
1202	NUWER-ZONE
1203	MEJENGER-ZONE
1204	ETANG SPECIAL-WEREDA
1301	HARARI-ALL ZONE
1401	AKAKI KALITY-SUB CITY
1402	NEFAS SILK-LAFTO-SUB CITY
1403	KOLFE KERANIYO-SUB CITY
1404	GULELE-SUB CITY
1405	LIDETA-SUB CITY
1406	KIRKOS-SUB CITY
1407	ARADA-SUB CITY
1408	ADDIS KETEMA-SUB CITY
1409	YEKA-SUB CITY
1410	BOLE-SUB CITY
1501	DIRE DAWA-ALL ZONE
1701	MOYALE SPECIAL-ZONE
1702	MEDA WELABU SPECIAL-ZONE
1703	MULO SPECIAL WEREDA-ZONE
9999	Other, (specify)

**Codebox #17: Languages**

01=Afarigna	10=Kembategna
02=Amarigna	11=Oromifa
03=Agewigna	12=Sidamigna
04=Dawerogna	13=Siltigna
05=Gedeogna	14=Somaligna
06=Guraghigna	15=Tigrigna
07=Hadiyigna	16=Welayitegna
08=Harari	17=Zayigna (around Zuway)
09=Kefigna	18=Other specify _____

**Codebox #18: Relationship to the household head**

00=Spouse	09= Half-sibling (same mother)	18=Son/Daughter-in-law	27=Maid
01= Biological parent	10= Step-sibling (no parent in common)	19=Other relative	77=NK
02=Step-parent (partner of biological parent)	11=Adoptive brother/sister	20= Servant (farm-worker, maid, etc.)	
03= Adoptive parent	12= Foster brother/sister	21= Tenant/lodger	
04= Foster parent	13= Uncle/Aunt	22= Other non-related	
05= Maternal grandparent	14= Cousin (inc. cousin brother & cousin sister)	23=Child (son/daughter)	
06=Paternal grandparent	15= Nephew/Niece	24=Foster child	
07= Brother/Sister (both parents the same)	16= Brother/sister-in-law (spouse of sibling)	25=Step child	
08= Half-sibling (same father)	17=Parent in law	26=Grandchild (grandson/granddaughter)	



**YOUNG LIVES  
ROUND 4 SURVEY ETHIOPIA  
OCTOBER 2013 TO MARCH 2014**

**CHILD COGNITIVE TESTS  
OLDER COHORT**



**Ethiopian Development  
Research Institute**



**Young Lives is funded by UK aid  
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**[www.younglives.org.uk](http://www.younglives.org.uk)**

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## **Mathematics**

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## Pretest: Reading Items - Mother Tongue

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

<b>Q.1</b>	What is the language of instruction in the school you attend to?  01=English 02=Amharic 03=Hadiya 04=Oromifa 05=Wolayta 06=Sidamigna 07=Tigrinya	[ _ _ ]
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## Pretest: Maths

Q.1	<p>In which language are you most comfortable with solving a math test like the one you usually take in school?</p> <p>01=English 02=Amharic 03=Hadiya 04=Oromifa 05=Wolayta 06=Sidamigna 07=Tigrinya</p>	<p>[ _ _ ]</p>
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## Pretest: Literacy

**FIELDWORKER:** To define the language for the literacy test, take into account which language used for administration, signs etc. Be aware that this <u>may not be the mother tongue</u> (which could be a primarily spoken language) and <u>might not be the language of instruction in school</u> (which could be, for example, English).

**FIELDWORKER:** Observe and fill-in the current geographic location of [YL Child].

<b>Q.1</b>	Cluster ID (Sentinel site) - OBSERVE  90=Locality does not belong to YL Sentinel Site	[ _ _ ]
<b>Q.2</b>	What is the main language routinely used for written communication in this locality?  <b>FIELDWORKER:</b> For localities that belong to a YL Site, the language is already fixed. Otherwise, please choose the correct language.  01=English 02=Amharic 03=Hadiya 04=Oromifa 05=Wolayta 06=Sidamigna 07=Tigrinya	[ _ _ ]

For CAPI, filter the response list of Q.2 depending on the values of Q.1 as follows:

Q.1	Q.2
1	Amharic
2	Amharic
3	Amharic
4	Amharic
5	Amharic
6	Amharic
7	Amharic
8	Oromiffa
9	Oromiffa
10	Oromiffa
11	Oromiffa
12	Amharic
13	Wolayita
14	Amharic
15	Sidamigna
16	Hadiya
17	Tigrigna
18	Tigrigna
19	Tigrigna
20	Tigrigna
90	Any language (including English)

# Reading Comprehension

## Older Cohort

### Student Information

Names and Surnames: \_\_\_\_\_

Child ID: ET \_\_\_\_

### General Data

(To be filled by fieldworker)

Fieldworker's name: \_\_\_\_\_

Fieldworker's code: \_\_\_\_

Location: \_\_\_\_\_

Date (dd/mm/yy): \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Start time: \_\_\_\_ : \_\_\_\_    Finish time: \_\_\_\_ : \_\_\_\_

# Instructions

- Read each question carefully and answer the best you can.
- If you take too long on a question, go to the next one. When you finish you can go back to the ones you haven't answered.
- Remember to mark all your answers in the booklet.
- In each question there is only one correct answer.
- You will have up to 20 minutes to answer these questions.

You will find several types of questions in the booklet. Let's take a look:

## Question 1

There are questions in which you will have to read a word and then mark the picture that matches the word.

Example:

Mark with an X the picture that matches the word.

Book



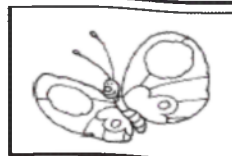
a.



b.



c.



## Question 2

There are also questions in which you will have to read a text carefully and then answer some questions marking the correct answer with an X.

Example:

Read carefully the following text:

Adiam is a girl who likes to play outside. After school each day, her mother lets her play outside which makes Adiam feel very happy.

Now, mark with an X the correct answer to each question (there is only one correct answer).

When does Adiam get to play outside?

a. In the morning

☐

b. At lunchtime

☐

c. After school

☒

**STOP, WAIT DIRECTIONS TO BEGIN.**

# Literacy test items (mother tongue)

Mark with an X the picture that matches the word.

1. Table

a) ☐



b) ☐



c) ☐



2. Tired

a) ☐



b) ☐



c) ☐



### 3. Shadow

a) ☐



b) ☐



c) ☐



**Mark with an X the picture that matches the sentence.**

4. He teaches the students.

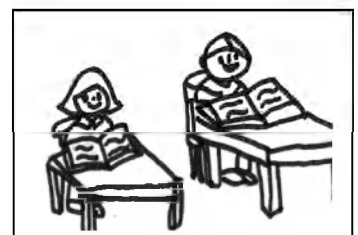
a) ☐



b) ☐

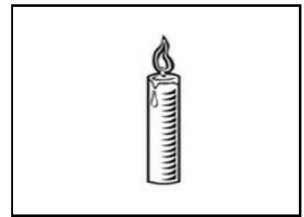


c) ☐

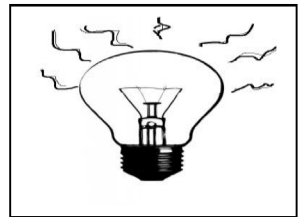


5. The candle is burning.

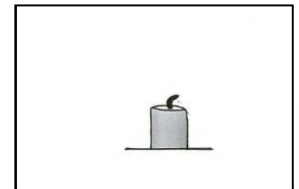
a) ☐



b) ☐

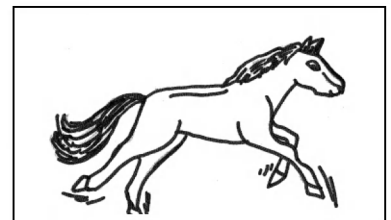


c) ☐

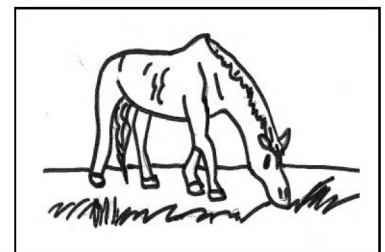


6. The horse is eating in the field.

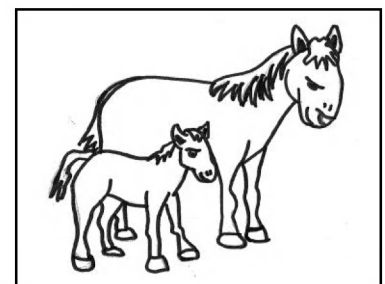
a) ☐



b) ☐



c) ☐



**Read the passage and answer the questions:**

Alemu lives in Jihur in Amhara. He is a grade seven student and is 14 years old . He is a very clever student and works hard.

Alemu father is a successful farmer. He usually produces a large quantity of maize from his farm. Alemu mother is also a hard worker. In addition to her main domestic work she sells salt at the market in her spare time, to subsidize [or supplement] the income of the family.

After school Alemu always herds cattle. He sometimes also assists his mother by fetching water. Eshetu is Alemu's classmate. In the evening, Alemu studies with Eshetu.

**7. How old is Alemu?**

- a) 14
- b) 7
- c) 20
- d) 17


**8. What does Alemu always do after school?**

- a) Farming
- b) Trading
- c) Herding cattle
- d) Nothing


**9. What does Alemu mother do in her spare time?**

- a) She farms
- b) She sells salt
- c) She does domestic work
- d) She herds cattle


**10. In the evening who does Alemu study with?**

- a) His mother
- b) His father
- c) No-one
- d) Eshetu


**11. Alemu does many things after school. Which is a full list of his activities?**

- a) He herds cattle, fetches water and feeds goats
- b) He fetches water, herds cattle and sleeps
- c) He fetches water, herds cattle and studies with Eshetu
- d) He fetches water, feeds goats and studies with Eshetu.


**12. What is the main message of the story in the passage?**

- a) Alemu family are hard workers
- b) Alemu family do not work hard
- c) Alemu is good friends with Eshetu
- d) Alemu is a very clever student


**Below is a newspaper article. Read it carefully and answer the questions below.**

**DAILY NEWS**

**[13 October 2012]**

**An accident on the road**

In the last five months, there have been many car accidents on the roads. Most cases are due to the carelessness of the driver including disregarding traffic signals or falling asleep while driving. However, Kebede accident happened for very different reasons.

Kebede was driving his truck on the road. He was going to his parents' house, because they were in poor health. He was accompanied by his wife W/o Alemitu and two children. The trip was going well until it started raining at 8:00 pm. It was dark. Kebede reduced his speed to avoid an accident. After the rain stopped, many cattle started to cross the road, but [NAME] could not see them clearly. [NAME] was very nervous, because he didn't want to have an accident and put his family or the animals at risk.

Although [NAME] was very careful while driving, he didn't see a goat that crossed the road. By trying to avoid it, he crashed his vehicle into a mound of sand at 11:38 pm. No one was hurt, but everyone was very scared. It was clear that the authorities needed to improve lighting on the road at night.

**Based on the article, answer the following questions by marking the correct answer with an X.**

**13. According to the text, the majority of car accidents are caused by ...**

- a. Drivers' carelessness
- b. Misplaced traffic signals
- c. Rain and the dark
- d. Cattle that cross the road


**14. Why was Kebede travelling to his parents' house?**

- a. Because they were in poor health
- b. Because he wanted to see the animals
- c. Because of the rain
- d. So that his wife and children could visit family


**15. What made Kbede's journey more dangerous?**

- a. The rain, the dark and the mound of sand
- b. The rain, the dark and the animals that crossed the road
- c. The dark, the rain, the wind and the animals that crossed the road
- d. The animals that crossed the road

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☐  
☐

**16. What was the fortunate thing that happened to Kebede?**

- a. Kebede crashed his car into a mound of sand, because he didn't see a goat in the dark
- b. Kebede avoided crashing his car and an expensive repair bill
- c. Kebede took great care when driving to avoid an accident in poor weather conditions
- d. despite having a crash, Kebede managed to reach his sick parents

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☐  
☐  
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**17. What is the main purpose of this news article?**

- a. To inform people about the dangers caused by animals on the road
- b. To inform people that the authorities need to improve lighting on the road where this accident happened
- c. To encourage people to avoid driving on this road because of poor lighting
- d. To inform people about a tragic car accident that happened because of bad traffic signals

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**18. Which of the following reasons does the author think provides the strongest reason for street lighting?**

- a. Installing street-lighting so that cattle can more easily see cars on the road
- b. Installing street-lighting to ensure drivers stop at traffic signals
- c. Installing street-lighting to increase visibility for drivers
- d. Installing street-lighting to reduce careless driving

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**Read the following text carefully and then answer the questions:**

Imagine there is a competition in which you are told to give Earth a new name. What would you call it? If you look at the surface of the earth from space, you could call it [Oceana]. This would probably be a good name because around 71% of the earth's surface is covered with water, and most of the water – around 97% - can be found in oceans.

Although every ocean and every sea has a different name, they all form one continuous mass of water. The Atlantic, Indian and Pacific are three major oceans. Other masses of water, such as the Mediterranean Sea, Black Sea and the Arctic Ocean are considered part of the Atlantic Ocean. A sea is a part of an ocean but is almost completely surrounded by land.

The Pacific Ocean is the biggest on Earth. Its surface and volume are greater than the Atlantic Ocean and the Indian Ocean combined. The Pacific is also the deepest, with an average depth of 3 350 meters. Although the Indian Ocean is much smaller than the Atlantic, its average depth is greater.

The ocean, formed by salt water, carries an important role in the water cycle. In this cycle, the sun's rays heat the ocean surface. Heat makes water evaporate and change from its liquid phase to gas. Evaporated water, which is pure, enters the atmosphere as water vapour. The salt stays in the ocean.

Wind drags most of the water vapor back towards the earth surface. Part of this vapour condenses in the form of clouds and, with the right conditions; it falls in the form of precipitation (rain, snow and hail). Part of this water goes to rivers and streams and ends back in the ocean. The other part filters through the rocks and soil and becomes part of the groundwater beneath the surface of the Earth. The ocean is a source of fresh water for all living things.

**Based on the text, answer the following questions by marking the correct answer with an X.**

**19. What would be the best title for the text above?**

- a. Seas and rivers
- b. Oceans and the water cycle
- c. The biggest oceans in the world
- d. The effect of the wind and rain

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☐  
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**20. What Ocean is the biggest on Earth?**

- a. Atlantic
- b. Pacific
- c. Indian
- d. Arctic

☐  
☐  
☐  
☐

**21. Why is '[Oceana]' a good new name for Earth?**

- a. Because it's a nice name
- b. Because the Earth is mostly made up of water in the oceans
- c. Because oceans are an important part of the water cycle
- d. Because oceans are a source of water for all living things

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☐  
☐  
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**22. According to the text, salt water turns into fresh water when**

- a. It falls in the form of rain
- b. It filters through the rocks
- c. It cools
- d. It evaporates and condenses

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**23. What is a sea and how is it related to an ocean?**

- a. A sea is a continuous mass of water, which is the same as an ocean
- b. A sea is a part of an ocean almost completely surrounded by land
- c. A sea is made up of oceans
- d. A sea is a part of an ocean which is not close to any land

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☐  
☐  
☐

**24. Which of the following is the most important idea in the previous text?**

a. Oceans play a very important role in the water cycle

☐

b. The Atlantic Ocean is bigger than the Indian Ocean

☐

c. The Pacific Ocean is the deepest on Earth

☐

d. The Mediterranean Sea and Arctic Ocean are part of the Atlantic Ocean

☐

# Reading test items (English and Amharic)

AMHARIC READING TEST : YC and OC

THIS IS TO BE ADMINISTERED TO ALL CHILDREN ACROSS LANGUAGE GROUPS AND COHORTS

## INSTRUCTIONS TO FIELDWORKER:

Show the card to the child and say:

*"Now I want to ask you about reading and writing."* Then say,

*"Can you please read me the letters, words and sentences on this card."*

After that, hand the Card to the child. Use the codes in the survey to register the performance of the child.

Letters: N U R

ፊደላት: ነ ዩ ረ

Words: Run

ቃላት: ሩጫ

Single sentence: He runs to school.

ነጠላ ዐረፍተ ነገረ: እሱ ወደ ትምህርት ቤት ይሮጣል።

Functional sentences: There will be a school meeting on Wednesday. The meeting is to discuss the end-of-year examinations and which topics will be important to study. The meeting is at 10.30am in classroom 4A. Pupils should tell their parents that they can also attend.

የድርጊት ዐረፍተ ነገሮች: ረቡዕ ዕለት የትምህርት ቤት ስብሰባ አለ። በስብሰባው ላይ የዓመቱ መጨረሻ ፈተናዎችና የትኞቹ ትምህርቶች መጠናት እንዳለባቸው ውይይት ይደረግባቸዋል። ስብሰባው የሚካሄደው ከቀኑ በኋራ ሰዓት ተኩል በ4ሀ ክፍል ውስጥ ነው። ወላጆችም በስብሰባው ላይ እንዲሳተፉ ተማሪዎቹ ለወላጆቻቸው መንገር አለባቸው።

## ENGLISH READING TEST : YC and OC

**THIS IS TO BE ADMINISTERED TO ALL CHILDREN ACROSS LANGUAGE GROUPS AND COHORTS**

### INSTRUCTIONS TO FIELDWORKER:

Show the card to the child and say:

*"Now I want to ask you about reading and writing." Then say,*

*"Can you please read me the letters, words and sentences on this card."*

After that, hand the Card to the child. Use the codes in the survey to register the performance of the child.

Letters: D A O R

Words: Road

Single sentence: The road is long.

Functional sentences: It takes a long time to travel from Dire Dawa to Addis Ababa by road. It can take nine hours to reach the city by bus. Sometimes the journey takes longer because of traffic. It is important to plan your journey carefully to make sure you arrive on time.

# Response sheet

## Reading Items

### Older Cohort

#### Respondent Information

Names and Surnames: \_\_\_\_\_

Child ID: ET \_\_\_\_\_

#### General Data

(To be filled by fieldworker)

Fieldworker's name: \_\_\_\_\_

Fieldworker's code: \_\_\_\_

Location: \_\_\_\_\_

Date (dd/mm/yy): \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## READING ITEMS

FIELDWORKER: It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to write. If these conditions are not available, try to look for other space or reschedule if possible.

FIELDWORKER: Use the Amharic and English literacy cards here. Administer the items on reading in each of the languages with the literacy card and fill out the items below.

### AMHARIC

1	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [ __ ]
2	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [ __ ]
3	Reading Item.                      77=NK                      79=refused to answer                      88=NA 01=Can't read anything 02=Reads letters 03=Reads word 04=Reads sentence 05=Reads multiple sentences	[ __ ]
4	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [ __ ]
5	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [ __ ]

### ENGLISH

6	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [ __ ]
7	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [ __ ]
8	Reading Item.                      77=NK                      79=refused to answer                      88=NA 01=Can't read anything 02=Reads letters 03=Reads word 04=Reads sentence 05=Reads multiple sentences	[ __ ]
9	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [ __ ]
10	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [ __ ]

# Mathematics

## Older Cohort

### Respondent Information

Names and Surnames: \_\_\_\_\_

Child ID: ET \_\_\_\_\_

### General Data

(To be filled by fieldworker)

Fieldworker's name: \_\_\_\_\_

Fieldworker's code: \_\_\_\_\_

Location: \_\_\_\_\_

Date (dd/mm/yy): \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Start time: \_\_\_\_ : \_\_\_\_    Finish time: \_\_\_\_ : \_\_\_\_

## Instructions

- Read each question carefully and answer the best you can.
- If you take too long on a question, go to the next one. When you finish you can go back to the ones you haven't answered.
- Remember to mark all your answers in the booklet.
- In each question there is only one correct answer.
- You may use the extra space on the side to make your calculations.
- You will have up to 40 minutes to answer these questions.

You will find several types of questions in the booklet.  
Let's take a look:

### Question 1

There are questions in which you will have to solve the exercise and then write the correct answer in the blank space.

Example:

Solve the exercise and write the correct answer in the blank space.

$1 + 1 =$

$1 + 1 = 2$

### Question 2

There are questions in which you will have to solve the exercise and then mark the option that has the correct answer with an X.

Example:

Solve  $2 + 2$ . Mark with an X the correct answer.

a. 2 ☐

b. 3 ☐

c. 4 ☒

d. 5 ☐

$2 + 2 = 4$

### Question 3

Finally, there are questions where you have to read carefully a math problem, solve it and then mark the correct answer with an X.

Example:

Abeyot and Tirsit bought pencils. Abeyot bought 1 pencil and Tirsit bought 2. How many pencils do they have between the both of them?

a. 3 pencils

☒

b. 2 pencils

☐

c. 5 pencils

☐

d. 1 pencil

☐

$$1 + 2 = 3$$

**STOP, WAIT DIRECTIONS TO BEGIN.**

## Test items

1. Which of these is equal to 342?

a.  $3000 + 400 + 2$

☐

b.  $30 + 40 + 2$

☐

c.  $300 + 40 + 2$

☐

d.  $3 + 4 + 2$

☐

2. Which of these is the name for 9740?

a. Nine thousand seventy four

☐

b. Nine thousand seven hundred forty

☐

c. Nine thousand sixty four hundreds

☐

d. Nine hundred seventy thousand

☐

Write the correct answer in the space:

3.

$48 \times 5 =$

4.

$52 - 7 =$

5.

$15 \times 9 =$

6.

$27 \div 3 =$

7.

$49 - 28 =$

8.

$243 + 176 =$

9.

$45 \div 15 =$

10.

$112 + 45 + 467 =$

11.

$18.23 - 0.2 =$

12.

$25\% \text{ of } 240 =$

13.

$9.81 + 7.62 =$

14.

$\frac{9}{8} \times \frac{2}{3} =$

15. Solve  $3.5 \times 2.4 =$  \_\_\_\_\_

- a. 0.84 ☐
- b. 2.10 ☐
- c. 84.0 ☐
- d. 8.40 ☐

16. It takes Chris 4 minutes to wash a window. He wants to know how many minutes it will take him to wash 8 windows at this rate. He should?

- a. multiply  $4 \times 8$  ☐
- b. divide 8 by 4 ☐
- c. subtract 4 from 8 ☐
- d. add 8 and 4 ☐

17. A piece of rope 204 cm. long is cut into 4 equal pieces. Which of these gives the length of each piece in centimeters?

- a.  $204 + 4$  ☐
- b.  $204 \times 4$  ☐
- c.  $204 - 4$  ☐
- d.  $204 \div 4$  ☐

18. A garden has 14 rows. Each row has 20 plants. The gardener then plants 6 more rows with 20 plants in each row. How many plants are there now altogether?

- a. 280 ☐
- b. 300 ☐
- c. 400 ☐
- ☐

d. 500

**19. A cake was cut into 8 pieces of equal size. [John] ate 3 pieces of the cake. What fraction of the cake did [John] eat?**

a.  $\frac{1}{8}$  ☐

b.  $\frac{3}{8}$  ☐

c.  $\frac{3}{5}$  ☐

d.  $\frac{8}{3}$  ☐

**20. Maria] has 6 red boxes. Each box has 4 pencils inside. She also has 3 blue boxes. Each blue box has 2 pencils inside. How many pencils does [Maria] have altogether?**

a. 36 ☐

b. 15 ☐

c. 24 ☐

d. 30 ☐

Below is a receipt that [Oscar] received after making a purchase in a cloth shop. There are some blank spaces in the receipt where information is missing. Read carefully.

<b>[Kathy´s] Shop</b>			RECEIPT N° 0568	
[			Date: [October 4th, 2012]	

No. of items	DESCRIPTION	UNIT PRICE	LINE TOTAL	DISCOUNT
10	Trousers	[\$12]	[\$ 120]	[\$ 24]
25	T-shirts	[\$ 13]	[\$ 325]	No discount
78	Socks	[\$ 4]	[\$ 312]	[\$ 35]
37	Dresses	[\$ 20]	[ \$740]	No discount
49	Skirts	[\$ 8]	[ \$392]	[\$ 33]
			<b>SUBTOTAL</b>	<b>[\$ 92]</b>
			<b>TOTAL</b>	<b>TOTAL DISCOUNT</b>

Based on the receipt, answer the following questions by marking the correct answer with an X.

21. How many items did [Oscar] buy?

- a. 199 ☐
- b. 209 ☐
- c. 198 ☐
- d. 208 ☐

22. [Andrea] wants to buy 38 T-shirts. How much will she pay?

- a. [\$ 325] ☐
- b. [\$ 494] ☐
- c. [\$ 484] ☐
- ☐

d. [\$ 304]

**23. How much did [Oscar] spend in [Kathy's] shop?**

a. [\$ 1982] ☐

b. [\$ 1889] ☐

c. [\$ 1981] ☐

d. [\$ 1797] ☐

**24. [Oscar] bought t-shirts and socks. How much more did [Oscar] spend on t-shirts than on socks?**

a. [Oscar] spent [\$ 13] more buying t-shirts than socks ☐

b. [Oscar] spent [\$ 23] more buying t-shirts than socks ☐

c. [Oscar] spent [\$ 58] more buying t-shirts than socks ☐

d. [Oscar] spent [\$ 48] more buying t-shirts than socks ☐

Next is an advertisement about a market. Read it carefully.

40% off at the end of the day!	Vegetable available	Unit price	Unit price wholesale *
	Potatoes	[\$ 0.75]	[\$ 0.68]
	Tomatoes	[\$ 0.82]	[\$ 0.79]
	Carrots	[\$ 0.76]	[\$ 0.58]
	Lettuce	[\$ 0.69]	[\$ 0.61]
	Onions	[\$ 0.58]	[\$ 0.53]

- Valid for purchases of 12 pieces or more

Based on the advertisement, answer the following questions by marking the correct answer with an X.

25. [Andrea] wants to prepare a dish and she needs one potato, one tomato and one carrot. How much money does she need to buy these products?

- a. [\$ 1.32] ☐
- b. [\$ 2.05] ☐
- c. [\$ 2.33] ☐
- d. [\$ 1.83] ☐

26. [Juan] bought twelve tomatoes, 1 lettuce and 1 onion. How much did he spend?

- a. [\$ 11.11] ☐
- b. [\$ 9.38] ☐
- c. [\$ 8.48] ☐
- d. [\$ 10.75] ☐

27. [Sandro] is a chef. He is going to cook dinner for 24 people. He forgot to buy carrots. According to the recipe, he needs a  $\frac{1}{2}$  carrot for each person. How much money does he need to buy the carrots at the market?

- a. [\$ 6.96] ☐
- b. [\$ 9.12] ☐
- c. [\$ 9.48] ☐
- ☐

d. [\$ 6.86]

**28. [Mary] went to the market on Saturday at the end of the day to buy vegetables. She bought 36 carrots and 24 of potatoes. How much did she spend?**

a. [\$ 14.69] ☐

b. [\$ 22.32] ☐

c. [\$ 37.2] ☐

d. [\$ 28.84] ☐



**YOUNG LIVES  
ROUND 4 SURVEY ETHIOPIA  
OCTOBER 2013 TO MARCH 2014**

**HOUSEHOLD QUESTIONNAIRE  
OLDER COHORT**



**Ethiopian Development  
Research Institute**



**Young Lives is funded by UK aid  
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**[www.younglives.org.uk](http://www.younglives.org.uk)**

**HOUSEHOLD QUESTIONNAIRE  
OLDER COHORT  
ROUND 4  
ETHIOPIA**

**Household Roster**

	<b>Data Handlers</b>
	<b>Codebox Index</b>
<b>Section 0</b>	<b>Household Roster</b>
<b>Section 1</b>	<b>Household Education</b>
Sub-section 1.1	Household Education
<b>Section 2</b>	<b>Livelihoods and Asset Framework</b>
Sub-section 2.1	Land and Crop Agriculture
Sub-section 2.2	Productive Assets
Sub-section 2.3	Relative importance of income
<b>Section 3</b>	<b>Household Food and Non-food Consumption and Expenditure</b>
Sub-section 3.1	Food Consumption and Expenditure
Sub-section 3.2	Non-Food Expenditure
<b>Section 4</b>	<b>Social Capital</b>
Sub-section 4.1.	Support Networks
<b>Section 5</b>	<b>Economic Changes and Recent Life History</b>
Sub-section 5.1.	Economic Changes
Sub-section 5.2.	Shocks
<b>Section 6</b>	<b>Socio-Economic Status</b>
<b>Section 7</b>	<b>Public programs</b>
Sub-section 7.1.	General access to public programs
Sub-section 7.2.	Health extension program
Sub-section 7.3.	Productive Safety Net Program (PSNP)
Sub-section 7.4.	Credit support Program
	<b>Date and Time of Completion of Interview</b>
<b>Codeboxes</b>	

## Codeboxes Index

Codebox #0: Relationship to YL Child  
Codebox #1: Relationship to household head  
Codebox #2: Marital status  
Codebox #3: Highest grade completed  
Codebox #4: Reasons for not attending school  
Codebox #5: Local units for plot size  
Codebox #6: Main use of agricultural land  
Codebox #7: Main use of non-agricultural land: Living Accomodation  
Codebox #8: Main use of non-agricultural land: Business and others  
Codebox #9: Crops  
Codebox # 15: Occupation productive assets  
Codebox # 16: Occupation productive assets  
Codebox # 17: Productive assets  
Codebox # 30: Why situation changed  
Codebox #31: Response to event  
Codebox #32: Wall material  
Codebox #33: Roof material  
Codebox #34: Floor material  
Codebox #35: Source of drinking water  
Codebox #36: Toilet facility  
Codebox #37: Fuel for cooking  
Codebox #38: Fuel for heating  
Codebox #39: Dwelling improvement  
Codebox # 45: Type of support/ assistance  
Codebox # 46: NGOs and Gos  
Codebox #47: Frequency of support  
Codebox #48: Perceived impact on CHILD wellbeing  
Codebox #49: Source of credit  
Codebox #50: Purpose of credit  
Codebox #51: Reason for not paying back on time

## Date and time of start of interview

<b>Q.1</b>	Date of start of interview Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Time of start of interview	[ ____ : ____ ]

FIELDWORKER The following information are the equivalent to the data handlers in paper.

## DATA HANDLERS

### Date of Interview

Fieldworker: You should sign and date the questionnaire (using the 'get time' button on screen) only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems and solved all your doubts, and therefore, the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire. You must be clear about all the information you collected before handing in your interview file to your supervisor and, most importantly, before leaving the sentinel site.

<b>Q.1</b>	Date of interview Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Fieldworker ID	[ ____ ]

Supervisor: You should sign and date the questionnaire (using the 'get time' button on screen) only after you have completed and checked the questionnaire thoroughly.

### Date of Supervisor Check

<b>Q.3</b>	Date of Supervisor Check Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.4</b>	Supervisor ID	[ ____ ]

0. HOUSEHOLD ROSTER

Full Household Roster

FIELDWORKER: Check that prefilled details for previous household members are correct and correct, if necessary. Please administer the following table row by row. After asking for all previous household members (PHHM's), add new members at the end of the roster by adding new rows to the table.

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

SAY: Where was [YL Child] born?

FIELDWORKER: If Addis Ababa enter region, city, sub-city and woreda.  
For other urban places, enter region, zone, city/town, subcity/keftigna and kebele.  
If rural place, enter region, zone, woreda and kebele.

	Q.1	PQ.2	Q.2	Q.3	Q.4	PQ.5	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15
ID of household member [PREFILLED FOR PHHM's]	Full name [PREFILLED FOR PHHM's]	Age in R3 [PREFILLED FOR PHHM's]	How old is [HHM]? [PREFILLED FOR PHHM's] Enter in completed years ► Skip to Q.4 00=Less than 1 year -77=NK -88=NA	Age in completed months Enter 00-11. -77=NK	Sex [PREFILLED FOR PHHM's] 01=Male 02=Female	Relationship to [YL Child] in R3 [PREFILLED FOR PHHM's]	Relationship to [YL Child] [PREFILLED FOR PHHM's] Enter code from Codebox #0	Was [YL Child] born in this kebele? 00=No 01=Yes ► Skip to Q.14 77=NK	Was [YL Child]'s place of birth urban or rural? 01=Urban 02=Rural	Region	Zone	City / Town	Sub-city / Keftigna Enter 88=NA if not applicable (i.e. no sub-cities in city/town)	Woreda	Kebele	Does [HHM] still live in the household? 01=Yes, lives in household ► Skip to next row 02=No, lives elsewhere temporarily ► Skip to next row 03=Person has died 04=No, lives elsewhere permanently ► Skip to next row 05=Person not known by the household ► Skip to next row	Which year did [HHM] die in? 77=NK 79=Refused to answer Once answered ► Skip to next row
[ _ _ _ ]	[ _ _ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]		[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ] Specify	[ _ _ _ _ _ ]
[ _ _ _ ]	[ _ _ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]									[ _ _ _ ] Specify	[ _ _ _ _ _ ]
[ _ _ _ ]	[ _ _ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]	[ _ _ _ ]									[ _ _ _ ] Specify	[ _ _ _ _ _ ]

FIELDWORKER: Ask who is the current head of the household. If different from Round 3, probe the reported response. The household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of

PQ.16	Household head in Round 3 [PREFILLED FROM ROUND 3]	[ _ _ _ ]
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Current Household Roster

FIELDWORKER: These questions refer only to current household members (include all previous household members still living in the household AND the new household members).

FIELDWORKER: Ask the following question to all household members 12 and above .

	Q.16	Q.17	Q.18	Q.19	Q.20	
ID of household member [PREFILLED FROM FULL HOUSEHOLD ROSTER]	Household member name [PREFILLED FROM FULL HOUSEHOLD ROSTER]	What is [HHM]'s relationship to [HOUSEHOLD HEAD]? Enter code from Codebox #1.	What is [HHM]'s marital status? Enter code from Codebox #2.	Does [HHM] have a permanent disability that affects his/her work capacity? 00=No 01=Yes 77=NK	Who is [HHM]'s biological mother? Enter ID from household roster. If not in the household, enter 98; if death, enter 99. 98=Does not live in household 99=Died	Who is [HHM]'s biological father? Enter ID from household roster. If not in the household, enter 98; if death, enter 99. 98=Does not live in household 99=Died
[ _ ]	[ _ _ _ ]	[ _ ]	[ _ ]	[ _ ]	[ _ ]	
[ _ ]	[ _ _ _ ]	[ _ ]	[ _ ]	[ _ ]	[ _ ]	
[ _ ]	[ _ _ _ ]	[ _ ]	[ _ ]	[ _ ]	[ _ ]	

FIELDWORKER: The following questions will be answered by you only. Once finished updating the household roster, check with the respondent that all current household members have been included, and correct if necessary.

Q.21	Tick if the current household roster is complete.	<input type="checkbox"/>
Q.22	Tick if this is a polygamous household. FIELDWORKER: This refers if the <u>household head</u> has more than one spouse. Do NOT ask the respondent.	<input type="checkbox"/>
Q.23	ID of respondent for this section Identify the respondent for this section from the household roster.	[ _ _ _ ]

1. HOUSEHOLD EDUCATION

Q.1	Respondent for this section Enter household member from the household roster.	[ __ __ ]
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For ages 18 and over

SAY: First, I am going to ask about the education level of all current household members aged 18 years old and over, excluding the [YL Child].

					FIELDWORKER: Only for PHHM
		Q.2	Q.3	Q.4	Q.5
ID of household member  [PREFILLED FROM HOUSEHOLD ROSTER]	Household member name  [PREFILLED FROM HOUSEHOLD ROSTER]	Has [HHM] ever attended or is he/she currently attending school?  00=No ► Skip to next row 01=Yes  77=NK ► Skip to next row 79=Refused to answer ► Skip to next row	What was the highest grade that [HHM] completed (excluding pre-primary)?  Enter code from <b>Codebox #3</b> .  77=NK 79=Refused to answer  <b>FIELDWORKER:</b> if highest grade completed is pre-primary, record as "00=None".	Is [HHM] currently in full-time education?  00=No 01=Yes, attending regularly 02=Yes, attending irregularly 03=No, but attending part- 77=NK 79=Refused to answer	Has [HHM]'s education level changed since 4 years ago?  <b>FIELDWORKER:</b> This question refers to changes in completed grades (e.g. 09, 10, etc) - NOT qualification (e.g. primary, secondary, etc).  00=No 01=Yes 77=NK 79=Refused to answer
[ __ __ ]	[ _____ ]	[ __ __ ]	[ __ __ ] Spec. _____	[ __ __ ]	[ __ __ ]
[ __ __ ]	[ _____ ]	[ __ __ ]	[ __ __ ] Spec. _____	[ __ __ ]	[ __ __ ]
[ __ __ ]	[ _____ ]	[ __ __ ]	[ __ __ ] Spec. _____	[ __ __ ]	[ __ __ ]

For ages 5-17 only

SAY: Now I will ask about the education of all 5-17 year olds.

					FIELDWORKER: Ask the following questions if [HHM] is currently in full-time education. (Q.8=01 or 02)	FIELDWORKER: Ask the following questions if [HHM] is currently NOT in school, <u>but</u> attended earlier. (Q.6=01 AND Q.8=00)		FIELDWORKER: Only for PHHM
		Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12
ID of household member  [PREFILLED FROM HOUSEHOLD ROSTER]	Household member name  [PREFILLED FROM HOUSEHOLD ROSTER]	Has [HHM] ever attended or is he/she currently attending school?  00=No ► Skip to Q.10 01=Yes  77=NK ► Skip to next row 79=Refused to answer ► Skip to next row	What was the highest grade that [HHM] <u>completed</u> (excluding pre-primary)?  Enter code from <b>Codebox #3</b> .  77=NK 79=Refused to answer  <b>FIELDWORKER:</b> if highest grade completed is pre-primary, record as "00=None".	Is [HHM] currently in full-time education?  00=No ► Skip to Q.10 01=Yes, attending regularly 02=Yes, attending irregularly 03=No, but attending part-time ► Skip to Q.10 77=NK 79=Refused to answer	What type of school is [HHM] currently attending?  01= Private 02= Public (part student fees, part government funded) 03= Community (NGO/Charity/Religious) 04= Government funded 05= Other_____ 77=NK 79=Refused to answer  ► Skip to Q.12	Why is [HHM] currently NOT in full-time education?  Enter code from <b>Codebox #4</b> .  Once answered, if <u>never</u> enrolled (Q.6=NO) ► Skip to next row	How old was [HHM] when s/he completed/ stopped full time education?  Enter age in completed years.  77=NK 79=Refused to answer	Has [HHM]'s education level changed since 4 years ago?  <b>FIELDWORKER:</b> This question refers to changes in completed grades (e.g. 09, 10, etc) - NOT qualification (e.g. primary, secondary, etc).  00=No 01=Yes 77=NK 79=Refused to answer
[ __ ]	[ _____ ]	[ __ ]	[ __ ] Spec. _____	[ __ ]	[ __ ] Spec. _____	[ __ ] Spec. _____	[ __ ]	[ __ ]
[ __ ]	[ _____ ]	[ __ ]	[ __ ] Spec. _____	[ __ ]	[ __ ] Spec. _____	[ __ ] Spec. _____	[ __ ]	[ __ ]
[ __ ]	[ _____ ]	[ __ ]	[ __ ] Spec. _____	[ __ ]	[ __ ] Spec. _____	[ __ ] Spec. _____	[ __ ]	[ __ ]

2. LIVELIHOODS AND ASSET FRAMEWORK

Q.0	Respondent for this section Enter household member from the household roster.	[ ____ ]
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SAY: I am going to ask you about what the members of this household do to make a living (which economic activities they do) and about the assets that the household has access to.

2.1 LAND AND CROP DIVERSIFICATION

LAND USE

SAY: SAY: Now I am going to ask you some questions about any agricultural and non-agricultural land you own, borrow or rent. By agricultural land, we mean all the land used for growing crops and pasture. By non-agricultural land, we mean all the land used for living accommodation, gardening, etc.

SAY: Now I am going to ask you some questions about any agricultural (e.g. growing crops, pasture, etc.) and non-agricultural land (e.g. living accommodation, business, etc.) you own, borrow or rent.

Land ID	Land Type	Q.1	Q.2	Agricultural Land				Non-Agricultural Land: Living accommodation				Q.11	Non-Agricultural Land: Industry and others		
		Has household had any of these types of land in the last 12 months (whether for agricultural or non-agricultural purposes)?  FIELDWORKER: Include plots that are sharecropped-in and sharecropped-out. Consider as non-agricultural land the place used as living accommodation. 00=No ► Skip to next row 01=Yes	<b>Any agricultural land</b>  Tick if applies.  No agricultural land ► Skip to Q.7.	Total area of agricultural land  FIELDWORKER: If more than one plot, ask for the sum of all plots.	Units of land area Enter code from <b>Codebox #5</b> .	What are the main uses of this agricultural land?  FIELDWORKER: If more than one plot, ask for the description of most of the land.  Enter code from <b>Codebox #6</b> .	What proportion of the land was irrigated in the last dry season?  FIELDWORKER: Read the alternatives 01=Less than half 02=Half 03=More than half 04=All 05=No land was irrigated in dry season	<b>Living accommodation land</b>  Tick if applies.  No "Living accommodation" land ► Skip to Q.11	Area of non-agricultural land for <b>Living accommodation</b>  FIELDWORKER: Includes if land is used for accommodation <b>and</b> other uses. If more than one plot, ask for the sum of all plots.	Units of land area Enter code from <b>Codebox #5</b> .	What is the main use of this land?  FIELDWORKER: If more than one plot, ask for the description of most of the land.  Enter code from <b>Codebox #7</b> .	<b>Any other non-agricultural land</b>  Tick if applies.  No other land than accommodation ► Skip to next row	Total area of non-agricultural land for <b>Industry and others</b>  FIELDWORKER: If more than one plot, ask for the sum of all plots.	Units of land area Enter code from <b>Codebox #5</b> .	What is the main use of this land?  FIELDWORKER: If more than one plot, ask for the description of most of the land.  Enter code from <b>Codebox #8</b> .
1	Owned (including leased-out, sharecropped out)	[ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]	[ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]
2	Borrowed	[ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]	[ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]
3	Rented-in	[ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]	[ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]
4	Sharecropped-in	[ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]	[ ____ ]								
5	Other (e.g. common property, squatted, mortgaged)	[ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]	[ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]	<input type="checkbox"/>	[ ____ ]	[ ____ ]	Spec. [ ____ ]

Q.15	What is the total area of leased-out / sharecropped-out land?  FIELDWORKER: If more than one plot, ask for the sum of all plots.	[ ____ ]
Q.16	Units of land area Enter code from <b>Codebox #5</b> .	[ ____ ]

SAY: The following questions refer to any of the owned, borrowed or rented land we have just asked you about.

Q.17	Is [OC YL CHILD] the main decision maker about <u>how any of this land is used</u> ? 00=No 01=Yes	<input type="radio"/> No <input type="radio"/> Yes
Q.18	Is [OC YL CHILD] the main decision maker about <u>how proceeds from any of this land are used</u> ? 00=No 01=Yes 88=NA	<input type="radio"/> No <input type="radio"/> Yes
Q.19	Does [OC YL CHILD] have a land certificate for any of this land? 00=No 01=Yes	<input type="radio"/> No <input type="radio"/> Yes

CROP DIVERSIFICATION

FIELDWORKER: If nobody in the household undertakes any agricultural activity, skip to next section.

SAY: Now I am going to ask you about income and expenditure from crops you have produced in the last agricultural year.

Q.1	In the last agriculture year, has anyone in your household <b>grown and harvested</b> any crop? 00=No ► Skip to sub-section 2.2 (Productive Assets) 01=Yes	[ ____ ]
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FIELDWORKER: Please record ALL the crops that the household grew and harvested in the last agricultural year, starting with the largest crops first. If more than 9 crops, enter the sum of the remaining crops in the last row of the table.

CROP	Q.2	Q.3	Q.4
	Important crops grown and harvested -77=HK -79=Refused to answer Enter code from <b>Codebox #9</b> .	Total output -77=HK -79=Refused to answer Enter code from <b>Codebox #10</b> .	Units of output Enter code from <b>Codebox #10</b> .
Crop 01	Spec. [ ____ ]	[ ____ ]	[ ____ ]
Crop 02	Spec. [ ____ ]	[ ____ ]	[ ____ ]
Crop 03	Spec. [ ____ ]	[ ____ ]	[ ____ ]
Crop 04	Spec. [ ____ ]	[ ____ ]	[ ____ ]
Crop 05	Spec. [ ____ ]	[ ____ ]	[ ____ ]
Crop 06	Spec. [ ____ ]	[ ____ ]	[ ____ ]
Crop 07	Spec. [ ____ ]	[ ____ ]	[ ____ ]
Crop 08	Spec. [ ____ ]	[ ____ ]	[ ____ ]
Crop 09	Spec. [ ____ ]	[ ____ ]	[ ____ ]
All other crops	Spec. [ ____ ]	[ ____ ]	[ ____ ]

## 2. LIVELIHOODS AND ASSET FRAMEWORK

### 2.2. Livestock and Productive Assets

#### LIVESTOCK

<p>Q.1 Has anyone in the household owned any livestock <u>in the last 12 months</u>? For example, milk animals, draught animals, beehives, or small ruminants such as poultry. (Do not include pets)</p> <p>01= Yes, 00 = No      ► Skip to Q.6 77 = NK      ► Skip to Q.6</p>	[ _ _ ]
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FIELDWORKER: please administer this table row by row.

Type of Livestock	Q.2 Has anyone in the household owned any of the following animals at any time <u>in the last 12 months</u> ? 00=No ► Skip to next row 01=Yes	Q.3 How many of the following animals does the household <u>currently</u> own? 00 ► Skip to next row -77 = NK	Q.4 If you were <u>to sell all</u> your currently owned [NAME OF ANIMAL] <u>today</u> , here, how much would people pay for them? -77 = NK	Q. 5 If you were to <u>sale or rent all</u> of these animals today, can [YL CHILD] dispose entirely or partially of the money obtained?
<b>Milk animals</b>				
1 Cow (modern variety)	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
2 Cow (traditional variety)	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
3 Calves (modern variety)	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
4 Calves (traditional variety)	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
6 Heifer	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Draught animals</b>				
9 Donkey/horse/mule	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
10 Bull Calf/Young bull	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
11 Oxen	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
12 Camel	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Small ruminants</b>				
13 Sheep	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
14 Goat	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
15 Pigs	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
16 Poultry/birds	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Country specific</b>				
31 Beehives/beeclonies	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
32 Others, inclu. cross breed	[ _ _ ]	[ _ _ _ ]	[ _ _ _ _ ]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK

#### PRIMARY OCCUPATION PRODUCTIVE ASSETS

**SAY:** Now I will ask you some questions about agricultural and non-agricultural assets (e.g. machinery, equipment, tools, etc.) that the household may have had in the last 12 months to work or generate any income. These could be owned, rented or borrowed.

<p>Q.6 Do you have any assets (owned, rented, or borrowed) that allow your household to work and generate income?</p> <p>00=No ► Skip to next sub-section 01=Yes</p>	[ _ _ ]
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FIELDWORKER: Please administer the next table row by row

Can you tell me up to six of the most VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed you (the household) to work, generate income?					
<p>Q.7 ASSET – owned, rented or borrowed</p> <p>Write asset' s name and then enter code from Codebox #17</p>		<p>Q.8 For what activity is the asset used?</p> <p>Enter from Codebox #16</p>	<p>Q.9 How many of them do you currently <b>own</b>?</p> <p>Enter number</p> <p>-77=NK ► Skip to next row</p> <p>If 00 ► Skip to next row</p>	<p>Q.10 For how much could you sell all of this kind of asset that you own?</p> <p>Enter in Birr</p> <p>-77 = NK</p>	<p>Q.11 If you were to <u>sell/rent it/them today</u>, can [YL CHILD] dispose entirely or partially of the money obtained??</p>
Assets – Owned, rented or borrowed	Total number of assets				
1. [ _____ ] [ _ _ ]	[ _ _ ]	[ _____ ]	[ _ _ ]	[ _____ . _ ]	<input type="radio"/> No <input type="radio"/> Yes
2. [ _____ ] [ _ _ ]	[ _ _ ]	[ _____ ]	[ _ _ ]	[ _____ . _ ]	<input type="radio"/> No <input type="radio"/> Yes
3. [ _____ ] [ _ _ ]	[ _ _ ]	[ _____ ]	[ _ _ ]	[ _____ . _ ]	<input type="radio"/> No <input type="radio"/> Yes
4. [ _____ ] [ _ _ ]	[ _ _ ]	[ _____ ]	[ _ _ ]	[ _____ . _ ]	<input type="radio"/> No <input type="radio"/> Yes
5. [ _____ ] [ _ _ ]	[ _ _ ]	[ _____ ]	[ _ _ ]	[ _____ . _ ]	<input type="radio"/> No <input type="radio"/> Yes
6. [ _____ ] [ _ _ ]	[ _ _ ]	[ _____ ]	[ _ _ ]	[ _____ . _ ]	<input type="radio"/> No <input type="radio"/> Yes

## 2. LIVELIHOODS AND ASSET FRAMEWORK

### 2.3 RELATIVE IMPORTANCE OF INCOME

#### INCOME SOURCES

**SAY:** I am going to ask you about what people in this household do to get Income

Q.1. In the past 12 months, from which of the following activities does the household perceived its <b>MONETARY</b> Income?		
<b>ID</b>	<b>HAVE EARNED INCOME FROM:</b>	<b>Received?</b> 00 = No 01 = Yes
<b>INDEPENDENT ACTIVITY (Self-Employment /Business)</b>		
01	Independent Farmer (From land owned, rented or borrowed)	[ _ _ ]
02	Cattle/Stockbreeding (including small animals breeding)	[ _ _ ]
03	Fishing	[ _ _ ]
04	Forestry	[ _ _ ]
05	Transport (Taxi driver, owner vehicle)	[ _ _ ]
06	Trade	[ _ _ ]
07	Industry (Small and Medium Business, Tailoring, Handicrafts)	[ _ _ ]
08	Other independent activity (Specify)	[ _ _ ] ; Spec _____
<b>WAGE EARNING ACTIVITY / SALARIES</b>		
09	Work for Wages in Agriculture, Fishing, Forest, Cattle/Stockbreeding	[ _ _ ]
10	Work for Wages in Non-Agriculture Work (Industry, Transport, Trade and Other Services)	[ _ _ ]
<b>OTHER NON-EARNED INCOME</b>		
11	Other non-earned income (non-labour income incl. transfers, pensions, etc.)	[ _ _ ]

## RELATIVE IMPORTANCE OF INCOME

**FIELDWORKER:** Copy all the the activities that generate MONETARY incomes to the household from Q.1.

**FIELDWORKER:** After writing down the activities in Q2.1; give to the interviewee 20 beans and the card with the activities mentioned in question Q1. Ask him/her to place the 20 beans in each circle that corresponds to the activities mentioned considering the importance of the activity for the household in terms of MONETARY income in the past 12 months.

	Q.2.1 Type of Activity Enter ID of Q1	Q.3. Importance <b>FIELDWORKER:</b> Enter number of beans placed in each circle
1	[ _ _ ]	[ _ _ ]
2	[ _ _ ]	[ _ _ ]
3	[ _ _ ]	[ _ _ ]
4	[ _ _ ]	[ _ _ ]
5	[ _ _ ]	[ _ _ ]
6	[ _ _ ]	[ _ _ ]
7	[ _ _ ]	[ _ _ ]
8	[ _ _ ]	[ _ _ ]
9	[ _ _ ]	[ _ _ ]
10	[ _ _ ]	[ _ _ ]
11	[ _ _ ]	[ _ _ ]

### 3. FOOD AND NON-FOOD CONSUMPTION

Q.0 ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ ____ ]
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#### 3.1 Food consumption and expenditure

#### FOOD CONSUMPTION

**SAY:** I am now going to ask some questions about how much food has been consumed by your household in recent times. I am going to start by asking how much you and your household consumed of goods you or any member of your household bought in the last 15 days, then ask you how much you and your household consumed from your own harvest or stock, and then how much you consumed from other sources (such as gifts, transfers, or food aid).

**FIELDWORKER:** Ask if there was a major festival, wedding or other feasting/ fasting ceremony in the last 15 days. If there was, specify that the respondent should think about the household's consumption in the 15 days prior to this event.

#### BOUGHT, OWN HARVEST, STOCK AND GIFTS FOOD CONSUMPTION

	Commodities	Q.1 Household has consumed this item in the last 15 days?  00=No ► Skip to next row 01=Yes	Q.2 What is the total value in Birr of this item <u>bought and consumed</u> in the <u>past 15 days</u> ?  Estimated value in birr  00=Nothing -77=NK	Q.3 How much of this commodity did you and your household consume from your own harvest or <u>own stock</u> in the <u>past 15 days</u> ?  Estimated value in birr  00=Nothing -77=NK	How much of this commodity did you and your household consume from gifts, transfers or food aid received from relatives, friends, neighbours, government or other organisations in the <u>past 15 days</u> ?  Q.4. Estimated value in birr  00=Nothing ► Skip to next row -77=NK  Q.5 Main Source:  01=Gift from relatives, friends, neighbours 02=Food aid, transfer or direct support 03=Food for work 04=Other, specify 77=NK	
01	Pulses/Lentils/Beans	[ ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ ] Other (specify)
02	Pasta/Rice/	[ ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ ] Other (specify)
03	Bread/Wheat flour (processed)	[ ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ ] Other (specify)
04	Cereals (barley, wheat, teff, sorghum, maize, etc.) (unprocessed)	[ ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ ] Other (specify)
06	Meat Products	[ ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ ] Other (specify)
08	Milk or milk products (milk, butter, cheese, yoghurt, etc.)	[ ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ ] Other (specify)
17	Prepared food (restaurants, food stalls)	[ ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ ] Other (specify)
22	Enset/Kocho	[ ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ • ____ ]	[ ____ ] Other (specify)

Q.5. Which household members do NOT consume at least one meal per day in the house?  TICK ALL THE HOUSEHOLD MEMBERS THAT APPLY.	[ ____ ]
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### 3. FOOD AND NON-FOOD CONSUMPTION

#### 3.2. Non-food expenditure

**SAY:** I am now going to ask you how much you have spent on non-food and other items in the last 30 days. Please consider prices at the time of the purchase.

<b>Q.1</b>	What is the money value of the total amount <b>spent</b> by the household <b>in the last 30 days</b> on the following items:	Enter value in Birr 00=Nothing -77=NK
05	Public transport	[ ____ • ____ ]
06	Security (guards) /house maid	[ ____ • ____ ]

**SAY:** I am now going to ask you how much you have spent on non-food and other items **in the last 12 months**.

<b>Q.2</b>	Has the household bought any of these items in the last 12 months? How much did you spend on each of them?	Enter value in Birr 00=Nothing -77=NK
01	Rent (house for Residence)	[ ____ • ____ ]
02	Dwelling maintenance	[ ____ • ____ ]
04	Rent (business, market stall)	[ ____ • ____ ]
13	Festivals/celebrations (regular occurrence)/lddir/community contribution	[ ____ • ____ ]

<b>Q.3</b>	What is the money value (in birr) of the total amount purchased by the household <u>in the last 12 months</u> for the following items:	Enter value in Birr 00=Nothing -77=NK
01	Clothing (adult men -18 years or older)	[ ____ • ____ ]
02	Clothing (adult women -18 years or older)	[ ____ • ____ ]
03	Clothing (girls – excluding school uniform - less than 18 years)	[ ____ • ____ ]
04	Clothing (boys – excluding school uniform - less than 18 years)	[ ____ • ____ ]
05	Footwear (e.g. shoes, slippers) (adult men -18 years or older)	[ ____ • ____ ]
06	Footwear (e.g. shoes, slippers) (adult women -18 years or older)	[ ____ • ____ ]
07	Footwear (e.g. shoes, slippers) (girls - less than 18 years)	[ ____ • ____ ]
08	Footwear (e.g. shoes, slippers) (boys - less than 18 years)	[ ____ • ____ ]

## 4. SOCIAL CAPITAL

Q.0	ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ ]
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### 4.1 Support networks

Q.1	<p>Suppose you are in need of material support. How many people can you rely on in time of need?</p> <p>01=1-2 people 02=3-5 people 03=6-10 04=11-15 05=16-20 06=21-30 07=over 30 Write 00 if none; 77=NK)</p>	[ _ _ ]
Q.2	<p>How many relatives/family live in this community (excluding those in your own household)?</p> <p>00=None ► Skip to Q.4 01=1-5 families 02=6-10 families 03=11-20 families 04=21-30 families 05=over 30 families 77=NK 88=NA</p>	[ _ _ ]
Q.3	<p>How many of these relatives/family are influential in the community?</p> <p>00=None 01=1-5 families 02=6-10 families 03=11-20 families 04=21-30 families 05=over 30 families 77=NK 88=NA</p>	[ _ _ ]
Q.4	<p>Would your household be able to raise 500 Birr in one week if you needed it?</p> <p>01=Yes, very easily 02=Probably 03=Not at all 77=NK, 88=N/A</p>	[ _ _ ]

## 5. ECONOMIC CHANGES AND RECENT LIFE HISTORY

Q.0. ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ ]
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### 5.1 Economic changes

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

How would you describe the household you were living in?	01=Very rich, 02=Rich 03=Comfortable – manage to get by 04=Struggle - never have quite enough 05=Poor, 06=Destitute
Q.1 Currently	[ _ _ ]
Q.2 FOUR years ago (around time of previous visit)	[ _ _ ]

If situation has NOT changed (i.e. Q1=Q.2), skip to Q.5

Please give the two main reasons why your situation has changed compared to the earlier period.  Enter code from codebox #30  Fieldworker: refer to codebox #30 in paper to code as appropriate.	
Q.3 Reason 1	[ _ _ ] Other, specify _____
Q.4 Reason 2	[ _ _ ] Other, specify _____

During this period, compared to other households in this LOCALITY, how would you describe your household?	01=The richest 02=Among the richest 03=Richer than most households 04=About average 05=A little poorer than most households 06=Among the poorest 07=The poorest 77=NK 30=Other specify
Q.5 Currently	[ _ _ ]
Q.6 FOUR years ago (around time of previous visit)	[ _ _ ]

## 5. ECONOMIC CHANGES AND RECENT LIFE HISTORY

### 5.2 SHOCKS

**SAY:** Now I am going to ask you about the most important events and changes that have happened (that negatively affected the household economy) the last time we came to see you in 2002 (E.C.) (equivalent to 2009 (G.C.))

**FIELDWORKER:** Ask questions in shaded boxes and record responses that match EVENTS in that section and record responses for Q.1 through to Q.2. Probe if necessary. When respondent has answered all questions (A-G), go to the next screen.

	EVENTS AND CHANGES	Q.1 Has [SHOCK NAME] happened since 2002 (E.C.) (equivalent to 2009 (G.C.))?	Q.2 Indicate if each event happened in any of these years (please tick the year in which the event occurred).				
		00=No ► Skip to next row 01=Yes	2002	2003	2004	2005	2006
<b>A</b>	<b>SAY:</b> Has the household been the victim of any crimes since we last came to see you in 2002 (E.C.) (equivalent to 2009 (G.C.))?						
	<b>Fieldworker:</b> Prompt for the listed events. If yes, what were these? If no to all, tick <input type="checkbox"/> and skip to B						
1	Theft or destruction? (e.g. cash, crops, livestock, destruction of housing)	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B</b>	<b>SAY:</b> Have any regulations or actions had a negative impact on the household since we last came to see you in 2002 (E.C.) (equivalent to 2009 (G.C.))?						
	<b>Fieldworker:</b> Prompt for the listed events. If yes, What were these? If no to all, tick <input type="checkbox"/> and skip to C						
10	Forced contributions or arbitrary taxation or protection money	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C</b>	<b>SAY:</b> Have any changes to economic conditions affected the household since we last came to see you in 2002 (E.C.) (equivalent to 2009 (G.C.))?						
	<b>Fieldworker:</b> Prompt for the listed events. If yes, What were these? If no to all, tick <input type="checkbox"/> and skip to D						
12	Large increase in input prices	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Large decrease in output prices	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	Increase in the price of food that I buy	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Livestock died	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Job loss/source of income/family enterprise	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Disputes with neighbours/PA members regarding land or assets	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D</b>	<b>SAY:</b> Have you experienced any natural disasters since we last came to see you in 2002 (E.C.) (equivalent to 2009 (G.C.))?						
	<b>Fieldworker:</b> Prompt for the listed events. If yes, What were these? If no to all, tick <input type="checkbox"/> and skip to E						
24	Drought	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Too much rain or flood	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Erosion, Cracks or landslide	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Frosts or hailstorm	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Pests or diseases that affected crops before they were harvested	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Crops failed	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Pests or diseases that led to storage losses	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Pests or diseases that affected livestock	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E</b>	<b>SAY:</b> Has anything happened since we last came to see you in 2002 (E.C.) (equivalent to 2009 (G.C.)) that has affected the building you live in?						
	<b>Fieldworker:</b> Prompt for the listed events. If yes, What were these? If no to all, tick <input type="checkbox"/> and skip to F						
32	Fire or collapse of building	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>F</b>	<b>SAY:</b> Have there been any changes within the family since we last came to see you in 2002 (E.C.) (equivalent to 2009 (G.C.))? Or other things that have affected members of the family?						
	<b>Fieldworker:</b> Prompt for the listed events. If yes, What were these? If no to all, tick <input type="checkbox"/> and skip to G						
34	Death of YL CHILD's father	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Death of YL CHILD's mother	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Death of another person from the household	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Illness of YL CHILD's father	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Illness of YL CHILD's mother	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Illness of other household member	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Illness of non-household members	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Divorce, separation or abandonment	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Birth/new household member	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	Child's school enrolment – having to pay school fees	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>G</b>	<b>SAY:</b> Has anything else happened that has affected the economic situation of your household since we last came to see you in 2009? If yes, Specify						
45	Other, Specify: _____	[ _ _ _ ]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Q.3 Indicate the 3 most important negative events that affected the economic situation of the household.</p> <p>Enter event codes by importance (ID's from serial numbers 1-48) 88 = NA</p>	<p>Q.4 Years in which the event happened</p> <p>PREFILLED FROM Q.2</p>	<p>Q.5 How much does this economic loss represent of the income generated by the household in a regular year?</p> <p>01=No economic loss 02=A small proportion of the household's income 03=Less than half of the household's income 04=Half or more than half of the household's income</p> <p>77=NK 79=Refused to answer 88=NA</p>	<p>Q.6 What did your household do in response to this event? You can choose up to 3 responses but list in order of importance.</p> <p>(Enter code from Codebox # 31)</p>
<p>Most important event</p> <p>[ __ _ ]</p>	<p>2002 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	<p>[ __ _ ]; Other,spec. _____ [ __ _ ]; Other,spec. _____ [ __ _ ]; Other,spec. _____</p>
	<p>2003 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	
	<p>2004 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	
	<p>2005 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	
	<p>2006 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	
<p>Second most important event</p> <p>[ __ _ ]</p>	<p>2002 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	<p>[ __ _ ]; Other,spec. _____ [ __ _ ]; Other,spec. _____ [ __ _ ]; Other,spec. _____</p>
	<p>2003 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	
	<p>2004 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	
	<p>2005 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	
	<p>2006 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	
<p>Third most important event</p> <p>[ __ _ ]</p>	<p>2002 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	<p>[ __ _ ]; Other,spec. _____ [ __ _ ]; Other,spec. _____ [ __ _ ]; Other,spec. _____</p>
	<p>2003 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	
	<p>2004 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	
	<p>2005 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	
	<p>2006 [ __ _ ]</p>	<p>[ __ _ ] Spec. _____</p>	

## 6. SOCIO-ECONOMIC STATUS

Q.0	ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ ]
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**SAY:** Now I am going to ask some questions about the place where you live.

Q.1	Does you or anyone in your household own your house? 00=No ► Skip to Q.3 01=Yes 77=NK	[ _ _ ]
Q.2	Does you or anyone in your household has a mortgage on your house? 00=No 01=Yes 77=NK	[ _ _ ]
Q.3	How many rooms are there in the house? 77=NK	[ _ _ ]
Q.4	Do you have a separate kitchen/cooking area? 00=No 01=Yes 77=NK	[ _ _ ]
Q.5	Do you have electricity? 00=No 01=Yes 77=NK	[ _ _ ]

**FIELDWORKER:** Please observe building material:

Q.6	WALL Enter codes from codebox #32	[ _ _ ] Other, specify _____
Q.7	ROOF Enter codes from codebox #33	[ _ _ ] Other, specify _____
Q.8	FLOOR Enter codes from codebox #34	[ _ _ ] Other, specify _____
Q.9	What is the main source of drinking water for members of your household? Enter codes from codebox #35	[ _ _ ] Other, specify _____
Q.10	What kind of main toilet facility does your household use? Enter codes from codebox #36	[ _ _ ] Other, specify _____
Q.11	What is the <b>main</b> type of fuel you or anyone in your household use for cooking? Enter codes from Codebox #37	[ _ _ ] Other, specify _____
Q.12	Is heating used in this area/household? 01=Yes 00=No ► Skip to Q.14. 77=NK ► Skip to Q.14.	[ _ _ ]
Q.13	What is the <b>main</b> type of fuel you or anyone in your household usually use for heating? Enter codes from codebox #38	[ _ _ ] Other, specify _____
Q.14	Have you or anyone in your household invested in the improvement of your dwelling <u>since 2002 (E.C.)</u> (equivalent to 2009 G.C.)? 01=Yes 00=No ► Skip to Q.16.0 77=NK ► Skip to Q.16.0	[ _ _ ]
Q.15	If yes, what have you invested in? Enter UP to three codes from codebox #39	[ _ _ ] Other, specify _____
		[ _ _ ] Other, specify _____
		[ _ _ ] Other, specify _____

**Q.16.0 SAY:** I am now going to ask you whether the household owns specific items.

**FIELDWORKER:** Ask about each item. Then ask for the value fo each item.

	Item	Q.16.1 Does anyone in the household own this item?  00=No ► Skip to next item 01=Yes	Q.16.2 How many does the household own?  Enter number  -77=NK -79 = Refused to answer	Q.18 How much do you think you would be paid if you were to sell these items? -77=NK, -88=N/A
1	Working television	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
2	Working radio	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
3	Working car/ truck/ automobile	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
4	Working motorbike/scooter	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
5	Working bicycle	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
6	Working landline telephone	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
7	Working mobile/cell telephone	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
8	Working refrigerator	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
9	Electric oven/ electric mitad	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
10	Table & chair	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
11	Sofa	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
12	Working Fan/Ventilator	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
13	Bedstead	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
14	Working videocassette player/DVD player	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
15	Videogames	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
16	Beffet	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]
17	Other specify _____	[ _ _ ]	[ _ _ ]	[ _ _ _ _ _ ]

## 7. PUBLIC PROGRAMS

Q.0	ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ ]
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### 7.1. GENERAL ACCESS TO PUBLIC PROGRAMS

**SAY:** Now I am going to ask you some questions about support or assistance you may have received from any programs provided by NGOs or GOs since 2002 (E.C.) (equivalent to 2009 G.C.).

**FIELDWORKER:** If necessary, explain what an NGO and a GO are. You may prompt using the list of support programs provided in Codebox #45. Record all NGO and GO activity since we last came to visit. If the household receives the same type of assistance from different organizations, record each organization on a separate line

Q.1	Has your household received support or assistance through programmes provided by NGOs or GOs since <u>since 2002 (E.C.) (equivalent to 2009 G.C.)</u> ? 00=No ► Skip to next section 01=Yes 77=NK ► Skip to next section	[ _ _ ]
-----	---	---------

	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7
	What kind of support was provided? Enter code from Codebox #45	Who provided the support? Enter code from Codebox #46	In which year did the support begin? <b>FIELDWORKER:</b> use Ethiopian calendar.	When did the support end? <b>FIELDWORKER:</b> If ongoing, enter 9999	How often did you get this support? Enter code from codebox #47	Which particular member of the household did the program target ? If <b>FIELDWORKER:</b> Enter member ID from roster card. 80=more than one hh members 90=person outside the hh
1	[ _ _ ]; Spec: _____	[ _ _ ]; Spec: _____	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ]; Spec: _____	[ _ _ ]; Spec: _____
2	[ _ _ ]; Spec: _____	[ _ _ ]; Spec: _____	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ]; Spec: _____	[ _ _ ]; Spec: _____
3	[ _ _ ]; Spec: _____	[ _ _ ]; Spec: _____	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ]; Spec: _____	[ _ _ ]; Spec: _____
4	[ _ _ ]; Spec: _____	[ _ _ ]; Spec: _____	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ]; Spec: _____	[ _ _ ]; Spec: _____

## 7. PUBLIC PROGRAMS

### 7.2. ACCESS TO HEALTH EXTENSION PROGRAM

Q.1	Is any HHM a beneficiary/member of the Health extension program (HEP)? 00=No ► Skip to next section 01=Yes 77=NK ► Skip to next section	[ _ _ ]
Q.2	In which year did the support begin? Enter year using Ethiopian Calendar  77=NK	[ _ _ ]
Q.3	When did the support end? Enter year using Ethiopian Calendar  <b>FIELDWORKER:</b> If ongoing, enter "-9999"	[ _ _ ]
Q.4	How often did you get this support? Enter code from codebox #47	[ _ _ ]
Q.5	Did the programme target any particular member of the household? 00=No 01=Yes, (specify ID) _ _  (Enter member ID from roster card) 80=more than one hh members 90=person outside the hh	[ _ _ ]
Q.6	Has this programme met your expectations?  01 = Highly dissatisfied 02 = Dissatisfied 03 = Somewhat satisfied 04 = Fully satisfied 77 = NK	[ _ _ ]

## 7. PUBLIC PROGRAMS

### 7.3. PRODUCTIVE SAFETY NET PROGRAM

**SAY:** We would like to know whether this household has participated in the Productive and Safety Net Program (PSNP) over past 12 (13 Ethiopian months) [for example between Tikemet' 2005 to Meskerem 2006].

Q.1	<p>Were you or any member of this household registered as a beneficiary of the <b>PSNP</b> – Public Works program <u>in the past 12 (13 Ethiopian) months?</u></p> <p>00=No; 01=Yes; 77=NK</p>	[ _ _ ]
Q.2	<p>Were you or any member of this household registered as beneficiary of <b>Direct Support</b> (transfers of cash, food or other goods without requiring individuals to work) <u>in the past 12 (13 Ethiopian) months?</u></p> <p>00=No; 01=Yes; 77=NK</p>	[ _ _ ]
Q.3	<p>Have you graduated from public work program component of PSNP?</p> <p>00=No ► Skip to Q.6 if Q.1==01           ► Skip to Q.7 if Q.1==00</p> <p>01=Yes 77=NK ► Skip to Q.7</p>	[ _ _ ]
Q.4	<p>If so, when did you graduate?</p> <p>Enter month and year</p> <p><b>FIELDWORKER:</b> Please use Ethiopian Calendar</p>	[ _ _ ] / [ _ _ _ _ ]
Q.5	<p>What was the most important immediate effect of graduation?</p> <p>01 = Lost income 02= higher food Insecurity 03 = Unemployment 04 = Forced to sell assets 05 = No consequence 06 = Other, specify</p> <p>Once answered, ► Skip to Q.7</p>	[ _ _ ] Specify: _____
Q.6	<p>If you have not graduated from PSNP so far, do you know when you will Graduate from the PSNP public works program?</p> <p>00=No 01=Yes - write month and year 77=NK</p>	[ _ _ ] / [ _ _ _ _ ]

## OTHER PROGRAMMES

Q.7	<p>Were you or any member of household registered as beneficiary of <b>Emergency Aid Programme</b> since <u>2002 (E.C) (2009 equivalent (G.C))</u>?</p> <p>00=No; 01=Yes; 77=NK</p>	[ _ _ ]
Q.8	<p>Has the household received support from the Other Security Programmes such as household asset building programs (HAB) <u>over the past 12 (13 Ethiopian) months</u></p> <p>This might include access to improved seeds, improvements in water/irrigation, land or pastures, as well as provision of credit, livestock or beehives ?</p> <p>00=No; 01=Yes; 77=NK</p>	[ _ _ ]
Q.9	<p>Has anyone in the family or the whole household got <b>resettled</b> by the governmentsince <u>2002 (E.C) (2009 equivalent (G.C))</u>?</p> <p>00=No ► Skip to next section 01=Yes 77=NK ► Skip to next section</p>	[ _ _ ]
Q.10	<p>If yes, when was the household/ member resettled by the government?</p> <p>Enter month and year</p> <p><b>FIELDWORKER:</b> Please use Ethiopian Calendar</p>	[ _ _ ] / [ _ _ _ _ ]
Q.11	<p>What type of resettlement was this?</p> <p>01= To another rural area for farming 02= To another place/house (such as condominium) 03= To another place/house (non-condominium) 04= other (specify)</p>	[ _ _ ] Specify: _____

## 7. PUBLIC PROGRAMS

### 7.4. CREDIT SUPPORT PROGRAMS

**SAY:** Now I am going to ask you some questions about any credit you or any member of your household may have taken out over since 2002 (E.C) (2009 equivalent (G.C))

Q.1	Have you or any of your household members taken out credit since <u>2002 (E.C) (2009 equivalent (G.C))</u> ?	[ _ _ ]
	00=No ▶ Finish questionnaire 01=Yes 77=NK ▶ Finish questionnaire	

	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10
LOANID	Who gave you or any of your household members the credit?  Enter code from codebox #49	Who received the credit?  Enter ID using household roster	Why did you or any of your household members take out the credit?  Enter code from codebox #50	When did you or any of your household members take out the credit?  Enter month and year  <b>FIELDWORKER:</b> Use Ethiopian calendar  1= Meskerem 2=Tikmet; ..... 12=Nehase 13=Pagume	What was the amount of the credit?  Enter in Birr  <b>FIELDWORKER:</b> If credit was in kind, convert to cash equivalent  77= NK 79= Refused to answer	What was the interest rate paid for this loan per year?  Enter in %  <b>FIELDWORKER:</b> If the interest rate was variable, ask for the average.  77= NK 79= Refused to answer	Have you or any of your household finished making payments?  00=No ▶ skip to next line 01=Yes 77 = NK ▶ skip to next line 79 = Refused to answer ▶ skip to next line	Did you or your household member pay back in time?  00=No 01=Yes ▶ skip to next line 77 = NK ▶ skip to next line 79 = Refused to answer ▶ skip to next line	Why did you not pay back the credit in time?  Enter code from codebox # 51
LID1	[ _ _ ] Specify: _____	[ _ _ ]	[ _ _ ] Specify: _____	[ _ _ ] Month [ _ _ _ _ ] Year	_____	_____ . ____ %	[ _ _ ]	[ _ _ ]	[ _ _ ] Specify: _____
LID2	[ _ _ ] Specify: _____	[ _ _ ]	[ _ _ ] Specify: _____	[ _ _ ] Month [ _ _ _ _ ] Year	_____	_____ . ____ %	[ _ _ ]	[ _ _ ]	[ _ _ ] Specify: _____
LID3	[ _ _ ] Specify: _____	[ _ _ ]	[ _ _ ] Specify: _____	[ _ _ ] Month [ _ _ _ _ ] Year	_____	_____ . ____ %	[ _ _ ]	[ _ _ ]	[ _ _ ] Specify: _____
(....)	[ _ _ ] Specify: _____	[ _ _ ]	[ _ _ ] Specify: _____	[ _ _ ] Month [ _ _ _ _ ] Year	_____	_____ . ____ %	[ _ _ ]	[ _ _ ]	[ _ _ ] Specify: _____

**DATE OF COMPLETION OF INTERVIEW**

<b>Q.1</b>	Date of end of interview Enter day, month and year	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Time of end of interview	[ ____ : ____ ]

## CODEBOXES

### Codebox #0: Relationship to YL Child

00= YL child	07= Brother/Sister (both parents the same)	14= Cousin (inc. cousin brother & cousin sister)	21=Other, unrelated	29= Brother/sister-in-law (sibling of YL spouse)
01= Biological parent	08= Half-sibling (same father)	15= Nephew/Niece	22=Nanny (Live-in)	77=NK
02=Step-parent (partner of biological parent)	09= Half-sibling (same mother)	16= Brother/sister-in-law (spouse of sibling)	23=Tenant/lodger	88=NA
03= Adoptive parent	10= Step-sibling (no parent in common)	17= Great-Grandparent (Mother's side)	25=Partner/Spouse of the YL Child	
04= Foster parent	11=Adoptive brother/sister	18= Great Grandparent (father's side)	26=Father-in-law/Mother-in-law	
05= Maternal grandparent	12= Foster brother/sister	19=Other relative	27=Child of YL child	
06=Paternal grandparent	13= Uncle/Aunt	20= Servant (farm-worker, maid, etc.)	28=Step-child	

### Codebox #1: Relationship to household head

01=Household head
02=Spouse/Partner
03=Daughter/son
04=Son-in-law/Daughter-in-law
05=Grandchild
06=Parents
07=Other relatives
08=Domestic worker
09=Tenant / lodger
10=Other non-relatives
11=Father-in-law, mother-in-law

### Codebox #2: Marital status

00=Single (Never married)
01=Married
02=Cohabitant
03=Widow(er)
04=Divorced
05=Separated

### Codebox #3: Highest grade completed

00 = None	09 = Grade 9 (Secondary First Cycle)	22 = TVET/2nd year/level (include diplomas such as accounting diploma)	32 = Undergraduate degree (1st year, regular (R))	88= NA
01 = Grade 1 (Primary)	10 = Grade 10 (Secondary First Cycle)	26 = TVET/3rd year/level (include diplomas such as accounting diploma)	33 = Undergraduate degree (2nd year, regular (R))	77=NK
02 = Grade 2 (Primary)	11 = Grade 11 (Secondary Second Cycle Preparatory Programme)	26 = TVET/4rd year/level (include diplomas such as accounting diploma)	34 = Undergraduate degree (3rd year, regular (R))	41 =Other, (specify)_____
03 = Grade 3 (Primary)	12 = Grade 12 (Secondary Second Cycle Preparatory Programme)	27=Secondary education, teacher (diploma holder)/1st year	35 = Undergraduate degree (4th year, regular (R))	28=Adult literacy
04 = Grade 4 (Primary)	13 = First cycle of primary teaching certificate (grade 1-4)/1st year	27=Secondary education, teacher (diploma holder)/2nd year	36 = Undergraduate degree (1st year or equivalent, non-regular (NR), summer/distant/ evening/weekend student)	29=Religious education
05 = Grade 5 (Primary)	14 = First cycle of primary teaching certificate (grade 1-4)/2nd year	30 = Secondary education, teacher (bachelor's degree holder and above)/1st year	37 = Undergraduate degree (2nd year or equivalent, non-regular (NR), summer/distant/ evening/weekend student)	
06 = Grade 6 (Primary)	17 = Second cycle of primary teaching certificate (grades 5-8)/1st year	30 = Secondary education, teacher (bachelor's degree holder and above)/2nd year	38 = Undergraduate degree (3rd year or equivalent, non-regular (NR), summer/distant/ evening/weekend student )	
07 = Grade 7 (Primary)	16 = Second cycle of primary teaching certificate (grades 5-8)/2nd year	30 = Secondary education, teacher (bachelor's degree holder and above)/3rd year	39 = Undergraduate degree (4th year or equivalent, non-regular (NR), summer/distant/ evening/weekend student )	
08 = Grade 8 (Primary)	21 = TVET/1st year/level (include diplomas such as accounting diploma)	31=Preschool teacher certificate (6 months to one year)	40=Masters or doctoral at university	

**Codebox #4: Reasons for not attending school**

01=Fees too expensive	09=Banned from school for behaviour reasons	17= No need for schooling for future job.	25= Family member ill/disabled/elderly (including care for this family member)	33 = Wanted to start working
02=Books and/or other supplies too expensive	10=Banned from school because away for too long	18= Need to learn a trade/skill, e.g. through apprenticeship so went to work	26= Family issues e.g. problems at home – parent disputes/marital conflict	
03= Shoes/Clothes/Uniform for school too expensive	11= Banned from school because failed to achieve necessary grade/level at school	19=Need to stay home to look after siblings	27=Stigma and Discrimination (child was not be welcome because of ethnic group/caste/socioeconomic group etc).	
04= Transport too expensive	12= Quality of education at school (teaching and learning) poor	20=Needed for domestic and/or agricultural work at home (include chores, farm work, harvest)	28= School not accessible for seasonal reasons: river prohibits access	
05= School too far from home	13= Quality of care (food, non-educational care) poor	21=Have to do paid work to earn money(including agricultural work other than for household)	29=Child too young	
06=Not safe to travel to school	14= No sanitation facilities at school	22= It's not appropriate for girls to go to/continue at school	30=Child Still in preschool	
07= Lack of transport	15= Bullying/abuse from peers	23=Marriage	31=Other, specify_____	
08=Truancy, child does not want to go, not interested	16= Ill-treatment/abuse from teachers/principal	24= Disability, illness	32= Terminated the course of education in which I was enrolled in	

**Codebox #5: Local units for plot size**

01=Gasha	07=Kedema	13=Gezem	19=Fer
02=Hectare	08=Kufaro	14=Kind	20=Other, Specify
03=Gemed	09=Zhir	15=Square Zhir	
04=Timad	10=Tinto	16=Medeb	
05=Kert	11=Ermija	17=Square Meter	
06=Massa	12=Dero	18=Boy	

**Codebox #6: Main use of agricultural land**

05= Farming (arable)
06= Pasture
10=Sharecropped-out
11=Nothing/left fallow
13=Grazing livestock
14=Aquaculture
20=Other, specify
77=NK
79=Refused to Answer
88=NA

**Codebox #7: Main use of non-agricultural land: Living Accommodation**

01= Living Accommodation
02= Living Accommodation plus garden/terrace
03=Living Accommodation plus Garden with produce for consumption or sale
04= Living accommodation plus industry (e.g. industry)
05=Living accommodation plus garden with produce for consumption and sale plus industry
20=Other (specify)
77=NK
79=Refused to Answer

**Codebox #8: Main use of non-agricultural land: Business and others**

07=Gardening only
08=Industry (e.g. business, etc.) only
09=Rented-out (fixed rent)
11=Nothing / Left fallow
12=Recreation
20=Other (specify)
77=NK
79=Refused to Answer

**Codebox #9: Crops**

01=	15=Chick peas	29=Godere	44=Maize	58=	72=Tomato
02=	16=Chillies	30=	45=Mango	59=Selata	73=Tumeric
03=Avocado	17=Coffee.	31=Grass	46=Mulberry	60=Sesame	74=
04=Bananas	18=Cotton	32=Groundnuts	47=Nueq	61=Shiefera/Haleko	75=Wheat
05=Barley	19=Cow peas	33=Guava	48=Nuts	62=	76=White teff
06=Beetroot	20=Dagussa	34=Hamicho	49=Oats	63=Sinar/Germia	78=Yam
07=Berberere	21=Eucalyptus	35=Haricot Beans (Adenquare / Boloke)	50=Onions	64=Sorghum	79=Zengada
08=Black/mixed teff	22=Fasolia	36=Honey	51=Orange	65=Spices	123=Vetch
09=Black pepper	23=Field peas	37=Jowar	52=	66=Spinach	124=Soya bean
10=Cabbage	24=Flowers	38=Karia	53=Paddy rice	67=	125=Horse bean
11=Cactus	25=	40=Karibo/Keredo	54=Pineapple	68=Sunflower	130=Wassera/ Warsa/Hanfets/ Mixture of wheat & barley
12=Carrot	26=Garlic	41=Kolcho/Inset	55=Potatoes	70=	77=NK
13=Castor	27=Gesho	42=Lentils	56=Pumpkin	71=Tobacco	96=Other specify
14=Chat	28=Ginger	43=Linseed	57=Raqi	80=sugarcane	109 = Coconut

**Codebox #10: Local units for crop outputs**

01=KILOGRAMMES	13=BAGS	25=KUBAYA/KELASA	40=BIG MADABERIA	50=BUNCH (BANANAS)	60=EGIR
02=QUINTAL	14=BUNDLES	26=BIRCHIKO	41=SMALL MADABERIA	51=MELEKIA/LIK	61=WESLA
03=CHINET	15=PIECES	27=SINI	42=DIRIB	52=GUCHIYE	62=MESFERIA
04=DAWLA	16=BARS	28=GEMBO	43=SAHIN/LOTARY	53=BEKOLE	63=KURFO
05=KUNNA	17=BOXES	29=BOTTLES	44=MANKORKORIA	54=ENKIB	64=KOLELA
06=MEDEB	18=LEAVES	30=BIRR	45=PLASTIC BAG/FESTAL	55=SHEKIM	65=Gurdi
07=KURBETS	19=LITRES		46=ZURBA	56=NUMBER	66=Kuch-Belu
08=SILICHA	20=KIL		47=AKARA	57=GOTERA	67=Millilik
09=AKMADA	21=GAN		48=SMALL PLASTIC BAG (MIKA)	58=LEMBA	68=Bechere
10=ESIR	22=ENSIRA		49=KERCHAT/KEMBA	59=SHIRIMERI	69=Madiga
11=BOBO	23=GURZIGNE				70=Jemb
12=PACKETS	24=TASSA			95=OTHER (Specify)	

**Codebox # 15: Occupation productive assets**

01=Army	12=Food/local drink preparation/Restaurant	23=Trading (selling commodities)
02=Barber shop	13=Forestry/Logging	24=Transportation/ Driver/ Courier/ Taxi
03=Beauty salon	14=Handicrafts or art	25=Weaving
04=Blacksmith	15=Hunting	27= collecting fire wood/dung/fetching water for sell
05=Casual/ intermittent labour (e.g. road crew)	16=Mechanic services	28= civil servant
06=Child care	17=Nursing/ Medicinal services	29= cash/food for work
07=Construction	18=Plumbing service	30=fishing
08=Domestic work/ Cleaning/ Janitorial	19=Pottery	31=house renting
09=Entertainment services (DJ, singing, etc.)	20=Security guard	
10=Factory Work	21=Tailor/Sewing	26=Other specify _____
11=Farming/Agriculture	22=Teaching	88=NA

**Codebox # 16: Occupation productive assets**

01=Army	12=Food/local drink preparation/Restaurant	23=Trading (selling commodities)
02=Barber shop	13=Forestry/Logging	24=Transportation/ Driver/ Courier/ Taxi
03=Beauty salon	14=Handicrafts or art	25=Weaving
04=Blacksmith	15=Hunting	27= collecting fire wood/dung/etching water for sell
05=Casual/ intermittent labour (e.g. road crew)	16=Mechanic services	28= civil servant
06=Child care	17=Nursing/ Medicinal services	29= cash/food for work
07=Construction	18=Plumbing service	30=fishing
08=Domestic work/ Cleaning/ Janitorial	19=Pottery	31=house renting
09=Entertainment services (DJ, singing, etc.)	20=Security guard	
10=Factory Work	21=Tailor/Sewing	26=Other specify _____
11=Farming/Agriculture	22=Teaching	88=NA

**Codebox # 17: Productive assets**

<b>Agricultural assets:</b>	<b>Non-agricultural assets:</b>	<b>Non-agricultural assets continued:</b>
01=Agricultural tools (e.g. sickle, crowbar, shovels)	09=Barber tools (scissors, mirror, etc.)	18=Plumbing equipment
02=Cart/ wheelbarrow	10=Beauty salon equipment (hair dryer, etc.)	19=Pottery equipment (kiln, potters wheel, etc.)
03=Pesticide sprayer	11=Blacksmith tools	20=Protective clothing (overalls, steel-toed boots, hardhat, etc.)
04=Plough	12=Cleaning/domestic work equipment (mop, iron, etc.)	21=Sewing machine
05=Working pump (motor or engine)	13=Construction tools (electrical tools, carpentry tool box, etc.)	22=Teaching supplies (books, blackboard, etc.)
06=Thresher	14=Entertainment equipment (musical instruments, speakers, lighting, karaoke machine, etc.)	23=Trading equipment (display table, weighing machine, money box, etc.)
07=Tractor		24=Trading license (e.g. for market stall)
08=Other farm equipment	15=Food/Drinks preparation equipment (portable stove, serving bowls, etc.)	25=Transport (minibus, car, motorbike, bicycle, etc.)
	16=Gun	26=Weaving equipment (loom, etc.)
	17=Mechanic equipment (jack, tyres, jumper cables, etc)	40=Fishing boat
		30=Other

**Codebox # 30: Why situation changed**

Why Situation Improved			
01=Harvests have been good	10=Have new spouse	20=Own business or trade has been profitable	30=God has helped
02=Started growing new crops	11=Have more children	21=Set up a new business or trade	32=S/he drinks less (alcohol)
03=Tried new farming techniques	12=Children older and more able to work	22=Started work or new job/non-farm work	33=Government-run Employment Programs
04=Managed my crops or livestock well	13= Women in household drink less	23=Food or Cash Aid	34 = Spouse started work or a new job
05=Accumulated livestock	14=Men in household drink less	24= Involvement in safety net programs; Food for work/cash for work income generation programme.	35=Received a raise for current job
06=Accumulated other resources, assets, possessions	15=More people around to help, advise (Better Networks)	32=involvement in farmers' union.	36 = Both husband and wife work
07=My own health has improved	16=Job security (continuous security)	26=Migration	37=involvement in farmers' union
08=Spouse's health has improved	17=Live in a nicer house	27=Was willing to take risks	31=Other (Specify)
09=Spouse works hard	18=Managed my business well	28=Prices have risen	77=NK,
	19=Worked hard	29=Good Luck	88=NA
Why Situation Worsened			
41=Harvests have been poor	50=Have fewer other resources, assets, possessions	59=Men in household drink too much	68 = House is not as nice as it used to be
42=Tried new crops but they failed	51=I was lazy	60=Women in the house drink too much (alcohol)	69=Old age
43=Tried new ways of farming but they failed	52=Spouse was lazy	61=Less people around to help, advise (Poorer Networks)	
44=Managed my crops or livestock poorly	53=I have been/got ill/injured/disabled	62=Theft/robbery	
45=Have less livestock	54=Spouse has been/got ill/injured/disabled	63=Too many loans	70=Bad luck
46=Managed my business poorly	55=Spouse died	64=Did not want to take risks	71=God has not helped
47=Own business failed or didn't do well	56=Children sick or died	65=Prices for goods have fallen	72=Other (Specify)
48=Tried new business/trade but it failed	57=Children moved away	66=increase in price of inputs	77=NK, 88=NA
49=Lost job (permanent/temporary)	58=Large family/too many		
66=increase in price of inputs		67=increase in food prices.	

**Codebox #31: Response to event**

01=Ate less	06=Migrated to work/find work	10=Received help from Government/NGO	15=Took children out of school	20= Sold animals	26 = Change children of school (e.g. private to public)
02=Bought less/Reduction in household expenditures	07=Nothing	11=Sent children to be cared for by friends or relatives	16=Used credit	21=Pawning/Mortgage	77=NK,
04=Fled/moved away from the problem	08=Received help from the community/leaders	12=Sent children to work	17=Used savings	22=Started looking for a job	88=NA
05=Insurance paid	09=Received help from relatives/friends	13=Sold possessions/ belongings	18=Worked more/start work	23=Sold properties	
24 = Report to police	25 = Ask help (go to) health center/hospital/doctor	26 = Organize a community activity to raise funds/money	19=Other (Specify)	25=Change to cheaper ways of production (e.g. fertilizer to composte)	

**Codebox #32: Wall material**

01= Adobe/mud	05=Fibreboard/Chipboard	09=Mud & stones	13=Quincha	17=Mud and Wood	23=Wood/Tripley
02=Bamboo/Cane	06= Galvanised /Corrugated iron	10=Neohouzealla wattle	14=Stone		24=Adobe and stones
03=Brick/concrete	07= Matting	11=Nipa leaves	15=Wood/branches	21=Cane and mud	25=Concrete blocks
04=Cement bags	08=Mud & bricks	12=Plastic sheet	16=Other Specify		

**Codebox #33: Roof material**

01=AC Roofing sheets	05= Earth/mud	10=Plastic sheet	14=Thuthuri sticks	18=Wood/planks	23=Cane & mud
02=Asbestos sheets	06= Galvanised/Corrugated iron	11= Straw/hatch	15=Tiles/slats	19=Other specify_____	24= Mat
03=Bamboo/Cane	08=Nipa leaves	12=Sugar leaves	16=Wood & mud/adobe	25=Cardboard	
04= Concrete/cement	09=Palm leaves	13=Tar slabs	17= Wood & stones	20= Leaves (Achon, omiro,	

**Codebox #34: Floor material**

01= Cement/tile	06= Laminated material	09= Stone/brick
02=Cinder	07= Marble stone	10= Tar slabs
03= Concrete/cement	08= Polished stone	11= Wood
04= Earth/Sand	20= Vinyl floor	12=Other specify
05=Granite stone	21=False floor	

**Codebox #35: Source of drinking water**

01=Bore well	06=Protected spring water	11= Unprotected well/spring/pond/river/stream/canal
02=Bought water (delivery or bottled)	07=Protected well	12=Unprotected water tank
03= Piped into dwelling/yard/plot	08= Public standpipe/tube well	13=Water tank (community/protected)
04=Piped into neighbours dwelling/yard/plot	09=Rain water	14=Other
05=Piped into relatives' dwelling/yard/plot	10= Tube well in dwelling/yard/plot	

**Codebox #36: Toilet facility**

01= Flush toilet/septic tank	05= Pit latrine (communal)	08=Simple latrine on pond
02=Forest/field/open place	06= Pit latrine (household's)	09=Toilet in health post
03=Neighbours toilet	07=Relatives toilet	10=Other specify_____

**Codebox #37: Fuel for cooking**

01=Bamboo	05=Coal	09=Kerosene/paraffin	13=Shavings/sawdust
02=Bio-gas	06=Cow dung	10=Leaves	14=Straw/dead plants
03=Branches	07=Crop residue	11=None	16=Wood
04=Charcoal	08=Gas/electricity	12=Rice husk	15=Other specify

**Codebox #38: Fuel for heating**

01=Bamboo	05=Coal	09=Kerosene/ paraffin	13=Shavings/sawdust
02=Bio-gas	06=Cow dung	10=Leaves	14=Straw/dead plants
03=Branches	07=Crop residue	11=None	16=Wood
04=Charcoal	08=Gas/electricity	12=Rice husk	15=Other specify_____

**Codebox #39: Dwelling improvement**

01=New/renovated bedrooms	06=Improved wall finish	11=Sanitation	15=Build new house
02=New/renovated kitchen	07=Improved roof cover	12=Water supply	16=Improve/Build fence/wall around house
03=New/renovated bathroom	08=Rebuild dwelling	88=NA	17=Improve/New doors/windows
04=New/renovated living room	09=Electric re-wiring		
05=Improved floor	10=Central heating/gas servicing	13=Other specify _____	

**Codebox # 45: Type of support/ assistance**

01= Agricultural extension		17=Provision of sanitation facility like toilet	25= PSNP (direct support/food/cash aid	77=NK
02= Child protection	10= Irrigation development	18=Orphan & destitute children support	26= Drinking water provision /development	79=Refused to answer
03= PSNP (public work program) for Cash	11= Prevention of Mother to child HIV/AIDS transmission	19 =School feeding	27= Investment in health infrastructure	
04= PSNP (public work program) for food	12= Assistance to child education/ education support service (including school materials, fee waiver, etc)	20 = Food aid (not PSNP)	29= Productive assets	
05=Credit & saving	13=Training in agriculture related skills	21= Access to land (for youth through association)	30= Environmental protection/development	
06= Disability support	14= Training in non-agricultural skills	22= Other food security program such as Household Asset Building Programme (HABP) & Complementary Community Investment Programme (CCI)	31= Income generation scheme	
07= Education about HIV including IEC/BCC	15= support to plant trees	23= Target supplementary feeding program	28= Other (specify): _____	
08=Family planning and reproductive health services	16=to own a house or condominium house	24 = Rehabilitating transport infrastructure (road repairs)		

**Codebox # 46: NGOs and Gos**

01=ACDI (Agric. Coop Dev. Int'l)	17= Project Concern Int'l	32=Medicins Sans Frontiers	46=Medan Act Welag Alba (Hawassa)	77=NK
02=ADRA (Adventist Dev/Relief Agency)	18= ReddBarna	33=Bureau of Food Security (BFS)	47=Mulu Wengel, (Hawassa)	60=Red Cross
03=Africare	19= Relief Society of Tigray	34=CCF	48=Kale Hiwot (Hawassa)	
04=AIDAB (Australian Int'l DevAsst Bank)	20= Save the Children	35=Disaster Prevention and Preparedness Commission (DPPC)	49=Meserete Kristos (Hawassa, Leki)	
05=Bureau of Agriculture	21= UNHCR	36=Government Organisation or Institution	50=Rift Valley Women and Children	
06=Bureau of Health	22= WFP (World Food Program)	37=Oromiya Self Help Organisation (OSHO)	51=Development Organisation (Leki)	
07=CARE	23= World Vision Relief and Dev	38=Plan International Ethiopia	52=Emmanuel Development Fund (AA)	
08=Catholic Relief Services	24=SIDA	39=Safety Net Programme office	53=Community Care Coalition (Tigray)	
09=CIDA (Canadian Int'l Dev. Agency)	25=ORDA (Oromia Development Association)	40=Federal or regional Micro and small scale enterprise development agency	54=Plan International (Amhara)	
10=Feed the Children	26=TDA (Tigray Development Association)	41=Household Asset Building Programme (HABP)	55=Health Extension Programme	
11= Food for the Hungry Int'l	27=ADA (Amghara Development Association)	41=Kebele administration	56=Youth clubs	
12= Lutheran World Federation	28=USAID	42=Women, Children's Affairs Bureau	57=School clubs	
13= micro finance institutions/ DECSI, ACSI, Wisdom, Sidama, Oromia etc /	29=CPAR	43=Berhan Integrated Community 44=Organisation (AA site)	58=Women's association	
14= Ministry of Education	30=FHI (Family Health International)	44=Organisation (AA site)	59=Youth Association	
16= OXFAM	31=ILRI	45=Mary Joy (Hawassa)	15= Other (specify) _____	

**Codebox #47: Frequency of support**

01=every year	06=every 2 months	79=Refused to answer
02=twice a year	07=monthly	
03=every 5 months	08=Irregular, (specify number of times in the last 4 years)	
04=every 4 months		
05=every 3 months	09=Other (Specify)	

**Codebox #48: Perceived impact on CHILD wellbeing**

01=Better quality food	06=More time to study	11= Counselling psycho-social support	15=better family planning
02=More food	07=Less time on work activities	12 = spiritual advice	16=start up a business
03=More advice on caring practices	08=Less time on household chores	09=Other, specify _____	17=financial literacy
04=More resources for educational purposes	09= better business activity	13=able to sustain job	18=adquisition of other knowledge (non-working skills)
05=More healthcare treatment	10= able to obtain Job	14=adquisition of work skills	19=better use of condom, contraception

**Codebox #49: Source of credit**

01= Agricultural input loan through MFI	07=Regular microfinance credit (MFI) – DECSI, ACST, OMO, OROMIA, GASHA, ADDIS, etc.	13= Employer
02=Cooperatives, associations	08=Relative	14= Youth Associations
03= Food security loan through MFI or others	09=IDDIR	15= women associations
04=Moneylenders	10=Friend/Neighbour	77=NK
05=Other NGOs and governmental organizations (GOs)	11=Federal or regional Micro and small scale enterprise development agency	79=Refused to answer
06=Other (specify) _____	12=Household Asset Building Programme (HABP).	16= Eqqub

**Codebox #50: Purpose of credit**

01=Agriculture (fattening, bee keeping, horticulture, poultry, goat and sheep rearing, dairy, purchase of agricultural equipment and variable inputs, etc.)	07=Healthcare (for adult)	13=Purchase of household durables	19=Trade (cereals, coffee, livestock, salt, spices)
02=Consumption (cover food shortage, festivities, clothing)	08=House construction and maintenance	14=Purchase of oxen	40=cash, purchase equipment, machine to establish new firm other than given in 05
03=Financial/business (e.g. lending to others)	09=Jewellery	15=Schooling (for children)	41=Purchase of equipments and machine for already established firm other than provided in 05
04=Food processing (injera, oil, bread/cake, alcohol, brewery)	10= Other (specify) _____	16=Schooling (for adults)	77=NK
05=Handicraft/Blacksmithing (pottery, embroidery, basket making, carpentry, brick making, etc.)	11=Paying Taxes	17=Paying for services (carriage (gari), hair dressing, barberry, shoe polishing, masonry, etc)	79=Refused to answer
06=Healthcare (for children)	12=Purchase of donkey, camel and other transport animals	18=Settling other debts	

**Codebox #51: Reason for not paying back on time**

01=Conflict within the household, domestic dispute, or divorce	06=Market related problems (price fluctuation, absence of demand, or lack of access to market in time)	11=Time inconvenient	77=NK
02=Crop failure	07=Migration	12=Used money for consumption purposes, such as festivity	79=Refused to answer
03=Death or illness of family member	08=Other (specify) _____	13=War	88=N/A
04=Death of livestock	09=Payment of other loans	14= Unsuccessful business	
05=Loan default by other members of the group	10=Theft and robbery		



**YOUNG LIVES**  
**ROUND 4 SURVEY ETHIOPIA**  
**OCTOBER 2013 TO MARCH 2014**

**SELF-ADMINISTERED QUESTIONNAIRE**

**OLDER COHORT**



**Ethiopian Development  
Research Institute**



**Young Lives is funded by UK aid  
from the Department for International Development (DFID)**

**[www.younglives.org.uk](http://www.younglives.org.uk)**

**THIS IS A CONFIDENTIAL QUESTIONNAIRE**

We have already asked you many questions, but there are some things that might be important for young people like yourself which you might not want to talk about openly. This is why we would like to ask you a few questions in private.

Young people in Ethiopia, India, Peru and Vietnam are doing this questionnaire. The information you give will be used by researchers in your country and internationally to understand young people and to help to develop programmes and policies for you.

We will not write your name on this survey. The answers you give are private. Answer the questions based on what you really think or do. There is no right or wrong answer! If you do not want to answer a question, you don't need to.

If you do not understand a question or need help, just ask the fieldworker.

Do you have any questions?

Thank you very much for your help.

## **Section 1**

Many young people your age think a lot about sex. Some of you might already have had sex. The following questions are about sex and what you know about it.

<b>Q.1</b>	<b>True</b>	<b>False</b>	<b>I don't know</b>
A woman/girl cannot get pregnant the first time she has sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If a girl washes herself after sex, she will not get pregnant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a condom can prevent getting a disease through sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A person who looks very healthy cannot pass on a disease through sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A person can get HIV or Aids by having sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Q.2</b>	If you would want to get a condom, where would you go? (Choose only <b>one</b> option)	
01	Shop or street vendor	<input type="checkbox"/>
02	Family planning services or health facility	<input type="checkbox"/>
03	Other, please say where:	<input type="checkbox"/>
04	I do not know what a condom is	<input type="checkbox"/>
05	I do not know where I could get a condom	<input type="checkbox"/>

## **Section 2**

In this last part of the questionnaire we would like to ask about things that make you happy.

<b>Q.3</b>	What makes you happy?  You can choose <b>more than one</b> option.	
01	Being with my friends	<input type="checkbox"/>
02	Being with my family	<input type="checkbox"/>
03	Doing sports (for example, football, running)	<input type="checkbox"/>
04	Entertainment (for example, watching tv/sports, dancing)	<input type="checkbox"/>
05	Praying	<input type="checkbox"/>
06	Doing well at school/achievement	<input type="checkbox"/>
07	Helping family	<input type="checkbox"/>
08	Other, please say what: _____	<input type="checkbox"/>



**YOUNG LIVES  
ROUND 4 SURVEY ETHIOPIA  
OCTOBER 2013 TO MARCH 2014**

**CHILD COGNITIVE TESTS  
YOUNGER COHORT**



**Ethiopian Development  
Research Institute**



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# PPVT

## Respondent Information

Names and Surnames: \_\_\_\_\_

Child ID: ET \_\_\_\_

## General Data

(To be filled by fieldworker)

Fieldworker's name: \_\_\_\_\_

Fieldworker's code: \_\_\_\_

Location: \_\_\_\_\_

Date (dd/mm/yy): \_\_\_\_ / \_\_\_\_ / \_\_\_\_

# Instructions

## PEABODY PICTURE VOCABULARY TEST (PPVT)

**FIELDWORKER:** It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to work on. If these conditions are not available, try to look for other space or reschedule if possible.

**FIELDWORKER:** Use the PPVT picture easel here. Be sure to read the training items with the child and make sure the child understands what needs to be done before starting the test.

All instructions for introducing the PPVT and using the Training Items are located on the examiner's manual. Use Training Items C and D (designed for children 8 years and older).

<b>FIELDWORKER: TRAINING ITEMS</b>				
<i>Plate</i>	<i>Series 1</i>	<i>Series 2</i>	<i>Series 3</i>	<i>Series 4</i>
	<i>For most subjects under age 8 years</i>		<i>(If necessary)</i>	
<i>A</i>	ball (2)	dog (4)	banana (3)	Spon (1)
<i>B</i>	crying (4)	sleeping (1)	crawling (3)	walking (2)
	<i>For most subjects age 8 years and over</i>		<i>(If necessary)</i>	
<i>C</i>	parrot (2)	scissors (1)	flower (3)	ope (4)
<i>D</i>	mowing (3)	riding (2)	mopping (1)	computing (2)

**FIELDWORKER:** After you have administered the appropriate Training Items, begin testing using the Set of Test Items corresponding to the test taker's age. Once you begin a set, always administer all 12 items in that set in order, and always start with the first item in the set.

Use numerals (1-4) to record the test taker's response to each item in the blank in the "Resp" column. The "Key" column indicates the correct response (1-4). Compare the child's response with the correct response and indicate errors by drawing a line through the E in the last column as shown below:

Item	Word	Key	Resp	Error
1	Bus	(4)		<del>E</del>

At the end of each set, record the number of errors in the box provided.

**FIELDWORKER:** Please complete questions 1 and 2 **after** administering the PPVT with the child.

### **PPVT Administration:**

1	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [ ____ ]
2	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [ ____ ]

# Test items

Seq. no.	Item number from R2 and R3	Word stimulus
1	4	Climbing
2	7	Closet
3	8	Jumping
4	9	Lamp
5	11	Smelling
6	12	Fly
7	16	Feather
8	23	Garbage
9	24	Exercise
10	25	Empty
11	26	Shoulder
12	28	Measuring
13	29	Porcupine
14	30	Arrow
15	31	Peeling
16	33	Accident
17	35	Decorated
18	39	Cactus
19	45	Juggling
20	46	Envelope
21	47	Tearing
22	52	Diving
23	55	Writing
24	57	Drilling
25	59	Group
26	60	Dripping
27	63	Luggage
28	64	Awarding
29	71	Vegetable
30	74	Nostril
31	75	Vase
32	77	Towing
33	78	Horrified
34	79	Trunk
35	80	Selecting
36	82	Camcorder
37	84	Wrench
38	87	Palm
39	88	Surprised
40	90	Interviewing

41	91	Clarinet
42	92	Exhausted
43	101	Inhaling
44	103	Tubular
45	106	Adjustable
46	107	Fern
47	110	Citrus
48	120	Fragile
49	129	Coast
50	130	Appliance
51	131	Foundation
52	151	Cascade
53	163	Periodical
54	179	Nautical
55	197	Cenotaph

3	<b>Test administration: Finish Time (hour)</b> (possible values: 07 to 18)	Hours: [ __ __ ]
4	<b>Test administration: Finish Time (minutes)</b> (possible values: 00 to 59)	Minutes: [ __ __ ]

# Literacy Test

## Reading Comprehension

### Younger Cohort

#### Respondent Information

Names and Surnames: \_\_\_\_\_

Child ID: ET \_\_\_\_\_

#### General Data

(To be filled by fieldworker)

Fieldworker's name: \_\_\_\_\_

Fieldworker's code: \_\_\_\_

Location: \_\_\_\_\_

Date (dd/mm/yy): \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Start time: \_\_\_\_ : \_\_\_\_    Finish time: \_\_\_\_ : \_\_\_\_

# Instructions

- Read each question carefully and answer the best you can.
- If you take too long on a question, go to the next one. When you finish you can go back to the ones you haven't answered.
- Remember to mark all your answers in the booklet.
- In each question there is only one correct answer.
- You will have up to 30 minutes to answer these questions.

You will find several types of questions in the booklet. Let's take a look:

## Question 1

There are questions in which you will have to read a word and then mark the picture that matches the word.

Example:

Mark with an X the picture that matches the word.

Book



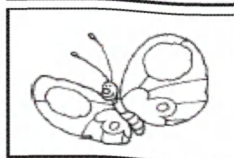
a.



b.



c.



## Question 2

There are also questions in which you will have to read a text carefully and then answer some questions marking the correct answer with an X.

Example:

Read carefully the following text:

Adiam is a girl who likes to play outside. After school each day, her mother lets her play outside which makes Adiam feel very happy.

Now, mark with an X the correct answer to each question (there is only one correct answer).

When does Adiam get to play outside?

a. In the morning

☐

b. At lunchtime

☐

c. After school

☒

**STOP, WAIT DIRECTIONS TO BEGIN.**

# Literacy test items (mother tongue)

Mark with an X the picture that matches the word.

## 1. Table

a) ☐



b) ☐



c) ☐



## 2. Tired

a) ☐



b) ☐



c) ☐



### 3. Shadow

a) ☐



b) ☐



c) ☐



**Mark with an X the picture that matches the sentence.**  
4. He teaches the students.

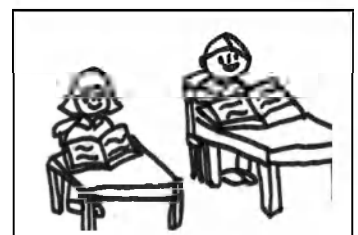
a) ☐



b) ☐

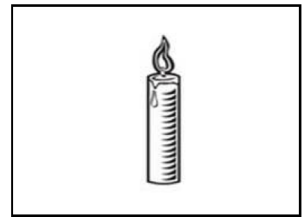


c) ☐

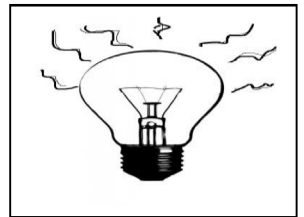


5. The candle is burning.

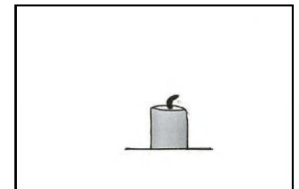
a) ☐



b) ☐

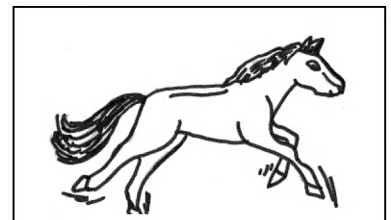


c) ☐

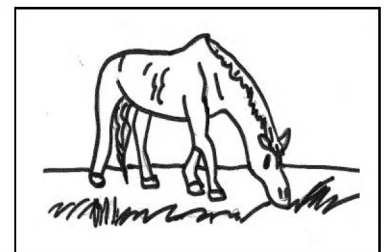


6. The horse is eating in the field.

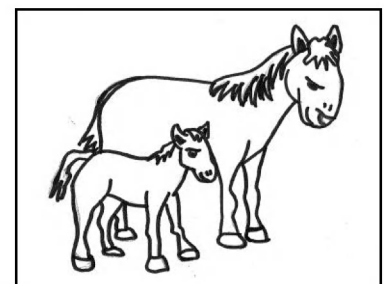
a) ☐



b) ☐



c) ☐



**Read the text and answer the questions that follow. All the answers are to be found in the text**

Eshetu and his wife, W/o Tigist, had a child. His name was Tedla . The family lived in Kombolcha a village. Tedla herded goats on a mountain near to the village.

**7. What does Tedla do?**

- a) He studies
- b) He farms
- c) He herds goats
- d) He helps his mother at home

☐  
☐  
☐  
☐

**8. What is the name of Tedla mother?**

- a) Eshetu
- b) Tedla
- c) Tigist
- d) Lemlem

☐  
☐  
☐  
☐

One day Tedla shouted down from the mountain to the village and said he had been bitten by a snake. The villagers went to the mountain to save Tedla from the snake. There was no snake. Tedla did this five more times. Each time the villagers went to the mountain, but there was no snake. The villagers began to hate him for lying.

**9. What did Tedla say when he shouted several times?**

- a) That he had lost his goats
- b) That he had been bitten by a snake
- c) That he was happy
- d) He did not say anything

☐  
☐  
☐  
☐

**10. What did the villagers feel about Tedla?**

☐

a) They hated him for lying

b) They did not know him

c) They shouted at him

d) They cared about him


On another day, Tedla shouted again. He was calling to the villagers to save him from a poisonous snake. The villagers thought that he was lying again, so they did not go to help him. But this time it was true and Tedla had been bitten by a poisonous snake. Tedla died without getting any help.

**11. Why did the villagers not go to help Tedla when he shouted?**

a) They did not hear him calling for help

b) They thought he was lying again

c) They were not in the village

d) They were herding goats


**12. What happened to Tedla at the end of the story?**

a) He was sick

b) He herded goats

c) He cried

d) He died


### **Read the passage and answer the questions:**

Alemu lives in Jihur in Amhara. He is a grade seven student and is 14 years old . He is a very clever student and works hard.

Alemu father is a successful farmer. He usually produces a large quantity of maize from his farm. Alemu mother is also a hard worker. In addition to her main domestic work she sells salt at the market in her spare time, to subsidize [or supplement] the income of the family.

After school Alemu always herds cattle. He sometimes also assists his mother by fetching water. Eshetu is Alemu's classmate. In the evening, Alemu studies with Eshetu.

#### **13. How old is Alemu?**

- a) 14
- b) 7
- c) 20
- d) 17


#### **14. What does Alemu always do after school?**

- a) Farming
- b) Trading
- c) Herding cattle
- d) Nothing


#### **15. What does Alemu mother do in her spare time?**

- a) She farms
- b) She sells salt
- c) She does domestic work
- d) She herds cattle


**16. In the evening who does Alemu study with?**

- a) His mother
- b) His father
- c) No-one
- d) Eshetu


**17. Alemu does many things after school. Which is a full list of his activities?**

- a) He herds cattle, fetches water and feeds goats
- b) He fetches water, herds cattle and sleeps
- c) He fetches water, herds cattle and studies with Eshetu
- d) He fetches water, feeds goats and studies with Eshetu.


**18. What is the main message of the story in the passage?**

- a) Alemu family are hard workers
- b) Alemu family do not work hard
- c) Alemu is good friends with Eshetu
- d) Alemu is a very clever student


**Below is a newspaper article. Read it carefully and answer the questions below.**

**DAILY NEWS**

**[13 October 2012]**

### **An accident on the road**

In the last five months, there have been many car accidents on the roads. Most cases are due to the carelessness of the driver including disregarding traffic signals or falling asleep while driving. However, Kebede accident happened for very different reasons.

Kebede was driving his truck on the road. He was going to his parents' house, because they were in poor health. He was accompanied by his wife W/o Alemitu and two children. The trip was going well until it started raining at 8:00 pm. It was dark. Kebede reduced his speed to avoid an accident. After the rain stopped, many cattle started to cross the road, but [NAME] could not see them clearly. [NAME] was very nervous, because he didn't want to have an accident and put his family or the animals at risk.

Although [NAME] was very careful while driving, he didn't see a goat that crossed the road. By trying to avoid it, he crashed his vehicle into a mound of sand at 11:38 pm. No one was hurt, but everyone was very scared. It was clear that the authorities needed to improve lighting on the road at night.

**Based on the article, answer the following questions by marking the correct answer with an X.**

**19. According to the text, the majority of car accidents are caused by ...**

- a. Drivers' carelessness
- b. Misplaced traffic signals
- c. Rain and the dark
- d. Cattle that cross the road


**20. Why was Kebede travelling to his parents' house?**

- a. Because they were in poor health
- b. Because he wanted to see the animals


c. Because of the rain

d. So that his wife and children could visit family

☐

**21. What made Kbede's journey more dangerous?**

a. The rain, the dark and the mound of sand

b. The rain, the dark and the animals that crossed the road

c. The dark, the rain, the wind and the animals that crossed the road

d. The animals that crossed the road

☐  
☐  
☐  
☐

**22. What was the fortunate thing that happened to Kebede?**

a. Kebede crashed his car into a mound of sand, because he didn't see a goat in the dark

☐

b. Kebede avoided crashing his car and an expensive repair bill

☐

c. Kebede took great care when driving to avoid an accident in poor weather conditions

☐

d. despite having a crash, Kebede managed to reach his sick parents

☐

**23. What is the main purpose of this news article?**

a. To inform people about the dangers caused by animals on the road

☐

b. To inform people that the authorities need to improve lighting on the road where this accident happened

☐

c. To encourage people to avoid driving on this road because of poor lighting

☐

d. To inform people about a tragic car accident that happened because of bad traffic signals

☐

**24. Which of the following reasons does the author think provides the strongest reason for street lighting?**

a. Installing street-lighting so that cattle can more easily see cars on the road

☐

b. Installing street-lighting to ensure drivers stop at traffic signals

☐

c. Installing street-lighting to increase visibility for drivers

☐

d. Installing street-lighting to reduce careless driving

☐

# Reading test items (English and Amharic)

## AMHARIC READING TEST : YC and UC

THIS IS TO BE ADMINISTERED TO ALL CHILDREN ACROSS LANGUAGE GROUPS AND COHORTS

### INSTRUCTIONS TO FIELDWORKER:

Show the card to the child and say:

*"Now I want to ask you about reading and writing."* Then say,

*"Can you please read me the letters, words and sentences on this card."*

After that, hand the Card to the child. Use the codes in the survey to register the performance of the child.

Letters: N U R

ፊደላት: ነ ዩ ረ

Words: Run

ቃላት: ሩጫ

Single sentence: He runs to school.

ነጠላ ዐረፍተ ነገር: እሱ ወደ ትምህርት ቤት ይሮጣል።

Functional sentences: There will be a school meeting on Wednesday. The meeting is to discuss the end-of-year examinations and which topics will be important to study. The meeting is at 10.30am in classroom 4A. Pupils should tell their parents that they can also attend.

የድርጊት ዐረፍተ ነገሮች: ረቡዕ ዕለት የትምህርት ቤት ስብሰባ አለ። በስብሰባው ላይ የዓመቱ መጨረሻ ፈተናዎችና የትኞቹ ትምህርቶች መጠናት እንዳለባቸው ውይይት ይደረግባቸዋል። ስብሰባው የሚካሄደው ከቀኑ በኋራ ሰዓት ተኩል በ4ሀ ክፍል ውስጥ ነው። ወላጆችም በስብሰባው ላይ እንዲሳተፉ ተማሪዎቹ ለወላጆቻቸው መንገር አለባቸው።

## ENGLISH READING TEST : YC and UC

**THIS IS TO BE ADMINISTERED TO ALL CHILDREN ACROSS LANGUAGE GROUPS AND COHORTS**

### INSTRUCTIONS TO FIELDWORKER:

Show the card to the child and say:

*"Now I want to ask you about reading and writing." Then say,*

*"Can you please read me the letters, words and sentences on this card."*

After that, hand the Card to the child. Use the codes in the survey to register the performance of the child.

Letters: D A O R

Words: Road

Single sentence: The road is long.

Functional sentences: It takes a long time to travel from Dire Dawa to Addis Ababa by road. It can take nine hours to reach the city by bus. Sometimes the journey takes longer because of traffic. It is important to plan your journey carefully to make sure you arrive on time.

## Response sheet

# Reading Items

## Younger Cohort

### Respondent Information

Names and Surnames: \_\_\_\_\_

Child ID: ET \_\_\_\_

### General Data

(To be filled by fieldworker)

Fieldworker's name: \_\_\_\_\_

Fieldworker's code: \_\_\_\_

Location: \_\_\_\_\_

Date (dd/mm/yy): \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## READING ITEMS

**FIELDWORKER:** It is very important to assure adequate conditions for the assessment. You should look for a place with adequate lighting (natural or artificial), relative absence of noise and a flat surface for the child to write. If these conditions are not available, try to look for other space or reschedule if possible.

**FIELDWORKER:** Use the literacy cards here. Administer the items on reading in each of the languages with the literacy card and fill out the items below. Note that you must administer the mother-tongue and Amharic literacy cards even if the child's mother-tongue is Amharic.

## MOTHER-TONGUE

1	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [ __ ]
2	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [ __ ]
3	Reading Item.                      77=NK                      79=refused to answer                      88=NA 01=Can't read anything 02=Reads letters 03=Reads word 04=Reads sentence 05=Reads multiple sentences	[ __ ]
4	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [ __ ]
5	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [ __ ]

## AMHARIC

6	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [ __ ]
7	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [ __ ]
8	Reading Item.                      77=NK                      79=refused to answer                      88=NA 01=Can't read anything 02=Reads letters 03=Reads word 04=Reads sentence 05=Reads multiple sentences	[ __ ]
9	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [ __ ]
10	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [ __ ]

## ENGLISH

11	Test administration: Start Time (hour) (possible values: 07 to 17)	Hours: [ __ __ ]
12	Test administration: Start Time (minutes) (possible values: 00 to 59)	Minutes: [ __ __ ]

13	Reading Item.                      77=NK                      79=refused to answer                      88=NA 01=Can't read anything 02=Reads letters 03=Reads word 04=Reads sentence 05=Reads multiple sentences	[ __ __ ]
----	--	-----------

14	Test administration: Finish Time (hour) (possible values: 07 to 18)	Hours: [ __ __ ]
15	Test administration: Finish Time (minutes) (possible values: 00 to 59)	Minutes: [ __ __ ]

# Mathematics

## Younger Cohort

### Respondent Information

Names and Surnames: \_\_\_\_\_

Child ID: ET \_\_\_\_

### General Data

(To be filled by fieldworker)

Fieldworker's name: \_\_\_\_\_

Fieldworker's code: \_\_\_\_

Location: \_\_\_\_\_

Date (dd/mm/yy): \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Start time: \_\_\_\_ : \_\_\_\_    Finish time: \_\_\_\_ : \_\_\_\_

## Instructions

- Read each question carefully and answer the best you can.
- If you take too long on a question, go to the next one. When you finish you can go back to the ones you haven't answered.
- Remember to mark all your answers in the booklet.
- In each question there is only one correct answer.
- You may use the extra space on the side to make your calculations.
- You will have up to 40 minutes to answer these questions.

You will find several types of questions in the booklet.  
Let's take a look:

### Question 1

There are questions in which you will have to solve the exercise and then write the correct answer in the blank space.

Example:

Solve the exercise and write the correct answer in the blank space.

$$1 + 1 = \boxed{2} \qquad 1 + 1 = 2$$

### Question 2

There are questions in which you will have to solve the exercise and then mark the option that has the correct answer with an X.

Example:

Solve  $2 + 2$ . Mark with an X the correct answer.

- a. 2 ☐
- b. 3 ☐
- c. 4 ☒
- d. 5 ☐

$$2 + 2 = 4$$

### Question 3

Finally, there are questions where you have to read carefully a math problem, solve it and then mark the correct answer with an X.

Example:

Abeyot and Tirsit bought pencils. Abeyot bought 1 pencil and Tirsit bought 2. How many pencils do they have between the both of them?

a. 3 pencils

☒

b. 2 pencils

☐

c. 5 pencils

☐

d. 1 pencil

☐

$$1 + 2 = 3$$

**STOP, WAIT DIRECTIONS TO BEGIN.**

## Test items

Write the correct answer in the space:

1.  $2 + 3 =$

2.  $8 - 3 =$

3.  $2 \times 4 =$

4.  $6 \div 3 =$

5. Which of these is equal to 342?

- a.  $3000 + 400 + 2$  ☐
- b.  $30 + 40 + 2$  ☐
- c.  $300 + 40 + 2$  ☐
- d.  $3 + 4 + 2$  ☐

6. Which of these is the name for 9740?

- a. Nine thousand seventy four ☐
- b. Nine thousand seven hundred forty ☐
- c. Nine thousand sixty four hundreds ☐
- d. Nine hundred seventy thousand ☐

**Write the correct answers in the space:**

**7.**

$48 \times 5 =$

**8.**

$52 - 7 =$

**9.**

$15 \times 9 =$

**10.**

$27 \div 3 =$

**11.**

$49 - 28 =$

**12.**

$243 + 176 =$

**13.**

$45 \div 15 =$

**14.**

$112 + 45 + 467 =$

**15.**

$18.23 - 0.2 =$

16.

25% of 240 =

17.

9.81 + 7.62 =

18.

$\frac{9}{8} \times \frac{2}{3} =$

19. Solve  $3.5 \times 2.4 =$  \_\_\_\_\_

a. 0.84

☐

b. 2.10

☐

c. 84.0

☐

d. 8.40

☐

20. It takes Chris 4 minutes to wash a window. He wants to know how many minutes it will take him to wash 8 windows at this rate. He should?

a. multiply  $4 \times 8$

☐

b. divide 8 by 4

☐

c. subtract 4 from 8

☐

d. add 8 and 4

☐

21. A piece of rope 204 cm. long is cut into 4 equal pieces. Which of these gives the length of each piece in centimeters?

a.  $204 + 4$

☐

b.  $204 \times 4$

☐

c.  $204 - 4$

☐☐

d.  $204 \div 4$

**22. A garden has 14 rows. Each row has 20 plants. The gardener then plants 6 more rows with 20 plants in each row. How many plants are there now altogether?**

a. 280

b. 300

c. 400

d. 500

**23. A cake was cut into 8 pieces of equal size. [John] ate 3 pieces of the cake. What fraction of the cake did [John] eat?**

a.  $\frac{1}{8}$

b.  $\frac{3}{8}$

c.  $\frac{3}{5}$

d.  $\frac{8}{3}$

**24. Maria] has 6 red boxes. Each box has 4 pencils inside. She also has 3 blue boxes. Each blue box has 2 pencils inside. How many pencils does [Maria] have altogether?**

a. 36

b. 15

c. 24

d. 30

Below is a receipt that [Oscar] received after making a purchase in a cloth shop. There are some blank spaces in the receipt where information is missing. Read carefully.

<b>[Kathy's] Shop</b>			RECEIPT N° 0568	
[			Date: [October 4th, 2012]	

No. of items	DESCRIPTION	UNIT PRICE	LINE TOTAL	DISCOUNT
10	Trousers	[\$12]	[\$ 120]	[\$ 24]
25	T-shirts	[\$ 13]	[\$ 325]	No discount
78	Socks	[\$ 4]	[\$ 312]	[\$ 35]
37	Dresses	[\$ 20]	[ \$740]	No discount
49	Skirts	[\$ 8]	[ \$392]	[\$ 33]
			<b>SUBTOTAL</b>	<b>[\$ 92]</b>
			<b>TOTAL</b>	<b>TOTAL DISCOUNT</b>

Based on the receipt, answer the following questions by marking the correct answer with an X.

25. How many items did [Oscar] buy?

- a. 199 ☐
- b. 209 ☐
- c. 198 ☐
- d. 208 ☐

26. [Andrea] wants to buy 38 T-shirts. How much will she pay?

- a. [\$ 325] ☐
- b. [\$ 494] ☐
- c. [\$ 484] ☐
- ☐

d. [\$ 304]

**27. How much did [Oscar] spend in [Kathy's] shop?**

a. [\$ 1982] ☐

b. [\$ 1889] ☐

c. [\$ 1981] ☐

d. [\$ 1797] ☐

**28. [Oscar] bought t-shirts and socks. How much more did [Oscar] spend on t-shirts than on socks?**

a. [Oscar] spent [\$ 13] more buying t-shirts than socks ☐

b. [Oscar] spent [\$ 23] more buying t-shirts than socks ☐

c. [Oscar] spent [\$ 58] more buying t-shirts than socks ☐

d. [Oscar] spent [\$ 48] more buying t-shirts than socks ☐



**YOUNG LIVES  
ROUND 4 SURVEY ETHIOPIA  
OCTOBER 2013 TO MARCH 2014**

**CHILD QUESTIONNAIRE**

**YOUNGER COHORT**



**Ethiopian Development  
Research Institute**



**Young Lives is funded by UK aid  
from the Department for International Development (DFID)**

**[www.younglives.org.uk](http://www.younglives.org.uk)**

**CHILD QUESTIONNAIRE  
YOUNGER COHORT  
ROUND 4  
ETHIOPIA**

	<b>Data Handlers</b>
	<b>Codebox Index</b>
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<b>Section 2</b>	<b>Time-use</b>
<b>Section 3</b>	<b>Health</b>
<b>Section 4</b>	<b>Social Networks</b>
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Sub-section 5.2	Round 3 Sibling
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	<b>Date and time of completion of interview</b>
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## **Codeboxes Index**

Codebox #1: Ethiopia languages

Codebox #2: Reasons for missing school

Codebox #3: Paid activities

Codebox #4: Most serious injury

Codebox #5: Expectation / Ambition

## Date and time of start of interview

<b>Q.1</b>	Date of start of interview Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Time of start of interview	[ ____ : ____ ]

FIELDWORKER The following information are the equivalent to the data handlers in paper.

## DATA HANDLERS

### Date of Interview

Fieldworker: You should sign and date the questionnaire (using the 'get time' button on screen) only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems and solved all your doubts, and therefore, the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire. You must be clear about all the information you collected before handing in your interview file to your supervisor and, most importantly, before leaving the sentinel site.

<b>Q.2</b>	Date of interview Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.3</b>	Fieldworker ID	[ ____ ]

Supervisor: You should sign and date the questionnaire ((using the 'get time' button on screen) only after you have completed and checked the questionnaire thoroughly.

### Date of Supervisor Check

<b>Q.4</b>	Date of Supervisor Check Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.5</b>	Supervisor ID	[ ____ ]

# 1. SCHOOLING

**SAY:** Now I want to ask you some more questions about schooling in particular.

<b>Q.1</b>	Are you currently enrolled in school?  00=No ► Skip to Q.9 01=Yes 02=Never enrolled in school ► Skip to Q.14 77=NK ► Skip to Q.9	[ _ _ ]
<b>Q.2</b>	Do you attend to evening school?  00=No 01=Yes	○ No ○ Yes
<b>Q.3</b>	Is this a single-sex school?  00=No 01=Yes	○ No ○ Yes
<b>Q.4</b>	What is the language of instruction in your current school? Enter language from Codebox #1	[ _ _ ]
<b>Q.5</b>	How long does it take you to get to school? (In minutes)  <b>FIELDWORKER:</b> If the child is in a boarding school, make sure they give the time from their <u>home to school</u> . Record only one way (single trip).  -77=NK	[ _ _ _ ]
<b>Q.6</b>	How do you usually travel to school?  <b>FIELDWORKER:</b> If more than one mean of transport, record the one in which child takes more time.  01=Walk 02=Bicycle 03=Family car or motorbike 04=School bus 05=Public bus/ coach/ shared taxi/ motorbike/ horse carts 06=Private hire taxi 07=Rickshaw 08= River crossing [e.g boat] 09=Other 77=NK	[ _ _ ]
<b>Q.7</b>	Do you have any difficulties in getting to school?  00=No ►skip to Q.9 01=Yes	[ _ _ ]
<b>Q.8</b>	What is the main difficulty?  01=Traffic 02=Harassment/abuse from other children 03=Rebels/thieves 04=Harassment from authorities (e.g. police, local officials) 05=Natural hazards (e.g. floods) 07=Animals 08=Kidnapping 09=Sexual violence 10=Fear of having an accident on the way school 11=Spirits / ghosts 12=Having to cross dangerous places (rivers, ravines etc) 06=Other (specify) 77=NK 79=Refused to answer	[ _ _ ]

## SCHOOL ABSENCES

<b>Q.9</b>	<p>During the <u>last academic year</u>, did you ever miss school for a week or more? (excluding school holidays, national holidays, etc.)</p> <p>FIELDWORKER: if YL Child was not enrolled last academic year , ask for the last academic year the YL Child attended school.</p> <p>00=No ► Skip to Q.13 01=Yes 77=NK ► Skip to Q.13</p>	<p><input type="radio"/> No   <input type="radio"/> Yes   <input type="radio"/> NK</p>
<b>Q.10</b>	<p>How long was the largest period of time you were absent from school?</p> <p>Enter in number of days.</p>	<p>[ _ _ ]</p>
<b>Q.11</b>	<p>What are the main reasons you missed school?</p> <p>You can give up to three answers. Please give the most important one first.</p> <p>FIELDWORKER: Enter up to three codes from Codebox #2. Do not prompt.</p>	<p>[ _ _ ] Specify _____</p> <p>[ _ _ ] Specify _____</p> <p>[ _ _ ] Specify _____</p>
<b>Q.12</b>	<p>In which months did most of these absences (periods away from school) occur, if any?</p> <p>Enter months: 01=meskerem 02=tikemet 03=hidar 04=tahisas 05=tir 06=yekatit 07=megabit 08=miazia 09=ginbot 10=sene 11=hamle 12=nehasse 13=pagume 14=None 77=NK 88=NA</p> <p>FIELDWORKER. Enter up to 3 possible months based on what children say.</p>	<p>[ _ _ ]</p> <p>[ _ _ ]</p> <p>[ _ _ ]</p>

**SAY:** Now I am going to ask you some questions about school.

<b>Q.13</b>	<p>How often in the <u>last 7 days</u> did you come to class without completing your homework or preparation for lessons?</p> <p>FIELDWORKER. Please read the alternatives</p> <p>01= Always 02= Usually 03=Sometimes 04=Rarely 05=Never 06=No homework is set 77=NK</p>	<p>[ _ _ ]</p>
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**Children who are NOT attending school in 2006 (E.C.) (equivalent to 2013 G.C.)**

<b>Q.14</b>	Do you think you will return (start) to education in the future? (including vocational training)  00= No, definitely not 01= Maybe 02= Yes, definitely 77=NK 79=Refused to answer	[ _ _ ]
<b>Q.15</b>	Who, in your opinion, played the most important role in deciding that you should leave (not start) school?  01= Me 02= Mother/Female guardian 03= Father/Male guardian 04= Other household member 05= Other 77= NK 79= Refused to answer	[ _ _ ]

## 2. TIME USE

**FIELDWORKER:** Begin by asking the child some background questions about their activities. For example, do they go to school, do they help around the household.

**SAY:** I want to know how many hours did you spend on the following activities during a **typical day** (from Monday to Friday) in the last week.

**FIELDWORKER:** Give the respondent 24 beans and, using a card board with 8 circles representing the following 8 categories of activities. Ask the respondent to distribute the 24 beans according to the time spent in each task. Make sure all 24 beans are allotted.

\*If any child is ill on the day of the interview, consider a typical day before the illness.

**SAY:** Firstly, can you tell me how many hours do you spend asleep in a typical night?

Q.1		
1	Sleep <b>FIELDWORKER:</b> RECORD IN HOURS. - 77=NK	[ _ _ _ ]
<b>Say:</b> Now, think about the rest of your day. I want you to tell me how much time you spent on the following activities during a typical day. (i.e. not a weekend or holiday). <b>FIELDWORKER:</b> RECORD IN HOURS. -77=NK		
2	Care for others (younger children, ill household members)	[ _ _ _ ]
3	Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping, etc.)	[ _ _ _ ]
4	Tasks on family farm, cattle herding, other family business, shepherding (not just farming)	[ _ _ _ ]
5	Paid (remunerated) work or activities outside of household or for someone not in the household	[ _ _ _ ]
6	At school (including travelling)	[ _ _ _ ]
7	Studying outside of school time (at home, extra tuition)	[ _ _ _ ]
8	Play time / general leisure	[ _ _ _ ]
CAPI: Total number of pebbles _____		

**FIELDWORKER:** After completing the child's activities, write down separately how much time he/she allocates for the following activities:

<b>A</b>	Time used for commuting to the place where the child carries out paid activities (out and return) Enter in minutes.	[ _ _ _ _ ]
<b>B</b>	Time used for commuting to school / educational centre (out and return) Enter in minutes.	[ _ _ _ _ ]

## WORK ACTIVITIES

**SAY:** I now want you to think about the last year.

<b>Q.2</b>	In the <u>last 12 months</u> , did you do anything to get money or things for yourself or your family?  00=No ► Skip to Q.9 01=Yes 77=NK ► Skip to Q.9	[ _ _ ]
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**SAY:** Please give details of these activities.

	<b>Q.3</b>	<b>Q.4</b>	<b>Q.5</b>	<b>Q.6</b>	<b>Q.7</b>
WORKID	What were these activities?  FIELDWORKER: enter each type of activity not each individual job  Enter codes from Codebox #3	Do you do this activity for your own household or for someone else?  01=Own household, 02=another household or a business 03=Both 01 & 02	What form of payment was received or is expected from this activity?  00=None ► Skip to Q.7 01=Money 02=In kind 03=Both in cash and in kind 04=Debt relief 77=NK	Did you get to keep all or some of the payment for this activity?  00=No, none 01=Yes, all of it 02=Yes, some of it 77=NK	Which activity did you spend most time on during the year?  01= Most time 02= Other than the most important activity 77=NK
1	[ _ _ ] Other, specify _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
2	[ _ _ ] Other, specify _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
3	[ _ _ ] Other, specify _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
4	[ _ _ ] Other, specify _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]

**FIELDWORKER:** The following question relates to paid activities only

<b>Q.8</b>	In the <u>last four years</u> , have you missed school because you were working for money or goods?  00=No 01=Yes 77=NK 88=NA	[ _ _ ]
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**SAY:** Now I would like you to think about the last 4 years.

**FIELDWORKER:** The following three questions relate to injuries that happened at any point.

<b>Q.9</b>	Since we visited in 2002 (E.C.) (equivalent to 2009 G.C.), have you been seriously injured?  00= No ► Skip to next section 01= Yes 77=NK ► Skip to next section	[ _ _ ]
<b>Q.10</b>	What was the most serious injury?  A serious injury is one that prevents the child from doing normal activities (e.g. studying, working) and/or that requires medical attention.  FIELDWORKER. Enter codes from Codebox #4	[ _ _ ] Specify _____
<b>Q.11</b>	What were you doing when the most serious injury happened?  01= Farm work (paid or unpaid) 02= Non farm work (paid or unpaid) 03= Household chores, helping in house 04= At school (except sports) 05= Sports (in or out of school) 06= Playing, except sports 07= Travelling to/from school 08= Travelling (other than to/from school) 09= Nothing 10= Other (specify)	[ _ _ ] Specify _____

### 3. Child Health

**FIELDWORKER:** Observe and tick on the right option.

<b>Q.0</b>	Sex of [YL Child] 01=Male 02=Female	[ _ _ ]
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**SAY:** Now I want to ask about your meals and diet.

**FIELDWORKER:** Should first ascertain whether the previous day was a 'usual' or 'normal' day.

If it was a special occasion such as a funeral or a feast, another day for the recall should be selected.

<b>Q.1</b>	<b>Food frequency:</b> During the previous 24-hour period (or on typical day if the child was ill yesterday), did you consume:	00=No, 01=Yes, 77=NK
1	Any food before a morning meal	[ _ _ ]
2	A morning meal (breakfast)	[ _ _ ]
3	Any food between morning and midday meals	[ _ _ ]
4	A midday meal	[ _ _ ]
5	Any food between midday and evening meals	[ _ _ ]
6	An evening meal	[ _ _ ]
7	Any food after the evening meal	[ _ _ ]
	Total added automatically do not fill	[ _ _ ]

## DIETARY DIVERSITY

**NOTE:** Ask about each possible meal or snack. People often leave out or forget certain meal times.

<b>Q.2</b>	Do you eat sega?  FIELDWORKER: Meaning if [YL Child] eats any meat, fish or poultry.  00=No, 01=Yes, 77=NK	[ _ _ ]
<b>Q.3</b>	During the previous 24-hour period did you consume any of the following? (Including food you ate at home or outside your home and food you bought, for example on the street)	00=No 01=Yes 77=NK 88=N/A
1	Any injera, spaghetti, or any other foods made from teff, millet, sorghum, maize, rice, or wheat?	[ _ _ ]
2	Any pumpkin, carrots, squash, red or orange sweet potatoes?	[ _ _ ]
3	Any potatoes, yams, taro, cassava, kocho/enset or any other foods made from starchy roots or tubers?	[ _ _ ]
4	Any dark, green, leafy vegetables such as cassava leaves, bean leaves kale,, spinach, pepper leaves, taro leaves, and amaranth leaves?	[ _ _ ]
5	Any other vegetables (onions, cabbage, tomatoes)?	[ _ _ ]
6	Any ripe mangoes, ripe papayas?	[ _ _ ]
7	Any other fruits (citrus fruit, bananas, cactus)?	[ _ _ ]
8	Any liver, kidney, heart, or other organ meats?	[ _ _ ]
9	Any other meat (beef, pork, goat, lamb, chicken)?	[ _ _ ]
10	Any eggs?	[ _ _ ]
11	Any fresh or dried fish or shellfish?	[ _ _ ]
12	Any foods made from legumes such as beans, peas, lentils, or nuts?	[ _ _ ]
13	Any cheese, yogurt, milk or other milk products?	[ _ _ ]
14	Any foods made with oil, fat, or butter?	[ _ _ ]
15	Any sugar, honey, sweets, sugary sweet drinks?	[ _ _ ]
	Total added automatically do not fill	[ _ _ ]

**SAY:** Now I am going to ask you some questions about changes in your body and appearance. If you do not feel comfortable answering any of these questions, you do not have to do so.

[CAPI: ENABLE ONLY FOR GIRLS BASED ON Q.0]

<b>Q.4</b>	At what age did your periods started?  Enter age in completed years. 00=Haven't started yet 77=NK 79=Refused to answer  Once answered ► skip to next section	[ _ _ ]
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[CAPI: ENABLE Q.5 AND Q.6 ONLY FOR BOYS BASED ON Q.0]

<b>Q.5</b>	At what age did you notice that your voice was changing (deepening)?  Enter age in completed years. 00=Haven't started changing yet 77=NK 79=Refused to answer	[ _ _ ]
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**FIELDWORKER:** Observe if the boy has any hair in his chin. IF YES, tick in the next box and ask Q.7; If NO skip to next section.

<b>Q.6</b>	Child has hair in his chin	<input type="checkbox"/>
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<b>Q.7</b>	At what age has hair started growing on your chin?  Enter age in completed years.	[ _ _ ]
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## 4. Social Networks and Social Support

**SAY:** Now I am going to ask you some questions about the people in your life.

<b>Q.1</b>	Is one or both of your parents alive? 00 = No 01 = Yes	[ _ _ ]
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<b>Q.2</b>	How many people can you rely on in time of need? 00=None 01=1-2 people 02=3-5 people 03=6-10 people 04=11-15 people 05=16-20 people 06=21-30 people 07=Over 30 people 77=NK	[ _ _ ]
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### 5.1 Index Child

**FIELDWORKER:** Prompt Card #4 to the child. Read and explain each of the 4 alternatives: *Strongly disagree*, *Disagree*, *Agree* and *Strongly agree*.

**FIELDWORKER:** Read the following example:  
I may say that young people of your age think or say “I like to paint”.  
If you like a lot to paint, you should point the option ***Strongly agree***.  
If you like to paint, you should point the option ***Agree***.  
If you don't like to paint, you should point the option ***Disagree***.  
If you don't like to paint at all, you should point the option ***Strongly disagree***.

**FIELDWORKER:** Wait until [YL Child] points one of the options. Make sure that s(he) has understood how to properly answer these questions.

**FIELDWORKER:** Skip items 03, 07, 10, 13, 19, 21, 25 and 29 if both parents are dead (Section 0: Q.1=01 AND Q.2=01).

[illegible]

**FIELDWORKER:** Prompt Card #3 to the child and read each of the 5 alternatives: **Strongly disagree**, **Disagree**, **More or less**, **Agree** and **Strongly agree**.

**SAY:** Now you have a similar card with 5 alternatives that range from Strongly disagree to Strongly agree, but this time you have an extra option: **More or less** (point at this option in the card). Now I will read some comments and statements that young people of your age sometimes say, think or feel. I want you to tell me how much you agree or disagree with them by pointing in this card the option that best reflects your opinion.

**SAY:** For instance, I may say that young people of your age think or say: "None of my neighbours throw rubbish on the street". Tell me, how much do you agree or disagree with this? Remember that this time you also have the **More or less** option.

**FIELDWORKER:** Wait until [YL Child] points one of the options. Make sure that s(he) has understood how to properly answer these questions.

**SAY:** Now, think if the following statements somewhat reflect what you think, feel or say. Remember that there are no right or wrong answers; I just want to know your opinion.

**SAY:** I am now going to read some things that young people your age sometimes say, think or feel. I want you to tell me if they sound like things you might say, think or feel.

Q.2		Strongly disagree	Disagree	More or Less	Agree	Strongly agree	NK	Refused to answer
01	I am proud of my clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02	I am proud of the work I have to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03	Other people in my family make all the decisions about how I spend my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04	I have no choice about the work I do - I must do this sort of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05	I feel my clothing is right for all occasions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06	If I try hard, I can improve my situation in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07	I like to make plans for my future studies and work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08	I am never embarrassed because I do not have the right books, pencils and other equipment for school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09	I am proud of my shoes or of having shoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	If I study hard at school I will be rewarded by a better job in future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I am proud that I have the correct uniform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Q.3</b>	Imagine you had no constraints and could study for as long as you liked, or go back to school if you have already left. What level of formal education would you like to complete?  00=None ► Skip to Q.5 Grade 01-12 13=Post-secondary 14=University 15=Vocational 16=Degree(graduate) 28=Adult literacy 29=Religious education 30=Other (specify) _____ 77=NK ► Skip to Q.5	[ _ _ ]
<b>Q.4</b>	Given your current situation do you expect you will reach that level of education?  00=No 01=Yes 77=NK 88=N/A	[ _ _ ]
<b>Q.5</b>	When you are about 25 years old, what job would you like to be doing?  <b>FIELDWORKER.</b> Do not prompt. Enter code from Codebox #5	[ _ _ ] Specify _____
<b>Q.6</b>	Given your current situation do you expect you will be able to get that kind of job?  00=No 01=Yes 77=NK 88=N/A	[ _ _ ]

**FIELDWORKER:** Prompt the 9-step ladder card and show it to the respondent.

**SAY.** There are nine steps on this ladder. Suppose we say that the ninth step, at the very top, represents the best possible life for you and the bottom represents the worst possible life for you.

<b>Q.7</b>	Where on the ladder do you feel you personally stand at the present time?  Record step number: 01-09 77=NK 88=NA	[ _ _ ]
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## CHILD'S SUBJECTIVE WELLBEING

**SAY:** Now think about the area where you live. Think about [NAME OF CURRENT LOCALITY].

<b>Q.8</b>	Compared to other families here in [NAME OF CURRENT LOCALITY], how many things does your family have?  <b>FIELDWORKER:</b> Read the options  01=Has more things than most families 02= Has about the same amount of things as most families 03=Has less things than most families 77=NK	[ _ _ ]
<b>Q.9</b>	FOUR YEARS AGO: Compared to other families here in [NAME OF CURRENT LOCALITY], how many things did your family have?  <b>FIELDWORKER:</b> Read the options  01=Has more things than most families 02= Has about the same amount of things as most families 03=Has less things than most families 77=NK 88=NA	[ _ _ ]
<b>Q.10</b>	Which of the following best describes your household?  <b>FIELDWORKER:</b> Read the options  01=Very rich 02=Rich 03=Comfortable – can manage to get by 04=Never have quite enough, struggle to get by 05=Poor 06=Destitute	[ _ _ ]
<b>Q.11</b>	FOUR YEARS AGO: How would you describe your household?  <b>FIELDWORKER:</b> Read the options  01=Very rich 02=Rich 03=Comfortable – can manage to get by 04=Never have quite enough, struggle to get by 05=Poor 06=Destitute	[ _ _ ]

## 5.2 YL Child's Sibling

**SAY:** When we visited you in 2002 (E.C.), the sibling we took the Anthropometrics measures was [ROUND 3 SIBLING].

**SAY:** When we visited you in 2002 (E.C.), the sibling we took the Anthropometrics measures was [ROUND 3 SIBLING].

Q.1	Is this <u>same</u> sibling available now?	
	Fieldworker: do not ask this question 00=No 01=Yes 88=NA	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> N/A
Q.2.	Has the child been tracked and found? 01=Yes 00=No, specify a reason for not finding/tracking _____ ► Skip section. Thank and end interview.	<div style="text-align: center;">[   _   _   ]</div> Other, specify _____

**SAY:** I am going to ask you some general questions about whether you study and/or work.

<b>Q.3</b>	Are you currently enrolled in school?  00=No 01=Yes 02=Never enrolled in school 77=NK	[ _ _ ]
<b>Q.4</b>	Have you done any of the following activities in a typical day (from Monday to Friday) during last week?	00=No 01=Yes
01	Caring for others (younger siblings, ill household members)	<input type="radio"/> No <input type="radio"/> Yes
02	Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping, etc)	<input type="radio"/> No <input type="radio"/> Yes
03	Tasks on family farm, cattle herding, other family business, shepherding (not just farming)	<input type="radio"/> No <input type="radio"/> Yes
04	Activities for pay/sale outside of household or for someone not in the household	<input type="radio"/> No <input type="radio"/> Yes

**SAY:** I am now going to read some statements that young people your age sometimes say, think or feel. I want you to tell me if you agree or disagree with them. I will ask you first if you agree or disagree. If you say you agree, I will ask you whether you agree strongly. If you say you disagree, I will ask you how strongly you disagree. There are no right or wrong answers.

I can say "I like to paint", do you agree or disagree?

If you like to paint, then you should answer Agree. Then I will ask you how strongly you agree. If you like a lot to paint, you should answer that you

**Strongly agree**, and if you like to paint, but not that much, you should answer **Agree**.

If you don't like to paint, you should answer Disagree. Then I will ask you how strongly you disagree. If you don't like to paint at all, you should answer that you **Strongly disagree**, and if you don't like to paint, but not that much, you should answer **Disagree**.

[illegible]

**SAY:** I am now going to read some things that young people of your age sometimes say, think or feel. I want you to tell me if you agree or disagree with them. First, I will ask you if you agree or disagree, or you do not have an opinion (or so-so). If you say you agree, I will ask you whether you strongly agree. If you say you disagree, I will ask you how strongly you disagree. **There are no right or wrong answers.**

[illegible]

**DATE OF COMPLETION OF INTERVIEW**

<b>Q.1</b>	Date of end of interview Enter day, month and year	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Time of end of interview	[ ____ : ____ ]

## CODEBOXES

### Codebox #1: Ethiopia Languages

01=Afarigna
02=Amarigna
03=Agewigna
04=Dawerogna
05=Gedeogna
06=Guraghigna
07=Hadiyigna
08=Harari
09=Kefigna
10=Kembategna
11=Oromifa
12=Sidamigna
13=Siltigna
14=Somaligna
15=Tigrigna
16=Welayitegna
17=Zayigna (around Zuway)
18=English
77=NK
88=N/A
20=Other specify _____

### Codebox #2: Reasons for missing school

01=Fees too expensive
02=Books and/or other supplies too expensive
03= Shoes/clothes/uniform for school too expensive
04= Transport too expensive/lack of transport
05= Not safe to travel to school
06= Truancy, child did not want to go, not interested, prefer to play
07=Banned from school for behaviour reasons
08=Banned from school because away for too long
10= Banned from school because failed to achieve necessary grade/level at school
11= Bullying/abuse from peers
12= Ill-treatment/abuse from teachers/principal
13=Needed to stay home to look after younger children
14=Needed for domestic and/or agricultural work or family business at home (include chores, farm work, helping with family business, harvest)
15=Had to do paid work to earn money(including agricultural work other than for household)
16=Illness, Injury
17=Family issues e.g. problems at home – parent disputes/marital conflict
18=Family member ill/disabled/elderly (including care for this family member)
19=Family function (e.g. wedding, funeral)
20=Festivals
21=Migration with parents
22= School not accessible for seasonal reasons: river prohibits access
23= Can't understand the language in class
24= Schooling is not useful for getting a job or later life
25= Schooling is of low quality
26= Pregnancy/fatherhood
28= Teacher was absent/there was no teacher
29= Can't understand the content of lessons/can't learn well
31= Couldn't hear or see properly
36= Too Young
79=Refused to answer
30=Other (specify)
77=NK, 88=NA

delete this?

**Codebox #3: Paid activities**

01=Farm work outside your own household (inc. plantations/other households/Cattle keeping)
02=Domestic chores (work or childcare) for another household
03=Making handicrafts/piece work (within home but for sale)
04=Selling goods or services
05=Working for wage in non-agricultural activities, e.g. in mine/workshop/factory/construction
20= Caring for younger children
21= Caring for elderly and/or sick/disabled members of the family
22= Domestic chores inside household for which pocket money received
23= Looking after animals owned by the household for which pocket money received
24= Collecting firewood or water
25= Non-agricultural labor for other families but not including workshop/factory
26= Farm work inside household for which pocket money received
07=Other (Specify)
77=NK, 79 = Refused to answer, 88 = NA

**Codebox #4: Most serious injury**

01= Cuts/laceration	14=Insect or spider bite
02=Head injury or concussion or knocked out	15=Internal injury (abdominal, liver, spleen etc)
03= Broken bone (fracture)	16=Poisoning/intoxication
04= Joint injury, sprain, bruise, muscle injury	17=Loss of limb or part of limb/amputation
05 = Burn	18=Abscess or infection
06= Stab wound	19=Post traumatic shock or mental problem
07= Animal bite	20=Other (SPECIFY)
08= Eye injury	
09= Multiple injuries	
10= Gun shot wound	
11= Drowning or near drowning	
12= Electric shock	
13= Snake bite	
79= Refused to answer	

**Codebox #5: Expectation / Ambition**

	49=Journalist
01=Accountant	23=Mason
02=Actor/actress	24=Mechanic
03=Artist	25=Nurse
04=Civil servant	26=Painter/decorator
05=Computer operator	27=Pilot
06=Conductor	28=Policeman/woman
07=Construction worker	29=Politician
08=Cook	30=President/leader of country
09=Dentist	31=Scientist
10=District collector	32=Singer
11=Doctor	33=Soldier
12=Domestic Worker	34=Sportsman/woman
13=Driver	35=Tailor
14=Engineer	36=Taxi Driver
15=Farmer	37=Teacher
16=Fireman/woman	38=Trader/businessman/woman
17=Fisherman/woman	39=Traditional occupation
18=Fulltime parent/Housewife	40=University Student/other form of further education
19=Labourer	41=Vet
20=Lawyer	42=Other
21=Lecturer	43=Administrative assistant/secretary
22=Market Trader/shop assistant/	44= Religious leader/priest/sheikh
48=Factory worker	45 = Manager/management

Define languages for each Cognitive Test. Add filter questions for each Test.

1. PPVT - which language from Tigrinya, Oromifa, Amharic. Get Abhijeet's advice on how to establish this
  - 1.1 PPVT sib - should also establish in which language the sibling should take the test.
2. Literacy test - after supervisor training will compile a list with the relevant language identified for each community.
3. Mother-tongue reading items - ask the same question as was asked in Rounds 1-3
4. Mathematics test: In which language would you be most comfortable taking a mathematics test , similar to the ones that you have done at school?



**YOUNG LIVES  
ROUND 4 SURVEY ETHIOPIA  
OCTOBER 2013 TO MARCH 2014**

**HOUSEHOLD QUESTIONNAIRE  
YOUNGER COHORT**



**Ethiopian Development  
Research Institute**



**Young Lives is funded by UK aid  
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**[www.younglives.org.uk](http://www.younglives.org.uk)**

**ROUND 4  
YOUNGER COHORT  
HOUSEHOLD QUESTIONNAIRE  
ETHIOPIA**

<b>Section 0</b>	<b>Household Roster</b>
<b>Section 1</b>	<b>Child Mobility</b>
<b>Section 2</b>	<b>Household and Child Education</b>
Sub-section 2.1	Household Education
Sub-section 2.2	Educational History
Sub-section 2.3	Time Allocation
<b>Section 3</b>	<b>Livelihoods and Asset Framework</b>
Sub-section 3.1	Land and Crop Agriculture
Sub-section 3.2	Employment and Earnings: Individual Activities
Sub-section 3.3	Employment and Earnings: Income from Household Activities
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<b>Section 4</b>	<b>Household Food and Non-food Consumption and Expenditure</b>
Sub-section 4.1	Food Consumption and Expenditure
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<b>Section 5</b>	<b>Social Capital</b>
Sub-section 5.1	Support Networks
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Sub-section 5.4	Access to Internet
<b>Section 6</b>	<b>Economic Changes and Recent Life History</b>
Sub-section 6.1	Economic Changes
Sub-section 6.2	Shocks
<b>Section 7</b>	<b>Socio-Economic Status</b>
<b>Section 8</b>	<b>Health</b>
Sub-section 8.1	Child Health
Sub-section 8.2	Household Members Health
Sub-section 8.3	Food Security
<b>Section 9</b>	<b>Anthropometry</b>
Sub-section 9.1	Index Child's Anthropometry (and Mother's Anthropometry)
Sub-section 9.2	Siblings' Anthropometry
<b>Section 10</b>	<b>Caregivers perceptions and attitudes</b>

**Codeboxes**

## Codeboxes Index

Codebox # 0: Relationship to YL Child  
Codebox # 1: Place of residence of YL Child's parents and/or former caregiver  
Codebox # 2: Relationship to Household Head  
Codebox # 3: Marital status  
Codebox # 4: Reasons for moving  
Codebox # 5: Reasons NOT in school  
Codebox # 6: Reasons for choice of school  
Codebox # 7: Region where school is located  
Codebox # 8: Zone where school is located  
Codebox # 9: Wereda where school is located  
Codebox #10: Kebele/PA where school is located  
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Codebox # 18: Occupation productive assets  
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Codebox # 22: NGOs and Gos  
Codebox # 23: Frequency of support  
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Codebox #28: Benefits from the group  
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Codebox #30:  
Codebox #31: Response to event  
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Codebox #33: Roof material  
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Codebox #44: Disability scale  
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Codebox #46: Household members' long-term health problems  
Codebox #47: Aspired/ expected job activities

## Date and time of start of interview

<b>Q.1</b>	Date of start of interview Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Time of start of interview	[ ____ : ____ ]

FIELDWORKER The following information are the equivalent to the data handlers in paper.

## DATA HANDLERS

### Date of Interview

Fieldworker: You should sign and date the questionnaire (using the 'get time' button on screen) only after you have completed and checked the questionnaire thoroughly. Signing the questionnaire shows that you have checked for any problems and solved all your doubts, and therefore, the questionnaire has been completed. The signature is a sign that you take responsibility for the quality of the questionnaire. You must be clear about all the information you collected before handing in your interview file to your supervisor and, most importantly, before leaving the sentinel site.

<b>Q.1</b>	Date of interview Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Fieldworker ID	[ ____ ]

Supervisor: You should sign and date the questionnaire (using the 'get time' button on screen) only after you have completed and checked the questionnaire thoroughly.

### Date of Supervisor Check

<b>Q.3</b>	Date of Supervisor Check Enter day, month and year.	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.4</b>	Supervisor ID	[ ____ ]

### Full Household Roster

														FIELDWORKER: The following questions ask about [YL Child's] place of birth.				FIELDWORKER: The next question is asked about [YL Child's] mother only.				FIELDWORKER: The following table asks questions about [YL Child's] biological parent (father or mother) and/or primary caregiver (if different from parents) who do NOT live in the household anymore.		FIELDWORKER: Ask the next two questions REGARDLESS of whether [YL Child's] father, mother and/or primary caregiver is DEAD or ALIVE.	
														FIELDWORKER: Where was [YL Child] born?								FIELDWORKER: Ask the next two questions REGARDLESS of whether [YL Child's] father, mother and/or primary caregiver is DEAD or ALIVE.			
														FIELDWORKER: If <u>Addis Ababa</u> enter region, city, sub-city and woreda. For <u>other urban places</u> , enter region, zone, city/town, subcity/keftagna and kebele. If <u>rural places</u> , enter region, zone, woreda and kebele.								FIELDWORKER: Ask the next two questions REGARDLESS of whether [YL Child's] father, mother and/or primary caregiver is DEAD or ALIVE.			
	Q.1	PQ.2	Q.2	Q.3	Q.4	PQ.5	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18	Q.19	Q.20	Q.21		
ID of household member  [PREFILLED FOR PHHMs]	Full name  [PREFILLED FOR PHHMs]	Age in R3  [PREFILLED FOR PHHMs]	How old is [HHM]?  Enter in completed years  00=Less than 1 year if 01 or more ► Skip to Q.4  -77=NK -88=NA	Age in completed months  -77=NK	Sex  [PREFILLED FOR PHHMs]  01=Male 02=Female	Relationship to [YL Child] in R3  [PREFILLED FOR PHHMs]	Relationship to [YL Child]  Enter code from Codebox #0	Is [HHM] the primary caregiver of [YL Child]?  00=No 01=Yes  FIELDWORKER: If primary caregiver is NOT a member of the household, include him/her in the roster if he/she lives in same kebele (rural areas), same town (urban areas) or same sub-city (Addis Ababa). Otherwise, ask the respondent to nominate the person closest to being the primary caregiver within the household members.  Once identified, fill in '00' for the all other household members.	Was [YL Child] born in this kebele?  00=No 01=Yes ► Skip to Q.15 77=NK	Was [YL Child's] place of birth urban or rural?  01=Urban 02=Rural	Region	Zone	City / Town	Sub-city / Keftagna  Enter 88=NA if not applicable (i.e. no sub-cities in city/town)	Woreda  If [YL Child was born in Addis Ababa, please enter 88=NA	Kebele  Enter number of children (younger siblings of YL Child).  -77=NK 79=Refused to answer	Does [HHM] still live in the household?  01=Yes, lives in household ► Skip to next row 02=No, lives elsewhere temporarily ► Skip to Q.18 for [YL Child's] parents and/or primary caregiver (if different from parents) ► Skip to next row for Other household members 03=Person has died 04=No, lives elsewhere permanently ► Skip to Q.18 for [YL Child's] parents and/or primary caregiver (if different from parents) ► Skip to next row for Other household members 05=Person not known by the household ► Skip to next row	Which year did [HHM] die in?  77=NK 79=Refused to answer  Once answered: For [YL Child's] parents and/or primary caregiver (if different from parents) ► Skip to Q.20 Other household members ► Skip to next row	Where is [HHM] living now?  Enter code from Codebox #1.	How often does [HHM] see [YL Child]?  01=Daily 02=Weekly 03=Monthly 04=Annually 05=Irregularly 06=Never 77=NK	Has [YL Child] ever lived with [HHM]?  00=No ► Skip to next row 01=Yes 77=NK ► Skip to next row	How long did [YL Child] live with [HHM]?  Enter number of years  00=Less than 1 year 77=NK Once answered: ► Go to next row			
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ] Specify	[ ]	[ ]	[ ]	[ ]	[ ]			
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ] Specify	[ ]	[ ]	[ ]	[ ]	[ ]			
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ] Specify	[ ]	[ ]	[ ]	[ ]	[ ]			
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ] Specify	[ ]	[ ]	[ ]	[ ]	[ ]			

PQ.22	Household head in Round 3	[ ... ]
	[PREFILLED FROM ROUND 3]	
Q.22	Who is the head of the household?	[ ... ]
	Identify the person from the full household roster.	[ ... ]

**FIELDWORKER:** These questions refer only to current household members (include all previous household members still living in the household AND the new household members)

[illegible]

Q.27	Tick if the current household roster is complete.	<input type="checkbox"/>
Q.28	Tick if this is a polygamous household.  <b>FIELDWORKER:</b> This refers if the <u>household head</u> has more than one spouse. Do NOT ask the respondent.	<input type="checkbox"/>

Q.29	ID of respondent for this section Identify the respondent for this section from the household roster.	[ _ _ _ ]
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PARENTAL BACKGROUND INFORMATION

FIELDWORKER: This section will be asked ONLY if biological mother and/or father of [YL Child] is NOT in the household roster.

SAY: Now I will ask you some questions about [YL Child]'s biological father.

Q.1	Is the biological father of [YL Child] alive? 00=No 01=Yes ► Skip to Q.3	[ _ _ _ ]
Q.2	Which year did [YL Child]'s biological father die in? 77=НК 79=Refused to answer Once answered ► Skip to Q.5	[ _ _ _ _ _ ]
Q.3	Where is the biological father of [YL Child] living now? Enter codes from <b>Codebox #1</b>	[ _ _ _ ]
Q.4	How often does [YL Child] see his/her biological father? 01=Daily 02=Weekly 03=Monthly 04=Annually 05=Irregularly 06=Never 77=НК	[ _ _ _ ]
Q.5	Has [YL Child] ever lived with his/her biological father? 00=No ► Skip to Q.7 01=Yes 77=НК	[ _ _ _ ]
Q.6	How long did [YL Child] live with his/her biological father? Enter number of years. 00=Less than 1 year 77=НК	[ _ _ _ ]

SAY: Now I will ask you some questions about [YL Child]'s biological mother.

Q.7	How many children have been born alive to [YL Child]'s biological mother since [YL Child]? -79=НК	[ _ _ _ ]
Q.8	Is biological mother of [YL Child] alive? 00=No 01=Yes ► Skip to Q.10	[ _ _ _ ]
Q.9	Which year did [YL Child]'s biological mother die in? 77=НК 79=Refused to answer Once answered ► Skip to Q.12	[ _ _ _ _ _ ]
Q.10	Where is biological mother of [YL Child] living now? Enter codes from <b>Codebox #1</b>	[ _ _ _ ]
Q.11	How often does [YL Child] see his/her biological mother? 01=Daily 02=Weekly 03=Monthly 04=Annually 05=Irregularly 06=Never 77=НК	[ _ _ _ ]
Q.12	Has [YL Child] ever lived with his/her biological mother? 00=No ► Skip to next section (Child mobility) 01=Yes 77=НК	[ _ _ _ ]
Q.13	How long did [YL Child] live with his/her biological mother? Enter number of years 00=Less than 1 year 77=НК	[ _ _ _ ]

## 1. CHILD MOBILITY

<b>Q.1</b>	ID of respondent for this section Identify the respondent for this section from the household roster.	[ _ _ ]
------------	--	---------

**SAY:** Now I'd like to ask you about the different places in which [YL Child] has lived since we came to see you in 2002 (E.C.) (equivalent to 2009 G.C.) in Round 3. I would like to know only about moves to a different kebele since 2002 (E.C.) (equivalent to 2009 G.C.), excluding short-term moves for the duration of less than 2 months.

For reference: In 2002 (E.C.) (equivalent to 2009 G.C.), [YL Child] was living in [ROUND 3 LOCALITY].

<b>Q.2</b>	Has [YL Child] ever moved to a <u>different kebele</u> for <u>at least two months</u> since our visit in 2002 (E.C.) (equivalent to 2009 G.C.)?  00 = No ► Skip to next sub-section ( <i>Household Education</i> ) 01 = Yes	[ _ _ ]
------------	--	---------

### Movement History

**SAY:** I would like to know only about movements of [YL Child] to a different kebele for 2 months or more (or that are expected to last 2 months or more) since 2002 (E.C.) (equivalent to 2009 G.C.).

**FIELDWORKER:** Start asking for the first movement since since 2002 (E.C.) (equivalent to 2009 G.C.). First register all of the movements and then fill in the information. Add as many rows as necessary.

	<b>Q.3</b>	<b>Q.4</b>	<b>Q.5</b>	<b>Q.6</b>	<b>Q.7</b>	<b>Q.8</b>
	In which year did [YL Child] move?  77=NK <b>FIELDWORKER:</b> Use Eth. calendar.	Where did [YL Child] move to?  01=Another kebele in same woreda 02=Another kebele outside woreda same region 03=Another kebele outside the region 04=Outside country (specify) ► Skip to Q.6  77=NK 79=Refused to answer	What type of kebele/place did [YL Child] move to?  01=Rural 02=Small town in woreda 03=Woreda centre 04=Zonal centre 05=Regional Centre 06=Addis Ababa  77=NK 79=Refused to answer	How long did [YL Child] stay in this location?  Enter in completed months.  00 = Still living here  77=NK 79=Refused to answer	Who did [YL Child] move with?  00=Moved alone 01=Father 02=Mother 03=Both parents 04=Siblings 05=Another household member 80=Moved with all household members 90=Moved with non-household member(s)  77=NK 79=Refused to answer	Why did [YL Child] move?  <b>FIELDWORKER:</b> If the respondent says that [YL Child] moved because the parents/caregiver were moving, ask further for their reason to move and code accordingly.  Enter code from <b>Codebox #4.</b>  77=NK 79=Refused to answer
1	[ _ _ _ _ ]	[ _ _ ] Specify _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
2	[ _ _ _ _ ]	[ _ _ ] Specify _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]
(...)	[ _ _ _ _ ]	[ _ _ ] Specify _____	[ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ]

## 2. HOUSEHOLD AND CHILD EDUCATION

Q.1	Respondent for this section Enter household member from the household roster.	[ _ _ ]
-----	--	---------

## 2.1 HOUSEHOLD EDUCATION

### For ages 18 and over

**SAY:** First, I am going to ask about the education level of all current household members aged **18 years old and over**.

ID of household member	Household member name	Q.2	Q.3	Q.4	Q.5
		Has [HHM] ever attended or is he/she currently attending school?	What was the highest grade that [HHM] completed (excluding pre-primary)?	Has [HHM]'s education level changed since 4 years ago?	Is [HHM] currently in full-time education?
[PREFILLED FROM HOUSEHOLD ROSTER]	[PREFILLED FROM HOUSEHOLD ROSTER]	00=No ► Skip to next row 01=Yes 77=NK ► Skip to next row 79=Refused to answer ► Skip to next row	00=None Enter GRADE 01-12; 13=Post-secondary; Vocational 14=University 17=Other, specify 28=Adult literacy 29=Religious education 77=NK ► Skip to Q.5 79=Refused to answer ► Skip to Q.5	<b>FIELDWORKER:</b> This question refers to changes in completed grades (e.g. 09, 10, etc) - NOT qualification (e.g. primary, secondary, etc).  00=No 01=Yes 77=NK 79=Refused to answer	00=No, 01=Yes, attending regularly 02=Yes, but attending irregularly 03=No, but attending part-time 77=NK 79=Refused to answer
[_____]	[_____]	[_____]	[_____] Spec. [_____]	[_____]	[_____]
[_____]	[_____]	[_____]	[_____] Spec. [_____]	[_____]	[_____]
[_____]	[_____]	[_____]	[_____] Spec. [_____]	[_____]	[_____]

**For ages 5-17 only**

**SAY:** Now I will ask about the education of all **5-17 year** olds, starting with [YL Child].

							FIELDWORKER: Ask the following questions if [HHM] is currently NOT in school, but <u>attended earlier</u> . (Q.6=01 AND Q.8=00)		FIELDWORKER: Ask the following questions if [HHM] is currently in full-time education. (Q.8=01 or 02)				FIELDWORKER: Ask only for [YL Child] currently in school.	
		Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18
ID of household member	Household member name	Has [HHM] ever attended or is he/she currently attending school?	What was the highest grade that [HHM] <u>completed</u> (excluding pre-primary)?	Is [HHM] currently in full-time education?	Why is [HHM] currently NOT in full-time education?	In which year did [HHM] start formal school?	How old was [HHM] when s/he completed/ stopped full time education?	What type of school did [HHM] last attend?	How would you say [HHM] is performing?	What type of school is [HHM] attending?	How much does the household spend on school fees for [HHM] per year?	How much do you spend on extra tuition for [HHM] the last academic year?	Why have you chosen this school for [YL Child] to attend?	Is [YL Child] in a boarding school?
[PREFILLED FROM HOUSEHOLD ROSTER]	[PREFILLED FROM HOUSEHOLD ROSTER]	00=No ► Skip to Q.9 01=Yes  77=NK ► Skip to next row 79=Refused to answer ► Skip to next row	00=None Enter GRADE 01-12; 13=Post-secondary, Vocational 14=University 17=Other, specify 28=Adult literacy 29=Religious education 77=NK 79=Refused to answer	00=No 01=Yes, attending regularly ► Skip to Q.10 02=Yes, but attending irregularly ► Skip to Q.10 03=No, but attending part-time 77=NK 79=Refused to answer	Enter code from <b>Codebox #5</b> .  Once answered, if <u>never</u> enrolled ► Skip to next row	Please use Ethiopian Calendar for months and years  Enter months: 01=meskerem 02=tikemet 03=hidar 04=tahisas 05=tir 06=yekatit 07=megabit 08=miszia 09=ginbot 10=sene 11=hamle 12=nehasse 13=pagume  77=NK 79=Refused to answer  If currently in full-time education ► Skip to Q.13	Enter age in completed years.  -77=NK -79=Refused to answer	01= Private 02= Public (part student fees, part government funded) 03= Community (NGO/Charity/Religious) 04= Government funded 05= Other _____ 77=NK 79=Refused to answer  <b>Once answered:</b> ► Skip to next row	01= Excellent 02=Good 03=Reasonably well 04=Poorly 05=Very bad 77=NK 79=Refused to answer	01= Private 02= Public (part student fees, part government funded) 03= Community (NGO/Charity/Religious) 04= Government funded 05= Other _____ 77=NK 79=Refused to answer	<b>FIELDWORKER:</b> If the respondent finds difficult to recall, refer to the last academic year.  Enter in Eth. Birr.  -77=NK -79=Refused to answer	<b>FIELDWORKER:</b> If the respondent finds difficult to recall, refer to the last academic year.  Enter in Eth. Birr.  -77=NK -79=Refused to answer	Enter code from <b>Codebox #6</b> .	00=No 01=Yes 77=NK 79=Refused to answer
[_____]	[_____]	[____]	Spec. [_____]	[____]	Spec. [_____]	Year [_____] Month [_____]	[_____]	Spec. [_____]	[_____]	Spec. [_____]	[_____]	[_____]	[____] Spec. _____	[_____]
[_____]	[_____]	[____]	Spec. [_____]	[____]	Spec. [_____]	Year [_____] Month [_____]	[_____]	Spec. [_____]	[_____]	Spec. [_____]	[_____]	[_____]		
[_____]	[_____]	[____]	Spec. [_____]	[____]	Spec. [_____]	Year [_____] Month [_____]	[_____]	Spec. [_____]	[_____]	Spec. [_____]	[_____]	[_____]		

## 2. HOUSEHOLD AND CHILD EDUCATION

### 2.2 EDUCATIONAL HISTORY OF INDEX CHILD

SAY: I would like to ask you about the educational history of [YL Child] .

<b>Q.1</b>	Has [YL Child] repeated any grade since Grade 1?  00=No 01=Yes 77=NK 79=Refused to answer 88=NA	[ _ _ ]
<b>Q.2</b>	Has [YL Child] left school at any point since Grade 1?  00=No 01=Yes 77=NK 79=Refused to answer 88=NA	[ _ _ ]

#### Educational History

FIELDWORKER: Start with current academic year of [YL Child] and only record completed academic years.

In the year ... when your child was ...years old (NB this is just to help work out years and ages in years – you can work from latest year down or youngest age upwards). Please use Eth. Calendar.			Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12
Year ID [PREFILLED]	Academic Year [PREFILLED]	Age in completed years  88=NA (only when more rows are available than years of age) ► Skip to next row	Did [YL Child] attend any formal school, preschool, early learning program or kindergarten or similar for more than 6 months?  FIELDWORKER: If the academic year started less than 6 months ago, ask if [YL Child] has fully attended during that period.  00 = No ► Skip to next row 01 = Yes 77 = NK 79 = Refused to answer	In which grade was [YL Child] enrolled?  FIELDWORKER: If [YL Child] was in more than one academic year, record the highest.  00=None ► Skip to next row  Enter Grade 01 -12 13= crèche / day-care 14= pre-KG/nursery 15= Kinder garden (KG)  77=NK 79 = Refused to answer	Tick if same school as previous row	What type of school did [YL Child] attend?  01= Private 02=Public (part student fees, part government funded) 03= Community (NGO/Charity/Religious) 04= Government funded 05= Other _____ 77=NK 79=Refused to answer	Region where school is located  Enter code from <b>Codebox #7</b>	Zone where school is located  Enter code from <b>Codebox #8</b>	Wereda where school is located  Enter name of Woreda	Kebele/PA where school is located  Enter name of Kebele	Name of school in YL area  Enter code from <b>Annex #1</b> .  9999=School not in list ► Specify name of school in Q.12	Specify name and code of school
13	2006	[ _ _ ]	[ _ _ ]	[ _ _ ]		Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
12	2005	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
11	2004	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
10	2003	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
9	2002	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
8	2001	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
7	2000	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
6	1999	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
5	1998	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
4	1997	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
3	1996	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
2	1995	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
1	1994	[ _ _ ]	[ _ _ ]	[ _ _ ]	<input type="checkbox"/>	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	Specify [ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]

## 2. HOUSEHOLD AND CHILD EDUCATION

## 2.3 TIME ALLOCATION

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

**FIELDWORKER:** Show the respondent the 'time allocation card' with each of the 8 activities in a separate circle. Explain the respondent what each activity means (remember that items about work (Q.4 and Q.5) and school (Q.6) include travelling times. Now give the respondent 24 beans and explain that these represent 24 hours of a **typical day** (from Monday to Friday, excluding holidays, festivals, etc.). Ask the respondent to distribute the 24 beans according to the time spent in each task, starting with sleeping time and then with the activities on which the child spends most of his time. Make sure all 24 beans are allotted. Now ask the respondent to confirm if they represent the child's typical day and allow him/her to reallocate the beans if needed.

[illegible]

3. LIVELIHOODS AND ASSET FRAMEWORK

Q.0 ID of respondent for this section (identify the respondent for this section using the ID from the household roster)	[ _ _ ]
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3.1 LAND AND CROP AGRICULTURE

LAND USE

SAY: Now I am going to ask you some questions about any land you own, borrow or rent.

Q.1 In the last 12 months has anyone in your household owned, sharecropped-in, borrowed or rented-in any land? Include plots that are sharecropped-in and sharecropped-out.

FIELDWORKER: Include non-agricultural land (i.e. where the house is built)

00=No ► Skip to Q.21  
01=Yes  
77=NK ► Skip to Q.21

[ \_ \_ ]

**SAY:** Please tell me about each plot and its uses in the last 12 months/agricultural year. **Start with the plot your house is built on.**

PLOT ID	Q.2 What is the plot used for?  Enter code from <b>Codebox #11</b>	Q.3 Size of plot in local unit  -77=NK	Q.4 LOCAL UNIT  Choose code from <b>Codebox #12</b>	Q.5 Which of the following best describes this plot?  Enter code from <b>Codebox #13</b>	Q.6 Would you be able to transfer the full use of the plot to anyone else, through sale, gift or bequest?  00=No 01=Full transfer rights 02=Only bequest/Gift 03=Transfer only with formal community approval 77=NK; 88=NA	Q.7 Would anyone in the household be able to use this plot as collateral?  00=No 01=Yes 77=NK, 88=NA	Q.8 Do you have land certification for this plot?  00=No ► Skip to next row 01=Yes 77=NK ► Skip to next row	Q.9 FIELDWORKER. Ask for the land certification and tick if you see it.
01	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>
02	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>
03	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>
04	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>
05	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>
06	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>
07	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>
08	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>
09	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>
10	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>
11	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>
12	[__]	[_____]	[__]	[__]	[__]	[__]	[__]	<input type="checkbox"/>

**FIELDWORKER:** Ask about all land that the household is not using for growing crops and for living accommodation:

PLOT (from previous table)	Q.10 Did the household receive any income (cash or in-kind) from this land in the last 12 months?  00=No ► Skip to Q.12 01=Yes	Q.11 What is the total value of income you collected from this plot (cash and/or in-kind) in the last 12 months?  (in Birr)  <b>FIELDWORKER:</b> If plot is sharecropped-out, record value of in-kind rent collected	Q.12 What is the total value of money you have spent on this land (e.g. buildings, services, repair, maintenance, mortgage payments, etc.) <u>in the last 12 months?</u>  (in Birr)
01	[ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
02	[ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
03	[ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
04	[ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
05	[ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]
06	[ _ _ ]	[ _ _ _ _ ]	[ _ _ _ _ ]

**FIELDWORKER:** If any plots are used for growing crops (i.e. refer the response to Q.5 above), ask the following questions.

IF NO CROPS ARE GROWN SKIP TO NEXT SECTION. (The last 12 months refer to the last completed agricultural year)

PLOT (from previous table)	Q.13 If you are using the land to grow crops, what are the main crops you grow in the <u>rainy season</u> (kiremet)? If more than 2 please choose the 2 most important crops in terms of household welfare.  Enter code from <b>Codebox #14</b>	Q.14 What are the main crops you grow in the <u>dry season</u> (belg)? If more than 2 please choose the 2 most important in terms of household welfare.  Enter code from <b>Codebox #14</b>	Q.15 In the last 12 months have you irrigated any of the land?  00=No ► Skip to next plot 01=Yes	Q.16 Of the land what proportion was irrigated in the last dry season?  01=Less than half 02=Half 03=More than half 04=All
01	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ]	[ _ _ ]
02	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ]	[ _ _ ]
03	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ]	[ _ _ ]
04	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ]	[ _ _ ]
05	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ]	[ _ _ ]
06	[ _ _ ] [ _ _ ]	[ _ _ ] [ _ _ ]	[ _ _ ]	[ _ _ ]

Q.17 In the <u>last 12 months</u> has anyone in the household used chemical fertilizer on your land? 00=No 01=Yes 77=NK	[ _ _ ]
Q.18 In the <u>last 12 months</u> did you or anyone in your household use any methods to increase the yield of your commercial crops, such as HYV/improved variety seeds 00=No 01=Yes 77=NK	[ _ _ ]
Q.19 In the <u>last 12 months</u> did you or anyone in your household ever share a oxen/tractor or other farming vehicles or draft animal with other people in the community? 00=No 01=Yes 77=NK	[ _ _ ]
Q.20 In the <u>last 12 months</u> did you or anyone in your household ever share agricultural labour with other people in the community? 00=No 01=Yes 77=NK	[ _ _ ]

Q.21 What is the money value (in birr) of the total amount purchased by the household in the <u>last 12 months</u> for the following items:	Enter value in Birr or 00=Nothing -77=NK
Animal feed	[ ____ • _ ]
Veterinary service (including drugs)	[ ____ • _ ]
Other	[ ____ • _ ]

## INCOME AND EXPENDITURE FROM CROPS

CROP	Q.22 List in this column the crops cultivated by the household in the <u>last agricultural year</u>  Enter code from <b>Codebox #14</b> – START BASED ON Q.13 and Q.14. Add all remaining crops.	Q.23 What is the total quantity of this crop harvested in the <u>last agricultural year</u> ?  In local units -77=NK	Q.24 Local unit used  Choose code from <b>Codebox #15</b>	Q.25 What is the value of the total harvest of this crop <u>produced</u> in the <u>last agricultural year</u> ?  (in Birr) -77=NK	Q.26 What is the value of the total harvest of this crop <u>sold</u> in the <u>last agricultural year</u> ?  (in Birr) -77=NK	Q.27 What were your estimated operational costs incurred in producing this crop in the <u>last agricultural year</u> ?  (in Birr) -77=NK
01	[ _ _ _ ]	[ ____ • _ _ ]	[ _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]
02	[ _ _ _ ]	[ ____ • _ _ ]	[ _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]
03	[ _ _ _ ]	[ ____ • _ _ ]	[ _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]
04	[ _ _ _ ]	[ ____ • _ _ ]	[ _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]
05	[ _ _ _ ]	[ ____ • _ _ ]	[ _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]
06	[ _ _ _ ]	[ ____ • _ _ ]	[ _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]
07	[ _ _ _ ]	[ ____ • _ _ ]	[ _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]
08	[ _ _ _ ]	[ ____ • _ _ ]	[ _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]
09	[ _ _ _ ]	[ ____ • _ _ ]	[ _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]	[ ____ • _ _ ]

### 3.2 INDIVIDUAL ACTIVITIES

For each household member **5 years old or above** please record up to their 3 most important activities **(in terms of time spent)** in the last 12 months beginning with the most important activity. INCLUDE SALARIED AND NON-SALARIED JOBS. INSIDE AND OUTSIDE THE HOUSEHOLD.

If a household member has done less than 3 activities then please use the 88=N/A.

[illegible]

### 3. LIVELIHOODS AND ASSET FRAMEWORK

#### EMPLOYMENT AND EARNINGS

##### 3.3 HOUSEHOLD ECONOMIC ACTIVITIES

**FIELDWORKER:** In principle, these earnings should be earnings or profits. This can be time-consuming, but for larger earnings (e.g. urban wage earners), please ensure that the figures are corrected for this. Since we are mainly interested in the more substantial earnings, do not spend too much time chasing small amounts "exactly". The issue here is to measure the totals by broad categories, not to have a detailed activity-specific comparison.

**SAY:** Please provide details of earnings from working on the following activities in the last 12 months.

Type of activity	Q.1 Has anyone in the household earned any income from this activity in the <u>last 12 months</u> ? 00=No ► Skip to next row 01=Yes	Q.2 What were the total earnings (income) obtained from this activity in the <u>last 12 months</u> ?	Q.3 What were the total costs to this activity in the <u>last 12 months</u> ?
		-77=NK, -88=N/A	
		Gross Income (Birr)	Cost Incurred (Birr)
<b>WORK FOR WAGES</b>			
3 Agricultural wage work	[ _ _ ]	[ _____ ]	[ _____ ]
4 Salaried/ regular wage work	[ _ _ ]	[ _____ ]	[ _____ ]
5 Casual wage non-agricultural work	[ _ _ ]	[ _____ ]	[ _____ ]
6 Food/cash-for-work (Productive safety net program or others employment generation scheme)	[ _ _ ]	[ _____ ]	[ _____ ]
<b>BUSINESS/SELF-EMPLOYMENT INCOME</b>			
1 Livestock products (milk, cheese, butter, honey, egg, meat, skin, hide etc ...) sold and consumed	[ _ _ ]	[ _____ ]	[ _____ ]
2 Live small ruminants / livestock/poultry/bee hives sold and consumed	[ _ _ ]	[ _____ ]	[ _____ ]
12 Income from land <u>not</u> used for crops	[ _ _ ]	[ _____ ]	[ _____ ]
13 Income from land used for crops (crops sold and consumed)	[ _ _ ]	[ _____ ]	[ _____ ]
7 Profits (earnings) from trading and selling commodities including animals and grain	[ _ _ ]	[ _____ ]	[ _____ ]
8 Profits (earnings) from processed food/alcohol	[ _ _ ]	[ _____ ]	[ _____ ]
9 Profits (earnings) from handicrafts (silver, iron smith etc)	[ _ _ ]	[ _____ ]	[ _____ ]
10 Profits (earnings) from carpentry, ironmongery, etc.	[ _ _ ]	[ _____ ]	[ _____ ]
11 Profits (earnings) from 'services' (sewing, barber, other traditional, etc.)	[ _ _ ]	[ _____ ]	[ _____ ]
<b>FORESTRY / FISHING</b>			
14 Fisheries catching	[ _ _ ]	[ _____ ]	[ _____ ]
15 All forestry products	[ _ _ ]	[ _____ ]	[ _____ ]
<b>OTHERS</b>			
16 Other specify _____	[ _ _ ]	[ _____ ]	[ _____ ]

### 3. LIVELIHOODS AND ASSET FRAMEWORK

#### 3.4 PRODUCTIVE ASSETS

##### LIVESTOCK

**SAY:** Now I will make you some questions about livestock and other productive assets that you or any household member have had in the last 12 months.

<b>Q.1</b> Has anyone in the household owned any livestock in the last 12 months?  <b>FIELDWORKER:</b> Do not include pets.  00 = No ► Skip to Q.5 01 = Yes 77 = NK ► Skip to Q.5	[ _ _ ]
---	---------

**FIELDWORKER:** Administer this table first by column (Q.2 only) and then, only for the animals that the household has, ask Q.3 and Q.4 row by row.

Type of Livestock	Q.2 Has anyone in the household owned any of the following animals at any time in the last 12 months? 00=No ► Skip to next row 01=Yes	Q.3 How many of the following animals does the household currently own? 00=None ► Skip to next row -77 = NK	Q.4 If you were to sell all your currently owned [NAME OF ANIMAL] today, here, how much would people pay for them? Enter in Birr. -77 = NK
<b>Milk animals</b>			
1 Cow (modern variety)	[ _ ]	[ _ ]	[ _ ]
2 Cow (traditional variety)	[ _ ]	[ _ ]	[ _ ]
3 Calves	[ _ ]	[ _ ]	[ _ ]
4 Buffalo (modern)	[ _ ]	[ _ ]	[ _ ]
5 Buffalo (traditional)	[ _ ]	[ _ ]	[ _ ]
6 Heifer	[ _ ]	[ _ ]	[ _ ]
<b>Plough or Draught animals</b>			
7 Bullock	[ _ ]	[ _ ]	[ _ ]
8 He-buffalo	[ _ ]	[ _ ]	[ _ ]
9 Donkey/horse/mule	[ _ ]	[ _ ]	[ _ ]
10 Bull Calf/Young bull	[ _ ]	[ _ ]	[ _ ]
11 Oxen	[ _ ]	[ _ ]	[ _ ]
12 Camel	[ _ ]	[ _ ]	[ _ ]
<b>Small Ruminants</b>			
13 Sheep	[ _ ]	[ _ ]	[ _ ]
14 Goat	[ _ ]	[ _ ]	[ _ ]
15 Pigs	[ _ ]	[ _ ]	[ _ ]
16 Poultry/birds	[ _ ]	[ _ ]	[ _ ]
17 Rabbits	[ _ ]	[ _ ]	[ _ ]
<b>Country-specific</b>			
31 Beehives/bee colonies	[ _ ]	[ _ ]	[ _ ]
32 Others, inclu. cross breed	[ _ ]	[ _ ]	[ _ ]

##### PRODUCTIVE ASSETS

<b>Q.5</b> In the last 12 months, what was the most important occupation/money-making activity of your household in terms of income?  Enter code from <b>Codebox #18</b> . 00=None	[ _ _ ]
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**SAY:** Now I will ask you some questions about agricultural and non-agricultural assets (e.g. machinery, equipment, tools, etc.) that the household may have had in the last 12 months to work or generate any income. These could be owned, rented or borrowed.

<b>Q.6</b> Do you have any assets (owned, rented, or borrowed) that allow your household to work and generate income?  00=No ► Skip to next sub-section ( <i>Transfers</i> ) 01=Yes	[ _ _ ]
--	---------

Asset ID	Q.7 Can you tell me up to six of the most VALUABLE (in terms of money) assets (owned, rented, or borrowed) that allowed your household to work/generate income?  <b>FIELDWORKER:</b> If the respondent mentions less than 6 assets, delete rows accordingly. Choose codes from <b>Codebox #17</b> .	Q.8 For which activity is this asset used? Enter code from <b>Codebox #18</b> .	Q.9 How many of them do you <u>actually</u> own? Enter number owned. 00=None (all rented or borrowed) ► Skip to next row -77=NK -79=Refused to answer	Q.10 For how much could you sell all of this kind of asset that you own? Enter in Birr. -77=NK -79=Refused to answer
	Assets – Owned, rented or borrowed	Total number of assets		
01	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ]
02	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ]
03	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ]
04	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ]
05	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ]
06	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ _ _ ]

### 3. LIVELIHOODS AND ASSET FRAMEWORK

#### 3.5 TRANSFERS, DEBT & REMITTANCES

**SAY:** Now I am going to ask you some questions about money or goods that people have sent or given you in the last 12 months.

	Source of money/GOODS	Q.1 Received from this source over the <u>last 12 months</u> ?  If no tick ► skip to next row	Q.2 What is the total value (cash) received in the <u>last 12 months</u> ?  (in Birr) -77=NK	Q.3 What is the total value (in kind) received in the <u>last 12 months</u> ?  (in Birr) -77=NK
	<b>TRANSFERS FROM GOVERNMENT OR ORGANISATIONS</b>			
1	Retirement Pension	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
2	Social security/Social subsidy	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
3	Food or cash aid (direct support programs or other helps)	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
4	Other type of government benefit	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
5	Religious organisation	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
6	Charity groups/NGOs	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
7	Other transfers from groups or organisations	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
	<b>TRANSFERS AND REMITTANCES FROM OTHER HOUSEHOLDS</b>			
8	Individuals outside the HH (e.g. family/friends)	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
13	Household members who have temporarily migrated	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
9	Alimony	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
10	Other transfers and remittances	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
	<b>EARNINGS FROM ASSETS AND SAVINGS</b>			
11	Interest from savings	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]
12	Rent from property or other assets	<input type="checkbox"/>	[ ____ . ____ ]	[ ____ . ____ ]

**SAY:** Now I will ask you about the transfers that you have sent away from the household.

Q.4 <u>During the last 12 months</u> , have you or any other member(s) of the household given money or goods to support individuals outside the household? 00=No ► Skip to Q.6 01=Yes 77=NK ► Skip to Q.6	[ _ _ ]
Q.5 What is the total value (cash and in kind) sent out <u>in the last 12 months</u> ? In Birr	[ _ _ _ _ ]
Q.6 Do you have any serious debts? 00=No 01=Yes 77=NK	[ _ _ ]
Q.7 What would you or other members of your household do in case of hard times and/or misfortune caused by, e.g., natural disaster, crop failure, someone losing his/her job?  Enter codes from <b>Codebox #19</b>	
01. Plan 1	[ _ _ ] Other (specify): _____
02. Plan 2	[ _ _ ] Other (specify): _____
03. Plan 3	[ _ _ ] Other (specify): _____
Q.8 Would your household be able to raise 500 Birr in one week if you needed it? 01=Yes, very easily 02=Probably 03=Not at all ► Skip to Q.10 77=NK ► Skip to Q.10 88=N/A	[ _ _ ]
Q.9 How would you or other members of the household try to raise 500 Birr in one week if you needed it? Please list the most important one.  Enter code from <b>Codebox # 20</b>	[ _ _ ] Other, specify _____

## General Access to Public Programmes

**SAY:** Now I am going to ask you some questions about support or assistance you may have received from any programs provided by NGOs or GOs since 2002 (E.C.) (equivalent to 2009 G.C.).

**FIELDWORKER:** If necessary, explain what an NGO and a GO are. You may prompt using the list of support programs provided in Codebox #21. Record all NGO and GO activity since we last came to visit. If the household receives the same type of assistance from different organizations, record each organization on a separate line.

<b>Q.10</b>	Has your household received support or assistance through programmes provided by NGOs or GOs since 2002 (E.C.) (equivalent to 2009 G.C.)?  FIELDWORKER: Prompt from codebox #21  00=No ► Skip to Q.17 01=Yes 77=NK ► Skip to Q.17	[ _ _ ]
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	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16
Support ID	What kind of support was provided?  Enter codes from <b>Codebox #21</b>	Who provided the support?  Enter code from <b>Codebox #22</b>	In which year did the support begin?  <b>FIELDWORKER:</b> Use Eth. C.	When did the support end?  9999=Ongoing	How often did you get this support?  Enter code from <b>Codebox #23</b>	Which household member(s) did the programme target in particular?  Enter ID of household member.  70=None 80=More than one household member 90=Non-household member
01	[ _ _ ] Other (specify) _____	[ _ _ ] Other (specify) _____	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ] Other (specify) _____	[ _ _ ]
02	[ _ _ ] Other (specify) _____	[ _ _ ] Other (specify) _____	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ] Other (specify) _____	[ _ _ ]
03	[ _ _ ] Other (specify) _____	[ _ _ ] Other (specify) _____	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ] Other (specify) _____	[ _ _ ]
04	[ _ _ ] Other (specify) _____	[ _ _ ] Other (specify) _____	[ _ _ _ _ ]	[ _ _ _ _ ]	[ _ _ ] Other (specify) _____	[ _ _ ]

## Health Extension Programme

<b>Q.17</b>	Is any household member a beneficiary/member of the Health Extension Programme (HEP)?  00=No ► Skip to Q.23 01=Yes 77=NK ► Skip to Q.23	[ _ _ ]
<b>Q.18</b>	In which year did the support begin?  Enter year in in Eth. C.  77=NK	[ _ _ ]
<b>Q.19</b>	When did the support end? (enter year in in Eth. C.)  If ongoing, enter "-9999"	[ _ _ ]
<b>Q.20</b>	How often did you get this support?  Enter code from <b>Codebox #23</b> .	[ _ _ ]
<b>Q.21</b>	Which household member(s) did the programme target in particular?  Enter ID of household member.  70=None 80=More than one household member 90=Non-household member	[ _ _ ]
<b>Q.22</b>	Has this programme met your expectations?  01 = Highly dissatisfied 02 = Dissatisfied 03 = Mediocre 04 = Fully satisfied 77 = NK	[ _ _ ]

## Productive Safety Net Programme

**SAY:** We would like to know whether this household has participated in the Productive and Safety Net Program (PSNP) over past 12 (13 Ethiopian months)

<b>Q.23</b>	Were you or any member of household registered as a beneficiary of the PSNP – Public Works program in the past 12 (13 Ethiopian) months?  00=No; 01=Yes; 77=NK	[ _ _ _ ]
<b>Q.24</b>	Were you or any household member registered as beneficiary of Direct Support (transfers of cash, food or other goods without requiring individuals to work) in the past 12 (13 Ethiopian) months?  00=No; 01=Yes; 77=NK	[ _ _ _ ]
<b>Q.25</b>	Have you Graduated from public work program component of PSNP?  00=No ► Skip to Q.28 if Q.23==01 ► Skip to Q.29 if Q.23==00 01=Yes 77=NK ► Skip to Q.29	[ _ _ _ ]
<b>Q.26</b>	If so, when did you graduate? (Month and Year). Please use Ethiopian Calendar	[ _ _ _ ] / [ _ _ _ _ _ ]
<b>Q.27</b>	What was the most important immediate effect of graduation? 01 = Lost income 02 = higher food Insecurity 03 = Unemployment 04 = Forced to sell assets 05 = No consequence 06 = Other, specify  Once answered, ► Skip to Q.29	[ _ _ _ ]  Specify: _____
<b>Q.28</b>	If you have not graduated from PSNP so far, do you know when you will Graduate from the PSNP public works program?  00=No 01=Yes - write month and year 77=NK	[ _ _ _ ] / [ _ _ _ _ _ ]

## Other Programmes

<b>Q.29</b>	Were you or any member of household registered as beneficiary of Emergency Aid Programme?  00=No; 01=Yes; 77=NK	[ _ _ _ ]
<b>Q.30</b>	Has the household received support from the Other Security Programmes such as household asset building programs (HAB) over the past 12 (13 Ethiopian) months – This might include access to improved seeds, improvements in water/irrigation, land or pastures, as well as provision of credit, livestock or beehives ?  00=No; 01=Yes; 77=NK	[ _ _ _ ]
<b>Q.31</b>	Has anyone in the family or the whole household got resettled by the government since 2002 (E.C.) (equivalent to 2009 G.C.)? 00=No ► Skip to Q.34 01=Yes 77=NK ► Skip to Q.34	[ _ _ _ ]
<b>Q.32</b>	If yes, when was the household/ member resettled by the government? Month and year. Please use Ethiopian Calendar	[ _ _ _ ] / [ _ _ _ _ _ ]

Q.33	What type of resettlement was this?	
	01= To another rural area for farming	[ _ _ ]
	02= To another place/house (such as condominium)	Specify: _____
	03= To another place/house (non-condominium)	
	04= other (specify)	

## Credit Support Program

**SAY:** Now I am going to ask you some questions about any credit you or any member of your household may have taken out over since 2002 (E.C) (2009 equivalent (G.C))

<b>Q.34</b>	Have you or any of your household members taken out credit since 2002 (E.C) (2009 equivalent (G.C))?  00=No ► Skip to next section 01=Yes 77=NK ► Skip to next section	[ _ _ ]
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	Q.35	Q.36	Q.37	Q.38	Q.39	Q.40	Q.41	Q.42	Q.43
ID	Who gave you or any of your household members the credit?  Enter codes from <b>Codebox #24</b>	Who received the credit?  Enter household member ID from roster	Why did you or any of your household members take out the credit?  Enter codes from <b>Codebox #25</b>	When did you or any of your household members take out the credit? Enter month and year.  (Use Eth. Cal.)  1= Meskerem 2=Tikmet ..... 12=Nehase 13=Pagume	What was the amount of the credit?  (Birr)  <b>FIELDWORKER:</b> Please convert to cash if given in kind.	What was the interest rate paid for this loan per year?  Enter in %  <b>FIELDWORKER:</b> If the interest rate was variable, ask for the average.  77= NK 79= Refused to answer	Have you or any household member finished making payments?  00=No ► Skip to next row 01=Yes	Did you or any household member pay back in time?  00= No 01= Yes ► Skip to next row	Why did you not pay back the credit in time?  Enter codes from <b>Codebox #26</b> .
LID1	[ _ _ ] Other (specify) _____	[ _ _ ]	[ _ _ ] (specify) _____	Month: [ _ _ ] Year: [ _ _ _ _ ]	[ _ _ . _ ]		[ _ _ . _ ]	[ _ _ ]	[ _ _ ] (specify) _____
LID2	[ _ _ ] Other (specify) _____	[ _ _ ]	[ _ _ ] (specify) _____	Month: [ _ _ ] Year: [ _ _ _ _ ]	[ _ _ . _ ]		[ _ _ . _ ]	[ _ _ ]	[ _ _ ] (specify) _____
LID3	[ _ _ ] Other (specify) _____	[ _ _ ]	[ _ _ ] (specify) _____	Month: [ _ _ ] Year: [ _ _ _ _ ]	[ _ _ . _ ]		[ _ _ . _ ]	[ _ _ ]	[ _ _ ] (specify) _____
LID4	[ _ _ ] Other (specify) _____	[ _ _ ]	[ _ _ ] (specify) _____	Month: [ _ _ ] Year: [ _ _ _ _ ]	[ _ _ . _ ]		[ _ _ . _ ]	[ _ _ ]	[ _ _ ] (specify) _____
LID5	[ _ _ ] Other (specify) _____	[ _ _ ]	[ _ _ ] (specify) _____	Month: [ _ _ ] Year: [ _ _ _ _ ]	[ _ _ . _ ]		[ _ _ . _ ]	[ _ _ ]	[ _ _ ] (specify) _____
LID6	[ _ _ ] Other (specify) _____	[ _ _ ]	[ _ _ ] (specify) _____	Month: [ _ _ ] Year: [ _ _ _ _ ]	[ _ _ . _ ]		[ _ _ . _ ]	[ _ _ ]	[ _ _ ] (specify) _____
LID7	[ _ _ ] Other (specify) _____	[ _ _ ]	[ _ _ ] (specify) _____	Month: [ _ _ ] Year: [ _ _ _ _ ]	[ _ _ . _ ]		[ _ _ . _ ]	[ _ _ ]	[ _ _ ] (specify) _____
LID8	[ _ _ ] Other (specify) _____	[ _ _ ]	[ _ _ ] (specify) _____	Month: [ _ _ ] Year: [ _ _ _ _ ]	[ _ _ . _ ]		[ _ _ . _ ]	[ _ _ ]	[ _ _ ] (specify) _____
LID9	[ _ _ ] Other (specify) _____	[ _ _ ]	[ _ _ ] (specify) _____	Month: [ _ _ ] Year: [ _ _ _ _ ]	[ _ _ . _ ]		[ _ _ . _ ]	[ _ _ ]	[ _ _ ] (specify) _____

LID10	[ _ _ ] Other (specify) _____	[ _ _ ]	[ _ _ ] (specify) _____	Month: [ _ _ ] Year: [ _ _ _ _ ]	[ _ _ . _ ]		[ _ _ . _ ]	[ _ _ ]	[ _ _ ] (specify) _____
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#### 4. FOOD AND NON-FOOD CONSUMPTION AND EXPENDITURE

Q.1 Respondent for this section Enter household member from the household roster.	[ ____ ]
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##### 4.1 FOOD CONSUMPTION AND EXPENDITURE

**SAY:** I am now going to ask some questions about how much food has been consumed by your household in recent times. I am going to start by asking how much you consumed of goods you bought in the last 15 days, then ask you how much you consumed from your own harvest and stocks, and then how much you consumed from other sources (such as gifts, transfers or food aid).

**FIELDWORKER:** Ask if there was a major festival, wedding or other feasting/ fasting ceremony in the last 15 days. If there was, specify that the respondent should think about the household's consumption in the 15 days prior to this event.

##### BOUGHT, OWN HARVEST, STOCK AND GIFTS FOOD CONSUMPTION

**FIELDWORKER:** Administer the following asking first Q.2 by column and once all the consumed items are ticked, ask from Q.3 to Q.6 row by row.

	Commodities	Q.2	Bought and consumed	Own harvest and own stock	Gifts, transfers and food aid	
		Household has consumed this item in the <u>last 15 days</u> .  <b>FIELDWORKER:</b> Ask and tick by column before moving to Q.3.  00=No ► Skip to next food item 01=Yes	Q.3	Q.4	Q.5	Q.6
			What is the total value of this item <u>bought and consumed</u> in the last 15 days?  Estimated value in Birr  -77=NK	How much of this commodity did you and your household consume from your <u>own harvest or own stock</u> in the last 15 days?  Estimated value in Birr  -77=NK  <b>FIELDWORKER:</b> Please consider that STOCK means that the household obtained this item before the last 15 days (could have been bought, from own harvest, or a gift) and consumed it <u>during</u> the last 15 days.	How much of this commodity did you and your household consume from <u>gifts, transfers or food aid</u> , received from relatives, friends, neighbours, government or other organisations in the <u>last 15 days</u> ?  Estimated value in Birr  -77=NK 00=Nothing ► Skip to next row	Main Source  01=Gift from relatives, friends, neighbours 02=Food aid, transfer or direct support 03=From public work program (Food for work) 04=Other, specify 05=NGOs  -77=NK
00	Oil seeds (rape seeds, linseeds, etc.)	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
01	Pulses/Lentils/Beans	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
02	Pasta/Rice/	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
20	Bread/Wheat flour (processed)	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
3	Cereals (barley, wheat, teff, sorghum, maize, etc.) (unprocessed)	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
4	Tubers/Potatoes/Root crops	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
5	Meat Products	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
6	Powdered/Formula Milk	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
7	Milk or milk products (milk, butter, cheese, yoghurt, etc.)	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
8	Fresh Fish	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
9	Processed Fish (tinned)	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
10	Eggs	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
11	Vegetables	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
12	Fruit	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
13	Salt/Spices	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
14	Oil	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
15	Sugar/Honey	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
16	Prepared food (restaurants, food stalls)	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
17	Packaged sweets (biscuits, cakes)	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
18	Coffee and Tea	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
19	Soft drinks	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
21	Alcohol	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
22	Enset/Kocho	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
23	Cactus	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]
24	Other, specify _____	[ ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ * ____ ]	[ ____ ] Specify [ ____ ]

**SAY:** Now I will ask you which household members do NOT usually consumed the commodities you just mentioned in the last 15 days.

ID of household member  [PREFILLED FROM HOUSEHOLD ROSTER]	Household member name  [PREFILLED FROM HOUSEHOLD ROSTER]	Q.7
		Which household members do NOT consume <u>at least one meal per day</u> in the house?  Tick all the household members that apply.
[ ____ ]	[ _____ ]	<input type="checkbox"/>
[ ____ ]	[ _____ ]	<input type="checkbox"/>
[ ____ ]	[ _____ ]	<input type="checkbox"/>

## 4. FOOD AND NON-FOOD CONSUMPTION AND EXPENDITURE

### 4.2 NON-FOOD EXPENDITURE

#### HOUSEHOLD EXPENDITURE ON LAST 30 DAYS

**SAY:** I am now going to ask you how much you have spent on non-food and other items in the last 30 days. Please consider prices at the time of purchase.

<b>Q.1</b>	What is the money value of the total amount purchased by the household in the <u>last 30 days</u> on the following items?  Enter value in Birr.  00=Nothing -77=NK	
1	Tobacco, cigarettes, etc.	[ _____ ]
2	Personal care items (soap, cosmetics, hair oil, perfume, beauty parlour fees, hair cuts)	[ _____ ]
3	Firewood, Kerosene, gas, batteries, candles	[ _____ ]
4	Internet use	[ _____ ]
5	Public transport	[ _____ ]
6	Security (guards )/house maid	[ _____ ]

#### HOUSEHOLD EXPENDITURE ON LAST 12 MONTHS

**SAY:** I am now going to ask you how much you have spent on non-food and other items in the last 12 months. Please consider prices at the time of purchase.

<b>Q.2</b>	How much did your household spend in the <u>last 12 months</u> on each of these items?  Enter value in Birr.  00=Nothing -77=NK	
1	Rent (house for Residence)	[ _____ ]
2	Dwelling maintenance	[ _____ ]
3	Cleaning materials	[ _____ ]
4	Rent (business, market stall)	[ _____ ]
5	Business license/Tax	[ _____ ]
6	Water supply	[ _____ ]
7	Electricity bill	[ _____ ]
8	Telephone rates and mobile phone card purchase	[ _____ ]
9	Vehicle maintenance	[ _____ ]
10	Fees and paperwork	[ _____ ]
11	Legal advice, support, aid	[ _____ ]
12	Bribes	[ _____ ]
13	Festivals/celebrations (regular occurrence)/lddir/community contribution	[ _____ ]
14	One-off family events (e.g. wedding/funeral, etc.) - Amount spent	[ _____ ]
15	One-off family events (e.g. wedding/funeral, etc.) - Amount received	[ _____ ]

## HOUSEHOLD AND CHILD EXPENDITURE ON THE LAST 12 DAYS MONTHS

**SAY:** Now I am going to ask you for the total amount purchased by the household in the last 12 months in clothing, education, medical expenses, entertainment and others.

		Q.3	Q.4	Q.5
	<b>Items</b>	Has the household purchased this item on the <u>last 12 months</u> ?  00=No ► Skip to next item 01=Yes  <b>FIELDWORKER:</b> Ask for all items in column before moving to Q.4.	How much was spent in these items in the <u>last 12 months</u> ?  Enter in Birr.  -77=NK	How much of this was spent on items for [YL Child]?  00=None of it 01=Less than half 02=About half 03=More than half, but not all 04=All -77=NK
	<b>Clothing</b>			
01	Clothing (adult men)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
02	Clothing (adult women)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
03	Clothing (girls – Excluding school uniform)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
04	Clothing (boys – Excluding school uniform)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
05	Footwear (e.g. shoes, slippers) (adult men)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
06	Footwear (e.g. shoes, slippers) (adult women)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
07	Footwear (e.g. shoes, slippers) (girls)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
08	Footwear (e.g. shoes, slippers) (boys)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
	<b>Education</b>			
09	School uniform (boys)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
10	School uniform (girls)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
11	Payment for schooling fees (registration/examination) (boys)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
28	Donations to school (boys)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
12	Payment for schooling fees (registration, examination) (girls)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
29	Donations to school (girls)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
24	Payment for schooling fees (registration/examination) (adult men)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
30	Donations to school / college (adult men)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
25	Payment for schooling fees (registration/examination) (adult women)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
31	Donations to school / college (adult women)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
13	Payment for tuition (boys)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
14	Payment for tuition (girls)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
15	School books and stationery (pens, erasers, paper)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
16	Transport to school	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
	<b>Medical</b>			
17	Payments for medical consultation and treatment	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
18	Buying medicine or drugs direct from the pharmacy	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
19	Buying traditional medicines	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
20	Any other medical expenditure (inc. medical diagnosis such as laboratory tests)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
	<b>Entertainment</b>			
21	Cinema/entertainment/Video/TV show	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
	<b>Other</b>			
22	Presents or treats for children (non-school related only)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
23	Jewellery (Gold necklace, earrings, etc. for personal use)	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
26	Any other transport costs for adults or children	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]
27	Any other expenditure of non-food consumption	[ _ _ ]	[ _ _ _ _ _ ]	[ _ _ ]

## 5. SOCIAL CAPITAL

<b>Q.0</b>	Respondent for this section Enter household member from the household roster.	[ _ _ ]
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### 5.1 SUPPORT NETWORKS

<b>Q.1</b>	Suppose you are in need of material support. How many people can you rely on in time of need?  00=None 01=1-2 people 02=3-5 people 03=6-10 people 04=11-15 people 05=16-20 people 06=21-30 people 07=Over 30 people 77=NK	[ _ _ ]
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### 5.2 FAMILY, GROUP AND POLITICAL CAPITAL

**SAY:** I now want to ask about the three most important organisations, groups or informal associations to which you or members of your household are active members.

<b>Q.2</b>	Is any member of your household an active member of an organisation, group or informal association?  00=No ► Skip to Q.7 01=Yes 77=NK ► Skip to Q.7	[ _ _ ]
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	<b>Q.3</b> Enter the household member who is an <u>active member</u> of the group.  80=Whole family 88=NA	<b>Q.4</b> Group Code  Enter code from <b>Codebox #27</b> .	<b>Q.5</b> Does [HIM] hold a leadership or powerful position in an organisation, group or informal association?  00=No 01=Yes 77=NK	<b>Q.6</b> What are the main benefits from this group?  Name up to 3 benefits.  Enter codes from <b>Codebox #28</b> .  88=NA
01	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] [ _ _ ] [ _ _ ]
02	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] [ _ _ ] [ _ _ ]
03	[ _ _ _ _ ]	[ _ _ ]	[ _ _ ]	[ _ _ ] [ _ _ ] [ _ _ ]

**SAY:** Now I am going to ask you about the number of relatives you have here. Think in terms of number of families, not in terms of individuals.

<b>Q.7</b>	How many relatives live in this community (excluding those in your own household)?  00=None ► Skip to Q.9 01=1-5 families 02=6-10 families 03=11-20 families 04=21-30 families 05=Over 30 families 77=NK ► Skip to Q.9 79=Refused to answer ► Skip to Q.9	[ _ _ ]
<b>Q.8</b>	How many of these relatives are influential in the community? (e.g. holds a leadership or powerful position in a community group/association)  00=None 01=1-5 02=6-10 03=11-20 04=21-30 05=Over 30 77=NK 79=Refused to answer	[ _ _ ]
<b>Q.9</b>	Do you have friends that would help you who are living in this community?  00=No 01=Yes 77=NK	[ _ _ ]

### 5.3 COLLECTIVE ACTION AND EXCLUSION

	In the <u>last four years</u> , have you or any members of your household done any of the following:  00=No 01=Yes 77=NK 79= Refused to answer	
<b>Q.10</b>	Talked with other people in your area about a serious problem affecting the community	[ _ _ ]
<b>Q.11</b>	Voted in the national elections	[ _ _ ]
<b>Q.12</b>	Voted in local elections	[ _ _ ]
<b>Q.13</b>	Gave gifts or cash to any community organizations or political groups?	[ _ _ ]
<b>Q.14</b>	Taken action with others about a serious problem affecting the community	[ _ _ ]
<b>Q.15</b>	Actively participated in an awareness raising campaign	[ _ _ ]

### 5.4 ACCESS TO INTERNET

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

<b>Q.17</b>	Do you or any other household member use INTERNET services (INTERNET services, e-mail)?  00=No ► Skip to Q.19 01=Yes 77=NK ► Skip to Q.19	[ _ _ ]
<b>Q.18</b>	Where do you or any other household member go to use INTERNET?  FIELDWORKER: ask the respondent to name the most important  01= At home 02= Relative's/ neighbour's house 03 = School 04 = Internet café 05 = Community centre / Library 06 = Other, specify 07 = Work/Office 08 = Through mobile 09 = Shop 77 = NK 88 = NA	[ _ _ ]
<b>Q.19</b>	Do you or any other household member use a mobile phone? 00=No 01=Yes ► Skip to next sub-section 6.1 <i>Economic Changes</i> . 77=NK	[ _ _ ]
<b>Q.20</b>	What is the reason for not using a mobile phone?  01=No network 02=unable to get a sim card 03=Network is not good 04=Unable to afford 05=Unable to read numbers and letters 06=Other (specify)	[ _ _ ]  Other (specify): _____

## 6. ECONOMIC CHANGES AND RECENT LIFE HISTORY

<b>Q.0</b>	Respondent for this section Enter household member from the household roster.	[ _ _ ]
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### 6.1 ECONOMIC CHANGES

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

<b>Q.1</b>	How would you describe the household you were living in?	01=Very rich 02=Rich 03=Comfortable – manage to get by 04=Struggle – never have quite enough 05=Poor 06=Destitute
01	Currently	[ _ _ ]
02	FOUR years ago (around time of previous visit)	[ _ _ ]

**FIELDWORKER:** If situation has NOT changed (Q.1-01 = Q.1-02) ► Skip to Q.3

<b>Q.2</b>	Please give the two main reasons why your situation has changed compared to <u>the earlier period</u> .  <b>FIELDWORKER:</b> Do <u>not</u> prompt answers. Refer to codebox #29 in paper questionnaire to code as appropriate.  Enter code from <b>Codebox #29</b>	
01	Reason 1	[ _ _ ] Other, specify
02	Reason 2	[ _ _ ] Other, specify

<b>Q.3</b>	During this period, compared to other households in this LOCALITY, how would you describe your household?  01=The richest 02=Among the richest 03=Richer than most households 04=About average 05=A little poorer than most households 06=Among the poorest 07=The poorest 77=NK 79=Refused to answer	[ _ _ ]
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## 6. ECONOMIC CHANGES AND RECENT LIFE HISTORY

### 6.2 SHOCKS

**SAY:** Now I am going to ask you about the most important events and changes that have happened (that negatively affected the household economy) since 2009.

**FIELDWORKER:** Administer the following table asking first Q.1 by column and once you go through all the shocks, ask from Q.2 row by row.

SHOCKS AND CHANGES	Q.1			Q.2				
	Has [SHOCK NAME] happened since 2002 (E.C.) (2009 equivalent (G.C))?			Indicate if each shock happened in any of these years.				
	00=No ► Skip to next row 01=Yes 77=NK ► Skip to next row			FIELDWORKER: Please tick in the box under the year in which the shock happened.				
				2002 (E.C) (2009 equivalent (G.C))	2003 (E.C) (2010 equivalent (G.C))	2004 (E.C) (2011 equivalent (G.C))	2005 (E.C) (2012 equivalent (G.C))	2006 (E.C) (2013 equivalent (G.C))
1 Theft or destruction (e.g. cash, crops, livestock, destruction of housing)	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Forced contributions or arbitrary taxation or protection money	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Large increase in input prices	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Large decrease in output prices	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47 Increase in the price of food that I buy	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Livestock died	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Job loss/source of income/family enterprise	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Disputes with neighbours/village members regarding land or assets	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Drought	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Too much rain or flood	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Erosion, Cracks or landslide	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 Frosts or hailstorm	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Pests or diseases that affected crops before they were harvested	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Crops failed	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Pests or diseases that led to storage losses	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 Pests or diseases that affected livestock	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Fire or collapse of building	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 Death of [YL Child]'s father	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 Death of [YL Child]'s mother	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 Death of another person in the household	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 Illness of [YL Child]'s father	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 Illness of [YL Child]'s mother	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 Illness of other household member	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61 Illness of non-household member	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40 Divorce, separation or abandonment	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41 Birth/new household member	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 Child's school enrolment – having to pay school fees	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45 Other, specify	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> NK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.3		Q.4	Q.5
<p>Indicate the 3 most important negative events that affected the economic situation of the household.</p> <p>Enter events by order of importance.</p> <p>88=NA ► Skip to next sub-section (<i>Socio-economic status</i>)</p>	<p>Years in which shock happened.</p> <p>[PREFILLED FROM Q.2]</p>	<p>How much does this economic loss represent of the income generated by the household in this year?</p> <p>01=No economic loss  02=A small proportion of the household's income  03=Less than half of the household's income  04=Half or more than half of the household's income</p> <p>77=NK  79=Refused to answer  88=NA</p>	<p>What did your household do in response to this event?</p> <p>Choose up to 3 responses <u>per shock</u>, but list in order of importance.</p> <p>Enter code from <b>Codebox #31</b>.</p>
<p>Most important event</p> <p>[ ____ ]</p>	<p><b>2002 (E.C)</b>  (2009 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2003 (E.C)</b>  (2010 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2004 (E.C)</b>  (2011 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2005 (E.C)</b>  (2012 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2006 (E.C)</b>  (2013 equivalent (G.C))</p>	[ ____ ]	
<p>Second most important event</p> <p>[ ____ ]</p>	<p><b>2002 (E.C)</b>  (2009 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2003 (E.C)</b>  (2010 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2004 (E.C)</b>  (2011 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2005 (E.C)</b>  (2012 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2006 (E.C)</b>  (2013 equivalent (G.C))</p>	[ ____ ]	
<p>Third most important event</p> <p>[ ____ ]</p>	<p><b>2002 (E.C)</b>  (2009 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2003 (E.C)</b>  (2010 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2004 (E.C)</b>  (2011 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2005 (E.C)</b>  (2012 equivalent (G.C))</p>	[ ____ ]	<p>[ ____ ]  Specify</p>
	<p><b>2006 (E.C)</b>  (2013 equivalent (G.C))</p>	[ ____ ]	

## 7. SOCIO-ECONOMIC STATUS

<b>Q.0</b>	Respondent for this section Enter household member from the household roster.	[ _ _ ]
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**SAY:** Now I am going to ask some questions about the place where you live.

<b>Q.1</b>	Does anyone in your household own your house?  00=No ► Skip to Q.3 01=Yes 77=NK	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.2</b>	Does anyone in your household have a mortgage on your house?  00=No 01=Yes 77=NK	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.3</b>	How many rooms are there in the house?  77=NK	[ _ _ ]
<b>Q.4</b>	Do you have a separate kitchen/cooking area?  00=No 01=Yes 77=NK	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.5</b>	Do you have electricity?  00=No 01=Yes 77=NK	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK

**FIELDWORKER:** Observe building's main material and answer the following questions.

<b>Q.6</b>	Wall Enter codes from <b>Codebox #32</b> .	[ _ _ ] Specify _____
<b>Q.7</b>	Roof Enter codes from <b>Codebox #33</b> .	[ _ _ ] Specify _____
<b>Q.8</b>	Floor Enter codes from <b>Codebox #34</b> .	[ _ _ ] Specify _____
<b>Q.9</b>	What is the main source of drinking water for members of your household? Enter codes from <b>Codebox #35</b> .	[ _ _ ] Specify _____
<b>Q.10</b>	What kind of toilet facility does your household use? Enter codes from <b>Codebox #36</b> .	[ _ _ ] Specify _____
<b>Q.11</b>	What is the <b>main</b> type of fuel you use for cooking? Enter codes from <b>Codebox #37</b> .	[ _ _ ] Specify _____
<b>Q.12</b>	Is heating used in this area?  00=No ► Skip to Q.14 01=Yes 77=NK ► Skip to Q.14	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.13</b>	What is the <b>main</b> type of fuel you usually use for heating? Enter code from <b>Codebox #38</b> .	[ _ _ ] Specify _____
<b>Q.14</b>	Have you invested in the improvement of your dwelling during the last 4 years?  00=No ► Skip to Q.16 01=Yes 77=NK ► Skip to Q.16	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.15</b>	What have you invested in? Enter up to 3 codes from <b>Codebox #39</b> .  <b>FIELDWORKER:</b> If less than 3 answers are provided, fill in the remaining options with 88=NA.	[ _ _ ] Specify _____ [ _ _ ] Specify _____ [ _ _ ] Specify _____

## HOUSEHOLD ITEMS

**SAY:** I am now going to ask you whether the household owns specific items.

**FIELDWORKER:** Ask about each item. Then ask for the value.

	Household Items	Q.16 Does anyone in the household own this item?  Tick in the box if anyone owns it.  If NO tick ► Skip to next row	Q.17 How many does the household own?  Enter number of items.  00=None -77=NK	Q.18 How much do you think you would be paid if you sold this item?  Enter in Birr.
1	Working television	<input type="checkbox"/>	[__]	[_____]
2	Working radio	<input type="checkbox"/>	[__]	[_____]
3	Working car/ truck/ automobile	<input type="checkbox"/>	[__]	[_____]
4	Working motorbike/scooter	<input type="checkbox"/>	[__]	[_____]
5	Working bicycle	<input type="checkbox"/>	[__]	[_____]
6	Working landline telephone	<input type="checkbox"/>	[__]	[_____]
7	Working mobile/cell telephone	<input type="checkbox"/>	[__]	[_____]
8	Table / chair	<input type="checkbox"/>	[__]	[_____]
9	Sofa	<input type="checkbox"/>	[__]	[_____]
10	Working Fan	<input type="checkbox"/>	[__]	[_____]
11	Bedstead	<input type="checkbox"/>	[__]	[_____]
12	Working refrigerator	<input type="checkbox"/>	[__]	[_____]
13	Gas/electric stove	<input type="checkbox"/>	[__]	[_____]
14	Computer/laptop	<input type="checkbox"/>	[__]	[_____]
15	Working videocassette player/DVD player	<input type="checkbox"/>	[__]	[_____]
16	Videogames	<input type="checkbox"/>	[__]	[_____]
17	Microwave	<input type="checkbox"/>	[__]	[_____]
18	Washing machine	<input type="checkbox"/>	[__]	[_____]
19	Dryer Machine	<input type="checkbox"/>	[__]	[_____]
21	Beffet	<input type="checkbox"/>	[__]	[_____]
20	Other, specify _____	<input type="checkbox"/>	[__]	[_____]

## 8. HEALTH

<b>Q.0</b>	Respondent for this section Enter household member from the household roster.	[ _ _ ]
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### 8.1 Child's Health

**SAY:** Now I will ask you about [YL Child]'s health.

<b>Q.1</b>	In general, would you say [YL Child]'s health is very poor, poor, average, good or very good?  01=Very poor 02=Poor 03=Average 04=Good 05=Very good 77=NK	[ _ _ ]
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#### Serious injuries

**Say:** Tell me about the most serious injury.

**Note:** Ask about the injury and code the replies, ask the following specific questions if you do not have the answers from the narrative.

<b>Q.2</b>	Since we visited in 2002 (E.C.) (2009 equivalent (G.C), how many times has [YL Child] been seriously injured?  <b>FIELDWORKER:</b> A serious injury is one that prevents the child from doing normal activities and/or that requires medical attention.  00= 0 times ► Skip to Q.4 01= 1 times 02= 2 times 03= 3 times 04= 4 times 05= 5 times 06= 6 times or more 77=NK ► Skip to Q.4	[ _ _ ]
<b>Q.3</b>	What was the <u>most serious</u> injury?  <b>FIELDWORKER:</b> We want to know what sort of lesion, for instance a cut, a head injury, a burn, drowning etc.  Enter code from <b>Codebox #40</b> .	[ _ _ ]

#### Child's illnesses

<b>Q.4</b>	Since we visited in 2002 (E.C.) (2009 equivalent (G.C) has [YL Child] been <u>seriously</u> ill?  <b>FIELDWORKER:</b> Serious illnesses are illnesses which prevent [YL Child] from doing normal activities (school, work, etc) and/or require medical attention. For example, diarrhoea and vomiting.  00=No ► Skip to Q.6 01=Yes	<input type="radio"/> No <input type="radio"/> Yes
<b>Q.5</b>	What was the most serious of these?  Enter code from <b>Codebox #41</b> .	[ _ _ ]
<b>Q.6</b>	During the <u>last 12 months</u> , how many times did [YL Child] miss school/work due to illness?  <b>FIELDWORKER:</b> This question refers to short-term illnesses, such as a cold (not serious illnesses).  00= 0 times 01= Between 1 and 5 times 02= More than 5 times 77=NK	[ _ _ ]

## Health facilities

<b>Q.7</b>	Do you usually go/would go with [YL Child] to <u>modern/official health facilities</u> if he/she is ill?  FIELDWORKER: Only ask for modern/official health facilities and don't include traditional facilities. If you need an example say for a chest infection. We are interested in the first contact point facilities.  00=No ► Skip to Q.10 01=Yes	
<b>Q.8</b>	Where do you usually go/would go with [YL Child] if he/she is ill?  Enter code from <b>Codebox #42</b> .	[ _ _ ]
<b>Q.9</b>	In the last 4 years, have you visited a <u>modern health provider</u> with [YL Child]?  00=No 01=Yes	<input type="radio"/> No <input type="radio"/> Yes
<b>Q.10</b>	Do you usually go/would go with [YL Child] to <u>non-modern/non-official/traditional</u> health facilities if he/she is ill?  FIELDWORKER: Only ask for non-modern/non-official health facilities and don't include modern facilities. If you need an example say for a chest infection.  00=No ► Skip to Q.12 01=Yes	
<b>Q.11</b>	Where do you usually go/would go with [YL Child] if he/she is ill?  Enter code from <b>Codebox #43</b> .	<input type="radio"/> No <input type="radio"/> Yes
<b>Q.12</b>	Was there ever a time when [YL Child] was ill or injured and you would have liked to take him/her to a healthcare facility but you did not?  00=No ► Skip to Q.14 01=Yes	<input type="radio"/> No <input type="radio"/> Yes
<b>Q.13</b>	What was the <u>most important reason</u> for not taking [YL Child] to a healthcare facility?  01=Direct costs (fees, laboratory tests costs, medicines) 02=Indirect costs (costs for transport, loss of salary) 03=Long distance, difficult access 04=Illness was not serious enough 05=Don't trust quality of health-care service 06=Embarrassed about health problem 07=[YL Child] would miss school or work 08=Other, specify	[ _ _ ]  Specify _____

## Disabilities and long-term health problems

<b>Q.14</b>	Does [YL Child] have a permanent disability that affects his/her study/work capacity or ability to take care of him/herself?  00=No ► Skip to Q.16 01=Yes 77=NK ► Skip to Q.16	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.15</b>	How does this disability affect [YL Child]'s ability to study/work and take care of him/herself?  FIELDWORKER: Enter for severity compared to someone of the same age without the disability.  Enter code from <b>Codebox #44</b> .	[ _ _ ]

**SAY:** Now I am going to ask you about some long-term health problems that [YL Child] may have.

		<b>Q.16</b> Does [YL Child] have any of the following long-term illnesses or health problems?  00= No ► Skip to next row 01= Yes 77= NK ► Skip to next row	<b>Q.17</b> Does this health problem affect [YL Child]'s abilities at school / work?  00= No 01= Yes 77= NK
1	Poor vision (e.g. recognise friend on other side of street, seeing the blackboard at school)	[ _ _ ]	[ _ _ ]
2	Does [YL Child] wear eyeglasses?	[ _ _ ]	[ _ _ ]
3	Hearing problems (follow conversation of group of 3 people, hears what teacher says in class)		
4	Frequent headaches		
3	Chronic respiratory problems (e.g. asthma, wheezing)	[ _ _ ]	[ _ _ ]

<b>Q.18</b>	<p>Do you think [YL Child] has other long-term health problems ?</p> <p><b>FIELDWORKER:</b> A long-term health problem that persists for a long time either because it is incurable or because it is not being treated. It can include chronic and mental health problems as well as reoccurring / seasonal problems (e.g.allergy).</p> <p>00=No ► Skip to Q.23  01=Yes  77=NK ► Skip to Q.23</p>	<p><input type="radio"/> No   <input type="radio"/> Yes   <input type="radio"/> NK</p>
<b>Q.19</b>	<p>Which other long-term health problems do you think [YL Child] has?</p> <p>Enter up to 3 codes from <b>Codebox #45</b>.</p> <p>If less than 3 long-term health problems are reported, enter 88=NA in the remaining spaces.</p>	<p>[ _ _ ]  [ _ _ ]  [ _ _ ]</p>
<b>Q.20</b>	<p>How long has [YL Child] suffered from this health problem?</p> <p>Enter number of years. Enter 00 if less than 12 months</p>	<p>[ _ _ ]  [ _ _ ]  [ _ _ ]</p>
<b>Q.21</b>	<p>How often [YL Child] seeks treatment or advice for this health problem in the <u>last 12 months</u>?</p> <p><b>FIELDWORKER:</b> Ask only for the most important illness.</p> <p>00=None ► Skip to Q.23  01=Once a year  02=Half-yearly  03=Quarterly  04=Monthly  05=Weekly  06=Daily  07=Other, specify  77=NK</p>	<p>[ _ _ ]</p>
<b>Q.22</b>	<p>From where did you seek this treatment/advice among the modern facilities (if more than one put in order of attendance)?</p> <p><b>FIELDWORKER:</b> Ask only for the most important illness.  88=NA</p> <p>Enter codes from <b>Codebox #42</b>.</p>	<p>[ _ _ ]</p>
<b>Q.23</b>	<p>Does [YL Child] smoke cigarettes?</p> <p>00=No  01=Yes</p>	<p><input type="radio"/> No      <input type="radio"/> Yes</p>
<b>Q.24</b>	<p>Does [YL Child] consume alcohol <u>at least once per week</u>?</p> <p>00=No  01=Yes  02=Never consumed</p>	<p><input type="radio"/> No      <input type="radio"/> Yes</p>

## 8. HEALTH

### 8.2 HOUSEHOLD MEMBERS' HEALTH

**SAY:** Now I am going to ask you some questions about the health of family members.

**FIELDWORKER:** Ask the following questions for all current household members, **excluding** [YL Child].

	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9
Household member name  [PREFILLED FROM HOUSEHOLD ROSTER]	Does [HHM] have a permanent disability that affects his/her study/work capacity or ability to care care of him/herself?  00=No ► Skip to Q.3 01=Yes 77=NK ► Skip to Q.3	How does this disability affect [HHM]'s ability to work or take care of him/herself?  <b>FIELDWORKER:</b> Enter degree of disability compared to someone of the same age without the disability.  Enter code from <b>Codebox #44.</b>	Does [HHM] have any long term health problems that affect his/her daily life?  <b>FIELDWORKER:</b> A long-term health problem that persists for a long time either because it is incurable or because it is not being treated. It can include chronic and mental health problems as well as reoccurring / seasonal problems (e.g.allergy).  00=No ► Skip to Q.8 01=Yes 77=NK ► Skip to Q.8	Which long-term health problems do you think [HHM] has?  <b>FIELDWORKER:</b> Write them down in order of importance.  Enter up to 3 codes from <b>Codebox #46.</b>	How long has [HHM] suffered from this health problem?  Enter number of years. Enter 00 if less than 12 months	How often do you seek treatment or advice for this health problem in the <u>last 12 months</u> ?  <b>FIELDWORKER:</b> Ask only for the most important illness.  00=None ► Skip to Q.8 01=Once a year 02=Half-yearly 03=Quarterly 04=Monthly 05=Weekly 06=Daily 07=Other, specify 77=NK	From where did you seek this treatment/advice among the non-modern facilities (if more than one put in order of attendance)?  <b>FIELDWORKER:</b> Ask only for the most important illness.  Enter codes from <b>Codebox #42.</b>  88=NA	Does [HHM] smoke cigarettes?  00=No 01=Yes	Does HHM use other form of tobacco such as chewing or snuffing tobacco?  00=No 01=Yes 02=Never consumed
[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ] [ ____ ] [ ____ ]	[ ____ ] [ ____ ] [ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ] [ ____ ] [ ____ ]	[ ____ ] [ ____ ] [ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]
[ _____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ] [ ____ ] [ ____ ]	[ ____ ] [ ____ ] [ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]	[ ____ ]

## 8. Health

### 8.3 FOOD SECURITY

**SAY:** Now I am going to ask you some questions about the food you eat at home.

<p><b>Q.1</b> Which of the following statements best describes the food situation at your home in the <u>last 12 months</u>?</p> <p>FIELDWORKERS: Read the alternatives</p> <p>01=We always eat enough of what we want 02=We eat enough but not always what we would like 03=We sometimes do not eat enough 04=We frequently do not eat enough</p>	<p>[ _ _ ]</p>
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**SAY:** Now I am going to ask you some more specific questions about the food the family eats and problems that some people experience. Please always answer on behalf of **all household members** and think about the past 12 months.

<p><b>Q.2</b> In the past 12 months, did you <b>ever worry</b> that your household would run out of food before you get money to buy or could acquire more?</p> <p>00=No ► Skip to Q.4 01=Yes 77=NK ► Skip to Q.4</p>	<p><input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK</p>
<p><b>Q.3</b> How often did this happen?</p> <p>01 = Rarely, one or two months in the year 02 = Sometimes, some months but not always 03 = Always or nearly always or all months 77=NK</p>	<p>[ _ _ ]</p>
<p><b>Q.4</b> Were you or any household member not able to eat the <b>kinds of foods you want</b> because of lack of money? (For example, no meat, no fish, no fruit, no deserts)</p> <p>00=No ► Skip to Q.6 01=Yes 77=NK ► Skip to Q.6</p>	<p><input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK</p>
<p><b>Q.5</b> How often did this happen?</p> <p>01 = Rarely, one or two months in the year 02 = Sometimes, some months but not always 03 = Always or nearly always or all months 77=NK</p>	<p>[ _ _ ]</p>
<p><b>Q.6</b> Did you or any household member have to eat a <b>limited variety of foods</b> due to a lack of money? (For example, only rice and beans no vegetables or meat, only potatoes)</p> <p>00=No ► Skip to Q.8 01=Yes 77=NK ► Skip to Q.8</p>	<p><input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK</p>
<p><b>Q.7</b> How often did this happen?</p> <p>01 = Rarely, one or two months in the year 02 = Sometimes, some months but not always 03 = Always or nearly always or all months 77=NK</p>	<p>[ _ _ ]</p>
<p><b>Q.8</b> Did you or any household member have to eat some <b>foods that you did not want to eat</b> because of a lack of money to obtain other types of food? (For example, wild foods, immature crops, broken rice, discarded food)</p> <p>00=No ► Skip to Q.10 01=Yes 77=NK ► Skip to Q.10</p>	<p><input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK</p>
<p><b>Q.9</b> How often did this happen?</p> <p>01 = Rarely, one or two months in the year 02 = Sometimes, some months but not always 03 = Always or nearly always or all months 77=NK</p>	<p>[ _ _ ]</p>

**FIELDWORKER:** If respondent answers Q.1=01 AND Q.2=00 AND Q.4=00 AND Q.6=00 AND Q.8=00 ► Skip to next section  
(Anthropometry)

<b>Q.10</b>	Did you or any household member have to <b>eat less (portion size) in a meal</b> than you wanted because there was not enough food?  00=No ► Skip to Q.12 01=Yes 77=NK ► Skip to Q.12	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.11</b>	How often did this happen?  01 = Rarely, one or two months in the year 02 = Sometimes, some months but not always 03 = Always or nearly always or all months 77=NK	[ _ _ ]
<b>Q.12</b>	Did you or any household member have <b>reduce the number of meals eaten</b> a day because there was not enough food? (For example skip breakfast or lunch)  00=No ► Skip to Q.14 01=Yes 77=NK ► Skip to Q.14	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.13</b>	How often did this happen?  01 = Rarely, one or two months in the year 02 = Sometimes, some months but not always 03 = Always or nearly always or all months 77=NK	[ _ _ ]
<b>Q.14</b>	Was there ever <b>no food to eat</b> in your household because of lack of money to get food?  00=No ► Skip to next section 01=Yes 77=NK ► Skip to next section	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.15</b>	How often did this happen?  01 = Rarely, one or two months in the year 02 = Sometimes, some months but not always 03 = Always or nearly always or all months 77=NK	[ _ _ ]
<b>Q.16</b>	Did you or any household member <b>go to sleep at night hungry</b> because there was not enough food?  00=No ► Skip to Q.18 01=Yes 77=NK ► Skip to Q.18	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.17</b>	How often did this happen?  01 = Rarely, one or two months in the year 02 = Sometimes, some months but not always 03 = Always or nearly always or all months 77=NK	[ _ _ ]
<b>Q.18</b>	Did you or any household member go a <b>whole day and night without eating</b> anything because there was not enough food?  00=No ► Skip to Q.20 01=Yes 77=NK ► Skip to Q.20	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.19</b>	How often did this happen?  01 = Rarely, one or two months in the year 02 = Sometimes, some months but not always 03 = Always or nearly always or all months 77=NK	[ _ _ ]

**FIELDWORKER:** Ask the following question ONLY for those whose answered Q.16=01 OR Q.18=01.

<b>Q.20</b>	Were the children in the household also affected?  00=No 01=Yes 77=NK	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
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## 9. ANTHROPOMETRY

<b>Q.0</b>	Respondent for this section Enter household member from the household roster.	[ _ _ ]
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### 9.1. Index Child's anthropometry

**SAY:** I have to use this weighing scale/height board to make sure the measurements are right, this won't hurt. I am going to ask you to stand up on the weighing scale / height board.

**FIELDWORKER:** Make sure [YL Child] is wearing only light clothes. If there is a large difference between two measurements, measure one more time and take the most common one.

<b>Q.1</b>	SCALE CHECKED <b>FIELDWORKER:</b> Tick if checked.	<input type="checkbox"/>
<b>Q.2</b>	First child weight TO NEAREST 0.1 KG -9999=Child not weighed	[ _ _ _ . _ ]
<b>Q.3</b>	Second child weight TO NEAREST 0.1 KG -9999=Child not weighed	[ _ _ _ . _ ]
<b>Q.4</b>	Agreed child weight TO NEAREST 0.1 KG -9999=Child not weighed	[ _ _ _ . _ ]
<b>Q.5</b>	First child height MEASURE TO NEAREST 0.1 CM -9999=Child not measured	[ _ _ _ . _ ]
<b>Q.6</b>	Second child height MEASURE TO NEAREST 0.1 CM -9999=Child not measured	[ _ _ _ . _ ]
<b>Q.7</b>	Agreed child height MEASURE TO NEAREST 0.1 CM -9999=Child not measured	[ _ _ _ . _ ]

For CAPI: Enable Q.8 if Q.4=-9999 or Q.7=-9999

<b>Q.8</b>	Why was [YL Child] not measured? 01 = Child not present 02 = Caretaker refused 03 = Child ill 04 = Child refused 05 = Other, specify 06 = Child could not be found 77=NK	[ _ _ ]
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### Mother's anthropometry

**FIELDWORKER:** Now you will take the measurements of [YL Child]'s **biological mother**.

**SAY:** Now I would like to record [YL Child's] mother's measurements. I have to use this weighing scale/height board to make sure the measurements are right, this won't hurt. I am going to ask you to stand up on the weighing scale / height board.

**FIELDWORKER:** Make sure [YL Child]'s mother is wearing only light clothes. If there is a large difference between two measurements, measure one more time and take the most common one.

<b>Q.9</b>	SCALE CHECKED <b>FIELDWORKER:</b> Tick if checked.	<input type="checkbox"/>
<b>Q.10</b>	First maternal weight TO NEAREST 0.1 KG -9999=Mother not weighed	[ _ _ _ . _ ]
<b>Q.11</b>	Second maternal weight TO NEAREST 0.1 KG -9999=Mother not weighed	[ _ _ _ . _ ]
<b>Q.12</b>	Agreed maternal weight TO NEAREST 0.1 KG -9999=Mother not weighed	[ _ _ _ . _ ]
<b>Q.13</b>	Why was mother not weighed? 01 = Mother not present 02 = Mother refused 03 = Mother ill 04 = Other 05 = Mother could not be found 77=NK	[ _ _ ]
<b>Q.14</b>	Are you currently pregnant or gave birth in the last 2 months?	<input type="radio"/> Yes (1) <input type="radio"/> No (0)

## 9. ANTHROPOMETRY

### 9.2 Siblings' anthropometry

**FIELDWORKER:** Take the anthropometric measures of the same sibling measured in Round 3. If s/he is not available at the time of taking anthropometrics, make all reasonable efforts to track him/her and update his/her measures. However, make sure to still ask her/his date of birth and record it accordingly.

**SAY:** Now I would like to record [ROUND 3 SIBLING] measurements.

**FIELDWORKER:** Make sure the child removes coats, heavy outer clothing and shoes.

<b>PQ.1</b>	Name of sibling measured in Round 3 [PREFILLED FROM R3]	[ _____ ]
<b>Q.1</b>	Date of birth of [ROUND 3 SIBLING] <b>FIELDWORKER:</b> Make sure that you ALWAYS collect the date of birth of [ROUND 3 SIBLING] <u>regardless of whether s/he was available for measurement.</u>	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	How much did [ROUND 3 SIBLING] weigh at birth? <b>FIELDWORKER:</b> Cross check with documentation if available. -77= NK ▶ Skip to Q.4 [PREFILLED FROM R3]	[ ____ ] grms
<b>Q.3</b>	Was the birth weight from documentation? <b>FIELDWORKER:</b> Observe. [PREFILLED FROM R3]	<input type="radio"/> No <input type="radio"/> Yes
<b>Q.4</b>	Is [ROUND 3 SIBLING] available for measuring? 00=No 01=Yes	<input type="radio"/> No <input type="radio"/> Yes
<b>Q.5</b>	Has the [ROUND 3 SIBLING] been tracked and found? 01=Yes 00=No, specify a reason for not finding/tracking _____ ▶ Skip section. Thank and end interview.	[ ____ ] Other, specify _____
<b>Q.6</b>	First child weight TO NEAREST 0.1 KG -9999=Child not weighted	[ ____ . ____ ]
<b>Q.7</b>	Second child weight TO NEAREST 0.1 KG -9999=Child not weighted	[ ____ . ____ ]
<b>Q.8</b>	Agreed child weight TO NEAREST 0.1 KG -9999=Child not weighted	[ ____ . ____ ]
<b>Q.9</b>	First child height MEASURE TO NEAREST 0.1 CM -9999=Child not measured	[ ____ . ____ ]
<b>Q.10</b>	Second child height MEASURE TO NEAREST 0.1 CM -9999=Child not measured	[ ____ . ____ ]
<b>Q.11</b>	Agreed child height MEASURE TO NEAREST 0.1 CM -9999=Child not measured	[ ____ . ____ ]

For CAPI: Enable Q.12 if Q.6=-99 or Q.9=-99

<b>Q.12</b>	Why was [ROUND 3 SIBLING] not measured?  01 = Child not present 02 = Caretaker refused 03 = Child ill 04 = Child refused 05 = Other, specify 06 = Child is younger than 2 years old 07 = Child could not be found 77 = NK	[ ____ ] Spec. _____
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## 10. CAREGIVER'S PERCEPTIONS AND ATTITUDES

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

<b>Q.0</b>	Respondent for this section Enter household member from the household roster.	[ _ _ ]
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**SAY:** I want to ask you some questions about [YL Child]'s friends.

<b>Q.1</b>	Do you know the names of [YL Child]'s friends?  00=No 01=Yes 77=NK	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.2</b>	Do you know what [YL Child] does after school/work?  00=No 01=Yes 88=NA 77=NK	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.3</b>	Do you know the parents of [YL Child]'s friends?  00=No 01=Yes 77=NK	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.4</b>	Do you know [YL Child]'s teacher?  00=No 01=Yes 88=NA 77=NK	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK
<b>Q.5</b>	Has [YL Child] ever been bullied by peers?  00=No 01=Yes 77=NK	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> NK

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

<b>Q.6</b>	When [YL Child] is about 25 years old, what job do you think s/he will be doing?  <b>FIELDWORKER: DO NOT PROMPT.</b> Enter code from <b>Codebox #47</b> .	[ _ _ ] Specify_____
<b>Q.7</b>	Ideally what level of formal education would you like [YL Child] to complete?  00=None ► Skip to Q.9 Grade=01-12 13=Post-secondary technological institute 14=Vocational 15=Degree (graduate) 16=Post-graduate degree (e.g. Masters, PhD.) 17=Other, specify 28=Adult literacy 29=Religious education 77=NK ► Skip to Q.9 79=Refused to answer ► Skip to Q.9	[ _ _ ] Specify_____
<b>Q.8</b>	Do you expect [YL Child] will reach that level of education?  00=No 01=Yes 77=NK	[ _ _ ]
<b>Q.9</b>	What job would you most like [YL Child] to do in the future? Enter code from <b>Codebox #47</b> .	[ _ _ ] Specify_____

**FIELDWORKER:** Show the picture of the ladder.

**SAY:** There are nine steps on this ladder. Suppose that the ninth step, at the very top, represents the best possible life for you and the bottom represents the worst possible life for you.

<b>Q.10</b>	Where on the ladder do you feel you personally stand at the present time? Record step number: 1-9	[ _ ]
<b>Q.11</b>	Where do you think you will be on the ladder in four years from now? Record step number: 1-9	[ _ ]

<b>Q.12</b>	To which extent do you expect the following kinds of help from [YL Child] when s/he is grown-up?  <b>FIELDWORKER:</b> Ask items 02 and 05 only if [YL Child] has younger siblings.	01 = Not at all 02 = A little 03 = Somewhat 04 = Quite a lot 05 = A lot 77=NK
01	that s/he continues living close to you.	[ _ _ ]
02	that s/he provides financial assistance to his/her younger brothers and sisters.	[ _ _ ]
03	that s/he helps you with housework.	[ _ _ ]
04	that s/he provides financial assistance to you.	[ _ _ ]
05	that s/he helps you care for his/her younger siblings.	[ _ _ ]
06	that s/he cares for you when you are old.	[ _ _ ]
07	that s/he provides emotional support to you.	[ _ _ ]

**SAY:** Now I am going to ask you about some of your expectations for [YL Child]'s life specifically.

<b>Q.13</b>	At what age did [YL Child] / do you expect [YL Child] to:	Enter age in years. 00=No expectation -77=NK
01	Start earning money to support your household?	[ _ _ ]
02	Leave full-time education?	[ _ _ ]
03	Be financially independent of HIS/HER parents?	[ _ _ ]
04	Leave this household?	[ _ _ ]
05	Get married and start living together?	[ _ _ ]
06	Have a child?	[ _ _ ]

<b>Q.14</b>		01= Strongly disagree 02= disagree 03= more or less 04= agree 05=Strongly agree 77=NK
01	If I try hard, I can improve my situation in life	[ _ _ ]
02	I like to make plans for my future	[ _ _ ]
03	I am proud of my clothes	[ _ _ ]
04	I feel proud of the job done by my [HOUSEHOLD HEAD]	[ _ _ ]
05	The job I do makes me feel proud	[ _ _ ]
06	I feel proud of my children	[ _ _ ]
07	I can do little to help [YL Child] do well in school, no matter how hard I try	[ _ _ ]

<b>Q.15</b>	Who helps [YL Child] with homework when s/he needs it?  <b>FIELDWORKER:</b> Enter only one answer.  01= Nobody ► Skip rest of the section. 02= Father 03= Mother 04= Caregiver (different from mother and father) 05= Older siblings 06= Other family members 07= Paid tutor 08= Other, specify _____	[ _ _ ]
<b>Q.16</b>	In the last week or the last week [YL Child] had classes (if the preceding week consisted of holidays), how many days did you help [YL Child] with homework?  Enter number of days: 0-7	[ _ ]
<b>Q.17</b>	<b>FOR CAREGIVER:</b> In the last month or the last month with regular school (if [YL Child]'s school had vacations in the preceding month), how often have you asked [YL Child] what s/he did at school?  00=Not at all 01=Once or twice 03=Every week 04=Many times every week	[ _ _ ]

**DATE OF COMPLETION OF INTERVIEW**

<b>Q.1</b>	Date of end of interview Enter day, month and year	[ ____ / ____ / ____ ] DD MM YYYY
<b>Q.2</b>	Time of end of interview	[ ____ : ____ ]

## CODEBOXES

### Codebox #0: Relationship to YL Child

00= YL child	07= Brother/Sister (both parents the same)	14= Cousin (inc. cousin brother & cousin sister)	21= Tenant/lodger	27=Child of YL Child 28=Brother-in-law/Sister-in-law (sibling of YL Child's spouse)
01= Biological parent	08= Half-sibling (same father)	15= Nephew/Niece	22= Other non-related	
02=Step-parent (partner of biological parent)	09= Half-sibling (same mother)	16= Brother/sister-in-law (spouse of sibling)	23=Nanny (live in)	
03= Adoptive parent	10= Step-sibling (no parent in common)	17= Great-Grandparent (Mother's side)	77=NK	
04= Foster parent	11=Adoptive brother/sister	18= Great Grandparent (father's side)	24=Adoptive parent (Adopt legal)	
05= Maternal grandparent	12= Foster brother/sister	19=Other relative	25=Partner/Spouse of the YL child	
06=Paternal grandparent	13= Uncle/Aunt	20= Servant (farm-worker, maid, etc.)	26=Father-in-law/Mother-in-law	

### Codebox #1: Place of residence of YL Child's parents and/or former caregiver

00=Same kebele
01=another kebele in same woreda
02=another kebele outside woreda same region
03=another kebele outside the region
04=Neighbouring region
05=Non-neighbouring region
06=Neighbouring country, specify
07=Non-neighbouring country, specify
08=Other, specify
77=NK
79=Refused to answer

### Codebox #2: Relationship to household head

00=Spouse	09= Half-sibling (same mother)	18=Son/Daughter-in-law	27=Maid
01= Biological parent	10= Step-sibling (no parent in common)	19=Other relative	77=NK
02=Step-parent (partner of biological parent)	11=Adoptive brother/sister	20= Servant (farm-worker, maid, etc.)	
03= Adoptive parent	12= Foster brother/sister	21= Tenant/lodger	
04= Foster parent	13= Uncle/Aunt	22= Other non-related	
05= Maternal grandparent	14= Cousin (inc. cousin brother & cousin sister)	23=Child (son/daughter)	
06=Paternal grandparent	15= Nephew/Niece	24=Foster child	
07= Brother/Sister (both parents the same)	16= Brother/sister-in-law (spouse of sibling)	25=Step child	
08= Half-sibling (same father)	17=Parent in law	26=Grandchild (grandson/granddaughter)	

### Codebox #3: Marital status

00= Single	04= Divorced
01= Married	05= Separated
02= Cohabiting	06= Other, specify
03= Widowed	

### Codebox #4: Reasons for moving

01 = Work of the Child	05 = Work of parents	08 = Divorce / Separation of Parents	13 = Violence, crime, war
02 = Study of the Child	06 = Better / more land	09 = Family Disputes	14 = Natural disaster
03 = Health of the Child	07 = Better dwelling conditions	10 = Health of a family member	15 = Other, specify
04 = Child is pregnant / had a baby		11 = Death of a family member	77 = NK, 88 = NA
		12 = To be close to relatives	79 = Refused to answer

### Codebox #5: Reasons NOT in school

01=Fees too expensive	09=Banned from school for	17= No need for schooling for	25= Family member
02=Books and/or other supplies too	10=Banned from school because	18= Need to learn a trade/skill,	26= Family issues e.g.
03= Shoes/Clothes/Uniform for	11= Banned from school because	19=Need to stay home to look	27=Stigma and
04= Transport too expensive	12= Quality of education at school (teaching and learning) poor	20=Needed for domestic and/or agricultural work at home (include chores, farm work, harvest)	28= School not accessible for seasonal reasons: river prohibits access
05= School too far from home	13= Quality of care (food, non-	21=Have to do paid work to	29=Child too young
06=Not safe to travel to school	14= No sanitation facilities at school	22= It's not appropriate for girls	30=Child Still in preschool
07= Lack of transport	15= Bullying/abuse from peers	23=Marriage	31=Other
08=Truancy, child does not want to go, not interested	16= Ill-treatment/abuse from teachers/principal	24= Disability, illness	

### Codebox #6: Reasons for choice of school

01=School is near home	05=Good quality teaching	09=Other household children	13=Instruction language
02=No other option (only school in area)	06=Single sex school	10 = Other (specify)	
03= No school fees	07 = Mixed gender school	11 = Good services	77=N/k
04 = Low school fees	08 = Receives school meal	12=Good infrastructure	88=NA

**Codebox #7: Region where school is located**

1	Tigray
2	Afar
3	Amhara
4	Oromiya
5	Somali
6	Benishangul Gumz
7	Snp
12	Gambela
13	Harari
14	Addis Ababa city administration
15	Dire Dawa city administration
17	Region 17 (special enumeration areas by CSA)

**Codebox #8: Zone where school is located**

101	NORTH WEST TIGRAY-ZONE
102	CENTRAL TIGRAY-ZONE
103	EASTERN TIGRAY-ZONE
104	SOUTHERN TIGRAY-ZONE
105	WESTERN TIGRAY-ZONE
106	MEKELE TOWN SPECIAL-ZONE
201	ZONE 1
202	ZONE 2
203	ZONE 3
204	ZONE 4
205	ZONE 5
301	NORTH GONDAR-ZONE
302	SOUTH GONDAR-ZONE
303	NORTH WELLO-ZONE
304	SOUTH WELLO-ZONE
305	NORTH SHEWA-ZONE
306	EAST GOJAM-ZONE
307	WEST GOJAM-ZONE
308	WAG HIMRA-ZONE
309	AWI-ZONE
310	OROMIYA-ZONE
311	BAHIR DAR SPECIAL-ZONE
312	ARGOBA SPECIAL-WEREDA
401	WEST WELLEGA-ZONE
402	EAST WELLEGA-ZONE
403	ILU ABA BORA-ZONE
404	JIMMA -ZONE
405	WEST SHEWA-ZONE
406	NORTH SHEWA-ZONE
407	EAST SHEWA-ZONE
408	ARSI-ZONE
409	WEST HARARGE-ZONE
410	EAST HARARGE-ZONE
411	BALE-ZONE
412	BORENA ZONE
413	SOUTH WEST SHEWA ZONE
414	GUJI-ZONE
415	ADAMA SPECIAL-ZONE
416	JIMMA TOWN SPECIAL-ZONE
417	WEST ARSI-ZONE
418	KELEM WELLEGA ZONE
419	HORO GUDRU WELLEGA-ZONE
420	BURAYU SPECIAL-ZONE
501	SHINILE-ZONE
502	JIJIGA-ZONE
503	DEGEHABUR-ZONE
504	WARDER-ZONE
505	KORAHE-ZONE
506	FIK-ZONE
507	GODE-ZONE
508	AFDER-ZONE
509	LIBEN-ZONE
602	METEKEL-ZONE
603	ASOSA-ZONE
604	KAMASHI-ZONE
605	PAWE SPECIAL-WEREDA
606	MAO KOMO SPECIAL-WEREDA
701	GURAGE-ZONE
702	HADIYA-ZONE
703	KEMBATA TIBARO-ZONE
704	SIDAMA-ZONE
705	GEDEO-ZONE
706	WOLAYITA-ZONE
707	SOUTH OMO-ZONE
708	SHEKA-ZONE
709	KEFA-ZONE
710	GAMO GOFA ZONE
711	BENCH MAJI-ZONE
712	YEM SPECIAL-WEREDA
713	AMARO SPECIAL-WEREDA
714	BURJI SPECIAL-WEREDA
715	KONSO SPECIAL-WEREDA
716	DERASHE SPECIAL-WEREDA
717	DAWURO-ZONE
718	BASKETO SPECIAL-WEREDA
719	KONTA SPECIAL-WEREDA
720	SILTIE-ZONE
721	ALABA SPECIAL-WEREDA
722	HAWASSA CITY ADMINISTRATION-Z
1201	AGNEWAK-ZONE

1202	NUWER-ZONE	Do we need to delete these codes? Are these confidential data?
1203	MEJENGER-ZONE	
1204	ETANG SPECIAL-WEREDA	
1301	HARARI-ALL ZONE	
1401	AKAKI KALITY-SUB CITY	
1402	NEFAS SILK-LAFTO-SUB CITY	
1403	KOLFE KERANIYO-SUB CITY	
1404	GULELE-SUB CITY	
1405	LIDETA-SUB CITY	
1406	KIRKOS-SUB CITY	
1407	ARADA-SUB CITY	
1408	ADDIS KETEMA-SUB CITY	
1409	YEKA-SUB CITY	
1410	BOLE-SUB CITY	
1501	DIRE DAWA-ALL ZONE	
1701	MOYALE SPECIAL-ZONE	
1702	MEDA WELABU SPECIAL-ZONE	
1703	MULO SPECIAL WEREDA-ZONE	
9999	Other, (specify) _____	

Codebox #9: Wereda where school is located

Codebox #10: Kebele/PA where school is located

Codebox #11: Land / Plot uses

Use of Agricultural Land	Use of Non-Agricultural Land	
05= Agriculture/Farming (arable),	01= Living Accommodation	11=Nothing/left fallow,
06= Pasture	04= Living accommodation plus industry (e.g. shop used as dormitory)	20=Other, specify
16=Garden with Produce for Consumption or Sale	07=Garden/terrace	77 = NK
10=Sharecropped out	08=Industry (e.g. business, shop, rented-out accommodation)	
13=Grazing livestock	09=Rented out, (fixed rent)	
14=Aquaculture	12=Recreation	

Codebox #12: Local units for plot size

01=Gasha	07=Kedema	13=Gezem	19=Fer
02=Hectare	08=Kufaro	14=Kind	20=Other, Specify
03=Gemed	09=Zhir	15=Square Zhir	
04=Timad	10=Tinto	16=Medeb	
05=Kert	11=Ermija	17=Square Meter	
06=Massa	12=Dero	18=Boy	

Codebox #13: Land ownership

01=Owned
02=Rented in, (fixed rent)
03=Borrowed
04=Sharecropped in, shared
05=Common property
06=Squatted
31=Leased from state,
33=Mortgaged

Codebox # 14: Crops

01=	15=Chick peas	29=Godere	44=Maize	58=	72=Tomato
02=	16=Chillies	30=	45=Mango	59=Selata	73=Tumeric
03=Avocado	17=Coffee	31=Grass	46=Mulberry	60=Sesame	74=
04=Bananas	18=Cotton	32=Groundnuts	47=Nueg	61=Shiefera/Haleko	75=Wheat
05=Barley	19=Cow peas	33=Guava	48=Nuts	62=	76=White teff
06=Beetroot	20=Dagussa	34=Hamicho	49=Oats	63=Sinar/Germia	78=Yam
07=Berbere	21=Eucalyptus	35=Haricot Beans (Adengware / Boloke)	50=Onions	64=Sorghum	79=Zengada
08=Black/mixed teff	22=Fasolia	36=Honey	51=Orange	65=Spices	
09=Black pepper	23=Field peas	37=Jowar	52=	66=Spinach	123=Vetch
10=Cabbage	24=Flowers	39=Karia	53=Paddy rice	67=	124=Soya bean
11=Cactus	25=	40=Karibo/Keredo	54=Pineapple	68=Sunflower	125=Horse bean
12=Carrot	26=Garlic	41=Kotcho/Inset	55=Potatoes	69=Sweet potatoes	130=Wassera/ Warsa/Hanfets/ Mixture of wheat & barley
13=Castor	27=Gesho	42=Lentils	56=Pumpkin	70=	77=NK
14=Chat	28=Ginger	43=Linseed	57=Ragi	71=Tobacco	96=Other specify
				80=sugarcane	109 = Coconut

Codebox # 15: Local units for crop outputs

01=KILOGRAMMES	13=BAGS	25=KUBAYA/KELASA	40=BIG MADABERIA	50=BUNCH (BANANAS)	60=EGIR
02=QUINTAL	14=BUNDLES	26=BIRCHIKO	41=SMALL MADABERIA	51=MELEKIA/LIK	61=WESLA
03=CHINET	15=PIECES	27=SINI	42=DIRIB	52=GUCHIYE	62=MESFERIA
04=DAWLA	16=BARs	28=GEMBO	43=SAHIN/LOTERY	53=BEKOLE	63=KURFO
05=KUNNA	17=BOXES	29=BOTTLES	44=MANKORKORIA	54=ENKIB	64=KOLELA
06=MEDEB	18=LEAVES	30=BIRR	45=PLASTIC BAG/FESTAL	55=SHEKIM	65=Gurdi
07=KURBETS	19=LITRES		46=ZURBA	56=NUMBER	66=Kuch-Belu
08=SILICHA	20=KIL		47=AKARA	57=GOTERA	67=Millilik
09=AKMADA	21=GAN		48=SMALL PLASTIC BAG (MIKA)	58=LEMBA	68=Bechere
10=ESIR	22=ENSIRA		49=KERCHAT/KEMBA	59=SHIRIMERI	69=Madiga
11=BOBO	23=GURZIGNE				70=Jemb
12=PACKETS	24=TASSA			95=OTHER (Specify)	

**Codebox # 16: Occupation codes**

AGRICULTURE & ALLIED AGRICULTURE	NON-AGRICULTURE	UNEMPLOYED OR UNPAID
01=Self Employed (Food crops)	08=Self Employed (Manufacturing)	14=Unemployed
02=Self Employed (Non-food, including horticulture, sericulture and floriculture)	09 Self Employed (Services)	15=Household chores
03 = Self Employed (Aquaculture)	10= Self Employed (Business)	17=Household dependent (child or retired elder) ► <b>Skip to next activity/row</b>
04 = Self Employed.(Livestock)	11 = Self Employed (Other non-Agriculture.)	18=Begging
05=Wage Employment (Agriculture)	12=Wage Employment (Unsalairied/irregular; Non-agriculture)	19 = Student
06=Annual Farm Servant	13=Regular Salaried Employment	21= other unpaid activities
07=Other (allied) agriculture, specify	19=house maid/(Yebet Serategna)	77=NK
	20=Other non- agriculture specify	88=NA

**Codebox # 17: Productive assets**

Agricultural assets:	Non-agricultural assets:	Non-agricultural assets continued:
01=Agricultural tools (e.g. sickle, crowbar, shovels)	09=Barber tools (scissors, mirror, etc.)	18=Plumbing equipment
02=Cart/ wheelbarrow	10=Beauty salon equipment (hair dryer, etc.)	19=Pottery equipment (kiln, potters wheel, etc.)
03=Pesticide sprayer	11=Blacksmith tools	20=Protective clothing (overalls, steel-toed boots, hardhat, etc.)
04=Plough	12=Cleaning/domestic work equipment (mop, iron, etc.)	21=Sewing machine
05=Working pump (motor or engine)	13=Construction tools (electrical tools, carpentry tool box, etc.)	22=Teaching supplies (books, blackboard, etc.)
06=Thresher	14=Entertainment equipment (musical instruments, speakers, lighting, karaoke machine, etc.)	23=Trading equipment (display table, weighing machine, money box, etc.)
07=Tractor		24=Trading license (e.g. for market stall)
08=Other farm equipment	15=Food preparation equipment (portable stove, serving bowls, etc.)	25=Transport (minibus, car, motorbike, bicycle, etc.)
	16=Gun	26=Weaving equipment (loom, etc.)
	17=Mechanic equipment (jack, tyres, jumper cables, etc)	40=Fishing boat
		30=Other

**Codebox # 18: Occupation productive assets**

01=Army	12=Food/local drink preparation/Restaurant	23=Trading (selling commodities)
02=Barber shop	13=Forestry/Logging	24=Transportation/ Driver/ Courier/ Taxi
03=Beauty salon	14=Handicrafts or art	25=Weaving
04=Blacksmith	15=Hunting	27= collecting fire wood/dung/fetching water for sell
05=Casual/ intermittent labour (e.g. road crew)	16=Mechanic services	28= civil servant
06=Child care	17=Nursing/ Medicinal services	29= cash/food for work
07=Construction	18=Plumbing service	30=fishing
08=Domestic work/ Cleaning/ Janitorial	19=Pottery	31=house renting
09=Entertainment services (DJ, singing, etc.)	20=Security guard	
10=Factory Work	21=Tailor/Sewing	26=Other specify _____
11=Farming/Agriculture	22=Teaching	88=NA

**Codebox # 19: Plans for hard times**

01=Nothing, haven't thought about it	08=Borrow from money lender	15=Emigrate to another country	21=Borrow from neighbours (cash or in kind)	34=Use savings
02=Ask relatives for help	09=Get credit from informal loan system (e.g. rotating funds)	16=Faith/pray to God/Allah	22=Borrow from family (cash or in kind)	35 = Ask for help from government/authority
03=Ask friends/neighbours for help	10=Migrate to another part of the country	17=Sell properties or assets	30=Sell my animals	
04=Look for work	11=Make use of the Food for work programme	18=Mortgage assets	31=Return to my hometown	37 =Start own business
05=Use of formal savings	12=Work longer hours (do overtime)	19=Borrow from farmers	32=Pawn assets (house, land, car, business, etc.)	38=Ask IDDIR for Help
06=Use of informal savings	13=Send children to work	20=Other (specify)	33=Leave/move-in with my family	77=NK, 88=N/A
07=Ask for credit or loan from the bank	14=Take children out of school			

this code is not in the CAPI program - delete?

**Codebox # 20: How to raise the money**

01=From relatives/friends in the same village/town	06=Sell land/house	11=Taking extra work
02=From relatives/friends in different location	07=Sell livestock	77=NK
03=From savings	08=Sell stocks or crops	12= Other (specify) _____
04= Micro finance	09=Taking a loan (formal)	
05=Sell durable goods/equipment	10=Taking a loan (informal)	

**Codebox # 21: Type of support / assistance**

01= Agricultural extension	08=Family planning	15= PSNP (direct support / food / cash aid)	21= Access to land (for youth through association)
02= Child right protection		16= Drinking water provision /development	22= Other food security program
03= Public work program for cash	10= Irrigation development	17=Education Support Service (including school materials, fee waiver, etc.	23= Target supplementary feeding program
04= Public work program for food	11= Mother to child HIV/AIDS transmission	18=Provision of sanitation facility like toilet	24= reproductive health services
05=Credit & saving	12= Assistance to child education	19=Orphan & destitute children support	25. Other (specify):
06= Disability support	13=Training in agriculture related skills	20=School feeding	77=NK
07= Education about HIV	14= Training in non-agricultural skills	21=Food aid (not PSNP)	79=Refused to answer

**Codebox # 22: NGOs and GOs**

01=ACDI (Agric. Coop Dev. Int'l)	16= Project Concern Int'l	31=Medicine San Frontiers	46=Medan Act Welag Alba (Hawassa)	77=NK
02=ADRA (Adventist Dev/Relief Agency)	17= Redd Barna	32=Bureau of Food Security (BFS)	47=Mulu Wengel, (Hawassa)	
03=Africare	18= Relief Society of Tigray	33=CCF	48=Kale Hiwot (Hawassa)	
04=AIDAB (Australian Int'l Dev Asst Bank)	19= Save the Children	34=Disaster Prevention and Preparedness Commission (DPPC)	49=Meserete Kristos (Hawassa, Leki)	
05=Bureau of Agriculture	20= UNHCR	35=Government Organisation of Institution	50=Rift Valley Women and Children 51=Development Organisation (Leki)	
06=Bureau of Health	21= WFP (World Food Program)	36=Oromiya Self Help Organisation (OSHO)	52=Emmanuel Development Fund (AA)	
07=CARE	22= World Vision Relief and Dev	37=Plan International Ethiopia	53=Community Care Coalition (Tigray)	
08=Catholic Relief Services	23=SIDA	38=Safety Net Programme	54=Plan International (Amhara)	
09=CIDA (Canadian Int'l Dev. Agency)	24=ORDA (Oromia Development Association)	39=Federal or regional Micro and small scale enterprise development agency		
10=Feed the Children	25=TDA (Tigray Development Association)	40=Household Asset Building Programme (HABP)	56=Youth clubs	
11= Food for the Hungry Int'l	26=ADA (Amhara Development Association)	41=Kebele adminstration	57=School clubs	
12= Lutheran World Federation	27=USAID	42=Women, Children's Affairs Bureau	58=women's association	
13= micro finance institutions/ DECSI, ACSI, Wisdom, Sidama, Oromia etc /	28=CPAR	43=Berhan Integrated Community	59=Youth Association	
14= Ministry of Education	29=FHI (Family Health International)	44=Organisation (AA site)	60=Others	
15= OXFAM	30=ILRI	45=Mary Joy (Hawassa)	15= Other (specify)	

**Codebox # 23: Frequency of support**

01=every year	06=every 2 months	79=Refused to answer		
02=twice a year	07=monthly			
03=every 5 months	08=Irregular, (specify number of times in the last 4 years)			
04=every 4 months				
05=every 3 months	09=Other (Specify)			

**Codebox #24: Source of credit**

01= Agricultural input loan through MFI	05=Other NGOs and governmental organizations (GOs)	09=IDDIR	13 = Employer
02=Cooperatives, associations	06=Other (specify)	10=Friend/Neighbour	14= Youth Associations
03= Food security loan through MFI or others	07=Regular microfinance credit (MFI) – DECSI, ACSI, OMO, OROMIA, GASHA, ADDIS, etc.	11=Federal or regional Micro and small scale enterprise development agency	15= Women associations
04=Moneylenders	08=Relative	12=Household Asset Building Programme (HABP)	77=NK; 79=Refused to answer

**Codebox #25: Purpose of credit**

01=Agriculture (fattening, bee keeping, horticulture, poultry, goat and sheep rearing, dairy, purchase of agricultural equipment and variable inputs, etc.)	40=Cash or purchase equipment/machines to establish new firm, other than given in 05	09=Jewellery	15=Schooling (for children)	10= Other (specify) _____
02=Consumption (cover food shortage, festivities, clothing)	41=Purchase of equipment/ machines for already established firm, other than provided in 05	11=Paying Taxes	16=Schooling (for adults)	77=NK
03=Financial/business (e.g. lending to others)	06=Healthcare (for children)	12=Purchase of donkey, camel and other transport animals	17=Paying for services (carriage (gari), hair dressing, barberry, shoe polishing, masonry, etc)	79=Refused to answer
04=Food processing (injera, oil, bread/cake, alcohol, brewery)	07=Healthcare (for adult)	13=Purchase of household durables	18=Settling other debts	
05=Handicraft/Blacksmithing (pottery, embroidery, basket making, carpentry, brick making, etc.)	08=House construction and maintenance	14=Purchase of oxen	19=Trade (cereals, coffee, livestock, salt, spices)	

**Codebox #26: Reason for not paying loan back on time**

01=Conflict within the household, domestic dispute, or divorce	05=Loan default by other members of the group	09=Payment of other loans	13=War
02=Crop failure	06=Market related problems (price fluctuation, absence of demand, or lack of access to market in time)	10=Theft and robbery	77=NK
03=Death or illness of family member	07=Migration	11=Time inconvenient	79=Refused to answer
04=Death of livestock	08=Other (specify) _____	12=Used money for consumption purposes, such as festivity	88=N/A

**Codebox #27: Groups**

02=Farmer's Co-operative	10=Health Committee	17=NGO	23= Women's group	29=Parent and Teacher Union	34=Farmers' Association
04=Watershed association	11=Credit society/Co-operative	18=Religious group	24=Peasant association	30=Producers/Milk Producers' association	35=Political group
05=Other Farmer's group	14=Traders' association	20=Cultural/sport group	25=Service co-operatives	31=Iqqubs	36=Neighbour groups/ neighbourhood associations
06=Self-help group	15=Business group	21= Mother's committee	26=IDDIR (Funeral association)	32=Girls' Club	37=School clubs
07=Education/Vidya committee	16=Youth group	22= Labour unions	27=Water association (about irrigation)	33=Women's Association	28= Other specify _____

**Codebox #28: Benefits from the group**

01=Improves household income	05=Support in times of need	10= Marketing outlet for produce	11= Other, specify _____
02=Improves access to services	06=Offers benefits to the wider community	12=Improves networking	
03=Can get credit/savings facilities	07=Enjoyment/recreation	13=Higher social status	
04=Can get knowledge and information	09= Benefit/recognition from NGO	14=Spiritual advice/higher self-esteem	

**Codebox # 29: Why situation changed**

Why Situation Improved			
01=Harvests have been good	10=Have new spouse	20=Own business or trade has been profitable	30=God has helped
02=Started growing new crops	11=Have more children	21=Set up a new business or trade	32=S/he drinks less (alcohol)
03=Tried new farming techniques	12=Children older and more able to work	22=Started work or new job/non-farm work	33=Government-run Employment Programs
04=Managed my crops or livestock well	13= Women in household drink less	23=Food or Cash Aid	34 = Spouse started work or a new job
05=Accumulated livestock	14=Men in household drink less	24= Involvement in safety net programs; Food for work/cash for work income generation programme.	35=Received a raise for current job
06=Accumulated other resources, assets, possessions	15=More people around to help, advise (Better Networks)	25=Panchayat is providing all facilities, 32=involvement in farmers' union.	36 = Both husband and wife work
07=My own health has improved	16=Job security (continuous security)	26=Migration	37=involvement in farmers' union
08=Spouse's health has improved	17=Live in a nicer house	27=Was willing to take risks	31=Other (Specify)
09=Spouse works hard	18=Managed my business well	28=Prices have risen	77=NK
	19=Worked hard	29=Good Luck	88=NA
Why Situation Worsened			
41=Harvests have been poor	50=Have fewer other resources, assets, possessions	59=Men in household drink too much	68 = House is not as nice as it used to be
42=Tried new crops but they failed	51=I was lazy	60=Women in the house drink too much (alcohol)	69=Old age
43=Tried new ways of farming but they failed	52=Spouse was lazy	61=Less people around to help, advise (Poorer Networks)	
44=Managed my crops or livestock poorly	53=I have been/got ill/injured/disabled	62=Theft/robbery	
45=Have less livestock	54=Spouse has been/got ill/injured/disabled	63=Too many loans	70=Bad luck
46=Managed my business poorly	55=Spouse died	64=Did not want to take risks	71=God has not helped
47=Own business failed or didn't do well	56=Children sick or died	65=Prices for goods have fallen	72=Other (Specify)
48=Tried new business/trade but it failed	57=Children moved away	66=increase in price of inputs	77=NK, 88=NA
49=Lost job (permanent/temporary)	58=Large family/too many		
66=increase in price of inputs		67=increase in food prices.	

**Codebox #31: Response to event**

01=Ate less	06=Migrated to work/find work	10=Received help from Government/NGO	15=Took children out of school	20= Sold animals	28 = Change children of school (e.g. private to public)
02=Bought less/Reduction in household expenditures	07=Nothing	11=Sent children to be cared for by friends or relatives	16=Used credit	21=Pawning/Mortgage	88=NA
04=Fled/moved away from the problem	08=Received help from the community/leaders	12=Sent children to work	17=Used savings	22=Started looking for a job	77=NK,
05=Insurance paid	09=Received help from relatives/friends	13=Sold possessions/ belongings	18=Worked more/start work	23=Sold properties	
24 = Report to police	25 = Ask help (go to) health center/hospital/doctor	26 = Organize a community activity to raise funds/money	19=Other (Specify)	27=Change to cheaper ways of production (e.g. fertilizer to composte)	

**Codebox #32: Wall material**

01= Adobe/mud	05=Fibreboard/Chipboard	09=Mud & stones	13=Quincha	17=Mud and Wood	23=Wood/Tripley
02=Bamboo/Cane	06= Galvanised /Corrugated iron	10=Neohouzealla wattle	14=Stone		24=Adobe and stones
03=Brick/concrete	07= Matting	11=Nipa leaves	15=Wood/branches	21=Cane and mud	25=Concrete blocks
04=Cement bags	08=Mud & bricks	12=Plastic sheet	16=Other Specify		

**Codebox #33: Roof material**

01=AC Roofing sheets	05= Earth/mud	09=Palm leaves	13=Tar slabs	17= Wood & stones	20= Leaves (Achon, omiro, chorino, etc.)
02=Asbestos sheets	06= Galvanised/Corrugated iron	10=Plastic sheet	14=Thuthuri sticks	18=Wood/planks	23=Cane & mud
03=Bamboo/Cane		11= Straw/thatch	15=Tiles/slats	19=Other specify	24= Mat
04= Concrete/cement	08=Nipa leaves	12=Sugar leaves	16=Wood & mud/adobe	25=Cardboard	

**Codebox #34: Floor material**

01= Cement/tile	06= Laminated material	09= Stone/brick
02=Cinder	07=Marble stone	10=Tar slabs
03= Concrete/cement	08=Polished stone	11= Wood
04= Earth/Sand	20=Vinyl floor	12=Other specify
05=Granite stone	21=False floor	
	delete code 21?	