

Human Development Cash Transfer

Madagascar

Baseline Survey Report 2017

**Prepared by ideas42
for the Government of Madagascar and the World Bank**

October 2017



ideas42 is a non-profit behavioral design and consulting firm that uses behavioral science to help solve difficult social problems and have impact at scale. We grew out of research programs in psychology and economics at top academic institutions. Our work draws on decades of experimental scientific research in decision-making and the most rigorous methods in program and policy evaluation. Since our founding, ideas42 has developed a systematic process that brings together behavioral science insights to diagnose the decision-making problems, or “behavioral bottlenecks,” affecting outcomes in a wide range of policy domains. We then apply our expertise in behavioral economics to design innovative solutions to address these bottlenecks. We work in the US and internationally on important challenges in consumer finance, economic mobility, education, criminal justice, and health, among others.

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Introduction

The Government of Madagascar (GOM), through the Ministry of Population, Social Protection and Promotion of Women (MPSPPW) and the Social Development Fund (FID) is implementing a Human Development Cash Transfer (HDCT) program in partnership with the World Bank (WB). The program targets selected geographical areas and provides bi-monthly cash transfers to extreme poor households (bottom 30th percentile in the income distribution) with children through primary school age (0-10 years). The cash transfer is designed to provide both short-term income support and to leverage longer-term family investments in children's human development, notably core elements of early childhood development, nutrition and formal education. A portion of the cash transfer is conditioned on regular primary school attendance while an unconditional transfer coupled with encouragement to attend child nutrition and development sessions is provided for households with younger children not yet in primary school. The cash transfer also accompanies various community leader-led informational modules on family well-being, health, nutrition, and sanitation.

This report summarizes the findings from a baseline household survey that was conducted on a random sample of the HDCT beneficiary population across all six program districts. The baseline survey was carried out between August and December 2016 and resulted in a rich set of data for 4,484 randomly sampled households before they received the transfer. This report contains high-level summary statistics of each major survey section and captures a snapshot of the HDCT beneficiaries' pre-program socio-economic wellbeing. This report is the first component of the broader Impact Evaluation of the HDCT.

Context and Purpose of the Impact Evaluation

ideas42 is partnering with the World Bank's Madagascar Social Protection Team to support the Government of Madagascar in designing and implementing a rigorous impact evaluation that meets its policy needs by clarifying the effectiveness of the HDCT program. An important focus of the evaluation is in piloting certain community participation, behavioral science, and motivational interventions that may improve the effectiveness of the program and help guide its ultimate scalability. Data sources for the evaluation include:

1. A **Proxy Means Test (PMT)** in all the intervention areas that will identify only households in the bottom 30th percentile of income that have children ages 0-10 as eligible
2. **Administrative data**, including school attendance, collected by the Madagascar Ministry of Education
3. **Baseline, Midline and Endline Household Surveys** measuring household consumption, assets, parenting behaviors, child educational development, and other key outcome measures before, during, and after the program
4. **Child Development Assessments** using the **Malawi Developmental Assessment Tool (MDAT)**, which was designed for an African context and further adapted to the Malagasy context

The purpose of the baseline survey is to collect pre-HDCT measures on outcomes of interest (e.g., household consumption, parenting behaviors, household assets, child cognitive development) and to verify balanced randomization of subjects across all intervention groups. Results from the baseline survey will be compared to the findings from the midline and endline surveys (which will be conducted after households begin receiving the transfers) to determine how the outcomes of interest change by virtue of the transfer.

Methodology

Household Consumption and Education Baseline

The household consumption and education baseline was designed by pulling key questions used in other national-level surveys carried out in Madagascar by INSTAT (Institut National de la Statistique de Madagascar), as well as in other relevant surveys conducted in Africa (e.g., World Bank surveys). The data collection began in August 2016 and ended in December 2016. 4,484 households were selected for the baseline survey using a random generator from the eligible households based on the PMT. The data was collected by an independent survey firm (CAETIC Développement) based in Madagascar.

The survey was done by direct interview of the household head and / or his spouse on the basis of a standard and pre-coded questionnaire. The survey used a tablet computer (electronic questionnaire) instead of a traditional paper questionnaire. On average the duration of the interview at a household was 52 minutes. The enumerator asked the questions on the survey, prompted oral responses from the participant, and collected those responses on the tablet. The modules in the survey are as follows:

- Household Demographic Information
- Education
- Food-related Household Consumption
- Non-food-related Household Consumption
- General Household Expenses (Schooling, Transportation, etc)
- Agricultural Production
- Sources of Household Revenue
- Women's Empowerment
- Parenting Practices
- Food Security

Malagasy-adapted MDAT Baseline

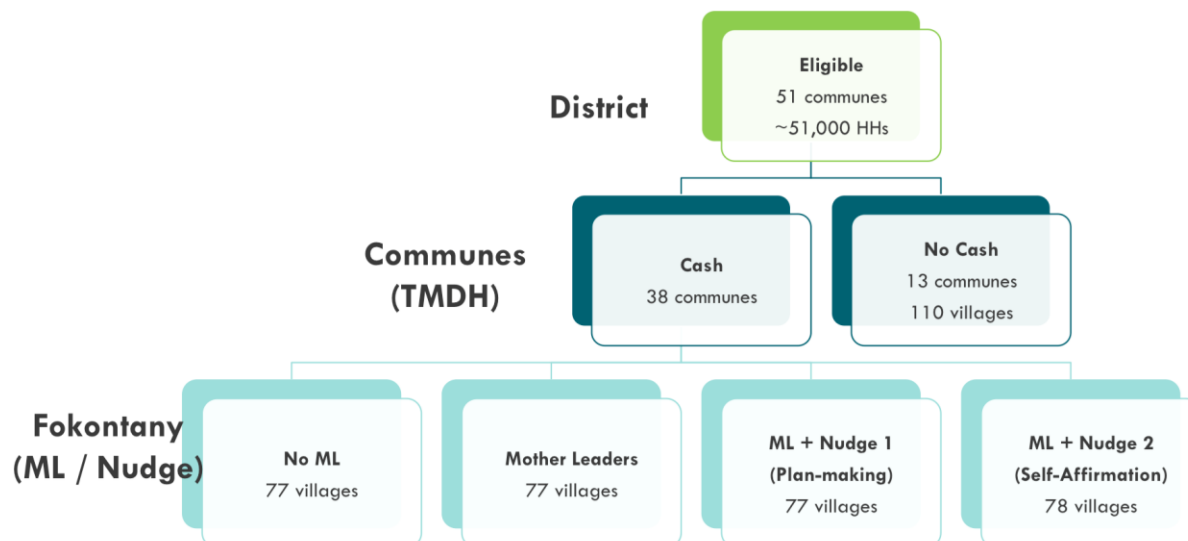
While multiple assessment tools exist, most have been created for a developed country context. One tool designed for use in developing countries, the Malawi Developmental Assessment Tool (MDAT) (Gladstone et al 2010), was specifically designed for a rural African context and is publically available for adaptation to multiple countries. We (1) adapted this tool to a Malagasy context, creating a Madagascar-specific tool that can be used by future researchers and early childhood development specialists to assess developmental status and (2) used this tool to conduct a baseline assessment of child developmental status for the HDCT program. More specifically, the MDAT assesses child developmental status across four domains: gross motor, fine motor, language, and social abilities.

Baseline data collection was conducted from October 2016 to December 2016. The Malagasy-adapted version of the MDAT was used to assess the developmental status of a subset of children who reside in households that are part of the HDCT program. An Early Childhood Development Expert (ECDE) oversaw the baseline survey process. The ECDE worked in partnership with a Malagasy Local Coordinator (LC) and CAETIC to conduct the baseline survey. Survey enumerators were trained and supervised by the ECDE, the LC, and CAETIC. Enumerators could not administer the MDAT to subjects unless they have been certified by the LC.

Evaluation Methodology

To determine the effectiveness of the TMDH, the program is implemented as a randomized control trial (RCT). An RCT is an experiment design that randomly assigns participants of a program to receive or not receive an intervention. Groups that are randomly assigned to receive the intervention are called treatment groups, and those assigned not to receive an intervention are referred to as control groups. In an RCT, individuals are assigned to treatment and control groups randomly rather than on the basis of any particular characteristics. As such, the only appreciable difference between treatment and control groups is that the treatment group receives an intervention that the control group does not. Consequently, any difference in outcomes between the treatment and control group in an RCT can be attributed to the intervention.

The TMDH is designed as a multi-level RCT – the cash transfer is randomized at the commune level (i.e. each commune is randomly assigned to or not to receive the cash transfer) and other program interventions (Mother Leader Modules and Nudges) are randomized at the fokontany level as shown below:



Overall, each beneficiary household is assigned into one of five groups:

1. No Cash Transfer
2. Cash Transfer Only
3. Cash Transfer + Mother Leader
4. Cash Transfer + Mother Leader + Nudge 1 (Self-Affirmation)
5. Cash Transfer + Mother Leader + Nudge 2 (Plan-Making)

On average, households across the groups are comparable on both observable and unobservable characteristics due to the random basis of their groupings. The only significant difference across the groups is which intervention they receive, and any difference in outcomes observed between groups can be attributed to the intervention. The balance check table below provides evidence that the households are comparable in observable characteristics across groups.

Balance Check – Basic Summary Statistics Across Evaluation Groups

The coefficients for the Control represent the mean for the group. The figures for all treatment groups represent the added difference from the control mean.

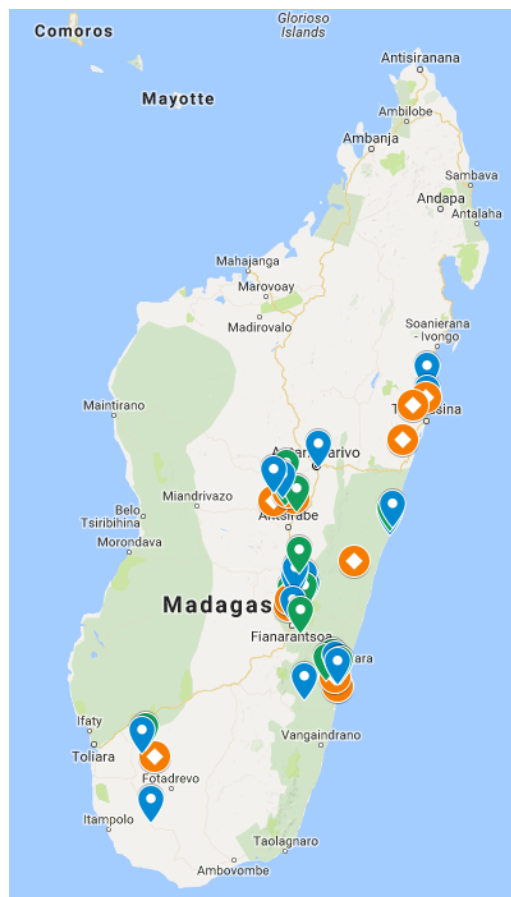
	Control	Cash Only	Cash + ML	Cash + ML + SA	Cash + ML + PM
Male	0.50 (0.01)	-0.01 (0.01)	-0.01 (0.01)	0.00 (0.01)	-0.01 (0.01)
Age	18.51 (0.25)	0.26 (0.34)	0.70* (0.37)	0.43 (0.33)	0.12 (0.37)
School (Ever Attended)	0.66 (0.01)	-0.03 (0.02)	0.03 (0.02)	-0.00 (0.02)	-0.02 (0.02)
Ever Married	0.72 (0.01)	0.00 (0.02)	-0.00 (0.02)	-0.01 (0.02)	-0.01 (0.02)
HH Size	6.43 (0.13)	-0.43** (0.18)	-0.50*** (0.16)	-0.27 (0.17)	-0.24 (0.17)
Total Food Consumption in the last 30 days (ariary)	67714 (2601)	1250 (4043)	1727 (3553)	8114 (7002)	3120 (4029)
Non-Food Consumption in the last 30 days (ariary)	8959 (394)	-187 (711)	224 (666)	-489 (704)	-57 (663)
Proportion of Consumption on Food	0.72 (0.01)	0.02 (0.01)	0.03** (0.01)	0.03** (0.01)	0.02 (0.02)
General Consumption in the last 30 days (ariary)	76663 (2725)	1063 (4439)	1951 (3891)	7625 (7298)	3063 (4388)
Livestock Index	0.71 (0.07)	-0.11 (0.09)	-0.16* (0.08)	-0.12 (0.08)	-0.16* (0.08)
Child Cognitive Development (MDAT Normalized Composite)	-0.09 (0.05)	0.09 (0.04)	0.09 (0.04)	0.17 (0.04)	0.07 (0.04)

* $p \leq 0.1$; ** $p \leq 0.05$; *** $p \leq 0.01$

We note generally balanced means across the evaluation groups, indicating that random assignment was successfully implemented. The balance check results confirm that households on average are not significantly different cross treatment and control groups. Any observed difference in outcomes between the groups during and/or after the intervention can be attributed to the intervention that they receive.

Data and Summary Statistics

The Household Consumption and Education baseline survey was conducted in the six HDCT districts of Madagascar (Tomasina II, Mahanoro, Vohipeno, Ambohimahasoa, Betioky Sud, and Faratsiho): 4,484 randomly sampled households composed of 27,437 individuals were covered by the survey, representing individuals from 378 fokontany across 52 Communes.



The following sections contain summary statistics for the surveyed population by question themes:

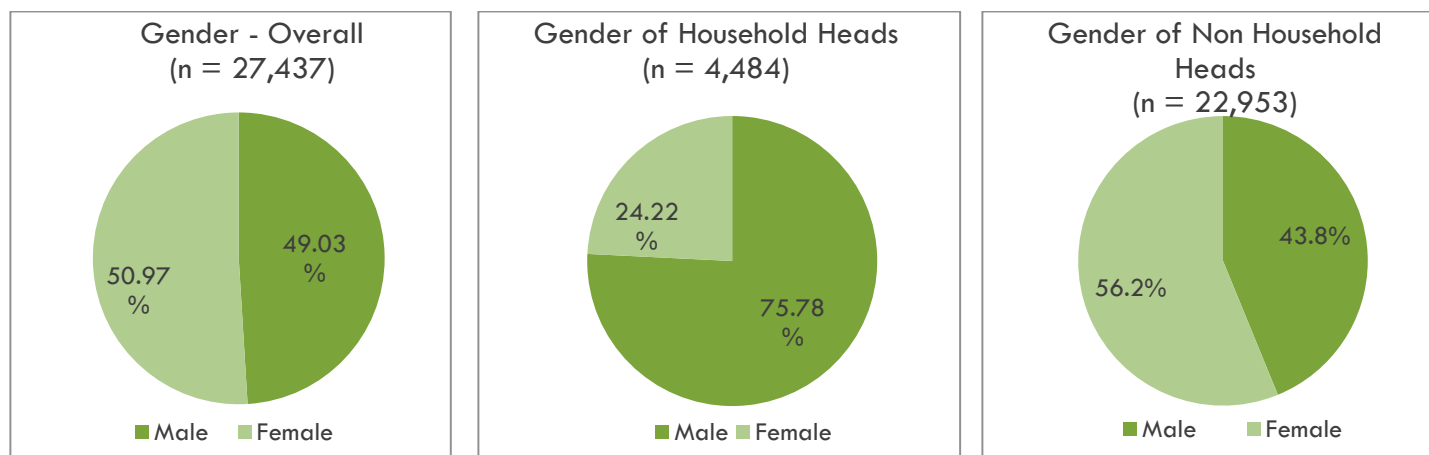
- **Demographic Information**
- **Education**
- **Expenditure**
- **Production, Revenue, & Savings**
- **Food Security**
- **Female Empowerment**
- **Adult Investment in Child Development**
- **MDAT Child Cognitive Development**

Key findings and tables have been compiled in the body of this baseline report (pp. 7-24). Additional summary statistics can be found in Annex A of this report. The French versions of the survey questionnaire are included in Annexes B and C.

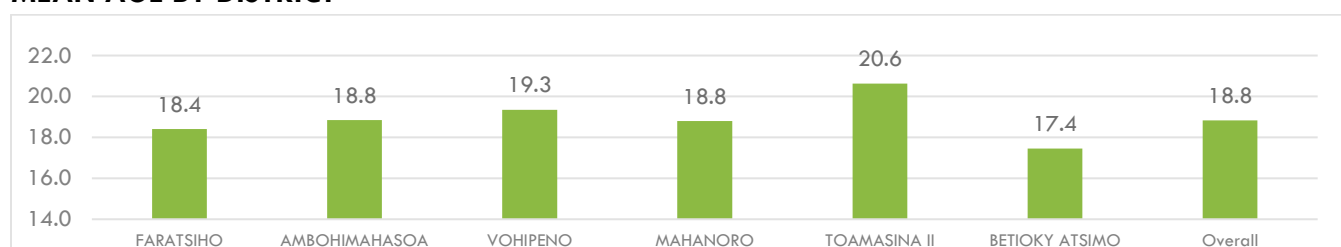
Figure 1. Map of HDCT Program Areas

Orange: Control Communes
Blue: LUL + HDCT Communes
Green: HDCT Communes

Demographic Information – Key Tables

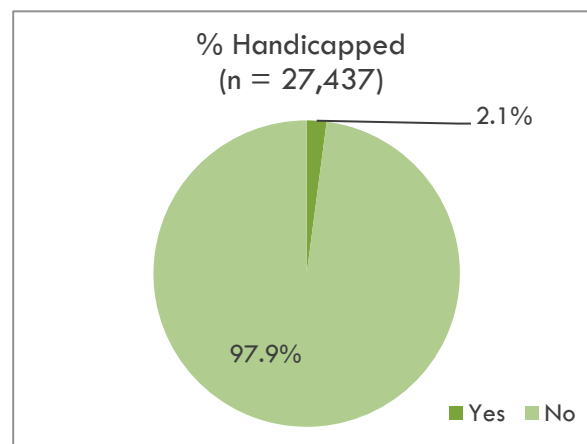
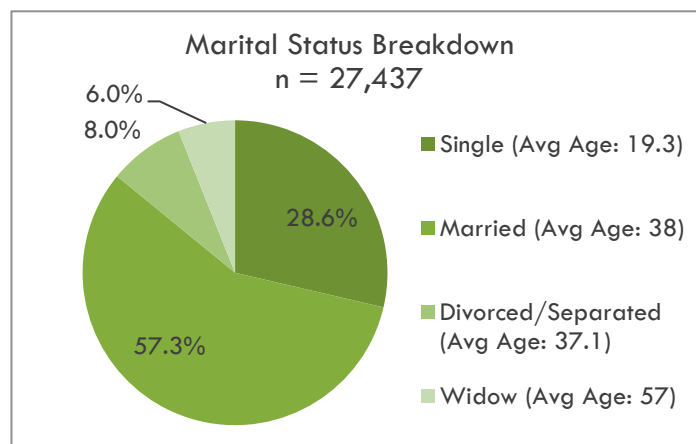


MEAN AGE BY DISTRICT



MEAN AGE FOR CHILDREN (< 5 YEARS OLD, AND FROM PRESCHOOL – GRADE 5)

District	FARATSIHO	AMBOHIMAHASOA	VOHIPENO	MAHANORO	TOAMASINA	BETIOKY ATSIMO	OVERALL
Mean Age for Children Younger than 5 years (n = 6,246)	2.6	2.6	2.6	2.6	2.5	2.7	2.6
Mean Age for Children from Preschool - Grade 5 (n=2,892)	9.8	8.9	9	9.3	11.1	6.4	8.8



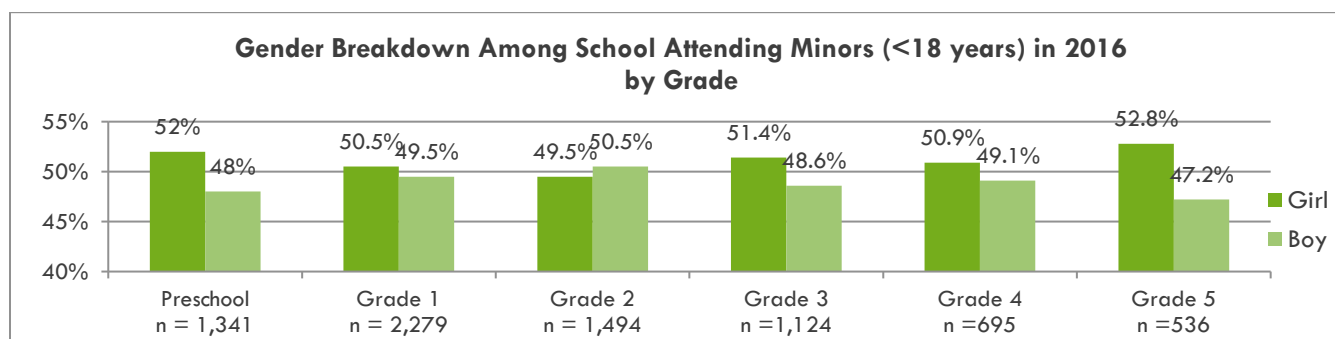
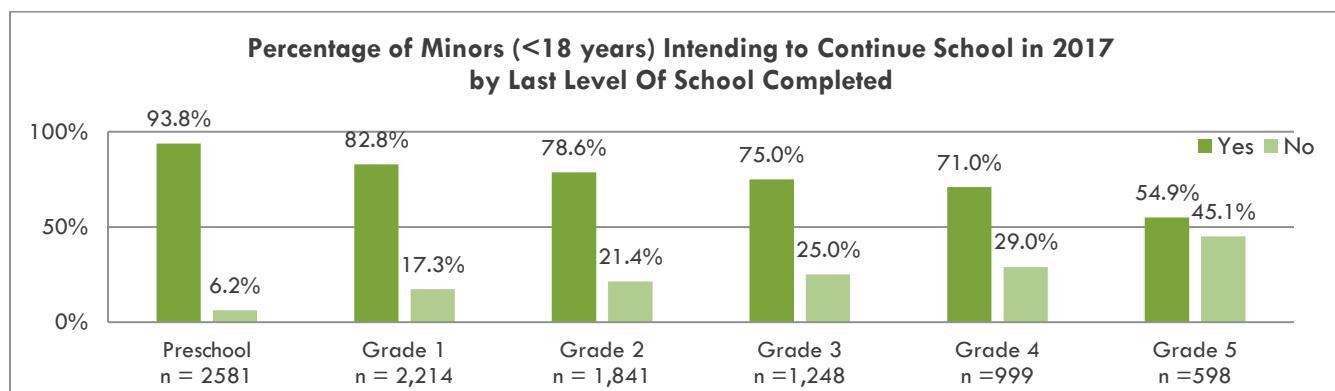
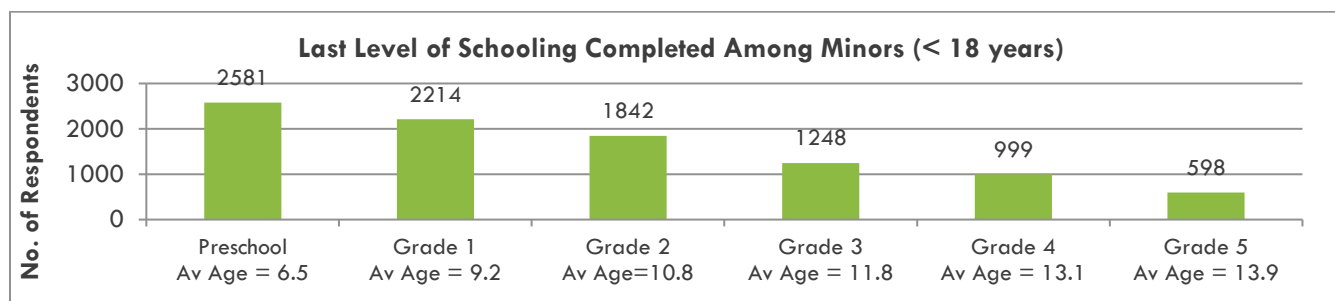
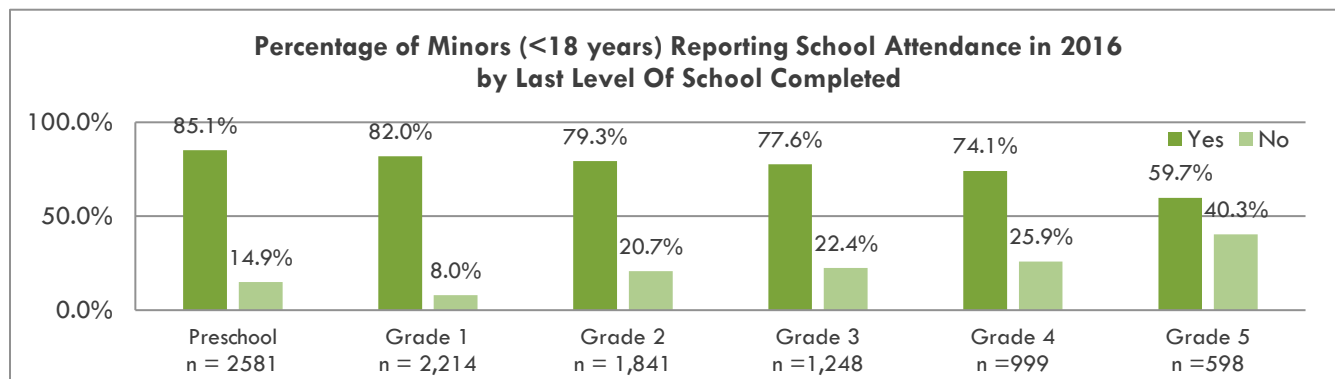
Education – Key Findings

This section provides information on educational attainment and explores how various population characteristics like age and gender correlate with school attendance.

- **Attrition Increases Over Time:** Although reported school attendance rates were relatively high among respondents who attended school (approximately 3 out of 4 school-aged respondents reported having attendance rates of over 90% in the 2015-2016 academic year), attrition in school attendance increased as students advanced in each subsequent year of education. The increasing dropout rates as students advance in years indicate that students face increasing obstacles to remaining in school over time. Enrollment in school is not enough to sustain continuous attendance.
- **Intentions to Attend School Decrease Over Time:** Uncertainty about education continuity increases as students advance from preschool into higher grades. While 94% of students who have completed preschool report intentions to attend school in 2017, the proportion drops to 54% among students who have completed Grade 5. This may hint at the challenges of remaining in school over time as children become older and the perceived opportunity cost of staying in school increases – the community may perceive significant diminishing returns to each additional year of education even starting in the primary school years.
- **Gender Parity, with Slightly Higher Female Attendance in Primary School:** The proportion of students enrolled in school in 2015-2016 was largely balanced across genders, though girls tended to enroll in greater proportions than boys. The gender parity only starts to drop off toward the latter years of secondary education.

Education – Key Tables

(Additional tables for education are found in Annex A)

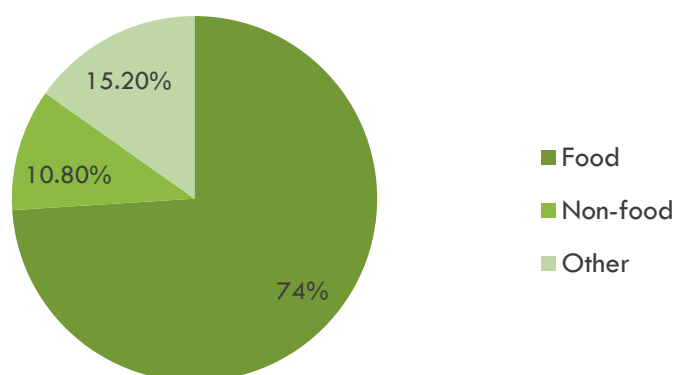


Expenditure – Key Findings

This section summarizes self-reported expenditure on goods (both food and non-foods) within the last week and month (respectively) upon the time of the survey. It provides a window into household budget priorities and the allocation of funds between staples and non-staple purchases.

- **Majority of Household Expenditure Focuses on Food:** Food accounts for approximately 74% of monthly expenditure. Households on average spend approximately 2361 Ariary (~0.75 USD) a day on food expenditures, or approximately 70840 Ariary (~22.65 USD) a month.
- **Rice Comprises Significant Portion of Food Consumption:** Rice accounted for, on average, 50% of total food expenditures.
- **Food Consumption Heavy in Starch:** Grains and starches combined comprise approximately two thirds of average household consumption of food. Less than 7% is spent on fresh fruits and vegetables.
- **10.8% of Household Expenditure on Non-Food Goods:** Households on average spend approximately 295 Ariary (~0.09 USD) a day on non-food consumption expenditures, or approximately 8835 Ariary (~2.82 USD) a month. Petrol (26.17%), Soap (24.47%), and Tobacco (17.47%) comprise the largest non-food expenses per household.

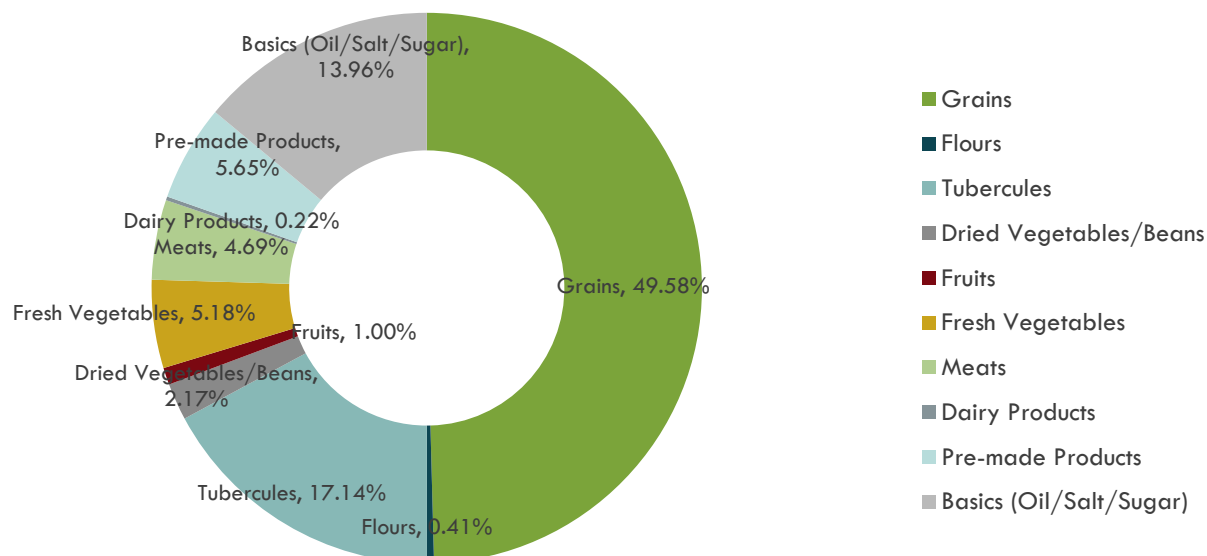
Expenditure – Key Tables

Breakdown of Household Spending by Category
(n=4483)

	TOTAL (n=4483)	Ambohimahaso (n = 916)	Betioky Atsimo (n = 677)	Faratsiho (n = 623)	Mahanoro (n=635)	Toamasina II (n=375)	Vohipeno (n = 1257)
Proportion of Monthly Expenditure on Food	74%	75.4%	72.1%	72.5%	79.3%	69.1%	73.5%
Proportion of Monthly Expenditure on Non-Food	10.8%	9.9%	10%	9.6%	10.6%	14.7%	11.3%
Proportion of Monthly Expenditure on Other	15.2%	14.8%	17.8%	17.9%	10.1%	16.1%	15.1%

	Mean per HH	Median HH
Monthly Expenditure on Food	70840 Ariary	60000 Ariary
Monthly Expenditure on Non-Food	8835 Ariary	6500 Ariary
Monthly Expenditure on Other	14232 Ariary	8629 Ariary
Total	93906 Ariary	78965 Ariary

Average Proportion Breakdown of Food Expenditure per Household

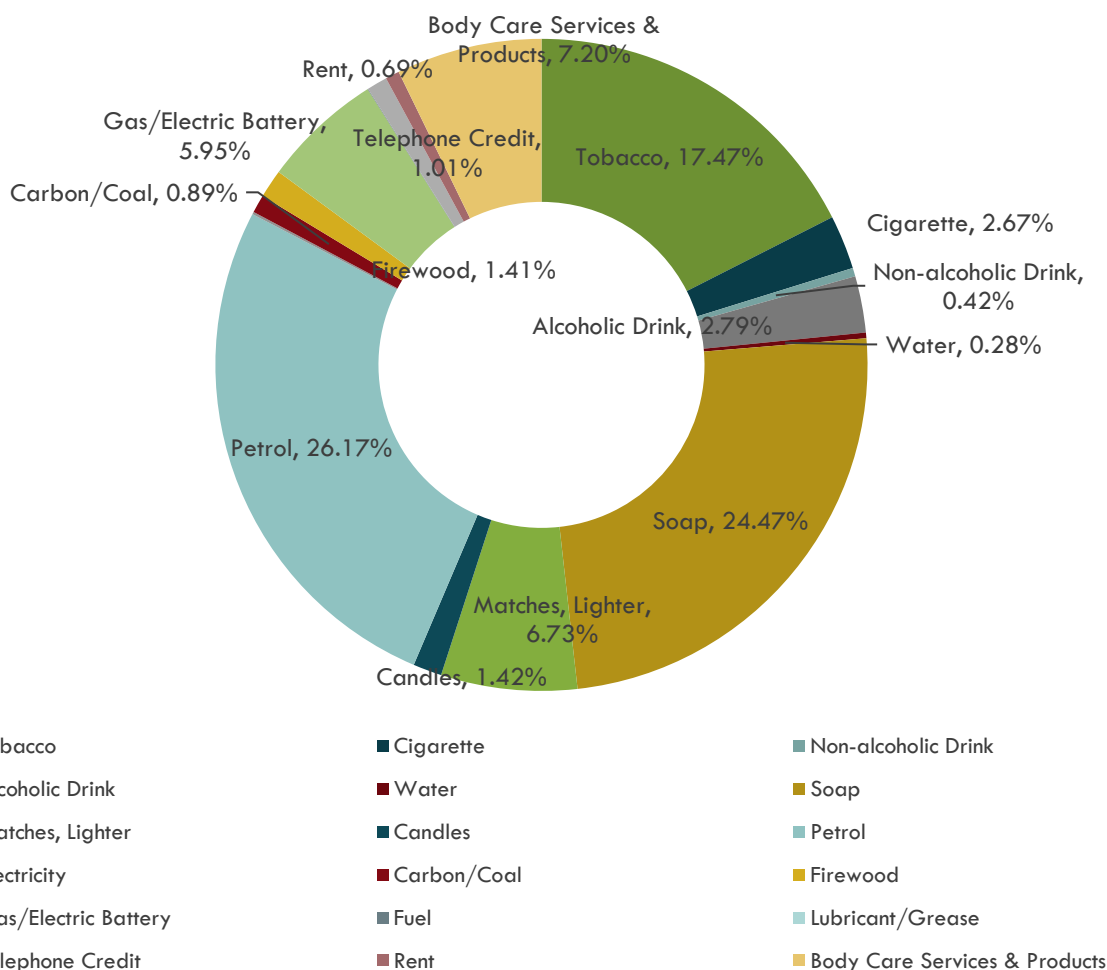


FOOD EXPENDITURE (in Ariary, last 7 days)	Proportion of HHs consuming this good (n=4484)	Avg Spending (in Ariary)
Basics (Oil/Salt/Sugar)	99.20%	1683 Ar
Grains	86.93%	8408 Ar
Tubers	61.73%	2867 Ar
Fresh Vegetables	61.73%	1030 Ar
Pre-packaged Products	60.46%	842 Ar
Meats	34.77%	883 Ar
Dried Vegetables/Beans	24.69%	396 Ar
Fruits	21.61%	174 Ar
Dairy Products	4.88%	45 Ar
Flours	2.97%	202 Ar
TOTAL FOOD IN LAST 7 DAYS		16529 Ar

RICE CONSUMPTION	TOTAL (n=4484)	Ambohimahasoa (n = 916)	Betioky Atsimo (n = 677)	Faratsiho (n = 623)	Mahanoro (n=635)	Toamasina II (n=375)	Vohipeno (n = 1257)
Avg Consumption of Rice in Past 7 Days	8205 Ar	9329 Ar	4488 Ar	8318 Ar	10165 Ar	8283 Ar	8317 Ar
Median Consumption of Rice in Past 7 Days	7000 Ar	8400 Ar	2000 Ar	7350 Ar	9200 Ar	6000 Ar	6300 Ar
Percentage of Total Food Consumption	50%	56%	27%	50%	61%	50%	50%

Note that Betioky Atsimo consumes primarily manioc/cassava root in lieu of rice.

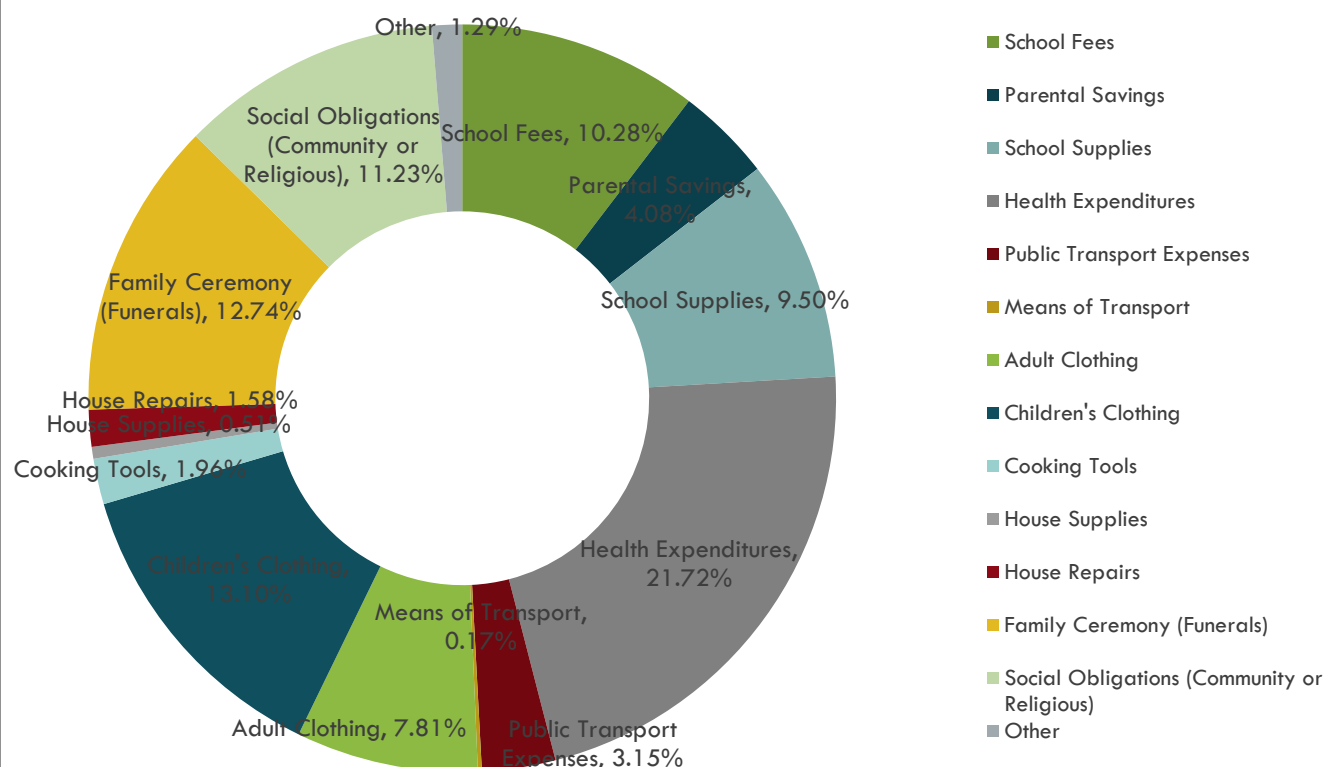
Average Proportion Breakdown of Non-Food Expenditure per Household



NON FOOD EXPENDITURE (in ariary, last 30 days)

GOOD	Proportion of HHs Consuming this Good (n=4484)	Avg Spending (in Ar)	GOOD	Proportion of HHs Consuming this Good (n=4484)	Avg Spending (in Ar)
Soap	96.92%	1797	Telephone Credit	5.06%	193
Matches, Lighter	84.08%	392	Firewood	4.15%	270
Petrol	81.74%	1873	Non-alcoholic Drink	3.14%	67
Tobacco	54.73%	1461	Carbon/Coal	2.81%	203
Body Care Products	51.74%	598	Water	2.03%	60
Gas/Electric Battery	29.06%	570	Rent	1.54%	188
Alcoholic Drink	12.49%	463	Electricity	0.67%	35
Cigarette	7.29%	562	Fuel	0.09%	7
Candles	5.33%	96	Lubricant/Grease	0.02%	0.22

Average Proportion Breakdown of Other Expenditures per Household



OTHER HOUSEHOLD EXPENDITURE (ANNUAL)	Proportion of HHs Consuming this Good (n=4484)	Average Spending (in Ariary)
Health Expenditures	85.62%	36998
Social Obligations (Community of Religious)	78.43%	15012
Children's Clothing	75.20%	16499
School Supplies	71.48%	12903
School Fees	64.50%	16301
Adult Clothing	54.15%	11166
Family Ceremony (Funerals)	52.97%	31742
Parental Savings	43.73%	5521
Public Transport Expenses	21.23%	7583
Cooking Tools	21.01%	3418
House Repairs	6.58%	6699
Other	6.51%	4404
House Supplies	4.86%	1681
Means of Transport	0.60%	851

Production, Revenue, & Savings – Key Findings

This section summarizes the revenue generating activities of households, both through agricultural production and through wage earnings. This section also provides high-level insight into borrowing behaviors and appetite for organized savings.

Production

- **Most Cultivate Rice and/or Tubers:** Households on average grow 3 different types of produce. Rice (71.21% of HHs), Cassava (57.92% of HHs), and Sweet Potato (40.70% of HHs) are most commonly cultivated.
- **Most Agricultural Production is Dedicated to Subsistence:** Most reported agricultural production is consumed by the household rather than sold. People generally tend to consume all items of production (on average 3 items) but only sell surplus for 1 item on average.

Revenue

- **Most Engage in Temporary Wage Earnings in Addition to Agricultural Production:** Approximately 8.03% of HHs reported no revenue-generating activities covered by this survey. 91.97% reported revenue-generating activities. 81.11% engaged in some sort of work with temporary salaries.

The median reported annual household revenue (from salaried work, agricultural production, and rentable land) was 240,000 Ariary (~74.88 USD), while the mean was 340,307 Ar (~106.18 USD).

- **Chickens Are Popular Livestock:** The majority of households own at least one animal (68%). Most have at least one chicken (60.88%), while other livestock ownership remains relatively low.

Savings

- **Low Savings Group Participation:** The vast majority of beneficiaries do not participate in any savings associations. Only 3.3% of households reported being a part of a savings group.
- **Borrowing Common – Lower Rates of Timely Repayment:** 54.4% of household heads reported having taken out a loan in the past year. Among borrowers, only 27.8% report having paid back their loan in full (72.2% are either in the process of paying back or defaulted).

Production, Revenue, & Savings – Key Tables

	TOTAL (n=4484)	Ambohimahasoa (n = 917)	Betioky Atsimo (n = 677)	Faratsiho (n = 623)	Mahanoro (n=635)	Toamasina II (n=375)	Vohipeno (n = 1257)
AGRICULTURAL PRODUCTION							
Avg Number of Produce Grown	3.08	4.65	1.63	5.15	1.75	2.71	2.5
Avg Things Grown and Sold	0.81	0.98	0.86	1.16	0.34	0.72	0.74
Avg Household Consumption	3.02	4.53	1.57	5.08	1.72	2.61	2.46
EXPORT GOOD PRODUCTION							
Avg Number of Produce Grown	0.23	0.02	0.004	0.02	0.31	0.52	0.49
Avg Things Grown and Sold	0.17	0.01	0.003	0.01	0.28	0.47	0.3
In Stock	0.09	0.01	0	0.01	0.03	0.06	0.29
INDUSTRIAL GOODS PRODUCTION							
Avg Things Grown	0.09	0.03	0.05	0.00	0.15	0.19	0.13
Avg Things Grown and Sold	0.03	0.01	0.04	0.00	0.04	0.05	0.05
Avg Household Consumption	0.07	0.03	0.03	0.00	0.14	0.18	0.10

AGRICULTURAL PRODUCTION BREAKDOWN	Proportion of HHs that produce this good (n=4484)	Avg amount sold last year (if sold, in Ar)
Rice	71.21%	102437
Cassava	57.92%	50533
Sweet Potato	40.70%	24200
Brèdes/Local greens	35.64%	40689
Corn	26.09%	41668
Other	20.54%	41471
Bean	18.98%	35897
Potato	16.03%	93940
Taro	10.10%	28975
Peanuts	7.63%	61435
Lentils	3.46%	38459
Peas	0.27%	14000
Sorghum	0.20%	0

EXPORT GOOD PRODUCTION BREAKDOWN	Proportion of HHs that produce this good (n=4484)	Avg amount sold in last year (if sold, in Ar)
Coffee	10.77%	54584
Lychee	9.21%	46632
Clove	2.36%	174014
Vanilla	0.40%	133167
Ginger	0.25%	24440
Pepper	0.22%	111200
Cocoa	0.02%	4800

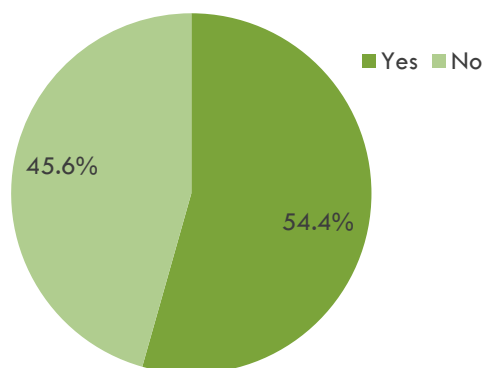
INDUSTRIAL GOOD PRODUCTION BREAKDOWN	Proportion of HHs that produce this good (n=4484)	Avg amount sold in last year (if sold, in Ar)
Sugar Cane	8.30%	57046
Tobacco	0.45%	24875
Cotton	0	0
Sisal	0	0

LIVESTOCK	TOTAL (n=4484)	Ambohimahasoa (n = 917)	Betioky Atsimo (n = 677)	Faratsiho (n = 623)	Mahanoro (n=635)	Toamasina II (n=375)	Vohipeno (n = 1257)
Has Any Livestock	68.02%	70.56%	53.03%	82.34%	47.56%	78.13%	74.46%
Bought Livestock	27.10%	35.22%	32.2%	38.2%	16.54%	33.6%	16.31%
Has Zébu (male)	9.01%	5.89%	10.19%	18.30%	2.36%	7.20%	9.94%
(Avg Owned)	1.99	1.52	2.9	1.78	1.27	1.48	2.07
Has Zébu (female)	10.66%	6.11%	7.24%	18.78%	3.62%	10.67%	15.35%
(Avg Owned)	2.04	1.55	3.78	1.39	1.65	2.2	2.15
Has Milk Cow	0.16%	0.33%	0%	0.32%	0.16%	0%	0.08%
(Avg Owned)	1.14	1	0	1	2	0	1
Has Pig	12.83%	25.52%	1.18%	27.29%	9.13%	15.47%	3.74%
(Avg Owned)	1.55	1.5	2.75	1.48	1.17	1.69	2.09
Has Goat	2.27%	1.31%	13%	0%	0%	0.27%	0.08%
(Avg Owned)	7.46	6.67	7.72	0	0	1	1
Has Duck	10.26%	23.88%	3.40%	1.77%	5.20%	16.80%	8.83%
(Avg Owned)	3.53	3.66	3.83	4.64	2.24	3.76	3.36
Has Turkey	1.29%	2.73%	1.92%	0%	0.31%	2.67%	0.64%
(Avg Owned)	3.34	2.72	6	0	2.5	1.6	3.38
Has Chicken	60.88%	56.16%	46.09%	73.35%	44.25%	70.40%	71.68%
(Avg Owned)	5.87	4.07	4.48	5.94	4.53	5.19	7.97

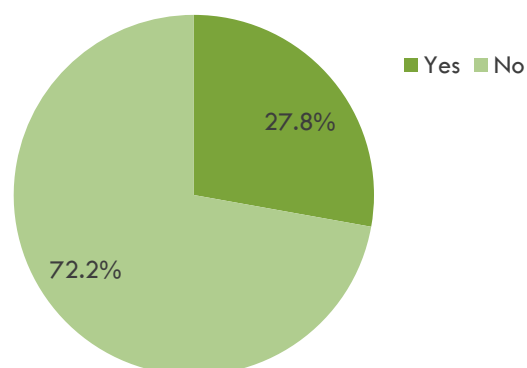
OTHER REVENUE GENERATION	% of HHs (n=4484)	Average annual revenue per HH for this activity (Ariary)	Median annual revenue per HH for this activity (Ariary)
Owens Revenue-generating land	3.93%	104,509	50,000
Rents Land	2.3%	100,029	50,000
Metayage/Sharecropping	1.83%	96,116	48,000
Has Some Sort of Salary	82.34%	340,307	240,000
Permanent Salary	2.54%	701,020	317,500
Temporary Salary	81.16%	323,480	240,000
Average Total HH Revenue	91.97%	348,807	240,000
Average Total Revenue per capita		60,992	41,250

BORROWING AND REPAYMENT BEHAVIOR

Did You Borrow in the Last 12 Months?
n = 27,437



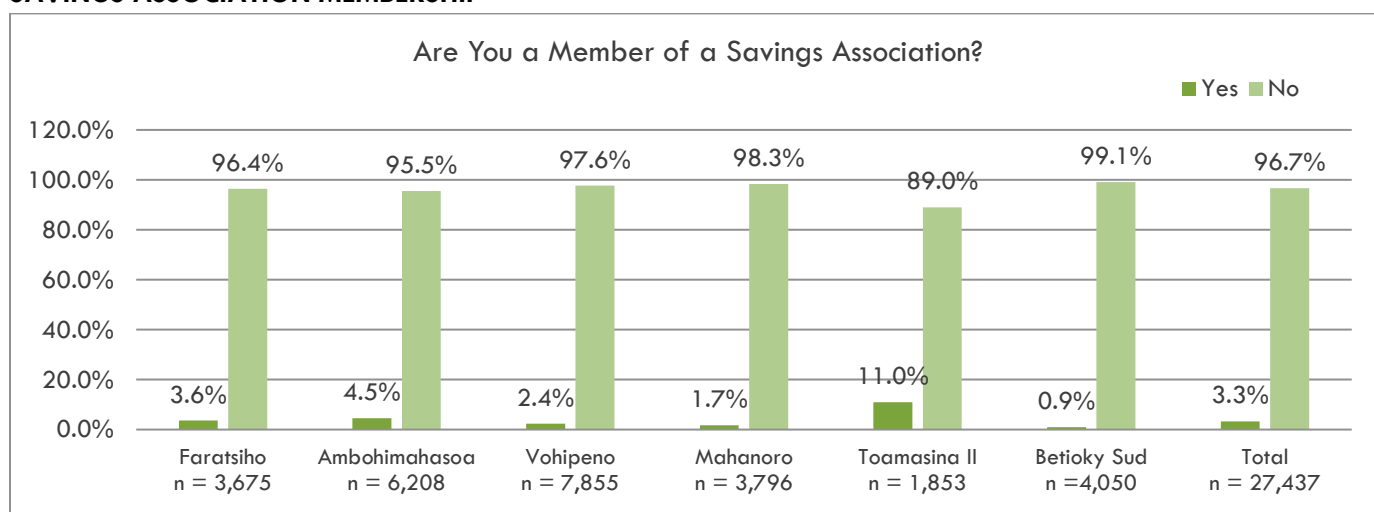
If Yes, Did You Repay The Full Loan?



AMOUNTS LEFT TO REPAY

Variable	FARATSIHO	AMBOHIMAHASOA	VOHIPENO	MAHANORO	TOAMASINA	BETIOKY ATSIMO
Obs	247	355	437	292	131	279
Mean	106,862	39,948	2,290,000,000	37,714	71,085	66,049
Std. Dev.	245,797	53,176	47,800,000,000	83,384	189,694	109,943
Min	2	700	300	500	2,000	500
Max	2,000,000	500,000	1,000,000,000,000	1,000,000	2,002,000	800,000

SAVINGS ASSOCIATION MEMBERSHIP



Food Security – Key Findings

This section provides a district-level analysis of challenges that households face in providing meeting their daily need for food, and examines how food insufficiency affects household members, and young children within households.

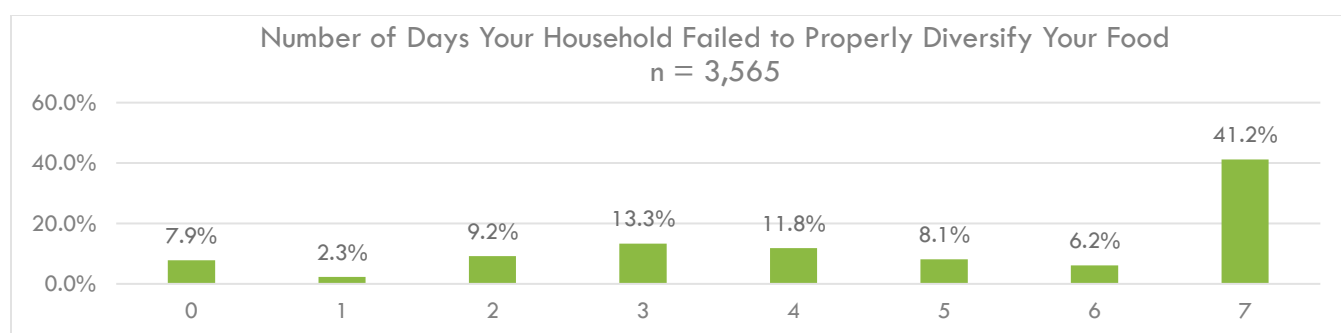
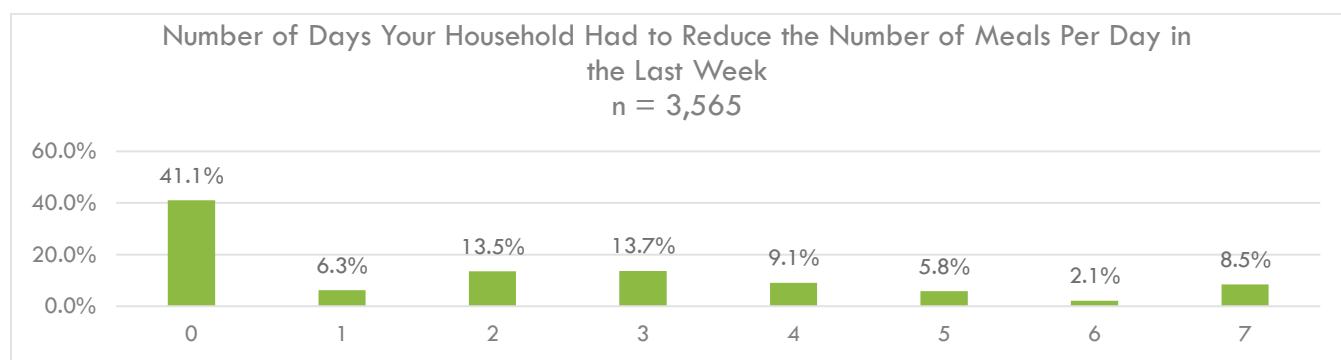
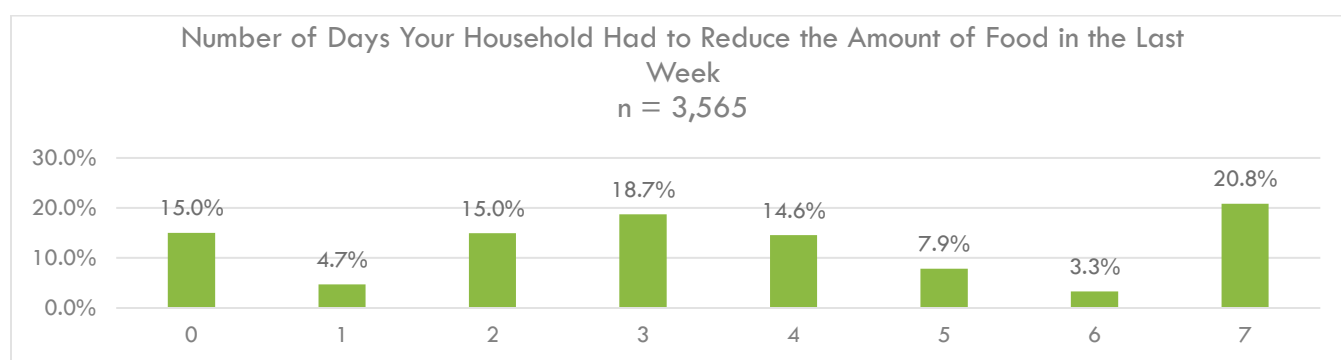
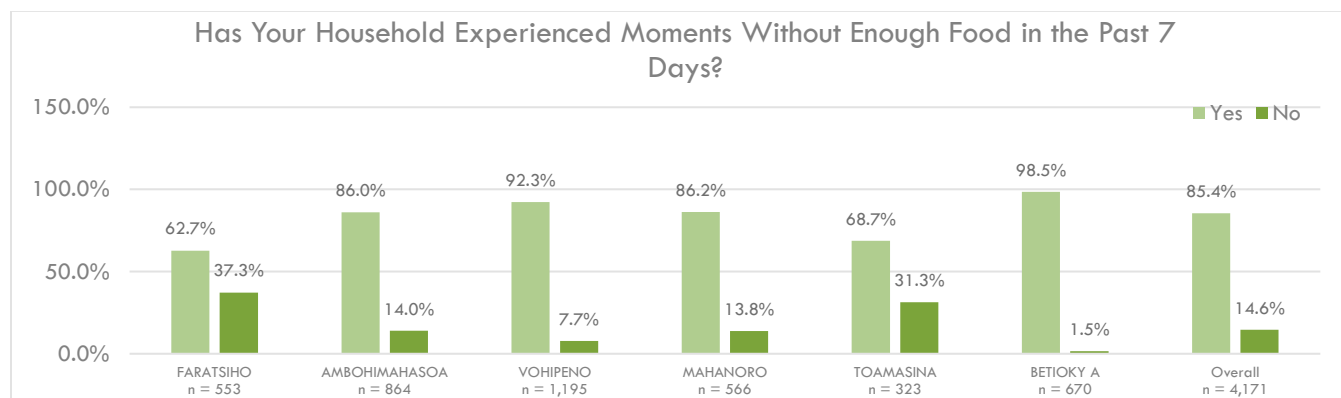
- **Regional Differences in Food Security:** Food insecurity levels were high across all districts, and households across all districts reported extended periods during which they did not have enough food to eat in the past year. Betioky and Vohipeno reported the most severe insufficiency levels. Both districts reported levels of food insufficiency that exceeded the overall average.

In most districts, the average number of meals prepared for the entire household exceeded the average number of meals prepared specifically for children five-years-old or younger. Betioky was the only exception – respondents in Betioky reported preparing a higher average number of meals for children who were five-years-old or younger, than for the entire household.

- **Suboptimal Food Consumption Bundles:** Overall, households within the sample reported having more problems with having to suffice with food they did not like, and with a lack of diversity in foods, rather than having to reduce the amount of food intake.
- **Portion Reduction Over Meal Reduction:** More people reported dealing with food insufficiency by having to reduce the amount of food they ate per meal than those who said that they had to either reduce the number of meals per day or reduce the share of meals given to children.

Food Security – Key Tables

(Additional tables for food security are found in Annex A)



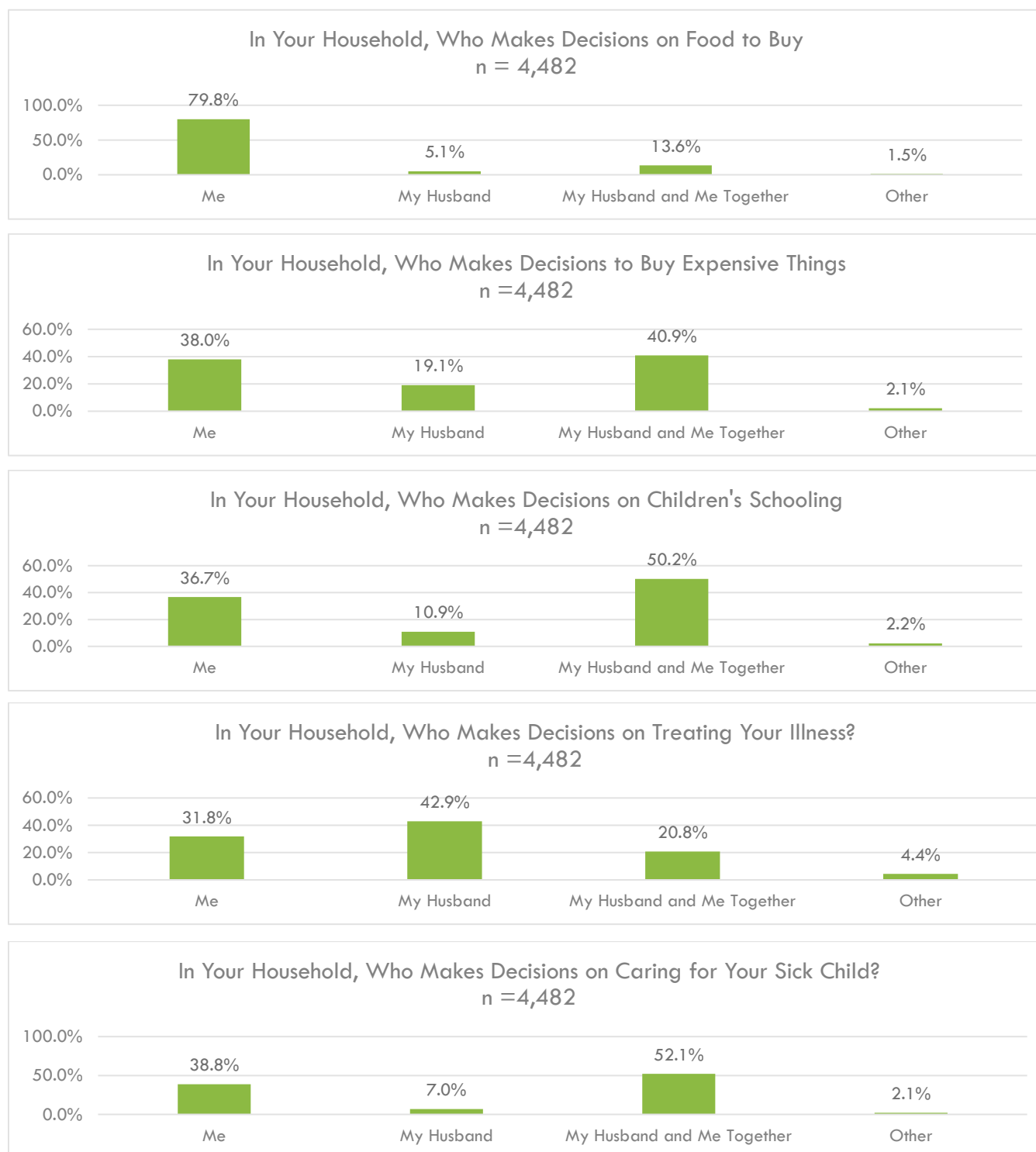
Female Empowerment – Key Findings

The following questions were asked only of women. This section sought to understand intra-household decision-making and social expectations from the perspective of women.

- **Women Manage Food Purchases:** In most households (eight out of ten), female household heads, wives of household heads or mothers of TMDH beneficiary children took control over decisions regarding food purchases; nearly half of households reported that all other decisions (such as expensive purchases, decisions over children's schooling and treating children's illnesses) were made mutually between the female leaders and their spouses, except when they were ill. In that situation, their spouses were the primary decision-maker on treating their illness.
- **Women Get Married Earlier Than Men:** Respondents revealed a gender difference in the preferences they held of their children's marriageable ages. On average, respondents desired that their daughters marry at an earlier age than their sons (about a two-year difference).
- **Women Tend to Believe in Better Future Prospects:** When asked to compare their economic state in reference to their neighbors and friends, women were more likely to view themselves as in greater difficulty or poverty. In spite of this admission of hardship, however, there was general optimism and expectation about a better future – women had a tendency to project that things would either remain unchanged or improve for the household in a year's time:
 - Only about 5% of people believed they'd be worse off in a year's time.
 - 62% of people reported that they'd stay the same status in a year's time.
 - 33% of people reported feeling like they'd be better off in a year's time.

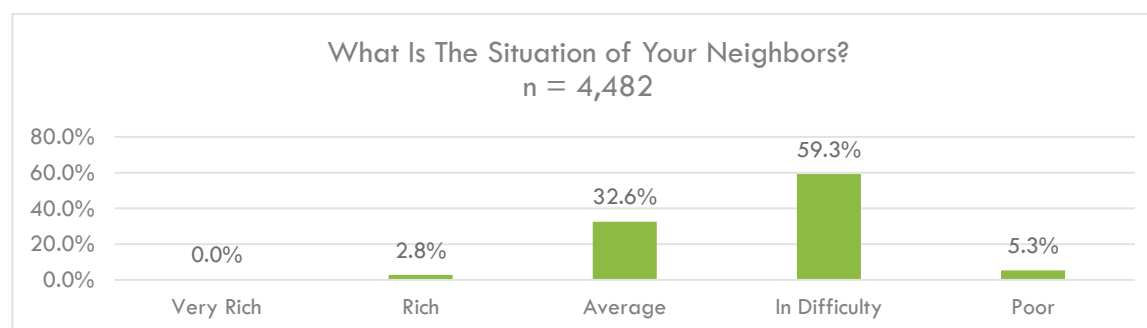
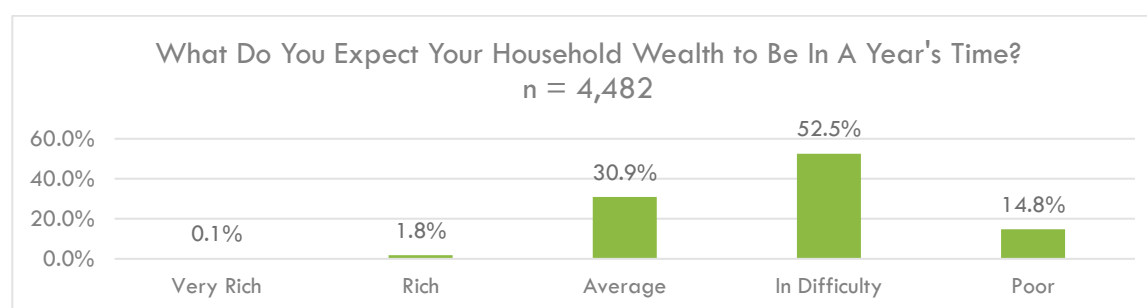
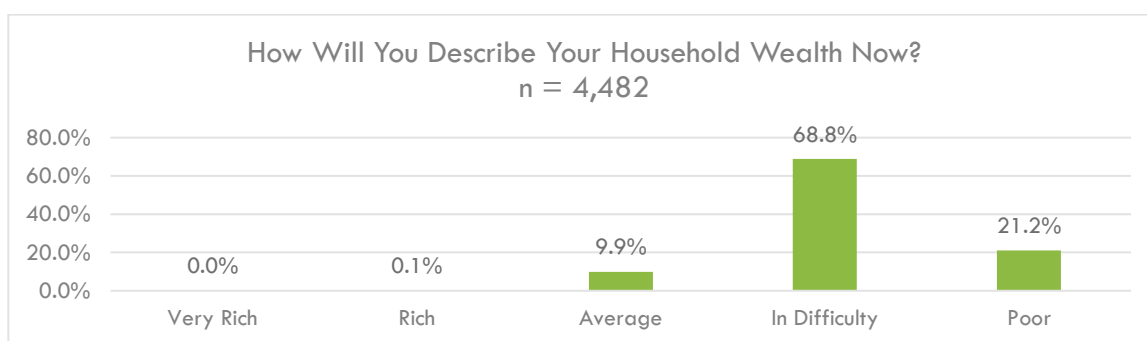
Female Empowerment – Key Tables

(Additional tables for female empowerment are found in Annex A)



Desired Age for Child's Marriage	Count	Mean	Std. Dev.	Min	Max
Daughter	3,937	22.0	4.07	10	46
Son	3,955	24.2	4.78	12	50

PERCEPTIONS OF WEALTH	Perception of Household Wealth		Perception of Neighbors' Wealth		Perceptions of Friends' Wealth		Expectations of Household Wealth in a Year's Time	
	Count	%	Count	%	Count	%	Count	%
Very Rich	2	0.0%	2	0.0%	1	0.0%	3	0.1%
Rich	5	0.1%	124	2.8%	55	1.2%	81	1.8%
Average	442	9.9%	1461	32.6%	1132	25.3%	1384	30.9%
In Difficulty	3085	68.8%	2657	59.3%	3021	67.4%	2351	52.5%
Poor	948	21.2%	238	5.3%	273	6.1%	663	14.8%
TOTAL	4482	100.0%	4482	100.0%	4482	100.0%	4482	100.0%



Adult Investment in Child Development – Key Findings

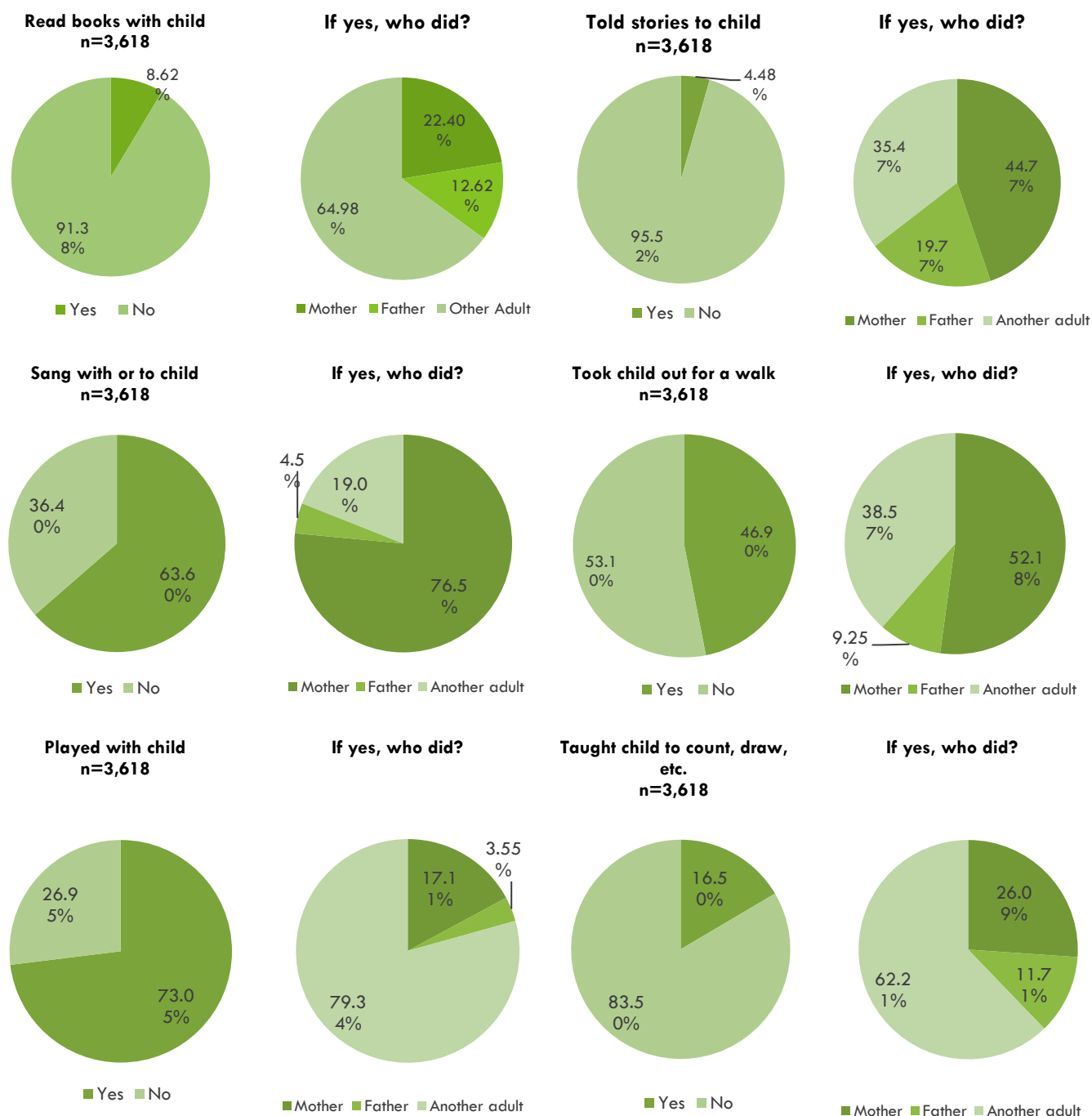
This section reports the level of engagement that adults have with children within a household, the kinds of activities that adults perform with children, and which adults primarily perform these activities with children.

- **Lower Rates of Engagement on Literacy and Numeracy:** The number of households where there was someone to perform literacy and numeracy-related tasks reading, storytelling, counting/drawing) was very low (less than one in five) compared to the number of households that reported having someone singing to, walking or playing with the youngest child in the same duration (about half of all respondents or more). Where literacy or numeracy-related tasks were performed with children, it was often led by neither parent, but rather by another adult in the house (possibly an older child with higher education, older relative, etc).
- **Interaction with Children Primarily Female Led:** Fathers were rarely ever the primary person to perform activities with children. Across all activities, they were the least frequently reported as primary person to engage with their children. Mothers were the primary person who told stories, sang or walked with the child.
- **Type of Activity Chosen as a Function of Child's Age:** Apart from singing and going for a walk, respondents reported spending more time on the various activities with the 2nd youngest child than with the youngest child. Parents and older adults generally engaged with the youngest children less frequently than they did with older children.

Adult Investment in Child Development – Key Tables

(Additional tables for child cognitive development are found in Annex A)

ACTIVITIES PERFORMED WITH CHILDREN



MDAT Child Cognitive Development – Key Findings

This section reports the results of the MDAT¹, a tool that assesses the cognitive, social, and motor developmental status of children in HDCT households. Some tasks are easily mastered as children get older, while others take longer to achieve. This is common in development: progress is uneven; plateaus and accelerations are equally found within and across domains.

- **Fine Motor Abilities:** Abilities were normally distributed across children as expected, with some district variation. Children in Betioky Atsimo had slightly higher than average scores while children in Vohipeno had slightly lower than average scores. Fine motor skills important for learning include ability to control a writing utensil, ability to draw lines and shapes, as well as dexterity to accurately move objects in a short period of time. This portion also tested pattern recognition—a strong predictor of cognitive development and an underlying foundational block for reading and understanding numbers and sequences.
- **Language Abilities:** Abilities were normally distributed across children as expected, with some district variation. Children in Betioky Atsimo had slightly higher than average scores while children in Vohipeno had slightly lower than average scores. This section tests pre-literacy skills, including being able to recognize letters, and understanding prepositions (e.g., under, behind). This section also tests pre-math skills, such as counting correctly (understanding one-to-one correspondence) and being able to create sets of objects.
- **Social Abilities:** Abilities were mostly normally distributed across children as expected, with a slight left skew and some district variation. Children in Toamasina II had slightly higher than average scores while children in Ambohimahasoa and Faratsiho had slightly lower than average scores. This section tests social adaptive behaviors indicative of emotional development. This includes self-care elements (feeding, dressing, going to the bathroom alone) in addition to social skills with others, such as emotional expression, expressing feelings of empathy, and understanding when someone else needs help.

¹ While multiple assessment tools exist, most have been created for a developed country context. One tool designed for use in developing countries, the Malawi Developmental Assessment Tool (MDAT) (Gladstone et al 2010), was specifically designed for a rural African context and is publicly available for adaptation to multiple countries. We aim to (1) adapt this tool to a Malagasy context, creating a Madagascar-specific tool that can be used by future researchers and early childhood development specialists to assess developmental status and (2) use this tool to conduct a baseline assessment of child developmental status for the Human Development Cash Transfer program.

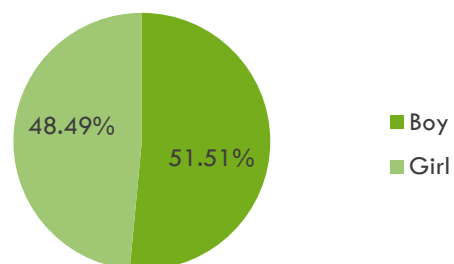
The Malawi Developmental Assessment Tool assesses child developmental status across four domains: gross motor, fine motor, language, and social abilities. There are 136 items, 34 in each domain of development, for use with children 0-71 months of age. All items were rigorously tested through an iterative process that allowed the best performing items to be selected. All items use locally sourced materials that are familiar to young Malawi children. The assessor identifies a starting point for the assessment based upon the age of the subject. Each item is assessed in one of three ways: “pass” (the subject completes the item successfully), “fail” (the subject is unable to complete the item), or “don’t know” (the child is uncooperative or unwell). The assessor stops assessment in a specific domain when the subject fails seven consecutive items. For scoring, each item is converted to a numerical score, zero for a non-pass and one for a pass. The passed items are summed within each domain, resulting in four separate scores (for gross motor, fine motor, communication, and social development). As these items were created specific to the Malawian population, we may explore how best to set “start” and “stop” rules for the Malagasy population.

MDAT Child Cognitive Development – Key Tables

(Additional tables for child cognitive development are found in Annex A)

Child Age in Months	Number	Percent
24-36	615	22%
37-48	757	27%
49-60	820	29%
61-71	648	23%
TOTAL	2840	

Gender Breakdown of MDAT Children
n=2,846



n=2840	Fine Motor Score	Language Score	Social Score	Total Score
Mean	22.25	22.24	25.38	69.87
25th Percentile	18	17	23	58
50th Percentile	23	22	27	71
75th Percentile	28	28	29	83

3,365 Households identified by PMT/baseline as having MDAT eligible children

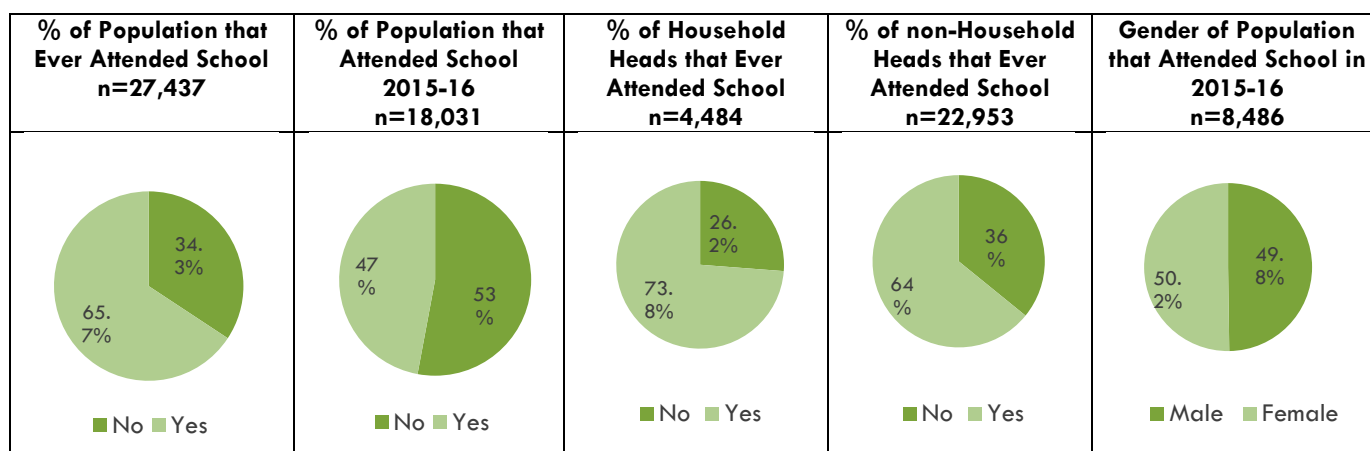
2,832 Households with MDAT eligible children

Is the child available for assessment?	Number	Percent
Yes	2832	70.4%
No, not eligible	576	14.3%
No, refused	258	6.4%
No, currently elsewhere or deceased	179	4.4%
No, absent or at school	63	1.6%
No, sleeping	52	1.3%
No, sick	50	1.2%
No, handicapped	15	0.4%
TOTAL	4025	

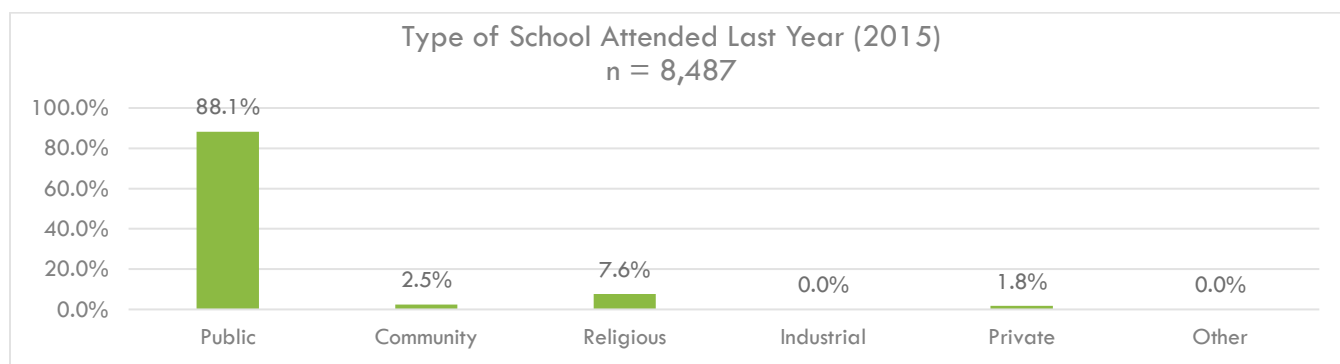
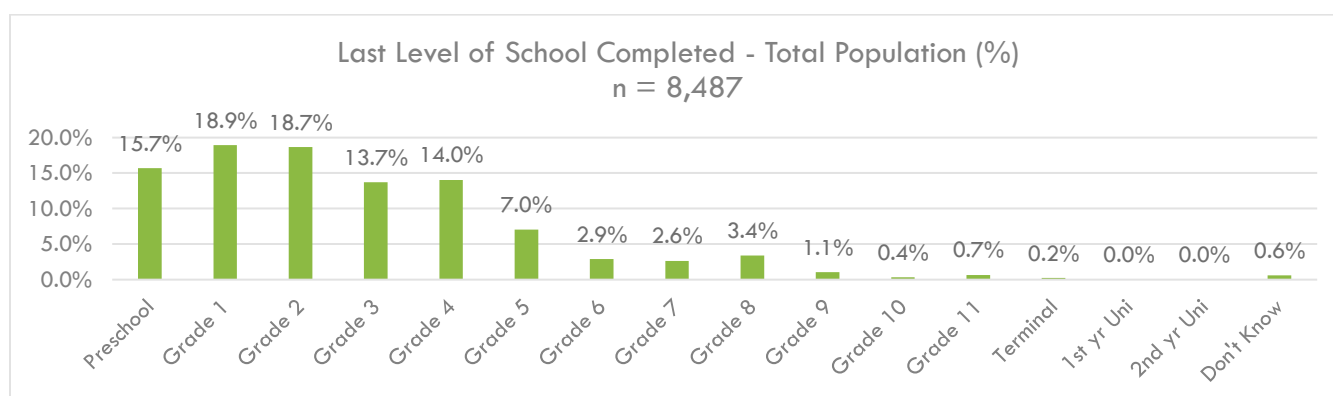
Annex A – Other Tables

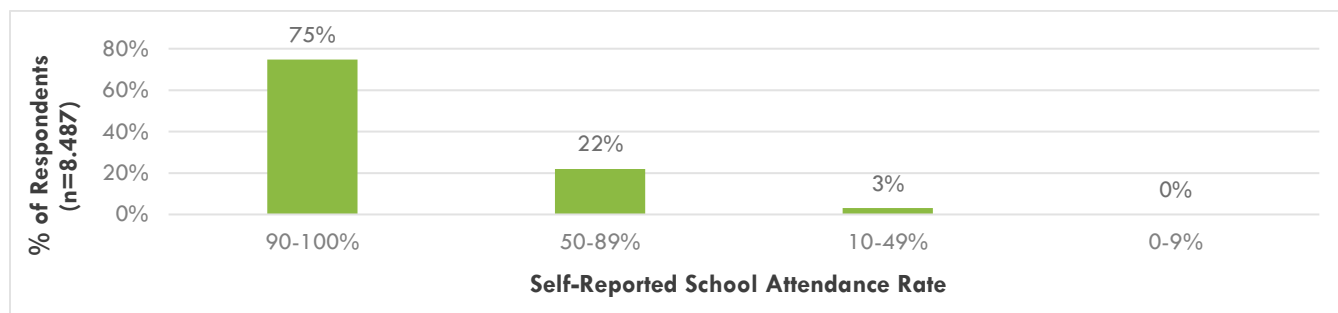
Education – Other Tables

SCHOOL ATTENDANCE



Ever Attended School?	Faratsiho n = 3,675	Ambohimahasoa n = 6,208	Vohipeno n = 7,855	Mahanoro n = 3,796	Toamasina n = 1,853	Betioky Atsimo n = 9,406	Overall n = 27,437
No	28.7%	30.3%	31.6%	32.2%	31.9%	53.9%	34.3%
Yes	71.3%	69.7%	68.4%	67.8%	68.1%	46.1%	65.7%



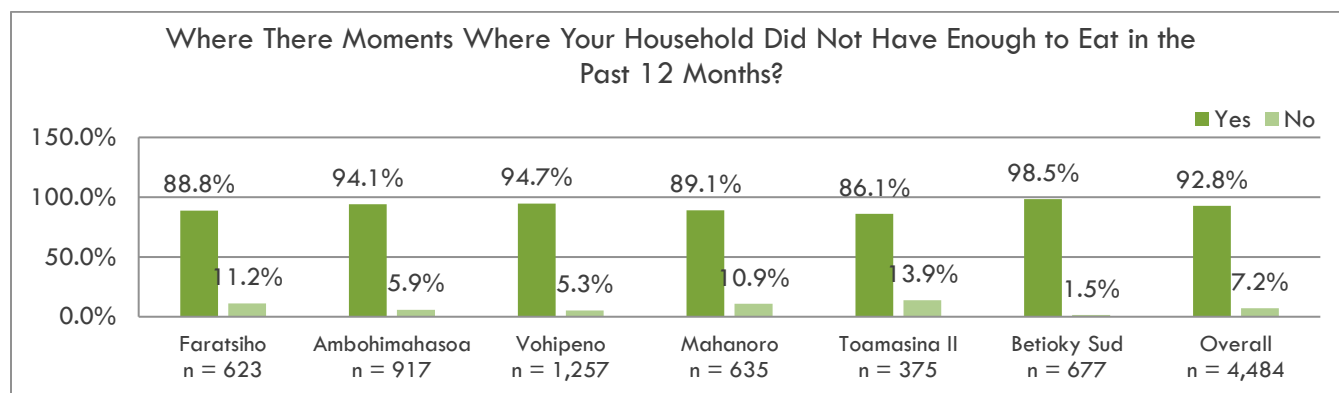


REASONS FOR NONATTENDANCE

Primary Reason	Primary Reason for Nonattendance: Overall Population	Percent
No money to pay fees	5,080	53.02
Not Interested	1,656	17.28
Other?	586	6.12
Must work or help out at the home	427	4.46
Failed exams	310	3.24
Must care for others	285	2.97
Illness/Handicap	256	2.67
Prevented by parents	242	2.53
Married/Pregnant	210	2.19
Too old to continue school	149	1.55
School too far	147	1.53
Absent teacher	111	1.16
Poor quality of education	37	0.39
Already acquired desired training	26	0.27
Found work	20	0.21
Lack of security	16	0.17
Rejected / Excluded	9	0.09
School is dangerous for girls	8	0.08
School with poor capacity	6	0.06
Total	9,582	100

Total Tally of Reasons	Primary Reason for Non Attendance: Overall Population	Percent
No money to pay fees	5392	48.30%
Not Interested	1918	17.20%
Must work or help out at the home	832	7.50%
Other?	730	6.50%
Must care for others	421	3.80%
Prevented by parents	359	3.20%
Failed exams	348	3.10%
Illness/Handicap	269	2.40%
Married/Pregnant	232	2.10%
School too far	213	1.90%
Too old to continue school	177	1.60%
Absent teacher	123	1.10%
Poor quality of education	41	0.40%
Already acquired desired training	28	0.30%
Found work	24	0.20%
Lack of security	20	0.20%
Rejected / Excluded	11	0.10%
School with poor capacity	8	0.10%
School is dangerous for girls	8	0.10%
Total	11155	100.00%

Food Security – Other Tables

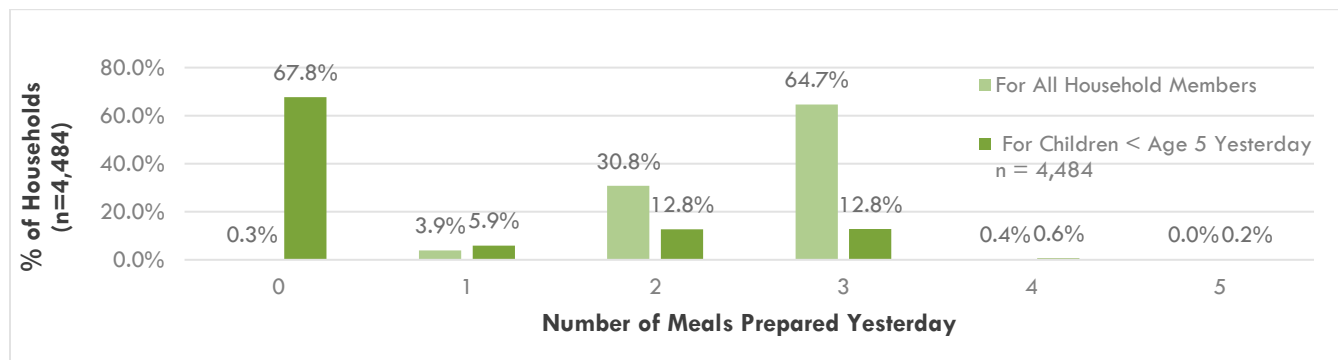
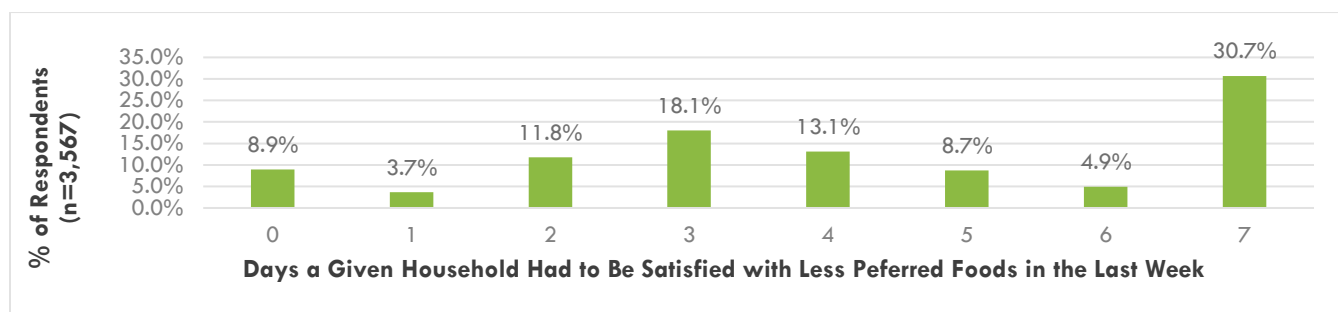
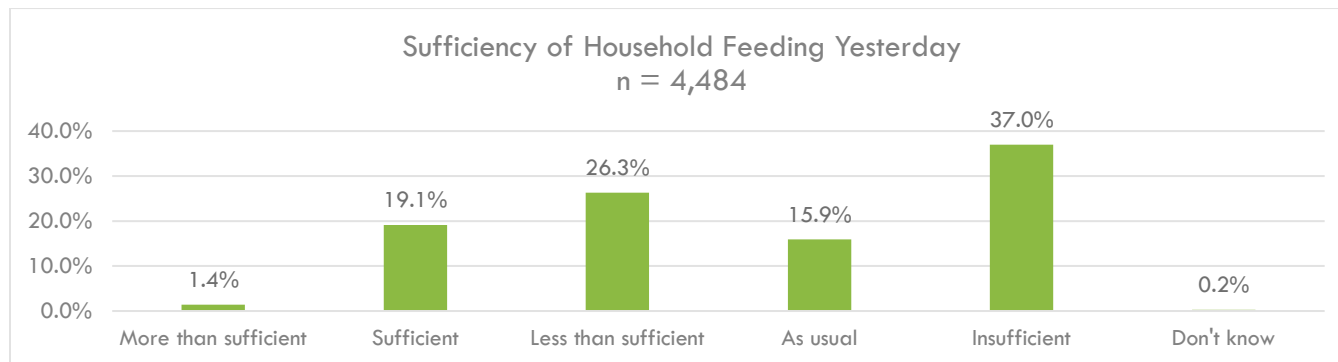


If insufficient, for how many months?	Faratsiho (n=554)	Ambohimahasoa (n=864)	Vohipeno (n=1190)	Mahanoro (n=566)	Toamasina (n=324)	Betioky Atsimo (n=670)	Overall (n=4168)
Mean	4.27	5.40	5.51	5.18	4.21	6.04	5.26

Primary Reason for Food Insufficiency in Last Year	Count	%
Lacked money to buy	1,833	44
Food reserve is insufficient as agricultural yields are low	1,228	29.48
Food reserve is insufficient because there wasn't enough rain	386	9.27
Other	363	8.71
Food reserve is insufficient due to stock loss (disease, brush fire)	127	3.05
Flooding/hail	102	2.45
Market food prices are too high	80	1.92
No food at the market	25	0.6
Food reserve is insufficient as there aren't enough seeds	20	0.48
Couldn't go to the market because transportation costs are too high	2	0.05
Total	4,166	100

Total Tally of Reasons for Food Insufficiency	Count	%
Lacked money to buy	3236	40.22
Food reserve is insufficient as agricultural yields are low	2099	26.09
Other	915	11.37
Food reserve is insufficient because there wasn't enough rain	665	8.27
Market food prices are too high	468	5.82
Food reserve is insufficient due to stock loss (disease, brush fire)	317	3.94
Flooding/hail	215	2.67
Food reserve is insufficient as there aren't enough seeds	75	0.93
No food at the market	46	0.57
Couldn't go to the market because transportation costs are too high	9	0.11
Total	8,045	100





Female Empowerment – Other Tables

Primary Decision-maker in Household on Key Issues (District Breakdown)

Food to Buy	FARATSIHO	AMBOHIMAHASOA	VOHIPENO	MAHANORO	TOAMASINA	BETIOKY ATSIMO	PERCENT	TOTAL
Me	61%	77%	84%	90%	89%	79%	80%	3,577
My husband	11%	4%	3%	4%	5%	6%	5%	227
My husband and I decide together	26%	16%	12%	4%	6%	14%	14%	611
Other	2%	3%	1%	1%	1%	1%	1%	67
Total	100%	100%	100%	100%	100%	100%	100%	4,482

Purchasing Expensive Things	FARATSIHO	AMBOHIMAHASOA	VOHIPENO	MAHANORO	TOAMASINA	BETIOKY ATSIMO	PERCENT	TOTAL
Me	17.0%	36.8%	44.3%	45.7%	33.9%	42.1%	38.0%	1,702
My husband	26.6%	15.8%	19.2%	14.0%	19.5%	20.7%	19.1%	854
My husband and I decide together	54.6%	44.3%	35.1%	38.0%	44.0%	35.2%	40.9%	1,831
Other	1.8%	3.2%	1.4%	2.2%	2.7%	2.1%	2.1%	95
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	4,482

Child's Education	FARATSIHO	AMBOHIMAHASOA	VOHIPENO	MAHANORO	TOAMASINA	BETIOKY ATSIMO	PERCENT	TOTAL
Me	19.9%	36.6%	39.9%	42.0%	32.3%	44.0%	36.7%	1,646
My husband	10.8%	7.9%	8.6%	10.4%	12.5%	18.8%	10.9%	487
My husband and I decide together	67.9%	52.2%	50.2%	45.4%	52.0%	34.9%	50.2%	2,251
Other	1.4%	3.3%	1.4%	2.2%	3.2%	2.4%	2.2%	98
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	4,482

Treating Woman's Illness	FARATSIHO	AMBOHIMAHASOA	VOHIPENO	MAHANORO	TOAMASINA	BETIOKY ATSIMO	PERCENT	TOTAL
Me	15.6%	30.6%	35.9%	35.8%	33.6%	35.9%	31.8%	1,425
My husband	53.1%	40.6%	46.9%	36.6%	44.3%	34.6%	42.9%	1,924
My husband and I decide together	28.6%	21.4%	14.1%	21.8%	20.3%	25.0%	20.8%	934
Other	2.7%	7.4%	3.1%	5.8%	1.9%	4.6%	4.4%	199
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	4,482

Treating Child's Illness	FARATSIHO	AMBOHIMAHASOA	VOHIPENO	MAHANORO	TOAMASINA	BETIOKY ATSIMO	PERCENT	TOTAL
Me	20.1%	36.3%	41.6%	47.6%	42.1%	44.0%	38.8%	1,738
My husband	8.3%	5.9%	4.8%	5.8%	5.9%	13.0%	7.0%	313
My husband and I decide together	70.6%	54.7%	52.3%	44.3%	49.6%	39.7%	52.1%	2,335
Other	1.0%	3.1%	1.4%	2.2%	2.4%	3.2%	2.1%	96
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	4,482

Adult Investment in Child Development – Other Tables

Activities Performed with Children – Youngest Child vs. Second Youngest

Apart from singing and going for a walk, respondents reported spending more time on the various activities with the 2nd youngest child than with the youngest child.

Read Book at Home with Child	Youngest		2nd Youngest	
	Count	%	Count	%
Yes	312	8.6%	229	12.0%
No	3306	91.4%	1681	88.0%
TOTAL	3618	100.0%	1910	100.0%

If Yes, Who?	Youngest		2nd Youngest	
	Count	%	Count	%
Mother	71	22.4%	44	18.9%
Father	40	12.6%	17	7.3%
Other Adult	206	65.0%	172	73.8%
TOTAL	317	100.0%	233	100.0%

Tell Stories To Your Child	Youngest		2nd Youngest	
	Count	%	Count	%
Yes	162	4.5%	128	6.7%
No	3456	95.5%	1782	93.3%
TOTAL	3618	100.0%	1910	100.0%

If Yes, Who?	Youngest		2nd Youngest	
	Count	%	Count	%
Mother	77	47.5%	37	28.5%
Father	24	14.8%	26	20.0%
Other Adult	61	37.7%	67	51.5%
TOTAL	162	100.0%	130	100.0%

Sang with or to Child?	Youngest		2nd Youngest	
	Count	%	Count	%
Yes	2,301	63.6%	654	34.24%
No	1,317	36.4%	1,256	65.76%
TOTAL	3,618	100.0%	1,910	100.0%

If Yes, Who?	Youngest		2nd Youngest	
	Count	%	Count	%
Mother	1,765	76.5%	355	54.0%
Father	104	4.5%	91	13.8%
Other Adult	438	19.0%	212	32.2%
Total	2,307	100.0%	658	100.0%

Who took child out of house for a walk?	Youngest		2nd Youngest	
	Count	%	Count	%
Yes	1,697	46.9%	796	41.7%
No	1,921	53.1%	1,114	58.3%
TOTAL	3,618	100.0%	1,910	100.0%

If Yes, Who?	Youngest		2nd Youngest	
	Count	%	Count	%
Mother	886	52.2%	222	27.8%
Father	157	9.3%	115	14.4%
Other Adult	655	38.6%	463	57.9%
Total	1,698	100.0%	800	100.0%

Played with child?	Youngest		2nd Youngest	
	Count	%	Count	%
Yes	2,643	73.1%	1,567	82.0%
No	975	27.0%	343	18.0%
TOTAL	3,618	100.0%	1,910	100.0%



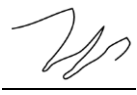









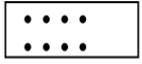




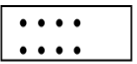




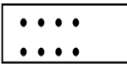

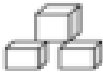





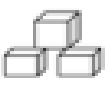

















If Yes, Who?	Youngest		2nd Youngest	
	Count	%	Count	%
Mother	453	17.1%	106	6.7%
Father	94	3.6%	61	3.9%
Other Adult	2,100	79.3%	1,405	89.4%
Total	2,647	100.0%	1,572	100.0%

Spent time with child to learn how to count, draw, etc.?	Youngest		2nd Youngest	
	Count	%	Count	%
Yes	597	16.5%	449	23.5%
No	3,021	83.5%	1,461	76.5%
TOTAL	3,618	100.0%	1,910	100.0%

If Yes, Who?	Youngest		2nd Youngest	
	Count	%	Count	%
Mother	156	26.1%	109	24.2%
Father	70	11.7%	55	12.2%
Other Adult	372	62.2%	286	63.6%
Total	598	100.0%	450	100.0%

MDAT Child Cognitive Development – Other Tables

Fine Motor Skills at Baseline

Age in Months	75% or more can...	50%-74% or more can...	25%-49% or more can...	Fewer than 25% can...
24-29	Stacks 2 blocks 	Stacks 4 blocks  Make straight scribble 	Stacks 6 blocks  Make circular scribble 	Copy shapes  Copy pattern 
30-35	Stacks 4 blocks  Make straight scribble 	Stacks 6 blocks  Make circular scribble 	Copy line  Put pegs into board <30 seconds 	Copy cross, circle, square  Copy pattern 
36-41	Stacks 6 blocks 	Copy line  Put pegs into board < 30 seconds 	Copy cross  Build bridge 	Copy circle, square, 3 letters  Copy pattern 
42-47	Put pegs into board < 30 seconds 	Copy line  Build bridge 	Copy cross, circle  Copy pattern 	Copy square, 3 letters  Copy pattern 
48-54	Copy line  Build bridge 	Copy cross, circle 	Copy pattern  Complete pattern 	Copy square, 3 letters  Copy pattern 
55-59	Copy line  Build bridge 	Copy cross, circle 	Copy pattern  Copy square 	Copy 3 letters  Copy pattern 
60-71	Copy cross, circle 	Complete pattern 	Copy pattern  Copy square, 3 letters 	Copy pattern  Complete more complex patterns

Starting Point

Increasing Difficulty

Stacks 2 blocks	Stacks 4 blocks	Stacks 6 blocks	Puts pegs in <30 sec	Copies vertical line	Makes bridge (3 blocks)	Copies circle / ball	Copies cross	Draws a box	Makes a big bridge	Copies letters	Copy pattern	Complete more complex pattern
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Language Skills at Baseline

Age in Months	75% or more can...	50%-74% or more can...	25%-49% or more can...	Fewer than 25% can...
24-29	<ul style="list-style-type: none"> Make 2 word sentence Follow simple command 	<ul style="list-style-type: none"> Say ≥6 words Follow 2-stage command 	<ul style="list-style-type: none"> Speak in clear sentences Name 5 objects Point to 7 body parts Tell you their name 	<ul style="list-style-type: none"> Match object with function (cup is for drinking, etc.) Name 10 objects Repeat series of 2 sounds
30-35	<ul style="list-style-type: none"> Say ≥6 words Follow 2-stage command 	<ul style="list-style-type: none"> Speak in clear sentences Name 5 objects Point to 7 body parts Tell you their name 	<ul style="list-style-type: none"> Match object with function Name 10 objects Repeat series of 2 sounds 	<ul style="list-style-type: none"> Explain use of objects when asked, such as, "What do you do with soap?"
36-41	<ul style="list-style-type: none"> Speak in clear sentences Name 5 objects Point to 7 body parts Tell you their name 	<ul style="list-style-type: none"> Match object with function Name 10 objects Repeat series of 2 sounds 	<ul style="list-style-type: none"> Explain use of object Answer questions such as "What do you do when you are hungry?" Create set of one object 	<ul style="list-style-type: none"> Understand prepositions, such as 'on', 'under', 'behind'
42-47	<ul style="list-style-type: none"> Match object with function Repeat series of 2 sounds 	<ul style="list-style-type: none"> Name 10 objects Explain use of object 	<ul style="list-style-type: none"> Answer questions Create set of one object 	<ul style="list-style-type: none"> Understand prepositions Name letters, colors, shapes Count 3, 5, 10 objects Create sets of 3, 5, 10 objects Recognize written numbers
48-54	<ul style="list-style-type: none"> Explain use of object 	<ul style="list-style-type: none"> Name 10 objects Create set of one object Answer questions 	<ul style="list-style-type: none"> Understand prepositions, Count 3, 5 objects Create set of 3 objects Compare quantities ("Which picture has more tomatoes?") 	<ul style="list-style-type: none"> Count 10 objects Create set of 5, 10 objects Name letters, colors, shapes Recognize written numbers Tell you name of neighborhood
55-59	<ul style="list-style-type: none"> Name 10 objects 	<ul style="list-style-type: none"> Count 3 objects Create set of one object Answer questions 	<ul style="list-style-type: none"> Understand prepositions Count 5, 10 objects Create set of 3, 5 objects Compare quantities Tell you name of neighborhood 	<ul style="list-style-type: none"> Create set of 10 objects Name letters, colors, shapes Recognize written numbers
60-71	<ul style="list-style-type: none"> Create set of one object 	<ul style="list-style-type: none"> Understand prepositions Create set of 3 objects Compare quantities Count 3 objects Answer questions 	<ul style="list-style-type: none"> Name colors Count 5, 10 objects Create set of 5 objects Tell you name of neighborhood 	<ul style="list-style-type: none"> Create set of 10 objects Name letters, shapes Recognize written numbers

Starting Point

Increasing Difficulty

Says 2 word sentence	Says ≥6 words	Follows 2-stage command	Speaks in sentences	Points to 7 body parts	Says name	Match object to function	Names 10 objects	Explain object function	Uses prepositions	Counts 3, 5, 10 objects	Creates sets of objects	Knows numbers, colors, shapes	Knows name of village
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Social Skills at Baseline

Age in Months	75% or more can...	50%-74% or more can...	25%-49% or more can...	Fewer than 25% can...
24-29	<ul style="list-style-type: none"> Want to join in games and songs Share with others Eat with spoon (spills some) 	<ul style="list-style-type: none"> Take off one article of clothing Visit playmates without adults, other children 	<ul style="list-style-type: none"> Greet elders appropriately Eat with spoon (no spilling) Offer help, comfort to someone in need Take turns when playing 	<ul style="list-style-type: none"> Put on one piece of clothing Use pit latrine or toilet alone without help Can describe feelings ("I feel sad...")
30-35	<ul style="list-style-type: none"> Take off one article of clothing Visit playmates 	<ul style="list-style-type: none"> Eat with spoon (no spilling) Comfort another person 	<ul style="list-style-type: none"> Put on one piece of clothing Greet elders appropriately Offer help to someone in need Wash hands without help Take turns when playing 	<ul style="list-style-type: none"> Dress self completely Use pit latrine or toilet alone without help Can describe feelings
36-41	<ul style="list-style-type: none"> Take off one article of clothing Visit playmates 	<ul style="list-style-type: none"> Put on one piece of clothing Wash hands without help Take turns when playing Eat with spoon (no spilling) Comfort another person 	<ul style="list-style-type: none"> Greet elders appropriately Offer help to someone in need 	<ul style="list-style-type: none"> Dress self completely Use pit latrine or toilet alone without help Can describe feelings
42-47	<ul style="list-style-type: none"> Take off one article of clothing Visit playmates 	<ul style="list-style-type: none"> Greet elders appropriately Offer help to someone in need Comfort another person Put on one piece of clothing Wash hands without help Eat with spoon (no spilling) Take turns while playing 	<ul style="list-style-type: none"> Can describe feelings Dress self completely 	<ul style="list-style-type: none"> Use pit latrine or toilet alone without help
48-54	<ul style="list-style-type: none"> Put on one piece of clothing Comfort another person 	<ul style="list-style-type: none"> Greet elders appropriately Offer help to someone in need Wash hands without help Eat with spoon (no spilling) Take turns while playing 	<ul style="list-style-type: none"> Use pit latrine or toilet alone without help Can describe feelings Dress self completely 	
55-59	<ul style="list-style-type: none"> Eat with spoon (no spilling) Take turns while playing 	<ul style="list-style-type: none"> Greet elders appropriately Offer help to someone in need Wash hands without help Dress self completely 	<ul style="list-style-type: none"> Use pit latrine or toilet alone without help Can describe feelings 	
60-71	<ul style="list-style-type: none"> Wash hands without help Offer help to someone in need 	<ul style="list-style-type: none"> Greet elders appropriately Dress self completely 	<ul style="list-style-type: none"> Use pit latrine or toilet alone without help Can describe feelings 	

Starting Point

Increasing Difficulty

Eats with spoon	Wants to join song/games	Undresses self	Visits playmates	Puts on 1 item of clothing	Washes hands alone	Dresses self completely	Takes turns when playing	Greets elders appropriately	Offers to help someone in need	Uses toilet alone without help	Can describe feelings
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Annex B – Household Consumption and Education Survey (French)

ENQUETE DE REFERENCE (BASELINE) POUR L'EVALUATION D'IMPACT DE LA COMPOSANTE
TRANSFERT MONETAIRE DE DEVELOPPEMENT HUMAIN

0-INFORMATION GENERALE/IDENTIFICATION

0-1	Région		_ _	0-5	coordonnées	X :	Y :
0-2	District		_ _ _	0-6	Enquêteur		_ _
0-3	Commune		_ _	0-7	Contrôleur		_ _
0-4	Fokontany		_ _	0-8	Date	_ _ / _ _ / _ _	
0-9	Ménage enquêté			0-10 Catégorie :			0-11 Numéro questionnaire
				1-Bénéficiaire TMC			_ _
				2- Non bénéficiaire			_ _
0-11 : Si ménage de remplacement, donner le motif :							
1-Absence ; 2=Non disponible pour l'enquête (refus) ; 3=introuvable _ _							
Observation :							

I-INFORMATIONS SPECIFIQUES SUR LE MENAGE

I-1 : Composition du ménage

1-Numéro	_ _
2-Nom
3-Quel votre sexe ? 1=Masculin ; 2= Féminin	_
4-Quel âge avez-vous ? (année révolue)	_ _
5- Si moins de 5 ans : nombre de mois révolus	_ _
6-Présentez-vous un handicap ? (physique ou mental)	_
7-Avez-vous déjà fréquenté l'école ? : 1=Oui ; 2=Non si Non >> Q14	_
8-Si OUI, Quel est la dernière classe que vous avez achevé avec succès ? 0=Préscolaire 1=11 ème 2=10 ème 3=9 ème 4=8 ème 5=7ème 6=6 ème 7=5 ème	8=4 ème 9=3 ème 10= 2nde 11= 1ère 12=terminale 13=univ 1ère année 14=univ 2 ème année 15=univ 3è année 16=univ 5 ème année et plus 98= Ne sais pas
9-Etes-vous fréquenté l'école en 2015-2016 ? : 1=Oui ; 2=Non	_
10-Si OUI, En quelle classe étiez-vous en 2015-2016? 0=Préscolaire 1=11 ème 2=10 ème	8=4 ème 9=3 ème 10= 2nde 11= 1ère 12=terminale

3=9 ème 4=8 ème 5=7ème 6=6 ème 7=5 ème	13=univ 1ère année 14=univ 2ème année 15=univ 3è année 16=univ 5 ème année et plus 98=Ne sais pas	
11-Avez-vous été suspendu ou renvoyé de l'école en 2015-2016 ? 1=Oui ; 2=Non		_
12-Quel type d'école avez-vous fréquenté en 2015-2016 ? 1= Publique 2=Communautaire 3=Religieuse 4=Industrielle 5=Privée 6=Autres (à préciser)		_
13-Quel est votre taux de présence à l'école au cours de l'année 2015-2016 ? 1=90-100% 2=50-89% 3=10-49% 4=0-9%		_
14-Pour quelles raisons n'avez-vous pas été scolarisé en 2015-2016 ? 1=Formation désirée déjà acquise 2=Pas d'argent pour supporter les frais 3=Trop âgé pour continuer l'école 4-Marié/enceinte 5=Malade/handicapé 6=A trouvé du travail 7=Pas intéressé/paresse 8=Empêché par les parents 9=Doit travailler ou aider à la maison 10=Ecole en faible capacité d'accueil 11=Mauvaise qualité de l'éducation 12=Enseignant absent 13=Ecole dangereuse pour les filles 14=Ecole trop éloignée 15=Doit s'occuper des autres 16=Echec à l'examen 17=Rejet/exclu 18=Insécurité 19=Autre (à préciser)...		_ _ _ _
15-Irez-vous à l'école pour l'année scolaire 2016-2017 ? 1=Oui ; 2=Non si Non>> Q17		_
16-En quelle classe serez-vous pour l'année 2016-2017 ? 0=Préscolaire 1=11 ème 2=10 ème 3=9 ème 4=8 ème 5=7ème 6=6 ème	8=4 ème 9=3 ème 10= 2nde 11= 1ère 12=terminale 13=univ 1ère année 14=univ 2ème année 15=univ 3è année 16=univ 5 ème année et plus	_ _

7=5 ème	98=Ne sais pas	
17-Généralement, combien d'heure consacrez-vous aux études pendant une journée (non compris les heures passées à l'école) ?		Heures : __ __ Minutes : __ __
18-Quel est votre situation matrimoniale ? pour les 15 ans et plus 1=Célibataire 2=Marié(é) 3=Divorcé(e) ou séparé(e) 4=Veuf (ve)		__
19-Exercez-vous une activité quelconque ? 1=Oui ; 2=Non ; si Non → Q24		__
20-Si OUI : quel type d'activité exercez-vous normalement ? 1=Activités ou tâches domestiques ; 2=Activités productives non rémunérées ; 3=activités productives rémunérées		__
21-Quelle est la durée totale des activités rémunérées que vous avez effectuées au cours des 2 dernières semaines (en heure)		__ __ __
22-Quel est la principale activité rémunérée que vous avez exercée ? (1)		__
23-Quel est seconde activité rémunérée que vous avez exercée ? (1)		__
24-Avez-vous été malade au cours des deux derniers mois ? 1=Oui ; 2=Non>>Q26		__
25-Si Oui, avez-vous été traité/amenée dans un centre de santé ? 1=Oui ; 2=Non		__
Pour les individus de 5 à 18 ans inclus		
26-Avez-vous une couverture (partagée ou non) ? 1=Oui ; 2=Non ; 8=ne sait pas		__
27-Avez-vous une paire de chaussure ? 1=Oui ; 2=Non ; 8=Ne sais pas		__
28-Avez-vous au moins 2 jeux de vêtements (haut+bas) ? 1=Oui ; 2=Non ; 8 ne sait pas		__
(1) Code activité : 1=Employé de maison ; 2=Agriculture ; 3=Elevage ; 4=pêche ; 5=Artisanat ; 6=Commerce ; 7=salarié temporaire ; 8=Salarié permanent ; 9=Autre (à préciser)		

I-2 : Questions globales sur le ménage

- 1- A quelle distance d'ici se trouve l'école la plus proche que l'un de vos enfants fréquente ou peut fréquenter ? (en Km) : |__|__|
- 2- Combien d'écoles, que l'un des enfants du ménage fréquente ou peut fréquenter, y a-t-il dans la Commune ? |__|__|
- 3- Quel niveau d'éducation aimeriez-vous pour vos enfants de sexe féminin ? |__|__|
1 à 12 : nombre d'année avec 12 bacc non réussi
13=Bacc A/B réussi ; 14=Bacc C/D réussi ; 15=Licence ; 16=Maîtrise ; 17=DEA ; 18=Doctorat et plus
99=Pas d'enfant de sexe féminin
- 4- Quel niveau d'éducation aimeriez-vous pour vos enfants de sexe Masculin ? |__|__|
1 à 12 : nombre d'année avec 12 bacc non réussi
13=Bacc A/B réussi ; 14=Bacc C/D réussi ; 15=Licence ; 16=Maîtrise ; 17=DEA ; 18=Doctorat et plus
99=Pas d'enfant de sexe masculin

- 5- A quel âge souhaiteriez-vous marier vos filles ? (âge en année révolue) |__|__|
99=pas d'enfant de sexe féminin ; 98=toutes les filles déjà mariées ;97=restées célibataires
- 6- A quel âge souhaiteriez-vous marier vos garçons ? (âge en année révolue) |__|__|
99=pas d'enfant de sexe masculin ; 98=tous les garçons déjà mariés ;97=restés célibataires
- 7- Votre ménage a-t-il obtenu une assistance (quel que soit sa nature) du gouvernement, des ONG ou des programmes ? |__|
1=Oui ; 2=Non ; 8 ne sait pas

I-3 : Caractéristiques du logement et indicateurs de confort

- 1- Quel est la nature du parquet (sol) de votre maison ?
- 1=Béton (couvert ou non)
- 2= Terre couverte de balatum
- 3= Planche |__|
- 4=Terre couverte de natte
- 5=Terre nue
- 6=Autre à préciser

ANNEX B – CONSUMPTION AND EDUCATION SURVEY (FRENCH)

II-CONSOMMATION ALIMENTAIRE ET DEPENSES DU MENAGE

Au cours des 7 derniers jours, votre ménage a-t-il consommé les produits suivants ?

PRODUIT	OUI/NON 1=Oui 2=Non	UNITE (1)	QUANTITE Totale (Nb unité)	d'où proviennent ces produits ?				
				Production du ménage	Dons	Acheté, à combien avez-vous payé l'unité ou quel est le montant total dépensé		
				Quantité (2)	Quantité (2)	Quantité (2)	Prix unitaire(Ar)	Valeur totale (Ar)
1-des Céréales, __ si, Oui, les quels ?								
Riz	__	__	__	__	__	__	__	__
Maïs	__	__	__	__	__	__	__	__
Sorgho	__	__	__	__	__	__	__	__
Autre	__	__	__	__	__	__	__	__
2-de la Farine __ si OUI, les quelles ?								
Blé	__	__	__	__	__	__	__	__
Maïs	__	__	__	__	__	__	__	__
Manioc	__	__	__	__	__	__	__	__
Autre	__	__	__	__	__	__	__	__
3-des Tubercules __ si OUI, les quels ?								
Manioc frais	__	__	__	__	__	__	__	__
Manioc sec	__	__	__	__	__	__	__	__
Patate douce	__	__	__	__	__	__	__	__
Pomme de terre	__	__	__	__	__	__	__	__
Taro (saonjo)	__	__	__	__	__	__	__	__
Autre.....	__	__	__	__	__	__	__	__
4- des Légumineuses sèches __ si OUI, les quelles ?								
Haricot	__	__	__	__	__	__	__	__
Pois du cap	__	__	__	__	__	__	__	__
Lentilles ou assimilée	__	__	__	__	__	__	__	__
5-des Fruits __ si OUI, les quelles ?								

ANNEX B – CONSUMPTION AND EDUCATION SURVEY (FRENCH)

Agrumes	_	_	_	_	_	_	_	_	_
Mangue	_	_	_	_	_	_	_	_	_
Papaye	_	_	_	_	_	_	_	_	_
Avocat	_	_	_	_	_	_	_	_	_
Banane	_	_	_	_	_	_	_	_	_
Autre fruit	_	_	_	_	_	_	_	_	_
6-des Légumes	_	si OUI, les quels ?							
Légumes à fruits	_	_	_	_	_	_	_	_	_
Légumes à feuille (3)	_	_	_	_	_	_	_	_	_
Brèdes (4)	_	_	_	_	_	_	_	_	_
Racines ou tubercules (5)	_	_	_	_	_	_	_	_	_
Autres	_	_	_	_	_	_	_	_	_
7-des Viandes-poisson-volailles	_	si OUI, les quelles ?							
Viande de bœuf	_	_	_	_	_	_	_	_	_
Viande de porc	_	_	_	_	_	_	_	_	_
Viande de chèvre/mouton	_	_	_	_	_	_	_	_	_
Volaille	_	_	_	_	_	_	_	_	_
Poisson frais	_	_	_	_	_	_	_	_	_
Poisson sec	_	_	_	_	_	_	_	_	_
Crustacé (frais/sec)	_	_	_	_	_	_	_	_	_
Œuf	_	_	_	_	_	_	_	_	_
8-des produits laitiers	_	si OUI, les quels ?							
Lait	_	_	_	_	_	_	_	_	_
Yaourt/lait caillé	_	_	_	_	_	_	_	_	_
Beurre/fromage	_	_	_	_	_	_	_	_	_
9- des Produits finis tels que:									
Pain	_	_	_	_	_	_	_	_	_
Bennier	_	_	_	_	_	_	_	_	_
Boisson chaude	_	_	_	_	_	_	_	_	_

ANNEX B – CONSUMPTION AND EDUCATION SURVEY (FRENCH)

(Café/thé/cacao)								
10- d'autres produits alimentaires tels que :								
Huile	_	_	_	_	_	_	_	_
Sel	_	_	_	_	_	_	_	_
Sucre	_	_	_	_	_	_	_	_
Pate alimentaire	_	_	_	_	_	_	_	_
Autres	_	_	_	_	_	_	_	_

(1): **Unité:** 1- Pièce; 2- Sachet/flacon; 3- Kapoka; 4- Tas; 5- gr; 6- Kg; 7- Litre; 8- Daba/Bidon/seau; 9- Soubique; 10- Sac (gony); 11- Brouette; 12- Charrette; 13- Autre

(2) : Nombre d'unité ;(3) : choux, choux fleur, laitue, ... ; (4) : Anana : pe-tsai, anamamy, tisam,... ;(5) : Carotte, Navet, betterave, poireau, oignon, ...

III-CONSOMMATION NON ALIMENTAIRE ET DEPENSES DU MENAGE

Au cours des 30 derniers jours, votre ménage a-t-il dépensé de l'argent pour les produits et articles suivants ?

Libellé	OUI/NON 1-Oui; 2-Non	Si OUI,			
		Unité de mesure (1)	Quantité achetée (2)	Prix unitaire (Ar)	Valeur totale (Ar)
Tabac	_	_	_	_	_
Cigarette	_	_	_	_	_
Boisson non alcoolique	_	_	_	_	_
Boisson alcoolique	_	_	_	_	_
Eau	_	_	_	_	_
Savon	_	_	_	_	_
Allumettes, Briquet	_	_	_	_	_
Bougies / ADAPS	_	_	_	_	_
Pétrole	_	_	_	_	_
Electricité (JIRAMA)	_	_	_	_	_
Charbon	_	_	_	_	_
Bois de chauffe	_	_	_	_	_

ANNEX B – CONSUMPTION AND EDUCATION SURVEY (FRENCH)

Gaz	_	_ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _
Carburant (Essence, Gas oil)	_	_ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _
Lubrifiant	_	_ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _
Crédit de communication (Téléphone)	_	_ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _

(1) **Unité de mesure:** 1- Pièce; 2- Sachet/flacon; 3- Kapoka; 4- Tas; 5- gr; 6- Kg; 7- Litre; 8- Daba/Bidon/seau; 9- Soubique; 10- Sac (gony); 11- Brouette; 12- Charrette; 13- Autre

(2) **Quantité achetée :** nombre d'unité

IV-AUTRES DEPENSES DU MENAGE

Au cours des 12 derniers mois, votre ménage a-t-il effectué les dépenses suivantes ?

Libellé	OUI/NON 1-Oui ; 2-Non	Si OUI,	
		Pour combien de personne ?	Montant total dépensé (Ar)
1- Ecolage et/ou frais d'inscription	_	_ _	_ _ _ _ _ _
2- Cotisation parentale (scolarisation)	_	_ _	_ _ _ _ _ _
3- Fournitures scolaires	_	_ _	_ _ _ _ _ _
4- Dépenses sanitaires (Consultation, médicament, hospitalisation, transport)	_	_ _	_ _ _ _ _ _
5- Dépenses de transport (transport en commun)	_	_ _	_ _ _ _ _ _
6- Achat d'effets vestimentaires pour adultes	_	_ _	_ _ _ _ _ _
7- Achat d'effets vestimentaires pour enfants	_	_ _	_ _ _ _ _ _
8- Achat des équipements pour la cuisine	_		_ _ _ _ _ _
9- Achat des mobiliers de maison	_		_ _ _ _ _ _
10- Réparation ou amélioration de la maison	_		_ _ _ _ _ _
11- Cérémonie familiale (yc funérailles)	_		_ _ _ _ _ _
12- Obligation sociale (communautaire et/ou religieuse)	_		_ _ _ _ _ _
13- Autres non compris ailleurs	_	_ _	_ _ _ _ _ _

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V-PRODUCTION AGRICOLE DU MENAGE

1- Quels sont les produits vivriers que vous avez récolté au cours de 12 derniers mois ?

Pour chaque culture pratiquée et récoltée par le ménage au cours des 12 dernier mois, demander les renseignements suivants:

Produit récolté (menu déroulant avec le code produit)	Code produit	Unité	Quantité nette récoltée	Quantité autoconsommée	Semences / métayage	Quantité vendue	Montant des ventes (Ariary)
Riz	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _ _
Manioc	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _ _
Mai□s	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _ _
...	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _ _

2- Quels sont les produits d'exportation que vous avez récolté au cours de 12 derniers mois ?

Pour chaque culture pratiquée et récoltée par le ménage au cours des 12 dernier mois, demander les renseignements suivants:

Produit récolté (menu déroulant avec le code produit)	Code produit	Unité	Quantité nette récoltée	Semences / métayage	Quantité vendue	Quantité en stock	Montant des ventes (Ariary)
Café	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _ _
Vanille	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _ _
Cacao	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _ _
.....	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _ _
	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _ _

ANNEX B – CONSUMPTION AND EDUCATION SURVEY (FRENCH)

3- Quels sont les produits des cultures industrielles que vous avez récolté au cours de 12 derniers mois ?

Pour chaque culture pratiquée et récoltée par le ménage au cours des 12 dernier mois, demander les renseignements suivants:

Produit récolté (menu déroulant avec le code produit)	Code produit	Unité	Quantité nette récoltée	Quantité autoconsommée	Quantité vendue	Quantité en stock	Montant des ventes (Ariary)
Coton	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _
Tabac	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _
Canne à sucre	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _
...	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _
	_ _ _	_ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _	_ _ _ _ _ _

Quantité nette récoltée: quantité récoltée déduite des pertes (production économique)

Quantité autoconsommée: Quantité destinée à l'autoconsommation (déjà consommée ou pour la consommation future;

Quantité vendue: Quantité réellement vendue jusqu'au moment de l'enquête

Quantité en stock: Quantité en stock en attente de commercialisation

Montant des ventes: correspondant à la quantité vendue

Unité: 1- Pièce; 2- Sachet/flacon; 3- Kapoka; 4- Tas; 5- gr; 6- Kg; 7- Litre; 8- Daba/bidon/seau; 9- Soubique; 10- Sac (gony); 11- Brouette; 12- Charrette; 13- Autre

4- Avez-vous les animaux d'élevage suivant actuellement ? Si Oui combien en possédez-vous ?

Espèces	Code espèce	Oui/Non (1/2)	Effectif actuel	Achat au cours des 12 derniers mois
Zébu mâle	_ _	_	_ _ _ _	_ _ _ _
Zébu femelle	_ _	_	_ _ _ _	_ _ _ _
Vache laitière (race améliorée)	_ _	_	_ _ _ _	_ _ _ _
Porcin	_ _	_	_ _ _ _	_ _ _ _
Ovin/caprin	_ _	_	_ _ _ _	_ _ _ _
Canard/oie	_ _	_	_ _ _ _	_ _ _ _
Dinde	_ _	_	_ _ _ _	_ _ _ _
Poulet	_ _	_	_ _ _ _	_ _ _ _

VI-AUTRES SOURCES DE REVENUS MONETAIRES DU MENAGE

1- Le ménage possède-t-il des terres qu'il mette en location (fermage) au cours des 12 derniers mois ?

1=OUI, 2=NON |_|

Si OUI, quel est le montant total de la location reçu au cours des 12 dernier mois en ariary :

|_|_|_|_|_|_|_|

2- Le ménage possède-t-il des terres qu'il mette en métayage au cours des 12 derniers mois ?

1=OUI, 2=NON |_|

Si OUI, quel est le montant total de la valeur des produits reçus au cours des 12 dernier mois en ariary :

|_|_|_|_|_|_|_|

3- Existe-t-il un ou plusieurs membres du ménage qui reçoit des revenus salariaux au cours des 12 derniers mois ?

1=OUI, 2=NON |_|

Si OUI, quel est le montant total (en ariary) reçu au cours des 12 derniers mois par type d'activité

a- Activité salariale permanente : |_|_|_|_|_|_|_|

b- Main d'œuvre temporaire (agricole ou autre) : |_|_|_|_|_|_|_|

VII- QUESTIONS AUX FEMMES

A-Questions destinées à la femme du Chef de ménage/ Femme Chef de ménage / Mère d'enfants éligible au TMDH

1- Au sein de votre ménage, qui prend la décision en ce qui concerne les nourritures à acheter ?

- 1= Moi
- 2= Mon mari
- 3= Moi et mon mari décidons ensemble |__|
- 4=Autre (à préciser).....

2- Au sein de votre ménage, qui prend la décision pour l'achat des articles coûteux/plus chers ?

- 1= Moi
- 2= Mon mari
- 3= Moi et mon mari décidons ensemble |__|
- 4=Autre (à préciser).....

3- Au sein de votre ménage, qui prend la décision en ce qui concerne la scolarisation des enfants ?

- 1= Moi
- 2= Mon mari
- 3= Moi et mon mari décidons ensemble |__|
- 4=Autre (à préciser).....

4- Au sein de votre ménage, qui prend la décision quand il s'agit de vous soigner en cas de maladie ?

- 1= Moi
- 2= Mon mari
- 3= Moi et mon mari décidons ensemble |__|
- 4=Autre (à préciser).....

5- Au sein de votre ménage, qui prend la décision quand il s'agit de vous soigner un enfant malade ?

- 1= Moi
- 2= Mon mari
- 3= Moi et mon mari décidons ensemble |__|
- 4=Autre (à préciser).....

6- Comment situez-vous votre ménage par rapport à la richesse?

- 1= Très riche
- 2= Riche
- 3= Moyen |__|
- 4=En difficulté
- 5=Pauvre

7- Comment situez-vous vos voisins ?

- 1= Très riche
- 2= Riche
- 3= Moyen |__|
- 4=En difficulté
- 5=Pauvre

8- Comment situez-vous vos amis ?

- 1= Très riche

2= Riche
 3= Moyen
 4=En difficulté
 5=Pauvre

|__|

9- Comment voyez-vous la situation de votre ménage d'ici une année?

1= Très riche
 2= Riche
 3= Moyen
 4=En difficulté
 5=Pauvre

|__|

B- Questions destinées à la femme responsable des deux enfants les plus jeunes dans le ménage

	Plus jeune (dernier)	Avant dernier
enfant		
Numéro du plus jeune enfant identifié dans la partie I :	__	__
Nom	

Au cours de 3 derniers mois, y a-t-il quelqu'un dans votre ménage :

1- Qui a lu des livre ou regarder des livres avec (Nom de l'enfant)

1=OUI ; 2=NON

|__|

|__|

Si OUI, le quel :

1= la mère,

2= Le père

|__|

|__|

3=Autre personne adulte

2- Qui a raconté des histoires avec (Nom de l'enfant)

1=OUI ; 2=NON

|__|

|__|

Si OUI, le quel :

1= la mère,

2= Le père

|__|

|__|

3=Autre personne adulte

3- Qui a chanté des chansons avec ou à (Nom de l'enfant), y compris des berceuses

1=OUI ; 2=NON

|__|

|__|

Si OUI, le quel :

1= la mère,

2= Le père

|__|

|__|

3=Autre personne adulte

4- Qui a amené (Nom de l'enfant) en promenade hors de la maison

1=OUI ; 2=NON

|__|

|__|

Si OUI, le quel :

1= la mère,

2= Le père

|__|

|__|

3=Autre personne adulte

5- Qui a joué avec (Nom de l'enfant)

1=OUI ; 2=NON

|__|

|__|

Si OUI, le quel :

- 1 = la mère, _____
 2 = Le père _____
 3 = Autre personne adulte _____
- 6- Qui a passé du temps avec (Nom de l'enfant) à l'apprendre à compter, à dessiner, ... _____

- 1 = OUI ; 2 = NON _____
 Si OUI, le quel :
 1 = la mère, _____
 2 = Le père _____
 3 = Autre personne adulte _____

C- Questions pour le Chef du ménage

- 1- Au cours des 12 derniers mois, avez-vous emprunté de l'argent ? 1 = OUI ; 2 = NON _____
 Si OUI, est ce que vous avez tout remboursé ? 1 = OUI ; 2 = NON _____
 Si NON, combien vous reste-t-il à rembourser ? Ar _____
 2- Etes-vous membre d'une association d'épargne ? 1 = OUI ; 2 = NON _____

VIII- SECURITE ALIMENTAIRE DU MENAGE

- 1- Au cours des 12 derniers mois, y a-t-il des moments où votre ménage n'a pas eu suffisamment de nourriture ?

- 1 = OUI ; 2 = NON _____
 Si OUI, cette situation a duré combien de mois ? _____
 Quelles étaient les 3 principales causes de cette situation ? _____
 01. Reserve de nourriture insuffisante (inadéquate) car il n'y avait pas assez de pluie
 02. Reserve de nourriture insuffisante a cause de la perte des cultures (maladie, feu de brousse)
 03. Inondation/grêle
 04. Reserve de nourriture insuffisante car la superficie a cultiver est trop petite
 05. Reserve de nourriture insuffisante car il n'y a pas assez de semence
 06. Le prix de la nourriture au marché est très élevé
 07. Ne peut pas aller au marché car le prix de transport est très élevé
 08. Pas de nourriture sur le marché
 09. Manque de ressources monétaires pour acheter
 10. Autres (à préciser) _____

- 2- Au cours des 7 derniers jours, y a-t-il des moments où votre ménage n'a pas eu suffisamment de nourriture ?

- 1 = OUI ; 2 = NON _____
- 3- Au cours des 7 derniers jours ;
- a- combien de jours votre ménage a dû se contenter des nourritures que vous n'appréciez pas? _____
 - b- combien de jours votre ménage n'a pas pu diversifier convenablement votre nourriture ? _____
 - c- combien de jours votre ménage a dû réduire la quantité de nourriture ? _____
 - d- combien de jours votre ménage a dû réduire le nombre de repas journalier? _____
 - e- Combien de jours les adultes dans votre ménage ont dû réduire leur part de nourriture pour en donner aux enfants ? _____
 - f- Combien de jours avez-vous emprunté de nourriture ou compter sur l'aide des amis ou famille ? _____
 - g- Combien de jours votre ménage n'a rien mangé du tout ? _____

4- Hier, combien de repas (y compris le petit déjeuner) ont été préparés au sein du ménage pour :

a- Pour tous les membres du ménage ? |__|

b- Pour les enfants de 6 à 59 mois (moins de 5 ans) |__|

5- Est-ce que les membres du ménage suivent plus ou moins le même régime alimentaire ? |__|**6- Comment voyez-vous l'alimentation de votre ménage hier ?**

1. Plus que suffisante

2. Suffisante

3. Moins que suffisante |__|

4. comme d'habitude

5. Insuffisante

Annex C – MDAT Instrument (English)

MDAT Questionnaire - General Directions

1. Before you proceed to do the survey, your colleagues and you are required to look at all the working materials and check that you have them:

ITEM	
A cup	
A spoon	
A plate	
A bowl	
A doll	
A pen	
12 blocks	
12 bottle tops (8 one same color and 4 another color)	
A lighter	
A toy car	
A bottle	
A jar with lid	
A pair of scissors	
A candle	
A soap	
Six (6) blue circles, and six (6) blue rectangles or buttons for making patterns	
Six (6) dried red grains, six (6) dried white grains for making patterns	
A plastic-coated sheet of paper with six (6) block drawings	
A plastic-coated sheet of paper with four (4) circles of different colors (red, blue, green, yellow)	
A plastic-coated sheet of paper with numbers	
A plastic-coated sheet of paper with a picture of a 2 piles of tomatoes	
Blank paper to draw and write on	
A small piece of paper to be folded	
Two similar sticks of different lengths	
Two similar boxes of different weights	
A small piece of cloth or garment	
Maize or dried grains to be selected and identified	
Pegboard and 8 pegs	
Eight large beads and a rope/ string	
A timer	

2. As you reach a household, introduce yourself to the child's parents or caregivers and let them know the objective of your visit. Use the related guide.
3. If possible, look for a calm, fairly lighted place to hold the survey. Ask the child's parents or caregivers to be seated with you during the time you conduct the survey. Ask that no other child or adult hangs around and is present during the survey.
4. When saying hello to the child, make sure you both are at the same level and that you can see its eyes. Tell it your name and ask it its name. Take time to talk to the child so it feels comfortable and trusts you. Tell it that you have some toys for it and that both of you will play a lot of games.
5. If you did not count it yet, calculate and identify the child's age in months. This is for you to know at what point you start the survey.
6. Arrange the place to conduct the test. If possible and if there is any use a table and a chair. It is better to sit next to the child rather than in front of it during the survey. If the child is shy or afraid, it can sit on the knees or lap of its parent or caregiver.
7. Identify and look for the starting point based on the child's age in months. You will see that in this guide.
8. For you to identify the **“reference or basal level”**, the child should **succeed in answering seven successive questions**. This is how you proceed:
 - A. Start the survey on the basis of the child's age in months number
 - B. If the child fails in one step or item before it completes the seven successive items, go back to the item preceding the item where you started.
 - C. Go on asking the questions normally until completion of the seven successive rows. Remember that you can give scores to some items (not all of them) even though you did not ask the item, if you noticed that the child has skills. For example:
 - A. You see child walking
 - B. You hear child say a word
 - D. Do not ask again any question the child did not manage to answer
9. The **“Ceiling level”** can be identified when the child fails seven consecutive items.
10. Go on asking questions until the child fails seven in a row or seven consecutive items. Stop asking questions at the last of seven consecutive fails.
11. All questions have to be asked and given a score according to the indicators.