

FIELDWORKER MANUAL

8 and 15 YEAR OLD CHILD QUESTIONNAIRES

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THINGS TO REMEMBER WHEN DOING RESEARCH WITH CHILDREN

There are several things fieldworkers need to remember when doing research with children.

The fieldworker must:

1. Explain who he/she is and what the Young Lives study is about
2. Take informed consent from the child
3. Explain that all information the child gives are confidential
4. Explain that all information the child will be anonymous
5. Explain about the archiving of the data
6. Explain about child protection and his/her responsibilities
7. Respect the child and be patient
8. Thank the child and explain what will happen next

The fieldworker must never:

1. Spend time alone with children – be always in sight of another adult
2. Hit, beat or slap child even if this is local practice
3. Never make promise to the child that he/she can not keep
4. Engage in any form of physical contact (except anthropometric measurements)
5. Act in a way that may place a child at risk of abuse (for example sharing information the child gave in private).
6. Make suggestions or give advice which is inappropriate, offensive or abusive
7. Behave physically in an inappropriate or sexually provocative manner.
8. Act in ways intended to shame, humiliate, belittle or degrade children

In the following some aspects fieldworker have to remember are explained in more detail:

1. Who you are and what the Young Lives study is about:

Children may not be used to talking to adults and it is very important to put them at their ease by talking to them in a relaxed and conversational style. Introduce yourself first. If you have children of your own, or there are children in your family, it may help create an informal atmosphere if you show them family photos and talk about them. Even a photo of your home can be used as a way of introducing yourself and making you seem less intimidating.

Then explain the Young Lives study.

For example, explain to children: Young Lives is a study of children growing up in 4 countries (Ethiopia, India, Peru, Vietnam) taking place over 15 years. We are trying to find out about children's everyday lives: the things you do, and the important people in your life, and how these things affect how you feel. Bits of what you say will be used in reports that we write that we hope will be helpful to local and national governments when making plans/planning services for children in the future. Our research may not change things in the short term, because that depends on local and national governments. Use the photo booklet to explain that Young Lives interviews children in 4 different countries and to share some of the findings from Round 2 with the children.

2. Take informed consent from the child

There are some special considerations to take into account when obtaining informed consent from children. Children are less likely than adults to understand what research is, what the purpose of the interview is, or why you are asking them questions and entering their answers in a form. Hence, it is vital to take extra care to explain in ways that they can understand why you are there, why you are interviewing them and what the information is to be used for. It is also important to bear in mind that children are generally taught from a very young age that they must obey adults. This makes it very difficult for them to refuse you. So you must make every effort not to put any pressure on them to participate in the study and to make it clear that there will be no adverse consequences for them if they refuse to take part. Similarly, you should explain the concept of anonymity in words they can understand. They should know that their identity will be kept a secret and that the information will not be used to identify them or to describe their life in particular, but rather to explain the typical life of a child in their community.

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

- 3. Explain that all the information the child gives are confidential**
For example, say 'I will treat what you tell me as 'confidential'. This means what you say will be shared with other members of the research team, but I am not going to tell your family or anybody in the community what you tell me. Your name will not be used when we tell people what we have found.
- 4. Explain that that all information the child will be anonymous**
Data will be anonymous e.g. your name will not be used so we can describe what you think without anyone knowing that it is you. We will also disguise the name of the community where you live. If children want to put their name on material they produce, let them, but disguise it before the materials are digitally photographed.
- 5. Explain about the archiving of the data**
Say, the information you give us will be stored on a computer. We are sharing the information that we collect now, and that we collected on our previous visits, with other trusted researchers (people like us) in Ethiopia/India/Peru/Vietnam and internationally. Take particular care not to raise expectations about the impact of the research. We are here to learn from you, but we cannot promise to improve your life.
- 6. Explain about child protection:**
Say, if you say something that makes me worried about your safety, I will talk to you about it first, then I may talk to my supervisor. Explain to children/caregivers that they may **opt out** at any time – i.e. they may ask for all the information they have given/ data to be removed from the project/records destroyed at any point.
- 7. Respect the child and be patient**
Emphasise that you are interested in children's descriptions in their own words and that there are no right or wrong answers. They don't have to answer all the questions or participate in all the activities. Be respectful that a child may be reluctant to speak about a sensitive topic. If you feel that children are unwilling to speak for any reasons, move on to the next question. Be sensitive to children's body language and tone of voice. Do not put words into their mouths, though you may need to probe, in which case avoid leading questions. Some examples of leading questions are: School is good, isn't it? Healthcare workers treat people in your community badly, don't they? Use open questions, not closed questions that lead to yes/no answers. For example: tell me how you feel about school. How do healthcare workers treat people in your community?

8. Thank the child and explain what will happen next

At the end of your visit thank the children for their participation and explain to the children what will happen next with the information they have given you (i.e. it will be taken back to local HQ and then sent to the main HQ in Oxford). Ask them if they have any questions, and allow them time to prepare questions before you leave.

CHILD ID AND DATA HANDLERS

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

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

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

OLDER CHILD QUESTIONNAIRE

SECTION 1 – TIME USE AND ACTIVITIES

PURPOSE: The purpose of this section is to ask a number of questions about the child's time use and work activities. Even if they do not work for pay, the 15 year-old child is likely to have substantial work commitments around the home or in family businesses. We are interested in these activities and how they impact on children, as well as in work they do to get money or goods.

RESPONDENT: The 15 year old child. If the child does not know the answer and the question is a factual question, ask the caregiver at the end of the interview. All such questions are identified. Always ask the caregiver at the end of the interview so that the flow of the interview with the child is not interrupted. If you do ask the question of the caregiver and not the child, please indicate this in the comments section at the end of the questionnaire.

Fieldworker will need:
24 pebbles game

DEFINITIONS:

Typical means 'usual' and so does not include something the child does irregularly, for example during festivals.

Section 1A- Time use

INSTRUCTIONS:

Q1.1 Determine whether the child has done anything in the last 12 months where they were either given money or things for their family or themselves as payment. Things here could be goods such as food, sweets, other gifts etc. Alternatively, payment could include a case where someone does a favour for the child or their household, but nothing 'physical' is given. This information is collected later in the questionnaire in a different way, but we would like to check whether this information is consistent with the answer the child gives to this question.

Say: I want to know how you spent your time on a typical day in the last week.

Make sure the child is not talking about a weekend, holiday or day-off.

Use 24 pebble game

We want to know how much time the child spent on the following activities. Start by asking children to say how many hours they sleep, and then move on to discuss what they do during the day. Use 24 stones to help children to

show how many hours they spend on each activity. If the child reports spending time on more than one activity simultaneously, ask them to choose the most important one.

01- 08: Enter the number of hours spent on each activity. If no time was allocated to an activity then record the response as 00.

Q1.2 Ask the child whether or not they were responsible for looking after other younger children during this activity; so watching, instructing or checking on other children constantly or at regular intervals/frequently.

Interviewer: If the answer to Q1.1 is Yes, then remind the child that they said they have done things to earn money or get things for themselves or their family in the past twelve months. Now tell the child that we want to make a list of what the most important activities are. Take some time to ask about all of the activities (there may be more than five), and try to get a sense of which are the most important, so as to include the five most important in the table.

Q1.3 – Q1.6 We want to know the details of the all child's work activities, including helping the household out with chores (cleaning, fetching firewood) or other tasks, for example in the household business, or family farm, not just paid work. Record the responses in the table.

Q1.3 Use CODEBOX #1 to record the type of activity. Include up to five activities. If the child does more than five activities, ask them to tell you about the five they consider most important in terms of their time. If the activity is not found in CODEBOX #1, please write it down.

Q1.4 Establish whether the child did this activity for their own household or for another household or business. Doing things for your own household includes things done inside and outside the house for this household. It includes, for example, fetching water from a well far from their own household.

Q1.5 Establish how much time the child spent on this activity. Ask the child how many months in a year they work in this activity. Ask them, in a month when they work, approximately how many days per month they work, and, in a day when they work, how many hours per day. This may take some probing, take time to make sure that the child remembers correctly using prompts such as "since last X festival" or "during the school holidays" to try and establish the correct amount of time spent (this may involve some averaging- for example if they work 14 days in a month, but 4 hours on one week and 8 hours in another week, then you can average it to six hours per day).

Q1.6 ask what kind of payment, if any, was received (or will be received if not yet received from an activity already done). Remember that some of these activities may receive no payment at all. If this is the case, please enter 00.

Q1.7. ask what is their main paid activity (01-05 from 1.3). If the child does several paid activities choose the activity the child spent most time on. Double check with the child if it appears there is no paid activity (even for goods,

sweets or gifts). In the case that the child does no paid activity, please enter 88.

Q1.8 We are interested in whether the child needs to migrate to do their job. Ask them if any of their work activities require them to sleep outside of their household.

Q1.9: ask whether the child got (or will get) to keep 'all' or 'some' of this payment or not. We are concerned with whether the child gets to keep some/all of this payment and not the actual amount.

Q1.10: If the child gets to keep all or some of this payment, ask her how she spends this money. The child may list up to three things. Please enter the three most important uses of money from CODEBOX #2. If the use is not mentioned in CODEBOX #2, please write down the reason. 'To repay debts' refers to debts by the child him/herself, but also to debts by the entire household.

Section 1 B – Work Activities

Q1.11 -1.12 If the child does not do any paid activities, please skip to Q1.14. If the child does paid activities (these also include activities for which he or she receives pocket money), identify the main activity. The main activity is the one that the child reports that he or she has spent the most time on (identify from the time use table).

Questions **1.11-1.12** refer to the main activity that was identified in Q1.7 only. Please ask these questions only to those children who do paid activities

Q1.11 We are interested in finding out how much the child is paid for their work. Some children may be paid per year, others per day. First find out how their pay is calculated or given to them, then record their wage for the time period that is most convenient for them. Mark the other options as 88=NA. If they are paid per piece, please also record, under 1.11.7, how many pieces they produce on a typical day. Take care on this question to make sure we can get an accurate amount, by checking with the child carefully.
On piece rate – means per task done. Write down amount paid in Rupees.

Q1.12: Record whether the child received any things other than money for this activity, going through the list one by one. E.g. "Do you receive any food extra to your wages?" "Do you receive any housing/accommodation with your job?"

Social Networks at work

Q1.13.1 Ask the child whether it is possible for him/her to talk to the person responsible for paying him/her in money or goods if s/he does not get paid on time. Here we want to understand if the child feels they have power to ask such a question or if they are afraid, or feel it is not appropriate.

Q1.13.2 Ask the child whether he/she has the right to leave his/her job or stop working if he/she does not get paid on time.

All children are asked Q1.14-Q1.16.

The next questions are for all children who do any kind of work, paid or input. Helping in household, etc does count here.

Q1.14 We are interested in the kind of environment that the child does any paid and/or unpaid work in, including household chores and whether the child is exposed to any hazards or dangers in such an environment. Ask all children who do paid or unpaid work whether they face any of the health dangers listed. Make sure to ask one by one. It may be necessary to explain what is meant by “dangerous tools”. Explain that this means any tools that could seriously hurt a child if they were used incorrectly or by accident. For example, knives, machetes, sickles, farm machines. Many machines and tools not made for children’s body size and strength can pose a health hazard too. Insufficient lighting could be for example children who sewing/stitching clothes in rooms without enough lighting. Working in a smelly/dirty environment could be working with garbage.

Q1.15 Ask the child whether he or she has been injured while doing paid work. If he/she has not been injured, skip to Q1.16.

Q1.15.1 If the child has been injured, please ask him/her to list these injuries, the most important one being the first. Please enter these injuries using CODEBOX #3. If they did not receive any injuries as a result of work activities, enter 88=NA. If the child received more than 3 injuries whilst working, ask them to tell you about the three most serious injuries. “Psychological injury” refers to a case where the child suffered, or suffers, from trauma, depression or persistent fear as a result of something that happened at work. “Sprain or strain” refers to a case where the child suffered a musculoskeletal injury to some part of their body, but did not break a bone. An orthopedic injury could be a back injury from carrying too heavy loads.

Q1.16 Ask the child whether he or she has been injured while doing unpaid work or chores around the house. If the child has not received any injury, please skip to Section 2.

Q1.16.1 If the child has been injured, please ask him/her to list these injuries, the most important one being the first. Please enter these injuries using CODEBOX #3. If they did not receive any injuries as a result of work activities, enter 88=NA. If the child received more than 3 injuries whilst working, ask them to tell you about the three most serious injuries. “Psychological injury” refers to a case where the child suffered, or suffers, from trauma, depression or persistent fear as a result of something that happened at work. “Sprain or strain” refers to a case where the child suffered a musculoskeletal injury to some part of their body, but did not break a bone.

SECTION 2 – FEELINGS AND ATTITUDES

PURPOSE

We would like to find out more about the child's feelings and attitudes to various things. This section is one of the most important, even if it takes some time. This is where we can understand better what the children think about many issues that are important in their lives.

RESPONDENT

The 15 year old child only

Fieldworker will need:

5-faces scale, 9-step ladder

INSTRUCTIONS

Q2.1 Show the child the picture of the ladder. Using this diagram of the 'ladder' explain as simply as you can, to the child, what the ladder represents; i.e. explain that the ladder represents the best possible life they can imagine for a child of their age and that the ladder represents the best possible life they can imagine for themselves. **It is not restricted to one aspect but combines all aspects of life such as money, health, friendships, and more personal aspects.** Say that the bottom step (01) represents the worst possible life and the top step (09) represents the best possible life. Ask the child which step that they think that they are on in their current situation. Make sure that the respondent fully understands what is being asked of them before starting.

Make sure that the respondent understands that the ladder refers to all aspects of life (eg. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general in relation to their ideas about what a good life would be. It should not be confused with, for example, a measure of how well they or their household are doing economically. Be very clear about which direction the ladder goes in (i.e. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided.

IMPORTANT: The ladder does not describe economic well being. Don't say 01 means very poor and 09 very rich! Better 01 means very unhappy (for example: bad health, no friends, no money) and 09 very happy (for example: Very good health, many friends, lots of money).

Say: I am going to read some things that young people your age sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these five smiley faces. If it sounds like something you might say, think or feel, please choose one of the smiley faces on this side (SHOW SMILEY FACE SECOND FROM RIGHT). If it sounds a lot like you, please choose the smiley faces closest to this side (SHOW SMILEY FACE ON THE EXTREME RIGHT). If it sounds a bit like you, please choose the next smiley face (SHOW SMILEY FACE IN THE

CENTER). If it doesn't sound like something you would say, think or feel, choose one of the smiley faces on this side (SHOW SMILEY FACE SECOND FROM LEFT). If it sounds very unlike, or the opposite, of you, please choose the smiley faces furthest over on this side (SHOW SMILEY FACE ON EXTREME RIGHT). If you are not sure whether it sounds like something you would say, think or feel (perhaps it does, perhaps it doesn't), choose the smiley face in the middle. We will do a few practise questions first.

Say: 'I like the sun'
'I can run fast'
'I like eating rice'

FIELDWORKER INSTRUCTION: Do practise questions until child understands task – up to 3 times.

Q2.2: Show the laminated scale of 5 coloured faces to the child. Explain that you want to know whether the following statements are things they would say, feel or think about their neighbourhood and people around them. Read out all the questions that follow in Q2.2 and ask the child to respond using the scale. If the child does not understand any of the questions then further explanation may be necessary. But it is important not to change the meaning of the question.

Q2.3: Show the laminated scale of 5 coloured faces to the child. Explain that you want to know whether the following statements are things they might say, feel or think about themselves and other aspects of their lives. Read out all the questions that follow in Q2.3 and ask the child to respond using the scale. If the child does not understand any of the questions then further explanation may be necessary. But it is important not to change the meaning of the question. People to look up to means people the children have as role model. Develop job skills means to learn things that might be important for a job.

FIELDWORKER INSTRUCTION: If the child has received schooling up to any level, ask Q2.4. If the child has never been to school, skip to Q2.5.

Q2.4 Show the laminated scale of 5 coloured faces to the child. Explain that you want to know whether the following statements are things they might say, feel or think about their school environment and other aspects of schooling. Read out all the questions that follow in Q2.4 and ask the child to respond using the scale. If the child does not understand any of the questions then further explanation may be necessary. But it is important not to change the meaning of the question. I am embarrassed means you are ashamed, don't feel comfortable because you don't have pencils, etc. I feel I belong at my school means you feel you are in the right place, you are proud to be at this particular school.

Q2.5 Show the laminated scale of 5 coloured faces to the child. For those children who work, explain that you want to know whether the following statements are things they might say, feel or think about the work that they

do. Read out all the questions that follow in Q2.5 and ask the child to respond using the scale. If the child does not understand any of the questions then further explanation may be necessary. But it is important not to change the meaning of the question.

If the child does not do any work, skip to Q2.6

Q2.6 In this question we would like the child to imagine that she/he could stay at school as long as she/he would like to. The child should imagine that there would be no limitations with regards to money, duties at home, getting married, etc... Enter the grade of the class you would like to complete (01-20) or one of the other codes given in the question.

Q2.7: Ask the child to think about their current situation at home, the money the family has, the number of children in the household. Ask them whether, given that situation, they think they will be able to reach the level of education they mentioned in Q2.6.

Q2.8: Ask the child what type of work s/he thinks they would like to be doing when they are 20 years old. It is possible that the child cannot envisage being 20 years old so it is fine to use another member of the family of the same age as an example (e.g. when you are the same age as your older brother) or to use some country specific measure (e.g. when they are married, if people in this area usually marry by 25 years old). Encourage the child to think about being grown up but DO NOT PROMPT with examples of specific jobs. Try to match this answer with the codes in CODEBOX #4. If the job is not found in CODEBOX #4 please write down the job.

Q2.9: Ask the child to think about their current financial and intra-household situation. Given that situation, ask them whether they think they will be able to get the job they mentioned in Q2.8.

Q2.10: Ask the child what is the most important skill or ability they think they would need to have if they wanted to get the job they mentioned in Q2.8. Enter the codes from CODEBOX #5. Do NOT prompt the respondent

Q2.11 Ask the child whether he/she knows anyone who has done or does this kind of job (mentioned in Q2.8). With this question we want to find out whether the child has any role model who does the job he wants to do.

Q.2.12 If the child answers yes to Q2.11, ask the child where the above mentioned person lives. Enter the codes for the location of the person given in the question.

Fieldworker: The following questions may look the same but are in fact slightly different. It is therefore important that they are asked exactly as they are written.

Q2.13: Say: I now want you to think about the household you are living in. Ask which of the following best describes their household. List the codes and ask them to choose. Enter the code. 'Comfortable' is used here to mean average. This is a question about their perceptions so there are no right or wrong answers. For this reason try to avoid recording an answer of NK=77 unless s/he really cannot make an attempt to answer the question. Enter the code corresponding to their answer.

Q2.14: Ask the child how s/he would describe their household in which they were living in three years ago (around the time of the second round survey). Enter the code from the list provided in the question. 'Comfortable' is used here to mean average. This is a question about their perceptions so there are no right or wrong answers. For this reason try to avoid recording an answer of NK=77 unless s/he really cannot make an attempt to answer the question. Enter the code corresponding to their answer.

Q2.15: Now, think about the area where you live. Think about your village/community. Ask the child whether, compared to other households in the area, s/he would describe his/her household as: The richest; among the richest; Richer than most households; About Average; A little poorer than most households; among the poorest; or the poorest. This is a question about their perceptions so there are no right or wrong answers. For this reason try to avoid recording an answer of NK=77 unless s/he really cannot make an attempt to compare his/her household to others. Enter the code corresponding to their answer.

SECTION 3 – SCHOOL

DEFINITIONS:

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

A public school relies primarily on government/state funding.

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

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

Q 3.1.1 The next questions are about the entire education NAME had in his/her life. The questions refer to academic year and not the calendar (January-December). The current academic year is 2009/10. We also ask this question in the household questionnaire. Make sure that the answers are the same as much as possible. You might even want to do this section with the child and the caregiver together. They could help each other and add different things they can remember about the schools NAME visited.

Section 3A: Child's schooling

Q3.1.1-Q3.1.5: Ask about all the education NAME's got in his/her life. Start with the current academic year (2009/2010) and then go backwards year by year. For every year, ask whether the child attended any school or preschool for more than six months (**Q 3.1.1**). If the answer is 'No', skip to the next line. If 'Yes', ask what type of school NAME went to (**Q 3.1.2**). Use the codes that are provided in CODE BOX #7.

Ask what grade NAME was in (**Q 3.1.3**). If child was in preschool choose 00=none...

In **Q3.1.4** write down the name of the school and the 11-digit census code number. Use the list of census code numbers you got from the field supervisor to identify the correct school.

In **Q3.1.5** write down the Districts and State name in which the school is located.

Q3.2: Ask if the child is currently attending school. Include children who attend irregularly but do not include children who are enrolled but NEVER attend. NOTE: This question is not asking if the child is physically attending school at the time of the interview. If the child is not currently attending school **skip to Q3.15**

Q3.3: Ask whether the child attends a boarding school. Refers to school with sleeping and staying in school. Does not refer to midday meal programme. Definition of boarding school= school providing meals and accommodation provided school.

Q3.4 Ask whether the child attends evening/night school.

Q3.5: Record, in MINUTES, the time that it usually takes the child to get to school. This is by the usual means of getting there from door to door and may mean having to combine different journey times if the child uses different modes of transport. If child stays in boarding school/hostel ask way from hostel to school.

Q3.6: Ask the child how they usually get to school. If NAME uses different means of transport on his/her way to school (for example, Name first walks, then takes a bus and then a Auto), write down the means of transport NAME spends most time on during travel to school.

Q3.7: Ask the child whether or not they have any difficulties travelling to school. Difficulties could be, for example, feeling threatened or in danger when travelling to school. If the answer is no then **skip to Q3.9**

Q3.8: Only answer this if the child answered 'yes' to the previous question (Q3.7). Ask the child what difficulties they faced when going to school and

record the main difficulty. If the child gives more than one reason, please enter the most important one. Let the child choose what the most important difficulty is in her/his opinion. Don't decide for them. If the difficulty cited is not listed, please write down the child's answer.

Q3.9: Establish whether the child has missed for a week or more of school during the last 12 months. Do not include time missed when the school was shut, due to school holidays, or national holidays, for example. If the answer is no then **skip to Q3.12**.

Q3.10: Ask the child how long their longest period of absence from school was. We are interested in periods longer than six days at one time. If NAME was absent for more than 6 days several times, write down the longest period absent at one time. Record the time in days.

Q3.11: From CODE BOX #6 record the main reason why the child missed school for their longest period of absence. If the reason is not found in CODEBOX #7, please write down the reason.

Q3.12: Ask how many times the child came to class without doing his/her homework. Homework are some task that are given to the pupil by the teacher and that the children are supposed to do at home.

Q 3.13. Ask what the board for high school exam the child will write. If the child has already written the exams ask choose the code for the board (01-03).

Q3.14 Ask the child about his/ her marks in class 10 exams. Please, be sensitive when asking this question. Never criticise the child for bad marks. If you like you can praise the child for good marks. We are only interested in class 10 marks, because these are national exams. Don't write down other marks.

FIELDWORKER INSTRUCTION: If the child is still attending school then **skip to SECTION 3B**.

Q3.14-3.19 apply to those children who are no longer attending school. If the child doesn't remember some of the factual information required in Q3.15-3.17, they can be asked of the caregiver at the end of the interview. However, ensure that you give the child priority in answering these questions, and encourage them to try to remember. Questions 3.13-3.14 and 3.18 should not be asked of the caregiver as they do not refer to factual information and 3.18 are already included in the caregiver questionnaire.

Q3.15 Ask the child whether they think they will return to formal education in future. This could include vocational training. We are interested in whether they really think, given their current circumstances, that **they will return, not just whether they would like to return to school**.

Q3.16 Ask the child who he/she thinks decided that he/she should leave school. If that person was not their mother, father or themselves, please write down the answer under specify:_____.

Q3.17 Record the age of the child (IN YEARS) when s/he stopped attending school. This is the actual age when the child was when s/he stopped attending, not the class.

Q3.18: Establish the kind of school the child last attended, using CODEBOX#7.

Q3.19: Record, in MINUTES, the time that it usually took the child to get to school. This is by the usual means of getting there from door to door and may mean having to combine different journey times if the child uses different modes of transport.

Q3.20: Establish the main reason why s/he is no longer attending school. Record the main reason using CODEBOX #8. Do not prompt using codes or suggestions but it is still ok to encourage the child to think around the question. If the main reason is not found in CODEBOX #8, please write down the child's answer.

Section 3B-School Environment

FIELDWORKER INSTRUCTION: Only ask the following questions to children who are attending school currently attending. If they are not in school or have never attended school, skip to Section 4.

Q3.21-3.23 Ask the child to think about the past week at school.

Q3.21 Ask the child on how many days there no teacher for their class. Do not include days when school was not running, for example because of a weekend or a public holiday. Do not include times when the child's usual teacher was absent but they were replaced by a substitute teacher.

Q3.22 Ask whether the child saw their teacher use physical punishment on any other students. Explain that there are many forms of physical punishment, such as punching, twisting children's ears, spanking, beating, hitting them with an implement such as a cane, etc. We are interested in whether their teacher used any of these forms of physical punishment. This may be a sensitive question, so if the child appears uncomfortable, please enter 88 and proceed to the next question.

Q3.23: Ask whether the child themselves was punished by the teacher during the past week. This may be a sensitive question, so if the child appears uncomfortable, please enter 88 and proceed to the next question.

Q3.24: Ask the child whether they help other children who have a problem at school. If the child needs an example, say if the other child was being teased by others.

Q3.25: Ask whether during the past week the child observed in their class room other students bother others a lot and/or students fighting all the time and/or students being good friends.

Q3.26: This question is only for children who are in primary school. If the child is not in primary school, skip to Q3.28
Ask about the language in which the teachers usually speak while teaching or giving instructions. Enter the codes given in the question.

Q3.28: Ask the child approximately how many students are in their class. Tell them we don't need to know exactly, we just want to get a general idea. Write down the number. If the child attends different classes for different subjects, write down the number of students in the child's maths class.

Q3.29: Ask whether the school has toilets or pit latrines. This question refers to toilet facilities on the school ground.

Q3.30: Ask whether there were separate toilets/latrines for are boys and girls.

Q3.31: Ask how clean these toilets/pit latrines are. This question asks for child's perception of cleanliness of toilets.

Q3.32 Ask whether there are any computers in the school that the child can use.

Q3.33: As if there are computers available to the child, whether any of these are connected to the internet.

Q3.34: Ask whether there is a library at school that the child can use.

Q3.35: Show the child the scale with 5 faces. Ask the child to the other children in their class and how they are doing academically, for example, how well they score in tests and whether they can answer the teachers' questions. Now ask them how they think they are doing in school compared to their classmates. Don't prompt the children. Ask him/her to show on scale.

SECTION 4 – CHILD HEALTH

PURPOSE

We would like to find out more about the child's long-term health and physical well-being, individual health risks and the child's nutrition.

Older Cohort only

RESPONDENT

The 15-year-old child

INSTRUCTIONS

Q4.1: Ask the child whether they think their general health status. Show the scale with 5 scales and ask them to point out very poor, poor, average, good or very good. If the child tells you she/he is currently ill, listen to their problem, but then prompt him/her to tell you about their health in general. Enter the relevant code from the list.

Say: the next questions are about injuries that might have happened to you in the last 3 years.

Please also consult the examples for different types of injuries at the end of the injury model in the household questionnaire field manual.

Say: the next questions are about injuries that might have happened to you.

Q4.2.1: Ask how many times you were seriously injured since the last interview 3 years ago (making sure the child remembers the round 2 interview, and not the tracking, or any qualitative interviews). A *serious* injury is an injury that prevents the child from doing normal activities like going to school or working for at least one day and/or required medical treatment.

Q4.2.2 Ask what the **most serious** injury was. Here we want to know about the sort of the most serious injury. For example, 'a broken bone' or a 'severe cut'. Choose from Code box #9. For example, 'broken bone or dislocated joint' 'serious burn' (02).

Q4.2.3 Ask what the **major cause** of the most serious injury was. Here we want to know about the type of accident that caused the injury. For example, 'child fell', 'child was attacked by somebody', 'child fought with someone'. If caregiver describes several contributing causes like 'it was raining and the floor was slippery', ask him/her to identify the main cause of the injury, for instance 'a fall' (on wet, slippery floor). Choose from Code box #10.

Q4.2.4 Ask **what were you doing when** the most serious injury happened. For example, 'doing sports', 'working', and 'at school'. Choose from Code box #11.

Q4.2.5 Ask **how** the most serious injury happened or who or what was responsible. For example, 'child hurt her/himself by accident', 'someone else hurt child by accident' 'animal injured child'. Choose from Code box #12.

Q4.2.6 Ask whether child **recovered** completely from the serious injuries. We are interested in any long-term health consequences from the injury that affect the child's ability to go to school or work. If child recovered completely go to question Q4.3.

If the child did not recover completely, ask what the persistent problem as a result of the injury is. For example, 'physical disability as result from injury', 'psychological problems such as depression or extreme fear (nerves) as result of the injury'. If the child has several long-term problems as result of the injury ask which problem affects them most in daily activities and choose this problem. Choose from Code box #13.

Q4.2.7 If the child has not recovered from the injury, ask them if they suffer from any long-term health problem as a result of the injury.

Q 4.3 Say, now I would like to ask you about long-term health problems.

These questions ask for long-term health problems that can affect children's education, abilities to work and overall well-being in short and long term. There are some examples given for the question on vision that intend to support caregiver's recall and also cover different dimensions of the health problem. For example with vision: long and short distance seeing. This is why you need to read out the examples

Make sure that you only write down long-term health problem and not a short-term illness. A long-term health problem is a health problem that is likely to persist for a long time either because it is incurable or because it is not being treated.

Say: The next questions are about the food the child ate in the last 24 hours.

First, establish whether the previous day was a usual day. We are only interested in the child's typical diet.

Ask: was yesterday a celebration or feast day where you ate special foods or where you ate more or less than usual?

If the previous day was not a usual day, choose another 'normal' day for the recall.

If the child was ill, ask the questions of the last 24-hour period in which the child was well.

Q4.4 Ask whether or not the child consumed any foods during the last 24 hours in the seven different periods mentioned. Ask about each possible period as people often leave out or forget certain meal times. We are interested in the frequency of eating occasions. Food is defined as anything that has calorific value and includes food in liquid form such as milk or milkshakes. If the child is having a milky tea at the start of the day where most of the tea is milk then include as a food.

Q 4.5 Establish whether the child is a vegetarian.

Vegetarians don't eat any meat, fish, and poultry for religious, ethical, cultural or other reasons.

Q4.6 Say: I would like to ask about all foods you consumed the previous day and night, including all foods purchased and consumed inside and outside the home.

Ask the child to list all foods (meals and snacks) he/she ate yesterday during the day and the night.

Start with first food/drink consumed yesterday morning. As the respondent recalls the food, tick the appropriate food groups if food was consumed. If a food mentioned is not listed or you are not sure in which food group it belongs, note it down, discuss and classify it with supervisor later. Ask about snacks and foods such as sugar in tea, oil in mixed dishes or fried food as they are often forgotten. If mixed dishes were eaten, ask about ingredients and select appropriate food groups. If child consumed only a very small quantity (<10g) of a specific food group, it should be excluded as the models aims to reflect adequate nutrient intake. For example, a small dash of milk in coffee once a day is too small to count in the milk/milk product group.

Once respondent has finished recall, probe for food groups that were not mentioned in recall. It is not necessary to read out to the respondent the exact name of the food group, but simply ask (for example) about fruits, vegetables or tubes if these groups were not previously mentioned.

Q 4.7.1 Ask how many times the child drank fizzy, sweet soft drinks during the last months. Provide some examples, such as Coke Cola, lemonades if necessary. Choose accordingly.

Q 4.7.2 Ask how many times the child ate salty and fatty foods during the last months. Provide some examples, such as fried foods, crisps. Choose accordingly.

Q 4.7.3 Ask how many times the child ate sweet, sugary, fatty foods during the last months. Provide some examples, such as cakes. Choose accordingly.

Q 4.7.4 Ask on how many days the child was physically active for at least 60 minutes per day in the last 7 days. We are interested only in moderate or vigorous-intensity physical activity. This means that during the activity the child's heart rate raises and/or he/she gets out of breath. Give some examples, such as running, biking, dancing, football, digging, carrying water. Walking can be counted if it is brisk walking which makes the child get out of breath. Yoga only counts if it makes the child get out of breath.

We are interested in a total of 60 minutes per day. **The child can accumulate the 60 minutes during the day, for example in blocks as short as 10 minutes.**

Add up all the time the child spent in any kind of physical activity each day to check if she/he reaches 60 minutes per day.

Q 4.7.4 Ask how much time the child spent sitting during a typical day. Give some examples, such as sitting with friends, sitting at school, sitting at work, sitting watching TV. Ask child to think about a typical day (not the Sunday or

another holiday as the physical activity behaviour might be very different on these days). You need to sum-up the hours the child spend sitting in the morning, afternoon and evening to get the total time.

SECTION 5 – SOCIAL NETWORKS, SOCIAL SKILLS & SOCIAL SUPPORT

PURPOSE

We would like to find out about the child's social networks, social skills and social support.

RESPONDENT

The 15 year old child only

INSTRUCTIONS

Tell the child that you are now going to ask them some questions about the people in their lives.

Q5.1: Ask the child whether there is anyone who would help in the situations that follow.

01-07: If the child says that they have never faced a problem of this nature and have, therefore, never had to confide in anyone, ask him/her to think about whom they would turn to if they faced that particular problem tomorrow. If the child is having difficulties thinking of a problem, you can give them the following examples:

If you were having problems with your studies at school? *E.g. If you did not have a good relationship with your teacher.*

If you were worried about something at home? *E.g. If your parents were arguing.*

If you were being teased or bullied by another child? *E.g. If a child was calling you names.*

Ask the child to think about people inside and outside the household that would help him/her. Choose N/A only if the question does not apply to child (for example when she he does not work or is not at school). Don't choose N/A if the child can not think of a problem.

Q5.2.1 Ask the child if he/she finds it hard to talk to other children. The child should think about the time he spends with other children his/her age outside or inside school.

Q5.2.2 Ask the child if he/she helps other children who have a problem. This question refers to all kind of problems. For example, problems at school, work, at home, with other children.

FIELDWORKER INSTRUCTION:

Say: I am now going to ask you some questions about groups in your local area that you may be a member of or attend meetings of or attend meetings for – it doesn't matter if you don't pay a fee or have a leadership position.

Q5.3: Ask the child whether they are a member of any groups. Groups can be youth group, sport groups, religious group, women groups, etc. If the child is not a member of any group, skip to Q5.8

Q5.4 - 5.6 are to be asked to children who answer 'yes' to Q5.3

Q5.4 Enter up to 5 groups from the list in CODEBOX #14. If the child is a member of more than 5 groups, ask them to tell you about the five that are more important to them. If the group is not found in CODEBOX #14, please write down the name of the group.

Q5.5: Ask the child when they became a member of this group.

Q5.6: Ask the child whether they hold a leadership or important position in the group.

Q5.7.1 Determine whether of all the groups that the child is a member of, he/she is most proud or pleased to be a member of one particular group. If the child is a member of only one group, determine whether he/she is proud to be a member of that group

Q5.8 Ask the child yes or no to the following questions. The questions refer to the entire life of the child. Ask whether the child has ever discussed with other people or taken action regarding problems affecting their school or community. For example, if a teacher comes later every day, the child might go to the headmaster/or elders in community to complain together with other children.

Q5.9 Ask the child where he/she uses the Internet. Use the codes that are given in the question. If the child says that he/she does not use the Internet, skip to section 6.

Q5.10 Determine how much time the child spends on the Internet. Use the codes that are given in the question.

SECTION 6 – MIGRATION

PURPOSE

We would like to find out more about the child's experiences or future plans concerning migration.

RESPONDENT

The 15 year old child.

DEFINITIONS

Community refers to village.

INSTRUCTIONS

Say: Now I am going to ask you some more questions about your life now and in the future.

Q6.1 Ask the child whether the child lived in this locality the last time you interviewed them. If the answer is "yes", go to question Q6.10. The enumerator themselves should be able to fill in this question, and if so, there is not need to ask the child.

Q6.2 The enumerator should check the name of the previous locality that the child lived in before moving to the current locality. Ask the child how old he/she was (in years) when they left the previous locality.

Q6.3 Ask the child what the most important reason for moving from the pervious locality was. Use the codes from CODEBOX #15. If the child says that the move was because of the parents' choice, probe further to determine why the parents chose to move.

Q6.4 Ask the child with whom he/she left the previous community.

Q6.5 Ask the child if they knew anyone who lived in this community when they first moved here. For example, where there any other family members, friends or people from the same village.

Q6.6 Ask the child if he/she knew anyone who already lived in the current locality

Q6.7 Ask the child the most important reason for the move to this community rather than any other community. We are interested why the child moved to this particular community and not another community (for example, the neighbour community). Enter codes from CODEBOX #16. If the child says that the move was because of the parents' choice, probe further to determine why the parents for the move.

Q6.8 Ask the child if he/she has returned to their original community for a visit in the last year. The original community describes the community they came from/lived in before the moved to the community they are living in at the moment.

Q6.9 Ask the child how their life in the current locality is compared with that in the previous locality. Ask the child to compare her/his life in the previous and current community.

Q6.10 Determine whether the child has left the present community or locality for a period that is longer than 90 days in the last three years or since moving to this community. This question refers to children who moved to another community and children who did not leave the community. This question wants to assess for example migration for work for more than 90 days.

Q6.11 Ask the child how long she/he was away from the locality. Record this in months. The answer to this question will be more than 90 days. Record the number in month. If the child was away more than once, record the longest duration that the child was away for.

Q6.12 Ask the child for the most important reason for leaving the locality for more than three months. Use the codes that are provided in CODEBOX # 15 . If the child says that the move was because of the parents' choice, ask why the parents moved.

SECTION 7 – HOUSEHOLD ISSUES

PURPOSE

We would like to find out more about the child's feelings about their family and home.

RESPONDENT

The 15 year old child only

INSTRUCTIONS

Q7.1 Ask the child whether they own any land. We are interested in land fully owned by the child. Do not include land which is owned by the entire household or land the child owns together with other household members or people outside the household.

Q7.2 Ask the child whether they own any animals, separate from the animals belonging to their household. We are interested in land fully owned by the child. Do not include land which is owned by the entire household or land the child owns together with other household members or people outside the household.

Q7.3 Ask the child whether they own any tools or work equipment. Here we are especially interested in tools and equipment that may help the child to do a job or run a business. We are interested in land fully owned by the child. Do not include land which is owned by the entire household or land the child owns together with other household members or people outside the household.

Comments: write down any comments or observations about the child.

YOUNGER COHORT QUESTIONNAIRE

SECTION 1 – CHILD’S ACTIVITIES

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

RESPONDENT: The 8 year old child. If the child does not know the answer and the question is a factual question, ask the caregiver at the end of the interview. All such questions are identified. Always ask the caregiver at the end of the interview so that the flow of the interview with the child is not interrupted. If you do ask the question of the caregiver and not the child, please indicate this in the comments section at the end of the questionnaire.

Fieldworkers will need:

5-face scale

DEFINITIONS:

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

A public school relies primarily on government/state funding.

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

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

Typical means ‘usual’ and so does not include something the child does irregularly, for example on a festival day or during school holidays.

SECTION 1A- SCHOOL

INSTRUCTIONS: In this section the child is asked about school attendance, what they like or dislike about school.

Q1.1: Ask if the child is currently enrolled in a school. Include children who attend irregularly but do not include children who are enrolled but NEVER attend. NOTE: This question is not asking if the child is physically attending school at the time of the interview. If the child is not currently enrolled in a school skip to Section 1C

Q.1.2: Ask if the child has missed school for more than one week in the last academic year. This should exclude school or national holidays. If the child has not missed school for more than one week, skip to 1.4

Q.1.2.1: Ask the child how long their longest period of absence from school was. We are interested in periods longer than six day at one time. If NAME was absent for more than 6 days several times, write down the longest period absent at one time. Record the time in days.

Q.1.3: Ask the child which are the main reasons for missing school. Do not prompt and record appropriate response from CODEBOX #1

Q 1.4 Ask whether all children in NAME's class are in the same grade than NAME. It could be that several grades share the same class room.

Q1.5: Establish the things that the child most likes about school. Select from CODEBOX #2 but do not prompt using codes or suggestions. Encourage the child to think about different things at school for example friends, class, sport etc..

Q1.6: Establish the things that the child most dislikes about school. Select from CODEBOX #3 but do not prompt using codes or suggestions. Encourage the child to think about different things at school and around the question. "i cannot help to support my family" means that the child does not like that he/she is at school and cannot work to support the hh when at school,

Q1.7 Ask the child about the other children in their class and how they are doing academically, for example, how well they score in tests and whether they can answer the teachers' questions. Now ask them how they think they are doing in school compared to their classmates. Encourage to do and not NA, NK.

Q1.8: Ask the child whether or not they have any difficulties when travelling to school. If the child doesn't understand you may use an example of a common difficulty- for example, transport. If the answer is no then skip to Q1.10.

Q1.9: Only answer this if the child answered 'yes' to the previous question (Q1.8). Ask the child what difficulties they face when going to school using the codes given in the question. If the reason is not found, write down the main difficulty.

INSTRUCTION: Ask the child to think about the past week at school, or the last week they have been at school if it is the holiday time.

Q1.10: Establish whether teachers used physical punishment on other students. Explain that there are many forms of physical punishment, such as punching, twisting children's ears, spanking, beating, hitting them with an implement such as a cane, etc. We are interested in whether their teacher used any of these forms of physical punishment. Ask the child further how many times in that week they saw a teacher using physical punishment on

other students. This may be a sensitive question, so if the child appears uncomfortable, please enter 88 and proceed to the next question.

Q1.11: Ask the child how many times in that week the teacher used physical punishment on them. This may be a sensitive question, so if the child appears uncomfortable, please enter 88 and proceed to the next question.

Section 1B School Meals

Q.1.12 ask whether the child gets a mid-day meal at school, if yes skip to 1.14.

Q. 1.13 If the child does not get a mid-day meal ask for the reason. If the child mentions several reasons, ask for the most important one in his/her opinion skip to Section 1C.

Q1.14 ask why kind of food the child usually gets as the mid-day meal.

Q. 1.15 ask whether the child eats the food if yes skip to 1.17.

Q. 1.16 if the child does not eat the food ask why . skip to Section 1C

Q. 1.17 ask whether the child likes the food she/he gets as mid-day meal. Use the 5 face scale here and ask the child to tick on the appropriate face.

Q. 1.18 ask whether the child usually or on most days eats the entire food at school. It might be that some children take some of the food home to share with siblings or they want to eat some of the food later on. Choose from answers provided.

Q.1.19 ask whether the child usually washes hands before eating the mid-day meal. **Please read out the different options: always, most of the time, sometimes, rarely, never.** Avoid yes or no answers.

1.20 If the child does not washes hands 'always' ask for the usual or most important reason.

SECTION 1c – WORK ACTIVITIES

INSTRUCTION: In this section we are interested in exploring the child's definition of work and the impact of such work from the child's perspective. Many children do something to help their families, even though fewer do work for money or other payment. The questions therefore refer to household chores and other activities they do to help their families, not just work they do for money. Children are asked to list any activities they do to help their families, or to get money or goods for themselves, and to say whether or not

they like the activities. The child is also asked whether the activities cause them to miss school.

Say: Now I want you to please think about the past year.

Q1.20.1: Determine whether the child has done anything in the last 12 months to help their family, or where they were either given money or things for their family or themselves as payment. Things here could be goods such as food, sweets, other gifts etc. Alternatively, payment could include a case where someone does a favour for the child or their household, but nothing 'physical' is given. If nothing was done, or the child could not remember (NK=77), then skip to Section 2.

INSTRUCTION: We want to know the details of what the child did to earn money or things. Record the responses in the table.

Q1.20.2:: Use CODEBOX #4 to record the type of activity. Remember to include here all activities where payment was given, even if this was given by the family for doing domestic and household chores. Include up to 5 activities. If the activity is not found in CODEBOX #4, please write down the name of the activity.

Q1.20.3: Establish whether the child is doing this activity for their own household, or for someone in their own household, or for someone from outside the household.

Q1.20.4: Establish whether or not some kind of payment – money or things - was received (or will be received if not yet received from an activity already done). This includes money that was received, not by the child, but by their household.

Q1.20.5: Show 5 face scale. Establish how happy the child feels about doing this activity. This will be piloted using the smiley faces that are to be used for the feelings and attitudes section. Explain that if doing this activity makes them feel very happy, they should choose the happiest face. If the activity makes them feel a bit happy, they should choose the next face. If the activity makes them feel very sad, they should choose the saddest face. If the activity makes them feel a bit sad, they should choose the next face. If the activity makes them feel neither happy nor sad, they should choose the middle face.

Q1.21: Ask the child which activity they spent most time on over the year. Do this only for the activity they spent most time on. Enter the code for this activity from the codebox. If the child does not do any paid activity enter 88.

Q1.22: Ask the child what they most like about the paid activity that they spent the most time on (= their primary job), ranked Do not prompt using codes or suggestions but it is still ok to encourage the child to think around things at work. Record one response (using CODEBOX #5). If the reason cannot be found in CODEBOX #5, please write down the reason.

Q1.23: Ask the child what they most dislike about the paid activity that they spent the most time on (= their primary job), ranked 01 in 1.16. Do not prompt using codes or suggestions but it is still ok to encourage the child to think around the question. Record up to one response (using CODEBOX #6). If the reason cannot be found in CODEBOX #6, please write down the reason.

Q1.24: Ask the child if they have missed any school since they were last interviewed because they were working for money or goods. Note that missing here means missing whole days of school at a time.

SECTION 2 – FEELINGS AND ATTITUDES

PURPOSE

We would like to find out more about the child's feelings and attitudes to various things.

RESPONDENT

The 8 year old child only

Fieldworker will need:

5 face scale, 9-step ladder

Q2.1 Show the child the picture of the ladder. Using this diagram of the 'ladder' explain as simply as you can, to the child, what the ladder represents; i.e. explain that the ladder represents the best possible life they can imagine for a child of their age and that the ladder represents the best possible life they can imagine for themselves. **It is not restricted to one aspect but combines all aspects of life such as money, health, friendships, and more personal aspects.** Say that the bottom step (01) represents the worst possible life and the top step (09) represents the best possible life. Ask the child which step that they think that they are on in their current situation. Make sure that the respondent fully understands what is being asked of them before starting.

Make sure that the respondent understands that the ladder refers to all aspects of life (eg. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general in relation to their ideas about what a good life would be. It should not be confused with, for example, a measure of how well they or their household are doing economically. Be very clear about which direction the ladder goes in (i.e. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided.

IMPORTANT: The ladder does not describe economic well being. Don't say 01 means very poor and 09 very rich! Better 01 means very unhappy (for example: bad health, no friends, no money) and 09 very happy (for example: Very good health, many friends, lots of money).

Say: I am going to read some things that young people your age sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these five smiley faces. If it sounds like something you might say, think or feel, please choose one of the smiley faces on this side (SHOW SMILEY FACE SECOND FROM RIGHT). If it sounds a lot like you, please choose the smiley faces closest to this side (SHOW SMILEY FACE ON THE EXTREME RIGHT). If it sounds a bit like you, please choose the next smiley face (SHOW SMILEY FACE IN THE CENTER). If it doesn't sound like something you would say, think or feel, choose one of the smiley faces on this side (SHOW SMILEY FACE SECOND FROM LEFT). If it sounds very unlike, or the opposite, of you, please choose the smiley faces furthest over on this side (SHOW SMILEY FACE ON EXTREME RIGHT). If you are not sure whether it sounds like something you would say, think or feel (perhaps it does, perhaps it doesn't), choose the smiley face in the middle. We will do a few practise questions first.

Say: 'I like the sun'
'I can run fast'
'I like eating rice'

FIELDWORKER INSTRUCTION: Do practise questions until child understands task – up to 3 times.

Q2.2: Show the laminated scale of 5 coloured faces to the child. Explain that you want to know whether the following statements are things they would say, feel or think about their neighbourhood and people around them. Read out all the questions that follow in Q2.2 and ask the child to respond using the scale. If the child does not understand any of the questions then further explanation may be necessary. But it is important not to change the meaning of the question.

Q2.3: Show the laminated scale of 5 coloured faces to the child. Explain that you want to know whether the following statements are things they might say, feel or think about themselves and other aspects of their lives. Read out all the questions that follow in Q2.3 and ask the child to respond using the scale. If the child does not understand any of the questions then further explanation may be necessary. But it is important not to change the meaning of the question..

FIELDWORKER INSTRUCTION: If the child has received schooling up to any level, ask Q2.4. If the child has never been to school, skip to Q2.5.

Q2.4 Show the laminated scale of 5 coloured faces to the child. Explain that you want to know whether the following statements are things they might say, feel or think about their school environment and other aspects of schooling. Read out all the questions that follow in Q2.4 and ask the child to respond using the scale. If the child does not understand any of the questions then further explanation may be necessary. But it is important not to change the

meaning of the question. I am embarrassed means you are ashamed, don't feel comfortable because you don't have pencils, etc.

Q2.5 Show the laminated scale of 5 coloured faces to the child. For those children who work, explain that you want to know whether the following statements are things they might say, feel or think about the work that they do. Read out all the questions that follow in Q2.5 and ask the child to respond using the scale. If the child does not understand any of the questions then further explanation may be necessary. But it is important not to change the meaning of the question.

If the child does not do any work, skip to Q2.6

FIELDWORKER INSTRUCTION: If the child has received some schooling, ask Q2.4. If the child does or has done any work, including unpaid work and housework/chores, ask Q2.5.

Q2.6: Say: I now want you to think about the household you are living in. Ask which of the following best describes their household. List the codes and ask them to choose. Enter the code. 'Comfortable' is used here to mean average. This is a question about their perceptions so there are no right or wrong answers. For this reason try to avoid recording an answer of NK=77 unless s/he really cannot make an attempt to answer the question. Enter the code corresponding to their answer.

Q2.7: Ask the child how people treat them in their community.

Q2.8: Ask the child whether they think the area they live in is safe for children.
Safe can mean safe for crime

SECTION 3 – SOCIAL NETWORKS, SOCIAL SKILLS & SOCIAL SUPPORT

PURPOSE

We would like to find out about the child's social networks, social skills and social support.

RESPONDENT

The 8 year old children

INSTRUCTION:

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

Q3.1: Ask the child if there is anyone they can talk to if they have a problem. If the child says that they have never had a problem and have never had to confide in anyone, ask them to think that if a problem came up tomorrow then would they have someone to turn to. It may be that the child is having difficulty imagining any kind of problem that they might face. In this case it is

acceptable to offer an example of a problem some children in their community might face- i.e. they need to get to school but they have no transport.

Q3.2: Ask the child to recall the names of all his/her friends that he has spoken to in the last week (seven days). Ensure the child understands that this means close friends that they care about, not just peers. Keep a record of all the names so as to calculate the number of friends. The reason why we ask the question this way is because it is easier for the child to recall the number of friends by name rather than counting how many they have (and possibly therefore forgetting some). After finishing the list of names, count how many friends were listed and enter the number of friends listed.

INSTRUCTION: Answer the following questions [Q3.3-Q3.6] with 'always', 'sometimes' or 'never'.

Say: Please answer the following questions with 'always', 'sometimes' or 'never'.

Q3.3: Ask the child if they think that their friends look up to them as a leader.

Q3.4: Ask the child if other children include them in their games.

Q3.5: Ask the child if they find it hard to talk to other children; Ask child to think about school or free time

Q3.6: Ask the child whether they help other children who have a problem. If the child needs an example, say if the other child was being teased by others.

Q3.7: Ask the child what type of work s/he thinks they would like to be doing when they are grown up. It is possible that the child cannot envisage being grown up old so it is fine to use another member of the family of the same age as an example (e.g. when you are the same age as your older brother) or to use some country specific measure (e.g. when they are married, if people in this area are considered as grown up when they are married). Encourage the child to think about being grown up but DO NOT PROMPT with examples of specific jobs. Try to match this answer with the codes in CODEBOX #8. If the job is not found in CODEBOX #7, please write down the job.

Q 3.8 Ask whether the child ever uses the internet. If yes, ask where.

Q 3.9 Ask how much time the child usually spend on the internet in one week.

Section 4: Risk Game

See the questionnaire for details.

Comments: write down any comments or observations about the child.

FIELDWORKER MANUAL

HOUSEHOLD QUESTIONNAIRE

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1. INTRODUCTION

This manual is to help you both during the training and while you are in the field.

Your work as a fieldworker will involve the following tasks:

- (1) Asking adults and children the questions from the questionnaires
- (2) Assisting your supervisor with anthropometric measurements of children and mothers
- (3) Assisting your supervisor with different cognitive development test for children

This manual is a guide to the methods and rules you will use for all these tasks. The manual will also give you detailed instructions and explanations of every question you will ask. Please read the manual carefully and take it always with you when you are in the field, so that you are able to check things if you are not sure.

2. HOW TO CONDUCT THE INTERVIEW

There are a number of basic principles that the fieldworker must follow throughout the interview:

- 1. Ask the questions exactly as they appear in the questionnaires**
- 2. Never make answers or information up**
- 3. Keep a neutral attitude with the respondents**
- 4. Avoid any harm to the respondent**
- 5. Treat everything what the respondent tells you confidential.**
- 6. Take informed consent from adults and children**
- 7. Never make promises to the household that you can not keep**
- 8. Write detailed notes about problem questions, answers where you are unsure of the code and surprising answers**
- 9. In the case you already know some simple information about the household write it down**
- 10. Maintain the pace of the interview.**
- 11. Write down your personal observations about the primary caregiver, the NAME and the interview itself.**

Each point is now explained in more detail.

- 1. Ask the questions exactly as they appear in the questionnaire.** Each question has been carefully designed and tested in order to collect precise information to satisfy the requirements of analysis. The interviewer should read the question as it is written in the questionnaire. After reading the question clearly and fluently the first time, the interviewer should wait for

the response. If the respondent doesn't answer in a short period of time, this could be because the respondent:

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

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

2. **Never make answers or information up.** This is the worst thing an interviewer can do. You will be dismissed immediately if you make any information up.
3. **Keep a neutral attitude with the respondents.** Most people are naturally polite, particularly with visitors, and they tend to give answers and adopt attitudes that they think will please the visitor. You must not express surprise, approval or disapproval about the answers given by the respondent and you must not tell her/him what you think about these things yourself.
4. **Avoid any harm to the respondents.**
Be sensitive to the timing and procedures for interviewing. For example, organise data collection so that it is at convenient times for respondents, even if this is inconvenient for interviewers.

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

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

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

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

5. Treat everything what the respondents tell you confidential.

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

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

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

Household questionnaires:

- Livelihoods and asset framework (section 3 which asks some questions on earnings);
- Economic changes (section 6 which asks about economic difficulties in the household);
- Socio economic status (section 7 where questions on assets are asked); and
- Caregiver perceptions & attitudes (section 11 for Younger cohort) which asks caregivers to reflect on their feelings and views on a number of personal issues.

Child questionnaires:

- Some of the questions related to paid work, in Section 1, particularly those related to wages and the use of any money the child themselves spend.
- Feelings and attitudes (section 2)
- Parents and household issues (section 7)
- Children (Section 8)
- Self-administered questionnaire

When you get to these sections you should explain to the respondents that some questions are confidential and ask her/him for the best place in the

house where s/he is least likely to be disturbed. If another adult does not understand and refuses to leave, you must use tact and imagination to try and get him/her to leave.

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

6. Take informed consent from adults and children.

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

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

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

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

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

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

Taking consent from children

There are some special considerations to take into account when obtaining informed consent from children. Children are less likely than adults to understand what research is, what the purpose of the interview is, or why you are asking them questions and entering their answers in a form. Hence, it is vital to take extra care to explain in ways that they can understand why you are there, why you are interviewing them and what the information is to be used for. It is also important to bear in mind that children are generally taught from a very young age that they must obey adults. This makes it very difficult for them to refuse you. So you must make every effort not to put any pressure on them to participate in the study and to make it clear that there will be no adverse consequences for them if they refuse to take part. Similarly, you should explain the concept of anonymity in words they can understand. They should know that their identity will be kept a secret and that the information will not be used to identify them or to describe their life in particular, but rather to explain the typical life of a child in their community.

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

7. **Never make promises to the household that you can not keep.** Fieldworkers may be asked for assistance from households, e.g. transporting a sick person to a health facility etc. In principle, Young Lives encourages fieldworkers to respond positively to such requests. However, there are limits as to what is practical; each survey team will need to decide this with reference to the local context. If the caregiver tells you or you suspect that any of the children in the household are suffering from sexual or other abuse you must tell your supervisor who will follow the issue up.
8. **Write detailed notes about problem questions, answers where you are unsure of the code and surprising answers.** You should write any notes legibly on the back of the page clearly labelled with the correct question number. After the interview you should discuss your notes with your supervisor, good notes may save you having to return to the household to resolve the query.
9. **In the case you already know some simple information,** such as that this person is the wife of some other person, it is not necessary to ask marital status of those two people, **only to write that information down.** However, if you are not clear, or only suspect that this is the situation it is still necessary to ask.
10. **Maintain the pace of the interview.** Avoid discussing too much with the respondent. If you receive an inappropriate or complicated response, do not break in too suddenly, but listen to what the respondent is saying and

then lead her/him back to the original question. It is important to pay attention and listen attentively to the respondent and avoid offending or suggesting answers to the respondent.

11. **Write down your personal observations about the primary caregiver, the NAME and the interview itself.** These information will be valuable to researchers when they try to interpret results.

CONDUCT OF THE FIELDWORKER

1. Be polite towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and everyone else involved). Your behaviour can have an enormous influence on people's opinions in the localities covered by the survey.
2. Avoid disturbing or upsetting anyone by your behaviour.
3. Be properly dressed, so that the respondent will be inclined to trust you, as a reliable and responsible person.
4. Arrive at the stated time, and never keep the respondents waiting.
5. Exercise patience and tact in conducting the interview, to avoid antagonising the respondent or leading her/him to give answers that are not in conformity with the facts. Be tactful about asking questions to which you have just been given the answer, if necessary say that 'you just need to be sure' to avoid giving the impression that you were not listening to what the respondent just said. For instance, if the mother tells you that her child is very well and has no illness and then you have to ask specifically about symptoms.
6. Never attempt to sell anything to the child or family.
7. Never lend or borrow money or goods from the family
8. Never bribe the child or family in order to get them to cooperate

The role of the field supervisor

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

- S/he will examine in detail all questionnaires filled out by you to verify that each interview has been carried out properly and in full. S/he will then ask you to return to the household to recollect any missing or wrong data if this is possible.
- S/he will make random visits to some of the households that you have already interviewed to make sure that you went to the correct addresses and to re-ask a few questions in the questionnaire as a basis to assess the reliability of the data we are collecting.
- S/he will observe 2 or more of your interviews per sentinel site to evaluate your method of asking questions. You will not be informed of this in advance.
- Each day s/he will meet with the team to discuss the work and will make regular reports to the fieldwork co-ordinator on the results of the work.

Your supervisor is the link between you and the survey organisation and you should work closely together. Just as you will receive instructions from her/him, you must inform her/him of any difficulties or problems that you encounter. For instance, if you do not understand a procedure or the meaning of a question in the questionnaire, you should ask your supervisor for an explanation.

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

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

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

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

Things you will need during the interview:

- Fieldworker manual
- Questionnaires
- Writing pad
- Red pens to correct data
- Black indelible biro
- Identification card of the Young Lives Study
- Letter from national or national authorities approving the study

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

3. INTERVIEWING CHILDREN

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

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

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

Because children are not generally used to talking at length to adults or to having someone listen to them while they talk about their problems, hopes and lives, you may find that they become quite emotional and they may even cry. This is quite common and does not necessarily mean that you have upset them. It is very important to acknowledge their feelings, to give them reassurance and comfort, a chance to recover and, if necessary, to end the

interview. If during the course of the interview they divulge something to you that is causing them distress, you should report this to your supervisor immediately afterwards so that s/he can take appropriate action.

Most communities have very clear ideas about the appropriate manner for treating children and how children themselves should behave. Ideas about what is appropriate for boys and girls will most likely be very different, especially once they have reached age 15. Therefore, so that you do not cause offence, it is very important to be aware of and follow local customs that determine the different ways in which adults treat boys and girls, as well as the manner in which young people are expected to behave towards adults. It is because of these kinds of customs that our study requires all interviews with girls to be conducted by female fieldworkers.

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

The fieldworker must not:

1. Spend time alone with children – be always in sight of another adult
2. Physically assault children (never hit, beat or slap child).
3. Develop an abusive relationship with children.
4. Engage in any form of physical contact beyond the strictly necessary for the purpose of the data collection.
5. Act in a way that may place a child at risk of abuse.
6. Use language, make suggestions or give advice which is inappropriate, offensive or abusive.
7. Behave physically in an inappropriate or sexually provocative manner.
8. Sleep in the same room or bed as a child.
9. Condone/participate in behaviour that is illegal, unsafe or abusive.
10. Act in ways intended to shame, humiliate, belittle or degrade children.
11. Discriminate against or exclude children.

4. HOW TO FILL OUT THE QUESTIONNAIRE

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

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

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

To the right of each question you will see a word also in capitals, in the example above this is [SEX], these small capitals are not instructions but codes for data entry. You should ignore them. If a Personal Digital Assistant (PDA) is being used, no code will be visible.

INSTRUCTION IN THE QUESTIONNAIRE

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




1. To improve the flow of the questionnaire and to keep the respondents informed of what is going on the questionnaire also contains several linking phrases, these are marked by '**SAY:**' and should be read exactly as they are. (E.g. **SAY:** "Now I am going to ask you some questions about the education level of each individual in the household.")

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

3. Whenever you see the word **[NAME]** then you need to insert the child's name and read out the question including this name. (E.g. **SAY:** I am now

going to ask you some questions about **NAME'S** care arrangements, education and activities.)

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

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

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

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

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

TYPES OF QUESTIONS

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

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

7.1	Does anyone in your household own your house? 00=No, 01=Yes, 77=NK	[_ _]	(OWNHOUSE)
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In this example the interviewer would record '00' for no or '01' for yes. You will see some other codes here. If the respondent doesn't know the answer (even after further enquiry) then the interviewer must enter the code '77' (NK).

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

8.11	How does/would NAME get to school? (PICK THE USUAL METHOD OF TRANSPORT) 01=walk, 02=bicycle, 03=family car, 04=school bus, 05=public bus/coach/shared taxi, 06=private hire taxi, 07=rickshaw, 08=Other, 09=Motorbike/scooter, 77=NK	[_ _]	(TRNSCHR3)
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You will notice here the code '88' (N/A). This means that the question is 'not applicable' to the household. This generally depends on the response to an earlier question. So in this case the household may have already answered that they do not have any relatives (excluding those of the household) who live in the community and therefore question 5.9 is not applicable.

2. **Key/code list questions:** Sometimes you will encounter a question that requires you to refer to a code box to identify the response code. This happens when the possible responses are too many to list in the available space or the same response options apply to different question. An example is question 3.19 on 'plans for hard times' shown below:

3.19	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 their job?	[_ _] [_ _] [_ _] Other,	(PLANR301-3) SPPLAN01-3
------	---	---	----------------------------

	(ENTER CODES FROM CODE BOX #16)	specify _____ _____	
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In question 3.3.1 there are so many potential answers that a code box is need. The instructions tell you to '**ENTER CODES FROM BOX #16**'. Code boxes will either be in a separate Code Book or embedded in the questionnaire close to the question/s that refers to them. They are clearly labelled. In this example Code box # 16 (shown below) contains a list of 'plans for hard times' and their two digit codes. This question allows for up to three different answers. The appropriate codes should be entered on the two lines '[____]' for example if the most important plan was to 'look for work' then you would enter the code 04 like this 0 4 in the first space, and a second most important plan was 'food for work' then you enter 1 1 in the second space. If there are no other plans then enter 8 8 (not applicable N/A) in the final space. If an answer is not found in the codebox, enter 2 0 in the appropriate space and write in the answer in the space provided.

Do not circle the codes in the box.

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

Some of the questions are asked in such a way as to capture the appropriate codes from narrative. Such as Question 6.4 on economic changes where the respondent is asked about what has happened in the last 12 months. Here the interviewer must make a note of all the responses. At other times the respondent will be asked about the three most important 'events' and the interviewer must put into the correct order.

CODEBOX 16 - 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.)	

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				

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

4. Numerical questions: Some questions require that the respondents provide you with a number or an amount such as a date of birth, the child's birth weight or the number of animals the household owns. You must write the numbers clearly and should use [Arabic] numbers i.e. you must write 6 instead of VI. You will always be provided with boxes or lines to write numbers in, for example question 7.3, shown below, provides space for two digits as there may be more than 9 rooms in the house, if there are 9 or fewer rooms you must record the answer using a leading zero, that is you would record an answer of 6 months as '0 6.' Whenever you find the respondent's answer has fewer numbers than the space provides you must use leading zeros.

7.3	How many rooms are there in the house? 77=NK	[_ _]	(NUMROOMR£)
7.5	Do you have electricity? 00=No, 01=Yes, 77=NK	[_ _]	(ELECR3)

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

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

4.2	What is the money value (in local currency) of the total amount purchased by the household in the last 30 days on the following items: (Enter value in local currency or codes 00=Nothing, -77=NK)		
01	Tobacco, cigarettes, etc.	[_____.____]	(SPENDR301)

02	Personal care items (cosmetics, hair oil, perfume, beauty parlor fees, hair cuts)	[_____]	(SPENDR302)
03	Firewood, kerosene, electricity, gas, batteries, candles	[_____]	(SPENDR303)

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

5. **Pre-printed responses:** You will be provided with a household roster that has a pre-printed list of household member details and of member ID numbers. Where there have been any changes to the roster then they need to be clearly indicated by the interviewer. This is very important! From the household roster a household roster card will be drawn up and this will be used to identify the correct household member by ID number for household questions that ask for details of all household members.
6. **Matrix questions:** Several questions are in the form of a matrix or table. This is usually the case when we are asking the same questions about several different people or things (e.g. household education). The questionnaire includes instructions on how to fill in the tables and each question usually has a list of codes underneath it.

SKIP PATTERNS

Some questions have skip patterns, if there is no skip pattern when you have completed the question and can simply move on to the next question. The indicator '➤ **skip to**' after a response indicates the next question to be asked. For example, if the response to 7.12, shown below, is 'Yes' you should record the answer and move onto 7.13, if the answer is 'No' you should record the answer and follow the skip pattern, which tells you the next question you should ask is 7.14. It is suggested that the interviewers mark through the questions that have been skipped to indicate that they have understood the skip.

7.12	Is heating used in this area? 00=No, 01=Yes, 77=NK IF NO OR NK ➤ SKIP TO 7.14	[____]	(HTUSDR3)
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CHECKING THE COMPLETED QUESTIONNAIRE

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

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

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

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

The supervisor will sign and date the questionnaire once s/he has carried out a set of consistency and completeness checks.

THE HOUSEHOLD QUESTIONNAIRE

SECTION 0: PRELIMINARY INTERVIEW- ALL HOUSEHOLDS

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

Respondent

Preferably the same study participant who answered these questions in Round 2, or in their absence, any adult in the household can answer the preliminary interview questions, but they should be somebody who knows the household members well (i.e. not a visitor).

1. LOCATING INFORMATION

PQ0: Fill in the child's ID number from the information given to you by your supervisor. Check this also with the child ID number which will be pre-printed on the household roster. Your supervisor will have the IDs for each child and you should insert your own ID and the ID of your supervisor in the appropriate places. An incorrect ID will mean we cannot use the data collected in the questionnaire.

PQ1: Fill in the date of the preliminary interview.

You will be provided with a pre-printed report which has the last known address of the NAME and Household. We collected these addresses from the households in 2008. Please use this address to locate the household. If the household is not at this address or you are unable to find the household, please use the contact addresses that are given on the pre-printed report to locate the household.

Once you were able to find the household answer the following questions from the Preliminary interview questionnaire.

PQ2 Was the NAME still at the same address provided in the pre-printed report you got. If yes, please introduce yourself and the YL study and continue with the household roster.

If you could not find the NAME at the address we provided, contact the two contact names and enquire about the new address of the YL household. You can also try to ask neighbours about the new address of the household. Then answer the following question.

PQ3 Were you able to locate the new address for the NAME. If yes answer

PQ4 Write down the complete physical address for the primary caregiver. This is the address where you found the house. Record the household's telephone number if they have one, including all codes as necessary. In the case of the household having a mobile telephone then also record this number, but make sure you say which number is the landline and which is the mobile.

PQ5: Record the sentinel site ID. If the child moved outside the sentinel site enter code 900.

PQ6: Enter the community ID. If the child moved outside the community enter code 900.

PQ7: Establish whether the household is in a rural or urban site.

PQ8: Record the region of residence (costal ...).

2. RE-INTRODUCE THE YOUNG LIVES STUDY TO THE HOUSEHOLD

Once you found the YL household, introduce yourself and the study briefly. You can use the booklet with photos of children and their families in Peru, Vietnam, India and Ethiopia. The booklet contains also some findings from the last data collection 3 years ago. Use the following outline to explain the study:

I am from the 'Young Lives' project, a study of childhood poverty which is being carried out in four countries (Ethiopia, India, Peru and Vietnam). You may remember that we visited you two times before to ask questions on various aspects of your lives. We are visiting you again now to find out how your life has been over the past 3 years and in particular to see how NAME is developing. For today we would like to check some details with you and then make an appointment for a longer interview with you at a time convenient to yourselves. Please remember you have the right to withdraw from the study at any time.

It may be possible that the household members want to know why the same child. They may appear upset that the other children are not involved. It may be that you can calm down the family if they are still upset by doing anthropometric measurements of all children.

After re-introducing the Young Lives study ask whether the household wants to take part in third round of this study. Read out and explain the consent procedure. Ask the caregiver and other household members if they want to ask any questions or need any explanation. Tell the caregiver then that the household has time until the next meeting to make a decision about whether they want to continue participate in the study. Remember that the primary caregiver is not necessarily the only person who needs to give consent for participation in the study and that the household has the right to discuss whether to continue the study.

3. HOUSEHOLD ROSTER

Once you have reintroduced the YL study and explained the consent procedure:

1. Show contact addresses in the household roster for this child to the household. For each of the contacts in the table ask whether or not the contact is still valid. Enter 01=Yes, or 00=No accordingly in the final column of the table. If none of the contacts on the list are valid ask the respondent for the names and addresses of two people who could be contacted in the future to help locate NAME (not within the household but at least one should be from within the community). Where possible these should be relatives with permanent addresses.

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

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

The next column is **age** in completed years. This is the age recorded in round 2 plus 3. Check these ages – if correct then tick the box under the age column otherwise enter the correct age next to the box.

The **Relationship to NAME** is the relationship that was recorded in round 2. For this round we have a more comprehensive list of codes (Code box #1). For the NAME enter the code 00 in this column. For other household members ask for the relationship of this person to the NAME and enter the appropriate code – do not assume it is the same as in round 2. There were lots of problems with relationship codes in round 2. In some cases the relationships appeared to be the “wrong way round” – e.g. Aunt instead of niece. If a household member is the sister of the child’s mother then this is the child’s aunt and should be assigned the relationship code of 13. On the other hand, the daughter of the child’s sister is the child’s niece and should be assigned the code 15. Always keep in mind that this is the relationship to the NAME and NOT the relationship to the respondent. You should check that ages and relationships are feasible. It is not possible, for example, to have a 15 yr old grandmother. (While the term ‘grandmother’ may be used by the NAME to refer to this other child, please ask for an explanation of this relationship and record the genealogical rather than the social relationship between the child and the relation.) Between the preliminary interview and the main household questionnaire you should check for consistency in the

household roster. If in doubt about any of the recorded data this must be checked with the family at the next visit.

Remember it may be that the **NAME has moved to a new household** and is the only person from the round 2 roster list in the current household. In that case, the new household should be interviewed and all people in the new household should get a new ID number and are added as new household members into the household roster.

The next column asks “**Does this person still live in the household?**”

Codes are 01= Yes, still lives in household, 02=No, lives elsewhere temporarily, 03=Person has died, 04=No, lives elsewhere permanently, 05= Person not known by the household. For the NAME the code should be 01 in this column – if the child lives elsewhere you should not be interviewing this household but the new household.

Then ask if anyone has joined the household in the last 3 years. You can also ask the respondent to tell you the number of household members, including the index child. Check that this also equals the numbers on the household roster. Enter details for new individuals in the end of the household roster

A unique ID must be assigned to each person. For new members start the ID numbers as one higher than the highest ID used in round 2. For example, if in round 2 ID numbers 00, 01, 02 and 15 were used, the first new member should be given an ID of 16. You must NOT use the same ID numbers from household members who have left the household.

4. IDENTIFYING HOUSEHOLD ROLES

After completing the household roster we want to identify the household head, the best respondent for questions about NAME’s health and education, and the preferred language for the interview

PQ 8: Ask the respondent who they consider to be the head of the household, it is up to them to define who is the head, but if they name somebody outside the household remind them that we are interested in the head of the household not the head of the family. The head of the household has to live in the same household than NAME. If the respondent reports more than one person as head of the household ask which of the people they named controls the household money, if they still list more than one person ask which of the people contributes the most to the household income. Enter the ID number that identifies the household head in the roster.

PQ 9: Ask about the person in the household who could best answer questions on child’s health and education – TRY AS MUCH AS POSSIBLE TO USE THE SAME RESPONDENT AS LAST TIME.

We are trying to find out who is the primary caregiver (or guardian) for the child. This is the person who lives in the same household as the child and can

best answer questions about the index child. This will usually be the mother. This question refers to all people who live in the household not only the people who are physically present when you visit. If the respondent names more than one person remind them that you are interested in the person who can BEST answer questions and ask them to choose between the people they mentioned.

The primary caregiver should not be intellectually handicapped (you should use your discretion to determine whether you feel the named caregiver is capable of answering questions) or under 13 years of age. In the rare cases that you feel the caregiver cannot provide good quality data or they are under 13 years write a note on the questionnaire and politely ask if there is anyone else in the household who can answer questions about the child, be sure you do this in a way that does not offend or upset the named caregiver.

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

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

PQ9.1: This question is about translation needs. You need to establish the translation needs before you go to a household so that there is time to select and train a suitable person for translation. Record the preferred language for the household head, the caregiver and the child in that order.

USE OF TRANSLATORS

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

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

- It is difficult to know how good the translation is. It is possible that the respondent's friend who speaks the interview language does not speak it

well enough, or isn't familiar with jargon/concepts of the study, to translate everything said during the interview, and s/he will not want to admit it. If you find that the replies do not correspond to the questions, try tactfully to help the interpreter or to replace her/him. You could for instance, suggest that interpreting is a very tiring job, and that the interpreter should take a rest while someone else carry on. Or you might say that you have already taken up too much of his (interpreter's) time, and that the job should be shared among a number of people.

- Another difficulty often encountered is that the interpreter is so familiar with the household that he starts to answer for the respondent without directing the question to her/him (respondent). In such a situation you must politely remind the interpreter that it is the respondent that has been chosen for the interview, and that it is only his/her answers that you can write in the questionnaire.
- On the other hand you should also avoid engaging interpreters who could pose any kind of threat, e.g. linked to a political party or government.

5. MAKING THE APPOINTMENT

PQ10-12: Make an appointment with the family for conducting the main interview. Ideally the caregiver (or the person who answered the questionnaire last time), the household head and the Young Lives child will be present at the main interview. Make at least two appointments. Inform the respondent that the interview will take approximately 90 minutes per appointment.

For the Younger cohort only: Say that you intend to measure the NAME and the next younger sibling of the Name during the interview and that they both should be present at the appointment.

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

SECTION 1 A– PARENTAL BACKGROUND

PURPOSE:

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

RESPONDENT:

Caregiver or head of household

Additional things the fieldworker needs

Household roster, HH questionnaire code boxes (2 and 3)

DEFINITIONS:

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

Community In India it is a village.

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

INSTRUCTIONS:

For questions Q 1.1 to Q 1.5 in this section, ask the family to identify the father, the mother and the primary caregiver (the person who spends the most time looking after the child). The mother or father could be the primary caregiver, in which case there is no need to enter any details in the last column (Primary caregiver column). In this case you may ‘strike through’ this column - to show that you have understood the instructions. If neither mother nor father is the primary caregiver then identify who is the primary caregiver and fill in the details for this person in the last column - starting from Q 1.4. If any of the individuals are not members of the household then use code “90”.

1. QUESTIONS ABOUT THE MOTHER, FATHER AND/OR PRIMARY CAREGIVER

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

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

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

Q1.3: Ask whether the mother or father is the primary caregiver. If the mother or father is the primary caregiver then there is no need to fill out the third (caregiver) column. There can only be one primary caregiver so make sure

that this is so – You cannot fill in ‘Yes’ to this question for more than one person. If a respondent says more than one then try to establish which of them spends the most time with the child.

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

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

Q1.6 Ask whether the NAME speaks the most commonly used language in the community. You need to identify the most commonly spoken language in the community first and ask about this one.

Q1.6.1- 1.6.2 Ask about the caste and sub caste the YL belongs too.

SECTION 1B – MIGRATION- YOUNGER COHORT ONLY
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In this section we are collecting information on the YL household’s experience of migration. This section need to be answered by the mother or the NAME’s caregiver.

Q1.0.1: Enter the ID from the household roster of the respondent (caregiver only)

Q1.7: Establish whether the mother/caregiver was living in the present community when they were last interviewed 3 years ago. If ‘Yes’, Skip to Q1.11

Q1.8: Ask why the family moved away from the previous community. Use the codes that are provided in CODEBOX #2.

Q1.9: Establish why the family moved to this particular community from the previous one. Use the codes that are provide din CODEBOX #3

Q1.10: Ask whether when the caregiver moved, if NAME accompanied them.

Q1.11: Ask whether the caregiver has thought of moving away from the present community. If ‘No’, skip to Q1.13

Q1.12: If the caregiver has thought of moving away from the present community, ask why they have thought so. Use the codes that are provided in CODEBOX #2.

Q1.13: Establish whether NAME has left the present community for more than three months, since the last time they were interviewed or since NAME has moved into the present community. If no skip to next section.

Q1.14: Here we are interested in absence from the community longer than 3 months only. If the child was away longer than three month several times choose the longest period of absence here.

Q1.15: Ask what the most important reason was for NAME to leave the present community for three months. Use the codes that are provided in CODEBOX #2.

SECTION 2 - HOUSEHOLD EDUCATION- ALL HOUSEHOLDS

PURPOSE:

The purpose of this section is to:

Q2.1 Collect data on education of all household members between 5 and 17 years old.

Q2.2 Document the educational history of the NAME

RESPONDENTS

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

Additional things the fieldworker needs

Household roster, list with schools and 11-digit census codes, HH questionnaire code boxes (4, 5, 6, 7, and 8)

DEFINITIONS

A public school relies primarily on government/state funding.

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

Full time education. is when the household member goes to school. University or similar 5-6 days a week or all working days in a week. The hours per day might be a whole day or just morning, afternoon or evening depending on the school.

INSTRUCTIONS

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

FIELDWORKER INSTRUCTION: Use the household roster for this table. Start with the NAME and then work through all members of the household aged between 5 and 17 years of age.

SECTION 2A: Educational of all household members between 5 and 17 years of age

Q 2.1.1. Ask whether has the child has started school. We are interested whether the child was ever enrolled in primary school. If the child is in primary school, has completed primary school, is in secondary school or higher education choose 'Yes'. Only choose 'No' if the child has never been enrolled. If the child has never been enrolled in school skip to next child.

Q 2.1.2 Ask at what age the child started school. Record in years and months. For example, the child was 5 years and 3 months old, the record year: 05 and month: 03

Q2.1.3: Ask for the highest educational grade the child has completed. If they are still in education, record the highest grade completed so far. If they have not completed any grades, record 00. If they have completed secondary education and gone on to further education, enter the codes that match this level (13= incomplete technical college; 14=University, etc.). Educational institute describes a facility where people go who want to become a teacher. It is different to University. If they have not completed formal grades but have attended a literary programme or similar, select code 18 and specify.

Q2.1.4: Ask whether the child is currently in full time education. For the definition of full-time education please see above. If yes, skip to 2.1.7. If 'No', go to 2.1.5.

Q2.1.5: Ask 2.1.5 only when the child is currently not in full time education. Ask why the child is not in full-time education at the moment. Chose from Code box 4. If the respondent mentions more than one reason ask him/her to select the most important reason. If the child was never enrol

Q 2.1.6: Ask this question only when the 'No' to 2.1.4. Ask how old the child was when she/he stopped or completed education.

Q 2.1.6.1 Ask at what grade the child stopped or completed school. Skip to next child

The next 3 questions are only for children who are currently in full time education.

Q2.1.7 Ask about the school name and the 11-digit census code of the school the child goes to. . Use the list of census code numbers you got from the field supervisor to identify the correct school.

Q 2.1.8 Ask how the child is doing at school. If the caregiver does not know how to answer say: Think about how the child is doing in math, in reading and writing, or what the teacher say about the child' s abilities at school. We are interested in differences in school performance between the different children in the household.

Q 2.1.9 Ask the respondent how much money he/she spend on school fee and extra classes for the child per year. Don't include the cost for school books, uniform, etc. We are only interested in costs for fee and extra tuition.

SECTION 2B: EDUCATIONAL HISTORY OF THE INDEX CHILD

Comment [h1]: Change table 2.2, small changes we discussed during training

The next questions are about the entire education NAME had in his/her life. The questions refer to academic year and not the calendar (January-December). The current academic year is 2009/10.

Q2.2.1-Q2.2.6: Ask the caregiver about all the education NAME's got in his/her life. Start with the current academic year (2009/2010) and then go backwards year by year. For every year, ask the caregiver whether the child attended any school or preschool for more than six months (**Q 2.2.2**). If the answer is 'No', skip to the next line.

If 'Yes', ask what type of school NAME went to (**Q 2.2.3**). Use the codes that are provided in CODEBOX #5.

Ask what grade NAME was in (**Q 2.2.4**). If child was in preschool choose 00=none...

In **Q2.2.5** write down the name of the school and the 11-digit census code number. Use the list of census code numbers you got from the field supervisor to identify the correct school.

In **Q2.2.6** write down the Districts and State name in which the school is located.

SECTION 2C: CHILD EDUCATION- YOUNGER COHORT

This section asks specific questions about the Younger cohort' schooling

If child has not started school yet, skip to question 2.11.

Q2.3: Ask what language is used in NAME's primary school. If different languages are spoken at school ask what language the teachers use most of the time during lessons. Choose from Code box 6.

Q2.4: Ask why the caregiver has chosen this school for NAME to attend. We are interested why the caregiver has chosen this particular school rather than another school. The caregiver can give up to three answers. Put the most important reason first. Choose from code box 7. Please, don't prompt the caregiver

Q2.5: Ask how long it takes for NAME to get to school. Record the time in minutes. This is by the usual means of getting there from door to door and may mean having to combine different journey times if the child uses different modes of transport. If the NAME goes to a boarding school, ensure that they

give the time that it takes to travel from their hostel to the boarding school. Definition of boarding school= school that provide meals and accommodation to the children. Boarding school does not refer to midday meal programme.

Q2.6: Ask how NAME usually travels to school. Use the codes that are provided in the question. If NAME uses different means of transport on his/her way to school (for example, Name first walks, then takes a bus and then a Auto), write down the means of transport NAME spends most time on during travel to school.

Q2.7: Ask whether NAME has any difficulties in getting to school. Difficulties could be, for example, feeling threatened or in danger when travelling to school. If 'No', skip to Q2.9.1

Q2.8: Only answer this if the caregiver answered 'yes' to the previous question (Q2.7). Ask what difficulties NAME has on his/her way to school. If the caregiver gives more than one difficulty, ask which of these the most important one is. Please let the caregivers choose and don't decide yourself what the most important difficulty is. If the difficulty given is not listed, please write it down.

Q2.9.1: Ask whether NAME has missed school for one week or longer during the last academic year. This does not include school holidays, national holidays etc. If No, skip to Q 2.10

Q2.9.2 Ask how long their longest period of absence from school was. We are interested in periods longer than six day at one time. If NAME was absent for more than 6 days several times, write down the longest period absent at one time. Record the time in days.

Q 2.9.3 Ask for the reason for the longest absence form school. If there are many reasons ask the caregiver to say the most important reason. Choose form Code box 4.

Q2.10.1: Ask the caregiver whether the child has ever dropped out of school. Dropping out of school means that the NAME stopped school before he/she completed primary or secondary school or completed an academic year. If No, go to section 2D. If yes ask next questions below.

Q2.10.2: Ask whether the child went back to school after dropping out. If no, go to section 2D.

Q2.10.3: Ask for the most important reason why NAME went back to school.

The next questions are for children who have not started primary school yet. If child has started primary school, go to section 2D

Ask the caregiver, to think about the school NAME is most likely to go when she/he starts school. These questions are hypothetical.

Q2.11: Ask what type of school NAME is likely to attend in the future. Choose the codes provided in the question.

Q 2.12 Ask about the other children who attend that particular school. Are there only boys or girls (single-sex school) or both sexes in the school.

Q 2.13 Ask about the language which will be used in this school. If different language will be spoken in the school, ask the caregiver to think about the language the teachers will use most of the time during lessons. Choose from Code box 6

Q 2.14: Ask why the caregiver would choose this school for NAME to attend. We are interested why the caregiver has chosen this particular school rather than another school. The caregiver can give up to three answers. Put the most important reason first. Choose from code box 7. Please, don't prompt the caregiver

Q 2.15 Ask how long it takes for NAME to get to school using the most common mean of transport/Method of transport other children use to go to this school. Record the time in minutes.

Q 2.16 Ask how NAME would travel to school. Choose the most common mean of transport children might use to get to school. Use the codes that are provided in the question. It might be that NAME would need to use different means of transport. Write down the means of transport NAME would spend most time on during the travel to school.

Q 2.17 Ask whether NAME would have any difficulties in getting to school. Difficulties could be, for example, feeling threatened or in danger when travelling to school. If 'No', skip to Q 2D.

Q 2.18 Only answer this if the caregiver answered 'yes' to the previous question (Q2.17). Ask what difficulties NAME would have on his/her way to school. If the caregiver gives more than one difficulty, ask which of these the most important one is. Please let the caregivers choose and don't decide yourself what the most important difficulty is. If the difficulty given is not listed, please write it down.

2D GIRL CHILD PROTECTION SCHEME

The next questions are about the Girl Child Protection Scheme. Use the household roster to identify all girl children aged between 5 and 17 years in the household. If there is no girl child in the household, skip to section 2 E.

The Scheme is issued by the Women Development, Child Welfare and Disabled Welfare Department.

The Girl Child Protection Scheme aims:

- To eliminate prejudice and discrimination against the girl child

- To encourage enrolment of the girl child in school and to ensure her education at least up to the Intermediate level.
- To encourage girls to get married only after the age of 18 years
- To reduce school drop out rate among the girls.

Q 2.19 Ask if any of the girls aged between 5 and 17 years of age is enrolled in a programme that gives financial support for girl's education. If 'No skip to 2.23.

Q 2.20 Record the ID of the girls in the household who are enrolled in a scheme to support girl's education

Q 2.20.1 ask how the household found out about the scheme. Choose from Codes

Q2.21 Ask about the main benefit of the scheme for the girl children. If the respondent gives different benefits ask him/her to say the most important one.

Q 2.22 ask about the respondent's opinion about financial assistance as a method to improve girl child's education.

Q 2.23 Ask the respondent whether he/she can think of any other ways how the government could help girl child's education.

2E WELFARE PROGRAMMES FOR MARGINALIZED GROUPS

These questions are for all children in the household aged between 5 and 17 years of age. Please use the household roster to identify all children

A short summary of the programmes:

Sarva Shiksha Abhiyan (SSA)

- Aims to provide useful and quality elementary education to all children in the 6 -14 age group by 2010.
- In the Education Guarantee Scheme (EGS) under the SSA the government guarantees provision of teachers, their salaries and school materials to start a school (Education Guarantee Centre) within 90 days wherever there is demand from the community and no primary school within 1 km.

KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

In this scheme the government is setting up to 750 residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The aim of this programme is to improve the education of girls mainly in rural areas.

SWADHAR

This programme aims to provide shelter, food, clothing and care to the marginalized women/girls living in difficult circumstances who are without any social and economic support.

National Child Labour Projects (NCLP)

The project has the aim to rehabilitating children who withdrawn/stop employment and thereby reducing the incidence of child labour in areas of known concentration of child labour. Next to a legal framework the project runs schools for children who used to be child labourers and provide scholarships for these children.

APSP

Comment [h2]: Please add?
Anti Poverty Sub Plan?

Indira Kranthi Patham (IKP) / (District Poverty Initiatives Project (DPIP)

The aim of this project is to enable the rural poor in the state to improve their livelihoods and quality of life. The project focuses on rural poor families in 914 backward mandals in 22 districts of AP. DPIP is one component of IKP.

Other SPCBOTHR

Comment [h3]: Please add

Ask the respondent to think about all children in the household.

Q 2.24 Ask whether any of the children in the household has been enrolled in a caste-based welfare programme. If 'Yes' skip to 2.26.

Q 2.25 If the no child is enrolled in a caste-based welfare programme, ask for the reason. If the respondent mentions several reasons, ask him/her to identify the most important one.

Q 2.26 Ask about the different programmes, who is enrolled and what the perceived benefits are. Chose from Code box 8. For a short description of the programmes see above.

Q 2.27 ask the household whether the think these programmes could have a positive effect on children's lives.

Q 2.28 Ask the respondent whether he/she can think of any other ways how the government could help marginalised children.

The next questions are about specific programmes and their perceived benefits

Q 2.29 Ask about the NCLP, APSP and IKP/DPIP and whether the household benefited from any of these.

Q 2.30 ask the questions about the main benefits, disadvantages and long-term benefits of the programmes. Not prompt the respondent and let them say what they feel is the biggest benefit, etc for their household. Don't answer for them.

SECTION 3 – LIVELIHOODS & ASSET FRAMEWORK

PURPOSE:

The purpose of this section is to find out about the land belonging to the household and how and for what it is used it is used by the household

Respondent

Household head (or the person who knows most about sale of crops, crop prices, market prices etc).

Additional things the fieldworker needs

Household roster, list HH questionnaire code boxes, 20 pebbles/seeds and 10 cups (pebble and cup game)

DEFINITIONS:

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

The last year in this section always refers to the last agriculture year (May 08-09)

INSTRUCTIONS:

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

3A – LAND AND CROP AGRICULTURE

The questions in 3A – 3.1 (01-06) refer all to agricultural land, 3A 3.2 (01-03) refers to non-agricultural land, 3.3-3.8 refers to agricultural land.

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

Q3.1.1: This question is a filter to identify those households which did own, borrow or rent any land in the last agricultural year. If they did not, or if the answer is NK ➤ **skip to 3C Productive Assets**. This question includes the land the dwelling (house) is on.

Q3.1.1.1: Establish the total amount of land that the household owns at the moment. Record the amount of land owned in acres and cents. Do not attempt to convert the size to a different unit.

Q3.1.2 Ask about the new land or crop agriculture that the household has bought received or inherited since the last time that the household was interviewed (3 years ago) Enter amount of land in acres and cents.

Q3.1.3: Ask the respondent to describe the use of the land. Choose from Code box 9. If household has more than one piece of land, ask for the code which best describes most of the land.

Q3.1.4: Ask what most of the new land is used for. Record the appropriate code from CODEBOX #10. If most of the land is the plot with the house on it, probe to find out if it also has other uses and consider codes 02-04 if there is more than just the household's living accommodation on the plot.

Q3.1.5: Ask about land sold, given or taken away since the household was interviewed 3 year ago. Enter the amount in acres and cents. Do not convert the size to a different unit.

Q3.1.6 Ask for the extent of land the household actually uses currently for agriculture. Land the household uses means land that is used by household for agriculture. Don't include land that is rent out or use for non-agricultural purposes.

Question 3.2 (01-03) refer to non-agricultural land.

Q 3.2 Ask about the amount of non-agricultural land the household owns. If the household does not use any land that is not used for agriculture, skip to 3.3.1

Q3.2.1 Ask whether the household made any income from this non-agricultural land in the last agricultural year. Include money and other non-monetary income. Income types could be for example rent.

Q 3.2.2. Ask how much income the household made from this non-agricultural land. Write down in Rupees.

Q 3.2.3 Ask how much money the household spend on this non-agricultural land in the last agricultural year. Cost could include repair, service etc.

The next questions are about agricultural land again.

Q3.3.1. Enter the crops grown by the household during the **rainy season**. We are interested in crops typically grown in rainy seasons (for example, vegetables) Choose types of crops from Code box 11. If the household grows more than 4 crops, ask him/her to select the 4 crops that are most important for the household in terms of money/food the produce.

Q3.3.2. Enter the crops grown by the household during the **dry season**. We are interested in crops typically grown in dry seasons. Choose types of crops from Code box 11. If the household grows more than 4 crops, ask him/her to select the 4 crops that are most important for the household in terms of money/food the produce.

Q 3.3.3 ask the household whether the irrigated land in the last agricultural year. Irrigating land means that the household waters the land artificially, for example from pump etc. If no skip to 3.5

Q 3.3.4 If the household irrigates their agricultural land, how much of their land they approximately irrigate. We don't need the exact amount of land, just estimation

Q3.4: Ask whether the household used any chemical fertilizer on their agricultural land during the last agricultural year. We are only interested in chemical fertiliser (for example in form of granulate or powder) and not in any organic or self-made fertilizer such as goat or cow dung or compost.

Q 3.5: ask whether the household use any special seeds (such as HYV (High Yielding Varieties) in the last agricultural year.

Q 3.6: ask whether the household shared any agricultural vehicles or machines with other households in the community during the last agricultural year

Q 3.7 Ask whether the household shared agricultural labour in the last year. Agricultural labour includes work performed on a farm:

(i) The cultivation of the soil;

(ii) The raising, shearing, feeding, caring for, training, or management of livestock, bees, poultry

(iii) The raising or harvesting of any other agricultural or horticultural commodity.

To share agricultural labour could mean that the household helped another household with the harvest or planting and were also helped in exchange.

Q3.8 The next table is about the 5 most important crops the household grew in the last agricultural year and how much money they earn from selling the crops they grew. We also ask about money the household spent for the production of these crops (Operational costs). Operational costs can include salaries of workers, costs for seed, fertilizer, water, rent costs of agricultural land, cost for damage, accidents, costs for maintenance of equipment, fuel costs, etc. All kind of costs that could arise in the production. A quintal is equivalent to 100 kg and is a standard measurement of mass for agricultural products.

3B – RELATIVE IMPORTANCE OF INCOME SOURCE

PURPOSE:

The purpose of this section is to find out about the importance of different activities for the overall income of the household

The questions refer to the entire household and to the last 12 months. Please ask the respondent to first think shortly about the money each household member earns and contributes to the overall household income. Then ask the

questions. It is important that you ask this question before you ask any other questions about income.

Q3.9: Ask whether anyone in the household earned any money from each activity in the last 12 months. If the answer is No, skip to the next line of the table.

20 pebble and cup game

Then ask the respondent to rank the different activities according to importance for overall household income. The most important activity is the activity which brings most money into the household, the least important activity is the activity which contributes least to the household income.

Play the 20 pebble game with the household to help them to rank the activities. Give to the interviewee 20 pebbles and as many cups as activities the household mentioned in Q 3.9. For example, if the respondent says the household earns money from independent trade (for example, selling fruits on cups and 20 pebbles. Ask him/her to distribute the 20 pebbles into the cups according to the amount of money the household earned with each activity in the last 12 months.

In the example, the household might put 11 pebbles in the cup for wage income in a clothes factory, 6 pebbles in the cup for driving an Auto and 3 pebbles in the cup for trade. The waged activity would be the most important activity and get the number 1, driving an Auto 2 and selling fruits 3.

3C – TIME ALLOCATION OF ADULTS AND CHILDREN

PURPOSE:

The purpose of this section is to find out more about paid and unpaid work activities done by each member of the household.

DEFINITIONS:

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

INSTRUCTIONS:

FIELDWORKER: Please ask for all household members. Use the household roster to identify all household members. Please ask for paid and unpaid jobs such as doing household chores and task done inside and outside the household.

Enter the ID of each household's member into table, then ask

Q 3.10.1 whether any household member has a physical disability that affects his/her ability to work. If No enter 00 and continue. If yes ask, in how far the disability affects the household member's life and ability to work. Chose from Code Box 12. Disability include problems with legs or arms, bad problems with the vision, bad back pain, mental problems, depression, severe illnesses like Tuberculosis, HIV/Aids. etc.

Q 3.10.2 Ask for each household member what his/her most important activity. The most important activity is the activity the household member spends most time doing. If the household member does several activities ask the respondent to choose the most important one in terms of time

Q 3.10.3 Ask about the time each household member spends doing the most important activity in month, days and hours.

3D – PRODUCTIVE ASSETS

PURPOSE:

The purpose of this section is to find out about animals, farm tools and machines and non-farm things that the household might own or use.

INSTRUCTIONS:

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

Q3.11: This is a filter question to identify whether or not anyone in the household owns any farm animals. If the answer is No or NK to this question, record 00 or 77 and skip to Q3.13.

FIELDWORKER: For each of the animals listed in the table, ask Q3.11.1. If nobody in the household owns a specific animal, enter 00 in the answer box and skip to the next animal. In this case enter N/A into 3.11.2 and 3.11.3. Ask the respondent to think about the entire household.

Q3.11.1: For each animal, ask whether anyone in the household has owned any in the last 12 months. This also includes animals that were sold during the last year. If No, enter the code 00 and enter N/A in the next two questions. Skip to the next line of the table. If Yes, continue asking Q3.11.2-11.3.

All animals in this question are farm animals and produce milk, meat, eggs or help in the farm work, for example a he-buffalo that pulls a cart. Please, don't include and not as pets or guard animals such as a dog, cat or singing bird kept by the household.

Q3.11.2: Record how many of the animals the household currently owns. If the respondent cannot say exactly then ask them to estimate the number.

Q3.11.3: Ask how much they would get (in Rupees) if the household would sell all of these animals today. If the respondent cannot answer, ask them to estimate how much they would get for each animal, and you will then have to multiply this by the number of animals they have in order to calculate the total value. Make sure to get the decimal point in the correct place.

Q 3.12 Ask about the total amount of money the household spends in the last 12 months on feed for the animals and veterinary services (medical service

for animals). Other refers, to any other costs the household had from caring for the farm animals.

The next questions are about the most valuable and useful things the household owns, rents or borrowed and which help them to make money

Q 3.13.1 Ask about the three most valuable and useful things the household owns rents or borrows. Write the most valuable asset in the first row, the second most valuable in the second row, and the least valuable of the things in the final row. Enter from Code box14.

Q3.13.2: Ask how many the household actually owns (do not include those that are rented or borrowed). Enter 00 for none.

Q3.13.3: Ask how much they would get if they were to sell the thing today. Enter the value in the local currency. Make sure to get the decimal point in the correct place. (Record -88 if the answer to Q3.13.2 was '00'.)

Q3.13.4 Ask for what money-making activities the household uses this thing. Do not prompt. If the asset is used for more than one activity, ask for the activity which provides the most income. Enter the code from Code box 15

Q3.14.5: Ask whether the household owns, rented or borrowed a working pump (motor or engine) and sewing machine in the last 12 months.

The next questions are about debts and the ability of the household to get a loan or credit.

Debt: Debts are an amount of money owed to a person (for example money lender) or organization (for example bank, financial institutions, NGO) for funds borrowed

Credit and loan: describe the same thing in the questionnaire. Describes a sum of money lent for a time by the household.

Q 3.14.1 Ask whether the household has any serious debts. The respondent has to decide whether a debt is serious or not serious. It is the household's perception of the burden of the debt. For example, debts could be serious if the household does not know how to repay them with the available current income.

Q 3.14.2 Ask what the household would do in case hard times. For example, if the harvest would fail, somebody from the household loses his/her job, a natural disaster would damage the house. We are interested in plans the household has for difficult times. The household can choose up to three different actions. Mention the most important or most likely plan first.

Q 3.14.3 Ask whether the household would be able to raise 1000 rupees in 7 days in case of an emergency, for example, if one household member gets very ill and need medical treatment.

Q 3.14.4 Ask how exactly the household would raise the money in 7 days. For example, would the borrow money from relative, ask for a loan, sell things from the household. Enter from Code Box 17.

Q 3.14.5 Ask whether anybody from the household has ask for a loan in the last 12 months. We are interested in any type of loan including loans from banks or other financial institutions. If no skip to Q 3.14.8

If the household has never asked for a loan:

Q 3.14.6 If the household has never asked for a loan ask why the never asked. Choose from answers provided. If others, please specify.

Q 3.14.7 If the household has never asked for a loan, ask whether they would ask for a loan if they could be sure that they get it. Skip to next section.

If the household has asked for a loan in the last 12 months:

Q 3.14.8 Ask whether the household got a loan at all.

If they got the loan skip to 3.14.10.

Q 3.14.9 Ask the household why they did not get the credit they asked for. We are interested in the household's perception. Please don't prompt. If the household mentions several possible reasons, ask the respondent to choose the most important one.

Q 3.14.10 If the household got the loan they asked for, ask for the amount of money they got.

Q 3.14.11 If the household got the loan, ask whether they got all the money they needed. It could be that the bank gave them less money than they had asked for.

<u>SECTION 3E - INCOME FROM DIFFERENT ECONOMIC ACTIVITIES</u>
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The following questions are about money the household earned from different activities. Don't include income earned by selling crops.

Q 3.15 (01-02) Ask for details of earnings from working on the activities listed in the table. If the nobody in the households earns any money with one activity, choose No and skip to next row. We want to investigate the net income, therefore the income minus taxes. Therefore we also ask for costs of the activity, for example taxes. This can be time-consuming but for larger earnings (wage work) please ensure that the figures are 'NET'. Since we are mainly interested in the more substantial earnings, do not spend too much time chasing small amounts 'exactly'.

SECTION 3F - NON-WORKING INCOME

This section asks about money the household receives from other sources than work activities.

Q3.16 (01-03) Ask whether anybody in the household has received any money or goods from the organisations, programmes listed in the table. If 'No' skip to next row. If yes, ask for the amount the household received the last time they received this non-work income. If the household received goods instead of money, ask for how much money the household would receive approximately if they would sell the good. Write down the amount in rupees. Then ask how often the household received this support in the last 12 months.

Severance pay is a payment made to an employee whose employment ends or is terminated.

Q 3.17 (01-08) The next questions are about specific programmes and projects that might have provided support to the household since 3 years ago. Include support received from Non-governmental organisation (NGOs) and Governmental Organisations (GO). Use Code ox 19 to identify programmes.

Q3.18 Ask whether the household has given any money or goods to support individuals outside the household. This could include sending money to relatives in the home village or food to a relative in another city. If no skip to 3.20.

Q 3.19 If the household sent money or food to anybody outside the household, ask how this person relates to NAME (use Code box 1), how much money the household send in total in the last 12 months. If the household sent goods, please ask them to estimate the value of these goods (the money they would receive if they sell these goods).

Questions **Q3.20** are about the Public Distribution System (PDS). If the household does not receive any food or other goods from the PDS skip to next section.

Public Distribution system (PDS): The PDS is a safety net programme that provides basic food items and other non-food products (coal, kerosene, etc.) at below market price to poor households throughout the country. The items are distributed through a network of fair priced shops all over the country

Q 3.20.1 (01-03) Ask whether the household received any of the items listed over the PDS. Then ask whether they are completely satisfied with the service. Encourage the household to think about all aspects of the PDS and to tell you everything they don't like. Ask them to choose the most important reason why they are not completely satisfied with the PDS.

SECTION 3G: CREDIT PROVISION AND LIVELIHOODS

The next questions are about specific credit programmes that might have provides benefits to the household. Use the household roster to identify the IDs of the household members who benefit from the programmes

Development of Women and Children in Rural Areas (DWCRA): Poverty alleviation programme for rural households. The target group is rural women of below poverty line families who are assisted to take up various income generating activities. The DWCRA groups of 10-15 members each is given a revolving fund of Rs. 25,000/-. The fund is utilised by the group for infrastructure support for income generation and other group activities.

Indira Kranthi Patham (IKP)

The aim of this project is to enable the rural poor in the state to improve their livelihoods and quality of life. The project focuses on rural poor families in 914 backward mandals in 22 districts of AP.

Prime Minister Rozgar Yojana (PMRY)

The main objective of the PMRY scheme was to provide easy subsidized financial assistance to educated unemployed youth for starting their own enterprises in manufacturing, business & service and trade sectors.

CMEY/Rajivyuashaki

Department of Youth services Hyderabad District is implementing various youth Welfare Programmes in accordance with the changing aspirations and needs of the Youth. The Rajiv yuva Shakthi is a Priority self employment program for the benefit of educated unemployed youth between the age group of 18-35 years.

SWARNJAYANTI GRAM SWAROZGAR YOJANA (SGSY)

The SGSY Scheme is operative from 1st April 1999 in rural areas of the country. SGSY is holistic Scheme covering all aspects of self-employment such as organization of the poor into Self Help Groups, training, credit, technology, infrastructure and marketing.

Q 3.21 (01-03) Ask the respondent to ask about the last 3 years. Ask about each of the programmes and whether and who in the household received any benefits.

The next question is about corporation for SC, ST, BC and other minorities. Corporation were established to support different castes and improve their economic development.

Q 3.22 (01-03) Ask whether household is aware, received benefit from corporation and who in the household benefits the most from the support.

Section 3 H: National Rural Employment Guarantee Scheme (NREGS)

Comment [h4]: Please, add country –specific instructions

The National Rural Employment Guarantee Act (NREGA), also known as National Rural Employment Guarantee Scheme, NREGS) is Indian legislation enacted on August 25, 2005. The NREGA provides a legal guarantee for one hundred days of employment in every financial year to adult members of any rural household willing to do public work-related unskilled manual work at the statutory minimum wage.

The next questions are about the National Rural Employment Scheme. If the household does not receive any benefit from the Scheme chose 'No' in Q 3.23 and skip to 3.23.2.

Comment [h5]: No skip to next section.

Q 3.23.1 Write down the job card number of the household. Ask the household to see the job card and check the number. Make sure to write down the number correctly.

Q 3.23.2 Ask why the household has no job card. Choose from Code box 24.

Q 3.23.3 Ask whether any member of the household worked under the NREGS scheme in the last 12 months.

Q 3.23.4 (01-08) Ask this specific questions about NREGS.

Q 3.23.5.1-7 In this questions we ask who in the household receive any work under the NREGS scheme, how much they earned and why they did not work. The questions refer to two different time periods.

Q 3.23.6 (0-01) These questions are about social audits in the community of the household. Social audits meant to be part of NREGS. During the Social audits people are able to make government officials accountable for their performance in the delivery of the scheme. Social audits intend to increase transparency and accountability in government programmes.

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

4A – FOOD CONSUMPTION AND EXPENDITURE

PURPOSE:

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

Please administer Section 3 and Section 4 of the questionnaire on two different days!!

RESPONDENTS:

Determined from preliminary interview, but probably the household head.

Additional things the fieldworker needs

List HH questionnaire code boxes

INSTRUCTIONS:

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

SAY: I am now going to ask some questions to get information on how much food has been consumed by your family in the past 15 days

FIELDWORKER: The first part of the table refers to food that the household bought and ate. The second part refers to food that was produced by the household (house garden, farm animals, and agricultural land) and eaten. The third part refers to food that the household received as gift/transfer etc and ate.

The first part of the table refers to food that the household bought and ate.

Q4.1: Ask whether the household consumed any foods that they bought in the last 15 days. If 'Yes', ask what about each food group listed in the table. Ask the household to estimate the value of each food group bought and consumed in the last 15 days. Write down in Rupees.

The second part refers to food that was produced by the household (house garden, farm animals, and agricultural land) and eaten.

Q4.1.2: Ask whether the household consumed any foods that came from the farm or garden owned by the household in the last 15 days. Ask about each food group listed in the table. Ask the household to estimate the quantity and Unit (kg, litre, etc.) And estimated value of each food group consumed from the own production in the last 15 days.

The third part refers to food that the household received as gift/transfer etc and ate.

Q4.1.3: Ask whether the household has received any donations or presents of food which have been eaten in the last 15 days. If 'Yes', ask what these foods were. Ask the household to estimate the quantity and Unit (kg, litre, etc.) and estimated value of each food group consumed from the own production in the last 15 days.

4B – NON-FOOD EXPENDITURE

PURPOSE:

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

INSTRUCTIONS:

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

Time the questions refer to changed!

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

Q4.3: This question refers to the last 12 months. Go through the items in the table and ask the value (in Rupees) of the total amount of that item spent by the household in the last 12 months. Make sure to put the decimal point in the correct place. The NK code for this question is -77.

Q4.4: This question refers to the last 12 months. For each item, ask how much of the total value was purchased on items for the index child. Enter this amount in Rupees, making sure to put the decimal point in the correct place. The NK code for this question is -77.

SECTION 5 – SOCIAL CAPITAL

PURPOSE:

This section is designed to obtain information on the household's support networks, membership of groups, participation in and access to services in the community, and information networks. This section is about both household social capital and that of the caregiver themselves.

RESPONDENTS:

The respondent of this section should be the caregiver.

Additional things the fieldworker needs

HH questionnaire code boxes, coloured 5 face scale, household roster

INSTRUCTIONS:

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

5A – SUPPORT NETWORKS

These questions are about the caregivers perceptions. Ask her/him to think about her/himself when answering the questions.

Q5.1: Ask the respondent to imagine that she/he had a problem. Then ask who would be most likely to help. This should be someone from outside the household. Use the codes that are provided in CODE BOX 27. If there is no one outside the household who would help, enter 18 (No one). This is a hypothetical question; you are asking the respondent to imagine that they had a problem, so there should be no N/A responses to this question. If the respondent cannot answer this should be entered as 77 for NK.

Q5.2: Ask the respondent to imagine that they were in need of material support. Material support means the household is in need of money. Ask the number of people they could rely on in such times of need, and record this number (with a leading 0 if just one digit). If the answer is none, record 00. This is a hypothetical question so there should be no N/A responses. If the respondent cannot answer this should be entered as 77 for NK.

Q5.3: FIELDWORKER INSTRUCTION: Do practise questions until respondent understands task – up to 3 times! Use the 5-face scale to do this question and ask the caregiver to point at the appropriate face for each answer.

SAY: I am going to read some things that people sometimes say, think or feel. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these five smiley faces. If it sounds like something you might say, think or feel, please choose one of the smiley faces on this side (SHOW SMILEY FACE SECOND FROM RIGHT). If it sounds a lot like you, please choose the smiley faces closest to this side (SHOW SMILEY FACE ON THE EXTREME RIGHT). If it sounds a bit like you, please choose the next smiley face (SHOW SMILEY FACE IN THE CENTER). If it doesn't sound like something you would say, think or feel, choose one of the smiley faces on this side (SHOW SMILEY FACE SECOND FROM LEFT). If it sounds very unlike, or the opposite, of you, please choose the smiley faces furthest over on this side (SHOW SMILEY FACE ON EXTREME RIGHT). If you are not sure whether it sounds like something you would say, think or feel (perhaps it does, perhaps it doesn't), choose the smiley face in the middle. We will do a few practise questions first.

Say: 'I like the sun'

Ask the caregiver to point at the face that presents their opinion.

'I can run fast'

'I like eating rice'

If the caregiver understands the concept you can start with the question. Make sure you practice. This will help you to do the next questions much faster.

Q5.3: For each of the statements in Table 5.3, read the sentence aloud and ask the caregiver to indicate the appropriate face. Make sure that the respondent has heard and understood the statement and if s/he has not you must repeat it and/or add further explanation as necessary. However, it is important not to change the meaning of the question. Some respondents find it difficult that some of the questions refer to 'I'. They might think the statement refers to the field worker and don't know how to answer. In this case you could replace the 'I' with 'you'.

5B – FAMILY, GROUP AND POLITICAL CAPITAL

DEFINITIONS:

An active member of a group participates in activities, attends meetings, etc. For example, even if the person contributes to a group savings scheme, but does not regularly attend meetings; count them as an "active member".

Use the household roster to identify the IDs of different household members.

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

Q5.4.0: Ask whether in the last 12 months any member of the household has been an active member of an organisation, group or informal association. Active member means that they actually participate in the group activities, attend meetings, or do something else related to being a member of that group. If there are no active members of groups in the household, enter 00 and skip to Q5.5.

Q5.4.1 If there is more than one active member of a group in the household, answer 5.4.2 – 5.4.4 for up to three household members.

Q5.4.2: Identify the group which this household member belongs to and enter the code for this group from CODEBOX 28. If this person is an active member of more than one group, enter the code for the group they are most active in.

Q5.4.3: For each person, establish whether they hold a leadership or powerful position in the group. This question refers to the current position held in the group specified in 5.4.2, NOT past positions, or positions held in groups other than the one recorded in 5.4.3. If no or NK, **skip to next row**.

Q5.4.4: Ask whether a parent or close relative of the person held this powerful position before. Enter 88 for N/A if the answer to Q5.4.3 was No.

Q5.5: Ask whether the respondent has relatives living in the community, not including those living in the household. Record 77 if NK.

Q5.6: Ask whether the respondent has relatives or friends living in the capital city or another large city.

Intra Household Relationships

Ask the respondent to think about NAME's when answering the questions.

Q5.7.1 Ask whether the respondent knows the names of NAME's friends. Ask her/him to tell you some names. You don't need to write the names down. This is just to check if the respondent knows NAME's friends. If the caregiver can tell you the names of at least 2 friends choose 'Yes', otherwise 'NO'.

Q5.7.2 Ask whether the respondent knows what NAME's does after school of work. Ask to tell you a little bit about what NAME does. You don't need to write it down. This is just to check if the respondent really knows what NAME does. If the caregiver can tell you at least a little bit, choose 'Yes', otherwise 'NO'.

Q5.7.3 Ask whether the respondent knows the parents of NAME's friends. Ask her/him to tell you a little bit about them, for example what the work, where they live, how they look like. Don't spend too much time on it. You don't need to write down anything. This is just to check if the respondent really knows the parents of NAME's friends. If the caregiver can tell you at least a little bit choose 'Yes', otherwise 'NO'.

Q5.7.4 Ask whether the respondent knows NAME's teachers. Ask to tell you a little bit about the teachers. The respondent might know the name or other things. You don't need to write it down. This is just to check if the respondent really knows NAME's teachers. If the caregiver can tell you at least a little bit, choose 'Yes', otherwise 'NO'.

Q5.7.5 Ask whether NAME has ever been bullied by other children. Bullied means that other children on purpose harm NAME, for example through calling name bad words, hurting NAME, pinching and kicking NAME.

5C - COLLECTIVE ACTION AND EXCLUSION

The next questions are about politics and in how far the household is interested in it and participates. Ask the respondent to think of the whole household when answering the questions.

Q5.8.1- 5.8.8: For each action in the table, ask whether any of the households have done that action since Round 2. Here there is a code 79 which should be used if the respondent refuses to answer. Refusing is different from them not knowing the answer (code 77)!!

5D - ACCESS TO KEY SERVICES AND PROGRAMMES

The next questions are about the Internet.

Q5.9: Ask whether the respondent or any other member of the household uses the internet. This includes all internet services such as e-mail, chat etc. If 'No', skip to next section.

Q5.10: Establish where the members of the household go to use the Internet? Use the codes that are given in the question.

SECTION 6 – ECONOMIC CHANGES

PURPOSE:

This section collects information on events that might have changes the economic status of the household in a negative way compared to 3 years ago.

RESPONDENTS

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

Additional things the fieldworker needs

HH questionnaire code boxes (29, 30)

INSTRUCTIONS:

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

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

Q6.1. Ask the respondent whether compared to other households in the village/suburb they would describe their household as: The richest; among the richest; Richer than most households; About Average; A little poorer than most households; among the poorest; or the poorest. This is a perception question so try and avoid respondents giving an answer of NK unless they really cannot make an attempt to compare their household to others. Enter the code corresponding to their answer.

Q6.2: Ask whether the household feels the economic situation of the household has changes since three years ago. If no skip to 6.4

Q6.3: Ask why the respondent thinks the economic situation changes since 3 years ago. Choose from Code box 29. There are codes for improved and worsened situations of the household. If the respondent mentions many reasons ask him/her to identify the most important reason.

SAY: Now I am going to ask you about the most important events and changes that have affected the household economy negatively since the last time we came to see you. Has this household been affected by a serious event that led, for example, to a serious reduction in things you own or you are able to buy, or that caused your household income to fall a lot.

FIELDWORKER: Ask each of the questions (A-G). Asking these questions prompts the respondent to think about different areas in which they might have experienced shocks. This question aims to pick up events which the respondent identifies as having had negative economic consequences for the household. You should not impose your own views as to whether or not something counts as an important event or change. For each event identified type (questions A-G), ask 6.4.1 to 6.4.3. After questions A-G have been asked and all relevant shocks have been coded, ask Q6.5.

Q6.4.1: Asked which of the events and changes listed in the table have happened in the last 3 years by filling in the code for 'Yes' in the relevant answer boxes. Fill in the 'No' codes for the remaining lines of the table.

Q6.4.2: Ask whether event happened in the last year.

Q 6.5 Ask what the household did in response to this negative event. If the household did several things in response to the event, ask respondent to identify the most important response first. Don't prompt and let the respondent choose what the most important response was. Chose from code box 30.

SECTION 7 - SOCIO-ECONOMIC STATUS

PURPOSE:

In this section we would like to find out more about things the household owns and the house the household lives in.

RESPONDENTS:

Head of household or primary caregiver

Additional things the fieldworker needs

HH questionnaire code boxes (31, 32, 33, 34, 35, 36, 37, 38), in this section you need to observe some things (material of wall, roof, floor)

INSTRUCTIONS:

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

Q7.1: Ask if anybody in the household owns the house. We are only interested in the actual building and not the land on which the house stands.

The land is discussed in Section 3. This now refers to the actual building. If the building is mortgaged, answer yes to this question. If the house is rented answer 'No'.

Q7.2: Ask whether anyone in the household has a mortgage on the house. A mortgage is an agreement by which the household borrows money from a money-lending organization such as a bank and gives that organization the right to take possession of house which was given as security if the money is not repaid. The mortgage is usually paid back to the money-lending organisation with specified payment periods and interest rates.

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

Q 7.4 Ask whether the house has a separate kitchen/cooking area. A separate kitchen could be a kitchen outside the house, an open-air kitchen or a kitchen in a separate room with window inside the house. We ask this question to find out whether the household members might be affected by cooking smoke from a non-separate kitchen.

Q7.5: Ask whether the household has electricity. This question includes both legal and illegal connections to electricity. The connection must however be functioning most days. Include electrical generators, wind and solar generators but not car batteries. Look for obvious evidence of an electricity supply (e.g. electric light, TV) as respondents may not want to admit to having an illegal supply.

Observe the material of the wall, roof and floor of the building.

Q7.6-Q7.8: Please observe the building material used for the wall of the house (7.6), the roof of the house, (7.7) and the floor of the house, (7.8). If it is not immediately clear what these are made of, ask a household member. Enter the appropriate codes from Code box 31, 32, 33. If the roof/floor/wall is made of several different materials record the main type of material (e.g. that which covers at least 50%). If there is more than one building in the household (e.g. a separate kitchen or bathroom) record the material used in the main section of the house where the living room and the bedrooms are.

Q7.9: Ask about the main source of drinking water for members of the household. If different members have different sources of drinking water ask about the source for the majority of members. Enter the appropriate code from Code box 34.

Q7.10: Ask about the main toilet facility used by members of the household. Enter the appropriate code from Code box 35. A septic tank is a toilet that flushes with the waste going via a pipe into a covered sediment tank. Buckets, hanging latrines or canals count as 02.

Q7.11: This question asks about the main fuel the household usually uses for cooking. Enter the code from Code box 36. If the household uses different types of fuel, enter the type which is used most of the time.

Q7.12: You will be pre-informed if households in the sentinel site do not use fuel for heating their houses and in this case you will not ask this question. For those sites where heating is used by at least some people in the site, establish whether heating is used in the household. If heating is not used enter No and skip to 7.14.

Q7.13: Only ask this question if the household uses fuel for heating. Ask for the main type of fuel usually used by the household for heating. Enter from Code box 37.

Q 7.14 Ask whether the household has invested in any improvements in the house since 3 years ago. Improvements could be a renovated kitchen, a new toilet, new windows or similar. If no skip to 7.16.

Q 7.15 Ask what the improvements were. Enter from Code box 38. The household can chose up to three improvements. Please say the most important one first.

The next questions are about things the household owns. We are only interested in working things. Please don't write down broken or non-working things.

Q7.16.1: Ask whether anyone in the household owns each of these items. Ownership of the item means that it could be sold by the household member; you can include items that are not presently in the household because they are on short term loan to someone else outside the household. The item must be functioning.

Q7.16.2: If the household owns the item, ask how many are owned, for example 3 bikes, 4 chairs.

Q7.16.3: Ask the respondent to list the five most valuable items in the household based on the list of items in Q 16.1. Write down the item code (01-20) of each item. For each of the items that are listed by the respondent, ask them how much money they think they would get, if they would sell these items.

SECTION 8 – CHILD ACTIVITIES- YOUNGER COHORT ONLY

PURPOSE:

In this section we would like to find out more about NAME's and other children's daily activities.

RESPONDENTS:

Primary caregiver

Additional things the fieldworker needs

HH questionnaire code boxes (39), household roster to identify all children between 5-17 years, 24 pebbles/seeds

DEFINITIONS:

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

INSTRUCTIONS:

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

24 pebble/seed game

FIELDWORKER: We want to know how much time the NAME and other children in the household spent on different activities during a typical day. Use 24 pebbles. Explain to the caregiver that the 24 pebbles represent 24 hours of a full day and night. Then ask the caregiver for each child to use the pebbles to show how many hours the child spends doing different activities during a day and night. Start by asking how many hours the child sleeps in a typical night. The caregiver might collect 7 pebbles which means 7 hours. Then move on to discuss what the child usually does during the day until bed time. We would like to know what the child does on a typical day (see definition above) that is not a weekend day or a holiday. The best way to find this out is to ask about what the child did yesterday, providing that this was a 'typical' day and not a holiday.

Q 8.1.1 Use the household roster and enter the ID of all children in the household aged between 5 and 17 years into the table. Start with NAME '00'.

Q8.1.2 Enter the number of approximate HOURS that the child spent sleeping.

Q8.1.3 – 8.1.9: Say: Now, think about the rest of NAME's day. I want you to tell me how much time NAME spent on the following activities during a typical day.

Ask the respondent about all the activities in table 8.16, and record the time spent by the child (in HOURS) on this activity on a typical day. Round up or down to the nearest hour. If the child does an activity for 30 minutes or less, use the code -30. Add caring for him/herself like brushing teeth and taking a bath to Play time/leisure time. Make sure that the caregiver uses up all 24 pebbles to describe what the child does during a typical day.

Q 8.2 Only for NAME: ask whether NAME was able to choose whether or not s/he to do domestic task, task on family farm or business or paid activities.

This question aims to explore whether the child has the right to choose over what they do, or whether others tell them what they must do.

Q 8.3 Only for NAME: ask whether NAME had to supervise/look out for younger siblings or other children while doing household chores or other work.

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

Q8.4: Ask whether the NAME has done anything in the last 12 months to get money or things for him/herself or the household. We are interested here in activities that the child has done to earn money/goods rather than things they have done for enjoyment (such as school plays) that have then resulted in some kind of payment. If the answer to this question is No, skip to Section 9.

Q8.5.1: If the child has done activities in the last 12 months to get money/things, ask what these activities were. Enter each activity on a separate line using codes from CODEBOX 39. Enter each type of activity, not each individual job.

Q8.5.2: For each activity, ask what form of payment was received/is expected for this activity. Enter the code from the list. 'In kind' means that the child got good (for example food or clothes) instead of money as form of payment. Debt relief means that NAME worked to pay back debts of the household or him/herself.

Q8.5.3: Ask whether the NAME was allowed to keep all or some of the payment for the work for him/herself. It might be that the NAME has to give all the payment to the household head or caregiver.

Q8.6: Of all the activities mentioned in Q8.5.1, ask which the child spent most time on during the year. Write down the code corresponding to this activity from table 8.4

SECTION 9 – CHILD HEALTH

PURPOSE:

In this section we would like to find out more about the child's long-term health and physical well-being, individual and household-level health risks, the perceived quality of the health services used by the household, the child's nutrition and household food security.

RESPONDENT:

Determined from preliminary interview, but probably the primary caregiver

Additional things the fieldworker needs

HH questionnaire code boxes (40, 41, 42, 43, 44), household roster, 5-face scale

SECTION 9A – HEALTH YOUNGER COHORT ONLY

INSTRUCTIONS:

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

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

Q9.1: Show the 5-face scale to the respondent and ask how they think NAME's general health is. Ask them to choose very poor, poor, average, good or very good. If the respondent tells you that NAME is currently ill, prompt the respondent to tell you about NAME's health in general.

The next questions are about injuries. Please see at the end of the injury model for examples of different types of injuries and how to categorise them. Look at these examples to be able to understand the next questions better.

Say: the next questions are about injuries that might have happened to Name.

Q9.2.1: Ask how many times the Name was seriously injured since the last interview 3 years ago. A serious injury is an injury that prevents the child from doing normal activities like going to school or working for at least one day and/or required medical treatment. If the child was not injured, enter 00 and skip to 9.3

Q9.2.2: Ask what the **most serious** injury was. Here we want to know about the sort of the most serious injury. For example, 'a broken bone' or a 'severe cut'. Choose from Code box #40. For example, 'broken bone or dislocated joint' 'serious burn' (02).

Q9.2.3: Ask what the **major cause** of the most serious injury was. Here we want to know about the type of accident that caused the injury. For example, 'child fell', 'child was attacked by somebody', 'child fought with someone'. If caregiver describes several contributing causes like 'it was raining and the floor was slippery', ask him/her to identify the main cause of the injury, for instance 'a fall' (on wet, slippery floor). Choose from Code box #41.

Q9.2.4: Ask **what Name was doing when** the most serious injury happened. For example, 'child was doing sports', 'child was working', and 'child was at school'. Choose from Code box #42.

Q9.2.5: Ask **how** the most serious injury happened or who or what was responsible. For example, 'child hurt her/himself by accident', 'someone else hurt child by accident' 'animal injured child'. Choose from Code box #43.

Q9.2.6: Ask whether child **recovered** completely from the serious injuries. We are interested in any long-term health consequences from the injury that affect the child's ability to go to school or work. If child recovered completely go to question Q9.3.

Q9.2.7: If the child did not recover completely, ask what the persistent problem as a result of the injury is. For example, 'physical disability as result from injury', 'psychological problems such as depression or extreme fear as result of the injury'. If Name has several long-term problems as result of the injury ask which problem affects the child most in daily activities and choose this problem. Choose from Code box #44.

Table 1: Examples of injuries and how to categorise them

Examples	Most serious injury	Cause?	What doing?	How? Who or what responsible?
Child was walking from home to school when a motor taxi ran into him and he was caught between the metal and injured his head needing several operations	Head injury	Road Traffic Accident, pedestrian	Travelling to/ from school	Someone else accidentally
Child fell off a bridge when she was working back from shepherding, fell in the river and nearly drowned	Drowning or near drowning	Fall	Farm work	Hurt herself by accident i.e. no one else responsible
Child fell off the roof of the house when she went up on the roof to adjust the tiles after the rains, she broke her leg	Broken bone	Fall	Household chores	Hurt herself by accident i.e. no one else responsible
Child was at a dancing class when another child pushed her (purposely) and she fell over and broke her heel.	Broken bone	Fall	Sports	Someone else hurt her on purpose
Child went to health centre and was given an injection, the injection was given badly and she got an abscess	Abscess or infection	Medical adverse event	Other: Receiving medical care	Someone else accidentally
Boy was playing with firecrackers when one went off in front of his face and he fainted with surprise fell over	Head injury	Fall	Playing (with fireworks)	Hurt himself by accident i.e. no one else responsible

and banged his head and was bleeding				
Girl was going to her grandmother's house on horseback when the horse took fright and she fell off and broke her leg	Broken bone	Fall	Travelling other than from/to school	Animal (including fall from animal)
Boy was working on the neighbour's farm helping with the threshing when a strong wind blew his tool out of his hand and it hit his head knocking him out	Head injury	Use of dangerous tools	Farm work	Hurt himself by accident i.e. no one else responsible
A girl was injured when a teacher asked her to teach her friend how to play hockey. The girl wanted to please her teacher but her friend didn't want to learn hockey and got cross about it and hit the girl on the head with the hockey stick injuring her.	Head injury	Assault, blows, hit	Sports	Someone else hurt her on purpose
Child was playing hide and seek at home when she fell down staircase and broke her arm	Broken bone	Fall	Playing	Hurt himself by accident i.e. no one else responsible
Girl was cooking while her mother was working and she burned her arms	Burn	Burn	Household chores	Hurt herself by accident i.e. no one else responsible
Boy went to gather wood and while cutting down a tree a branch penetrated his leg causing a deep wound	Cut	Use of dangerous tool/ implement/explosive	Household chores	Hurt himself by accident i.e. no one else responsible
Boy was on his way to school when he was attacked by a dog and was bitten in the face	Animal bite	Injury caused by animal	Travelling to/from school	Animal
Two children were playing with the kebab	Eye injury	Use of dangerous	Playing	Someone else accidentally

sticks when one stuck the stick in the other child's eye causing serious damage and he lost the vision in that eye		s tool etc		
Girl fell getting off the bus on the way to school and received a head injury	Head injury	Fall	Travelling from/to school	Someone else accidentally
Girl dislocated her ankle playing volley	Joint injury	Fall	Sports	Hurt herself by accident i.e. no one else responsible
Girls was frying food in the family's café and the hot fat spattered and burned her face	Burn	Burn	Non-farm work	Hurt himself by accident i.e. no one else responsible
Boy was attacked by dogs when he was collecting wood on his farm	Animal bite	Animal related injury	Household chores	Animal
Boy broke his foot when two oxen were fighting while he was trying to hitch them to the plough and one stepped on him	Broken bone	Animal related injury	Farm work	Animal
Child was playing near the stove when a saucepan of boiling water tipped over and burned her	Burn	Burn	Playing	Hurt herself by accident i.e. no one else responsible
Child was playing with his friends in the street when he was run over by a motor taxi	Multiple injuries ?	Road Traffic Accident Pedestrian	Playing	Someone else accidentally
Child was plugging in the television and he received an electric shock and was rushed to the hospital	Electrocution/ electric shock	Electrocution	Household chores	Hurt herself by accident i.e. no one else responsible
Child drank bleach in an attempt to kill herself, she didn't die but received bad burns in mouth and esophagus	Poisoning	Attempted suicide	Nothing	Self injury on purpose
Child was waiting at the bus stop when a	Head injury	Road Traffic	Travelling	Someone else accidentally

car invaded the curve and stepping back he fell over and hit his head on a stone		Accident, pedestrian		
Child was watering plants on the roof of a 2 story house when foot got tangled in the hose and she fell off and hit head.	Head injury	Fall	Household chores	Hurt herself by accident i.e. no one else responsible
Child was helping his father soldering when he received a powerful electric shock which knocked him down.	Electrocution/ electric shock	Electrocution	Non farm working	Hurt herself by accident i.e. no one else responsible
Child was taking a shower when she received an electric shock that lasted at least 5 seconds and gave her a pain in the chest	Electrocution/ electric shock	Electrocution	Other or nothing	Hurt herself by accident i.e. no one else responsible
Child was playing with friends when one of them pushed her and she fell and hit her head	Head injury	Fall	Playing	Someone else accidentally
In an argument in a group of children in the playground one child (C1) called another child (C2) names in the playground and the other child pushed the first one causing them to fall over and twist his ankle (C 1, injury 1). In falling he brought down another child who hit his head (Child 2, injury 1). A fight ensued and the teacher came out and hit the children with a stick causing bruising and a cut to the first child (injury 3 both children C1 and C2)	C1: Joint injury/s prain Bruising C2: Head injury C1 & C2: cuts	C1: Fall C2: Fall C1 & C2: Assault Punishment	C1: At school C2: At school C1 & C2: At school	C2: Someone else hurt him on purpose C2: Someone else accidentally C1 & C2: Someone else on purpose

In this example, interviewer needs to establish what the caregiver/child perceived as the most serious injury first.				
A girl was playing on a bench when she slipped and fell astride the bench injuring her vulva that required suturing.	Cut/Laceration	Fall	Playing	Hurt himself by accident i.e. no one else responsible
Child was working on her parents farm cutting grass when she was bitten by a snake	Snake bite	Injury caused by animal	Farm work	Animal
Child was going to school on her bicycle when a car came round a corner very fast and hit her causing a shoulder injury	Joint injury	Road Traffic Accident bicyclist	Travelling to/from school)	Someone else accidentally
Child was playing with firecrackers when one exploded in his hand and caused extensive injury to two fingers. The child was taken to hospital where the amputated the two fingers.	Loss of limb/fingers	Playing with fireworks/ other dangerous things	Playing	Hurt himself by accident i.e. no one else responsible
Child was visiting family in another town. They visited a church and an earthquake occurred. The church roof caved and killed the parents and crushed but not killing the girl.	Multiple injury	Building collapse	Other	Natural disaster
Girl was in a bus when it went over the edge of a precipice, probably because of driver error, she was not severely injured but other died and she has been severely affected mentally and has	Post trauma mental illness	Road Traffic Accident, in vehicle	Travelling	Someone else accidentally

become very fearful.				
Child was walking home at night when a gang of thieves grabbed her bag and she fell over and was dragged along the ground receiving multiple bruises	Fall or multiple injuries	Assault	Travelling	Someone else hurt her on purpose
Boy was being interviewed for YL when a gang tried to steal the survey workers PDA, boy tried to stop them and was kicked and beaten up	Multiple injuries	Assault	Other	Someone else hurt him on purpose

Q 9.3 Say, now I would like to ask you about long-term health problems of the NAME.

These questions ask for long-term health problems that can affect children's education, abilities to work and overall well-being in short and long term. There are some examples given for the questions on hearing and vision that intend to support caregiver's recall and also cover different dimensions of the health problem. For example with vision: long and short distance seeing. This is why you need to read out the examples

Make sure that you only write down long-term health problem and not a short-term illness. A long-term health problem is a health problem that is likely to persist for a long time either because it is incurable or because it is not being treated.

Say: The next questions are about the food eaten by Name in the last 24 hours.

First, establish whether the previous day was a usual day. We are only interested in the child's typical diet.

Ask: was yesterday a celebration or feast day where Name ate special foods or where she/he ate more or less than usual?

If the previous day was not a usual day, choose another 'normal' day for the recall. If the child was ill, ask the questions of the last 24-hour period in which the child was well.

Q9.4 Ask whether or not the child consumed any foods during the last 24 hours in the seven different periods mentioned. Ask about each possible period as people often leave out or forget certain meal times. We are interested in the frequency of eating occasions. Food is defined as anything

that has calorific value and includes food in liquid form such as milk or milkshakes. If the child is having a milky tea at the start of the day where most of the tea is milk then include as a food.

Q 9.5 Establish whether the child is a vegetarian.

Vegetarians don't eat any meat, fish, and poultry for religious, ethical, cultural, health or other reasons.

Q9.6.1: Say: I would like to ask about all foods Name consumed the previous day and night, including all foods purchased and consumed inside and outside the home. Ask respondent to list all foods (meals and snacks) Name ate yesterday during the day and the night.

Start with first food/drink consumed yesterday morning. As the respondent recalls the food, tick the appropriate food groups if food was consumed. If a food mentioned is not listed or you are not sure in which food group it belongs, note it down, discuss and classify it with supervisor later. Ask about snacks and foods such as sugar in tea, oil in mixed dishes or fried food as they are often forgotten. If mixed dishes were eaten, ask about ingredients and select appropriate food groups. If child consumed only a very small quantity (<10g) of a specific food group, it should be excluded as the models aims to reflect adequate nutrient intake. For example, a small dash of milk in coffee once a day is too small to count in the milk/milk product group.

Once respondent has finished recall, probe for food groups that were not mentioned in recall. It is not necessary to read out to the respondent the exact name of the food group, but simply ask (for example) about fruits, vegetables or tubers if these groups were not previously mentioned.

Q9.6.2: Ask how many times the child drank fizzy, sweet soft drinks during the last months. Provide some examples, such as Coke Cola, lemonades if necessary. Choose accordingly.

Q9.6.3: Ask how many times the child ate salty and fatty foods during the last months. Provide some examples, such as Coke Cola, lemonades if necessary. Choose accordingly.

Q9.6.4: Ask how many times the child ate sweet and sugary fatty foods during the last months. Provide some examples, such as Cakes if necessary. Choose accordingly.

Q 9.6.5: Ask on how many days the child was physically active for at least 60 minutes per day in the last 7 days. We are interested only in moderate or vigorous-intensity physical activity. This means that during the activity the child's heart rate raises and/or he/she gets out of breath. Give some examples, such as running, biking, dancing, football, digging, carrying water. Walking can be counted if it is brisk walking which makes the child get out of breath. Yoga only counts if it makes the child get out of breath.

We are interested in a total of 60 minutes per day. The child can accumulate the 60 minutes during the day, for example in blocks as short as 10 minutes.

Add up all the time the child spent in any kind of physical activity each day to check if she/he reaches 60 minutes per day.

Q 9.6.6: Ask how much time the child spent sitting during a typical day. Give some examples, such as sitting with friends, sitting at school, sitting at work, sitting watching TV. Ask the respondent to think about a typical day (not the Sunday or another holiday as the physical activity behaviour of the child might be very different on these days). You need to sum-up the hours the child spend sitting in the morning, afternoon and evening to get the total time.

SECTION 9B – HEALTH- ALL HOUSEHOLDS

Say: Now I would like to ask you about the health care facility you usually visit if Name is ill. We are only interested in modern health facilities and not traditional facilities or self-treatment with medicine you bought without speaking to a nurse or doctor.

Q 9.7: Ask where the caregiver would usually go if anybody in the household is ill.

We are only interested in modern (non-traditional health facilities) and only in the first facility the caregiver would go with the child. If necessary give an example for an illness such as a chest infection. We are interested in the usual health seeking behaviour (and not a specific occasion or very severe illness). Choose from CODE BOX 45.

Q 9.8: Use the 5-faces scale for this question.

Say: now I would like to ask you how satisfied you were with the services you received the last time you visited the health facility mentioned in 9.7. Please ask the respondent to refer to the health facility mentioned in 9.7 and to think about the last visit to this facility. It does not matter whether the last visit was with the NAME, another child or even the mother or other household member.

We are interested in perceived quality of the health care service. Please rate each service with 'very satisfied', 'satisfied', and 'neutral', 'not satisfied or very dissatisfied'. Use the 5-face scale. Drug availability means that the medicine the doctor or nurse prescribed was available in the health facility and the patient could take the medicine home directly. Sometimes health facilities run out of stock and don't have any medicine. People have to wait for some days or weeks until the medicine is available.

In question 9.9 we want to investigate potential economic and social barriers to health care utilisation by children. Please treat these as sensitive questions. The caregiver should not feel like she/he is a bad caregiver because the child was not taken to a health facility.

Q 9.9: Ask whether there was ever a time when NAME (or another child in the household) was ill or injured and the caregiver would have like to take him/her to a health facility but did not. If this never happened skip to 9.10.1

Q9.9.1: If this has ever happened, ask for the reasons. Go through all possible reasons listed in the table and ask each. Select Yes or NO for each. Direct costs are cost that are directly related to the medical treatment, for example fees, cost the respondent has to pay for the treatment, and money respondent has to pay for the medicine) Indirect costs are costs that are in a none direct way related to the medical treatment, for example transport costs, lost salary because respondent went to health facility instead of working.

Q9.9.2 Ask for the most important reason of all reasons the respondent chose in 9.9.1.

RAJIV AROGYASHRI

The next questions are about the Rajiv Arogyashri health insurance. The aim of the insurance is to improve access of below the poverty line (BPL) families to quality medical care for treatment of identified diseases involving hospitalization, surgeries and therapies through a network of health care facilities. All poor people who have a white ration cards are eligible for benefit under the scheme.

Q 9.10.1 ask whether the household has a BPL card or 'rice card'.

Q 9.10.2 ask whether the household has heard about the Rajiv Arogyashri health insurance.

Q 9.10.3 ask whether the household has a Rajiv Arogyashri health insurance Card.

Q 9.10.4 If yes, write down the number from the card. Check the card

Q 9.10.5 ask whether anybody in the household has ever used the CARD or ask for payment of hospital bills with the card.

Q 9.10.6 If yes, ask how much Rupees the received with the card.

Q 9.10.7 ask whether the household ever got any care after a surgery or other treatment in the hospital with the card.

Tobacco use

The next questions are about tobacco use. Please ask the respondent to think about tobacco that is smoked for example as cigarettes and tobacco that is sniffed or chewed. Use the household roster for these questions.

Q 9.11.1 ask whether anybody in the household smokes tobacco. Enter ID of household member. If yes, ask who smokes in the household. Enter IDs of household members from household roster. Smokers are all household members who smoke on an occasional as well as on a daily or habitual basis. Non-smoker are all household members who have never smoked, have tried but stopped or used to smoke but stopped.

Q 9.11.2 ask whether anyone in the household use any other form of tobacco Include all household members who use other forms of tobacco on an occasional as well as on a daily or habitual basis. Do not include household members who have never used other forms of tobacco or have stopped.

SECTION 9C- FOOD SECURITY (ALL HOUSEHOLDS)

The next questions are about the different dimensions of food security. Food insecurity and especially food shortage is a very sensitive issue for many households and it is important that the questions are ask in a neutral, non-judgemental manner.

The following questions should be answered by the person most involved in the food preparations. This would probably be the primary caregiver. All questions refer to the last 12-months and refer to all household members.

Say: Now I am going to ask you some questions about the food you eat at home.

Q9.12: Ask the respondent which of the statements best describes the food situation of the household in the last 12 –months.

Fieldworkers could reconstruct a 12-months period to assist the recall of the participants (For example, by using locally relevant markers such as harvest periods, religious celebration, etc.)

Q9.13: Say: Now I am going to ask you some more specific questions about the food the family eat and problems that some people experience.

Q9.13.1 In the past 12 months, did you ever worry that your household would not have enough food or would run out of food before you get money to buy more?

If answer is Yes, ask frequency-of-occurrence question. Do not read out response options but let respondent answer in own words and classify into appropriate response option (1. rarely, once or twice in past 12 months; 2. Sometimes, three to ten times; 3. Often, more than ten times), if No skip to 02.

This question asks about the household/caregiver's personal experience with uncertainty and anxiety about acquiring food during the last year. Please

make sure that you ask just about worrying or anxiety and not whether food insecurity actually occurred (!). Worrying about food insecurity is quite common, even in high income countries like the USA or the UK.

Q9.13.2 In the past last 12 months, were you or any household member not able to eat the kinds of foods you want/preferred because of lack of money?

‘kinds of food you prefer’ describes foods that food secure people eat and that food insecure people cannot afford to eat. Interviewer should think about some preferred foods in the local and cultural setting. For example, preferred food could be big fishes instead of small fishes, cake, sweets, meat, eggs, deserts, whole rice instead of broken rice, type of staple (millet instead of corn).

If answer is Yes ask frequency-of-occurrence question, if No skip to next question.

Q9.13.3 In the past 12 months, did you or any household member have to eat a limited variety of foods due to a lack of money?

‘limited variety of foods’ means an undesired monotonous diet. Interviewer should think of some examples in local and cultural setting. For example, a limited variety might be just salt and tortilla, rice and beans only, injera with greens only.

If answer is Yes ask frequency-of-occurrence question, if No skip to next question.

Q9.13.4 In the past 12 months, did you or any household member have to eat some foods that you really did not want to eat because of a lack of resources to obtain other types of food?

Here we are interested whether the household had to eat food that is considered to be undesirable, food for ‘poor people only’, or socially unacceptable foods. Interviewer should think of some locally specific examples. However, as different people might consider different foods as undesirable the examples should only be given if respondents does not understand question.

For instance, wild taro roots, wheat porridge, discarded food, wild grasses, broken rice, wild foods, hard bread.

If answer is Yes ask frequency-of-occurrence question, if No skip to next question.

If respondent answered question 9.13.01-04 with No and 9.12 with 01, please skip to section 9D.

The household hasn’t experienced any food insecurity in the last year and there is no need to ask further question.

Q9.13.5 In the past 12 months, did you or any household member have to eat a smaller meal/eat less in a meal than you felt you wanted because there was not enough food?

‘Meal’ describes a major eating occasion not a snack. It could be the breakfast, lunch or dinner. Interviewer should explain this if necessary. This question asks about having to eat less in a meal than the respondent thinks they should. This includes all food not just staple foods like injera, rice, tortilla that are consumed in a meal.

If answer is Yes ask frequency-of-occurrence question, if No skip to next question.

Q9.13.6 In the past 12 months, did you or any household member have to eat fewer meals in a day/reduce the number of meals eaten a day because there was not enough food?

‘fewer meals a day’ describes fewer meals than it is the social norm in the local, cultural setting. In most countries 3 main meals are consumed (breakfast, lunch, dinner). Fewer meals could mean no breakfast or no lunch. If answer is Yes ask frequency-of-occurrence question, if No skip to next question.

Q9.13.7 In the past 12 months, was there ever no food to eat of any kind in your household because of lack of money to get food?

‘no food to eat’ means that the food was not available in the household and could not be accessed by household’s usual means (for example, through purchase, from garden, from storage). If answer is Yes ask frequency-of-occurrence question, if No skip to next question.

If answer is no, skip to next section

Q9.13.8 In the past 12 months, did you or any household member go to sleep at night hungry because there was not enough food?

This question asks about the actual experience of hunger. If answer is Yes ask frequency-of-occurrence question, if No skip to next question.

Q9.13.9 In the past 12 months, did you or any household member go a whole day and night without eating anything because there was not enough food?

If answer is Yes ask frequency-of-occurrence question.

Only for those households that answered Yes to 9.13.8-13.9

Q 9.13.10: Ask whether children in the household were affected by hunger and/or not eating any food for a whole day and night.

SECTION 10- ANTHROPOMETRY

PURPOSE:

To measure the height and weight of the child, the biological mother and the sibling.

RESPONDENT:

Mother, NAME and next younger sibling of NAME (older than 3 years)

Additional things the fieldworker needs

Scale to measure weight, measuring height to measure height

INSTRUCTIONS:

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

Ensure that the mother or child understands what is happening. The measurement of weight and length can be intrusive and sometimes even traumatic. Participants need to be comfortable with the process. It is the responsibility of the survey team to minimize the discomfort and inconvenience of the anthropometric measurement. All equipment should be cool, clean and safely secured.

Please respect privacy and be sensitive

The screening area should ensure the privacy of each child and the mother during measurements. Especially for the adolescents of the older cohort might easily feel uncomfortable with the procedure. Be sensitive and explain every step.

Do not comment on the height or weight of a child as measurements are taken. Neutral comments such as “thank you” or “you can step off the scale” are appropriate. Do not judge the child/mother on his/her height or weight. Do not label a child/mother as too tall, short, thin, or overweight based on height and weight measurement.

Always measure one child or one mother at a time. You should complete the measurements for one child/mother at a time. This avoids potential problems with mix-ups that might occur if you have several persons to measure.

MEASURING THE HEIGHT OF CHILD

For height, you need a wall or doorframe to support the height measure if it is not free standing.

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

board. Ask the child to remove heavy things like wallets, keys for his/her pockets. Ask the child to undo a hairstyle that interferes with measurements. If the child is unwilling or unable to undo hairstyle, locate crown of the head to the best of your ability.

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

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

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

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

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

6. Always thank the mother and the child.

MEASURING WEIGHT OF THE CHILD AND THE MOTHER

1. Place the scale on a level and secure surface. Balances do not measure accurately if they are on a slope. Ordinary bathroom balances are not sufficiently robust, precise and accurate but there are now more precise standing balances that could be used.

2. Calibrate the scales with the weighing sack trousers before measuring each child.

3. Appropriate clothing: The child/mother should be wearing light clothing. Ask them to remove heavy things for his/her pockets such as wallets and keys. You will need to construct a list of the weights of typical articles of clothing. Note down the clothing the child was wearing and later deduct from the weight. Do not make general estimates to allow for clothing and don't try and do the calculations at the same time as the weighing. Write down the weight as you actually read it off the balance and do the adjustment later. If you are going to have to do this make sure your form is designed to facilitate the procedure.

4. Ask the mother for her help and explain to her about the importance of measuring weight precisely and that is why it is best to weigh a person wearing light clothes only.

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

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

6. Always thank the child and the mother.

QUALITY CONTROL FOR WEIGHING AND MEASURING

1. Reading the measurements

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

2. Writing the measurements

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

3. Reading and registering the weights and heights

- a. the person measuring calls out the measurement
- b. the assistant repeats what is called out
- c. the person measuring says “yes” or “fine”
- d. the assistant says “yes” or “fine” and writes down the measurement
- e. the assistant shows the person measuring what they have written down

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

Weight

- use standard weights of 5kg and 10kg to check the scales
- check each time that the scales are set to zero

SUPERVISOR CHECKLIST WHEN OBSERVING ANTHROPOMETRIC MEASUREMENTS

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

MEASURING THE MOTHER:

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

You only need to measure the weight of the mother as the height was already measured in Round 2.

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

Q10.12-Q10.14: Take two weight measurements, enter each one in Q10.12 and Q10.13, and then enter the agreed weight in Q10.14.

Q10.15: Ask the mother if she is pregnant or if she has given birth in the last two months. Care should be taken to protect the mother's privacy, so ensure she is out of other people's hearing when you ask her. We are asking this to make sure that we do not misclassify her as overweight when she is actually pregnant.

REVAMP OUR PROCEDURE

PROCEDURES AND PRECAUTIONS BEFORE MEASURING

1. Measuring Rod and Weighing Scale Placement

Be selective about where you place the measuring rod and scale. It is best to measure outdoors during daylight hours. If it is raining or if too many people congregate and interfere with the measurements, it may be more comfortable to weigh and measure indoors. Make sure there is adequate light.

2. When to Weigh and Measure

Weigh and measure after you have conducted the individual interviews.

3. Control the Child

When you weigh and measure, you must control the child. The strength and mobility of even very young children should not be underestimated. Be firm yet gentle with children. Your own sense of calm and self confidence will be felt by the parent and the child. When a mother/child has contact with any measuring equipment, i.e., on a measuring board you must hold and control the mother/child so the mother/child will not trip or fall. Never leave a mother/child alone with a piece of equipment.

4. Coping with stress

Since weighing and measuring requires touching and handling children, normal stress levels for this type of survey work are higher than for surveys where only verbal information is collected. Explain the weighing and measuring procedures to the mother or father, and to a limited extent, the child, to help minimize possible resistance, fears or discomfort they may feel. You must determine if the mother/child or the parent is under so much stress that the weighing and measuring must stop. Remember, young children are often uncooperative; they tend to cry, scream, kick and sometimes bite. If a mother/child is under severe stress and is crying excessively, try to calm the mother/child or return the mother/child to the parent before proceeding with the measuring.

Do not weigh or measure a mother/child if:

1. The parent refuses.
2. The mother/child is too sick or distressed.

3. The mother/child is physically deformed which will interfere with or give an incorrect measurement. To be kind, you may want to measure such a mother/child and make a note of the deformity on the questionnaire.

5. Recording Measurements and Being Careful

Keep objects out of your hands and pens out of your mouth, hair or breast pocket when you weigh and measure so that neither the mother/child nor you will get hurt due to carelessness. When you are not using a pen, place it in your equipment pack or on the questionnaire. Make sure you do not have long fingernails. Remove interfering rings and watches before you weigh and measure.

6. Strive for Improvement

You can be an expert measurer if you strive for improvement and follow every step of every procedure the same way every time. The quality and speed of your measurements will improve with practice. Do not take these procedures for granted even though they may seem simple and repetitious. It is easy to make errors when you are not careful. Do not omit any steps. Concentrate on what you are doing.

2.0 Preparing the Scale

2.1 As soon as you arrive at a household, take the scale out of the storage bag and place the scale on a hard, level surface. Soft or uneven surfaces may cause the scale to malfunction. The scale needs time to adjust to the temperature where it will be placed for use (see 3.2 below).

2.2 The scale must adjust to changes in temperature. If you move the scale to a new site with a different temperature, wait for 15 minutes before using the scale.

2.3 The scale will not function correctly if it becomes too warm. It is best to use the scale in the shade or indoors. If the scale becomes hot and does not work correctly, place it in a cooler area and wait 15 minutes before using the scale again.

2.4 Handle the scale carefully:

Do not drop or bump the scale.

Do not store the scale in direct sunlight or other hot places.

Protect the scale against excess humidity or moisture.

Do not use the scale at temperatures below 0 degrees C or above 45 degrees C.

To clean the scale, wipe surfaces with a damp cloth and dry immediately.

Never put the scale in water.

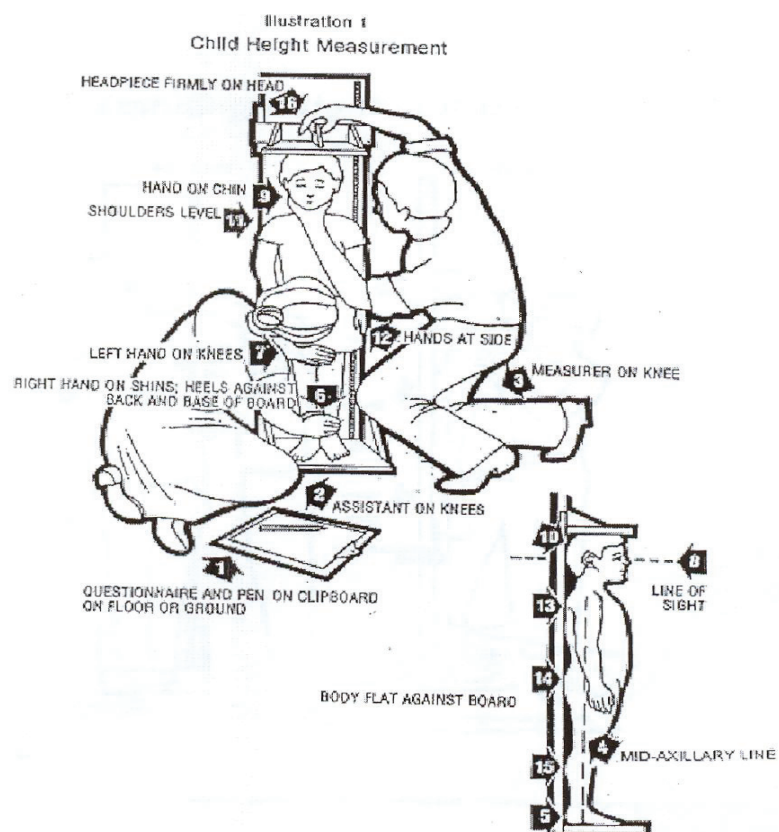
Do not store the scale in direct sunlight or other hot places.

3.0 Weighing Children Who Can Stand on the Scale by Themselves

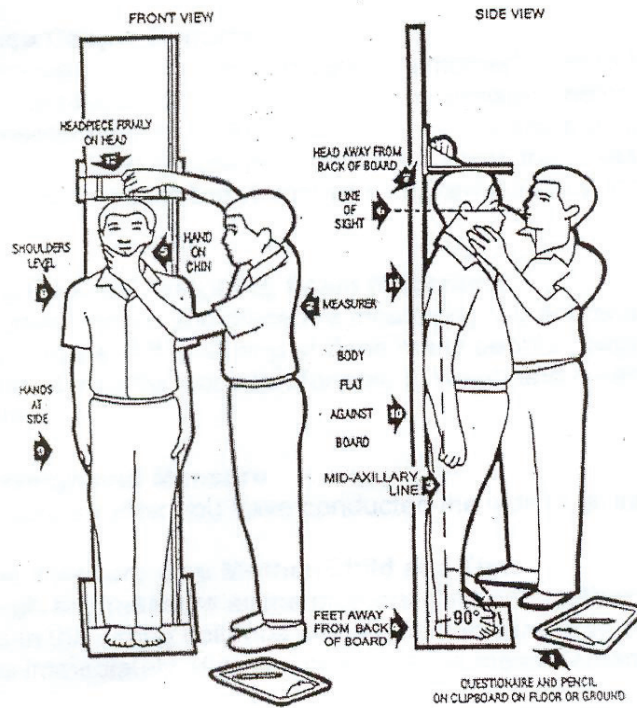
3.1 The display should show the numbers "88888" first and then after a few seconds should show "0.0." Wait for the scale to display the numbers "0.0" before asking the mother/child to step on the scale.

3.2 Ask the mother/child to step onto the centre of the scale and stand quietly. Immediately after the mother/child steps on the scale the weight of the mother/child will display. Wait until the numbers on the display no longer change and stay fixed in the display.

3.3 The weight will appear in the display. Record the weight to 0.1 kg on the questionnaire.



Standing Height of Adults*



* From: "Anthropometry as Part of Household Surveys", I.J. Shorr, The World Bank, Washington, D.C., (in press)

MEASURING THE SIBLING (ONLY FOR THE YOUNGER COHORT)

Selection of the sibling

Identify the NAME's next younger sibling. Exclude children with handicaps or conditions that would affect the child's growth (downs syndrome, cerebral palsy, etc) and don't include children less than 2 year or who can not stand upright. Follow the same measurement procedure than for the Name.

Q10.16 Ask for the Date of birth of the sibling. Make sure that you enter at least a month and year for the child date of birth. If the family members do not know how old the child is in months then ask for documentation such as The Road to Health Card, Birth Certificate, Vaccination Card and copy out the exact date of birth. You can also use informal ways of prompting for age such as relating the time of the birth to events such as seasonal changes and local or national events or by comparing the child with other children whose ages are known. If there is no way to find the month of birth e.g. the child was abandoned please write a note describing the situation and continue with the questionnaire.

Q 10.17 ask for the birth weight of the sibling. You must check the birth weight with documentation where possible. If there are no documents with birth weight but there is documentation of the child's weight in their first week of life (e.g. if their first vaccination was in the first week of life) you may also record this weight. If the caregiver is unsure of the birth weight and there is no documentation record this as Not Known. Do not insert weights taken after the first week of life.

Q 10.18 Record whether there was documentation available for you to check the birth weight

Q10.19-21 Take two weight measurements, enter the first one in Q10.19 and the second in Q10.20, and then enter the agreed weight in Q10.21

Q 10.22-24 Take two height measurements enter the first one in Q10.22 and the second in Q10.23 and then enter the agreed weight in Q10.24

Q 10.25 If the next younger sibling was not measured, please give the reason. Please remember, you have to try to find the younger sibling.

BIRTH WEIGHT OF OLDER COHORT

The next question is about the NAME birth weight. We have not collected this information in Round 1 and Round 2 of the Young Lives study.

Say: I would like to ask you some questions around the birth of Name. I know it is a very long time ago but perhaps you still can remember the time when name was a baby.

Q 10.36: Establish how much the child weighed at birth. You must check the birth weight with documentation where possible. If there are no documents with birth weight but there is documentation of the child's weight in their first week of life (e.g. if their first vaccination was in the first week of life) you may also record this weight. If the caregiver is unsure of the birth weight and there is no documentation record this as Not Known. Do not insert weights taken after the first week of life.

Q 10.37: Record whether there was documentation available for you to check the birth weight in Q 10.36

SECTION 11 – CAREGIVER PERCEPTIONS AND ATTITUDES – YOUNGER COHORT

PURPOSE:

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

RESPONDENTS:

The respondent for this section must be the primary caregiver.

Additional things the fieldworker needs

Scale with 9 steps (Ladder of Life),

INSTRUCTIONS

FIELDWORKER: Show the child the 'LADDER OF LIFE' scale

Q11.1: Say: "There are nine steps on this ladder. Suppose we say that the ninth step (09), at the very top represents the best possible life for you and the bottom step (01) represents the worst possible life for you. Where on the ladder do you feel you personally stand at the present time?" Make sure the respondent understands that the ladder refers to all aspects of life (e.g. economic, health, social, personal, etc) and is a subjective measure of how the respondent feels about his/her life in general – it should not be confused with, for example, a measure of purely economic wellbeing. Be very clear about which direction the ladder goes in (i.e. which end is best and which is worst). Enter the number of the step s/he indicates in the answer box provided. If the respondent answers 09, skip to Q11.5. Otherwise, continue on to the next question.

Q11.2: Ask the respondent where s/he thinks that he/she will be on the ladder in four years. Enter the step on which they will be.

Q11.3- Q11.5: These questions are about the respondent's perception of their life-. There is no right or wrong answer.

FIELDWORKER INSTRUCTION: Do practise questions until respondent understands task – up to 3 times. Show respondent the cup and 9 pebbles.

SAY: I would like to ask you how satisfied you are about some parts of your life. Please think about whether it sounds like something you might say, think or feel. I want you to choose one of these five smiley faces. If it sounds like something you might say, think or feel, please choose one of the smiley faces on this side (SHOW SMILEY FACE SECOND FROM RIGHT). If it sounds a lot like you, please choose the smiley faces closest to this side (SHOW SMILEY FACE ON THE EXTREME RIGHT). If it sounds a bit like you, please choose the next smiley face (SHOW SMILEY FACE IN THE CENTER). If it doesn't sound like something you would say, think or feel, choose one of the smiley faces on this side (SHOW SMILEY FACE SECOND FROM LEFT). If it sounds very unlike, or the opposite, of you, please choose the smiley faces furthest over on this side (SHOW SMILEY FACE ON EXTREME RIGHT). If you are not sure whether it sounds like something you would say, think or feel (perhaps it does, perhaps it doesn't), choose the smiley face in the middle. We will do a few practise questions first.

Q11.3: This question is asking about their perception of their own life generally. Say the question as it is written and ask the respondent to point to the smiley face that best identifies with the statement

Q11.4. ask whether there continuing education classes for adults in the community/village.

Q11.5: Ask if the respondent has ever attended non-formal education classes, in this community or any other community. Continuing education classes are any training that adults can do. Continuing education can be programmes or seminars taken to improve one's job skills. If the answer is Yes, skip to Q11.9

Q11.6: Ask for the main reason for not attending non-formal education classes. Enter the code from Code box 46.

The next questions are about NAME's future.

Q11.7: Ask the respondent what level of education they would ideally like the NAME to complete. The answer should reflect their hopes for the child, not be restricted by what they think will actually happen. Enter the highest grade if the level is not higher than secondary education; otherwise enter the appropriate code from the types of post-secondary education.

Q11.8: Ask the respondent whether they think the index child will actually reach the level of education that they would like him/her to complete

Q 11.9 ask what the caregiver thinks NAME will be doing when she/he is 20 years old. We are interested what caregiver really thinks NAME will, not what the caregiver would like NAME to do.

SECTION 12 – CHILD DEVELOPMENT

PURPOSE:

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

RESPONDENTS:

The respondent for this section must be the NAME (older cohort and younger cohort) and the next younger sibling of the Young Cohort child, the siblings has to be older than 3 years

Additional things the fieldworker needs:

For the assessment of the **younger cohort and younger sibling** each fieldworker must have:

- a) Cognitive Development and Achievement Questionnaire – 8 year olds
- b) PPVT templates
- c) Literacy card
- d) EGRA stimuli cards
- e) Numeracy cards
- f) Mathematics Achievement Test Younger Cohort

For the assessment of **the older cohort** each fieldworker must have:

- a) Cognitive Development and Achievement Questionnaire - 15 year olds

- b) PPVT templates
- c) Verbal achievement test (Cloze)
- d) Mathematics Achievement Test Older Cohort – Booklet I
- e) Mathematics Achievement Test Older Cohort – Booklet II

Also, for both cohorts the fieldworker should have:

- a copy of the field manual copy to check the instructions
- a pencil and an eraser for the child to write with
- a stop watch that allows to count minutes and seconds and may be restarted easily.

DEFINITIONS:

Peabody Picture Vocabulary Test (PPVT) is a test to measure the vocabulary of children and will be used with both cohorts.

Cognitive Development Assessment (CDA) is test to measure notions of quantity and will be used with the younger cohort only.

Achievement test includes questions on literacy (reading and writing items from round 1) and mathematics items and will be used with the older cohort only.

ADMINISTRATION

It is important that the procedure described here is followed by all fieldworkers to ensure a standardized administration of the cognitive development and achievement instruments in Round 3 of the Young Lives project.

The instruments that will be administered to **the younger cohort and the next younger sibling** are:

- Peabody Picture Vocabulary Test (PPVT)-Form A (plus some items from Form B as decided by local panels)
- Reading and Writing Items
- Early Grade Reading Assessment (EGRA)
- Mathematics Achievement Test Younger Cohort

And the instruments that will be administered to the **older cohort** are:

- Peabody Picture Vocabulary Test (PPVT)-Form A (same set of items used with younger cohort)
- Verbal Achievement Test (Cloze items)
- Mathematics Achievement Test Older Cohort (Booklets I and II)

Location of Administration

The instruments will be administered to each child individually inside or near to the household's home or at school.

Whenever possible the test should be administered in a place that is as private as possible (e.g. far from interferences coming from street sounds, siblings, TV or radio) and has a chair (or similar for the child to sit on), a table or flat surface for the child to

write on and for the field worker to show the items, it should not be excessively windy and must have good lighting.

The location should have enough light for the child to see. The test should not start before 7 in the morning or after 6 in the evening to ensure good lighting and to avoid the participant from being too tired and not able to give his/her best performance.

Conditions of administration

It is very important that the fieldworker guarantees appropriate conditions for assessment. This means that the child had the necessary conditions and responded to the best of his/her abilities.

If the child has severe visual problems the administration of the tests that require seeing ability must be canceled. If the child is from the younger cohort the only tests that should be administered are: EGRA Section C (Listening Comprehension) and Math items 7, 8 and 9. If the child is from the older cohort administration of all achievement tests must be canceled. This internal condition should be registered at the start of the Cognitive Development and Achievement Questionnaire.

Language used for administration

The fieldworker must indicate the language in which the test was administered. This section of questions is at the end of each test. The fieldworker must register a) language used by the fieldworker; b) language used by the child and c) language in which the test was written. If more than one language is used for administration mark the one that was used the most, but make a note of the use of multiple languages in your comments.

Duration of the administration

The fieldworker *must* register the time of start and end of each test administered to the child, so that after the administration the average testing time for each test can be estimated. For this reason, the fieldworkers must have a watch at all times.

It is recommended that all the tests are administered in *one session*. However 5 minutes breaks can be taken between tests, so that the child may rest. If the participant is too tired or distracted the fieldworker may cut the test administration and return for a second session to complete the remaining tests (making a note of this). Every effort should be made to finish a test once it has started; in other words a test should be restarted in the second session only if the conditions in the first session were inadequate.

SPECIFIC INSTRUCTIONS FOR THE ADMINISTRATION OF THE TESTS

YOUNGER COHORT

The instruments that will be administered to the younger cohort are, in order:

- Peabody Picture Vocabulary Test (PPVT)
- Reading and Writing Items
- Early Grade Reading Assessment (EGRA)
- Mathematics Achievement Test Younger Cohort

2.1.1. Peabody Picture Vocabulary Test (PPVT-III) Form A

Materials

- PPVT easel
- Cognitive Development and Achievement Questionnaire
- Pencil and eraser

Testing time

The PPVT-III is an **untimed** test so the test taker should not be hurried, but given an adequate time to select the picture of his or her choice. However, generally after 15 seconds the child should be encouraged to choose an answer.

The fieldworker should be very careful in the registration of the time in which the administration of the PPVT – III started and finished. The start time of the test should not consider the administration of examples or the explanation of instructions.

Testing time should average around 15 minutes.

Introducing the test and using training items

Use the instructions on the fieldworker's side of the training items in the test kit to introduce the test and administer the training items. Generally use training items A and B with children under age 8, and training items C and D with individuals aged 8 and older. It is however, permissible to use more advanced instructions and items with more capable children who are younger than age 8, and the easier instructions and items with older persons who are severely developmentally delayed.

Two guidelines should be followed in using the training items. First, since these items are used to train the individual to make the desired response, the fieldworker is free to use his or her ingenuity to teach the required response. Second in order to start testing, the child must respond correctly and without help to at least two consecutive training words per items. However, the fieldworker may provide additional practice to be sure the child is ready to be tested.

Rules for test item administration

To obtain valid results, carefully follow the rules below:

- PPVT-III test items are administered in prescribed sets of 12. Follow the Complete set Rule when testing: Once you begin to administer a set of test items, always administer all 12 items in order. Always start with the first item in the set.
- For children who use the pointing response, precede the first stimuli words with one of the following prompts. When it is clear that the child understands the task, you may wish to simply say the stimuli word.

Put your finger on _____.

Show me _____.

Point to _____.

Find _____.

Where is _____?

- For individuals who respond by saying the number of the picture they have chosen, precede the first few stimulus with the prompt:
What number is _____?

As the test proceeds, this introductory phrase usually can be omitted.

- As you administer the test, record the response (1, 2, 3 or 4) to each item in the Response Column on the Cognitive Development and Achievement Questionnaire (see figure 2). Indicate errors by drawing an oblique line through the E in the Error column. The numbers in the Key column indicate the correct response. Fieldworkers may need to use the code 77 if the child doesn't know the answer or if he/she doesn't respond. If the child refuses to respond use code 79. Such responses are scored as errors.

START Ages 8 – 9		SET 7		
Item	Word	Key	Resp.	Error
73	Gigantic	(2)	2	E
74	Nostril	(4)	4	E
75	Vase	(3)	77	E
76	Knight	(1)	1	E
77	Towing	(1)	4	E
78	Horried	(3)	3	E
79	Trunk	(2)	2	E
80	Selecting	(1)	1	E
81	Island	(2)	77	E
82	Camcorder	(4)	4	E
83	Heart	(3)	3	E
84	Wrench	(4)	2	E
No. of Errors				

Figure 2

- A stimulus word may be pronounced more than once in these situations: when the child requests repetition; when repetition appears to be needed; or when significantly different pronunciations of a word are used in the culture or region. Practice saying the stimulus words before your first administration so you will articulate distinctly. Present the words in a normal tone.
- To coach or otherwise help on a test item will invalidate the results. Be careful not to give clues that a choice is correct or incorrect, either by facial expression or by exposing the key on the Performance Record. Keep in mind the following:
 - Do not show the child the printed stimulus word.
 - Do not use the stimulus word in a sentence.
 - Do not spell the stimulus word.
 - Do not substitute a synonym for the stimulus word.
 - Do not convert stimulus words that are singular to the plural form, because doing so may provide a clue on certain plates where only one plural alternative exists.
 - Do not precede the stimulus word by an article (a, an, the) because only nouns are introduced by articles.
- Since the PPVT-III is an untimed power test and not a speed test, the child may take any reasonable amount of time per item to make a choice. However, if about 15 seconds has passed and no choice has been made, encourage him or her by

saying: ***“Try one. Point to the one you think it might be.”*** If there is still no response, record NR for no response, and go on to the next item.

Conversely, if an individual is responding very quickly and does not appear to be considering each option, ask him or her to slow down and study all four alternatives carefully before making a choice. Going back over items is not permitted; therefore, promptly discourage the child’s tendency to respond too quickly.

- Since there is no penalty for guessing on the PPVT-III, encourage reluctant responders by saying: ***“It’s all right to guess.”*** Since the scale is in multiple choice format, there is a chance in four that the answer will be correct. However, if a child is still unwilling to choose, record “77”, on the Cognitive Development and Achievement Questionnaire, for doesn’t know, when the child doesn’t know the answer or record “79”, on the Cognitive Development and Achievement Questionnaire, for refused to answer if the child refused, for whatever reason, to answer. Then say: ***“That was a difficult one. Let’s try another.”*** Go on to the next item and score each 77 or 79 as an error.
- Praise should be given generously, but should not be overdone. Be equally positive (in wording and tone of voice) with correct and incorrect responses. Comments such as the following have been found effective:
Good!
You are doing well.
That’s fine.

A sensitive fieldworker soon learns the amount of encouragement needed to elicit a child’s best performance.

- Do not tell the child whether a response is correct or incorrect. If asked, use a noncommittal reply such as: ***That was a good answer.*** NEVER DISCLOSE THE ANSWERS TO THE TEST BECAUSE THIS TEST WILL BE ADMINISTERED TO THEM AGAIN IN THE FUTURE.
- If the child has responded to an item but then spontaneously selects a different response, record and score the final choice, even if the change is from the correct to an incorrect response. Be careful not to discourage such shifts. These spontaneous changes are acceptable even when made after you have administered subsequent items.
- If necessary, you may refocus the child’s attention before administering an item by saying: ***Listen carefully.*** You should use this prompt whenever the child seems distracted from the task.
- Some individuals, especially young children, may persevere by pointing to or naming the same choice over and over again, especially as they approach their ceiling. In these cases, it may be necessary to frequently repeat the following prompt:
“Be sure to look carefully at the pictures before choosing one.”
If the child continues to persevere, the fieldworker should point to each of the four pictures in turn while saying:
“Look at this one.... And this one... and this one... and this one.”
End the sequence by pointing to a choice other than the one on which the child has fixated.

- It is permissible for the child to turn the Picture Plate pages since it may help keep his or her attention focused on the task.
- Do not omit test items that you consider unfair to the child and then prorate the score. Persons in all cultures and locations will find some items more familiar and some less familiar than others. However, these items tend to balance out over the course of the test.

Rules for Critical Range Testing by Sets

By definition, the critical range includes only those test item sets that provide maximum discrimination among individual of similar ability. This range includes the Basal Item Set, the Ceiling Item Set, and all item sets in between. Thus, extremely easy and extremely hard sets are not administered. On average, an individual takes about five sets of 12 items each, or 60 test items out of 204 (30 percent) that most closely approximate his or her ability. This section provides detailed instructions for selecting the appropriate Start Item and establishing the Basal Item Set and Ceiling Item Set for the individual.

Finding the correct Start Item

Recommended Start Items are indicated in box sets in the Cognitive Development and Achievement Questionnaire. The Start Item is the first item in the appropriate set of test items designated for the test taker's age. Starting points by age also are indicated in the banner above the item sets.

For example: children aged 8 start in item set 7 (figure 3) and children aged 15 start in item set 10 (figure 4).

START Ages 8 – 9		SET 7		
Item	Word	Key	Resp.	Error
73	Gigantic	(2)		E
74	Nostril	(4)		E
75	Vase	(3)		E
76	Knight	(1)		E
77	Towing	(1)		E
78	Horried	(3)		E
79	Trunk	(2)		E
80	Selecting	(1)		E
81	Island	(2)		E
82	Camcorder	(4)		E
83	Heart	(3)		E
84	Wrench	(4)		E
No. of Errors				

Figure 3

START Ages 12 – 16		SET 10		
Item	Word	Key	Resp.	Error
109	Solo	(4)		E
110	Citrus	(2)		E
111	Inflated	(3)		E
112	Lecturing	(3)		E
113	Timer	(1)		E
114	Injecting	(1)		E
115	Links	(4)		E
116	Cooperating	(2)		E
117	Microscope	(1)		E
118	Archery	(2)		E
119	Garment	(4)		E
120	Fragile	(3)		E
No. of Errors				

Figure 4

Establishing the Basal Set

Basal Set rule: The lowest set of items administered containing 1 or no errors.

Establish the Basal Set first. If you have selected the appropriate Start Item, and if respondent has made one (1) or no errors in this item set, then the Basal Set has been established.

If the Basal Set has been established, begin testing forward with the next item set. However, if the test taker is aged 4 or older and makes more than one error in the first item set administered (i.e. the Start Item Set), drop back to the previous item set, begin with the first item in that set, and administer all 12 items. If the child again makes more than one error, drop back to the previous item set. Test in reverse sequential order by sets until the Basal Set Rule is met. **When dropping back to a previous set, always begin with the first item in the set.** Then test forward, by sets from where you began testing.

Some individuals may reverse all the way back to set 1. In these rare cases, use Set 1 as the **Automatic Basal Set** for purposes of calculating the raw score. When this

happens, continue testing forward until a Ceiling Set is established, which is discussed next. Do not discontinue testing just because a Basal Set cannot be established, except in extremely rare cases where eight (8) or more errors are made in the first set. In this event, the individual should be declared untestable with the PPVT-III because he or she has achieved only a “chance” score.

Occasionally a fieldworker will start a test at a level that is far too low or far too high. In such rare cases, two or more Basal Sets or Ceiling Sets may be established. If so, use the following rule to determine the raw score: Use the **lowest Basal Set** and the **highest Ceiling Score**. This rule will be repeated later in the section entitled “Calculating the Raw Score”.

Establishing the Ceiling Set and ceiling item

After establishing the Basal Set, continue testing forward, by complete sets, until a Ceiling Set is established.

Ceiling Set Rule: The highest set of items administered containing eight (8) or more errors.

As soon as the Ceiling Set is established, discontinue testing, since the individual has now been tested over his or her critical range. The **Ceiling Item** is the last item in the Ceiling Set.

Occasionally, a test taker will start with far too difficult an item set and the Ceiling Set will be immediately established in the first item set. If this occurs, reverse sequentially by sets until a Basal Set is established. Multiple Ceiling Sets may occur when dropping back sets. Just keep in mind the rule: In calculating the raw score, always use the highest Ceiling Set.

A very bright individual may continue to the end of the test without establishing a Ceiling Set. In these rare cases, Item 204 becomes the Automatic Ceiling Item.

Example: As illustrated in figure 5, testing was started at item 109, set 10, because the subject was 15 years and 3 months. The child made only one error in this set, so set 10 is her Basal Set. Testing continued through Set 13. In this set, the child made 8 errors, so Set 13 is her Ceiling Set. How to calculate the raw score will be discussed next.

START Ages 12 – 16		SET 10		
Item	Word	Key	Resp	Error
109	Solo	(4)	4	E
110	Citrus	(2)	2	E
111	Inflated	(3)	3	E
112	Lecturing	(3)	3	E
113	Timer	(1)	2	E
114	Injecting	(1)	1	E
115	Links	(4)	4	E
116	Cooperating	(2)	2	E
117	Microscope	(1)	1	E
118	Archery	(2)	2	E
119	Garment	(4)	4	E
120	Fragile	(3)	3	E
No. of Errors				1

SET 11				
Item	Word	Key	Resp	Error
121	Carpenter	(2)	2	E
122	Dilapidated	(4)	4	E
123	Hazardous	(3)	3	E
124	Adapter	(2)	4	E
125	Valve	(3)	3	E
126	Isolation	(1)	1	E
127	Feline	(2)	2	E
128	Wailing	(1)	2	E
129	Coast	(4)	4	E
130	Appliance	(1)	1	E
131	Foundation	(4)	4	E
132	Hatchet	(3)	3	E
No. of Errors				2

SET 12				
Item	Word	Key	Resp	Error
133	Blazing	(3)	3	E
134	Mammal	(2)	1	E
135	Reprimanding	(1)	1	E
136	Upholstery	(4)	3	E
137	Hoisting	(1)	1	E
138	Exterior	(1)	3	E
139	Consuming	(4)	3	E
140	Pastry	(4)	4	E
141	Cornea	(2)	2	E
142	Constrained	(3)	1	E
143	Pedestrian	(2)	2	E
144	Colt	(3)	3	E
No. of Errors				5

START Ages 17 – Adult		SET 13		
Item	Word	Key	Resp	Error
145	Syringe	(4)	4	E
146	Transparent	(3)	2	E
147	Ladle	(2)	1	E
148	Replenishing	(3)	4	E
149	Abrasive	(1)	2	E
150	Parallelogram	(3)	3	E
151	Cascade	(4)	4	E
152	Lever	(1)	3	E
153	Detonation	(2)	3	E
154	Pillar	(2)	2	E
155	Cultivating	(1)	2	E
156	Aquatic	(4)	3	E
No. of Errors				8

Figure 5

Calculating the Raw Score

The Raw score is determined by subtracting the individual's total number of errors over his or her critical range from the Ceiling Item. This score is based on the assumption that all items below the Basal Set are correct and all items above the Ceiling Set are incorrect.

First, use box at the end of the item sets in the Cognitive Development and Achievement Questionnaire, to total the child's errors. Simply record the ceiling item and subtract from it the total number of errors. This is the child's raw score.

Fieldworkers are encouraged to always verify the correctness of their scoring procedures.

It is essential to re-emphasize that fieldworkers must follow these two rules in calculating the raw score:

Multiple Basal Set Rule: Always use the **lowest** Basal Set.
Multiple Ceiling Set Rule: Always use the **highest** Ceiling Set

For example, in figure 5 the child's Ceiling Item is 156 and the fieldworker must record this in the appropriate box at the end of the item sets, see example in figure 6. After recording the Ceiling Item the fieldworker must count the errors the child made, in figure 5 the child made 1 error in set 10, 2 in set 11, 5 in set 12 and 8 in set 13. Thus in total she made 16 errors. That number must be recorded in the Cognitive Development and Achievement Questionnaire, see example in figure 6. Finally the fieldworker must subtract the errors from the Ceiling Item and the result will be the Raw Score, as shown in figure 6.

Ceiling item (possible values: from 1 to 204, -79=Refused to answer, -88=NA)	[<u>156</u>]
Minus errors (possible values: from 0 to 100, -79=refused to answer, -88=NA)	[<u>16</u>]
Raw score (possible values: from 0 to 204, -79=refused to answer, -88=NA)	[<u>140</u>]

Figure 6

2.1.2. Reading and Writing Items

These are two items: a reading item and a writing item used before in rounds 1 and 2 for the older cohort. The reading item assesses the skill to read letters, a word and a sentence. The writing item assesses the ability to write a short sentence. **These items should be administered exactly as they were administered in Round 1.**

Materials

- Pencil and eraser
- Cognitive Development and Achievement Questionnaire - 8 years old
- Booklet of Mathematics Achievement Test Younger Cohort
- Fieldworker's Manual
- Literacy card

General Testing Guidelines

It is very important that the fieldworker registers the exact time in which the administration begins and ends in the Cognitive Development and Achievement Questionnaire.

This test does not have time limit but it should take no longer than 5 minutes to administer.

At the beginning of the test the fieldworker should say to the child: ***"Now I want to ask you about reading and writing"***.

Reading item

Specific instructions for the administration of the item are in the back of the literacy card.

The fieldworker must say: "Can you please read me the letters, word and sentence on this card" and after that hand the Card to the child.

Instructions for registering and correcting item

During administration fieldworkers must assess child's answer. For that they will need to register the child's answers in the Cognitive Development and Achievement Questionnaire by using one of the codes presented below.

The code should be assigned following the next considerations:

- 01 = **Can't read anything**. This code should be used when the child reads 0, 1 or 2 letters.
- 02 = **Reads letters**. This code should be used when the child reads the 3 letters correctly.
- 03 = **Reads word**. This code should be used when the child reads the word correctly. This code must be used even when the child has pronunciation problems but the word can be understood by anyone.
- 04 = **Reads sentence**. This code should be used when the child reads the word correctly. This code must be used even when the child reads slowly.

For this item only one code must be selected. This code must reflect child's best performance. For example, if the child can not read letters but he can read the word correctly, the code that should be chosen is 03 = **Reads word**. If the child doesn't read letters or words but he/she reads correctly "sun" or "hot" in the sentence the code that should be chosen is 03 = **Reads word**. These rare cases must be registered and commented in the observation section.

Writing item

Specific instructions for the administration of the item are in the back of the literacy card.

Give the child a pencil and hand the child the Cognitive Development and Achievement Questionnaire opened in the **Answer sheet for 1.18: writing**. Then say: ***"Please write the following sentence". "I LIKE DOGS."***

If the child makes a mistake and wants to start again tell him to cross out what he has written and start again on the next line.

After watching how did the child wrote the sentence choose one code from the survey to register his performance.

Instructions for registering and correcting item

During administration fieldworker must assess child's answer. For that he will need to register the child's answers in the Cognitive Development and Achievement Questionnaire by using one of the codes presented below.

The code should be assigned following the next considerations:

- **01 = No.** This code should be used when the child couldn't hold the pencil or if she/he holds it but wrote a sentence that isn't comprehensible in any way.
- **02 = Yes with difficulty or errors.** This code should be used when the child writes the sentence in a comprehensible way but with one or more errors. For example, she/he forgot to write 1 or more letters, there are 1 or more incorrect letters or if she/he writes in a hardly comprehensible way. Child should not be penalized for writing slowly.
- **03 = Yes without difficulty or errors.** This code should be used when the child writes the sentence clearly, in a comprehensible way and with no errors. The lack of capital letter at the beginning of the sentence, lack of final point or other punctuation or orthographic errors should not be taken into account.

2.1.3. Early Grade Reading Assessment (EGRA)


EGRA is an adaptation from a USAID instrument aimed at measuring early grade reading abilities. The test is divided into three sections: a) familiar word identification, b) passage reading and c) listening comprehension. Specific instructions for each section will be given in the following paragraphs.

Materials

- Pencil and eraser
- Cognitive Development and Achievement Questionnaire - 8 years old
- Fieldworker's Manual
- EGRA stimuli card
- Stopwatch

General Testing Guidelines

It is very important that the fieldworker registers the exact time in which the administration begins and ends in the Cognitive Development and Achievement Questionnaire.

The fieldworker must have a stopwatch that allows him/her to control the time in some sections of the evaluation, and must record the child's answers in his/her Cognitive Development and Achievement Questionnaire. This symbol  will let you know which sections are timed.

The child should perceive the tests almost as a game to be enjoyed rather than a severe situation. It is important to read aloud slowly and clearly.

At the beginning of the test the fieldworker should say to the child: ***"In this test I am going to ask you to read some words and a short story out loud. Using this stopwatch, I will see how long it takes you to read. May we get started?"***

Section A. Familiar Word Identification

Show the child card 1 of the EGRA stimuli cards and say: ***“Here are some words. I would like you to read me as many words as you can (do not spell the words, but read them). Here is an example: “CAT”. Now You Try: Tell me the name of this word [Have the student read the word “he”]”***

If the child responds correctly say: ***“Good, this word is “HE.”***

If the child does not respond correctly, say: ***“This word is “HE.”***

Then say: ***“Now try again: Tell me the name of this word [point to “ball”]:***

If the child responds correctly say: ***“Good, the word is “BALL.”***

If the child does not respond correctly, say: ***“The word is “BALL.”***

If the child does at least one example correctly then continue with the section. **However if the child does not do any of the examples correctly discontinue this section and go on to section C. Listening Comprehension.** Make a note of this in the comments box of the Cognitive Development and Achievement Questionnaire.

After establishing that the child understood the instructions and is able to respond correctly to at least one example say the following: ***“Do you understand what you are to do? Please start here*** (point to the left-most letter on the top row), ***and go across*** (point from left to right). ***“When I say “begin,” read all of the words as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.”***

Start the stopwatch when you say “begin”. Mark each incorrect word with a slash mark (/). Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say ***“Please go on.”*** Mark the word you provided as incorrect. After one minute, say, ***“stop.”*** Mark the final word attempted before you said “stop” with a bracket (]).

STOP THE CHILD AT 60 SECONDS AND MARK WITH A BRACKET (]).

Figure 7 is an example of how to mark in the Cognitive Development and Achievement Questionnaire.

Examples:	cat	he	ball
sad dog	red	do	eat /5
and us	to	girl	then /10
as hat	if	seem	get /15
horse sun	stop	lots	ear /20
food at	they	big	the /25
last run	fly	we]	on /30
saw walk	school	best	time /35
boy wall	chair	all	me /40
will blue	size	fall	go /45
hope far	man	her	was /50
rat have	fat	good	pet /55
up try	small	eye	love /60

The child can read at least one example (possible values: 01=yes, 02=no, -79=Refused to answer, -88=NA)	[01]
Total words read at 60 seconds (possible values: from 1 to 50, -79=Refused to answer, -88=NA)	[29]
Total incorrect words at 60 seconds (possible values: from 0 to 50, -79=refused to answer, -88=NA)	[12]
Total correct words in 60 seconds (possible values: from 0 to 50, -79=refused to answer, -88=NA)	[17]

Figure 7

In the previous example the child was able to read at least one example word so the fieldworker wrote “01” in the corresponding line and continued with the section. The child read 29 words in 60 seconds and 12 of those were incorrect. So in total, the child read 17 correct letters in 60 seconds (subtract number of incorrect letters from the number of letters read to get Total correct words in 60 seconds).

If the child did not read any of the examples, the fieldworker must mark the first item of figure 7 as “02”. The items of that section and section b that did not get administrated must be coded as “88”.

Section B. Passage reading

Reading aloud

Show the child card 2 of the EGRA stimuli cards and say: “***There is a story in this card and I would like you to read it aloud for me. When I say “begin,” read the story as best as you can. Are you ready? Begin***”. Start the stopwatch when you say “begin”.

During the administration **stay quiet**, except when providing answers as follows: if the examinee can not read a word after 3 seconds, provide the missing word and encourage the child to continue by saying: “***Good effort. Please keep trying.***” If you provided the word, mark it as incorrect.

Mark each incorrect word with a slash (/). Count self-corrections as correct. **MARK THE LAST WORD THE CHILD READ AT 60 SECONDS WITH A BRACKET, (]).**

When 60 seconds have gone by please ask the child to stop reading aloud.

In the Cognitive Development and Achievement Questionnaire the fieldworker must mark if the child was able to read the text or not. It should be considered as being able to read when the child has read the title of the text and the first 2 lines within the 60 seconds. **If the child has not read the title and the first 2 lines after 60 seconds discontinue the administration of the second part (reading in silence) and go on to Section C. Listening Comprehension. Do not forget to fill out items 1.29, 1.30 and 1.31 after finishing the administration and when the child is no longer present.**

Figure 8 is an example of how to mark in the Cognitive Development and Achievement Questionnaire.

<u>Sandra and her grey cat</u>	5
My name is Sandra and I am eight years old.	15
My little brother is Charlie and he is four. We	25
like to play with our cat. Our cat is grey and fat	37
and she likes to hide behind the big furniture.	46
One day, our cat went miss ing. We thoug ht	54
she was just ¹ playing hide and seek, but we	63
could not find her in her favorite places . So we all	73
searched all around the house for the cat.	81
Finally, she was under the bed, but she was	91
not alone! She had given birth to three kittens:	100
two grey and one white. When we told our parents	110
about the kittens, they told us that mom was also	120
having a baby. We are going to have a sister!	130

The child can read the text (possible values: 01=yes, 02=no, 79=refused to answer, 88=NA)	[01]
Total words read at 60 seconds (possible values: from 1 to 120, -79=Refused to answer, -88=NA)	[57]
Total incorrect words at 60 seconds (possible values: from 0 to 120, -79=refused to answer, -88=NA)	[9]
Total correct words in 60 seconds (possible values: from 0 to 120, -79=refused to answer, -88=NA)	[48]

Figure 8

In the previous example the child was able to read the title and the first two lines, so the fieldworker fills with a "01" the first item of this section. Moreover, the child could read 57 words in 60 seconds, 9 of those where incorrect. So in total, the child read 48 correct words in 60 seconds (subtract number of incorrect words from the number of words read correctly).

If the child completed the paragraph in less than 60 seconds the exact number of seconds that he/she took must be registered in item 1.32 of the Cognitive Development and Achievement Questionnaire.

Reading in silence

After the child finishes reading aloud, ask him to read the text in silence. Say: ***“Good. Now, I would like you to read the story again in silence. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do? Go on and let me know when you finish.”***

Let the child keep the text after he/she reads it because some questions about it will be asked to him/her. After you read each question, give the child at most 15 seconds to answer each question. Record the exact answer given by the child in your Cognitive Development and Achievement Questionnaire. **Do not mark the answers to the questions as correct or incorrect.** The answers are going to be assessed centrally by a professional with experience in test grading.

Say: ***“Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.”***

Read the following questions to the child (slowly) and give him/her 15 seconds to answer.

Who is telling the story?

Why was the cat fat?

What is Sandra’s little brother’s name?

What do Sandra and Charlie like to do?

Why did Sandra and Charlie say the cat was not alone?

How many kittens did the cat have?

Where did Sandra and Charlie find the cat?

Why do you think the cat was missing for a while?

Figure 9 is an example of how to record the exact answer given by the child.

Who is telling the story? Child’s response: <u>Sandra</u> values 01= correct, 02= incorrect, 77=Doesn’t know 79=refused to answer, 88=NA	[_]
Why was the cat fat? Child’s response: <u>She was playing hide and seek</u> values 01= correct, 02= incorrect, 77=Doesn’t know 79=refused to answer, 88=NA	[_]

Figure 9

In the previous example, the fieldworker wrote the exact responses of the child but not mark any of them as correct or incorrect, as indicated.

Section C. Listening Comprehension

This is **not** a timed exercise and there is **no stimuli card**. The fieldworker reads aloud the following passage slowly (about 1 word per second). Say: ***“Now, I am going to read you a short story aloud TWICE and then ask you some questions. Please listen carefully and answer the questions as best as you can. Do you understand what you are to do?”***

Story:

A yellow little chicken was walking through a bridge. Suddenly, he slipped and fell in the river. “Help me! I can’t swim!” he cried. There was a mouse passing by that saw the little chicken and came to help, but he fell in too. “What do we do now? I can’t swim either” said the mouse. “I see something that is coming our way!” the chicken replied. They both climbed on the log and rowed to the shore. “We are saved!” they shouted when they finally arrived to land.

After you read each question, give the child at most 15 seconds to answer each question. Record the exact answer given by the child in your Cognitive Development and Achievement Questionnaire. **Do not mark the answers to the questions as correct or incorrect.** The answers are going to be assessed centrally by a professional with experience in test grading.

Read the following questions to the child (slowly):

Who fell in the river first?

Who fell in the river last?

Why did the little chicken fall in the river?

Where was the chicken when he fell in the river?

Why did the little chicken cried for help?

How did the chicken and the mouse get out of the river?

Figure 10 is an example of how to record the exact answer given by the child.

Who fell in the river last? Child's response: <u>Chicken</u> values 01= correct, 02= incorrect, 77=Doesn't know 79=refused to answer, 88=NA	[]
Why did the little chicken fall in the river? Child's response: <u>Because he was distracted</u> values 01= correct, 02= incorrect, 77=Doesn't know 79=refused to answer, 88=NA	[]

Figure 10

As seen before, in this example, the fieldworker wrote the exact responses of the child but not mark any of them as correct or incorrect, as indicated.

2.1.4. Mathematics Achievement Test

The Mathematics Achievement Test - Younger Cohort measures various numerical abilities appropriate for children aged 8 and it has two parts. In the first part the fieldworker will show the child a series of cards and will ask him/her to answer some questions orally. In the second part the fieldworker will give the child the test booklet and explain the instructions found in there to him/her.

Administration	Items	Materials
Oral	1 – 9	Numeracy Cards
Written	10 – 29	Booklet

Materials

- Numeracy Card
- Mathematics Achievement Test Younger Cohort
- Cognitive Development and Achievement Questionnaire - 8 years old
- Pencil and eraser
- Stopwatch

General Testing Guidelines

The fieldworker must not, under any circumstances solve doubts about the content of the questions, nor read the questions to the child or lead him/her to an answer. The fieldworker should just encourage him/her to give his/her best effort.

The child is **NOT** allowed to use a calculator to solve any part of the test.

The tests must be picked up and **NOT** left with the participant. The items of the test should not be photocopied by anyone external to the project.

Testing time

It is very important that the fieldworker registers the exact time in which the administration of each part begins and ends in the Cognitive Development and Achievement Questionnaire. The fieldworker must have a watch that allows him/her to control the duration of the evaluation.

Part 1 has no time limit but it should take about 4 minutes for the administration of items 1 to 9. **However Part 2 has a maximum duration of 8 minutes.**

If the child seems frustrated with the items, the fieldworker should try to calm him/her down by saying ***“Don’t worry, if you don’t know the answer to a question, why don’t you continue with the next one”*** or ***“This is a hard question, do your best but don’t feel bad if you don’t know an answer”***.

Part 1. Items 1 to 9

In part 1 the fieldworker will ask the child to answer orally or by pointing to the response that he/she thinks is correct. The answers, as stated by the child must be registered in the provided space of the Cognitive Development and Achievement Questionnaire.

Have the numeracy cards in hand and before showing them to the child say the following: ***“Now we are going to work with numbers and I will ask you to identify some numbers and count things. I will ask you different questions each time I show you a card, are you ready? Let’s begin!”***

For items 1, 2 and 3 show the child the card A of the numeracy cards with the numbers facing him. Ask him/her the following questions:

Please put your finger on number 21 (twenty-one)

Please put your finger on number 312 (three hundred twelve)

Please put your finger on number 3126 (three thousand one hundred twenty-six)

Before passing on to the next question check if the child answered correctly or not and write the appropriate value in the value column of your Cognitive Development and Achievement Questionnaire. For specific instructions to record child’s answers correctly go to **“Instructions for correcting child responses”**, present shortly in this manual.

For item 4 show the child card B and ask him: ***“Please count how many balls there are here”*** (Answer: 12) Compare the child’s answer with the correct answer and record the appropriate value in your Cognitive Development and Achievement Questionnaire.

For item 5 show the child card C and ask: ***“Which number should come in the space in blank?”*** (Answer: 28) Compare the child’s answer with the correct answer and record the appropriate code in your Cognitive Development and Achievement Questionnaire.

For item 6 show the child card D and ask him the question ***“Which number should come in the space in blank?”*** (Answer: 10) Compare the child’s answer with the correct answer and record the appropriate code in your Cognitive Development and Achievement Questionnaire.

For item 7 show the child card E and ask him: ***“Jane has two apples and she receives three more apples. How many apples does she have now?”*** (Answer: 5). Compare the child’s answer with the correct answer and record the appropriate code in your Cognitive Development and Achievement Questionnaire.

For item 8 show the child card F and ask him: ***“Joseph has 20 dollars and he bought a 4 dollar ice-cream. How many dollars does he have left”*** (Answer: 16) Compare the child’s answer with the correct answer and record the appropriate code in your Cognitive Development and Achievement Questionnaire.

For item 9 (it does not need a card) ask the child the question ***“Please tell me the answer of this calculation: Two times four?”*** (Answer: 8). Compare the child’s

answer with the correct answer and record the appropriate code in the Cognitive Development and Achievement Questionnaire.

Part 2. Items 10 to 29

Give the child the Mathematics Achievement Test Younger Cohort and read the instructions from the test with him/her to make sure he/she understands the instructions.

Before the child starts working by him/herself tell him/her that he/she must **answer the questions in order**. Then let the child work by him/herself with the test under your supervision. Do not interfere with his/her work unless he/she has a question about how to answer. The fieldworker must not read the questions to the child.

The participants must record their own answers in the test, and they will work alone but under the supervision of the fieldworker. During the test the fieldworker must check on the child's work to verify that he/she is recording the answers correctly and that he/she is answering them in order.

The child can use the test to make notes and calculations.

Testing time

Give the Mathematics Achievement Test Younger Cohort – Booklet. Math computing to the child. Read the instructions with the child to make sure she/he understands the instructions (child must answer the questions in order). Then let the child work by herself/himself with the test under your supervision. **After 4 minutes** you should register the last item completed by the child without interrupting his/her work. Let the child continue working **until 8 minutes** have passed since the beginning of the test. Then stop the administration.

If the child finishes the entire test (20 items) before 4 minutes, the fieldworker must write down “29” in the question: *last item completed after 4 minutes*.

As mentioned before it is very important that the fieldworker registers the exact time in which the administration of part 2 begins and ends in the Cognitive Development and Achievement Questionnaire. Time spent on the explanation of instructions must not be considered.

As soon as the child finishes the test, the fieldworker must write down the finish time in the appropriate section of the questionnaire.

If the child requests to continue answering the test after 8 minutes because he is not done, the fieldworker must say kindly to the child that that's not necessary and stop the administration. If the fieldworker notices the child is very upset or anxious he must try to calm her/him down by saying that what he/she did is enough and that is not necessary to complete all the items in the test.

Instructions for coding child responses

In part 1, the fieldworker will write the exact response given by the child in the line that states “Child's response”. Then the fieldworker must compare it with the correct

response and afterwards write the appropriate value in the value column of the Cognitive Development and Achievement Questionnaire. Figure 11 shows examples of correct (math item 1) and incorrect (math item 2) responses:

Math Item 1: Please put your finger in number twenty one Child's response: <u>21</u> (Correct answer: 21) (values: 01= correct, 02=incorrect, 77=NK, 79=refused to answer, 88=NA)	[01]
Math Item 2: Please put your finger in number three hundred and twelve Child's response: <u>3126</u> (Correct answer: 312) (values: 01= correct, 02=incorrect, 77=NK, 79=refused to answer, 88=NA)	[02]

Figure 11

In math item 1 from the example the fieldworker wrote the exact response given by the child (21) in the appropriate space and compared it with the correct answer (correct answer: 21) given. After that, fieldworker looked for the value for "correct" (01= correct), in the value options line and then wrote this code in the value column (01). Equally, for math item 2 the fieldworker recorded the answer of the child (3126) and then contrasted it with the correct answer for the item (Correct answer: 312). After that, fieldworker selected the proper value for incorrect answer (02=incorrect) and wrote this code in the value column.

For part 2, after the child has finished all the tests and he/she is no longer in the room, the fieldworker must record the child's answers in the Cognitive Development and Achievement Questionnaire. The fieldworker will only record the exact answer given by the child directly on the value column. Figure 12 shows an example of this kind of responses:

Math Item 11 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[05]
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Figure 12

In math item 11, from the example, the fieldworker record the exact answer given by the child in the value column (05), as indicated for this kind of item.

2.2. OLDER COHORT

The instruments that will be administered to the older cohort are, in this order:

- Peabody Picture Vocabulary Test (PPVT) Form A
- Verbal Achievement Test (Cloze items)
- Mathematics Achievement Test Older Cohort (Booklets I and II)

2.2.1. Peabody Picture Vocabulary Tests (PPVT-III)

Since the PPVT will be administered to both cohorts, the administration instructions are similar as for the younger cohort (see section 2.1). The fieldworker should follow the same procedures to administer the test to children in the older cohort.

2.2.2. Verbal Achievement Test (Cloze)

The Verbal Achievement Test for the Older Cohort consists of a series of sentences which are missing a word; the child must complete the sentence with the word that best fits the blank.

Materials

- Verbal Achievement test
- Pencil and eraser
- Cognitive Development and Achievement Questionnaire 15 years old
- Stopwatch

General Testing Guidelines

The fieldworker must give the test to the child and then read the instructions with him/her to make sure that they are understood.

Before the child starts working by him/herself tell him/her that he/she **must answer the questions in order**. Then let the child work by him/herself with the test under your supervision. Do not interfere with his/her work unless he/she has a question about how to answer. The fieldworker must not read the questions to the child.

The participants must record their own answers in the test, and they will work alone but under the supervision of the fieldworker. During the test the fieldworker must check on the child's work to verify that he/she is recording the answers correctly and that he/she is answering them in order.

The fieldworker must not, under any circumstances solve doubts about the content of the questions, nor read the questions to him/her or lead the child to an answer. The fieldworker should just encourage him/her to give his/her best effort.

If the child seems frustrated with the items, the fieldworker should try to calm him/her down by saying ***“Don't worry, if you don't know the answer to a question, why don't you continue with the next one”*** or ***“This is a hard question, do your best but don't feel bad if you don't know an answer”***.

The tests must be picked up and **NOT** left with the participant. The items of the test should not be photocopied by anyone external to the project.

Testing Time

The fieldworker must have a watch that allows him/her to control the duration of the evaluation. It is very important that the fieldworker registers the exact in which the administration begins and ends in the Cognitive Development and Achievement Questionnaire. The beginning time must not include the explanation of instructions.

Give the Verbal Achievement Test Older Cohort – **cloze** to the child and read the instructions of this section with the child to make sure she/he understands the instructions (child must answer the questions in order). Then let the child work by herself/himself with the test under your supervision. **After 5 minutes** you should register the last item completed by the child without interrupting his/her work. Let the

child continue working **until 10 minutes** have passed since the beginning of the test. Then stop the administration.

If the child finishes the entire test (24 items) before 5 minutes, the fieldworker must write down “24” in the question: *last item completed after 5 minutes*.

Copying child responses onto the questionnaire

After the child has finished all the tests and he/she is no longer in the room, the fieldworker must record the exact answers given by the child in the Cognitive Development and Achievement Questionnaire.

Fieldworkers must not assess the answers as correct or incorrect because this will be done centrally.

2.2.3. Mathematics Achievement Test – Older Cohort

The Mathematics Achievement Test Older Cohort measures various numerical abilities appropriate for children aged 15. The test includes two booklets: calculation and problem solving. The fieldworker will give the child the test and explain the instructions found in there to him/her.

Materials

- Mathematics Achievement Test Older Cohort – Booklet 1
- Mathematics Achievement Test Older Cohort – Booklet 2
- Cognitive Development and Achievement Questionnaire - 15 years old
- Pencil and eraser
- Stopwatch

General Testing Guidelines

The fieldworker must have a watch that allows him/her to control the duration of the evaluation. It is very important that the fieldworker registers the exact in which the administration begins and ends in the Cognitive Development and Achievement Questionnaire. The beginning time must not include the explanation of instructions.

Present the test to child saying: ***“Now we are going to work with numbers. First you will solve some calculations exercises and then solve some math problems. Are you ready? Let’s begin!”*** Give the child the Mathematics Achievement Test Older Cohort and read the instructions from the test with her/him to make sure she/he understands the instructions. Then let the child work by her/himself with the test under your supervision.

If the child seems frustrated with the items, the fieldworker should try to calm him/her down by saying ***“Don’t worry, if you don’t know the answer to a question, why don’t you continue with the next one”*** or ***“This is a hard question, do your best but don’t feel bad if you don’t know an answer”***.

Do not interfere with her/his work unless she/he has a question about how to answer.

The fieldworker must not, under any circumstances solve doubts about the content of the questions, nor read the questions to him/her or lead the child to an answer. The fieldworker should just encourage him/her to give his/her best effort.

The child is **NOT** allowed to use a calculator to solve any part of the test.

The tests must be picked up and **NOT** left with the participant. The items of the test should not be photocopied by anyone external to the project.

The participants must record their own answers in the test, and they will work alone but under the supervision of the fieldworker. During the test the fieldworker must check on the child's work to verify that he/she is recording the answers correctly.

The child can use the test to make notes and calculations.

Start the administration with Booklet 1 of the Mathematics Achievement Test Older Cohort and read the instructions with the child. Let her/him work following the indications given before. Take into account time limit procedures explained below. After Booklet 1 is finished hand the child Booklet 2 and follow the same procedures given before but take into account the following time limit procedures.

Testing time

Booklet 1: Math computing

Give the Mathematics Achievement Test Older Cohort – **Booklet 1** to the child. Read the instructions with the child to make sure she/he understands the instructions (child must answer the questions in order). Then let the child work by herself/himself with the test under your supervision. **After 4 minutes** you should register the last item completed by the child without interrupting his/her work. Let the child continue working **until 8 minutes** have passed since the beginning of the test. Then stop the administration.

If the child finishes the entire test (20 items) before 4 minutes, the fieldworker must write down “20” in the question: *last item completed after 4 minutes*.

Booklet 2: Problem solving

Give the Mathematics Achievement Test Older Cohort – **Booklet 2** to the child. Read the instructions with the child to make sure she/he understands the instructions (**child must answer the questions in order**). Then let the child work by himself/herself with the test under your supervision. **After 10 minutes** finish the administration. Do not forget to register the finish time.

Instructions for correcting child responses

After the child has finished all the tests and he/she is no longer in the room, the fieldworker must record the child's answers in the Cognitive Development and Achievement Questionnaire. As in Math Achievement Test Younger Cohort, in the present test there are three kinds of items. In some items the fieldworker just has to write the response given by the child. In others the fieldworker will write the exact response given by the child in the Cognitive Development and Achievement Questionnaire and then compare it with the correct response and afterwards write the

appropriate value in the Cognitive Development and Achievement Questionnaire. Figure 13 shows examples of how to write and mark the child responses in the Cognitive Development and Achievement Questionnaire.

Math Item 10 (values from 0 to 999, -77=NK, -79=refused to answer, -88=NA)	[<u>3</u>]
Math Item 11 Child's response: <u>17.03</u> (Correct answer: 17.43) (values 01= correct, 02= incorrect, 77=NK, 79=refused to answer, 88=NA)	[<u>02</u>]

Figure 13

In math item 10, from the example, the fieldworker wrote the exact answer given by the child in the value column, as indicated before. Additionally, in math item 11 the fieldworker wrote the exact response given by the child (17.03) in the appropriate space and then compared it with the correct answer (correct answer: 17.43) provided. After that, fieldworker looked for the proper value for “incorrect”, in the value options line of the item, and then wrote the value for incorrect in the value column (02= incorrect).

The last kind of items also demands the fieldworker to select a code or value that corresponds to the answer provided by the child. They are placed only in Booklet 2 of the Mathematics Achievement Test Older Cohort and they represent multiple choice answer questions. The following example illustrates the case of a five value option line, but fieldworkers must remember the procedure to complete this kind of items is the same in a four value option line.

Math Item 25 (values 01=a, 02=b, 03=c, 04=d, 05= e, 77=NK, 79=refused to answer, 88=NA)	[<u>05</u>]
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Figure 14

The example shows math item 25. The values represent each possible option of answer given to the child. In Figure 14, the child chose letter “e” as an answer. Consequently, the fieldworker wrote value “05” in the value column.

3. Final Notes on the Use of Young Live Codes

In this section we present a more detailed description of Young Lives’s Codes in order to clarify their application during field work.

- Code 77: is assigned by the field worker when the person doesn’t know the answer (i.e. leaves blank because could not provide with an answer).
- Code 79: means the child refuses to answer (e.g. the child answers up to a point and then does not want to continue with the test).
- Code 88: does not apply; could be used when the child was for some reason not administered the test (e.g. does not understand even simple instructions).

Sometimes we suggest using negatives (i.e. -77, -79 and -88) so that there is no confusion with actual student responses or item numbers in the test (see questionnaire).