

Listening to Young Lives at Work: COVID-19 Phone Survey 2020

Listening to Young Lives at Work:

2020 COVID-19 Phone Survey

Survey Manual

INTRODUCTION	4
SECTION 1. STUDY COMPONENTS, SURVEY DOCUMENTS, LOGISTICS AND MATERIALS	5
a) Team, roles and equipment	5
b) Calendar and workload	8
SECTION 2. TRAINING AND PILOT	9
a) Training of the Enumerators	9
b) Pilot	10
SECTION 3. BASIC INSTRUCTIONS FOR THE ENUMERATORS	12
a) Getting ready: setting up phone, headset and tablet/laptop	12
b) Assigning workflow	12
c) What to do if?.....	14
d) At the end of every day	16
e) At the end of every week:	17
f) Some additional useful tips	17
SECTION 4. DATA MANAGEMENT	18
a) Data Management	18
Import the CAPI program and save interview files	18
Transfer data from the enumerators to the country data manager.....	18
Transfer data from the country data manager to the Oxford data manager	19
Instructions for Enumerators to transfer json files via Dropbox to the Country DM – Option 1 .	20
Instructions for Enumerators to transfer json files via Dropbox to the Country DM – Option 2 .	23
b) SurveyBe Implementer Manual	26
SECTION 5. PROTOCOLS	43
a) Before starting the call	43
b) Some general guidelines when contacting the respondent:	43
c) Priority to list and call by phone	43
c) Protocol first call: Talking to the index individual	45
d) Protocol second call	48
e) Protocol third call.....	49
SECTION 6. ETHICAL CONSIDERATIONS, RECIPROCITY AND SAFEGUARDING	50
a) Ethical considerations	50

b) Reciprocity: Reward	51
c) Reciprocity: COVID-19 consultation guide	52
d) An introduction to Safeguarding.....	54
e) Code of Conduct.....	54
f) Disclosure of Malpractice in the Workplace (Whistleblowing) Policy	57
SECTION 7. SURVEY MANUAL	59
1. First call	59
Section 0 – Data Handlers	59
Section 1 – Introduction.....	59
Section 2 – Survey	67
Section 3 – Locating Information	77
Section 4 – Comments.....	79
Section 5 – Enumerator Statement.....	79
2. Second call.....	80
Section 0- Data Handlers.....	80
Section 1- Introduction.....	80
Section 2- COVID-19: Behaviours and Risk Perceptions.....	84
Section 3- Socioeconomic status.....	86
Section 4- Recent Life History and Economic changes.....	89
<i>Section 4.1 Recent life history</i>	89
<i>Section 4.2 Economic Shocks since the COVID-19 Outbreak</i>	90
Section 5 – Food Security, Prices and Health	91
<i>Section 5.1 Food Security</i>	92
<i>Section 5.2 Food Prices</i>	93
<i>Section 5.3 Individual Health</i>	93
Section 6 – Current education.....	94
Section 7 – Time use.....	97
Section 8 – Employment and Earnings.....	98
<i>Section 8.1 Labour Force participation</i>	98
<i>Section 8.2 Main activity in the past 7 days</i>	99
<i>Section 8.3 Main activity before COVID-19</i>	105
<i>Section 8.4 Main activity during lockdown period</i>	107
Section 9 – Subjective Wellbeing and Mental Health	108
<i>Section 9.1 Subjective wellbeing</i>	108
<i>Section 9.2 Mental Health</i>	109
Section 10 – Concluding remarks	110

SECTION 11 – Locating Information	112
Section 12 – Comments	115
Section 13 – Enumerator Statement.....	116
3. Third call	116
Section 0 – Data Handlers	116
Section 1 – Introduction.....	117
Section 2 – Current Education.....	119
Section 3 – Food Security and Other Events	123
Section 4 – Mental Health.....	127
Section 5 – Employment	128
Section 6 – Trust, Solidarity, Collective Action and Cooperation.....	133
Section 7 – Concluding Remarks	135
Section 8 – Locating Information	136
Section 9 – Comments.....	139
Section 10 – Enumerator Statement	140
ANNEX	141
Training schedule: first call (an example from Peru)	141
Training schedule: second call (an example from Vietnam)	142
Training schedule: third call (an example from Ethiopia)	143
Copyright.....	145

Message to the enumerators

Dear Enumerator,

Thanks so much for your hard work. We are aware that we are asking you to work in challenging circumstances and we are extremely grateful for the extra effort you are putting in delivering this new “atypical” round. Please rest assured that we are 100% confident you will be able to deliver it and maintain the high-quality work we have become used to. Teamwork is extremely important and even more so now. We need to hear the voices of our families to better understand what is going on and what can be done to support them in this difficult time. You play an absolutely crucial role. We chose you to be a part of this project as we know you are perfectly equipped for it.

This manual is primarily for your use. It provides detailed instructions and explanations on how to conduct the phone survey and the protocols to follow. Please read it carefully at the outset and ask any questions or doubts that you may have regarding the questionnaires or the protocols explained in this document. We will update it in response to any comments that you have to improve it.

While you are ‘in’ the field, always keep this Manual close by, in case you need to refresh any concepts or procedures explained during the training.

INTRODUCTION

The COVID-19 pandemic is having substantial implications for the population around the world, both in developed and developing countries. The current health scenario makes it very difficult to plan for a round of visits to YL families in 2020. In light of the current scenario we decided to reach the YL family through a phone survey (YL COVID-19 survey) with the promise to get back and visit them in person as soon as the situation improves and is stable, for the main Round 6 survey. The purpose of the YL COVID-19 survey is to capture the short term impacts of COVID-19 on education and transitions to higher education; on labour market and participation in income generating activity; on the welfare of the household (economic consequences, food security and consumption, overall health, and access to public programs to cope with the pandemic) and on the mental wellbeing of the YL respondents.

The phone survey will take place in three steps:

- A first phone call with the YL respondents to explain the need to postpone Round 6 and to ask for their consent and willingness to take part in the phone survey; to confirm the contact sheet (as per tracking; fill it in CAPI) and to set up the date and time for the second call. Critically, in this first call we will ask participants to answer a few questions about the impact of the COVID, this is to (i) make sure a minimal amount of information is collected from all participants, (ii) give participants an opportunity to let their voices be heard, (iii) understand if it is feasible to ask them to participate in a more detailed survey (e.g., this might not be feasible if the family is in a truly difficult situation);
- A second call to administer the main phone survey. It is anticipated that the second call will be the longest, and will cover a reduced version of what we had planned to cover in Round 6;
- A third follow up call designed to collect some of the time sensitive questions asked during the two previous calls to better understand whether the respondent’s situation has changed in the meanwhile. The third call is planned to be 15 minutes long.

SECTION 1. STUDY COMPONENTS, SURVEY DOCUMENTS, LOGISTICS AND MATERIALS

a) Team, roles and equipment

Fieldwork team and roles

The role of each one the key team member varies slightly across countries. Overall, they are as follows:

1. **Principal Investigator (PI).** The PI is responsible for the overall management and technical leadership of the research study i.e. managing, monitoring and ensuring smooth functioning of the study. He/she oversees the overall field work activities, provides strategic guidance and ensures that high quality data is collected. The PI will participate in the training sessions, and weekly feedback sessions to discuss progress. Among other things, the PI contributes to the assessment of ethical cases, the supervision of data collection and data quality. In the case of India, the PI is responsible for financial, personnel and other related aspects of the research project.
2. **Field Coordinator (FC)** is responsible for coordinating, consolidating and ensuring the smooth implementation of field related work activities, assigning households/survey sites to the respective enumerators as per the agreed protocol and ensuring adherence to logistics, human resources, administration and research ethical procedures. The FC will oversee all fieldwork and report back to the management team frequently and act as a liaison between the field team and the team in the office. S/he is also responsible for providing all materials required for the fieldwork and for coordinating the logistics required for the fieldwork. The FC closely works with the PI by constantly appraising research work.
3. **Data Manager (DM).** The Data Manager is responsible for all the data i.e. preparing the tablets with the appropriate programs and files; installing the up to date SurveyBe and Java apps; copying the interview programs and sharing any updated programs to supervisors during the field work. The DM is responsible for monitoring the progress of all field data received, providing feedback to the enumerators if there are inconsistencies, administering quality checks as per the protocols and any directions from international Data Manager. The DM closely works with the FC and reports progress on all data management to the PI.
4. **Enumerators:**
 - **Ethiopia:** 15 enumerators will be recruited. In recruiting the enumerators, priority will be given to those who have worked as supervisors in the previous rounds of YL surveys. When the required number of enumerators are not fulfilled with the previous supervisors, the best individuals who worked as enumerators in earlier YL survey rounds will be considered. In selecting the enumerators, issues such as the familiarity of the enumerators with the YL households and the sites, and knowledge of local languages will be considered.
 - **India:** 13 enumerators will be recruited. The enumerators will be organized in 7 teams and each team will comprise of two enumerators. Each team is headed by a Field Supervisor, who has worked with Young Lives since Round 1, and who will work as Enumerator in the Phone Survey and one Investigator, who worked in earlier rounds, and who will be recruited specifically for this task. Each team will have one female enumerator.
 - **Peru:** 15 enumerators will be recruited; all of them have previous experience collecting data for the Young Lives study.

- **Vietnam:** 15 enumerators will be recruited to participate in the phone survey. Priority will be given to enumerators who have participated in previous YL survey rounds.

5. Other support staff:

Ethiopia

- Research Assistant (RA): the RA's main responsibility is to provide technical support to the field team. She/he is also responsible for providing training to the enumerators in consultation with the PI, FC, and DM. The RA is responsible for making sure that enumerators are able to do their job properly – that they have the correct information and tools needed. In consultation with the DM, the RA will review all questionnaires that enumerators have completed to make sure that there are no errors.
- Project Coordinator (PC): The PC will be responsible for ensuring the smooth running of the fieldwork in coordination with the FC. She/he will provide both the administrative and financial support to the fieldwork and the research team. In consultation with key departments in PSI and with the PI, the PC will ensure the timely recruitment of the FC and enumerators required for the field work, make purchase orders for materials to be procured, and place payment orders required for field work.
- Financial Assistant and other Administrative Assistants: PSI Finance will assign a Financial Assistant to follow up payments to field workers and the research staff.

India

- An Administrative Assistant will be assisting the PI in her work relating to the research project.

Peru

- Research assistants (RAs): the two RAs will provide support to data management; analysis of survey data in real-time; technical support to enumerators.
- Communication Officer: he/she will be in charge of the design of the consultation guide and YL website for the phone survey; she will provide feedback about communication procedures and participate in weekly feedback sessions.

Vietnam

- Research assistants: Team of Vietnam employs a research assistant to provide general support to PI and Data Manager when needed.
- Communication Officer: will be in charge of the Young Live website for the phone survey. She is responsible for the communications aspect of Young Lives Vietnam research products.

Equipment and Material

Equipment

Each field operator must have/be provided with:

1. A Smartphone, with an Unlimited Calling Plan (India)/mobile (or sim) cards (Ethiopia and Vietnam)/Internet plan (Peru). The smartphone should have enough high-speed Gbs to connect to Zoom/Team for a meaningful number of hours each month. The Zoom apps

and Team app, WhatsApp (India, Peru and Vietnam)/Telegram (Ethiopia)¹ should be installed.²

2. A pair of Cell Phone Headsets.
3. Tablet/laptop (prepared as for regular fieldwork).³
4. CAPI program installed;
5. (Ethiopia) LTE USB Stick for internet connection: this will be provided to each enumerator to have internet access to share the data with the data manager

The equipment will be delivered as follows:

- **Ethiopia:** As most of the enumerators are available in Addis Ababa, all the materials will be handed over in person. Enumerators who come from the regions, especially from SNNP, will come and collect the materials as public transport is open now. It will be difficult for the fieldworkers from Tigray region to come to Addis because Tigray has ordered 14 days quarantine for all incoming travelers to the region. For Tigray, they will use their own laptops. For all the other materials, we will buy from Mekelle (in consultation with PSI finance)
- **India:** either at CESS or directly to each enumerator at their home address.
- **Peru:** the team assumes we will continue in lockdown for the foreseeable future. Equipment will be delivered by a driver from IIN that has all the permissions required to move around the city of Lima.
- **Vietnam:** equipment will be delivered to the enumerators' home address.

Materials

1. Internet access:
 - a. **Ethiopia:** the DM will be provided with 4G Internet access with 10GB monthly. The enumerators will also be provided a LTE USB Stick with 8GB monthly Internet access.
 - b. **India:** Enumerators will be given a package (for their mobile) with unlimited talk time and Internet facility.
 - c. **Peru:** each enumerator will access the Internet through their tablets using their cellphone as a hotspot. The Internet must be used only for survey related work.
 - d. **Vietnam:** as in the previous rounds the enumerators will be provided with USB 4G for Internet connection.

¹ Telegram is the common social media platform in Ethiopia which our fieldworkers can use.

² Ethiopia: 15 smartphones will be purchased by the PSI procurement department. The required applications will be installed before they are given to the enumerators.

India: all Supervisors and Investigators have a smartphone (in a couple of cases a smartphone will be provided), so there is no need to purchase any for them. They will be provided with an unlimited calling plan.

Peru: 7 smartphones will be purchased (Samsung Galaxy A10S 32GB with a 6-month plan) as the team has 8 smartphones already. Telugu language tools will be installed in phones to give messages in Telugu if required

Vietnam: 30 sim cards (15 sim cards of Viettel network, 15 sim cards of Vinaphone network) will be purchased with a data plan of 15 USB 4G.

³ Ethiopia: 15 tablets will be hired from other projects.

India: 16 Laptops (two standby) which will also be used for the Round-6 survey next year (ready by May, 20th)

Peru: 14 Samsung tablets (Galaxy Tab A 10.1" Black + Cover Book (Android)) prepared as for regular fieldwork with Dropbox installed and a programme for remote access installed (e.g., Any Desk).

Vietnam: 17 tablets.

2. Phone, headset and tablet/laptop.
3. Contact Sheet for each of the assigned YL respondents.
4. Assigned workflow (list of participants per each fieldworker): list of young participants of the younger and older cohort who reported a phone number (one or more) in the last tracking exercise.
5. CAPI questionnaire for the Younger Cohort and the Older Cohort installed in the tablet/laptop. The CAPI programs will include the protocol for each call, the consent script and an enumerator's declaration. Additional information on protocols to use in specific cases is provided in section 5 of this manual.
6. Notebook.
7. Pen.
8. Consultation guide and or
9. Handouts with a little information about COVID-19 to be used by the enumerators in the first call (if needed).

b) Calendar and workload

Calendar

The three phone calls are planned as follow:

- First call: starting on June (week 2), ending on July (week 2)
- Second call: starting on August (week 3), ending on October (week 3)
- Third call: starting on November (week 1), ending on December (week 2)

Workload per Fieldworker: Each country team will deploy 13-15 enumerators. The workload for each enumerator will be an average of 200 young people; a maximum of 8 interviews per day for the first and third call and a maximum 5 interviews per day for the second call (the workload per fieldworkers slightly vary across the three phone calls).

- **Ethiopia:** deploys 15 Enumerators. Each enumerator will conduct between 180-190 interviews; a maximum of 8 interviews per day for the first and third call and 5 interviews per day for the second call.
- **India:** deploys 13 Enumerators. Each enumerator will conduct between 100-150 interviews of YC respondents and 50-75 interviews of OC respondents with an average of 6-7 interviews per day for the first call and a maximum of 5 interviews per day for the second call. Respondent-Enumerators gender will be matched (i.e. female respondents will be interviews only by female enumerators and the opposite for males).
- **Peru:** deploys 15 Enumerators each of them with a similar responsibility in terms of workload (number of calls). The workload for each enumerator will be on average of 170 young people (including both cohorts); 5-6 interviews per day for the first and third call and 3 interviews per day for the second call.
- **Vietnam:** deploys 15 Enumerators, 3 Enumerators per province. Each Enumerator will conduct on average 180-200 interviews. On average, there will be 6-7 interviews per day for the first and third call and 4 interviews per day for the second call (38 -40 days).

SECTION 2. TRAINING AND PILOT

a) Training of the Enumerators

The Enumerators' training will be divided into two parts. The first training session will be held ahead of the first call and the second training session will be held ahead of the second call and cover topics relevant for both the second and the third call.

Timing and duration. The first training session is planned for the first week of June and the second training session is planned for the fourth week of July. The first training session will last only a couple of days the second training session up to a week.

Modality

- **Ethiopia:** meetings not exceeding four people are allowed but proper precautions need to be taken such as ensuring social distance is maintained, face masks and hand sanitizers are used etc. Enumerators for Addis Ababa, Amhara, and Oromia are all in Addis Ababa. Hence, training can be provided to them face to face grouping the enumerators based on the region they have been assigned to. For the SNNP and Tigray, we will be using either Google hangout or ZOOM.
- **India:** option a) in case of partial lockdown the training will be conducted in the CESS office; option b) if the lockdown is continued, the training will be conducted through Zoom or Google Meeting Room. All the Enumerators and core faculty including DM have internet access.
- **Peru:** due to the lockdown and the need of social distancing, all training will be conducted remotely using Zoom.
- **Vietnam:** the lockdown/social distancing has been removed. The application of social distancing for the second time is partial, for Da Nang city only. The training course for enumerators will be held as normal.

Content and schedule of training for the first call

Training should cover the following topics and needs to be largely based on this document.

Content of training: first call

- Getting ready for the phone call (section 1 and section 4)
- Contact sheet (section 4)
- Ethical considerations and reciprocity (section 6)
- Protocols to follow (section 5)
- How to deal with challenging situations (section 5)
- Verbal consent (section 5)
- Providing COVID-19 related information to the respondents
- Rewards
- Data Transfer (Section 3)
- The content of the survey (section 7)

Schedule of training: first call

Ahead of the training, each enumerator should have read at least part of the materials in advance (survey content, consultation guide, phone survey protocol) and possibly the full manual. The equipment and manual will be provided to them by the end of May.

Each team should put together its own schedule. In the Annex the schedule proposed by the Peru team for the first call, is provided as an example.

Content and schedule of training for the second and third call

Schedule of training: second and third call

Ahead of the training, each enumerator should have read at least part of the materials in advance (survey content, consultation guide, phone survey protocol) and possibly the full manual. The equipment and manual will be provided to them by the beginning of August.

Each team put together its own schedule. In the Annex the schedule proposed by the Vietnam team for the second call, is provided as an example. Similarly, the schedule proposed by the Ethiopia team for the third call, is provided as an example.

Tips on e-training

- Share training materials with the survey team in advance.
- Make plan A, B, and C: video conferencing is ideal, to maintain the personal connection, easily show examples, and take advantage of interactive features.
- Consider pre-recording training sessions, in anticipation of any connectivity problems. While transferring large files is impractical, uploading to an online platform can be a better option. This is also useful as a backup, in case an enumerator is dropped from a call or has trouble hearing.
- It is important to check with the enumerators and trainers and potentially accommodate different schedules for different groups.
- Consider using interview dramatizations to explain protocols and how to face challenging situation or respond to requests coming from the respondents and how to deal with ethical cases.
- Consider practicing among enumerators by splitting them in pairs and alternate roles (interviewer and respondents)

b) Pilot

Pre-pilot versus pilot

During the preparation of the survey, pre-pilots will be conducted to inform the design of the questionnaire. The pre-pilot will be conducted on a paper-based survey, before the CAPI design phase starts. In addition to the pre-pilot, a pilot of the finalized CAPI program will be conducted just before the beginning of the fieldwork.

In both cases, non YL-sample people will be involved. The selected respondents will be of a similar age and circumstances to the YL cohorts. We will also aim for a gender balance in all four countries.

The aims of the pre-pilot varies across the three phone calls and include: i) getting a sense of the length of the phone calls; ii) testing the feasibility of some specific questions/modules; iii) understanding the challenges related to the nature of the questions asked iv) becoming familiar with the instruments, protocols and new survey modality.

Although most of the questions included have been pre-piloted already for Round 6 or for the previous rounds, the pre-pilot is still extremely useful as the survey modality is different, and the same questions might work differently over the phone as opposed to in an in-person interview. Also, some of the “old” questions have been slightly changed and simplified for the phone survey. Finally, several new questions related to COVID-19 have been included. Most of these have been piloted online or by telephone in other contexts.

Aims of the pilot: i) understanding challenges related to the nature of the questions asked; ii) becoming familiar with the instruments, protocols and new survey modality; iii) final check of the CAPI program.

The first and third call is relatively short and easier to implement than the second call. The pre-pilot is therefore less crucial for the first and third call and much more important for the second call. We encourage the country teams to start planning for the pre-pilot of the second call in consultation with the team in Oxford. Reporting back with feedback from the pre-pilot would be extremely useful and we encourage the country team to send a report about how it went, issues encountered and suggestions on changes needed.

The pilot, is considered crucial and should be conducted for all three calls. In this case we ask to the country teams to send a report back to Oxford as the pilot is completed.

The remainder of this section refers to the pilot only.

Sample size and selection of respondents.

- **Ethiopia:** each Enumerator has to conduct a pilot with 2 non-sample respondents, making the total pre-pilot to be 30. The Enumerators will select the interviewees who fulfill the YL counterparts in terms of age, gender and living conditions.
- **India:** each Enumerator has to conduct 5 non-sample respondents (2 Older cohort age group – one male and one female) and 3 Younger cohort age group with at least one female (total sample size for the pre-pilot: 65 individuals)
- **Peru:** non-sample respondents will be selected from a variety of regions, with emphasis on securing a large sample for Lima City (3 clusters and many migrants located there, and many COVID cases), Piura region (has a large rate of COVID cases), Puno region (has very few COVID cases) and with cases from urban and rural areas.
- **Vietnam:** The pre-pilot will happen as part of the training. Supervisors, who are GSO staff, will conduct the pilot. A total of 50 individuals will be interviewed (half with respondent of the same age of the YC and half the same age as the OC).

Modality

All Enumerators, who will be involved in the survey, will need to be involved in the piloting phase.

- **Ethiopia:** Some of the field workers will conduct the pre-pilot from the office and others from home especially those who are available in the regions (Tigray and SNNP). In case of lock down, the pre-pilot (as per the training) will be conducted from home and the team will use Zoom or Google Meeting Room to communicate

- **India:** as for the training options a) in case of partial lockdown the training and pre-pilot will be conducted in the CESS office under the close supervisor of FC and PI; option b) in case of complete lock down, the training and pre-pilot will be conducted from home and the team will use Zoom or Google Meeting Room to communicate.
- **Peru:** Enumerators will be working from home for the foreseeable future, including for the pilot. 8 of the 15 Enumerators have experience of the phone tracking for which the same modality was used. The pre-pilot will take place over 2 days in the first week of June (June 3 and 4). Importantly, there will be a debriefing session the day after (June 5).
- **Vietnam:** In case of lock down the pre-pilot (as per the training) will be conducted from home and the team will use Zoom or Google Meeting Room to communicate

SECTION 3. BASIC INSTRUCTIONS FOR THE ENUMERATORS

a) Getting ready: setting up phone, headset and tablet/laptop

Before starting every call, you should make sure that:

1. You are in a comfortable and quiet environment where there is a good network for your mobile phone and electrical connection.
2. You have a fully charged tablet/laptop with the correct version of the CAPI pre-installed. If you are unsure about which version of the survey you should be using, please ask your field supervisor to clarify this.
3. Your tablet/laptop has the correct date and time set and is fully charged.
4. You have a fully charged phone, loaded with enough airtime and subscribed minutes to be able to reach all the participants you have to call in one day.
5. You have a charging facility near you, i.e. an extension cable and charger.
6. Your headphones are working.
7. You have your contact sheet of the participants assigned to you who you will need to call that day and a respondent's plan.
8. You have the tracking sheets for each participant you are going to call.
9. You have a notebook and pen.
10. You have a water dispenser near you.
11. You have access to the internet to transfer the data to the data manager following the process described above.
12. You have the survey manual and protocols with you, in case you need to refer to it for questions.
13. You have a copy of the consultation guide with you.

Important: everyone will be assigned a tablet/laptop, charger, phone and headphones. You will be responsible for these supplies throughout the entire duration of the project. If you have any issues, even small ones, you should immediately inform the fieldwork co-ordinator.

b) Assigning workflow

Assigning workflow

Each Enumerator should be provided with the assigned workflow, i.e. the list of participants assigned to each fieldworker. For the first call, this list is built from the R6 tracking and will include all YC and OC individuals who reported a phone number (one or more) in the last tracking exercise. For the next calls, information collected during those calls is going to be useful to update contact details.

The main criteria is to match each Enumerator to the sites they are familiar with, and to the participants they have interviewed before, either during the Round 6 tracking (by phone or in person) or in Round 5. This will facilitate the rhythm of the interview and is especially important for ethical cases and/or when language is a consideration.

Ethiopia: Three Enumerators will be assigned to each region. Within each region, one of the Enumerators will interview all the OC respondents and the other two Enumerators will interview the YC respondents.

India: Each team will be assigned to a specific district. The Supervisor will distribute half of the assigned work to the partner Enumerator together with the complete list of index children along with their contact numbers. Each of them will conduct between 100-150 YC interview and 50-75 Older Cohort interview. In general, female investigators will interview female YL participants as we have planned gender matching in each of the team.

Peru: each Enumerator's workload is composed of participants of the younger cohort and older cohort. At the moment, we are not anticipating any additional criteria.

Vietnam: we will assign three Enumerators in each province. The assignment of YL respondents to each Enumerator will depend on the number of the YL children in each district and geography (provinces/cities where YL children are living).

Contact Sheet

The Contact Sheet contains a summary of the most important data from the young participant, his/her parents/responsible adults and their contacts, collected in the Round 6 tracking. The data we find in this sheet are:

- a) **CHILDCODE:** Youth identification code, formerly known as PE
- b) **Ethical/Special Case:** If the box is checked it is an Ethical Case. Before starting any action, talk to FC and DM, to find out details of the case.
- c) **Name:** The name(s) and surnames (paternal and maternal) of the young participant.
- d) **ID Number:** It will be noted, but if it is not, do not confirm or ask for this information by phone.
- e) **Sex:** It will be noted; specifying Male or Female.
- f) **Date of Birth:** Do not ask or confirm this by phone unless the topic casually comes out in the conversation.
- g) **Head of household:** Written: first name(s) and surname of (biological/responsible parent)
- h) **Responsible:** Written: first name(s) and surnames of (the mother/biological parent/ or Responsible)
- i) **Location:** place for residence
- j) **Address:** The street name, Avenue, etc., and number, etc. will be written.
- k) **Interview Date of R6 tracking:** This is the date the fieldworker interviewed them.
- l) **Name of the Fieldworker in R6 tracking**
- m) **List of Phones and Cell Phones as recorded in the last tracking**
- n) **Whether the phone is owned by the respondent or by another household member**

c) What to do if?

This section provides quick guideline on “what to do if”. Please, also refer to Section 5.

1.What do you do when you call a respondent and the phone is turned off, the respondent is not picking up, or the telephone has no network?

The process described is similar across countries.

Ethiopia

- If you do not reach a respondent on the first attempt, make 2 more attempts throughout the day spaced apart at an interval of 3 hours (for example, call at 9am, 12pm, and 4pm).
- You can send the respondent a text message informing him/her who you are, why you are calling, and asking them to either call you back or send you a text message with a time/date when they will be available.
- If, after calling the respondent 3 separate times in the same day, they still do not pick up, update the tracking sheet accordingly.
- Contact the field guide to facilitate and connect you with the respondents. For those households who do not have phone numbers and for those whose phone numbers are not working, the Enumerator will reach them via the guide’s phone numbers. The guide will be provided with hand sanitizers so that they can clean the mobile phone before/after handing over the cell phones.
- If by the end of the day the number is still not reachable, call the guide to connect you with the respondent.

India

- The Enumerator tries to contact the YL Child three times.
- If the respondent does not pick up the phone, try again in different times on the same day and or different days.
- In case the Enumerators cannot contact the YL child he/she would immediately report to his/her Supervisor.
- The Supervisor, who is well aware of the household and the community, will try first, to call other members in the household, second, he/she can try to get the respondent through other respondents in the same village.
- If the Supervisor feels that they need the help of Field Coordinator (FC) to talk to respondent, then FC will also try in the third and final call and decide accordingly.
- If the phone number has been disconnected, we will get a message and depending upon the situation, the Supervisors will decide how to proceed and discuss it with the core team.

Peru

- If you do not reach the respondent on the first attempt, make 2 more attempts and if they do not answer, (apparently phone off or no network), and you have the mother's phone, call her and follow the conversation procedure with the mother to get communication with the index individual. *(If you only have the father's phone, apply the same procedure)*
- If you can't contact the respondent, but their phone is apparently operational (because it rings, but does not respond), mark it in your notebook as pending and schedule it to retry/re-call in 2 or 3 hours, and immediately call the next respondent on your list and follow the same procedure described for the previous respondent.
- After 2 or 3 hours, or more, call back the first respondent, if you do not get through, schedule a call for the next day and if you also do not manage to communicate with the respondent's

mother or father, try with siblings or other contacts, following the list of priorities. If you are NOT successful, you can leave a voice message and/or send a text message or by WhatsApp.

- In both the voice message, the text message or WhatsApp you must say who you are, why you are calling, and ask the respondent to call you or send you a text message indicating the date and time he/she will be available. The contents of the text message are shown in Section 5.
- You must keep an eye out for an answering text; if it arrives, write down and schedule, according to the date and time indicated, to call the index individual or to answer your call.
- If, after 10 days, there is no answer, call the young person and the mother/father again; if they do not reply again send a voice, text and/or WhatsApp message.
- All pending interviews, waiting for the response to voice, text or WhatsApp messages that did not respond, will be closed, (after the last call), in the last week of the survey, and the case recorded as Not Located.
- It is very important to keep in mind that the call flow should not be stopped. Each time you have a respondent who does not answer, follow the first procedure described above and immediately call the next scheduled respondent on your list.
- Your notebook is the key to organizing your work, a page, (the 2 sides) will be assigned to a single respondent in which you will write down not only the conversation data that you think is convenient, but also the schedules, any rescheduling and the final result of the process. Closed Survey – Page crossed out with a blade, to avoid annotating data from another respondent by mistake.

Vietnam

- If an Enumerator encounters any difficulties in calling respondents, he/she has to inform supervisors or field coordinator immediately. The Supervisor or FC is responsible for solving any issues that arising issues with the best results.
- If you do not reach a respondent on the first attempt, make 2 more attempts throughout the day spaced apart at an interval of 3 hours (for example, call at 9am, 12pm, and 4pm).
- You can send the respondent a text message informing him/her who you are, why you are calling, and asking them to either call you back or send you a text message with a time/date when they will be available.
- If, after calling the respondent 3 separate times in the same day, they still do not pick up, update the tracking sheet accordingly.
- If, by the end of the day, the number is still not reachable, repeat the same exercise on two other days (i.e. call them on Monday 3 times, and space the calls 3 hours a part, and then call back on Friday 3 more times and space the calls 3 hours apart).
- If, after these attempts, there is no response – move to try another phone number and/or discuss with supervisor/field coordinator

2. The respondent says they are too busy to participate in the survey:

Ask the respondent for a time and day they are less busy and make an appointment to conduct the survey at the time when they will be available.

3. There is poor network connection during a call:

Kindly request the respondent to provide an alternative number on a different network, or ask very nicely for the respondent to move to a place with better network connection, on the understanding/condition that this will not put them at health risk.

If communication does not improve, please ask the respondent, if you can provide an alternative number on a different network (for example the phone number of another household member and another telephone company).

If, with the same or another phone, the problem continues, agree with the respondent to call at another time when the line is likely to be less saturated.

4. The respondent is only available after 5pm and /or before 8 am or over the weekends and public holidays:

Make an appointment with the respondent and note this on the tracking sheet accordingly.

5. Phone hangs up in the middle of the survey

It is possible, due to various reasons that the connection is lost during the call, e.g. respondent cell may lose contact, not sufficiently charged, a family incident to be attended and so on.

- Make follow-up attempts after reasonable intervals (the same day or the following day) and try to complete the survey.
- If you cannot complete the survey mark it as an incomplete survey in your report to your supervisor.

6. The Phone number is temporarily/completely out of Service

Use alternative phone numbers provided on the tracking sheet to reach the respondent.

d) At the end of every day

Ethiopia

- Ensure all your tracking sheets are correctly filled in with all attempted YL respondent's IDs.
- Ensure all your completed surveys are sent to the data manager.
- Ensure you provide a summary to the FC of any issues that you faced that day and report cases with ethical concerns. If you have any incomplete surveys, you should also provide an explanation of why this is.
- Ensure you have passed on the necessary information to your supervisor for any appointments that you made after working hours, so he/she can take appropriate action.
- Regularly recharge the cell phones, tablets at the end of each day and make sure that these instruments are ready for the next day/call times.
- Before conducting the calls with the respondents make sure that, as much as possible, you have selected a quiet and convenient place.
- Make sure that the cell phone has sufficient credit amount for the next day phone call.

India

- Enumerators must browse through the data collected and cross check with information provided by the respondent.
- In case s/he has any doubts, immediately contact concerned Respondent to verify the information collected.
- S/he should always take into confidence the Supervisor for guidance and Supervisors in turn the FC. If Supervisor has any doubts, s/he will contact core team members for clarification.

- Then Enumerators must plan their next day's work i.e. whom to call or are there any appointments given by the sample individuals and ensure that the Enumerators will contact them as per the time and date appointment.
- Enumerators must charge their Laptops and mobiles daily after completion of the days' work.

Peru

- Ensure that the tracking sheets, from each of the participants you called that day, are correctly identified with the *CHILDDID*, (*Young Lives Person's IDs*), written.
- Ensure that all completed surveys have been sent to the Data Manager.
- Send/deliver to the Field Manager, a summary of daily progress and any problems you have had that day, including ethical cases duly described.
- If you have any incomplete surveys, you must enter the data and information needed to explain the case.
- Charge your tablet and phone after completing the day's work.

Vietnam

- Enumerators have to check/validate all data collected during the day. If there are any doubts, she/he should discuss these with her/his supervisor or call back respondents to check.
- Copying the completed questionnaires into USB to avoid loss information.
- Enumerator discusses more detail with his/her supervisor about the problems that they encountered throughout the day to find how to resolve if he/she encounters them in the future.

e) At the end of every week:

- Debriefing with the team of Enumerators to track progress and correct/solve problems and queries.
- While conducting the survey by phone eliminates or reduces to a minimum any risk for the physical health of the staff involved in it, there is a potential psychological risk, particularly for the fieldworker. In case of very upsetting cases the weekly debriefing session with the fieldwork co-ordinator should discuss any related issues. Furthermore, during regular debriefs the FC will check on the stress levels of the Enumerators. The PI is responsible for checking on the FC and Oxford will support the PI as needed.

f) Some additional useful tips

Stay in touch: creating a WhatsApp/Telegram (for Ethiopia) group including all the Enumerators involved, Fieldwork Coordinator, Data Manager and Principal Investigator is a good way to stay in touch, seek advice and ask for information. Also, it could be used as an instrument for conducting daily debriefs to address any issues that arise during the day.

Call at different time/days. Enumerators need to try different times of day and different days, including evenings and weekends. The "ideal time" of day or day of the week will be different for different households. In the case of India, for example, the YL respondents will be classified by location of residence (rural/tribal/urban/urban slums) and gender and for each group an ideal time is defined (e.g. women will be contacted in the afternoon and/or late evening hours after they attend to the household chores and children).

SECTION 4. DATA MANAGEMENT

a) Data Management

Data management and data security is critical to the success of this study. Data management is an iterative process between the country teams' DMs and the Oxford DM. This section provides instructions on how to import the CAPI program, how to save the interview file and how to share the data.

Import the CAPI program and save interview files

Each enumerator will be provided with 2 versions of the COVID-19 phone interview (for each call round). One to be used with the Older Cohort and one with the Younger Cohort. It will be important to use the correct version of the program as they are prepopulated with data linked via the Child IDs.

Please ensure you understand how to import a program and switch between these programs as well as how the programs work/run over the course of the phone interview.

Once you complete or pause an interview a .json file is automatically created on your machine at the following location:

C:\Users\[user name]\surveybe_interview_files

Within the surveybe_interview_files you will have 2 folders named according to the below structure where ## indicates 2 letters associated with each country (PE=Peru; ET=Ethiopia; VN=Vietnam; IN=India):

##_YC_COVID_PhoneSurvey_FirstCall

##_OC_COVID_PhoneSurvey_FirstCall

These files will automatically update should you pause (and pick it up at another time) or edit an interview file within the Surveybe Implementer software/interview.

It is vital you do not delete or try to edit these files in anyway. These are compressed/encrypted data files.

Transfer data from the enumerators to the country data manager

Each Enumerator will send the interview files to the country Data Manager at an *agreed interval*. The process followed by each country is described as follow:

Ethiopia

After the Enumerators have completed and checked the questionnaire thoroughly, they must sign (using the assigned enumerator ID) and date the questionnaire. The signature is a sign that the Enumerator takes responsibility for the quality of the questionnaire. After receiving the data from the Enumerators, the DM will check the interview files, review the data and ask the Enumerators for

clarifications as needed. The DM will then clean the data and send it to the Oxford DM. If there are queries from the Oxford DM, then the country DM should clarify the queries and provide feedback on timely basis. The RA will support the process of data cleaning.

India

Each Enumerator has to upload the data to the respective Supervisors first and Supervisors will browse through the data of the Investigators and then will upload entire data to the DM. . The DM will verify the data as per the procedure laid down by the International Data Manager and upload the data to the Oxford DM in batches of a minimum of 200 phone calls. If there is no lockdown, then all the Enumerators will be asked to work from the office at least twice a week. In such a scenario, cross verification of data between the Enumerators and DM vis-à-vis with core team will be a routine task. Weekly progress will be shared through the WhatsApp group.

All Investigators will upload the data to the respective Supervisors first and Supervisors will browse through the data of the Investigators and then will upload entire data to the DM. Weekly progress will be shared through the WhatsApp group

Peru

The key consideration is that Enumerators must not manipulate json survey files, because a small mistake could lead to the deletion of survey data. Therefore, we consider two possibilities. The first possibility is that each tablet has Dropbox installed and json files are automatically stored in the Dropbox folder (1 Dropbox account is enough but ideally there should be sub-folder for each tablet). Every 1 or 2 days, at the end of the day each Enumerator will be asked to connect to the internet to synch files with our Data Manager. In parallel, the Enumerator will inform the Field Manager and Data Manager about the interviews that are closed (note: not all the json files are necessarily closed interviews). Those interviews that are closed will be cut and pasted from the Dropbox folder by the Data Manager, possibly on a weekly basis. If the first possibility is not feasible because the json survey files cannot be stored in Dropbox automatically, the second possibility would be to access remotely each tablets every 2 days to copy and paste the json files in the Dropbox folder.

Vietnam

As per previous rounds, during the first week each Enumerator has to upload the cleaned data from his/her side daily to Supervisors via Dropbox. Supervisors will validate all data received from Enumerators. After the first week, each Enumerator will upload data every 3 days to Supervisors via Dropbox. Supervisors will check randomly (30%) of data they received. Supervisors will send validated data to the DM on a weekly basis via Dropbox. DM will verify the data as per the procedure laid down by the International Data Manager and upload the data to the Oxford DM via Box on a weekly basic.

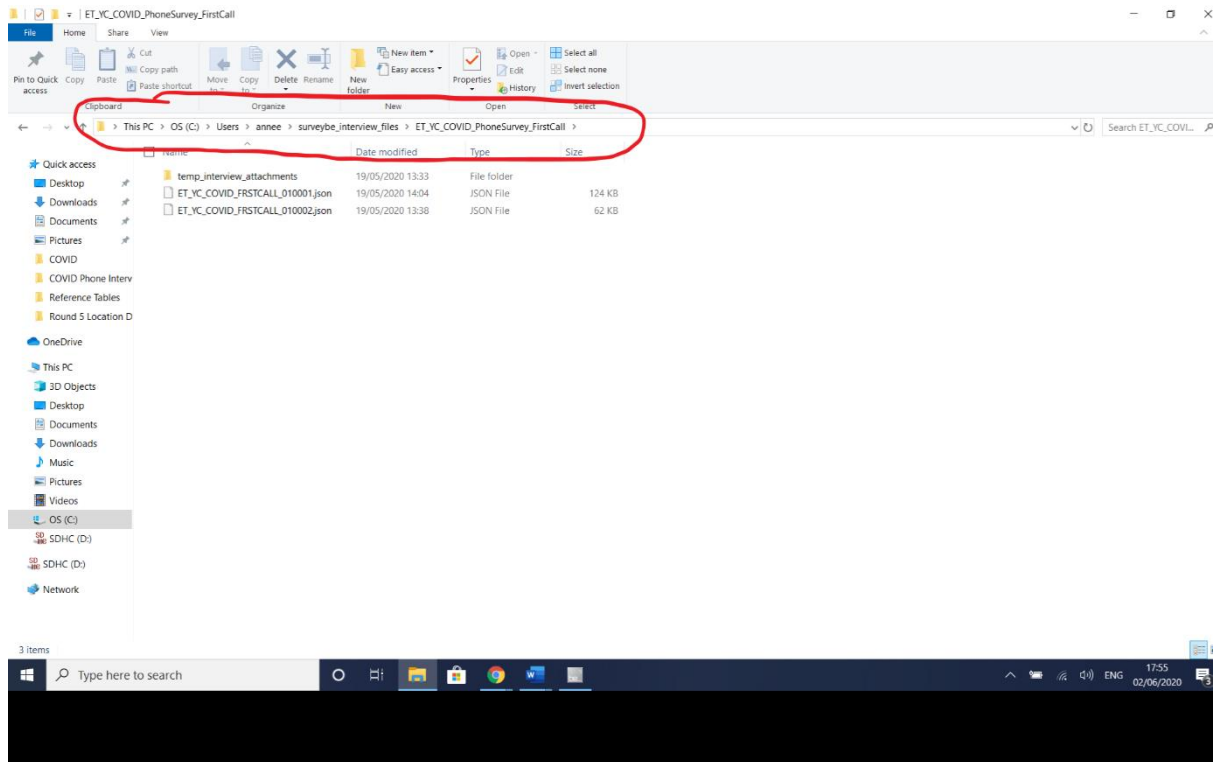
[Transfer data from the country data manager to the Oxford data manager](#)

On a weekly basis (every Friday COB) each country DM will need to send all the completed .json files for the week to the Oxford DM team via BOX in a newly created DATED folder at the following links by country:

Every week the Oxford DM team will import/export the files into Stata and run a series of checks which will be fed back to the country DM's. We will also be building a log file of the json files receive which will be updated each week.

Instructions for Enumerators to transfer json files via Dropbox to the Country DM – Option 1

- Each Country Data Manger will set up a DropBox account with folders for each Enumerator.
- Each Enumerator will be asked to access their personal folder.
- At an agreed time with the local DM, each Enumerator will upload their json files to their folder on Dropbox.
- How you find your json files on your machine.



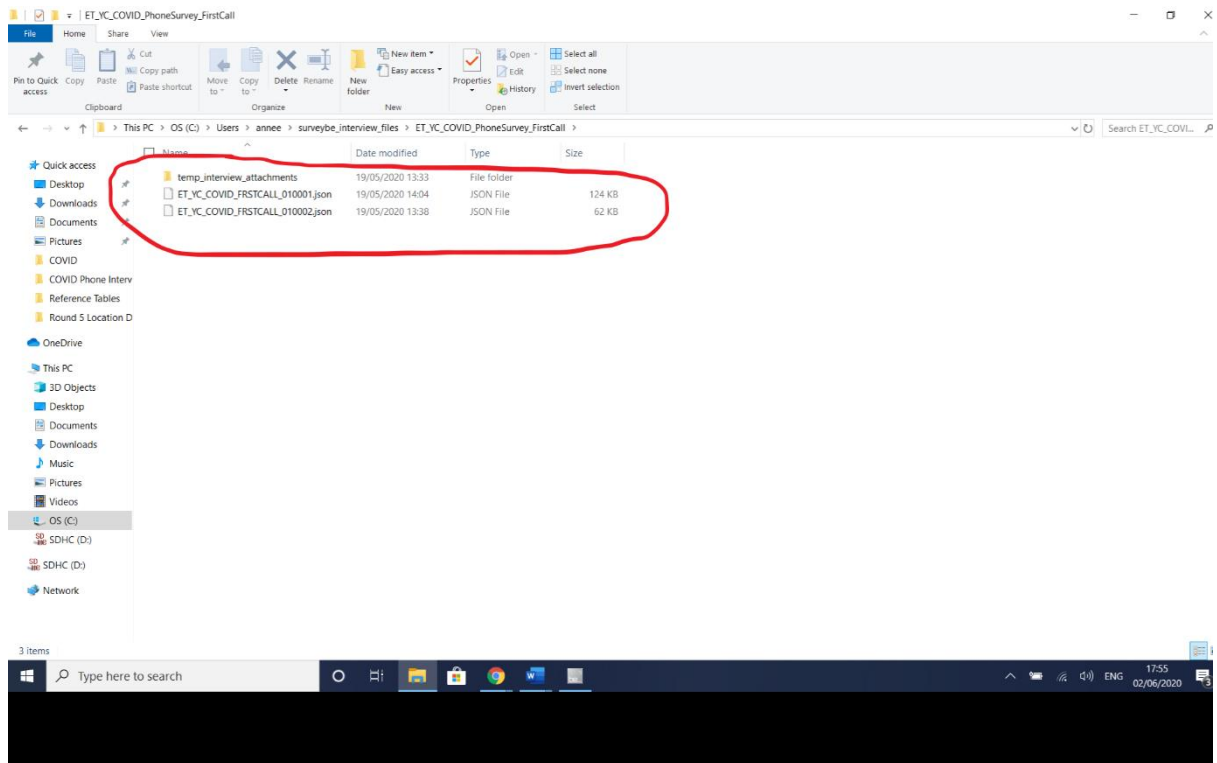
In the image above you will see the path for finding the json files on your machine. This folder is automatically set up once you open an interview in SurveyBe. The path name in the example above is:

C:\Users\annee\surveybe_interview_files\ET_YC_COVID_PhoneSurvey_FirstCall

Please note that 'annee' is the name on my machine and this will be different on your machine. Additionally, this is the folder for the Younger Cohort. You will have another folder titled ET_OC_COVID_PhoneSurvey_FirstCall that will hold all the OC json files and the path name will be similar to below:

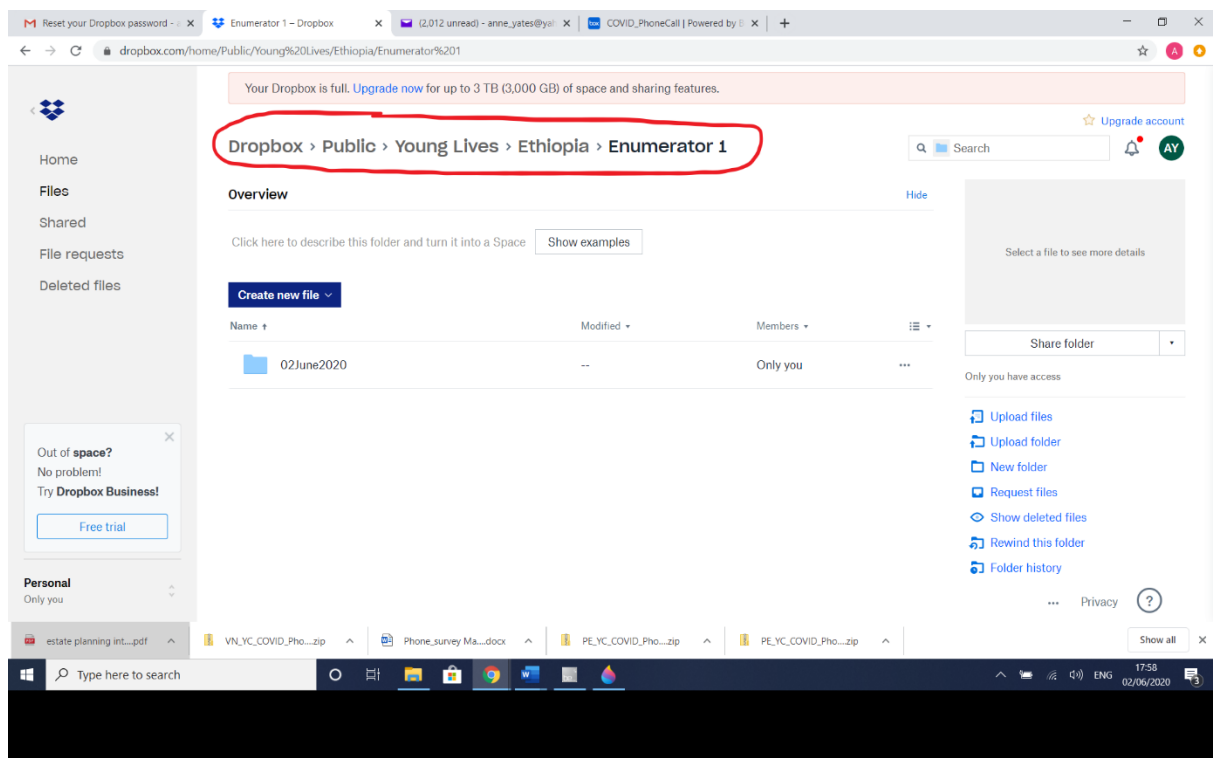
C:\Users\annee\surveybe_interview_files\ET_OC_COVID_PhoneSurvey_FirstCall

Once you have located these folders you will need to copy the json files. You will only see the json files that you have started interviews for whether they are complete or not. If you have opened a SurveyBe file for an ID, it will automatically create a json file. Please note that if you go back and update a json file by either completing an interview or validating/editing the data, the data will automatically save in the same file name.



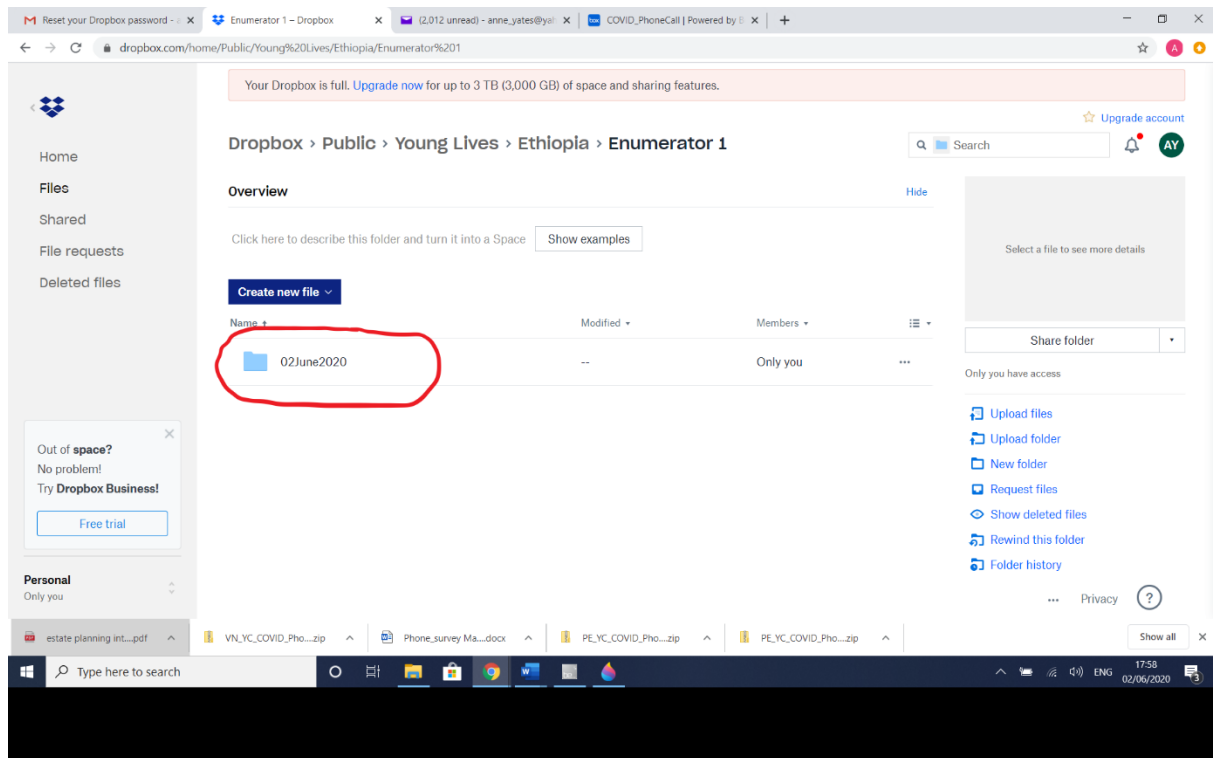
In the above image you will see that we have 2 json files started. They are both for the YC and the IDs are the last digits in the file name before .json.

You will now need to log into your Dropbox account and go to your Enumerator folder. Please see below for an example of the path for Enumerator 1:

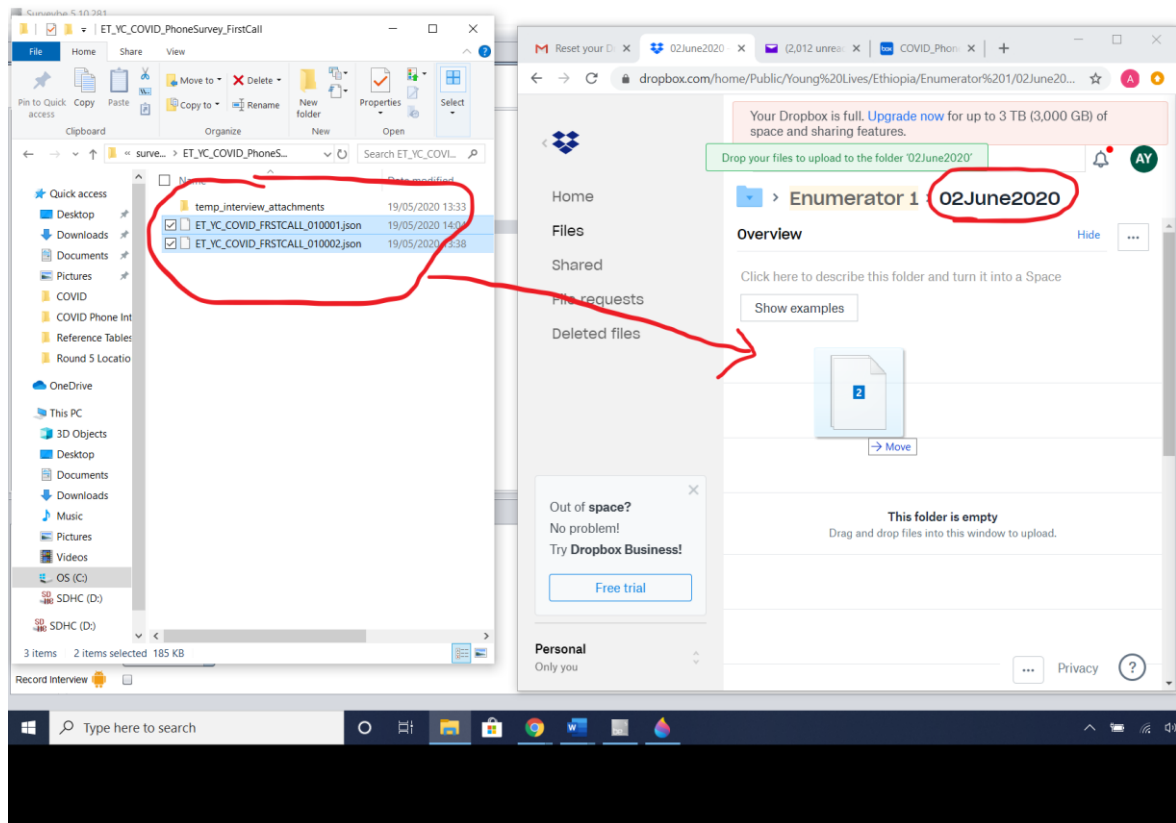


Once you are in your folder you will need to create a new folder using the icon on the right-hand side of the screen in blue that says 'New Folder'.

Please use the date you are transferring the files as the folder name. See below:



Once this folder is created, go back to your folder on your machine that has the json files you are going to transfer. You will need to select all the files ready for transfer and 'drag' them into the folder on Dropbox. See the below image for an illustration.

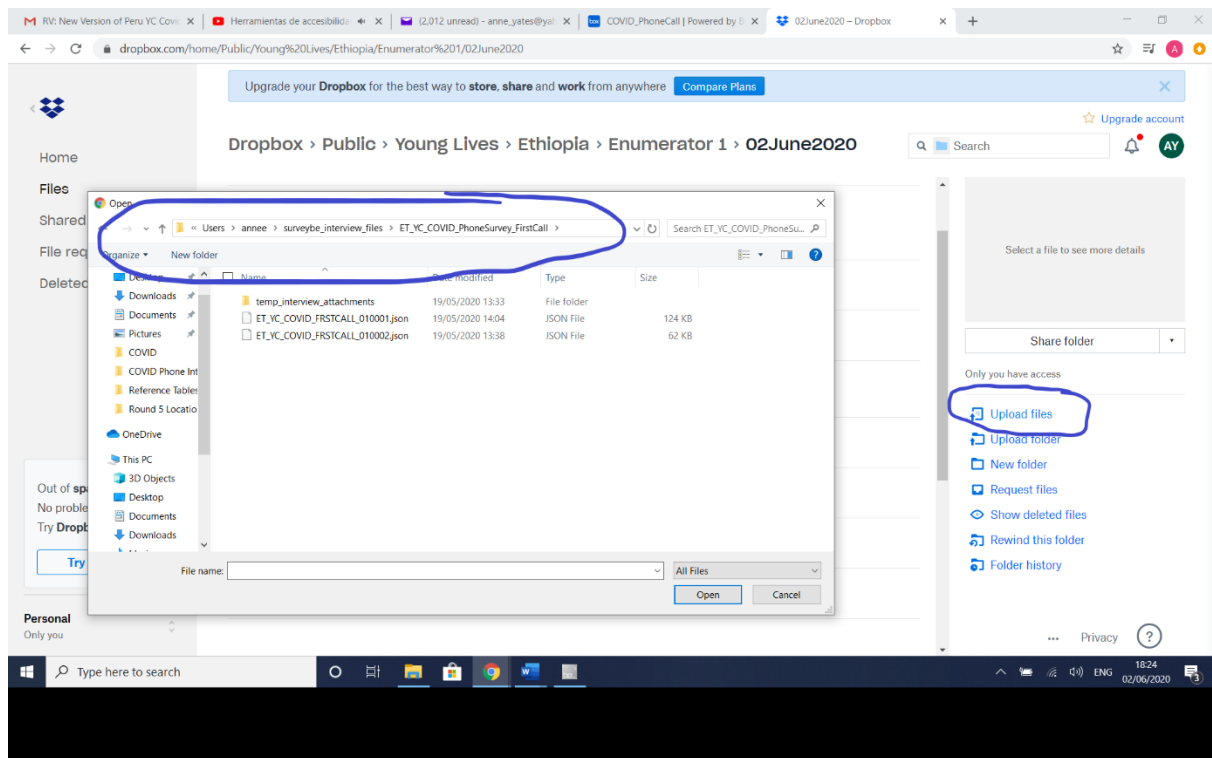


Once this is done for one cohort – repeat it for the next cohort. Then email/communicate with your local DM about the transfer and checks.

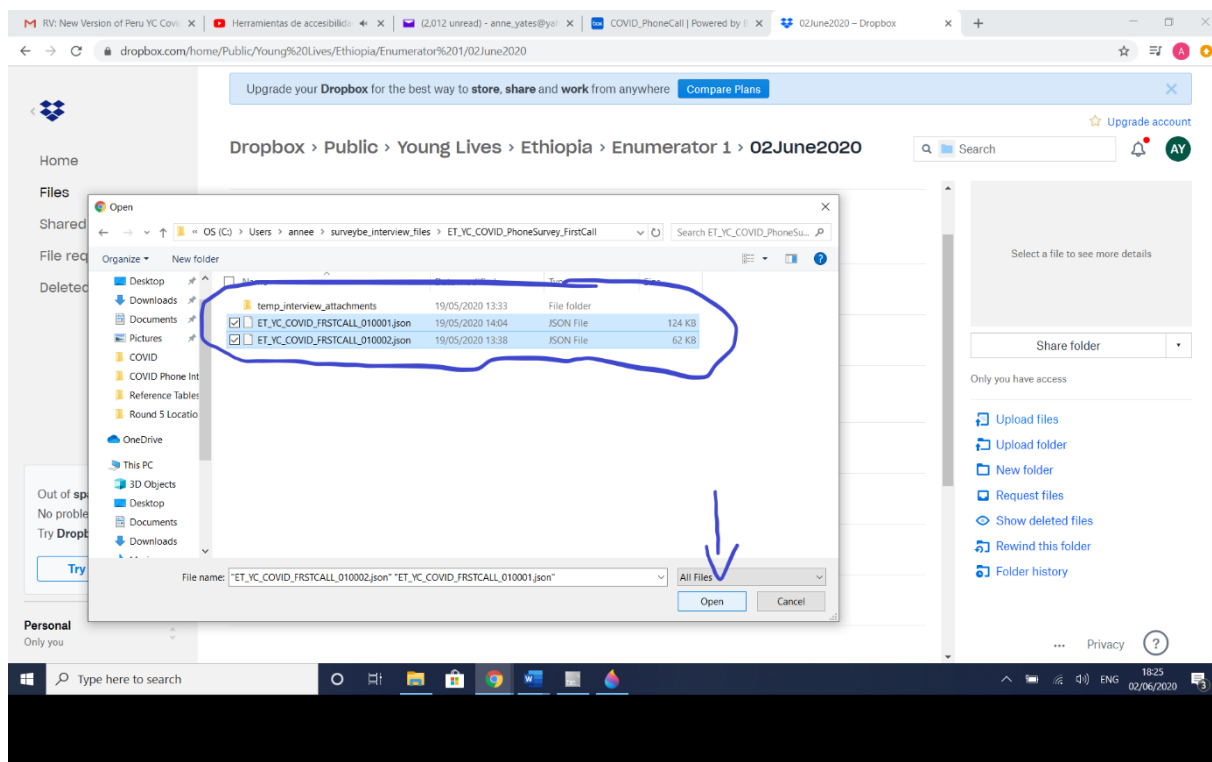
Please practice this several times during training. Ensure each Enumerators machine is set up with DropBox and that they are easily able to transfer files and identify which files can be transferred.

Instructions for Enumerators to transfer json files via Dropbox to the Country DM – Option 2

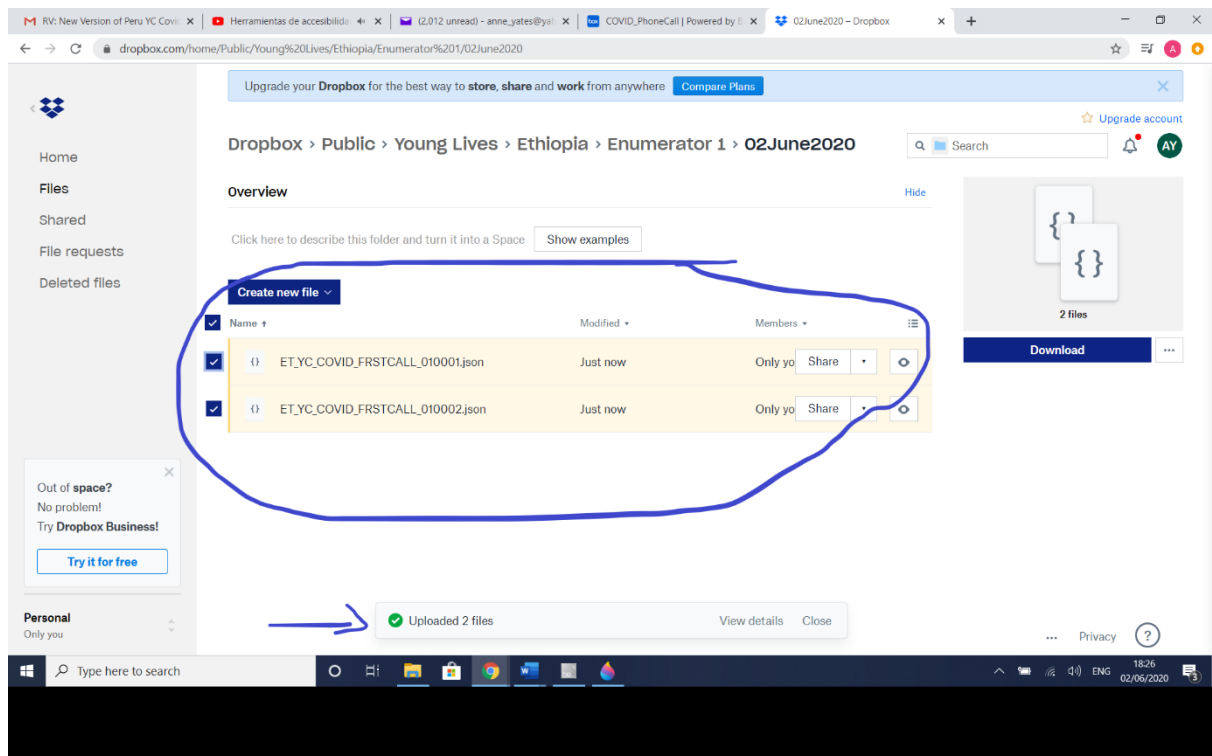
An alternate way to transfer the files is to log into your DropBox folder, create a dated folder and using the blue icons on the right hand side of the screen click ‘upload files’



As you will see in the above image a window will pop up and you will need to navigate to the folder where the json files you are ready to upload/transfer are. Once at this location, select all the json files you would like to upload and select the Open button at the bottom right of the window:



Once you click 'open' the files will begin to upload. When they are fully uploaded you will see a similar screen to the one below



All the files you selected will appear in the folder and you will see the message at the bottom of the screen that tells you the number of uploaded files.

Once this is done for one cohort – repeat it for the next cohort. Then email/communicate with your local DM about the transfer and checks.

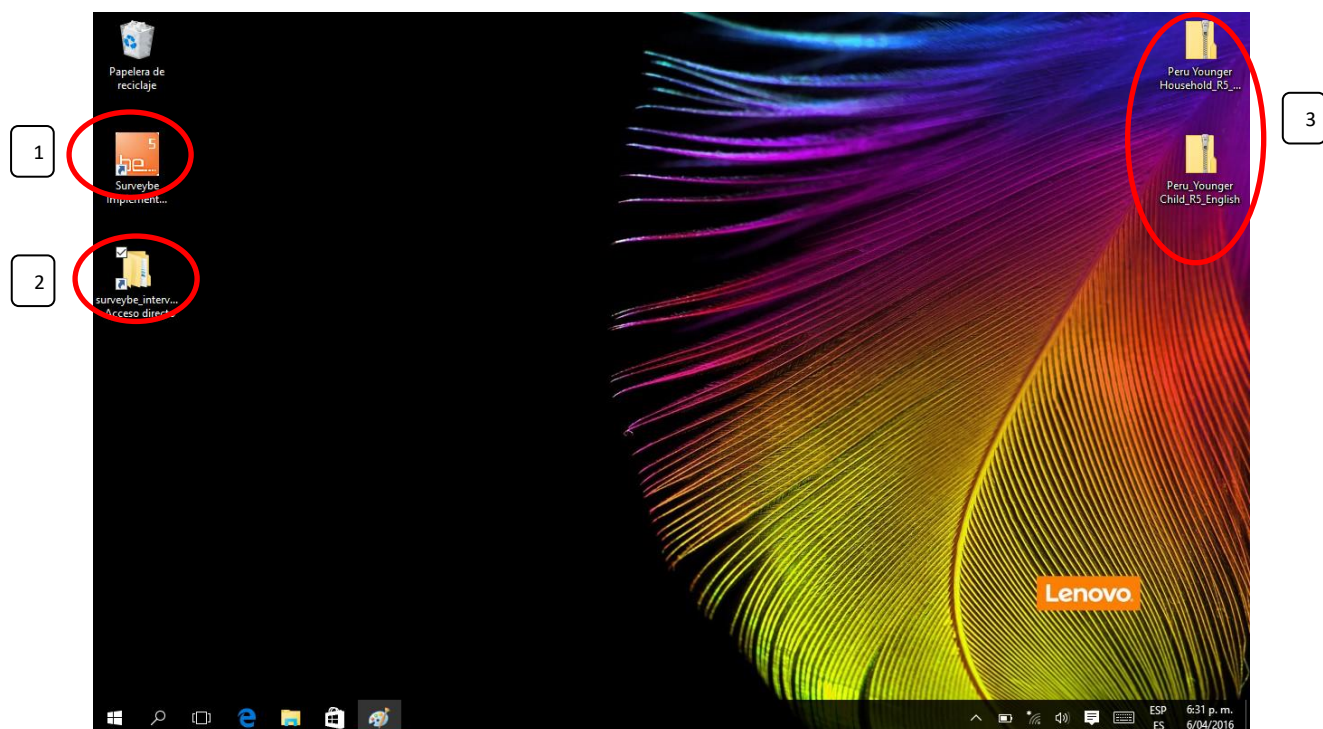
Please practice this several times during training. Ensure each enumerators machine is set up with DropBox and that they are easily able to transfer files and identify which files can be transferred.

b) SurveyBe Implementer Manual

The screenshots in this guide have been extracted from the Lenovo Tablet. This Tablet has Windows 10 as a platform. The version of the SurveyBe program we will be using is **5.10.281**.

Here are the steps to work with the program and the questionnaires:

1. Once the session is started, the screen that you will see on the Tablet will be the desktop and it is the one shown below:

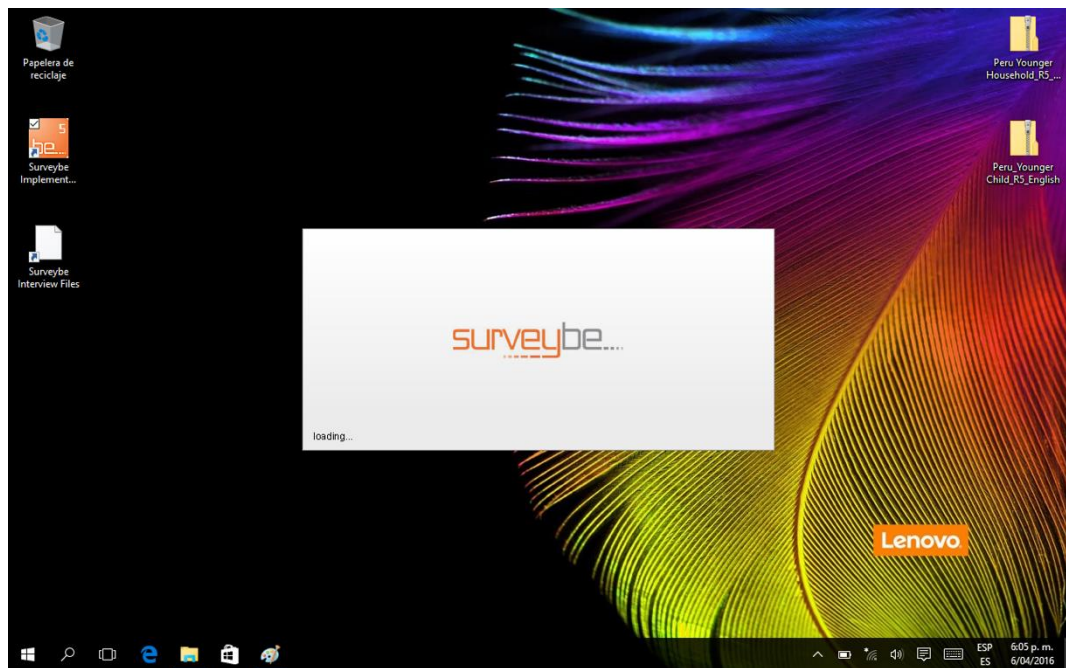


The icon inside circle N° 1 corresponds to the direct access to the program, if we click on it, the SurveyBe program will open.

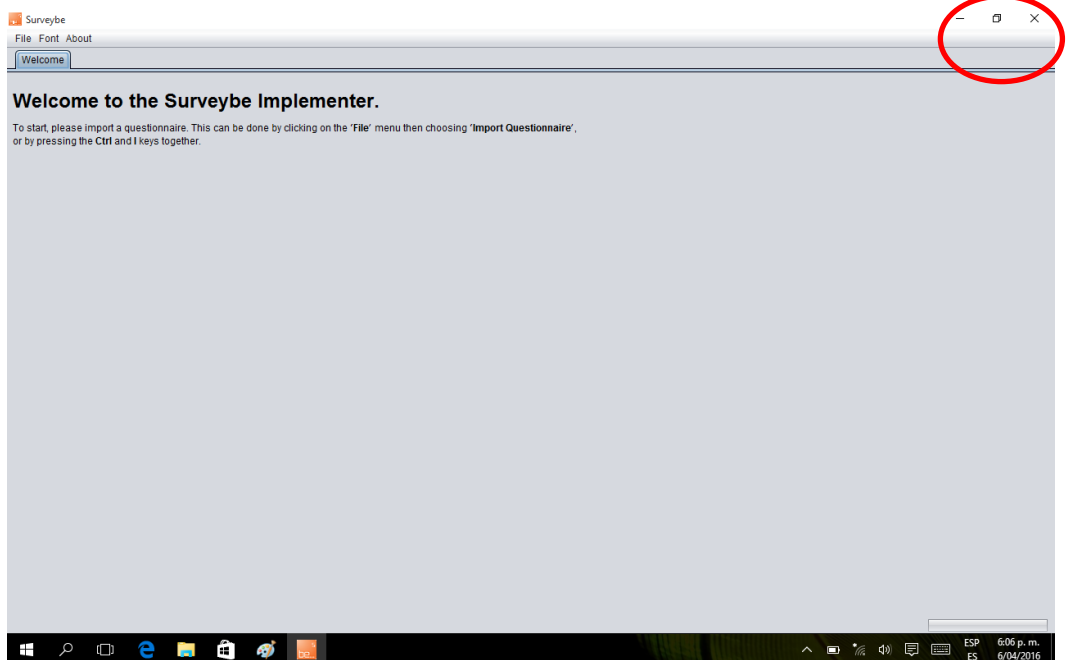
The icon inside circle N° 2 corresponds to a direct access to the file folder where the surveys are recorded.

The icons inside circle No. 3 correspond to the questionnaires, and will always be zipped folders, for this example we have the Household and Child Questionnaire for the Younger Cohort.

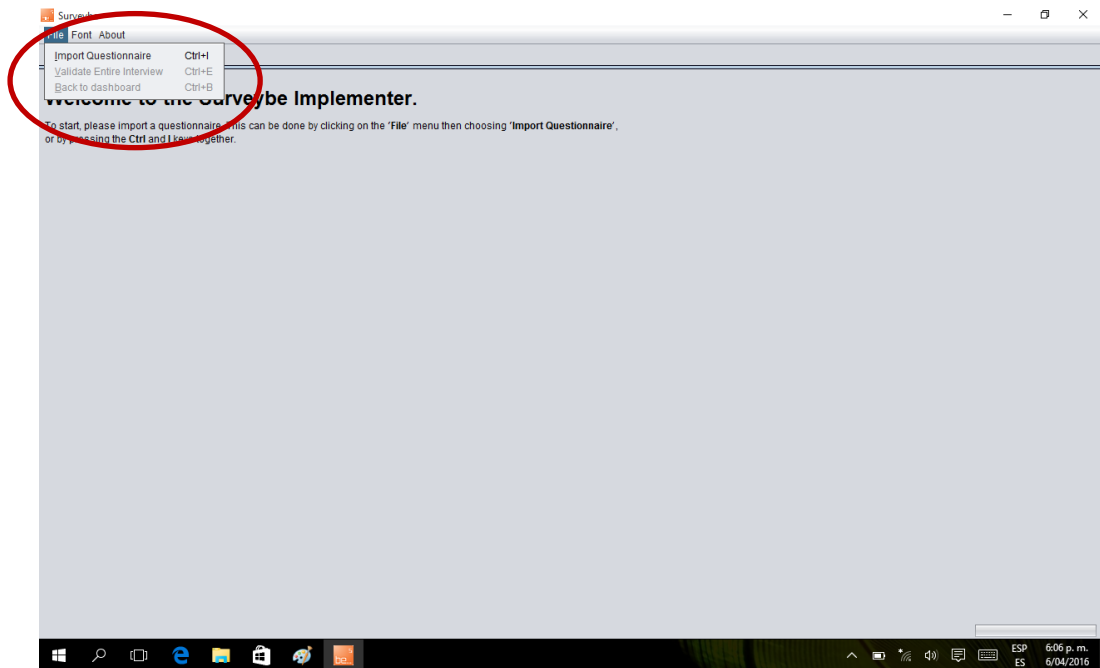
2. To use the application, you only have to double click on the icon inside of the red circle and the program will open. The screenshot below shows you how the screen will look like while it is loading.



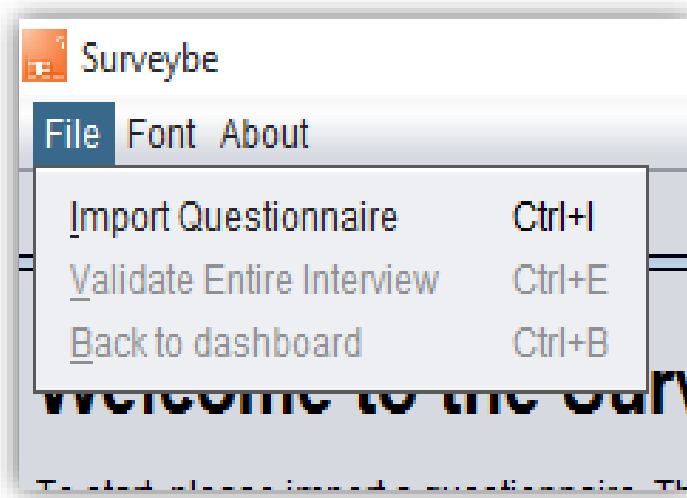
3. Once the program is loaded, a welcome window will open. We click on the maximize button (upper right) to expand the screen:



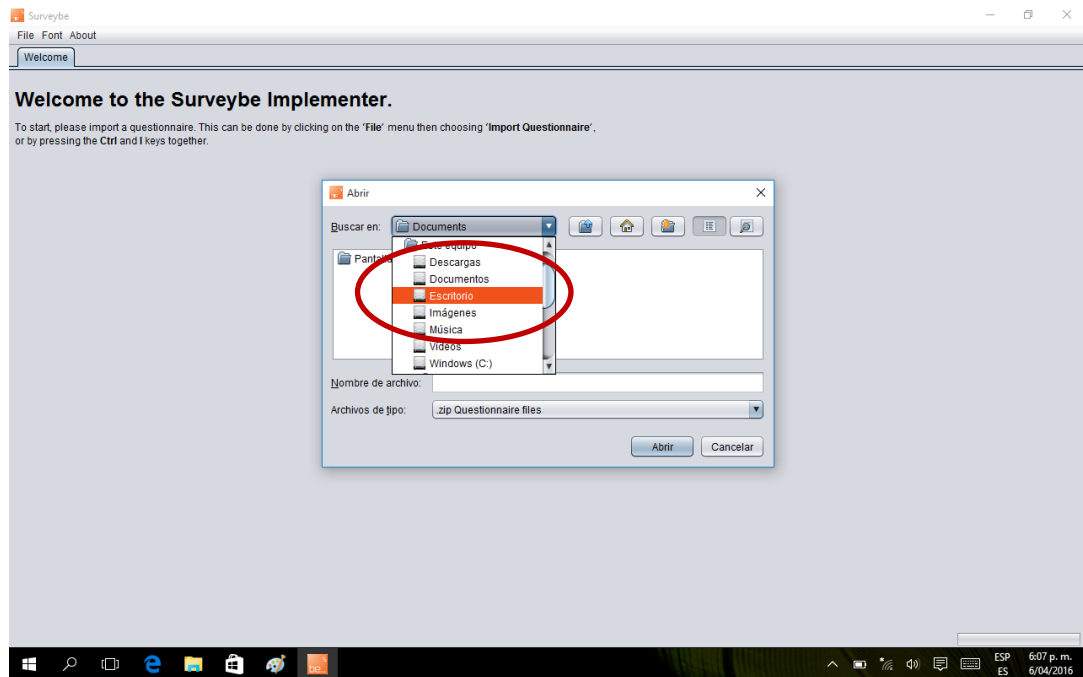
4. Once the screen is maximized, we must proceed to import the questionnaire that we want to use. In this case, we want to use the Household Questionnaire for the Younger Cohort. To do this, we go to the upper left and click on **File** and a small window will be displayed as shown below:



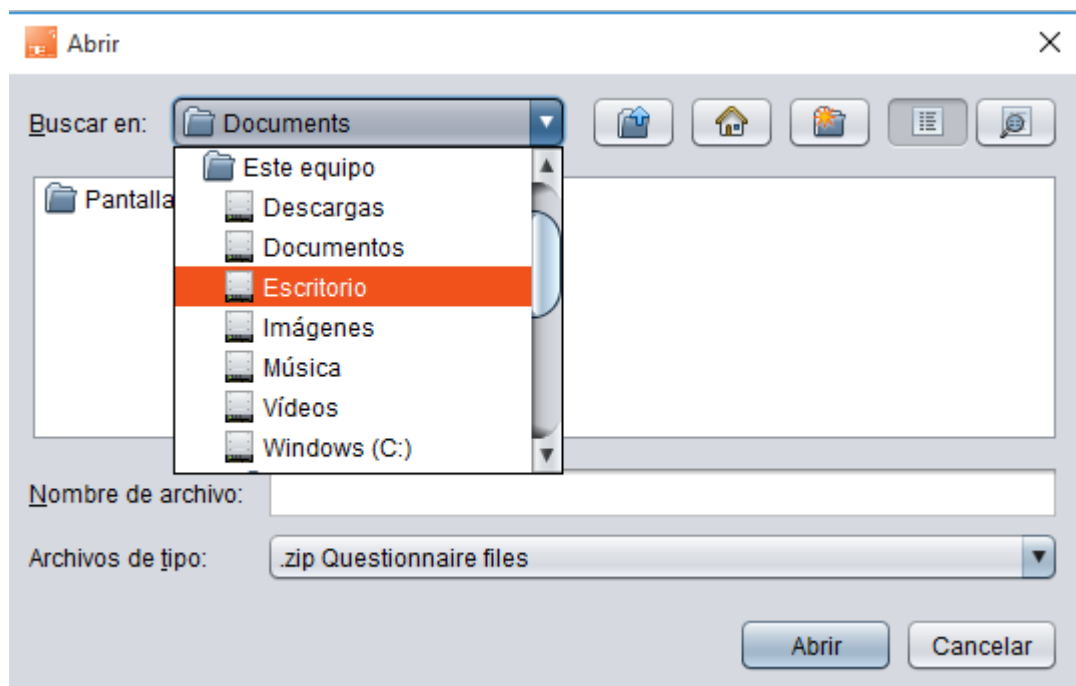
We click on the alternative that says "Import Questionnaire"



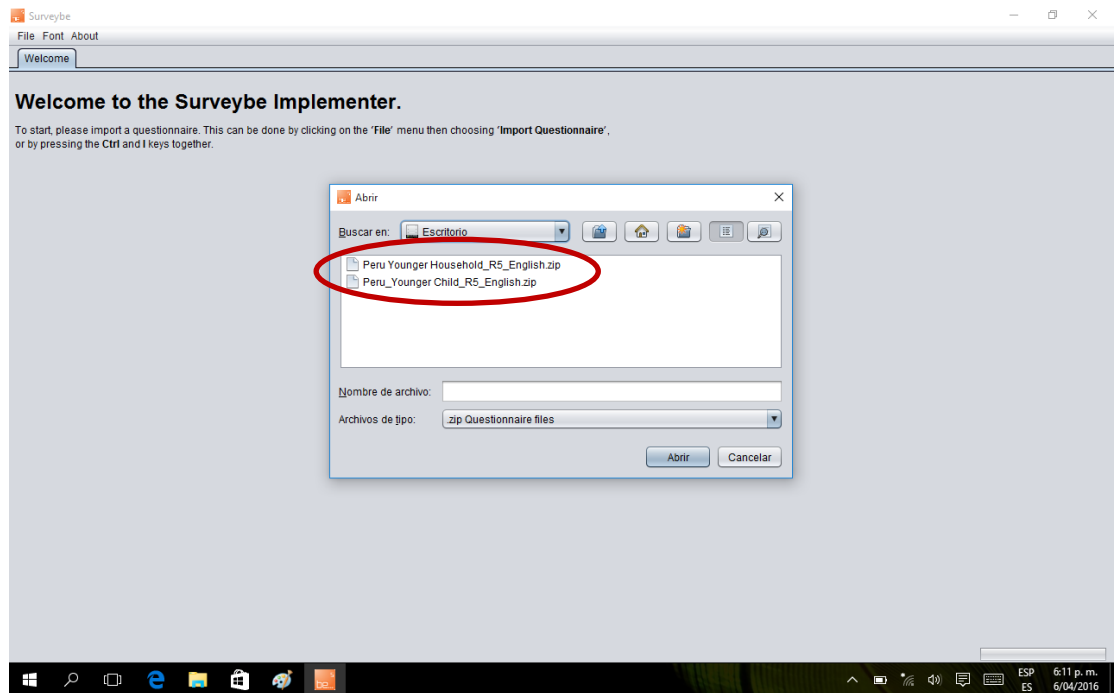
5. Then the following window will be displayed. This window is a search engine, in which we will search for the **desktop**. With the help of the scroll bar we look for the **desktop**.



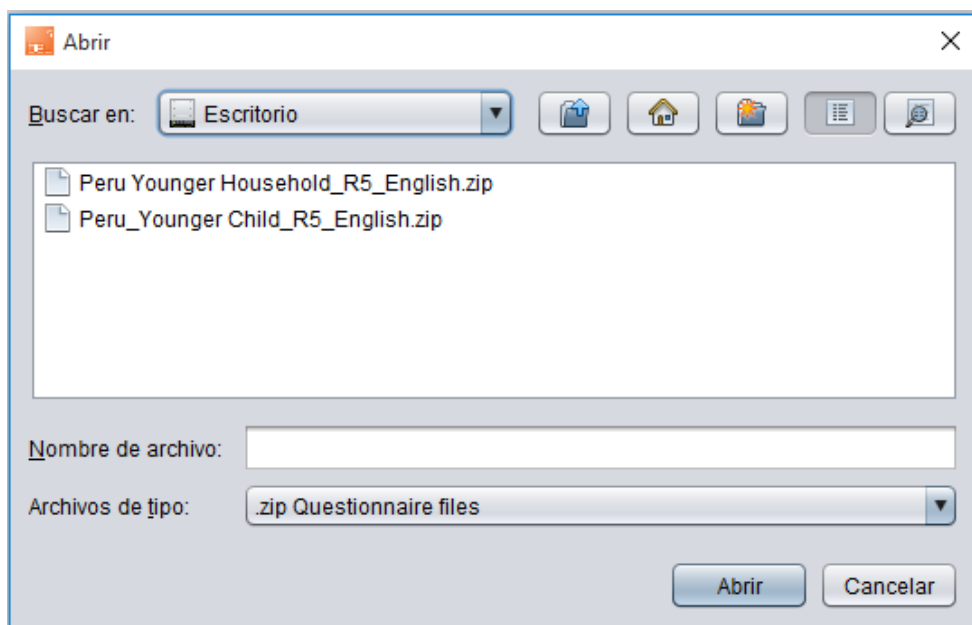
Then we click on the part that says **desktop**:



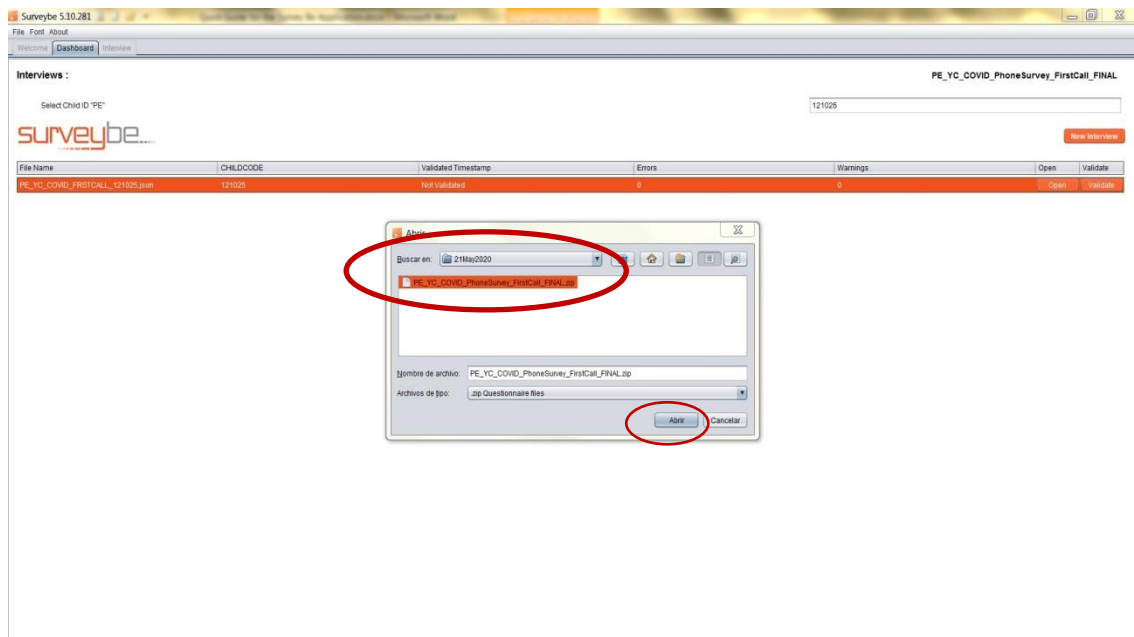
6. The window that will be shown after selecting the desktop will be:



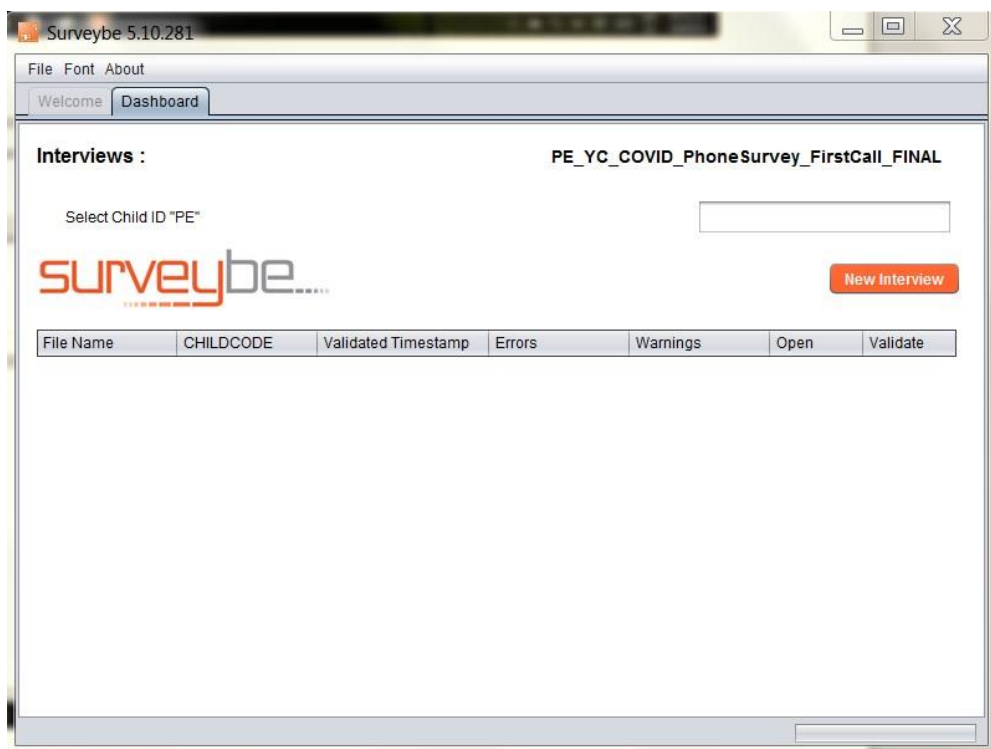
This window shows all the files and folders that are located on the desktop, in this example we can see that there are two zipped folders that correspond to the Household Questionnaire and the Child Questionnaire of the YC. In this case, we click on the zip of the Household Questionnaire.



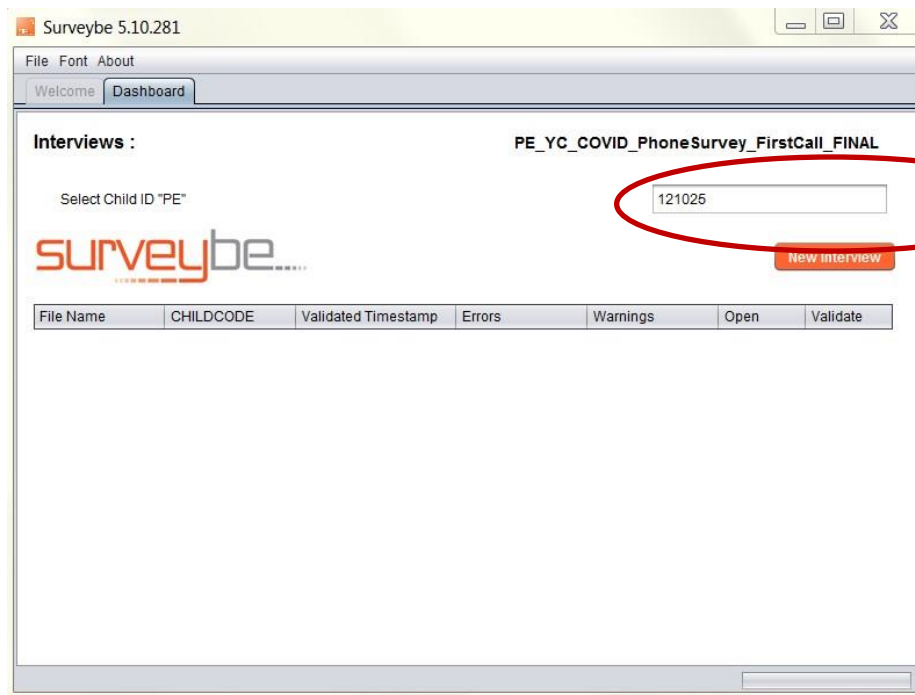
7. Once we find the zipped file of the survey, we click on the "Open" button and wait for the program to open in the SurveyBe application.



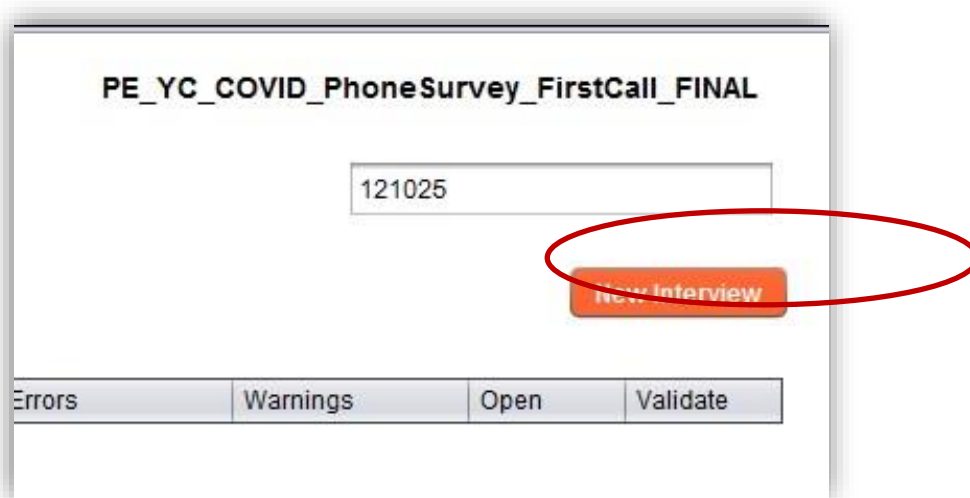
8. When the questionnaire has been successfully imported, the SurveyBe Application will display the following screen:



9. In this screen, if we want to open a blank questionnaire to carry out our interview, we proceed to write the code in the part indicated by the red circle. We only have to keep in mind one detail: the code to be written will not consider the prefix "PE", we will only enter the numbers corresponding to the code. Here's an example:



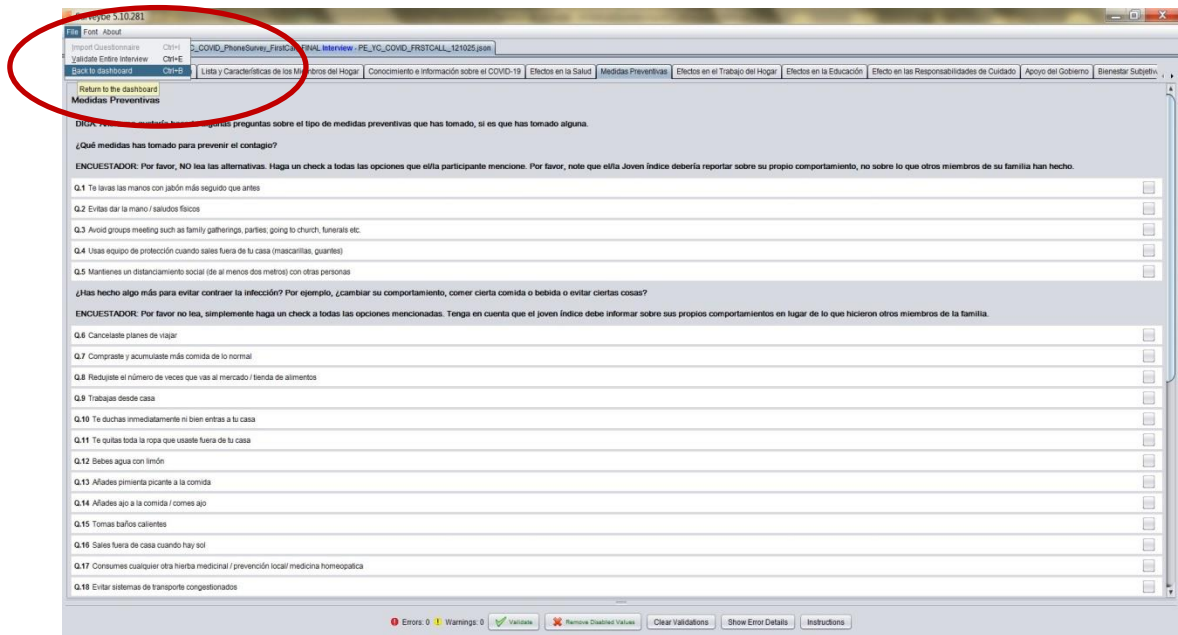
Once the code is entered, we double click on **"New Interview"**. With this we are opening a blank interview for the code PE101009.



10. This process takes some time, depending on the size of the questionnaire's content. You must be patient, do not retry the action multiple times to avoid the program to freeze. When the questionnaire program opens, the following screen will be displayed.

After that, you can explore and navigate through different tabs of the questionnaire to know and become familiar with it.

11. To exit this questionnaire, we go back to the upper left and click on **File** and then click on the alternative that says "**Back to dashboard**".

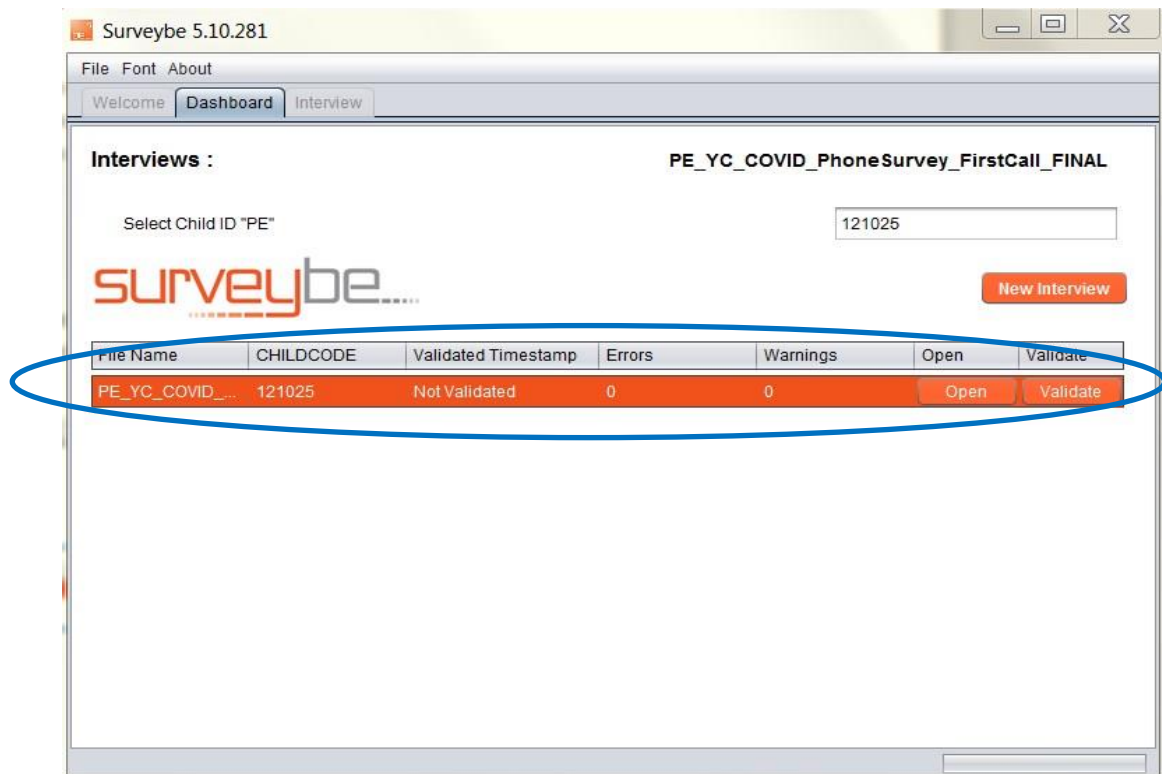


File/Back to dashboard:

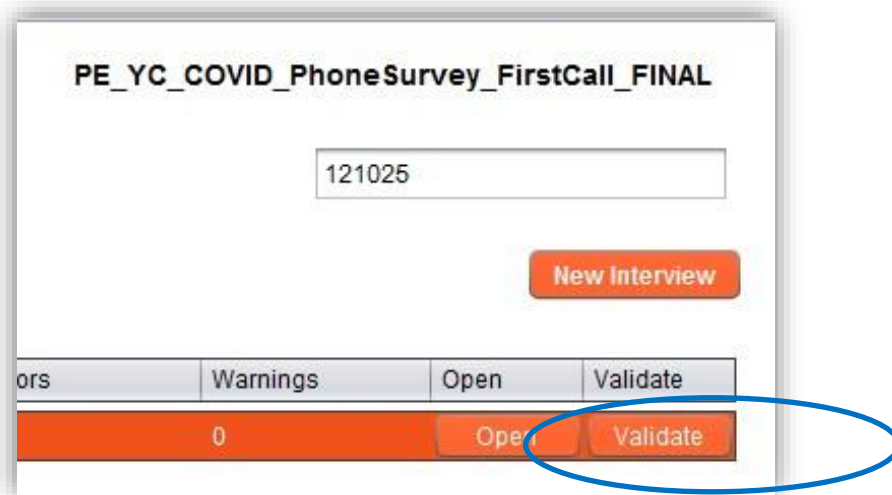


This action will allow us to exit the questionnaire correctly to the main screen of the Application. Do not use the "X" key on the upper right side to exit, this is not correct, you may lose your information if you do it.

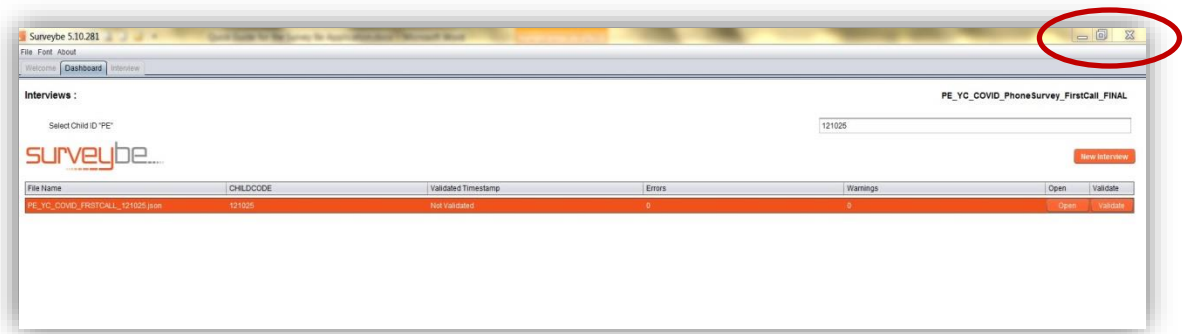
12. Once we are here, we notice that there is now a record of a survey - see the part indicated with a circle. This means that the code we have opened has been registered and recorded.



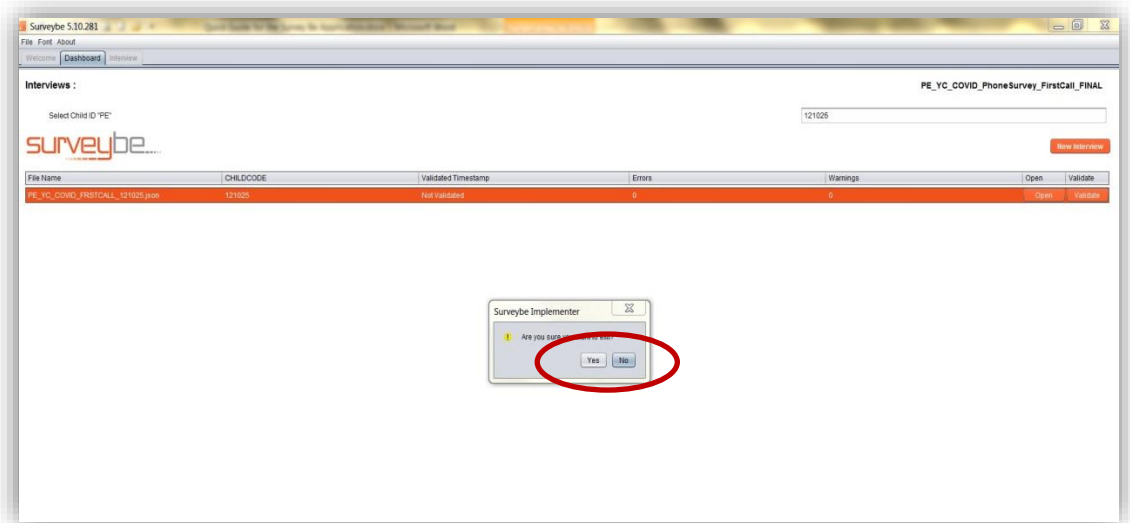
13. Now, if we want to return to the survey again, we do not have to type the code one more time, because it has already been registered. All we have to do is double click on the button that says "Open", of the respective code, and our form will be reopened and displayed in the section that we let it.



14. Being on the main screen of the Application, if we want to close it, we simply do it from the upper right corner, clicking on the "X".



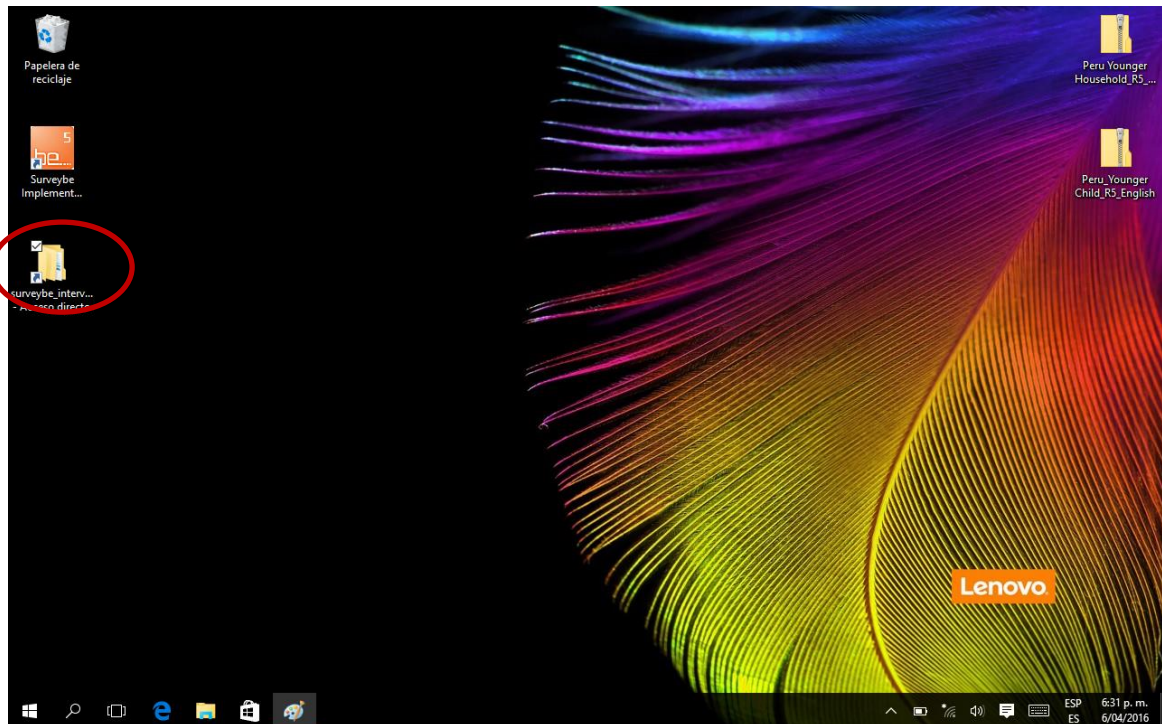
When we click on the "X", a window will appear asking us "If we are sure to exit", to which we will click on "Yes".



Where are the created files saved?

The files that are generated with this program have an extension **".json"**. When the questionnaires programs are open, folders are automatically created where each of the generated codes will be saved. For example, if we are working with the Younger Cohort, a folder with the name "XX_YC" will be created, and within it, the Household and Child questionnaires will be saved. If you are working with the Older Cohort, the folder that is created is "XX_OC".

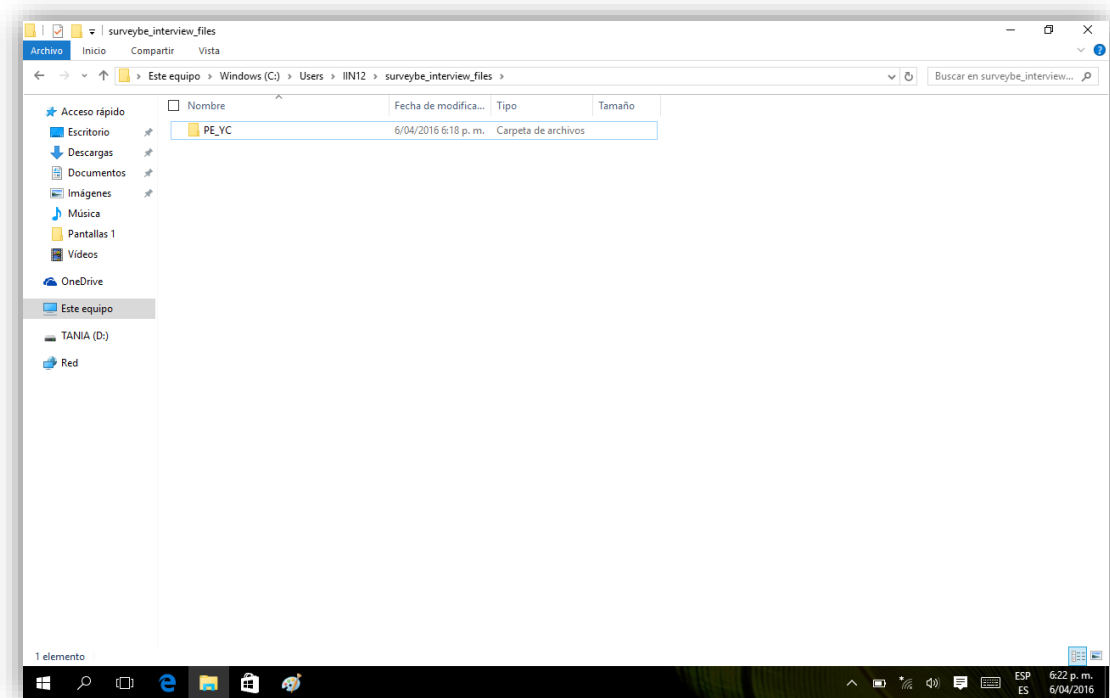
In order to observe everything said above, you must click on the direct access inside of the red circle in the following screen:

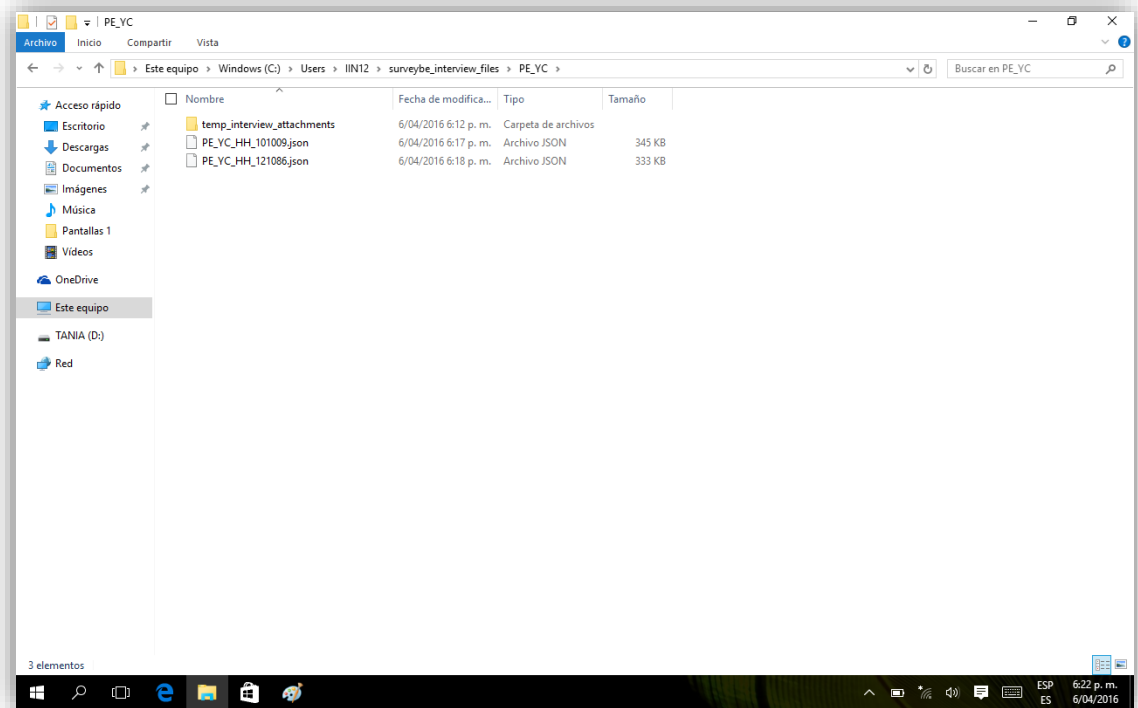


This access has the following route:

Windows © / Users / ## / surveybe_interview_files

Once you click on the shortcut, the following screen will be displayed:





Some advantages of the SurveyBe application

Shows inconsistencies or errors

1. If one types something that is not consistent, when validating the information, the program will show the errors. See parts indicated with the circles.

2. If you fix it and then revalidate, and if there are no errors, it will show you the next screen.

Surveybe 5.10.281

File Font About

Inicio de la Entrevista | Introducción | **Lista y Características de los Miembros del Hogar** | Conocimiento e información sobre el COVID-19 | Efectos en la Salud | Medidas Preventivas | Efectos en el Trabajo del Hogar | Efectos en la Educación | Efecto en las Responsabilidades de Cuidado | Apoyo del Gobierno | Bienestar Subj.

Q.12 Bebes agua con limón

Q.13 Añades pimienta picante a la comida

Q.14 Añades ajo a la comida / comes ajo

Q.15 Tomas baños calientes

Q.16 Sales fuera de casa cuando hay sol

Q.17 Consumes cualquier otra hierba medicinal / prevención local/ medicina homeopática

Q.18 Evitar sistemas de transporte congestionados

Q.19 Usar desinfectantes para manos con más frecuencia

Q.20 Otra medida preventiva, no mencionada

Q.21 Specify

¿Por qué motivos tú y otros miembros de tu hogar salieron de casa durante la cuarentena?

ENCUESTADOR: por favor, LEA las alternativas. Marque la respuesta.

Q.22 Nunca salimos

Q.23 Para comprar alimentos

Q.24 Para comprar medicinas

Q.25 Para ir al banco

Q.26 Para pasear al perro

Q.27 Para atender a un miembro del hogar (enfermo/cariñoso)

Q.28 Para trabajar, con permiso (sector esencial)

Q.29 Para trabajar, sin permiso

Q.30 Para ir a la iglesia/templofunerarias/matrimonios

Q.31 Recreación, encontrarse con amigos y familia

Q.32 Otro, especificar:

Q.33 Specify

Validation successful

No validation errors found

OK

Errors: 3 Warnings: 0 Validate Remove Disabled Values Clear Validations Show Error Details Instructions

- Another example is the following. If we have only filled in some of the information, and the rest is empty; when validating the section, the errors will be shown, as in the following screen.

Surveybe 5.10.281

File Font About

Inicio de la Entrevista | Introducción | **Lista y Características de los Miembros del Hogar** | Conocimiento e información sobre el COVID-19 | Efectos en la Salud | Medidas Preventivas | Efectos en el Trabajo del Hogar | Efectos en la Educación | Efecto en las Responsabilidades de Cuidado | Apoyo del Gobierno | Bienestar Subj.

Lista y Características de los Miembros del Hogar

Niños del Milenio COVID-19: Primera llamada

ENCUESTADOR: Usa una vez que el/la Joven indique de su consentimiento, hágale las siguientes preguntas. Es importante que haga las preguntas en forma de conversación, que dialogue con el/la joven.

DIGA: Me gustaría hacerle algunas preguntas sobre el hogar en el que vive y quiénes viven contigo.

DIGA: ¿Aún vive en el mismo lugar en el que vivía la última vez que hablamos en 21-Aug-19?

Q.1 Si No, tome una nota de la dirección en la que ahora reside o del edificio al final de la entrevista. Muestre tanto, por favor decirme.

Q.2 DIGA: ¿Cuántas personas viven contigo actualmente?

DIGA: ¿Cuántas habitaciones tiene su vivienda?

ENCUESTADOR: No incluya cocina, baños, pasillos, dormitorios, almacenes o cuartos divididos con material no permanente como cortinas.

Q.3

Lista de Miembros del Hogar

ID	Q.4 Nombres y Apellidos	Ingrese información del miembro del hogar	Detalle
0		01 Ingrese información del miembro del hogar	✖
1		02 Ingrese información del miembro del hogar	✖
2		03 Ingrese información del miembro del hogar	✖
3		04 Ingrese información del miembro del hogar	✖
4		05 Ingrese información del miembro del hogar	✖
5		06 Ingrese información del miembro del hogar	✖
6		07 Ingrese información del miembro del hogar	✖
7		08 Ingrese información del miembro del hogar	✖

Add Row

Errors: 27 Warnings: 0 Validate Remove Disabled Values Clear Validations Show Error Details Instructions

- If we want to see where the errors are and why they have been shown, we click on the button that says **"Show Error Details"**.

Surveybyte 5.10.261

File Edit View Help

Home > [Current] > [PE_NI_COVID_PhoneSurvey_Protocol_2020_Review] > [PE_NI_COVID_Protocol_2020_Review]

Inicio de la Entrevista | Introducción | **Lista y Características de los Miembros del Hogar** | Continuando a información sobre COVID-19 | Chequeo en la Salud | Medidas Preventivas | Efectos en el Trabajo del Hogar | Efectos en la Educación | Efectos en las Responsabilidades de Cuidado | Apoyo del Gobierno | Banderas Rojas

Lista y Características de los Miembros del Hogar

Niños del Milenio COVID-19: Primera llamada

ENCUESTADOR: Una vez que esta joven madre de su consentimiento, hágale las siguientes preguntas. Es importante que haga las preguntas en forma de conversación, que dialogue con esta joven.

DICA: No pida que repita algunas preguntas sobre el lugar en el que vive y cuántos viven contigo.

DICA: ¿Aún vive en el mismo lugar en el que vivía la Odra, es que nacieron en 21-Ago-19?

Q1 Si No, tome nota de la dirección en la que actualmente está viviendo al final de la entrevista. Mantenga todos los datos por favor.

Q2 DICA: ¿Cuántas personas viven contigo actualmente?

DICA: ¿Cuántas habitaciones tiene la vivienda?

ENCUESTADOR: No incluya cosas, baños, pasillos, estancias o cuartos divididos por material permanente como cortinas.

77-140

Lista de Miembros del Hogar

ID	Q.4 Nombres y Apellidos	Ingreso información del miembro del hogar	Eliminar
1	[REDACTED]	[REDACTED]	DE
2	[REDACTED]	[REDACTED]	DE
3	[REDACTED]	[REDACTED]	DE
4	[REDACTED]	[REDACTED]	DE

Tipos: Mensaje | Pista

Error: An answer is required. Ayuda y Características de los Miembros del Hogar Q.1 DICA: ¿Aún vive en el mismo l...

Error: An answer is required. Ayuda y Características de los Miembros del Hogar Q.2 DICA: ¿Cuántas personas viven...

Error: An answer is required. Ayuda y Características de los Miembros del Hogar Q.3 DICA: ¿Cuántas habitaciones ti...

Error: 2021 - 2017. Ayuda y Características de los Miembros del Hogar Lista de Miembros del Hogar [Ingreso información del miembro del hogar Q.2 ¿En qué año falleció?]

Error: Value is disabled question. Ayuda y Características de los Miembros del Hogar Lista de Miembros del Hogar [Ingreso información del miembro del hogar Q.6 Sexo]

Error: Value is disabled question. Ayuda y Características de los Miembros del Hogar Lista de Miembros del Hogar [Ingreso información del miembro del hogar Q.6 Parientes con MARCO ALEJANDER...

Error: An answer is required. Ayuda y Características de los Miembros del Hogar Lista de Miembros del Hogar [Ingreso información del miembro del hogar Q.1 ¿Aún vive en el mismo l...

Error: Value is disabled question. Ayuda y Características de los Miembros del Hogar Lista de Miembros del Hogar [Ingreso información del miembro del hogar Q.6 Sexo]

Error: Value is disabled question. Ayuda y Características de los Miembros del Hogar Lista de Miembros del Hogar [Ingreso información del miembro del hogar Q.6 Parientes con MARCO ANTONIO M...

Error: 27 | Warnings: 0 | [Validar] | [Remover Datos Invalidos] | [Clear Validations] | [Show Error Details] | [Instructions] | [Close]

- Here is another example: let's say that we're filling in the data of a household member and by mistake the interviewee tells us that he/she has died and even gives us the year of his/her death. The screen with the first data will be shown like this:

Ingreso información del miembro del hogar

Q.1 [REDACTED] vive en el hogar?

Q.2 ¿En qué año falleció?

EDAD EN RONDAS: 14

Q.3 ¿Cuál edad tiene [REDACTED] en años cumplidos?

Q.4 ¿Cuántos meses cumplidos. Solo aplica para los que reportaron menos de 1 año de vida.

Q.5 Sexo

Q.6 Parientes con [REDACTED]

Parientes fallecidos (0)

2021

Parientes vivos (0)

Parientes vivos (0)

Error: 25 | Warnings: 0 | [Validar] | [Remover Datos Invalidos] | [Clear Validations] | [Show Error Details] | [Instructions] | [Close]

- But then the interviewee rectifies himself/herself and tells us that he/she is not dead. We then proceed to correct the data, but we realize that the year of death that we entered is not erased. As shown in the figure.

- To clean this information, we click on the button that says **"Remove Disabled Values"**. A window will appear, asking us to confirm if we want to clean the disabled values.

- If we click on **"Clear all disabled values"**, then the deactivated or disabled values will be cleared.

Ingreso información del miembro del Hogar

Q1. ¿Cuál es el nombre del miembro del hogar? Se activa una nota al hogar (Y/N)

Q2. ¿En qué año nació?

EDAD EN RONDAS

Q3. ¿Cuál edad tiene el miembro del hogar en años cumplidos? 18

Q4. ¿Cuál es el nivel educativo? Solo aplica para los que reportaron menos de 1 año de vida. Ingrese número del 0 al 11.

Q5. Sexo Masculino (1)

Q6. Parentesco con el miembro del hogar Joven del Cubito (3)

Errors: 24 Warnings: 0 [Validar] [Remover Opciones Invalidas] [Clear Validations] [Show Error Details] [Instrucciones] [Close]

9. Also, throughout the questionnaire we can activate the windows to make the comments by double clicking on the space of the question where we want to write a note.

Ingreso información del miembro del Hogar

Q1. ¿Cuál es el nombre del miembro del hogar? Se activa una nota al hogar (Y/N)

Q2. ¿En qué año nació?

EDAD EN RONDAS

Q3. ¿Cuál edad tiene el miembro del hogar en años cumplidos? 18

Q4. ¿Cuál es el nivel educativo? Solo aplica para los que reportaron menos de 1 año de vida. Ingrese número del 0 al 11.

Q5. Sexo Masculino (1)

Q6. Parentesco con el miembro del hogar Joven del Cubito (3)

Edit Comment and/or View Instruction

Comment:

[OK] [Cancel]

Errors: 24 Warnings: 0 [Validar] [Remover Opciones Invalidas] [Clear Validations] [Show Error Details] [Instrucciones] [Close]

SECTION 5. PROTOCOLS

a) Before starting the call

- You must schedule your calls in advance to have all the material properly organized and identified for each respondent
- You must work in a quiet place in your home.
- You must have your tablet and Smartphone with the battery fully charged.
- Always use your headphones and your headphone's microphone to make the call, so you have your hands free to manipulate the Tablet, consult the guide, make important annotations in your notebook, etc.
- You must have all your support material at hand (see Section 4), including all formats and consultation guide.

b) Some general guidelines when contacting the respondent:

- 1) Unlike previous rounds, this time our goal is to contact the young individual of the project directly ("individual index") through their phone number. This is because the participants of both cohorts are of legal age, and because on this occasion we only seek to interview them.
- 2) If the individual index does not answer or does not enter the call, make some further attempts, always leaving a reasonable pause between each call (treat the young individual as you would like to be treated).
- 3) If, after a reasonable number of attempts, you are unable to contact the individual index, contact the primary caregiver, and if you are unable to contact her, contact the other people for whom you have a phone number.
- 4) If the above does not result send a Whatsapp or text message, following the protocol detailed below.
- 5) If the previous steps are not successful, the Field Coordinator must be informed. He/she, in conjunction with the Data Manager, will see if it is possible to find any other phone number of previous rounds. Individual index will also be contacted via email.
- 6) If someone, who is not the individual index to be surveyed, answers the call and says that "he/she is working, or studying, etc., and will arrive later, (without giving a specific time...)", calculate the approximate time to reach the individual and call again, if he/she is not located, leave the call pending and schedule for another day. (Avoid making multiple calls in a row to ask "Is he/she here...?")
- 7) Please do not try to contact the individual index of the project through social networks such as Facebook, Twitter or Instagram. An exception will be done for the second phone survey for Peru. In Peru, participants not found in Call 1 will be contacted through Facebook, but they will be contacted using the 'Niños del Milenio' account. A protocol (in Spanish) including more detailed information of what the enumerators should say, should ask while contacting the respondent is available on request.

c) Priority to list and call by phone

Contact the project youth in the following order of priority:

- (1) Young individual of the project. Consider the following order:
 - a. Phone call (always the first choice).
 - b. Whatsapp or text message (only if you have not been able to contact the respondent after a few attempts, either because it does not answer or because the call does not come in).
 - c. Voice message.
 - d. Through Local guides (Ethiopia only)
 - e. Getting in contact with other known people living locally (India only)
 - f. An additional step for the second phone survey (Peru): the YL respondents “not found” (mainly because the phone number was no longer active or because the respondents do not answer the phone) will be approached again using social media (Facebook). YL respondents contacted for the first time for Call 2 will be asked to answer the key modules for Call 1 first and Call 2 will be administered to them a few weeks after that.” See more details in the section below (protocols for 2nd call).

- (2) Primary caregiver: If the above did not work, contact the young individual's primary caregiver (typically the mother). The primary caregiver should be prioritized over other household members, as she has the most reliable information about both the household and her child(ren). As in the previous case, consider the following order:
 - a. Phone call (always the first choice).
 - b. Whatsapp or text message.
 - c. Voice message.

- (3) Father or parental figure: If the above did not work, contact the young individual's father (or the parental figure).
 - a. Phone call (always the first choice).
 - b. Whatsapp or text message.
 - c. Voice message.

- (4) Home phone: If the above did not work, the next option is the landline of the home, call and depending on who answers, ask to speak with the Responsible or the index individual.




- (5) (Ethiopia only). Contact the respondent through the local guide
 For those participants who do not have phone numbers, whose phone numbers are not working, or who are not picking their numbers, please call the local guide to connect with you so that you can proceed with the normal procedures. The Field should hand over the phone to the participant so that you can have a discussion with the participant including making appointments, fixing date and time of interview as per the guidelines provided. The field guide should always use hand sanitizers and face masks (which will be provided to him through YL at PSI) and ensure the recommended social distancing when approaching the respondents. Enumerators should provide the guide list of participants to be contacted through him. The guide will in turn contact the participants and connect them with the Enumerators. After connecting the participants and the Enumerators, the field guide should step away from the participants to ensure privacy of the respondents.

- In the cases mentioned below, please as a general rule with them use the Whatsapp/Text Message only in special cases.

- (6) Brothers: If the above did not work, the brothers will be the option (5) and will be called as long as no communication has been made with the above options or because someone said that the brother can give us the information we need to locate the index individual.

- (7) All other contacts will be called when no communication is reached with any of those mentioned above.

About contact via text message or WhatsApp, and voice messages

	WhatsApp Message. The message on WhatsApp should say:
	<i>"Hello (index individual / main caregiver / etc) my name is (enumerator's name), from the Young Lives Study and I would like to contact you, can you tell me what day and at what time can I call you?"</i>
	Text Message: It will be the same as WhatsApp.
	Voice Message: It will be the same as WhatsApp. It will only be sent if you have the indication of the plant that says "... after the tone, leave your message...".

c) Protocol first call: Talking to the index individual

The "first call" refers to the first component of the telephone survey, which will take place between June and July. The instrument of the first call includes (i) an initial dialogue, (ii) a questionnaire, (iii) a farewell dialogue, and (iv) comments section. Consent is requested in the initial dialogue.

The first call is the most critical, as it is our first attempt to approach YL families in circumstances that are stressful for everyone. In fact, one of the goals of the first call is to give participants the opportunity for their voices to be heard, and to understand whether it is feasible to ask them to participate in a more detailed survey later ("second call" and "third call").

Note the following:

1. You must use the dialogue guidelines included in the questionnaire in the SurveyBe software.
2. You must ask the questions that are part of the questionnaire.
3. At the same time, you should use your experience to make the conversation flow as naturally as possible. For example, if the young individual tells you something that answers one of the questions you were going to ask, don't ask the question anymore. The idea is that the "first call" should flow as a conversation and not as a survey.
4. It is very important that the young individual feels listened to.

Regarding call content:

1. After the introduction, the Enumerator will explain that Round 6 of the survey has been postponed under the unprecedented circumstances and provide a brief overview of the objective of the YL telephone survey.

2. Before moving forward to ask for the respondent's consent to participate, the Enumerator must confirm they are talking to the right respondent. The Enumerator will then inform the respondent of the duration of the survey and reassure the respondent that all information they provide will be treated confidentially as was done with the information they gave us each time we visited them during the 16 years of the study. Finally, the Enumerator will ask if he/she is willing to participate, assuring the respondent that he will be able to withdraw from the study at any time, without affecting the continued participation in the Young Lives study.
3. If the respondent consents, the Enumerator will record consent and proceed with the survey.
4. At the end of the first call the Enumerator will remind the respondent that he/she will call back in August, to ask him/her if he/she is willing to participate in the main phone survey.
5. The Enumerator should mention that in return for the present that was given in gratitude for his time in the visits of previous years, on this occasion, that we cannot visit him, at the end of the survey he will be given a small compensation equivalent to the price of the present.
6. If the respondent refuses to participate, the Enumerator will ask for the reason for the rejection and try to address it. If the respondent still refuses, the Enumerator will thank for their time. **See Questionnaire for more details on this aspect.*

How to respond to the young individual's concerns

During the conversation, the young individual may ask you questions about various aspects, such as how to collect the government economic support (bono universal), how to protect himself/herself from the coronavirus, how to look for work in these difficult circumstances, or how to access educational scholarships. Refer to **the consultation guide to answer questions**.

How to respond to requests for financial aid

If the index individual asks for financial aid, it is important to distinguish whether this is due to an immediate emergency or not. If it corresponds to an immediate emergency of an economic nature (health or hunger situation), take into account what is mentioned in the following numeral? Otherwise:

- ✓ Mention that "the project does not handle money". This is true, because the financial reward to be given corresponds to the cost of the gift that was to be given to them in this year's face-to-face visit (which was cancelled)
- ✓ Tell the individual about some of the resources in the consultation guide that might help.

[Peru and India only] It might be the case that due to the current crisis, the respondent, upon learning that there will be financial compensation later, asks for this compensation to be given now. In this case, the Enumerator should tell the respondent that they will need to ask him/her some questions to better understand the magnitude of his/her needs/problems and ask for authorization for the advance delivery of the reward and once the Enumerator has the answer he/she will call the respondent again. The Enumerator must use the "Economic Compensation Information Sheet" to take note of the respondent's savings account or the person he or she designates (Full name of the account holder; DNI; Name of the bank; Account number; Interbank account number if the bank is not BCP). In the event that the respondent does not have a bank account, then the Bank order (Giro Bancario) option will be used to the bank that the respondent designates.

Facing an immediate emergency

Health Emergency:

It could be that at the time of calling the home, they are facing a health emergency, related to COVID-19 or otherwise. In this situation, the protocol should be:

- i. Pay attention and take note of the details of the case.
- ii. Provide the young individual with the information available in the consultation guide.
- iii. Immediately inform the field coordinator to decide what the follow-up will be.

You may be tempted to help with specific recommendations; however, medical recommendations should be left to health experts.

Food emergency:

It could be that at the time of calling home, they are going hungry due to lack of work. In this situation, the protocol should be:

- i. Pay attention and take note of the details of the case.
- ii. Provide the young individual with the information available in the consultation guide.
- iii. Immediately inform the field coordinator to decide what the follow-up will be.

Mental health and suicidal thoughts:

If a respondent feels desperate and suicidal, you should:

- iv. Pay attention, listen and keep a quiet conversation. Take note of the details of the case.
- v. Provide the young individual, carefully, with the information available in the consultation guide.
- vi. Immediately inform the field coordinator to decide what the follow-up will look like.

However, if you feel that you are currently dealing with a real emergency, act as quickly as possible and ask to speak with another family member so that you can tell him/her to seek immediate support. If the respondent sounds suicidal, confidentiality becomes secondary (avoiding harm is more important).

Respondents with mental disabilities

In Peru, some individuals in the YC have developed mental disabilities with the pass of the years. These cases have been kept in the sample and a protocol has been implemented to interview them. For the phone call survey, if the individual is not able to answer individual questions, the main caregiver provides information about the household level and individual questions are left blank. In Vietnam, individuals who have developed mental health disabilities were not interviewed for the phone survey. No similar cases have been found in Ethiopia.

Possible ethical cases

If the Enumerator notices something that causes him/her concern regarding the index individual/family (e.g. related to mental health, poor physical health, hunger, domestic violence) they should record it in the Comments section.

Possible ethical cases should be reported as soon as possible to the Field Coordinator and discussed in weekly feedback sessions. In turn, the Principal investigator will report these cases to the team at Oxford. It is very important that these cases are reported.

d) Protocol second call

The protocol used for call 2 is the same as the one used in the first call. More information is reported directly in the survey questionnaire. There are two things to note:

Order of the phone calls: when possible, each enumerator will be asked to follow the same order of the interviews in Call 2, with respect to Call 1. This is in order to try to allow for roughly the same amount of time between calls for each participant.

Try to contact and invite to participate to call 2 those who have not been interviewed in Call 1 (Peru and Vietnam only): Peru and Vietnam registered a relatively high attrition rate for call 1: 21% and 9% respectively.⁴ Therefore, an extra attempt has been done to locate the missing respondents for call 1, and invite them to participate in call 2. Two different strategies have been used:

-Through social media (Peru only):

More specifically, for Call 2, we called them again, but in parallel we tried to contact them through Facebook. The protocol is as follows.

First stage:

- Each enumerator searches on Facebook the ‘not found’ participants that belong to his/her workload, and uses the following information to search for them (available in the contact sheet): full name, date of birth, place of birth, latest known location.
- Each enumerator prepares a list (spreadsheet in Excel) with a link to the Facebook profile and CHILID of identified YL participants, with comments if necessary, and shares this information to the GRADE team to consolidate the list. It is important that the enumerator is sure that the Facebook profile belongs to the YL participant. For instance, a Full Name gives certainty, but it can also be that the YL participant does not report his/her middle name or his/her second last name but report date of birth, this also gives us certainty.
- The GRADE team uses the “Niños del Milenio” Facebook account to send an inbox message to these participants, inviting them to participate in the phone survey.

Second stage:

- A few weeks before the end of the Call 2 survey, the Peru team uses a more individualized approach to the use of Facebook, allowing enumerators to use Facebook through 2 different accounts created specifically for this purpose.
- It is important to stress that enumerators did contact participants directly using their private Facebook accounts.
- In addition, we sent new email reminders for those for whom we have this information (as has been done 2 weeks ahead of Call 1).

⁴ In the case of Ethiopia and India the attrition rate is very low (8% and 2% respectively). The call 1 sample will be contacted again for call 2 and no further attempt will be done to recover the missing respondents.

-**Try once more to recover the phone numbers** of the missing respondents in call 1 through relatives, local authorities, who were YL associates at communes (Vietnam only).

Those participants that agree to participate were asked to answer a shortened version of Call 1, in order to collect information about the household roster, household-level information of COVID cases, and subjective wellbeing. A few weeks later they were called to participate in Call 2.

e) Protocol third call

The protocol used for call 3 is very similar to the one used in the first call. More information is reported directly in the survey questionnaire. There are two things to note:

-Reciprocity: in the case of ET and VN a small compensation will be offered as for the previous two calls. In the case of IN the full compensation was given at the end of call 2 and no compensation will be offered at the end of call 3. In the case of PE, the respondent has been given the option to receive the compensation either at the end of call 2 or call 3. The reward will be offered only to those who did not received it at the end of call 2.

-Contact information: an extra effort will be done to collect contact information at the end of call 3. The respondent will be asked about both the current place of residency and the permanent place of residency, the email address will be confirmed too, alongside the phone contacts. This information will be key to locate the respondent for the next round of data collection.

SECTION 6. ETHICAL CONSIDERATIONS, RECIPROCITY AND SAFEGUARDING

a) Ethical considerations

Participant burdens, risk and mitigation strategy: We recognize that many of the respondents are likely to be living in very stressful and precarious circumstances. Because of this, we will take the following actions:

- i. We will select Enumerators that have worked on data collection for the Young Lives study in previous Rounds. The Enumerators will be carefully trained (including on ethics), in many of the cases they know the families (as they have visited them in person in the previous rounds). A training session will be conducted ahead of the phone survey administration. Finally, we will allow for frequent debriefing during data collection and systematic recording of ethical issues that arise and any responses to them.
- ii. We will keep the survey short. Administration of the phone survey will be timed and staggered in accordance with what is convenient for the respondent, and efforts will be made to keep the survey short to avoid participant burden.
- iii. The survey will be piloted ahead of its administration with young people who are not part of the Young Lives cohort, although most of the questions included have been piloted in two of the Young Lives countries already as part of the preparation work for Round 6.
- iv. One of the objectives of the first call is to give participants an opportunity to let their voices be heard, and to understand if it is feasible to ask them to participate in a more detailed survey (e.g., this might not be feasible if the family is in a truly difficult situation).
- v. We will systematically record potential ethical cases (whether the Enumerator noticed anything that gave him/her cause for concern in relation to the young person/family) related to mental health, poor physical health, hunger, violence. Possible ethical cases will be reported as soon as possible to the field coordinator, discussed at weekly debriefing sessions and reported to the team in Oxford. Ticking the box on potential ethical cases is not a poor reflection on the Enumerator, but simply indicates there was some cause for worry.

Physical and psychological safety of researchers and fieldworkers: The phone survey eliminates health risks related to COVID-19 as interviews will not be conducted face-to-face. Also, the phone survey eliminates health risks for both YL staff and YL respondents as the fieldworker training will also be conducted online rather than in-person in those countries where the lockdown is partial or total. A potential psychological risk to fieldworkers does exist: in case of very upsetting cases debriefing sessions will be organized with the Fieldwork Co-ordinator. Furthermore, during regular debriefs the FC will make sure to check on the stress levels of the enumerators. The PI has the responsibility to check on the FC and Oxford will support the PI as needed.

Informed Consent. The process for obtaining verbal consent has been explained above.

The content of the survey and ethical approvals. Most of the survey questions included (with the exception of the COVID-19 related ones) will be the same or an adaptation of the survey questions developed for the Round 6 of the Young Lives study. In this regard it is important to note that Young Lives also obtained ethical approval for both the instruments that were going to be implemented for

Round 6 by the University of Oxford and of the phone survey by the University of Oxford and the country ethical committees.

Data protection and anonymization: All data will be collected using Computer Assisted Personal Interviewing (CAPI). The Enumerators will register the responses given by the participant during the call in a tablet or notebook. All data collected will be collected and processed using password-protected devices and will be encrypted for secure storage and transfer. Moreover, data will be anonymised by use of a Young Lives study identifier on collection, or at the earliest opportunity thereafter. The participants' personal data will be held under the authority of the Oxford Data manager and will not be shared.

Further consideration on ethics related to reciprocity and safeguarding are discussed in the next sub-sections.

b) Reciprocity: Reward

Given the exceptional circumstances, the respondents will receive a small economic compensation for their time. Indeed, this is quite common for any phone survey.

A potential issue is managing expectations from families requesting financial or other types of support. To address this, we developed clear scripts for use by the Enumerators explaining what respondents can and cannot expect if they agree to participate, highlighting that the reward is provided as a thank you. Further information are reported in Section 5.

The value of the rewards: the value of that reward is adjusted for what can be bought with that amount in each country. Therefore, the value of the reward is not fixed across countries and will be in the range of £5-12 (total) considerably higher than the reward offered in regular phone surveys conducted in “normal” circumstances (average compensation between £1.5-2.5). More specifically in:

- Ethiopia: 300 Birr (7.6 GBP)
- India: 600 Rupees (6.5 GBP)
- Peru: 50 Soles (12 GBP)
- Vietnam: VND 150,000 (5.2 GBP)

The type of reward. Two options have been considered: a small economic compensation and phone credit. Each country decided to proceed as considered more convenient and appropriate given the circumstances.

- **Ethiopia and Vietnam:** the respondent will be provided with the choice either to receive it in cash or kind (mobile card).
- **India and Peru:** a money compensation will be offered to each respondent

The timing for giving them the reward: this is going to work differently across countries. In the case of Peru and India the respondent was told about the reward by the end of the first phone call while scheduling and appointment for the second phone call for those who decide to participate. No reward was given at the end of the first phone call unless in cases of extreme circumstances (see protocol for the first phone call). In the case of IN the full reward was given at the end of the second call. In the case of Peru, the respondent was offered the chance to receive the (total) reward either at the end of the second call or after the third call. The reward was given only once in both India and Peru

In the case of Ethiopia and Vietnam, a third of the total reward will be delivered at the end of each survey call.

The conditionality to receive the reward: No information about conditionality will be given to the respondent. If the respondent decides to withdraw and not answer some parts of the survey there will not be any punishment and the reward will be delivered fully.

Delivering the reward: this is going to work differently in each one of the country team.

Ethiopia: If the respondent prefers to receive the mobile card) the Enumerators will send mobile credit equivalent to the money allocated. If they prefer to receive the economic reward the deliver will happen through:

- (i) Option 1) their bank account if they have one: in this case the respondent will provide the bank account to the Enumerator and the Enumerator will transfer the amount via mobile banking. Enumerators should take screenshots of the transfer for later settlement of the amount with PSI finance.
- (ii) Option 2) the field guide, in case the respondent does not have bank account: in this case the Enumerator will send the money to the field guide and the field guide will pay the participant. The respondents should sign on the payment sheet when they receive the payment. The guide will hand over the signed payment sheet to the Enumerators by post.

India: the economic reward will be transferred either through

- (i) Option 1) their bank account by RTGS, if they have one and the respondent agrees to give his/her bank account number and IFSC code. A copy of the receipt given by Bank will be sent to the respondent by WhatsApp or by email or send a message to the respondent mentioning the code given by banks, so that individuals can verify their accounts;
- (ii) Option 2) "Money Order", if the respondents refused to reveal their bank account number or they do not have one. The money order takes on average 4 or 5 days to reach them through the Post office. Also, in this case a copy of the receipt given by Post office will be sent to the respondent to cross check with Post office in and around their community.

Peru: the reward will be delivered through "Bank agents". Bank agents are located in corner stores across the country. It is not necessary to have a bank account. The only information needed is the full name and national ID number of the person.

Vietnam: The delivery of the money would be made by means of a "Money Order" by the Commercial Bank of Viet Nam or any other bank that the participant indicates, so that they can collect it from there. Or mobile card equivalent to the money will be sent to the respondent.

[c\) Reciprocity: COVID-19 consultation guide](#)

Purpose and content of the consultation guide

We will provide the respondents with a consultation guide. The guide includes information about what are the symptoms of COVID-19, what measures each individual could take to reduce the risk of infection, what the government is doing to cope with the COVID-19 crisis and how individuals can

access these benefits. Some of the information included may be international and some country specific. The outline of the consultation guide is provided below.

A good consultation guide should be written in plain simple language, be user friendly as much as possible, report the main/essential information into the guide (and add links for those who have access to internet) and be written as if you were the user

Outline of the consultation guide

- (i) All about COVID-19
 - a. What it is?
 - b. Symptoms
 - c. How is it transmitted
 - d. Preventive measures
 - e. Myths about COVID-19
- (ii) The Government measures to prevent the spread of the virus
- (iii) The Government economic support measures In Response to Covid-19
 - a. What measures
 - b. How to get access to the benefits
- (iv) Mental health
 - a. The crisis/lockdown might have repercussion on mental health
 - b. Signs of depression and anxiety
 - c. How to prevent it
 - d. Where to find support
- (v) Violence
 - a. Recognizing physical and psychological violence
 - b. Where to find support
 - c. What do to in case of extreme emergency (if you are the victim or if you suspect/assist to a case of violence)

Delivering the consultation guide

The consultation guide will be delivered after the second call. However, a draft of the consultation guide should be ready by the time of the first call to equip each Enumerator with the essential information in case the respondent asks any questions during the first call.

The consultation guide will be delivered through the following means (ranked in order of priority):

1. Share it through WhatsApp (India and Peru)/Telegram (Ethiopia)/Zalo (Vietnam) as attached document (in case they have a smartphone, the respondent will be advised to install these apps) and
2. Send it by email (Ethiopia, India, Peru, Vietnam) if they have access to internet, otherwise
3. (India, Peru and Vietnam) By mail
4. (Ethiopia only) A print out of the consultation guides sent by mail to the local field guides to deliver them to the participants.

A copy of the consultation guide will be published on the Young Lives website as well. The consultation guide will be translated into the local languages that the participants can understand. The consultation guide will be available in English, and translated into six languages for Ethiopia (Amharic, Afaan Oromo,

Tigrigna, Wolaita, Hadiya, and Sidama), into Spanish (Peru), Telugu (India) and into Vietnamese. A copy of the consultation guide can be found on the Young Lives webpage [here](#).

d) An introduction to Safeguarding

A full YL Safeguarding Policy is currently under development, focussed primarily on the regular face-to-face data collection. This section represents a short introduction to Safeguarding, with a focus on the key elements for consideration. The key aspects of the draft Young Lives Safeguarding Policy are captured by ensuring that:

- Young Lives staff conduct themselves appropriately at all times, and
- Young Lives staff are trained in how to report incidents or concerns, however these may arise.

What does Safeguarding mean?

Safeguarding describes the steps taken to protect people from harm. ‘People’ in this context includes Young Lives study participants, staff and others who are involved in any way with the YL program. While safeguarding principally refers to the prevention of harm, it also encompasses practices to handle incidents and complaints, together with processes for dealing with the observation by YL people of actual or suspected abuse.

For YL, Safeguarding means:

- Ensuring that YL people behave at all times professionally, courteously and with respect to all YL study participants, their families and communities.
- Ensuring there are good systems in place, both in study countries and in Oxford, for dealing with any Safeguarding incidents or concerns. Specifically, ensuring YL staff deal appropriately with instances of observed or suspected abuse they may encounter in the course of their work, including providing an appropriate response and support to victims of observed or suspected abuse.

YL Safeguarding policy – in brief

The complete policy is still under development. Key aspects of the policy include:

1. Ensuring all participating organisations maintain an appropriate organisational culture
2. Establishing appropriate systems of governance and reporting
3. Identification and management of risks
4. Establishment of best-practice policies and procedures, including:
 - A YL Code of Conduct
 - ‘Whistleblowing’
 - Training of staff, in particular regarding handling and reporting of incidents and allegations and working with other organisations

e) Code of Conduct

YL is committed to ensuring the highest standards of ethical conduct by all personnel associated with the project. This Code of Conduct sets out expectations in relation to such conduct. Each person engaged by YL is requested to act in accordance with its requirements.

Scope and purpose

This Code of Conduct applies to employees, collaborators and partners, international and local, working for YL. Collectively these people are referred to as 'YL people'. The Code is applicable at all times. Breaches of the Code of Conduct are grounds for disciplinary action, up to and including dismissal.

Whilst recognising that local laws and cultures differ considerably from one country to another, YL operates internationally, and therefore the Code of Conduct is developed from international and UN standards.

As an employee, partner, collaborator, supplier or contractor,

I will:

Uphold the integrity and reputation of YL by ensuring that my professional and personal conduct is consistent with the YL's values and standards. Specifically:

- I will treat all people fairly, with respect and dignity.
- When working in an international context or travelling internationally on behalf of YL, I will be observant of all local laws and be sensitive to local culture and customs.
- I will seek to ensure that my conduct does not bring YL into disrepute and does not impact on or undermine my ability, or the ability of YL itself, to undertake the role for which I am employed and the work of YL.
- In all activities, including dissemination activities, I will recognize the beneficiaries of our programmes and research as dignified humans.
- I will not work under the influence of alcohol or use, or be in possession of, illegal substances on YL premises or accommodation, or while engaged anywhere in YL work.

Not engage in abusive or exploitative conduct. Specifically:

- I will not engage in sexual activity with children (persons under the age of 18). Mistaken belief in the age of a child is not a defence.
- I will not exchange money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour. This is prohibited.
- I will not engage in sexual relationships with beneficiaries of our programmes, since they are based on inherently unequal power dynamics.
- I will not engage in any commercially exploitative activities with children or adults, including e.g. child labour, slavery or trafficking.
- I will not physically assault a child or adult.
- I will not emotionally or psychologically abuse a child or adult.
- I will not discriminate based on race, creed, nationality, religion, age, sexual orientation or gender.

Do my utmost to ensure the safety, health and welfare of all YL people. Specifically:

- I will adhere to all legal and organisational health and safety requirements and any local security guidelines in force at my location of work.
- I will behave in a manner such as to avoid any unnecessary risk to the safety, health and welfare of myself and others.

- I will comply with all data protection regulations.
- I will make myself aware of YL Safeguarding Policy in relation to all of my work for/with YL and I will comply with that Policy.

Be responsible for the use of information, assets and resources to which I have access through my working arrangement with YL. Specifically:

- I will ensure that I use YL assets and resources entrusted to me in a responsible manner and will account for all money and property.
- I will not use YL IT equipment, software or e-mail and social media platforms to engage in activity that is illegal under local or international law or that encourages conduct that would constitute a criminal offence. This includes any material that intimidates or harasses any group based on protected characteristics, or encourages extremism.
- I will not use YL IT equipment to view, download, create, distribute or save in any format inappropriate, violent, extremist or abusive material including but not limited to pornography or depictions of child abuse.

Perform my duties and conduct my private life in a manner that avoids conflicts of interest. Specifically:

- When working in countries other than my own, I will act in a neutral way to all local political issues, except those involving human rights of myself and others.
- I will declare any financial, personal or family (or close intimate relationship) interest in matters of official business, which may impact on the work of YL.
- I will not be involved in awarding benefits, contracts for goods or services, employment or promotion within YL, to any person with whom I have financial, personal, family (or close intimate relationship) interests.
- I will disclose any nominations I receive to be a prospective candidate or adopt another official role for any political party.
- I will not accept significant gifts or any remuneration from governments, communities with whom we work, donors, suppliers and other persons which have been offered to me as a result of my employment with YL, or any gifts without declaring them to my Manager.

Uphold confidentiality. Specifically:

- I will exercise due care in all matters of official business, and not divulge any confidential information relating to colleagues or beneficiaries of our projects, work-related matters or any sensitive information unless legally required to do so.
- Exercise due care in relation to any personal data that comes under my control, and will comply with all data handling and processing procedures adopted by the YL project.

Concerns, Complaints and reports

All YL people are required to bring to the attention of the relevant manager any potential incident, abuse or concern that they witness, are made aware of, or suspect which appears to breach the Standards contained in this Code. YL people reporting concerns are protected by the YL Disclosure of Malpractice in the Workplace (Whistleblowing) policy.

Complaints or concerns relating to breach of the Code should be reported immediately. Reporting procedures and protocols, including the responsibilities of all parties, are set out in the Safeguarding policy and the Whistleblowing policy.

f) Disclosure of Malpractice in the Workplace (Whistleblowing) Policy

The Whistleblowing policy contains the essential information and principles, which should apply in the event of genuine concern about malpractice, in particular breaches of the Safeguarding Policy and the Code of Conduct.

If any person has any genuine concerns about malpractice in relation to our work or any of our workplaces, they must be able to communicate these concerns without fear of reprisals, knowing that they will be protected from victimization and dismissal.

Malpractice in this context refers to activities outlined in the YL Safeguarding Policy, and serious breaches of the YL Code of Conduct.

In the rest of this document, 'you' refers to the person communicating the concern.

Policy

If you have a genuine concern and a reasonable belief it is in the best interest of those we serve, under this policy you will not be at risk of losing your job or suffering from retribution as a result of disclosing your concern. This includes instances in which it is discovered that you are honestly mistaken. This policy does not apply if you maliciously raise matters you know to be untrue or if you are involved in the malpractice. If you are found to have made a false allegation maliciously, you will have disciplinary action taken against you.

Procedure

If you believe that the actions of someone who works for or is affiliated with YL would constitute a breach of the Safeguarding Policy or could lead to or has resulted in malpractice, the following procedure should be followed:

1. Raise the matter with your local Safeguarding Lead, who will consult the appropriate contact point.
2. If the Safeguarding Lead is involved in the alleged malpractice in some way, or may otherwise not be appropriate, then the matter should be raised with the local Safeguarding Officer.
3. If neither the Safeguarding Lead nor Safeguarding Officer are appropriate the matter should be raised with the YL Safeguarding Coordinator.

At the point of raising a concern, it will be necessary for you to share the information relating to the matter of concern as outlined in the Safeguarding Policy. **You are strongly encouraged not to make anonymous disclosures.** That being said, all disclosures, even those made anonymously, will be reviewed. Lack of information may limit the extent and outcome of the investigation.

The person initiating the concern will be notified once the matter has been resolved, but any outcomes subject to confidentiality may not be communicated.

Your key contacts

The (Acting) Director of the Young Lives program in Oxford is the YL Safeguarding Co-ordinator. In this position, he is available to deal with Safeguarding incidents reported to him, but this should only be as set out in the Whistleblowing policy, or where other reporting channels are either unavailable or inappropriate.

Their names, telephone numbers and email are reported in the consultation guide to be easily available to the YL respondents:

YL is committed to ensuring the highest standards of ethical conduct by all personnel associated with the project. We want to make sure that our study does not have a negative effect on the safety and well-being of all people involved in the study, including resulting from my own conduct/behaviour. If you would like to make any kind of complaint on the conduct of the Young Lives staff you can:

1. Contact your Safeguarding Lead , Young Lives Country Director [contact details]
2. If you are not comfortable contacting your Safeguarding Lead, alternatively you can contact one of your Safeguarding Officers: The Young Lives Country Principal Investigator [contact details] . And you can also contact the Young Lives Country Project/Field Coordinator [contact details] .
3. If your Safeguarding Lead and your Safeguarding Officers are not available or not appropriate for your concern, contact the Young Lives Safeguarding Co-ordinator [contact details]

You are strongly encouraged not to make anonymous disclosures. That being said, all disclosures, even those made anonymously, will be reviewed.

SECTION 7. SURVEY MANUAL

This section will give you detailed instructions and explanations of each question you will ask in each one of the three phone calls. Please read it carefully and early enough to ask any questions or doubts that you may have regarding the questionnaires or the protocols explained in this document.

This questionnaire is administered directly to the Younger Cohort Index Individual. The respondent for the great majority of the section is the *YL Individual*. The purpose of this questionnaire is mainly to gather information on the *Index Individual's* experiences (e.g. of schooling, work), as well as to get their activities and life-history (e.g. time use, work activities, mobility, etc.).

1. First call

The *first call* is a preliminary phone survey to obtain the *YL Individual's* consent for the *second call*, and to obtain information about the *YL Individual* and his/her household's health and economic response to the global pandemic since January/February this year, as well as the *YL Individual's* knowledge about the coronavirus symptoms, transmissions and precautions. The *first call* survey is split into three main sections:

1. Introduction – to ask for *YL Individual's* consent
2. Survey – asks questions about the three subjects mentioned
3. *YL Individual's* location information
4. Comments – a space for the enumerators to add further comments
5. Enumerator statement

Section 0 – Data Handlers

PURPOSE

This section records administrative information such as the Child ID, date of interview, fieldworker's name, ID, signatures and date and time the interview started and ended. Supervisors' signatures and date of checks are recorded here too.

Child ID

This is the unique number assigned to each YL Child since Round 1, and it should be kept until the last round of the study. Entering an incorrect Child ID means we cannot use the data collected in the questionnaire.

Date

For Ethiopia, please use Ethiopian calendar.

Section 1 – Introduction

PURPOSE

Section 1 collects information on the *YL Individual's* consent to participate in the survey. Note that all the Dialogue boxes are written in a way that you (as the enumerator) can read from to the *YL Individual*.

INSTRUCTIONS

Start the dialogue with the *YL Individual* with the following:

Dialogue 1:

Hello, (are you) / is this [YL Child's name]? Hi, I am [first and last name of ENUMERATOR], of the Young Lives Study. The last time I spoke to you [or my partner [say the name of the ENUMERATOR who did the tracking] talked to you] was in [DATE OF TRACKING] [mention if it was by phone or if you visited them at home], do you remember?

On that occasion we told you that a new Round of the study was starting and that from [DATE OF ROUND 6] we were going to visit you again. You agreed and we were very happy. To our regret, we are unable to visit you due to the Health Emergency/Coronavirus/COVID-19. We hope that you and your family are safe and that this situation will get better, which is why we plan to visit you next year and meet you again.

Q.I1: SAY: [YL Child's name], you know what emergency I'm referring to? I am talking about the Corona virus/COVID-19 pandemic, do you know what I'm talking about, right?

This is a filter question to determine if the *YL Individual* is aware of the current pandemic and the Corona Virus. If s/he says yes, continue to Dialogue 3.

- If s/he says No/is not sure/does not know about the emergency and/or the Corona Virus/Covid-19=00, then read Dialogue 2 before continuing on to Dialogue 3:

Dialogue 2:

"...it is a virus that is transmitted very fast, in some people it causes a serious and dangerous respiratory disease and some of them end up dying. This is why we are in a situation of National Emergency.(and that is why we are concern to know how you and your family are...)"

Now, say the following:

Dialogue 3:

[YL Child's name], about this topic, I will like to talk to you a little bit more, for about **15 minutes**, so that you can tell me how you are and also how the people you live with are dealing with all this situation that the Corona virus/Covid-19 has caused.

You know that everything you tell me is confidential, (as it has been with the information you gave us during the 16 years that you have participated in the Young Lives Study).

You also need to know and keep in mind that the information we are collecting from you and the other Young Lives Children in our country will help the authorities of the government and our health system to know how to better prevent and deal with these types of emergencies, for the benefit of the entire population.

Q.I2: [YL Child's name], do you agree? Will you give me your consent?

This question aims to obtain verbal consent from the *YL Individual* to continue with the survey. If s/he says:

- Yes = 01 → skip to *Section 2 (the Survey)*
- No = 00, continue to Q.I3.

Q.I3: Why don't you want to participate?

This question aims to understand the reasons as to why the *YL Individual* does not want to give his/her consent. This is particularly important to understand whether the reason why he/she does not want to participate can be addressed.

There are three responses to choose from the dropdown list. Do not prompt the *YL Individual*. Enter the response closest to the *YL Individual's* answer.

- (01) If s/he says s/he does not have the time to do the survey because of current commitments such as studying or having to go to work à *continue to Q.I4*.
- (02) If s/he has doubts and/or does not trust s/he will provide good responses à *skip to Q.I5*.
- (03) If s/he refuses to participate because of a very delicate situation linked to a health, economic or other type of emergency à *skip to Farewell F3*.

Q.I4: Explain that you can call again the day and time that is more convenient for her/him... and also, mention again that it will be a conversation of no more than 15 minutes...

SAY: Would you like to participate? Do you give us your consent to go ahead?

This question is to re-clarify with the *YL Individual* whether there is a more convenient time to call him/her instead if s/he is currently busy. Please note the protocol when you call them back at the agreed time and date. Mark Yes or No based on their response.

- If s/he says Yes=01 à go to *Farewell F2* to schedule a time for the next call and. When you call the *YL Individual* again at the scheduled time and date, start with Q.I2 again to check for their consent before proceeding with the survey.
- If s/he says No=00 à take note of the reason and skip to *Farewell F1*.

Q.I5: Explain again the Purpose of the conversation ..., the confidentiality of what they tell you and the importance that it has, (for the future of the Health system in our country), that they share their experience along with the experience of other young people of the Young Lives study, in this national emergency situation with this new "Coronavirus" the Covid-19 pandemic /....

SAY: What do you think? Would you like to participate?

This question is to re-clarify the goal of the survey and the confidentiality of the responses to allay the *YL Individual's* concerns.

- If s/he says Yes=01 à skip to Section 2 (*the Survey*)
- If s/he says No=00 à move on to *Farewell F1*.

Farewell F1:

Dialogue 4:

[*YL Child's name*] don't worry, your decision is absolutely free and voluntary, we understand and respect it and is necessary that you know that choosing not to participate in this "conversation" doesn't affect at all your link with Young Lives because you are still an important part of the study until you decide, that is why is important and necessary that you know that in [*DATE OF PHONE SURVEY SECOND CALL*], I will call you again, not just to find out how you and your family are, but also to inform you, in more detail, that Young Lives, in [*DATE OF PHONE SURVEY SECOND CALL*] will call all the young people that are part of the study, all over the country, to invite them to participate in a survey with questions related to the Covid-19 / Corona virus, the COVID-19 Response and the national emergency, and its effects on the health, education, economy and work of each young participant

and their household's. The entire survey takes approximately 30 minutes. As always, the survey will be done with the consent of each young person and on the day and time that (he / she indicates?) is most convenient for them according to their activities....

..and continue...

ETHIOPIA: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a [small amount of money or transferred mobile card](#), right?

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, at [the end of each phone survey call](#), all participants will be given Birr 100 or Mobile card which is the approximate equivalent to the value of the money.

[The delivery of the money would be made by means of a "Money Order" \[Commercial Bank of Ethiopia\] or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank, we may send you mobile card equivalent to the money. Or if you prefer to receive the money, we can send you the amount through our local guide. Please let us know your preference](#)

This is the information that I wanted to give you and that when I call you back, I will give you a much broader and more detailed explanation so that you can freely decide whether or not you want to participate in the aforementioned survey.

At the moment, I can tell you that it has been very good for me to meet and talk with you.

Thank you very much for your attention and remember that in [\[between August and October, DATE OF PHONE SURVEY SECOND CALL\]](#) I am calling you again.

INDIA: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a [money purse, vanity bag, etc](#), right?

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, at the end of the survey, all participants will be given [Rs. 600, which is the approximate equivalent to the value \(cost\) of the present](#).

[The amount will be sent through any nationalised banks by RTGS or we don't want to give us your bank account or you don't have one, we will send the amount by "Money Order" and it will take 4 or 5 days to reach them through Post office. In both cases we will send a photo copy of the receipt](#)

This is the information that I wanted to give you and that when I call you back, I will give you a much broader and more detailed explanation so that you can freely decide whether or not you want to participate in the aforementioned survey.

At the moment, I can tell you that it has been very good for me to meet and talk with you.

Thank you very much for your attention and remember that in [between August and October, DATE OF PHONE SURVEY SECOND CALL] I am calling you again.

PERU: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a small present, e.g. backpack, watch, mini radio, etc., right?

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, at the end of the survey, all participants will be given [S / . 50 soles, which is the approximate equivalent to the value (cost) of the present].

The delivery of the money would be made by means of a "Money Order" by [Banco de la Nación] or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank, you can receive the reward from any Banking Agent located near their living place

This is the information that I wanted to give you and that when I call you back, I will give you a much broader and more detailed explanation so that you can freely decide whether or not you want to participate in the aforementioned survey.

At the moment, I can tell you that it has been very good for me to meet and talk with you.

Thank you very much for your attention and remember that in [between August and October, DATE OF PHONE SURVEY SECOND CALL] I am calling you again.

VIETNAM: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a small amount of money, right?

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, at the end of each phone survey call, all participants will be given VND 50,000 or a mobile card which is the approximate equivalent to the value of the money.

The delivery of the money would be made by means of a "Money Order" by [Commercial Bank of Viet Nam] or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank, we may send you mobile card equivalent to the money. Please let us know your preference.

This is the information that I wanted to give you and that when I call you back, I will give you a much broader and more detailed explanation so that you can freely decide whether or not you want to participate in the aforementioned survey.

At the moment, I can tell you that it has been very good for me to meet and talk with you.

Thank you very much for your attention and remember that in [between August and October, DATE OF PHONE SURVEY SECOND CALL] I am calling you again.

Farewell F2

Q.F2a: Is there a day of the week that usually works better for you?

This is to determine the best days of the week to call the *YL Individual* for the second call and third call. Mark all the days that apply with a “V”.

Q.F2b: When is it easier to reach you?

This is to determine the best time to call the *YL Individual*. Read the options and mark all that apply with a “V”. Write any notes regarding the respondents’ time availability where necessary.

F2c. split by country

ETHIOPIA: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a [small amount of money or transferred mobile card](#), right?

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, at [the end of each phone survey call](#), all participants will be given Birr 100 or Mobile card which is the approximate equivalent to the value of the money.

[The delivery of the money would be made by means of a "Money Order" \[Commercial Bank of Ethiopia\] or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank, we may send you mobile card equivalent to the money. Or if you prefer to receive the money, we can send you the amount through our local guide. Please let us know your preference](#)

This is the information that I wanted to give you and that when I call you back, I will give you a much broader and more detailed explanation so that you can freely decide whether or not you want to participate in the aforementioned survey.

At the moment, I can tell you that it has been very good for me to meet and talk with you.

Thank you very much for your attention and remember that in [between August and October, DATE OF PHONE SURVEY SECOND CALL] I am calling you again.

INDIA: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a [money purse, vanity bag, etc](#), right?

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, at the end of the survey, all participants will be given [Rs. 600, which is the approximate equivalent to the value \(cost\) of the present](#).

The amount will be sent through any nationalised banks by RTGS or we don't want to give us your bank account or you don't have one, we will send the amount by "Money Order" and it will take 4 or 5 days to reach them through Post office. In both cases we will send a photo copy of the receipt

This is the information that I wanted to give you and that when I call you back, I will give you a much broader and more detailed explanation so that you can freely decide whether or not you want to participate in the aforementioned survey.

At the moment, I can tell you that it has been very good for me to meet and talk with you.

Thank you very much for your attention and remember that [in \[between August and October, DATE OF PHONE SURVEY SECOND CALL\]](#) I am calling you again.

PERU: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a [small present, e.g. backpack, watch, mini radio, etc., right?](#)

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, at the end of the survey, all participants will be given [\[S / . 50 soles, which is the approximate equivalent to the value \(cost\) of the present\]](#).

The delivery of the money would be made by means of a "Money Order" by [Banco de la Nación] or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank, you can receive the reward from any Banking Agent located near their living place

This is the information that I wanted to give you and that when I call you back, I will give you a much broader and more detailed explanation so that you can freely decide whether or not you want to participate in the aforementioned survey.

At the moment, I can tell you that it has been very good for me to meet and talk with you.

Thank you very much for your attention and remember that in [\[between August and October, DATE OF PHONE SURVEY SECOND CALL\]](#) I am calling you again.

VIETNAM: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a [small amount of money, right?](#)

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, [at the end of each phone survey call, all](#)

participants will be given VND 50,000 or a mobile card which is the approximate equivalent to the value of the money.

The delivery of the money would be made by means of a "Money Order" by [Commercial Bank of Viet Nam] or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank, we may send you mobile card equivalent to the money. Please let us know your preference.

This is the information that I wanted to give you and that when I call you back, I will give you a much broader and more detailed explanation so that you can freely decide whether or not you want to participate in the aforementioned survey.

At the moment, I can tell you that it has been very good for me to meet and talk with you.

Thank you very much for your attention and remember that in [between August and October, DATE OF PHONE SURVEY SECOND CALL] I am calling you again.

! NOTE [PE and IN only] If a participant who gave the consent to participate into the survey expresses/asks if that money could be delivered to them at the moment (and not when the survey is going to be carried out), because they are currently in a lot of need ...?

FIELDWORKER: Answer yes, but tell them that you will have to ask them some questions and write down their answers in order to accurately explain and understand the reason for their need/emergency, and the people in charge can authorize the delivery of the money now so they won't have to wait until [between August and October, DATE OF PHONE SURVEY SECOND CALL]

*If he/she agrees to answer the questions, explain that they are almost the same as the ones that they previously didn't accept, ... but

If he/she refuses to answer these questions, only ask the most relevant ones that allow to know the magnitude of their need/problem, and tell them that you will immediately make the inquiry and give them a reply as soon as possible

→ If he/she has a savings account at a bank, ask for all the information: His/her full name; ID number; Name of the bank; Savings account number:

→ In case he/she doesn't have access to a Bank [PE: from any Banking Agent located near their living place; IN: the amount can be sent through Money order to a local post Office]

Farewell F3:

Collect and write down all the information you can, important details that exactly describe the problem/situation (... ask how they think it could be solved, if they have done any paperwork or management..., or if they are doing something to solve it..., what is their greatest difficulty, etc.)

SAY: I will present your case, will consult with the supervisors and with the people in charge of the Young Lives study, to find out how or who could help them directly.

*** According to the case and according to the time, set the day/date on which you would be giving the answer.**

This question is only for respondents who are unable to participate in the survey because it is linked to a very delicate situation for him/her or his/her family (Q.I3=03). This question aims to collect all relevant information regarding the problem with the aim to solve it (where possible).

After collecting this information, be sure to follow up on the case, and if probable (depending on the circumstances), that only when everything is "apparently solved" or in "the process of being solved", in a conversation with her/him, you will be able to mention/inform them about the future survey in [between August and October, DATE OF PHONE SURVEY SECOND CALL], as well as the retribution of as a way to show gratitude for their time.

! NOTE: If the respondent sounds desperate or suicidal, please refer to the manual for further instructions on how to proceed

Section 2 – Survey

PURPOSE

Once the *YL Individual* has given his/her consent, ask him/her the following questions in this section. This section aims to collect information about the *YL Individual* and his/her household's health and economic situation since the pandemic, as well as his/her knowledge about symptoms, transmissions and precautions related to the Corona Virus.

DEFINITIONS

Household: A household is defined as a group of individuals that meets three conditions:

1. They live under the same 'roof' or within the same compound/homestead/stand, and
2. They share food from a common source at least once a day (i.e. cook and eat together), and
3. They contribute to or share in, a common resource pool, aside from food and shelter, which means:
 - They **contribute to** the household through wages/salaries or any cash/in-kind income (e.g. parents), or
 - They **benefit from** this income, but do not contribute to it (e.g. children, students, elderly)

INSTRUCTIONS

Roster and Household Characteristics

Start by saying: I would like to ask you some questions about where you live and who is living with you.

Q.1: SAY: Are you living in the same place where you were living the last time we talk/visited you in [TRACKING DATE] ?

CAPI will pre-fill this information from [R6 tracking](#). If the *YL Individual* answers No=00, say that you will take note of the address where s/he is currently living at the end of the interview. Then say “In the meanwhile, can you please tell me...” and move on to Q.2.

Q.2: How many people are currently living with you?

Enter the number of people currently living in the same household as the *YL Individual*, YL individual included. The definition of a household is described at the beginning of this section.

[In the case of Perú](#), this question reflects the situation of each respondent at the time of the interview and captured some particular situations experienced in quarantine (e.g. if the respondent was self-isolating, if the respondent got trapped while travelling by the quarantine). For the household roster, the respondents were asked to consider their regular house and the people they usually live with.

Q.3: How many rooms are there in the house? (excluding kitchen, bathroom, garage etc)

Enter the number of rooms in the house, excluding kitchens, bathrooms, passages, garages, warehouses or rooms divided by non-permanent items such as curtains.

Q.4: Household Roster

CAPI will pre-fill the names of the Round 5 household members, and information C – D where available. You will be required to update and fill in information A—F for each household member, beginning with the *YL Individual*. In each column (A—F) are the following:

- A) Confirm whether the [HHM] is still living with *YL Individual*
- B) In which year did he/she die in?
 - à Only enabled if [HHM] has died or died from COVID-19
 - à Once this is filled in, CAPI will disable all information from C—F. Move on to the next [HHM]
- C) Age in years
 - à If age is unknown, enter -99
 - à If the child is below 1 year old, enter 0. This will enable D.
 - à CAPI will only allow you to enter age above the pre-filled age (if present)
- D) Age in completed months
 - à Only enabled if [HHM] is less than 1 year old
- E) Sex
- F) Relationship to the *YL Individual*
 - à Use Codebox #0 to check for the code that corresponds to the [HHM]’s relationship to the *YL Individual*. Remember that the *YL Individual* is the point of reference. If easier, fill the code in after the interview.

Start the checks of A—F by checking with the *YL Individual* whether said person is still living with him/her. Add new members where needed and fill in their name, along with all information for A—F for new household members. Fill this table by row.

Knowledge and Information about Covid-19

Say: Thanks a lot. Now, I would like to ask you some questions on what do you know about COVID-19/Coronavirus.

Q.5: Have you (received any information on) heard about social or physical distancing and self-isolation as a preventive measure against the coronavirus?

Tell the respondent what social distancing and self-isolation means if the respondent seems doubtful or doesn't know. If the answer is No=00, skip to Q.7.

- **Social/physical distancing:** consist of a set of measures to reduce interactions with other people not living in your same household as much as possible, including keep distance, at least 1-2 meters (ET, PE, VN: 2 meters; IN: 1 meter), from other people when you are outside, in shops, bus stop etc..)
- **Self-isolation:** means stay at home avoiding as much as possible to leave your house if not for essential need like buy food, medicines and going to the doctor/hospital

Q.6. From whom did you receive information about self-isolation and social distancing?

Do not prompt or read the answers. Mark 'V' to all the responses mentioned by the *YL Individual*. Leave empty if none of the responses apply.

Q.7: Do you have a way to access the internet these days?

This question aims to know if the *YL Individual* is able to connect to the internet. If No=00, skip to Q.9.

Q.8: How?

This question is only applicable if *YL Individual* said Yes=01 to Q.7. Mark "V" for all the options that apply to how the *YL Individual* is able to access internet.

Q.9: Do you know what are the signs and symptoms of Coronavirus/Covid-19?

This question aims to know how much the *YL Individual* knows the signs and symptoms of Coronavirus/Covid-19. The responses by the *YL Individual* may or may not be correct. Do not read any of the options, and mark 'V' to the responses mentioned by the *YL Individual*. If a mentioned symptom is not included in the list please select "Others" and specify.

Effect on Health

SAY: Now, I would like to know more about your health and the health of the other household members.

Q.10 – Q.15 is a table of responses about the *YL Individual* and household members' health in response to COVID-19. The corresponding name of each household member in each row will be pre-filled by CAPI using information from Q.4 previously. Household members from the roster in Q.4 who have died from COVID-19 will be included in this table. Please write notes of the cases of those who were ill (e.g. whether it was difficult to get treatment).

Q.10: Who has been infected or you think might have been infected?

Say that typical symptoms of the Coronavirus include high temperature, continuous coughing, breathing problems and chest pains. Enter the response Yes=01, No=00 or Refused to Answer=79. There may be cases where the *YL Individual* does not want to provide information about potentially infected household members. Q.11 – Q.15 are then asked for each household member that has been indicated with Yes=01. If the response for the HHM is No=00 or Refused to Answer=79, skip to the next row to the next household member.

Please write notes of the cases of those who were/are ill.

Q.11: Which type of test did she/he make?

This question aims to know whether the infected or suspected infected household member has taken a test for his/her symptoms and which type of test. Enter the response based on the options provided. If the *YL Individual* reports a test that is not included in the list please select "Others" and specify.

Q.12: Did household member receive treatment?

This question aims to know if the infected or suspected infected household member has received any form of treatment. If the answer is No=00, skip to Q.14.

Q.13: What type of treatment did household member receive?

This question aims to know the kinds of treatment the household member received. Do not read/prompt the list of options for treatment. Enter the response based on the options provided. If the *YL Individual* reports a treatment that is not included in the list please select “Others” and specify. If the *YL Individual* reports more than one treatment, please ask about the main form of treatment. Once this question is answered, CAPI should skip you to Q.15.

Q.14: Why he/she didn't receive treatment?

This question aims to know why the household member did not receive treatment. Do not read/prompt the list of possible answers. Enter the response based on the options provided. If the *YL Individual* report a reason that is not included in the list please select “Others” and specify. If the *YL Individual* reports more than one reason, please ask about the main reason.

Q.15: How is that person now?

This question is to assess if the household member is still ill, recovering, recovered with problems, fully recovered, died or died from Coronavirus. Enter the response based on the options provided. Please be sure to distinguish between those who have died from other conditions compared to those who have died from Coronavirus.

In case of any specific cases of illnesses which were more complex that could not be captured by the roster, please provide any comments in the comments box.

Preventive Measures

SAY: I would like to ask you on what type of preventive measures you have taken, if any.

Note that these questions refer to the *YL Individual*, not the collective behaviour of his/her household.

Q.16: What have you been doing to prevent the infection?

This question aims to find out what prevention strategies the *YL Individual* has taken to avoid catching the virus. Please read the list of possible answers. Mark “v” for each option, based on the responses by the *YL Individual*, and be sure that the *YL Individual* is reporting about his/her own behaviours rather than what other family members did.

Q.17: Have you done anything else to prevent catching the infection? For example, changing your behaviour, eating certain food or drink or avoiding certain things?

This questions aims to find out prevention techniques adopted by the *YL Individual* to prevent catching the infection, regardless whether or not they may be effective in preventing the virus. After providing the example in the question, Do not read/prompt the list of possible answers. Mark “v” the options mentioned by the *YL Individual* and be sure that the *YL Individual* is reporting about his/her own behaviours rather than what other family members did. If the *YL Individual* report a something that is not included in the list please select “Others” and specify.

Q.18: For which reason or reasons did you leave the house during the COVID-19 Response?

This question aims to find out the reasons for the *YL Individual* leaving the house during the COVID-19 Response. Please read all the reasons listed from 1 – 12. Mark Yes=01, No=00 or 88=Not Applicable based on the *YL Individual's* response. Please note that if the respondents say YES to the first item “We never went out” all the other reasons in the list should be marked as NA. If it is not true that the respondent never went out, mark this item as NO and read all reasons reported.

If the option ‘Other’=12 is marked, please take notes to specify the response.

Effects on Household Labour

The table Q.19 – Q.21 aims to find out whether the *YL Individual* or any of his/her household members have experienced a change in his/her labour market status from the crisis. CAPI will pre-fill information of the household member's name, relationship to the *YL Individual* and the household member's age based on Q.4. Ask this table by row (i.e for each one of the household member). Mark as Not Applicable=88 those cases where the respondent reports the household member was not working before COVID-19. Use the age information pre-filled in CAPI to understand if it is an age appropriate questions. The enumerator should have a better sense whether it makes sense to ask these questions for young household members. However, we suggest to do not ask these questions for children younger than 10 years old. For household member younger than that age report as Not Applicable=88. Start by reading out the statement:

SAY: “Now, thinking about what happened as a consequence of the current crisis:”

And read out the question in each column Q.19– Q.21. Mark 01=Yes, 02=No and 88=Not Applicable based on the responses whether the HHM has experienced the change in his/her work based on the question.

- Q.19: Does any household member... lost all or a considerable part of his/her source of income from his/her own business/own farm due to the current crisis? Who?
- Q.20: Does any household member ... lost his/her job due to the current crisis? Who?
- Q.21: Does any household member ... was suspended (or terminated) without payment or had to cut his/her salary due to the current crisis? Who?

NOTE: Some transition between work characteristics can be complicated. Please take notes where necessary.

Q.22: Have you started working remotely from home during the COVID-19 Response?

This question aims to know if the *YL Individual* started working remotely as an effect of the COVID-19 Response. This means that the *YL Individual* still has his/her same job, but is working remotely at home. “Working at home” includes a variety of type of work: individuals performing their job using home internet and laptop/computers/phones; *Individuals* who have their own business, and they are still able to operate from home (e.g. through online purchases, sending products from home) but also agricultural workers who are able to work on their own plot of farm. Enter the code that applies.

Effects on Education

The household members applicable to this table are the *YL Individual*, his/her spouse/partner regardless of their age, siblings of the *YL Individual*, and the *YL Individual's* children provided they are under the age of 19. These eligible household members for this table will be pre-filled by CAPI according to Q.4. This table is asked by column for each applicable household member. Note that Q.26 and 27 are only administered in Peru and Vietnam, and only apply to the *YL Individual*.

SAY: Let's talk about the effect that the current crisis has had on your education plan and of any other household members, if any.

Say only for Q.23 – Q.27) Did any of the following household member ...

Q.23: ... interrupted their studies from school/university/technical institute due to the current crisis? Who?

Enter 01=Yes, 00=No or 88=Not Applicable based on whether the [HHM] has interrupted their education because of Coronavirus/COVID-19. If the scenario does not apply to all household members (i.e. all 00=No or 88=Not Available, then go to the next question, Q.24.

Q.24: ... not enrol at school/university/technical institute due to the current crisis? Who?

Enter 01=Yes, 00=No or 88=Not Applicable based on whether the [HHM] did not enrol in an educational institution because of Coronavirus/COVID-19. If the scenario does not apply to all household members (i.e. all 00=No or 88=Not Applicable, then go to the next question, Q.25.

Q.25: ... switched to online or other learning due to the current crisis? Who?

Enter 01=Yes, 00=No or 88=Not Applicable based on whether the [HHM] had switched to online learning or a different form of learning than usual because of Coronavirus/COVID-19.

Peru and Vietnam only

Q.26: Did you [YL Individual] switch from a private to a public school?

This question is only available in Peru and Vietnam questionnaires. This question only applies to the *YL Individual*. Enter 01=Yes, 00=No or 88=Not Applicable based on whether the *YL Individual* had to switch from a private to a public school because of the Coronavirus/COVID-19.

Q.27: Did you [YL Individual] switch from a private school to another private school of lower cost?

This question is only available in Peru and Vietnam questionnaires. This question only applies to the *YL Individual*. Enter 01=Yes, 00=No or 88=Not Applicable based on whether the *YL Individual* had to switch from a private to a public school to lower cost because of the Coronavirus/COVID-19.

Effects on Caring Responsibilities

This section aims to understand how caring responsibilities of household members may have changed since the COVID-19 response. The table does not apply if there are no dependents in the household (filtered from Q.28).

SAY: Now, thinking about the allocation of household chores and care responsibilities within the household:

Q.28: Are there children or older people in the household? Or, are there other household members that require special care because they are all disabled?

This question aims to know if there are dependents in the household. If No=00, skip the table and move to Q.31.

Q.29: Who was the main household member that took care of them during the quarantine/ ET: COVID-19 Response?

CAPi will pre-fill the household member's name using roster information from Q.4. This question aims to know whether the listed household member [HHM] was the main carer of the dependents (children, old, and/or disabled household members) in the household during the quarantine/**ET: COVID-19 Response** because of the crisis. The main carer should be the person that spends the most time caring for children, older people, ill or disabled household members. However, the person that takes care of children in the household is not necessarily the same person that takes care of older people or ill/disable household member. For this reason, the enumerator should mark all household members who apply if there is more than one carer in the household.

Q.30: Was this person in charge of taking care of these household members before the COVID-19 Response?

This question aims to know if the current main carer during the quarantine/**ET: COVID-19 Response** the same carer is as before the quarantine/**ET: COVID-19 Response** occurred and whether the caring responsibilities of each carer within the household stay the same, increased or decreased. This question is only enabled for each household member who were marked with a “V” to have caring responsibility in Q.29.

Government Support

SAY: Many of us are going through difficult times

Q.31A: [INDIA only] Which state does YL child belong to?

This question only applies to children in India. Depending on which state the *YL Individual* belongs to, the relevant questions about government support will be enabled.

Q.31: Was there a time since [Outbreak date] when your household ran out of food because of a lack of money or other resources?

This question aims to understand if the *YL Individual's* household ran out of food since and during the outbreak. Please note that the reason must be either “for lack of money or other resources”. If this has happened, please take note of the cases.

Q.32 and Q.33 refer to country-specific government programmes which the *YL Individual's* household may have received support from. Please refer to the corresponding government programme by country.

Peru and Vietnam

Q.32: Did your household receive support from the Government to cope with the crisis?

Only refers to support from the Government. If No=00 or Don't Know=03, skip to Q.34. Take notes of the cases.

Q.33: Which type of support?

Please read the list of options. Mark ‘V’ on all the options of support mentioned by the *YL Individual*. The options listed are different for Peru and Vietnam.

Ethiopia

Q.32: Did your household receive support from the Government (or others) to cope with the crisis? Which type of support?

Refers to any form of support received from the Government, institutions, individuals and other households. Mark ‘V’ on all the options of support corresponding to the *YL Individual's* response. If No=01 or Don't Know=08 are marked, skip to Q.34.

Q.33: From whom did you receive support?

Please read the list of options. Refers to the source of support received from the Government, institutions, individuals and other households. Mark ‘V’ on all the options that apply.

India

Q.32: Do you have a ration card?

This question aims to find out if the *YL Individual* has a ration card.

Q.33A and B: Have you received the following during lockdown period?

Please read the list of options of support. Mark 'v' on all the options that apply. Q.33A is administered for *YL Individuals* who live in Telangana and Q.33B is administered for *YL Individuals* who live in Andhra Pradesh.

Subjective Wellbeing

Q.34: If I tell you the statement “I am nervous when I think about current circumstances” can you tell me does that apply to you at all?

This question intends to understand the *YL Individual's* feelings about the pandemic. The *YL Individual* should know that there are no right or wrong answers.

If the respondent answers:

- “It does apply” à ask them if it somewhat or strongly applies
- “It does not apply” à ask them if it somewhat or strongly does not apply

Q.35: Is there anything else you would like to tell us?

This question aims to record any information the *YL Individual* would like to inform us. The *YL Individual* should be encouraged to think about whether they have anything they would like to share with us.

Read the following Dialogue:

[YL Child's name], It has been very good for me to meet and talk with you, and as I have said, in these circumstances/in these moments your information is very interesting and important.

I must tell you that in [between August and October, DATE OF PHONE SURVEY SECOND CALL] I will call you again not only to find out how you and your family are, but also to inform you and invite you to participate in a survey in which all the young people that are part of the Young Lives study will participate, with questions related to the Covid-19 / Corona virus, the quarantine/**ET: COVID-19 Response** and the national emergency, and its effects on the Health, Education, Economy and Work of each young person and their households. The survey takes approximately 30 minutes.

Q.36: Is there a day of the week that usually works better for you?

This is to determine the best days of the week to call the *YL Individual* for the second call and third call. Tick all the days that apply.

Q.37: When is it easier to reach you?

This is to determine the best time to call the *YL Individual*. Read the options and mark all times that apply.

Read the following Dialogue (by country):

ETHIOPIA: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a **small amount of money or transferred mobile card**, right?

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, **at the end of each survey call** all participants **will be given Birr 100 or Mobile card which is the approximate equivalent to the value of the money**.

The delivery of the money would be made by means of a "Money Order" [Commercial Bank of Ethiopia] or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank, we may send you mobile card equivalent to the money. Or if you

prefer to receive the money, we can send you the amount through our local guide. Please let us know your preference

This the information that I wanted to give you now and when I call you again [between August and October, DATE OF PHONE SURVEY SECOND CALL], I will give you a much more extensive and detailed explanation so that you can freely decide whether or not you want to participate in the survey and choose the day and time that suits you best.

Now, before I say goodbye, I would like to verify your address and your contact numbers. **à Go to next section (Locating Information)**

INDIA: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a money purse, vanity bag, etc, right?

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, at the end of the survey, all participants will be given Rs. 600, which is the approximate equivalent to the value (cost) of the present.

The amount will be sent through any nationalised banks by RTGS or we don't want to give us your bank account or you don't have one, we will send the amount by "Money Order" and it will take 4 or 5 days to reach them through Post office. In both cases we will send a photo copy of the receipt

This the information that I wanted to give you now and when I call you again [between August and October, DATE OF PHONE SURVEY SECOND CALL], I will give you a much more extensive and detailed explanation so that you can freely decide whether or not you want to participate in the survey and choose the day and time that suits you best.

Now, before I say goodbye, I would like to verify your address and your contact numbers **à Go to next section (Locating Information)**

PERU: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a small present, e.g. backpack, watch, mini radio, etc., right?

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, at the end of the survey, all participants will be given [S /. 50 soles, which is the approximate equivalent to the value (cost) of the present].

The delivery of the money would be made by means of a "Money Order" by [Banco de la Nación] or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank, you can receive the reward from any Banking Agent located near their living place

This the information that I wanted to give you now and when I call you again [between August and October, DATE OF PHONE SURVEY SECOND CALL], I will give you a much more extensive and detailed

explanation so that you can freely decide whether or not you want to participate in the survey and choose the day and time that suits you best.

Now, before I say goodbye, I would like to verify your address and your contact numbers **à Go to next section (Locating Information)**

VIETNAM: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a **small amount of money**, right?

This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, at the end **of each survey call, all participants will be given VND 50,000 or a mobile card which is the approximate equivalent to the value of the money.**

The delivery of the money would be made by means of a "Money Order" by [Commercial Bank of Viet Nam] or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank, we may send you mobile card equivalent to the money. Please let us know your preference.

This is the information that I wanted to give you now and when I call you again [between August and October, DATE OF PHONE SURVEY SECOND CALL], I will give you a much more extensive and detailed explanation so that you can freely decide whether or not you want to participate in the survey and choose the day and time that suits you best.

Now, before I say goodbye, I would like to verify your address and your contact numbers. **à Go to next section (Locating Information)**

Additional notes about payment and exceptional circumstances:

If a participant who gave his/her consent to participate into the survey expresses/asks if that money could be delivered to them at the moment (and not when the survey is going to be carried out), because they are currently in a lot of need ...?

Fieldworker:

Answer yes, but tell them that you will have to ask them some questions and write down their answers in order to accurately explain and understand the reason for their need/emergency, and the people in charge can authorize the delivery of the money now so they won't have to wait until **[between August and October, DATE OF PHONE SURVEY SECOND CALL]**

- **If he/she agrees to answer the questions**, explain that they are almost the same as the ones that they previously didn't accept, ... but
- **If he/she refuses to answer these questions**, only ask the most relevant ones that allow to know the magnitude of their need/problem, and tell them that you will immediately make the inquiry and give them a reply as soon as possible
- **If he/she has a savings account at a bank**, ask for all the information: His/her full name; ID number; Name of the bank; Savings account number:

- **In case he/she doesn't have access to a Bank**
 - **Peru:** from any Banking Agent located near their living place
 - **Ethiopia:** we may send you mobile card equivalent to the money. Or if you prefer to receive the money, we can send you the amount through our local guide. Please let us know your preference
 - **Vietnam:** we may send you mobile card equivalent to the money. Please let us know your preference.
 - **India:** the amount can be sent through Money order to a local post Office

Section 3 – Locating Information

PURPOSE

This section is to collect information of the *YL Individual's* address and contact details.

INSTRUCTIONS

Locating Information

This question is only to be answered by the fieldworker/enumerator. CAPI will pre-fill the address provided from the Round 6 Tracking.

Current Location of Index Child

Q.1. [YL Child], do you still live in [pre-filled with name of the locality from R6 tracking]?

Ask the *YL Individual* to tell you're his/her full address. This is to find out if the *YL Individual* is still living in the same locality as when we last met them in the R6 Tracking. If the address is correct and corresponds exactly to the pre-filled information, enter Yes=01. If the address is different to the pre-filled information (if present) and there needs to be corrections, please enter No=00. If the *YL Individual* is living in a different address, enter No=00.

Q.2. Please write down the current address of the [YL Child]'s dwelling.

Write down the current address in the space provided, then fill in the corresponding details in the tables e.g. zone, sector.

Q.3 – Q.14 (max)

- In Peru, the table fills from Q.3 – Q.14 which includes the serial number, interior number, apartment, floor number, block, UCV, Lot, Group, Sector, Zone, Leg and Km.
- In Ethiopia, the table fills from Q.3 – Q.9, which includes region, zone (if outside Addis Ababa) and sub city (if in Addis Ababa region), woreda (if in Addis Ababa and rural-outside Addis Ababa) and town (Urban – outside Addis Ababa), Peasant Association (rural) and Kebele (urban), Got/Kushet/Ganda for rural areas and Sefer for urban areas, locality name and household number (urban only)
- In India, the table fills from Q.3 – Q.6, which include state, district, mandal and village
- In Vietnam, the table fills from Q.3 – Q.5, which include province, district and commune/ward

Q.15: References to find the dwelling

Write down the references to find the *YL Individual's* dwelling, especially if you entered the S/N in Q.2 or Q.3.

Q.16 – Q.19 (max): Please fill in the current geographic location of the [YL Child]

Fill in the geographic information of the *YL Individual's* location.

- In Peru, this includes the Department, Province, District and Locality of the location.
- In Ethiopia, this includes the Region, Zone or sub city (if in Addis Ababa), woreda/town and Peasant Association/Kebele of the location
- In India, this includes State, District, Mandal and Village of the location
- In Vietnam, this includes Province, District and Commune/ward of the location

Telephone numbers

This table collects contact information of the *YL Individual's* household as well as persons who are close to them i.e. relative/neighbour.

SAY: I would like to ask you for your contact details. Please tell me if we can communicate with the household through the following means.

[INDIA] Please ask specifically for the spouse's telephone number and either parent's phone number

Q.20: Does the household have any of the following?

Read out the list whether the household has a landline, whether relative or neighbor has a landline, whether there is a communal phone, mobile phone or any other mobile phone number. Mark Yes or No. If the answer to the corresponding option is No=00, skip to the next row and move to Q.22.

Q.21: Is it a smartphone?

Smartphones only correspond to mobile phones. Enter Yes or No.

Q.22: What is the telephone number?

Enter the telephone number if present.

Q.23: Whose telephone number is this?

Enter name of the person the number belongs to.

Q.24: What is his/her relationship to [YL Child]?

Enter the relationship to *YL Individual*. Then enter the corresponding code from Codebox #0.

Email Address

This table collects the *YL Individual* or any household member's email address.

Q.25: Does anyone in the household have email?

If No=00, skip to the closing statement.

Q.26: What is the email?

Enter email address.

Q.27: Whose email is this?

Enter name of the person whose email belongs to.

Q.28: What is his/her relationship to [YL Child]?

Enter the relationship to *YL Individual*. Then enter the corresponding code from Codebox #0.

End the First Call survey with the following:

Closing statement

That's all for now, again: Thank you very much for your help and remember that in [between August and October, DATE OF PHONE SURVEY SECOND CALL] I am calling again.

Thank you very much and stay safe!

Section 4 – Comments

This section is only answered by you (the enumerator). C1 and C2 are to register whether the respondents asked for further information. This is an important information which we will use to adjust the consultation guide to better fit the respondents' needs. C3 and C4 have the purpose to systematically record potential ethical cases (whether the enumerator noticed anything that gave him/her cause for concern in relation to the young person/family) related to mental health, poor physical health, hunger, violence. Possible ethical cases need to be reported as soon as possible to the field coordinator, discussed at weekly debriefing sessions and reported to the team in Oxford. Ticking the box on potential ethical cases is not a poor reflection of your work, but simply indicates there was some cause for worry.

C.1: Has the [YL Child] asked for information?

This is to confirm if the *YL Individual* has asked you for any information, whether or not it is related to the survey, the Coronavirus or anything else. If the answer to this is yes, you can indicate what kind of information was requested. This will help us provide more accurate and detailed information to the *YL Individual* in case they need it.

C.2: Related to what?

If the answer to C.1 is Yes=01, please mark the topics that apply. If the *YL Individual* asked questions related to a topic not included in the list please select "Others" and specify. Please write down any other comments you may have related to information enquired by the *YL Individual*.

C.3: Was there anything that gave you cause for concern in relation to the young person/family?

This question is to obtain your opinion as an enumerator about whether you felt that there were any potential ethical considerations related to the young person or his/her family, which will be needed to be reported to the Young Lives team. There are no right or wrong answers, these statements are to identify and discuss potential problems that may be faced by the *YL Individuals*.

C.4: Related to what?

If the answer to C.3 is Yes=01, please mark the topics that apply. If you are concerns about something that is not reported in the list please select "Others" and specify. Please write down any other comments you may have related to potential causes of concern for the *YL Individual*.

Section 5 – Enumerator Statement

This section is for you (the enumerator) to declare that you have:

- complied with the consent process
- informed the Young Lives participant about everything related to the survey

- read the consent text
- Answered all of the Young Lives participant's doubts, questions and/or queries and that
- You regulate your conduct in accordance with the requirements of the Young Lives Code of conduct (see section 6).

After reading the statement, and if it is true, fill in your details including your full name in capital letters, your national ID number, the full name of the YL participant and the national ID number of the YL participant where applicable.

2. Second call

The *second call* is the main call for this phone survey, where we ask more detailed information in the following sections:

1. Introduction
2. COVID-19: Behaviours and Risk Perceptions
3. Socioeconomic Status
4. Recent Life History and Economic Changes
5. Food security, Prices and Health
6. Current education
7. Time use
8. Employment and Earnings
9. Subjective wellbeing and mental health

Section 0- Data Handlers

This section records administrative information such as the Child ID, date of interview, enumerator's name, ID, signatures and date and time the interview started and ended. Supervisors' signatures and date of checks are recorded here too.

Child ID

This is the unique number assigned to each YL Child since Round 1, and it should be kept until the last round of the study. Entering an incorrect Child ID means we cannot use the data collected in the questionnaire.

Date

For Ethiopia, please use Ethiopian calendar.

Section 1- Introduction

PURPOSE

Section 1 collects information on the YL Individual's consent to participate in the survey. Note that all the Dialogue boxes are written in a way that you (as the enumerator) can read from to the YL Individual.

Start the dialogue with *YL Individual* with the following:

Dialogue 1

Hello, (are you) / is this [YL Child's name]? Hi, I am [first and last name of ENUMERATOR], of the Young Lives Study. The last time we talked to you over the phone was in [DATE OF CALL 1], how are you?

On that occasion we told you that we were going to contact you again to invite you to participate in a phone survey with questions related to the Covid-19 /Coronavirus, the quarantine, and its effects on your health, wellbeing, education, economy and work and your household. The information we are collecting from you and the other Young Lives Children in our country will help the authorities of the government and our health system to know how to better prevent and deal with these types of emergencies, for the benefit of the entire population.

The entire survey takes approximately 30 minutes. As always, the survey will be done with your consent and on the day and time that is most convenient for you. You know that everything you tell me is confidential.

Finally, as I told you the last time we talked, there is a reward in gratitude to the time that you have given us to answer all the questions.

[ET and VN] As for the first call, each participant will be given [ET: will be given Birr 100 or an equivalent Mobile card; VN: will be given VND 50,000 or a mobile card] which is the approximate equivalent to the value (cost) of the present we used to give to you when we visited you in person.

[PE and IN] This time, as it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time all participants will be given [PE: S / 50 soles, which is the approximate equivalent to the value (cost) of the present], [IN: Rs. 600, which is the approximate equivalent to the value (cost) of the present] as we anticipate to you in the previous call.

Q.1 SAY: [YL Child's name], do you agree? Will you give me your consent?

This question aims to obtain verbal consent from the YL Individual to continue with the survey. If s/he says:

Yes=1 → skip to section 2, COVID-19

No=00 continue to Q.2

Q.2 SAY: Why don't you want to participate?

This question aims to understand the reasons as to why the YL Individual does not want to give his/her consent. This is particularly important to understand whether the reason why he/she does not want to participate can be addressed.

There are three responses to choose from the dropdown list. Do not prompt the YL Individual. Enter the response closest to the YL Individual's answer.

- (01) If s/he says s/he does not have the time to do the survey because of current commitments such as studying or having to go to work → Go to Q.3
- (02) If he/she has doubts and/or don't trust s/he will provide good responses → Go to Q.4
- (03) If s/he refuses to participate because of a very delicate situation linked to a health, economic or other type of emergency → Go to Farewell F3

Q.3: Explain that you can call again the day and time that is more convenient for he/she... and also, mention again that it will be a conversation of no more than 30 minutes...

SAY: Would you like to participate? Do you give us your consent to go ahead?

This question is to re-clarify with the YL Individual whether there is a more convenient time to call him/her instead if s/he is currently busy. Please note the protocol when you call them back at the agreed time and date. Mark Yes or No based on their response. [SEP]

- If s/he says Yes=01 → go to *Farewell F2* to schedule a time for the next call. When you call the YL Individual again at the scheduled time and date, start with Q.1 again to check for their consent before proceeding with the survey. [SEP]
- If s/he says No=00 → take note of the reason and go to *Farewell F1*. [SEP]

Q.4: Explain again the Purpose of the conversation... the confidentiality of what they tell you and the importance that it has, (for the future of the Health system in our country), that they share their experience along with the experience of other young people of the Young Lives study during the “Coronavirus” the Covid-19 pandemic

SAY: What do you think? Would you like to participate?

This question is to re-clarify the goal of the survey and the confidentiality of the responses to allay the YL Individual’s concerns.

- If s/he says Yes=01 → Go to Section 2, COVID-19
- If s/he says No=00 → move on to *Farewell F1*

Farewell F1

SAY: [YL Child’s name] don’t worry, your decision is absolutely free and voluntary, we understand and respect it. It is necessary that you know that choosing not to participate in this “conversation” doesn’t affect at all your link with Young Lives because you are still an important part of the study until you decide. That is why is important and necessary that you know that [between November and December, DATE OF PHONE SURVEY THIRD CALL], I will call you again to check how you and your family are doing. This is going to be a very short call, no more than 15 minutes. As always, the survey will be done with your consent and on the day and time that is most convenient for you according to your activities. I will give you a much broader and more detailed explanation so that you can freely decide whether or not you want to participate in the aforementioned survey. At the moment, I can tell you that it has been very good for me to meet and talk with you.

Thank you very much for your attention and remember that in [between November and December, DATE OF PHONE SURVEY THIRD CALL], I am calling you again.

Farewell F2:

F2a. Is there a day of the week that usually works better for you?

This is to determine the best days of the week to call the YL Individual for the second call and third call. Mark all the days that apply with a “V”.

F2b. When is it easier to reach you?

This is to determine the best time to call the YL Individual. Read the options and mark all that apply with

a “V”. Write any notes regarding the respondent’s time availability where necessary

F2c. Read the following dialogue (by country)

ETHIOPIA: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, **we have given you a small amount of money or transferred mobile card, right?**

As for this call and the previous one, each participant will be given Birr 100 or an equivalent Mobile card which is the approximate equivalent to the value (cost) of the present we used to give to you when we visited you in person and in gratitude to the time that you have given us.

Ok, thanks a lot for now. I will call you again at the agreed time.

INDIA: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, **we have given you a money purse, vanity bag, etc, right?**

As it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, all participants will be given Rs. 600, which is the approximate equivalent to the value (cost) of the present, as we anticipated to you in the previous call.

Ok, thanks a lot for now. I will call you again at the agreed time.

PERU: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, **we have given you a small amount of money], right?**

As it is not possible to visit the participants in their homes, we will not be able to personally carry and deliver any presents, so, only for this time, all participants will be given S / . 50 soles, which is the approximate equivalent to the value (cost) of the present, as we anticipated to you in the previous call.

Ok, thanks a lot for now. I will call you again at the agreed time.

VIETNAM: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, **we have given you a small amount of money], right?**

As for this call and the previous one, each participant will be given VND 50,000 or a mobile card which is the approximate equivalent to the value (cost) of the present we used to give to you when we visited you in person and in gratitude to the time that you have given us.

Ok, thanks a lot for now. I will call you again at the agreed time.

Farewell F3

Collect and write down all the information you can, important details that exactly describe the problem/situation. Ask how they think it could be solved, if they have done any paperwork or management..., or if they are doing something to solve it..., what is their greatest difficulty, etc.

SAY: I will present your case, will consult with the supervisors and with the people in charge of the Young Lives study, to find out how or who could help them directly.

* According to the case and according to the time, set the day/date on which you would be giving the answer.

This question is only for respondents who are unable to participate in the survey because it is linked to a very delicate situation for him/her or his/her family (Q.I3=03). This question aims to collect all relevant information regarding the problem with the aim to solve it (where possible).

After collecting this information, be sure to follow up on the case, and if probable (depending on the circumstances), that only when everything is "apparently solved" or in "the process of being solved", in a conversation with her/him, you will be able to mention/inform them about the future survey in [between November and December, DATE OF PHONE SURVEY THIRD CALL]., as well as the retribution of as a way to show gratitude for their time.

NOTE: If respondent sounds desperate/ suicidal please refer to the manual for further instructions on how to proceed.

Section 2- COVID-19: Behaviours and Risk Perceptions

PURPOSE

Once the YL Individual has given his/her consent, ask him/her the following questions in this section. This section aims to collect the YL Individual's behaviours, knowledge and perceptions about COVID-19. In some cases you will have to read the various response option and in some other cases you do not read or prompt the list of options; please follow the instructions reported for each question. Encourage the respondent to answer as honestly as possible, reassuring them that their answers are confidential.

Behaviours and preventive measures adopted

Start by saying: We would like to ask you few questions about your personal behaviours since the outbreak of coronavirus/COVID-19.

Q.1: In the past 7 days, on how many days did you stay at home all day, without going out at all?

This question aims to find out if the YL Individual has adopted self-isolation measures during the last week. Please enter the number of days mentioned by the YL Individual. If the answer is 7, skip to Q.3. If the answer is 0-6, ask Q.2. If the respondent says that he/she doesn't know, please make sure to insist and ask him/her for his/her best estimate; if she/he still says that she/he doesn't know than mark it as "Don't know" and go ahead asking Q.2.

Q.2: Why did you leave the house during the past 7 days?

This question aims to know the reasons why the YL Individual has left his/her home in the past 7 days. Please read the alternatives and enter Yes=01 or No=0.

Q.3: How often have you done any of these things to prevent the infection, in the past 7 days?

This question records how often the *YL Individual* has done any of the options listed to reduce the risk of infection. Please read the alternatives (00=Never; 01=Sometime; 02=Always). Then read each statement and enter the answer given by the respondent. The YL Individual should offer the best estimate of how often s/he has adopted the measures on the list. Remember that the *YL Individual* should be reporting about his/her own behaviour rather than what his/her other family members did.

This question includes seven statements of recommended protective measures to reduce personal exposure to the new coronavirus (SARS-COV-2)

- Washing hands with soap more often than you used to: Refers to washing hands using soap and water. The use of hand sanitizer is not considered.
- Avoid handshakes/physical greetings: as a measure of social distancing, it is a measure to reduce interactions
- Avoid groups meeting such as family gatherings, parties; going to church/temples, funerals/marriages etc. As a measure of social
- Wear facemasks: A facemask is a personal protective equipment that gives respiratory protection and avoids spreading germs to others.
- Wear gloves when outside: Gloves are a type of personal protective equipment that offers hand protection
- Keep distance Measure of social distancing, refers to keep distance of at least 1-2 meters from other people when you are outside, in shops, bus stops, etc.
- Wear a facial shield/protector when outside: A facial shield/protector is a type of personal protective equipment that offers respiratory and eye protection.

Q.4: Have you done anything else to prevent catching the infection or spreading it to others? For example changing your behaviour, eating certain food or drinks, or avoiding certain things?

This question records any behavioural changes the *YL Individual* has done in order to prevent catching the infection. Do not read or prompt the list of options. Mark 'X' on the options that apply. Remember that the *YL Individual* should be reporting about his/her own behaviour rather than what his/her other family members did.

Risk perception and attitude to risk**Q.5: Do you think your chance of getting infected with Corona is low, medium, or high, or do you have no risk at all?**

This question aims to understand the YL Individual's perceived risk of being infected by the Coronavirus. If YL Individual replies Medium=02, High=03 or Not Known=04, skip to Q.7. Remember that if the YL Individual reported to have been infected, or she/he believes to have COVID already got it, ask her/him to think about the chance to get it again.

Q.6: Why do you think you are at low/not at risk?

This question refers to the perceived reasons why the YL Individual thinks s/he is at low or not at risk. Please do not read the alternatives. Mark 'X' to the corresponding reasons that apply.

SAY: Now, I would like to understand what is your general attitude to risk

Q.7: Suppose I offered you a lottery ticket that wins [150 Birr/620 INR/155 Soles/600,000 VND] with 50-50 chance. How much would you be willing to pay for such a ticket?

This question aims to understand the YL Individual's general attitude to risk. Please explain what 50-50 chance means if the YL Individual seems not to understand, saying: "50-50 chance means that you have an equal chance to win the lottery or to not get anything and waste what you pay for the ticket". If the YL Individual says he would not be willing to pay for this lottery ticket or is not interested in playing the lottery, code as zero.

PERU and INDIA only

This question will be asked following the Q.8a version for half of the YL Individuals, and following the Q.8b version for the other half. The assignment to one group or another will be done by CAPI. The difference is the number of statements, so please check carefully which question you are asking, as each time it can be different.

Q.8a: SAY: Now I'm going to read you five statements. Please listen to me very carefully and tell me how many of the following things you have done, or it happened to you. You don't have to tell me about each one, only how many of the 5 statements are true for you. An easy way to keep score is with the fingers of your hand. I mean, close your fist, and as I read, raise a finger every time you agree. Then at the end we can check how many fingers you have raised.

Please make sure the participant has heard each statement on the list and repeat it if necessary. When you finish mentioning the statements, ask the YL Individual how many fingers s/he has raised. Record the number that the respondent tells you.

Q.8: SAY: Now I'm going to read you 4 statements. Please listen to me very carefully and tell me how many of the following things you have done, or it happened to you. You don't have to tell me about each one, only how many of the 4 statements are true for you.

An easy way to keep score is with the fingers of your hand. I mean, close your fist, and as I read, raise a finger every time you agree. Then at the end we can check how many fingers you have raised

Please make sure the participant has heard each statement on the list and repeat it if necessary. When you finish mentioning the statements, ask the YL Individual how many fingers s/he has raised. Record the number that the respondent tells you.

Section 3- Socioeconomic status

PURPOSE

This section is about the household's socioeconomic environment. This includes questions about conditions where people live (i.e. the house the household live in), household possessions, and access to public services.

DEFINITIONS

Household: A household is defined as a group of individuals that meets three conditions:

1. They live under the same 'roof' or within the same compound/homestead/stand, and

2. They share food from a common source at least once a day (i.e. cook and eat together), and
3. They contribute to or share in, a common resource pool, aside from food and shelter, which means:
 - They **contribute to** the household through wages/salaries or any cash/in-kind income (e.g. parents), or
 - They **benefit from** this income, but do not contribute to it (e.g. children, students, elderly)

INSTRUCTIONS

SAY: Now I am going to ask some questions about the place where you live.

Q.1: How many people, including yourself, are currently living with you?

Enter the number of people currently living in the same house as the YL Individual, YL Individual included. Please note that in this call we are not collecting roster information. This question is particularly important to understand how much space each household member has in case of self-isolation. The definition of a household is described at the beginning of this section.

Q.2: How many rooms are there in the house (excluding kitchen, bathroom, garage)?

Enter the number of rooms in the house, excluding kitchens, bathrooms, passages, garages, warehouses or rooms divided by non-permanent items such as curtains. This question will allow knowing how many people per sleeping room are in the house, and how feasible it would be to implement social distancing recommendations within the household.

Q.3: Do you have a separate kitchen/cooking area?

Ask the respondent whether the house has a space for cooking, other than one of the rooms counted in the previous question. Enter Yes=01 or No=0. 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.

Q.4: Do you have access to electricity?

This question refers to both legal and illegal electricity connections. Enter yes if electricity comes from a generator, including wind, solar, and biogas ones, but NOT if it is generated by a car battery.

Q.5: Is your dwelling separated from the outside by walls on all sides?

This question aims to know if the house can be adequately closed. COVID-19 is produced by an airborne virus so to avoid catching it from the exterior it is important that the dwelling can be completely sealed. What is relevant here is the capacity of the dwelling to be completely separated from the exterior, as a protective measure to respond to the virus threat (not necessarily as a measure to insulated from cold/hot temperature or rainfall).

The material is not relevant per se as far as the wall completely separate the dwelling from the exterior. However, we understand that the respondent might be unsure what to consider a wall and you might find useful to have more information at hand on the **types of wall materials that can be high or low-quality but that can seal the household from the outside**

In case the respondents ask for clarification about what should be considered as a “wall” please make sure to specify the following:

Ethiopia: wood/bamboo, mud, concrete blocks or bricks plastered with cement.

India: mud, wood, bricks, and bricks plastered with cement.

Peru: brick/cement blocks, compressed wood, plywood, wood, rustic mats, mud or mud bricks, bamboo with mud, stone with mud. Estera, plastic sheet, we could leave them outside the definition of wall.

Vietnam: Brick/concrete, Home-made bricks/unfired bricks, Wood/bamboo, Iron sheets, and Straw with mud.

Enter Yes=01 or No=0.

Q.6: Is your dwelling completely covered by a roof?

This question aims to know if the house can be adequately closed. The material is not important. What is relevant here is the capacity of the dwelling to be completely separated from the exterior, as a protective measure to respond to the virus threat. Enter Yes=01 or No=0.

As for the walls, the material of the roof is not relevant per se as. In case the respondent is asking for clarification:

Ethiopia: the dwelling should have a roof made of any of the following material: wood/bamboo, mud, concrete blocks or bricks plastered with cement.

India: the dwelling should have a roof made of any covered by asbestos sheets, concrete, tiles and grass. or palm leaves.

Peru: the dwelling should have a roof made of any of the following material: concrete/cement, galvanised/corrugated iron, tiles/slates, wood, bamboo with mud. We could leave straw and palm leaves, estera, out of the definition of roof.

Vietnam: Straw/thatch, Cane leaves, Wood/wood planks, Iron sheets, Concrete, Tile.

Q.7: What is the main source of drinking water for members of your household?

Ask about the main source of drinking water for members of the household. If different members have different drinking water sources, then ask about the source used by the majority of members. This question has the main objective to reflect the potential for compliance with social distancing. Water is also required for hand washing. Note: this is a different measure than the standard access to clean/improved water measure (used in the YL wealth index and others). Here the location of the water source is what is also important. Enter codes from Codebox #01.

Q.8: What kind of toilet facility does your household use?

Ask about the main toilet facility used by members of the household. This question aims to know if the household has access to a toilet and doesn't have to share it with other households. In the same way as the question on water source, it is very important to know if this is a source that only the household uses, to show the potential for compliance with social distancing. Enter codes from Codebox #02.

Septic tank is a device where human waste is sent through a pipe directly into a covered sediment tank, where is treated with lime, ash, etc.

If the home shows that the ultimate destination of human waste is directly the field (even through hanging latrines), farm, paddock, bucket, any open field, river or canal, ditch, oxbow lake, this will be classified as **Forest/field/open place**.

Q.9: Do you always have access to the following when you need it:

This question aims to know the access that the YL Individual has to resources to keep his/her hands clean. Please read the alternatives and enter Yes=01 or No=02.

Say: I am now going to ask you whether the household owns specific items

Q.10: Ask about each household item

This question aims to record if anyone in the household owns the following items: television, radio, smartphone, and access to internet at home (through computer). Read each item and mark with a “V” if anyone in the household owns each item.

Ownership of Savings accounts (For Older Cohort)

Say: If someone wants to keep money at a bank, he/she can open a savings account. The money in the savings account is yours. Sometimes, employers open savings account for their employees to deposit their payments.

Q.11oc: [ETHIOPIA, INDIA, PERU only] Do you or your partner currently own a bank account?

This question aims to know either if the YL individual or his/her partner currently owns a bank account. If the answer is No=00, skip to Section 4, Economic Changes.

Q.11oc: [VIETNAM only] Do you or someone else in your household own a bank account?

This question aims to know if the YL individual or someone else in his/her household currently owns a bank account. If the answer is No=00, skip to Section 4, Recent life history and Economic Changes.

Q.12oc: [PERU only] In which institution do you or your partner keep your bank account(s)?

Please fill the blanks with the alternatives provided. Allow for up to 3 answers.

Ownership of Savings accounts (For Younger Cohort)

Q.11yc: Do you or someone else in your household own a bank account?

This question aims to know if the YL individual or someone else in his/her household currently owns a bank account.

Q.12yc: [PERU only] In which institution do and/or someone else in your household keep your bank account(s)?

Please fill the blanks with the alternatives provided. Allow for up to 3 answers.

Section 4- Recent Life History and Economic changes

PURPOSE

This section collects information about recent economic changes and unanticipated adverse economic events, which may have happened to the household of the YL Individual since the pandemic.

INSTRUCTIONS

Section 4.1 Recent life history

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

Q.1: How would you describe the household you were living in?

The answers that we get are based on perception, describing his/her current (01) household and before the outbreak (02). Please read the alternatives and ensure that the person's answer is located in any of the alternatives. In this question, the code 03 = "Comfortable, manage to get by" means average.

01: Currently

Respondent is asked how s/he would describe the economic situation of the home in which currently is living in. For this the enumerator should read the alternatives and put the relevant code. You must ensure that the person's answer is one of the alternatives. In this question, the code 03 = " Comfortable, manage to get by " means average.

02: Before [date of outbreak], when the COVID crisis started

The respondent is asked about the household economic situation before the outbreak happened in the country. As in the previous case the interviewer should read the alternatives and place the code. You must ensure that the person's answer is one of the alternatives.

Q.2: Have the total household expenses been affected by the current COVID-19 pandemic?

This is a general measure whether the respondent's household expenses have been affected by the pandemic. Enter one of the options.

Q.3: During the past month, did the total (monthly) income of your household change compared to how it was before [date of outbreak], i.e. when the pandemic started?

This question is an approximation of whether the respondent thinks his/her household income has decreased since the pandemic. Enter one of the options.

Section 4.2 Economic Shocks since the COVID-19 Outbreak

This is a potentially hard section for those respondents that have been suffering the economic consequences of this pandemics. CAPI is reporting here some information collected in Call 1 that you might find useful to know to better approach in a sensitive way the respondent. Please keep in mind that the respondents might find insensitive to be asked again a similar question, potentially difficult and painful to answer. CAPI is flagging those households that in Call 1 reported at least one household member (including the YL respondent) that lost her/his job, was suspended without payment/had their salary cut or lost all or most of their income from their own business as a consequences of COVID-19/COVID-19 lockdown. Please use this information while introducing this question. You might want to say: "We know from the last time we talked that this pandemic has an impact on you and your household welfare.. We would like to understand better what events affected you and your family and how you cope with them. This would be extremely important."

SAY: Now I am now going to ask you about the most important events and changes that have happened (that negatively affected the household economy) since [date of outbreak]

Q.4: Has any of the following events affected your household since [date of outbreak]

This question aims to find out whether the YL individual or any of his/her household members have experienced changes that have negatively affected the household economy. Read each event one by one and enter Yes=01 or No=02. Remember that each event refers to a negative event or change that has happened to the household since the outbreak. If the respondent answers Yes to any event on the list, continue to Q.5

Q.5: How did your household cope with this/these events that negatively affected your household since [DATE OUTBREAK]?

Do not read/prompt the list of options. Mark 'X' on all the reactions that correspond to the respondent's answer(s).

PERU only

Q5a. Since [Outbreak date], did anyone in your household withdraw money from their CTS (“Compensacion por tiempo de servicios”) account?

Mark Yes=01 or No=02

Q5b. Since (Outbreak date), did anyone in your household withdraw money from their pension fund (“AFP”)?

Mark Yes=01 or No=02

PERU and INDIA only

This question will be asked following the Q.8a version for half of the YL Individuals, and following the Q.8b version for the other half. The assignment to one group or another will be done by CAPI.

As for the last question (Q8) in the section 2 (COVID-19) please follow the instructions reported below. The difference is the number of statements, so please check carefully which question you are asking, as each time it can be different.

Q.6a: SAY: Now I’m going to read you five statements. Please listen to me very carefully and tell me how many of the following things you have done, or it happened to you. You don't have to tell me about each one, only how many of the 5 statements are true for you. An easy way to keep score is with the fingers of your hand. I mean, close your fist, and as I read, raise a finger every time you agree. Then at the end we can check how many fingers you have raised.

Please make sure the participant has heard each statement on the list and repeat it if necessary. When you finish mentioning the statements, ask the YL Individual how many fingers s/he has raised. Record the number that the respondent tells you.

Q.6b: SAY: Now I’m going to read you 4 statements. Please listen to me very carefully and tell me how many of the following things you have done, or it happened to you. You don't have to tell me about each one, only how many of the 4 statements are true for you. An easy way to keep score is with the fingers of your hand. I mean, close your fist, and as I read, raise a finger every time you agree. Then at the end we can check how many fingers you have raised

Please make sure the participant has heard each statement on the list and repeat it if necessary. When you finish mentioning the statements, ask the YL Individual how many fingers s/he has raised. Record the number that the respondent tells you.

Section 5 – Food Security, Prices and Health

PURPOSE

This section is to find out whether the *YL Individual's* household has experienced food insecurity, changes in food prices since the outbreak began.

INSTRUCTIONS

Section 5.1 Food Security

Q.1 – Q.8 are questions on Food Security according to the FAO guidelines. First, read the sentence before each question, recalling that each question refers to the time since the [date of outbreak]. Enter Yes=01 or No=0 or Don't know=77 according to the answer given by the YL INDIVIDUAL.

SAY: Now I would like to ask you some questions about food. Since [Outbreak date], was there a time when:

Q.1: You or others in your household worried about not having enough food to eat because of a lack of money or other resources?

This question aims to find out if the respondent or members of the household were ever concerned about lacking of food since the outbreak began. Note that this is a subjective question. It could be that the respondent worried about lack of food, even if the situation never occurred.

Q.2: Still thinking about the time since [Outbreak date], was there a time when you or others in your household were unable to eat healthy and nutritious food because of a lack of money or other resources?

We are interested in knowing if the respondent or any household members were unable to eat healthy and nutritious food such as vegetables, staple foods (e.g. rice, injera, potatoes), or meat, and having to rely on unhealthy food e.g. instant/dried food, because they did not have enough money or resources to get the necessary types of food.

Q.3: Was there a time since [Outbreak date] when you or others in your household ate only a few kinds of foods because of a lack of money or other resources?

Here we are interested in knowing whether anyone in the household had to eat fewer types of food because they did not have enough money to buy the variety of foods they wanted, since the outbreak.

Q.4: Was there a time since [Outbreak date] when you or others in your household had to skip a meal because there was not enough money or other resources to get food?

Refers to respondent or any household members who have had to skip a meal (e.g. breakfast, lunch or dinner) because there was not enough money or other resources to get food since the outbreak.

Q.5: Still thinking about the time since [Outbreak date], was there a time when you or others in your household ate less than you thought you should because of a lack of money or other resources?

This refers to the respondent or any household members who felt that they had to eat less than is healthy, or compared to the amount they normally eat, because of lack of money or resources, since the outbreak.

Q.6: Was there a time since [Outbreak date] when your household ran out of food because of a lack of money or other resources?

Whether the respondent's household has ever run out of food because they did not have enough money or other resources (such as no crops) to buy food, since the outbreak.

Q.7: Since [Outbreak date], was there a time when you or others in your household were hungry but did not eat because there was not enough money or other resources for food?

Whether the respondent or any household member were hungry but did not eat because they did not have enough food, resources or not enough money to buy food.

Q.8: Was there a time since [Outbreak date] when you or others in your household went without eating for a whole day because of a lack of money or other resources?

Ask the respondent if there was ever a time when he/she or any other household member went for 24 hours or more without eating anything because there was not enough food, resources or not enough money to buy food.

Section 5.2 Food Prices

Q.9: For each of these particular food items, can you please tell me if the price per unit has increased, decreased or stayed the same in comparison to before [date of outbreak]

This question aims to find out what has happened to common food prices since the pandemic started. Please read out each food item provided in the list and for each item, ask the respondent if s/he thinks the particular food item's price per unit has increased, decreased or remained the same. If the food item is unavailable, enter Item unavailable=04. Remind the respondent that the price changes (if any) refer to the difference in prices since the outbreak started.

Section 5.3 Individual Health

This is a potentially hard section for those respondents that lost an household member from COVID-19 or suffered the consequences of COVID-19 on their own or their relatives' health. CAPI is reporting here some information collected in Call 1 that you might find useful to know to better approach in a sensitive way the respondent. CAPI is flagging those households where one or more household members were reported as infected by COVID in call 1 and a separate flag for those cases where one or more household members died from COVID-19. Please use this information while introducing this question. You might want to say: "I know that your households suffered the consequences of this pandemic ... and I'm very sorry about that "I know that your family lost a dear one from COVID-19, and I'm very sorry about that..." "We would like to understand better what happen in the meanwhile. More specifically, ..." and continue with the interview.

SAY: Now I would like to ask some questions about your health. But before doing it I would like to ask you about your family:

Q.1: Since [FIRST CALL DATE] when we last spoke to you, did anyone in your household (excluding you) get sick with COVID (either confirmed by a test, or you highly suspect it because of the symptoms display).

SAY: Typical symptoms are: high temperature, continuous cough, breathing problems, chest pain, loss of smell & taste

Please encourage the YL Child to answer this question. If the YL Child answers "I don't know", emphasize that what we seek to capture is his/her perceptions. Repeat symptoms if necessary. If, despite the above, YL Child repeat "I don't know" please mark it and add any relevant comment.

Q.2: Since [FIRST CALL DATE], have you ever been tested for COVID? Which type of test did you take?

This question aims to know whether the YL Individual has taken a test and which type of test. Enter the response based on the options provided. If the answer is No or Don't Know, then skip to Q.5.

Q.3: How many times have you been tested since [FIRST CALL DATE]?

This question aims to know the number of times the YL Individual has been tested for COVID-19. taken a test and which type of test. Enter the number of times based on the answer given by the YL Individual.

Q.4: Did any of those tests turn to be positive?

This question aims to find out if the YL Individual has tested positive for COVID-19 since the First Call. If the respondent answer “Yes”, skip to Q.6/

Q.5: Have you been infected or you think you might have been infected since [FIRST CALL DATE] when we talked last time?

Say that typical symptoms of the Coronavirus include high temperature, continuous coughing, breathing problems and chest pains. Encourage the YL Child to answer this question Yes or No. If the YL Child answers "I don't know", emphasize that what he seeks to capture is his/her perceptions. Repeat symptoms if necessary. If, despite the above, YL Child repeat "I don't know" please mark it and add any relevant comment. Enter the response Yes=01, No=00 or Refused to Answer=79. If the response is No, move to the next section, Current Education

Q.6: Did you receive treatment?

This question aims to know if the YL Individual has received any form of treatment in case he has presented symptoms or has tested positive for COVID-19. If the response is No or Don't Know, then skip to Q.8.

Q.7: What type of treatment did you receive?

This refers to the type of treatment the YL Child received in case of being infected. Please do not read/prompt the list of options for treatment. If YL Child mentions more than one treatment, ask about the main one. Once answered, go to Q.9

Q.8: Why didn't you receive treatment?

This question aims to know why the YL Individual did not receive treatment. Do not read/prompt the list of possible answers. Enter the response based on the options provided. If the YL Individual reports a reason that is not included in the list please select “Others” and specify. If the YL Individual reports more than one reason, please ask about the main reason.

Q.9: How are you now?

This question is to assess if the YL Individual is still ill, recovered with problems or fully recovered. Enter the response based on the options provided.

Section 6 – Current education

PURPOSE

The purpose for this section is to capture some basic information relating to the education of the YL Individual and changes that may be faced by YL Individual since the Coronavirus outbreak. This includes level of education attained, current education status (whether in full-time education), as well as changes in engagement with education since the lockdown.

DEFINITIONS

Full-time education: is when the household member goes to school 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. By evening we refer to evening shifts part of full-time primary education. Full-time education does NOT include part-time or extension programmes such as evening or weekend programmes.

Adjustments to full-time enrolment since the Coronavirus outbreak, such as online and blended sessions, are considered as full time education.

INSTRUCTIONS

ETHIOPIA

Q.1: Are you currently enrolled in full-time education/Are you planning to be enrolled in full-time education when the school/educational institutes reopen?

This question aims to know whether the YL individual is currently in full time education (defined at the beginning of the sub-section), including online and blended sessions. If respondent say No, skip to Q.5. If respondent answers "Never attended=03", Don't know=77 or refuses to answer=79, skip to next section, Time Use.

Please note that if the interview happens before the beginning of the academic year in September, you should ask whether the [YL Child] plans to be enrolled in full-time education starting in September.

Q.2: What is the education level that you are currently studying or you will be studying in September?

Ask which is the education level that the YL Individual is currently enrolled in. Choose from Codebox 3. If the respondent reports primary or secondary education level, ask him/her to specify what grade.

Q.3: What type of school, institute or university you will be attending in September?

This question aims to know which type of educational institution the YL Individual currently attends to /is going to attend. Choose from Codebox #4.

INDIA

Q.1: Are you planning to be enrolled in full-time education in the next academic year (mid-August/September)?

This question aims to know whether the YL individual is currently in full time education (defined at the beginning of the sub-section), including online and blended sessions. If respondent say No, skip to Q.5. If respondent answers "Never attended=03", Don't know=77 or refuses to answer=79, skip to next section, Time Use.

Q.2: What is the education level that you will be studying in August/September?

Ask which is the education level that the YL Individual is currently enrolled in. Choose from Codebox 3. If the respondent reports primary or secondary education level, ask him/her to specify what grade.

Q.2: What type of school, institute or university you will be attending/planning to attend in August/September?

This question aims to know which type of educational institution the YL Individual currently attends to /is going to attend. Choose from Codebox #4.

PERU

Q.1: Are you currently enrolled in full-time education?

This question aims to know whether the YL individual is currently in full time education (defined at the beginning of the sub-section), including online and blended sessions. If respondent say No, skip to Q.5. If respondent answers "Never attended=03", Don't know=77 or refuses to answer=79, skip to next section, Time Use.

Q.2: What is the education level that you are currently studying?

Ask which is the education level that the YL Individual is currently enrolled in. Choose from Codebox 3. If the respondent reports primary or secondary education level, ask him/her to specify what grade.

Q.3: What type of school, institute or university are you currently attending?

This question aims to know which type of educational institution the YL Individual currently attends to /is going to attend. Choose from Codebox #4.

VIETNAM

Q.1: Are you currently enrolled in full-time education/Are you planning to be enrolled in full-time education in September?

This question aims to know whether the YL individual is currently in full time education (defined at the beginning of the sub-section), including online and blended sessions. If respondent say No, skip to Q.5. If respondent answers "Never attended=03", Don't know=77 or refuses to answer=79, skip to next section, Time Use.

Q.2: What is the education level that you are currently studying or you will be studying in September?

Ask which is the education level that the YL Individual is currently enrolled in. Choose from Codebox 3. If the respondent reports primary or secondary education level, ask him/her to specify what grade.

Q.3: What type of school, institute or university you will be attending in September?

This question aims to know which type of educational institution the YL Individual currently attends to /is going to attend. Choose from Codebox #4.

Q.4: What major?

Write the name of the major. Please look for the right code at the end of the call and add it in the line below. Choose from Codebox #5

Q.4c.: [PERU only] Do you plan to continue your studies in the next 12 months?

Q.5: What is the (highest) education level that you completed?

If the [YL Child] reports primary or secondary education level, ask him/her to specify what grade. Enter code from

Q.6: What type of school, institute or university was the last one you attended?

This question aims to know which type of educational institution the YL Individual attended to. Choose from Codebox 4..

Q.7: What major?

Write the name of the major. Please look for the right code at the end of the call and add it in the line below.

Q.8: When was the last time you attended full-time education?

If the respondent answers 13=2019; 14=before 2019; Doesn't know or refuses to answer, [skip to \[ET,IN, VN: next section\] \[PE: to Q.12\]](#)

Q.9: Why did you stop attending full-time education?

Ask why the YL Individual stopped enrolment in full-time education. Please do not read the options

Q.10: Since the lockdown/ [Response to COVID \(ET\)](#), have you engaged in any of these education or learning activities?

Read all the options and mark all that apply.

Q.11: During the lockdown/ [Response to COVID \(ET\)](#), how were you in contact with your teachers?

This question aims to find out which ways has used the YL Individual to keep in contact with his/her teachers

Q12. [PERU only] What do you think will be your main activity in the next 12 months?

Please read all the options and mark only the alternative that applies the most.

Section 7 – Time use

PURPOSE

The purpose of this section is to collect information on how *YL Individual* spent his/her time during lockdown time or response to the Coronavirus crisis. For this purpose, for all questions we should refer to a typical weekday during the lockdown period/ET: during the response to COVID-19

INSTRUCTIONS

SAY: Now I want you to think about how you spent your time during a typical weekday when the country [\[ET, IN, PE: country was in full lockdown in\]](#) [\[VN: when the city/province is/was in social distancing\]](#) [\[IN, PE: MONTH_COUNTRY_SPECIFIC\]](#) / [ET: when the Response to COVID-19 started\]](#)

Q.1: Do you agree, partially agree or disagree with the following statement:

This question aims to find out if the YL Individual has been spending more time doing certain activities as a result of the outbreak. Read each statement and record the level of agreement (01=Agree; 02=Partially agree; 03=Disagree). If the YL mentions that some statements don't apply to their lives, code as 88=NA.

Section 8 – Employment and Earnings

PURPOSE

The purpose of this section is to collect information on current and previous paid and unpaid work activities the YL Individual has done. There are two main reference periods; in the last 12 months and in the last 7 days. The former captures seasonality in economic activity in the past 12 months, whereas the latter captures the most recent economic activity in the past 7 days.

Section 8.1 Labour Force participation

SAY: Now I would like to ask you about your current and previous paid and unpaid work activities. This includes work done inside and outside the household, and EXCLUDES non-working activities (e.g. housewife, student, taking care of other household members, such as children, disabled, ill, elderly). Working as housemaid or childcare (not for relatives) should be considered as working activity. There are three main reference periods; in the last 12 months, in the period just before COVID-19 and in the last 7 days.

Q.1: At any time during the last 12 months, did you work for at least 1 hour, in your own business, for a household member or for someone else?

This question aims to know if the YL Individual has performed any labour activity, either paid or unpaid during the last 12 months in any of the following activities:

- A) Worked on your own account or in a business enterprise belonging to you or someone in your household (e.g. shop-keeper, taxi driver)
- B) Worked on a farm owned or rented by a member of your household, (e.g. cultivating crops, farming tasks, caring for livestock)
- C) Worked for someone who is NOT a member of your household (e.g. a company, the government, neighbours farm) – includes agricultural and non-agricultural work

If the respondent mentions he/she has not worked for at least an hour during the last 12 months, then skip to Q.6.

Q.2: Thinking back to [PE: January-February]; [IN, VN: December-February]; [ET: January-mid-March], just before the COVID crisis began, were you working for at least 1 hour, in your own business, for a household member or for someone else?

This question is very similar to the one above, but it refers to the period just before COVID-19. It aims to record if the YL Individual was performing any labour activity before the outbreak. Enter Yes=01 or No=0.

Q.3: During the last week (from Monday through Sunday), did you work for at least 1 hour, in your own business, for a household member or for someone else?

This question is very similar to the one above, but it refers to the past week. This question aims to record if the YL Individual was performing any labour activity during the last 7 days. Enter Yes=01 or No=0. If the respondent answers Yes, then skip to section 8.2

Q.4: Do you currently have a job even though you did NOT work last week (from Monday through Sunday)?

This question is asked (enabled) only if the YL Child answers that s/he worked during the last 12 months, but not at all in the last 7 days (and regardless of whether he/she was working during the pre-COVID-19 period). This question seeks to verify if *YL Individual* is unemployed or if he/she is temporarily away from work (e.g. sick leave, holidays, etc.). If the answer is “Yes=01”, skip to Q.6. Otherwise, continue with Q.4.

Enter Yes=01 or No=0. If the respondent mentions he/she does not have a job, skip to Q.6.

Q.5: Why were you not able to work as usual?

This question aims to record the reason(s) why the YL Individual has not been able to work as usual. Please do not read the options, mark all that applies. Move to section 8.2.

Q.6: Did you look for work last week (from Monday through Sunday)?

If the *YL Individual* is not employed (i.e. did not work in the last 7 days and does not have currently a job), ask the YL Child whether he/she looked for a job in the last 7 days. If the answer is “No=00”, continue with Q.7. If the answer is Yes=01, continue as follows:

- If Q.1=00, skip to Feeling and Attitude section;
- Q.1=01; Q.2=01; Q.3=00; Q.4=00 -> Go to Section 8.3 and Section 8.4
- Q.1=01; Q.2=00; Q.3=00; Q.4=00 -> Go to Section 8.4

Q.7: What is the main reason you did NOT look for work last week?

This question intends to register the reason why the YL Individual is not economically active. Please do not read the options. If the respondent mentions more than one reason, ask him/her to choose the main one. Once this question is answered:

- If Q.1=00, skip to Feeling and Attitude section;
- Q.1=01; Q.2=01; Q.3=00; Q.4=00 -> Go to Section 9.3 and Section 9.4
Q.1=01; Q.2=00; Q.3=00; Q.4=00 -> Go to Section 9.4

Section 8.2 Main activity in the past 7 days

SAY: Now I would like to ask you about your most important paid or unpaid work activities during the last 7 days. This includes work done inside and outside the household, and EXCLUDES non-working activities (e.g. housewife, student, taking care of other household members, such as children, disabled, ill, elderly). Working as housemaid or childcare (not for relatives) should be considered as working activity. If you had a job but you couldn't work last week please still refer to the job you have to answer the following questions

If the YL Individual reports more than one activity, record the most important paid or unpaid work activity. The most important activity is the activity on which the [YL Child] spent more time on in the last 7 days.

Q.1: Description of work activity

Write the description the YL Individual gives of his/her main activity.

Q.2: Type of work activity

Start by asking *YL Individual* what is the activity in which he/she spends most of his/her time and then code accordingly. In instances where *YL Individual* is not sure what a 'work activity' is, you'll need to ask this question openly. Remember that the main activity reported is the most important in terms of time spent in the past 7 days.

Choose from Codebox #6. Record the most important paid or unpaid work activity. The codebox and some examples are reported below.

TABLE. WORK ACTIVITIES (WITH EXAMPLES)

AGRICULTURE & ALLIED AGRICULTURE	NON-AGRICULTURE
01=Self Employed (Food crops) <ul style="list-style-type: none"> → Works on his/her own/household's farm growing <u>food crops</u>, such as rice, morning glory, etc. → E.g.: Grows pulses in his own field (payment in kind) → E.g.: Helps in farming his father's field every day after school (and doesn't get paid) 	08=Self Employed (Manufacturing) <ul style="list-style-type: none"> → Works on his/her own account /household producing a good. For instance a carpenter that produces furniture, a tailor that sews shirts, etc. → E.g.: Produces traditional scarves at her own home
02=Self Employed (Non-food, including horticulture, sericulture and floriculture) <ul style="list-style-type: none"> → Works in his/her own/household's farm growing <u>non-food crops</u>, such as flowers, medicinal herbs, etc. → E.g.: Grows her own flowers (payment in cash) → E.g.: Grows his father's flowers and gets paid in Kg (payment in kind) 	09=Self Employed (Services) <ul style="list-style-type: none"> → Works on his/her own account /household delivering a service, such as washing/ ironing clothes, driving a taxi, etc. → E.g.: Washes/irons clothes → E.g.: Drives a bajaj
03=Self Employed (Aquaculture) <ul style="list-style-type: none"> → Rears his/her own/household's fish or seafood. 	10=Self Employed (Business) <ul style="list-style-type: none"> → Works on his/her own /household's business enterprise, such as a shop, barber shop, etc. → E.g.: Runs his father's shop
04=Self Employed (Livestock) <ul style="list-style-type: none"> → Rears his/her own /household's livestock. → E.g.: Raises his own cattle (payment in cash) → E.g.: Rears his own poultry and gets paid in units of chicken (payment in kind) → E.g.: Helps herding cattle on the weekends (and doesn't get paid) 	11=Self Employed (Other non-Agriculture) <ul style="list-style-type: none"> → Works on his/her own account/ for his/her household in any <u>non-agricultural</u> activity not mentioned above. → E.g.: School teacher , civil servant
05=Wage Employment (Agriculture) <ul style="list-style-type: none"> → Works for someone else on a <u>casual</u> basis in any agricultural activity (e.g. crops, livestock, 	12=Wage Employment (Unsalaries / Irregular; Non-agriculture) <ul style="list-style-type: none"> → Works for someone else on a <u>casual</u> basis in a non-agricultural activity.

etc.). Usually works on a casual basis (e.g. hired for a day). → E.g.: Harvests barley in neighbours' farms (payment in cash) → E.g.: Grows groundnuts in neighbour's farm and gets paid daily in bags of groundnuts (payment in kind)	→ E.g.: Construction worker
06=Annual Farm Servant → Works in someone else's farm on a <u>permanent</u> basis doing skilled and non-skilled farm operations. Hired for a whole year. → Ex: Plants and harvests at someone else's farm (payment in cash) → Ex: Plants and harvests teff at someone else's farm and gets paid in Kg of maize (payment in kind)	13=Regular Salaried Employment → Works for someone else on a <u>permanent</u> basis in a non-agricultural activity, such as a teacher. → Ex: School teacher , civil servant
07=Other (allied) agriculture, specify → Works in any other agricultural activity not mentioned above.	15=Begging
	19=Other non-agriculture, specify → Works in a non-agricultural activity.

REMEMBER: If the *YL Individual* works harvesting crops for his own family's farm, her/his activity will be coded as 01=Self-employed (food crops). Whereas if s/he also harvests crops, but in the neighbours' farm, her/his activity will be coded as 05=Wage employment (agriculture).

Q.3: Economic sector code of the job/occupation

This question refers to the economic sector of the establishment in which the *YL Individual's* main activity is in. The branch of the economic activity does not depend on the specific duties or functions of the person's job, but on the characteristics of the economic unit in which the person works. For example, if the *YL Individual* is working as a receptionist in a construction company, then the economic sector is 06=Construction.

Choose from Codebox #7.

Q.4: Who do you do this activity for?

This question intends to register the type of employer. In case of more than one type of employer in the same activity, refer to the most important employer in terms of time spent.

For example: *YL individual* works raising cattle for his own house every day (7 days a week) for 3 hours, and on a neighbour's farm every two days (4 days a week) for 5 hours each day. In this case you should code as 06=own account/self-employed (own business or farm) because it is the 'employer' for whom YL child most of time in the specific activity.

- 01=Private company/enterprise or cooperative** - usually refers to wage-employed workers who are employed by an establishment. Can include members of producers' cooperatives who hold a "self-employment" job.
- 02=For a household member** – Usually refers to self-employed workers who work for a household member (individual within the same household). Includes contributing family workers.
- 03=Other private individual/household (excluding own household)** – Works for an individual or household that are separate to his/her own household
- 04=Public sector/government** – Usually refers to wage-employed workers who are employed by the government/public sector
- 05=A rural public works program** – workers who are provided state-sponsored employment, usually as part of a social protection program
- 06=Own account/self-employed (own business or farm)** – Refers to those who are self-employed i.e. who work on their own account or with one or two partners.
- 07= Other, specify**

ETHIOPIA, INDIA and PERU

Q.5: Specify the average number of weeks worked in the month.

Enter the number of weeks in which [YL Child] worked full or part-time in this activity on an average month. Enter a number between 0 and 4. In CAPI, any number outside this range should be displayed as an error when you validate the screen. Please, double check in any case.

Q.6: Specify the average number of days per week

Enter the number of days per week in which [YL Child] worked full or part-time in this activity on an average week. Enter a number between 0 and 7. In CAPI, any number outside this range should be displayed as an error when you validate the screen. Please, double check in any case.

VIETNAM

Q.5: Specify the average number of months worked in the year.

Enter the number of months in which the YL Individual worked full or part-time in this activity on the last 12 months. Enter a number between 0 and 12. In CAPI, any number outside this range should be displayed as an error when you validate the screen. Please, double check in any case.

Q.6: Specify the average number of days worked in the month

Enter the number of days per week in which [YL Child] worked full or part-time in this activity on an average month. Enter a number between 0 and 7. Enter a number between 0 and 31. In CAPI, any number outside this range should be displayed as an error when you validate the screen. Please, double check in any case.

Q.7: Record the average number of hours per day.

Enter a number between 0 and 24. In CAPI, any number outside this range should be displayed as an error when you validate the screen. Please, double check in any case.

Q.8 For how many months have you performed this activity in the last 12 months?

Enter a number between 0 and 12. In CAPI, any number outside this range should be displayed as an error when you validate the screen. Please, double check in any case.

Q.9: Which form of payment was received or is expected from this activity?

This question aims to know how does the YL Individual receives retribution for his/her work activity. If the respondent says None=00, Don't know=77 or refuses to answer=79, skip to Q.14. If the answer is in-kind, skip to Q.13.

Q.10: What period of time does this payment usually cover?

This question aims to find out how often the YL Individual receives payments for his/her activity. Another way of asking this is "how often do you get paid?" Do not prompt: wait for the respondent's answer and code, accordingly. If payment is reported in different periods, please convert to the most convenient measure. Prompt the respondents to use a period other than year, report yearly earning only if absolutely needed

For self-employed - The expected frequency payments include hourly, daily, weekly, fortnightly, monthly or annual. Note that by annual frequency we actually mean "all income generated during the last 12 months". The "annual frequency (code 05=Per year)" can be used in cases in which the person's income is very irregular or it is difficult to convert into a smaller frequency, such as monthly or daily. The daily, weekly, fortnightly or monthly frequencies are used when the income generated by the person is approximately the same in each of these periods.

Example:

The YL Child works as a taxi driver and earns approximately 300 Rupees per week. You can register this as 300 Rupees weekly or 1,200 Rupees monthly. Strictly, both ways are correct. However, while you have some flexibility on how to register this, it is advisable to try to register the smallest frequency you can get from the child. This will allow for a more accurate estimation of the YL Child's income.

For waged-employed - The frequency will depend on the nature of the work activity.

If the answer is "per piece", continue to Q.11. Any other answer, skip to Q.12. If the YL Individual answers "Don't know" or refuses to answer, skip to Q.17.

Q.11: How many pieces are produced by day?

If in the previous question the payment is given by pieces, ask for how many pieces are produced daily. Examples: Payment per garment or per bangles.

Q.12-Q.13: What are the net earnings per [prefill from Q9] from this activity?

This asks for NET earnings (the sum of all wages/salaries, tips, gratuities, bonuses and the value of any in-kind payment after deducting taxes and any other work-related payments). If own business, make sure to capture profits/self-determined wage assigned to respondent from this activity, net of production costs. If in-cash or in-kind payment is non-existent, assign a zero to the corresponding payment.

Q.14: Apart from this activity, did you do another activity in the last week that was paid or is expected to be paid?

If respondent says No, skip to Q.17.

Q.15: We would like to ask you about your total earnings from all paid activities, including the main working activity. What period of time is better suited to calculate your total earnings?

Register the period reported by respondent. If the YL Individual doesn't know the answer (NK=77) or refuses to answer, skip to Q.17.

Q.16: What are the total earnings per [Period of time, Q.15] from all paid activities, including the main working activity?

Register the value in of net earnings that the YL Individual receives (the sum of all wages/salaries, tips, gratuities, bonuses and the value of any in-kind payment after deducting taxes and any other work-related payments). If own business, deduct production costs. If the YL Individual has difficulties on understanding the meaning of net earnings, ask her/him for the profits. If still unclear on how to report the net earnings, ask separately for the revenues and costs and subtract them.

Working arrangements

Q.17: Do you have health insurance paid by the employer?

This question aims to know if the YL Individual has any health insurance that is being paid by the employer.

Q.18: Do you have a written contract for this [MAIN ACTIVITY]?

This question seeks to find out if the YL Individual has/had a contract/decision for [MAIN ACTIVITY]. In some way, this helps to deduce if the job/company where he/she works/worked is formal or informal.

Q.19: What is the type of contract for this [MAIN ACTIVITY]?

Answer options are country specific.

ETHIOPIA

01 = Permanent contract ; 02= Fixed term/Temporary contract; 03= Trial period; 04= Youth training agreements / pre-professional practices; 05=Other, specify

INDIA

01 = Permanent contract; 02= Fixed term/Temporary contract; 03= Probation period; 04= Apprenticeship; 05=Internship; 06=Other, specify

PERU

01 = Permanent contract ; 02= Fixed term contract; 03= Trial period; 04= Youth training agreements / pre-professional practices; 05= Independent contract (RPH); 06= Special regime for the public sector (CAS); 07=Other, specify

VIETNAM

01=Permanent contract, go to next section; 02=Fixed term contract; 03=Contract for specific work; 04=Other, specify

Q.19: What is the duration of the contract that you have?

This question aims to know for how long the contract is. This question is not asked to those that have a permanent contract. Do not prompt the answers. Wait for the respondent to tell you how long the contract is for and code accordingly.

Section 8.3 Main activity before COVID-19

This sub-section will be asked only if [YL Individual] reported having worked at least one hour during December-February, just before the COVID crisis began (as reported in the Labour Force Participation Section]

SAY: Now I would like to ask you about your most important paid or unpaid work activities during [PE: January-February]; [IN, VN: December-February]; [ET: January-mid-March], just before the COVID crisis began. This includes work done inside and outside the household, and EXCLUDES non-working activities (e.g. housewife, student, taking care of other household members, such as children, disabled, ill, elderly). Working as housemaid or childcare (not for relatives) should be considered as working activity.

Record the most important paid or unpaid work activity. The most important activity is the activity on which the [YL Child] spent more time on in the week before [OUTBREAK DATE]

Q.1: Was this the same activity you did in the last 7 days? Is it with the same employer?

This question aims to find out if the YL Individual has experienced changes in his/her labour market status from the crisis. For those who didn't work in the past 7 days but has a job please ask the respondent to refer to that job in answering this question. The possible answers are as follows:

- 00= Different activity and different employer → Go to Q.2 and continue
- 01= Same employer but different activity → Go to Q.2 and continue (do not ask Q.5)
- 02= Same activity but different employer → Go to Q.5 and continue
- 03= Same activity same employer → Go to Q.6

Q.2: Description of work activity

Write a description of the work activity.

Q.3: Type of work activity

Record the most important paid or unpaid work activity. Enter code from CODEBOX #6. Same as for the main activity in the past 7 days.

Q.4: Economic sector code of the job/occupation

Enter code from CODEBOX #7. Same as for the main activity in the past 7 days. Remember that this question refers to the economic sector of the establishment in which the YL Individual's main activity is in. The branch of the economic activity does not depend on the specific duties or functions of the person's job, but on the characteristics of the economic unit in which the person works. For example, if the YL Individual is working as a receptionist in a construction company, then the economic sector is 06=Construction.

Q.5: Who do you do this activity for?

This question seeks to find out who is the employer of the YL Individual for the activity that he/she is performing (or performed), or to find out if the YL Individual is working on his/her own (self-employed). This section collects information about activities, NOT employers. If the child works in the same activity for more than one type of employer in the same activity, refer to the most important employer in terms of time spent. As for the main activity in the past 7 days:

01=Private company/enterprise or cooperative - usually refers to wage-employed workers who are employed by an establishment. Can include members of producers' cooperatives who hold a "self-employment" job.

02=For a household member – Usually refers to self-employed workers who work for a household member (individual within the same household). Includes contributing family workers.

03=Other private individual/household (excluding own household) – Works for an individual or household that are separate to his/her own household

04=Public sector/government – Usually refers to wage-employed workers who are employed by the government/public sector

05=A rural public works program – workers who are provided state-sponsored employment, usually as part of a social protection program

06=Own account/self-employed (own business or farm) – Refers to those who are self-employed i.e. who work on their own account or with one or two partners.

07= Other, specify

Q.6: Which form of payment was received or is expected from this activity?

This question seeks to find out if the activity undertaken by him/her is paid or not. If the answer is None=00; Don't know or respondent refuses to answer, skip to Q.11. If the answer is In-kind=02, skip to Q.10.

Q.7: What period of time does this payment usually cover?

This question aims to find out how often the YL Individual receives payments for his/her activity. Another way of asking this is "how often do you get paid?" Do not prompt: wait for the respondent's answer and code, accordingly. If payment is reported in different periods, please convert to the most convenient measure. Prompt the respondents to use a period other than year, report yearly earning only if absolutely needed

For self-employed - The expected frequency payments include hourly, daily, weekly, fortnightly, monthly or annual. Note that by annual frequency we actually mean "all income generated during the last 12 months". The "annual frequency (code 05=Per year)" can be used in cases in which the person's income is very irregular or it is difficult to convert into a smaller frequency, such as monthly or daily. The daily, weekly, fortnightly or monthly frequencies are used when the income generated by the person is approximately the same in each of these periods.

Example:

The YL Child works as a taxi driver and earns approximately 300 Rupees per week. You can register this as 300 Rupees weekly or 1,200 Rupees monthly. Strictly, both ways are correct. However, while you have some flexibility on how to register this, it is advisable to try to register the smallest frequency you can get from the child. This will allow for a more accurate estimation of the YL Child's income.

For waged-employed - The frequency will depend on the nature of the work activity.

If the answer is "per piece", continue to Q.8. Any other answer, skip to Q.9. If the YL Individual answers "Don't know" or refuses to answer, skip to Q.11.

Q.8: How many pieces are produced by day?

If in the previous question the payment is given by pieces, ask for how many pieces are produced daily. Examples: Payment per garment or per bangles.

Q.9: What are the net earnings per [prefill from Q.7] from this activity?

This asks for NET earnings (the sum of all wages/salaries, tips, gratuities, bonuses and the value of any in-kind payment after deducting taxes and any other work-related payments). If own business, make sure to capture profits/self-determined wage assigned to respondent from this activity, net of production costs. If in-cash or in-kind payment is non-existent, assign a zero to the corresponding payment.

Q. 11: After the [OUTBREAK DATE] did you move away from the village/town where your household is located?

This question aims to register if the YL Individual had to move after the crisis. If the answer is No=0, skip to section 8.4

Q.12 Why did you move?

This question aims records the reasons why the Y Individual moved after the crisis. Do not read the options. Mark only one. If the YL Child replies with two or more reasons ask about the main reason

Section 8.4 Main activity during lockdown period

This sub-section will be asked only if [YL Child] reported having worked at least one hour in the past 12 months in the Labor Force Participation Section

Q.1: During the lockdown/ET: COVID-19 Response, were you able to work either at your place of work or remotely?

This question aims to know if the YL Individual still has his/her same job and has been able to continue either working from his/her workplace or started working remotely at home. "Working at home" includes a variety of type of work: individuals performing their job using home internet and laptop/computers/phones; Individuals who have their own business, and they are still able to operate from home (e.g. through online purchases, sending products from home) but also agricultural workers who are able to work on their own plot of farm. Enter the code that applies. If the answer is Yes, skip to Q.3.^[1]_[SEP] If the answer is No=04, continue with Q.2 and then go to the next section. If the YL Individual response is that s/he did not have a job when in lockdown, skip to next section.

Q.2: Why not?

This question aims to find out why the YL Individual was not able to work during the lockdown. Please do not read the options, mark all that apply.

Q.3: Were you able to work as usual? Same number of working hours/amount of work?

This question aims to find out if the working hours and amount of work of the YL Individual were affected during the lockdown period. Please do not read the options, mark all that apply.

Section 9 – Subjective Wellbeing and Mental Health

PURPOSE

This section aims to collect information about YL Individual's feelings and attitudes regarding several issues, namely their subjective wellbeing, their education and job aspirations and expectations, and issues that concern young people of his/her age.

INSTRUCTIONS

Some of the questions can be quite unusual for the YL Individual, so please make sure that you pay careful attention and re-read the sentences that YL Individual finds confusing.

REMEMBER: It is very important that the *YL Individual* understands that there are no right or wrong answers – we just want to know about the feelings, attitudes, hopes and perceptions of the *YL Individual*. Often young people can feel that these items are “testing” them and their morals/attitudes/personality. As the result they try to answer in a way that they think is most “correct”. Please pay attention and remind the *YL Individual* repeatedly that there are no right answers and they should answer in a way that is most true in relation to them personally.

Section 9.1 Subjective wellbeing

Say: Now, I'm going to ask you some questions about your wellbeing and I would like to make sure that you feel comfortable enough to answers those questions.

Q.1: Are you alone in the room? Or could you find a quiet space?

This question aims to confirm that the YL Individual is in a safe space where he/she can answer the following questions.

00=No → SAY: Ok, don't worry. Just make sure that you are not on speakers so the conversation is between the two of us only. Let me ask few questions and please remember that you can decide not to answer if you wish.

01=Yes → SAY: Great. Just make sure that you are not on speakers so the conversation is between the two of us only. Let me ask few question then, and remember that you can decide not to answer if you wish

Say: Now, I want you to think of a ladder with nine steps. Suppose the ninth step, at the very top, represents the best possible life for you, and the first step, at the bottom represents the worst possible life for you. Having in mind that scale...

Q.2: Where on the ladder do you feel you personally stand at the present time?

This question is about the YL Individual's overall assessment of his/her well-being. Make sure the Index Child understands that the ladder is about all aspects of life (economic, health, social, personal, etc.), and is a subjective measure of how the YL Individual's feels about his/her life in general. This must not be confused with a simple measure of economic wellbeing. Be very clear about the goal of the stairs.

You can explain that the first step is the bottom and that there is a continuous of steps from 1, 2, 3,... up to 9. This may help the YL Individual to better visualise the range of answer. Write the number between 1 and 9.

Section 9.2 Mental Health

The GAD-7 Anxiety (Q.3-Q.4) and PHQ-8 Depression questions (Q.5-Q.6) are administered in a similar way. You first ask about whether the situation described in each statement has occurred at all to the YL respondent at all in the last two weeks and then you ask about how often that happened.

Say: I am going to read you some questions and I want you to tell me whether these situations have occurred to you or not in the last two weeks. If this has happened to you, I will also ask you how often this happened

Q.3: SAY: In the last two weeks, have you been...?

These seven statements aim to know how the YL Individual has been feeling in the last two weeks. Read each one of the statements and mark Yes=01 or No=0. Continue as follows:

00=No, not at all → read the next line

01=Yes, even if a little bit → ask Q.4

Q.4: How often the situation occurred in the last two weeks?

Register how often the YL Individual has been feeling as the statement describes (01= Less than half the days; 02= More than half the days; 03= Nearly every day). In the case the YL Individual mentions the number of days, use the following reference and code accordingly:

- Between 1 to 6 days in the past 2 weeks: "Less than half of the days"= 01
- Between 7 days to 11 days in the past 2 weeks: "More than half the days" =02
- Between 12-14 days in the past 2 week: "Nearly everyday"=03

Please use this as a reference if needed, but do not read the number of days to the respondent. Please make sure that the YL Individual understands that "No" means never not even for a moment or a day in the past two weeks.

Say: I am going to read you some questions and I want you to tell me whether these situations have occurred to you or not. If this has happened to you, I also want to know how often have occurred in the last two weeks

Q.5: In the last two weeks, have you been bothered by any of the following problems...?

These eight statements aim to know how the YL Individual has been feeling in the last two weeks. Read each one of the statements. Please make sure that the YL Individual understands that No means never not even for a moment or a day in the past two week.

00=No, not at all → read the next line

01=Yes, even if a little bit → ask Q.6

Q.6: How often the situation occurred in the last two weeks?

Register how often the YL Individual has been feeling as the statement describes (01= Less than half the days; 02= More than half the days; 03= Nearly every day). In the case the YL Individual mentions the number of days, use the following reference and code accordingly:

- Between 1 to 6 days in the past 2 weeks: “Less than half of the days”= 01
- Between 7 days to 11 days in the past 2 weeks: “More than half the days” =02
- Between 12-14 days in the past 2 week: “Nearly everyday”=03

Please use this as a reference if needed, but do not read the number of days to the respondent. Please make sure that the YL Individual understands that “No” means never not even for a moment or a day in the past two weeks.

PERU only

Q.7: Since the beginning of the pandemic, in general, how do you think your relationship with your father and mother has changed?

This question aims to find out how the YL Individual relationship with his/her parents might have been affected because of the pandemic. Mark one of the provided alternatives: 01= It has deteriorated a lot; 02= It has deteriorated a little; 03= It remains the same; 04= It has improved; 05= It has improved a lot.

Q.8: Since the beginning of the pandemic, in general, how do you think your relationship with the rest of your household members has changed?

This question aims to find out how the YL Individual relationship with his/her household members other than his/her parents might have been affected because of the pandemic. Mark one of the provided alternatives: 01= It has deteriorated a lot; 02= It has deteriorated a little; 03= It remains the same; 04= It has improved; 05= It has improved a lot.

Q.7: What are you most looking forward to do after COVID-19 is over?

This question aims to know the expectations the YL Individual has for the future when the pandemic is over. Please do not read the options. If YL Individual mentions more than one, ask about the most desired one.

Section 10 – Concluding remarks

Q.1: Is there anything else you would like to tell us?

This question aims to record any information the YL Individual would like to inform us. The YL Individual should be encouraged to think about whether they have anything they would like to share with us. ^[L]_{SEP}

Read the following dialogue:

SAY: [YL Individual's name] It has been very good for me to talk to you, and as I have said, in these circumstances/in these moments your information is very interesting and important. In [November/ December, DATE OF PHONE SURVEY THIRD CALL] I will call you again to find out how you and your family are and ask you few questions to understand better how do you feel, how is your family. The information that you and the other Young Lives participants will provide us with will be extremely valuable to understand how things are changing and what policies can be effective in improve the situation. The final survey takes approximately 15 minutes

Q.2: Is there a day of the week that usually works better for you?

This is to determine the best days of the week to call the YL Individual for the third call. Tick all the days that apply.

Q.3: Is it easier to reach you in the mornings or afternoons?

This is to determine the best time to call the YL Individual for the third call. Read the options and mark all times that apply.

F2c. Read the following dialogue (by country)

ETHIOPIA: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, **we have given you a small amount of money or transferred mobile card, right?**

As I mentioned at the beginning, this time we can't visit the participants in their homes, so, only for this time, each participant will be given Birr 100 or Mobile card which is the approximate equivalent to the value of the money.

The delivery of the money would be made by means of a "Money Order" by Commercial Bank of Ethiopia or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank we may send you mobile card equivalent to the money. Or if you prefer to receive the money, we can send you the amount through our local guide. Please let us know your preference.

INDIA: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, **we have given you a money purse, vanity bag, etc, right?**

As I mentioned in the beginning, this time we can't visit the participants in their homes, so, only for this time each participants will be given Rs. 600, which is the approximate equivalent to the value (cost) of the present, as we anticipated to you in the previous call. Would you prefer to receive the Rs. 600 now or in November, at the end of the survey?

The amount will be sent through any nationalised banks by RTGS or if you don't want to give us your bank account or you don't have one, we will send the amount by "Money Order" and it will take 4 or 5 days to reach them through Post office. In both cases we will send a photocopy of the receipt.

PERU: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, **we have given you a small amount of money, right?**

As I mentioned in the beginning, this time we can't visit the participants in their homes, so, only for this time each participants will be given S/.50 soles which is the approximate equivalent to the value (cost) of the present, as we anticipated to you in the previous call. Would you prefer to receive the S/. 50 soles now or in November, at the end of the survey?

The delivery of the money would be made by means of a "Money Order" by Banco de la Nación or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank you can receive the reward from any BCP or Banco de la Nacion Agent located near your living place. Please let us know your preference.

VIETNAM: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a small amount of money, right?

As I mentioned at the beginning, this time we can't visit the participants in their homes, so, only for this time, each participant will be given VND 50,000 or a mobile card which is the approximate equivalent to the value of the money

The delivery of the money would be made by means of a "Money Order" by Commercial Bank of Viet Nam or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank, we may send you mobile card equivalent to the money. Please let us know your preference.

As for this call and the previous one, each participant will be given VND 50,000 or a mobile card which is the approximate equivalent to the value (cost) of the present we used to give to you when we visited you in person and in gratitude to the time that you have given us.

SAY: Now, before I say goodbye, I would like to verify your address and your contact numbers → Go to next section (Locating Information)

SECTION 11 – Locating Information

PURPOSE

This section is to collect information of the *YL Individual's* address and contact details.

INSTRUCTIONS

Locating Information

This question is only to be answered by the fieldworker/enumerator. CAPI will pre-fill the address provided from Call 1.

Current Location of Index Child

Q.1. [YL Child], do you still live in [pre-filled with name of the locality from Call 1]?

Ask the *YL Individual* to tell you're his/her full address. This is to find out if the *YL Individual* is still living in the same locality as when we last met them in Call 1. If the address is correct and corresponds exactly to the pre-filled information, enter Yes=01. If the address is different to the pre-filled information (if present) and there needs to be corrections, please enter No=00. If the *YL Individual* is living in a different address, enter No=00.

Q.2. Please write down the current address of the [YL Child]'s dwelling.

Write down the current address in the space provided, then fill in the corresponding details in the tables e.g. zone, sector.

Q.3 – Q.14 (max)

- In Peru, the table fills from Q.3 – Q.14 which includes the serial number, interior number, apartment, floor number, block, UCV, Lot, Group, Sector, Zone, Leg and Km.
- In Ethiopia, the table fills from Q.3 – Q.9, which includes region, zone (if outside Addis Ababa) and sub city (if in Addis Ababa region), woreda (if in Addis Ababa and rural-outside Addis Ababa) and town (Urban – outside Addis Ababa), Peasant Association (rural) and Kebele (urban), Got/Kushet/Ganda for rural areas and Sefer for urban areas, locality name and household number (urban only)
- In India, the table fills from Q.3 – Q.6, which include state, district, mandal and village
- In Vietnam, the table fills from Q.3 – Q.5, which include province, district and commune/ward

Q.15: References to find the dwelling

Write down the references to find the *YL Individual's* dwelling, especially if you entered the S/N in Q.2 or Q.3.

Q.16 – Q.19 (max): Please fill in the current geographic location of the [YL Child]

Fill in the geographic information of the *YL Individual's* location.

- In Peru, this includes the Department, Province, District and Locality of the location.
- In Ethiopia, this includes the Region, Zone or sub city (if in Addis Ababa), woreda/town and Peasant Association/Kebele of the location
- In India, this includes State, District, Mandal and Village of the location
- In Vietnam, this includes Province, District and Commune/ward of the location

Telephone numbers

This table collects contact information of the *YL Individual's* household as well as persons who are close to them i.e. relative/neighbour.

SAY: We would like to confirm with you the telephone number we have from Call 1.

Please confirm the information recorded in CALL 1 and add any other relevant information or amend previously collected information as needed.

[INDIA] Please ask specifically for the spouse's telephone number and either parent's phone number

Q.20: Does the household have any of the following?

Read out the list whether the household has a landline, whether relative or neighbour has a landline, whether there is a communal phone, mobile phone or any other mobile phone number. Mark Yes or No. If the answer to the corresponding option is No=00, skip to the next row and move to Q.22.

Q.21: Is it a smartphone?

Smartphones only correspond to mobile phones. Enter Yes or No.

Q.22: What is the telephone number?

Enter the telephone number if present.

Q.23: Whose telephone number is this?

Enter name of the person the number belongs to.

Q.24: What is his/her relationship to [YL Child]?

Enter the relationship to *YL Individual*. Then enter the corresponding code from Codebox #0.

Email Address

This table collects the *YL Individual* or any household member's email address.

SAY: we would like to confirm with you the telephone number we have from CALL 1

Q.25: Does anyone in the household have email?

If No=00, skip to the closing statement.

Q.26: What is the email?

Enter email address.

Q.27: Whose email is this?

Enter name of the person whose email belongs to.

Q.28: What is his/her relationship to [YL Child]?

Enter the relationship to *YL Individual*. Then enter the corresponding code from Codebox #0.

SAY: Finally, before we say goodbye, I would like to tell you that you are going to receive a consultation guide where you can find useful information about COVID-19, what support is available and where to go or who to contact in case you need help, you feel emotionally and physical unwell or you are facing an emergency. How would you prefer to receive the consultation guide?

Ethiopia

Read the options (01=Telegram; 02=Email; 04=Local Guide) and mark all options YL Child mentions. Please mention that it can be sent by WhatsApp only if they have a smartphone. In case the smartphone is not their own, they might prefer to receive it through another mean. Prompt them to think about it and mark what they mention.

SAY: In which language would you prefer to receive it?

Do not read option and mark what reported (only one option)

India

Read the options (01=WhatsApp; 02=Email; 03=Mail) and mark all options YL Child mentions. Please mention that it can be sent by WhatsApp only if they have a smartphone. In case the smartphone is

not their own, they might prefer to receive it through another mean. Prompt them to think about it and mark what they mention.

Peru

ENUMERATOR: Read the options (01=WhatsApp; 02=Email; 03=Mail) and mark all options YL Child mentions. Please mention that it can be sent by WhatsApp only if they have a smartphone. In case the smartphone is not their own, they might prefer to receive it through another mean. Prompt them to think about it and mark what they mention.

Vietnam

ENUMERATOR: Read the options (01=WhatsApp; 02=Email; 03=Mail) and mark all options YL Child mentions. Please mention that it can be sent by WhatsApp only if they have a smartphone. In case the smartphone is not their own, they might prefer to receive it through another mean. Prompt them to think about it and mark what they mention.

End the Second Call survey with the following:

That's all for now, again: Thank you very much for your help and remember that in [between November and December, DATE OF PHONE SURVEY THIRD CALL] I am calling again.

Thank you very much and stay safe!

Section 12 – Comments

This section is only answered by you (the enumerator). C1 and C2 are to register whether the respondents asked for further information. This is an important information which we will use to adjust the consultation guide to better fit the respondents' needs. C3 and C4 have the purpose to systematically record potential ethical cases (whether the enumerator noticed anything that gave him/her cause for concern in relation to the young person/family) related to mental health, poor physical health, hunger, violence. Possible ethical cases need to be reported as soon as possible to the field coordinator, discussed at weekly debriefing sessions and reported to the team in Oxford. Ticking the box on potential ethical cases is not a poor reflection of your work, but simply indicates there was some cause for worry.

C.1: Has the [YL Child] asked for information?

This is to confirm if the *YL Individual* has asked you for any information, whether or not it is related to the survey, the Coronavirus or anything else. If the answer to this is yes, you can indicate what kind of information was requested. This will help us provide more accurate and detailed information to the *YL Individual* in case they need it.

C.2: Related to what?

If the answer to C.1 is Yes=01, please mark the topics that apply. If the YL Individual asked questions related to a topic not included in the list please select "Others" and specify. Please write down any other comments you may have related to information enquired by the *YL Individual*.

C.3: Was there anything that gave you cause for concern in relation to the young person/family?

This question is to obtain your opinion as an enumerator about whether you felt that there were any potential ethical considerations related to the young person or his/her family, which will be needed to be reported to the Young Lives team. There are no right or wrong answers, these statements are to identify and discuss potential problems that may be faced by the *YL Individuals*.

C.4: Related to what?

If the answer to C.3 is Yes=01, please mark the topics that apply. If you are concerns about something that is not reported in the list please select “Others” and specify. Please write down any other comments you may have related to potential causes of concern for the *YL Individual*.

Section 13 – Enumerator Statement

This section is for you (the enumerator) to declare that you have:

- complied with the consent process
- informed the Young Lives participant about everything related to the survey
- read the consent text
- Answered all of the Young Lives participant’s doubts, questions and/or queries and that
- You regulate your conduct in accordance with the requirements of the Young Lives Code of conduct (see section 6).

After reading the statement, and if it is true, fill in your details including your full name in capital letters, your national ID number, the full name of the YL participant and the national ID number of the YL participant where applicable.

3. Third call

The *third call* is the final call for this phone survey, where we ask for information in the following sections:

1. Introduction
2. Current education
3. Food security and other events
4. Mental health
5. Employment
6. Trust, solidarity, collective action and cooperation

Section 0 – Data Handlers

This section records administrative information such as the Child ID, date of interview, enumerator’s name, ID, signatures and date and time the interview started and ended. Supervisors’ signatures and date of checks are recorded here too.

Child ID

This is the unique number assigned to each YL Child since Round 1, and it should be kept until the last round of the study. Entering an incorrect Child ID means we cannot use the data collected in the questionnaire.

Date

For Ethiopia, please use Ethiopian calendar.

Section 1 – Introduction

PURPOSE

Section 1 collects information on the YL Individual's consent to participate in the survey. Note that all the Dialogue boxes are written in a way that you (as the enumerator) can read from to the YL Individual.

Start the dialogue with *YL Individual* with the following:

Hello, (are you) / is this [YL Child's name]? Hi, I am [first and last name of ENUMERATOR], of the Young Lives Study. The last time we talked to you over the phone was in [DATE OF CALL 2], how are you?

On that occasion we told you that we were going to contact you again to ask you few additional questions related to the Covid-19 /Coronavirus and its effects on your health, wellbeing, education, economy and work. The information we are collecting from you and the other Young Lives Children in our country will help the authorities of the government and our health system to know how to better prevent and deal with these types of emergencies, for the benefit of the entire population.

This is the last of the three calls and the shortest one. It will take approximately 15 minutes. As always, the survey will be done with your consent and on the day and time that is most convenient for you. You know that everything you tell me is confidential.

[ET and VN: As for the first and second call, each participant will be given [ET: will be given Birr 100 or an equivalent Mobile card; VN: will be given VND 50,000 or a mobile card] which is the approximate equivalent to the value (cost) of the present we used to give to you when we visited you in person.]

[PE: Information will be pre-filled to indicate if we know who received the payment after call 2.]

- Yes=01 → Proceed to Q.1.
- No=00 → SAY: During the second call we mentioned to you that as we will not be able to personally carry and deliver any presents, for this time only, we are giving to each participant [PE: S /. 50 soles, which is the approximate equivalent to the value (cost) of the present].

Q.1 SAY: [YL Child's name], do you agree? Will you give me your consent?

This question aims to obtain verbal consent from the YL Individual to continue with the survey. If s/he says:

Yes=1 → skip to section 2, Current Education

No=00 → continue to Q.2

Q.2 SAY: Why don't you want to participate?

This question aims to understand the reasons as to why the YL Individual does not want to give his/her consent. This is particularly important to understand whether the reason why he/she does not want to participate can be addressed.

There are three responses to choose from the dropdown list. Do not prompt the YL Individual. Enter the response closest to the YL Individual's answer.

- (01) If s/he says s/he does not have the time to do the survey because of current commitments such as studying or having to go to work → Go to Q.3
- (02) If he/she has doubts and/or don't trust s/he will provide good responses → Go to Q.4
- (03) If s/he refuses to participate because of a very delicate situation linked to a health, economic or other type of emergency → Go to *Farewell F3*

Q.3: Explain that you can call again the day and time that is more convenient for he/she... and also, mention again that it will be a conversation of no more than 15 minutes...

SAY: Would you like to participate? Do you give us your consent to go ahead?

This question is to re-clarify with the YL Individual whether there is a more convenient time to call him/her instead if s/he is currently busy. Please note the protocol when you call them back at the agreed time and date. Mark Yes or No based on their response.

- If s/he says Yes=01 → go to *Farewell F2* to schedule a time for the next call. When you call the YL Individual again at the scheduled time and date, start with Q.1 again to check for their consent before proceeding with the survey.
- If s/he says No=00 → take note of the reason and go to *Farewell F1*.

Q.4: Explain again the purpose of the conversation...the confidentiality of what they tell you and the importance that it has for the Government that they share their health, education, and labour market experiences during the Corona virus pandemic along with the experience of other young people of the Young Lives study

SAY: What do you think? Would you like to participate?

This question is to re-clarify the goal of the survey and the confidentiality of the responses to allay the YL Individual's concerns.

- If s/he says Yes=01 → Go to Section 2, Current education
- If s/he says No=00 → move on to *Farewell F1*

Farewell F1

SAY: [YL Child's name] don't worry, your decision is absolutely free and voluntary, we understand and respect it. It is necessary that you know that choosing not to participate in this survey doesn't affect at all your link with Young Lives. The phone survey is now concluded but you are still an important part of the study until you decide. We hope to be able to visit you in person for Round 6 in 2021. In case we will not be able to do it due to the pandemic, we will get in contact with you again by phone.

Thank you very much for your attention and stay safe!

Farewell F2:

F2a. Is there a day of the week that usually works better for you?

This is to determine the best days of the week to call the YL Individual for the second call and third call. Mark all the days that apply with a “V”.

F2b. When is it easier to reach you?

This is to determine the best time to call the YL Individual. Read the options and mark all that apply with a “V”. Write any notes regarding the respondent’s time availability where necessary

F2c. Read the following dialogue (by country)

ETHIOPIA and VIETNAM: As for this call and the previous one, each participant will be given [ET: will be given Birr 100 or an equivalent Mobile card; VN: will be given VND 50,000 or a mobile card] which is the approximate equivalent to the value (cost) of the present we used to give to you when we visited you in person and in gratitude to the time that you have given us.

Ok, thanks a lot for now. I will call you again at the agreed time.

INDIA and PERU: Ok, thanks a lot for now. I will call you again at the agreed time.

Farewell F3

Collect and write down all the information you can, important details that exactly describe the problem/situation. Ask how they think it could be solved, if they have done any paperwork or management..., or if they are doing something to solve it..., what is their greatest difficulty, etc.

SAY: I will present your case, will consult with the supervisors and with the people in charge of the Young Lives study, to find out how or who could help you directly.

* According to the case and according to the time, set the day/date on which you would be giving the answer.

This question is only for respondents who are unable to participate in the survey because it is linked to a very delicate situation for him/her or his/her family (Q.2=03). This question aims to collect all relevant information regarding the problem with the aim to solve it (where possible).

After collecting this information, be sure to follow up on the case, and if probable (depending on the circumstances), that only when everything is “apparently solved” or in “the process of being solved”, in a conversation with her/him, you will be able to mention/inform them about the hope to be able to visit them in person for Round 6 in 2021, or in the case where you are not able to do this due to the pandemic, to contact them again by phone.

NOTE: If respondent sounds desperate/suicidal, please refer to the manual for further instructions on how to proceed.

Section 2 – Current Education

PURPOSE

Once the YL Individual has given his/her consent, ask him/her the following questions in this section. The purpose for this section is to capture any changes in current education that have occurred since call 2.

DEFINITIONS

Full-time education: is when the household member goes to school 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. By evening we refer to evening shifts part of full-time primary education. Full-time education does NOT include part-time or extension programmes such as evening or weekend programmes. Adjustments to full-time enrolment since the Coronavirus outbreak, such as online and blended sessions, are considered as full-time education.

INSTRUCTIONS

PERU

SAY: Now I would like to confirm with you your current education status. Lots of things have happened/some people have changed their education plans. I just want to make sure that the information we have are still valid and your education status did not change with respect to the last time we talked on the phone.

The questions in this section are to confirm with the YL Child that his/her education status has not changed with respect to what they reported in call 2. Read the information/flags below which are pre-filled using call 2 data. Note that you are not wanting the YL Child to answer these questions at this point, just to listen to their previous answers from call 2 and see if they have changed:

- Are you currently enrolled in full-time education? [answer pre-filled from call 2 data]
- What is the education level that you are currently studying? [answer pre-filled from call 2 data]
- What type of school, institute or university are you currently attending? [answer pre-filled from call 2 data]
- What major? [answer `name of the major` pre-filled from call 2 data]
- What major? [answer `code from CODEBOX #5` pre-filled from call 2 data]

Once you have read the information reported above answer the following:

- The [YL Child] reports that one or more of those information are not correct = 01 → continue to Q.1.
- The [YL Child] confirms that all the information reported are correct = 02 → skip to Section 3, Food security and Other Events
- Some of the information are missing (or not known (NK)=77/refuse to answer (RTA)=79)=03 → continue to Q.1.

Q.1: Are you currently enrolled in full-time education?

This question aims to know whether the YL individual is currently in full time education (defined at the beginning of the sub-section), including online and blended sessions. If respondent says No=00, skip to Q.5. If respondent answers “Yes, but never attended” =03, “Don’t know” =77 or

refuses to answer=79, skip to next section, Food Security and Other Events. For all other answers (01, 02 or 04) continue to Q.2.

Q.2: What is the education level that you are currently studying?

Ask which is the education level that the YL Individual is currently enrolled in. Choose from Codebox 3. If the respondent reports primary or secondary education level, ask him/her to specify what grade.

Q.3: What type of school, institute or university are you currently attending?

This question aims to know which type of educational institution the YL Individual currently attends. Choose from Codebox #4.

After answering Q.3, the skip pattern varies according to the answer given in Q.2:

- If Q.2. (Codebox 3)=13-16, 19, 21, 22 → ask Q.4. → then skip to Section 3, Food Security and Other Events
- If Q.2. (Codebox 3)=00-11, 17, 18, 20, 77, 88 → skip to Section 3, Food Security and Other Events

Q.4: What major?

Write the name of the major. Please look for the right code at the end of the call and add it in the line below. Choose from Codebox #5.

Q.5: When was the last time you attended full-time education?

If the respondent attended full-time education for the last time in the current year (2020) please ask and report what month.

- January-December 2020=01-12 → continue to Q.6.
- All other answers=13,14, 77, 79 → skip to Section 3, Food Security and Other Events

Q.6: Why did you stop attending full-time education?

Ask why the YL Individual stopped enrolment in full-time education. Please do not read the options.

ETHIOPIA, INDIA and VIETNAM

SAY: Now I would like to ask you some questions about your current educational status. I know I asked you about this last time but lots of things have happened/some people have changed their education plans so I need to ask some of the same questions to make sure Covid-19 has not changed your education path. The last time we talked you told us that:

This information aims to remind the YL Child of the answers that gave regarding their current educational status in call 2. Read the questions and pre-filled answers given below to the respondent.

- [ET only: Are you currently enrolled in full-time education/Are you planning to be enrolled in full-time education when the school/educational institutes reopen? Answer pre-filled from call 2 data]
- [IN only: Are you planning to be enrolled in full-time education in the next academic year (mid-August/September)? Answer pre-filled from call 2 data]

- [VN only: Are you currently enrolled in full-time education/Are you planning to be enrolled in full-time education in September? Answer pre-filled from call 2 data]
- [ET and VN only: What is the education level that are you currently studying, or you will be studying in September/when the school/education institutes reopen? Answer pre-filled from call 2 data]
- [IN only: What is the education level that you will be studying in August/September? Answer pre-filled from call 2 data]
- [ET and VN only: What type of school, institute or university are you currently attending, or will you be attending? Answer pre-filled from call 2 data]
- [IN only: What type of school, institute or university are you planning to attend? Answer pre-filled from call 2 data]
- What major? [answer `name of the major' pre-filled from call 2 data]
- What major? [answer `code from CODEBOX #5' pre-filled from call 2 data]

Q.1: [IN and VN: Are you currently enrolled in full-time education?] [ET only: Are you currently enrolled in full-time education/Are you planning to be enrolled in full-time education when the school/college/university/TVET/educational institutes reopen?]

This question aims to know whether the YL individual is currently in full time education (defined at the beginning of the sub-section), including online and blended sessions. If respondent says “No”=00, skip to Q.6. If respondent answers “Yes, but never attended”=03, “Don’t know”=77 or refuses to answer=79, skip to next section, Food Security and Other Events. All other answers (01, 02, 04 [ET only: or 05]) continue to Q.2.

Q.2: [IN and VN: What is the education level that you are currently studying?] [ET only: What is the education level that you are currently studying/you will be studying when school reopens?]

Ask which is the education level that the YL Individual is currently enrolled in [ET only: or that they will be enrolled in when school reopens]. Choose from Codebox 3. If the respondent reports primary or secondary education level, ask him/her to specify what grade.

Q.3: [IN and VN: What type of school, institute or university are you currently attending?] [ET only: What type of school, institute or university are you currently attending/or will you attend when school reopens?]

This question aims to know which type of educational institution the YL Individual currently attends. Choose from Codebox #4. Skip patterns for this question vary by country, see below:

Ethiopia:

- If Q.2. (Codebox 3)=21, 22, 26, 32-40, 43-48 → ask Q.4 and Q.5 → skip to Section 3, Food Security and Other Events
- If Q.2. (Codebox 3)=00-14, 16-17, 27-31, 41, 88, 77 → ask Q.5 → skip to Section 3, Food Security and Other Events

India YC:

- If Q.2. (Codebox 3)=13-18 → ask Q.4 and Q.5 → skip to Section 3, Food Security and Other Events

- If Q.2. (Codebox 3)=00-12, 28, 29, 77, 79 → ask Q.5 → skip to Section 3, Food Security and Other Events

India OC:

- If Q.2. (Codebox 3)=09-15 → ask Q.4 and Q.5 → skip to Section 3, Food Security and Other Events
- If Q.2. (Codebox 3)=00-06, 08, 77, 79 → ask Q.5 → skip to Section 3, Food Security and Other Events

Vietnam:

- If Q.2. (Codebox 3)=13-15 → ask Q.4 and Q.5 → skip to Section 3, Food Security and Other Events
- If Q.2. (Codebox 3)=00-12, 28, 29, 50, 77, 79 → ask Q.5 → skip to Section 3, Food Security and Other Events

Q.4: What major?

Write the name of the major. Please look for the right code at the end of the call and add it in the line below. Choose from Codebox #5.

Q.5: Since the lockdown [ET only:/ Response to COVID], have you engaged in any of these education or learning activities?

Please read all the options and mark all that apply

Q.6: When was the last time you attended full-time education?

If the respondent attended full-time education for the last time in the current year (2020) please ask and report what month.

- January-December 2020=01-12, continue to Q.7.
- All other answers=13, 14, 77, 79 → skip to Section 3, Food Security and Other Events

Q.7: Why did you stop attending full-time education?

Ask why the YL Individual stopped enrolment in full-time education. Please do not read the options.

Section 3 – Food Security and Other Events

PURPOSE

This section is to find out more about the food insecurity and also to understand better if *the YL respondent's* household has experienced food insecurity in the past 12 months. [IN and PE: this section is also to find out other events the *YL individual* may have experienced during the outbreak.]

INSTRUCTIONS

Section 3.1 Food Security

Please note that Q.1 refers to the period between call 2 and call 3 while Q.2-Q.8 refer **to the past 12 months period**. Make sure to highlight it to the respondent and to remind the respondent about the recall period while asking Q.2-Q.8, as needed (for example you could say “still thinking about the past 12 months” while introducing questions Q2-Q.8). Q.2 – Q.8 are questions on Food Security according to the FAO guidelines. First, read the sentence before each question, recalling that each question refers

to the past 12 months. Enter Yes=01 or No=00 or Don't know=77 according to the answer given by the respondent.

SAY: Now I would like to ask you some questions about food.

Q.1 Since the last time we talked, [Call 2 date], was there a time when your household ran out of food because of a lack of money or other resources? We would like to understand better if food security situation improves or not over time.

SAY: Now I would like you to think about the past 12 months. In the past 12 months, was there a time when:

Q.2: You or others in your household worried about not having enough food to eat because of a lack of money or other resources?

This question aims to find out if the respondent or members of the household were ever concerned about a lack of food in the past 12 months. Note that this is a subjective question. It could be that the respondent worried about lack of food, even if the situation never occurred.

Q.3: [In the past 12 months, (PE, VN)] Was there a time when you or others in your household were unable to eat healthy and nutritious food because of a lack of money or other resources?

We are interested in knowing if the respondent or any household members were unable (during the past 12 months) to eat healthy and nutritious food such as vegetables, staple foods (e.g. rice, injera, potatoes), or meat, and having to rely on unhealthy food e.g. instant/dried food, because they did not have enough money or resources to get the necessary types of food.

Q.4: [In the past 12 months, (PE, VN)] Was there a time when you or others in your household ate only a few kinds of foods because of a lack of money or other resources?

Here we are interested in knowing whether anyone in the household had to eat fewer types of food because they did not have enough money to buy the variety of foods they wanted, in the past 12 months.

Q.5: [In the past 12 months, (PE, VN)] Was there a time when you or others in your household had to skip a meal because there was not enough money or other resources to get food?

Refers to respondent or any household members who have had to skip a meal (e.g. breakfast, lunch or dinner) because there was not enough money or other resources to get food, in the past 12 months.

Q.6: [In the past 12 months, (PE, VN)] Was there a time when you or others in your household ate less than you thought you should because of a lack of money or other resources?

This refers to the respondent or any household members who felt that they had to eat less than is healthy, or compared to the amount they normally eat, because of lack of money or resources, in the past 12 months.

Q.7: [In the past 12 months, (PE, VN)] Was there a time when your household ran out of food because of a lack of money or other resources?

This refers to whether the respondent's household has ever run out of food because they did not have enough money or other resources (such as no crops) to buy food, in the past 12 months.

Q.8: [In the past 12 months (PE, VN)], Was there a time when you or others in your household were hungry but did not eat because there was not enough money or other resources for food?

This refers to whether the respondent or any household member were hungry but did not eat because they did not have enough food, resources or not enough money to buy food, in the past 12 months.

Q.9: [In the [past 12 months](#) (PE, VN)] Was there a time when you or others in your household went without eating for a whole day because of a lack of money or other resources?

Ask the respondent if there was ever a time when he/she or any other household member went for 24 hours or more without eating anything because there was not enough food, resources or not enough money to buy food, in the past 12 months.

INDIA and PERU

Section 3.2 Events

For this section the YL's *individuals* will be split into two groups, group A and group B. If the respondent has been put into group A you will read Q.10a below and then go on to Section 4, Mental Health. If the respondent has been put into group B you will read Q.10b below and then go on to Section 4, Mental Health.

Q.10a: I am going to read you a list of five statements that people like you have ever done or experienced in their life. Please listen to me very carefully and tell me how many of the following things you have ever done or happened to you. You don't have to tell me about each one, only how many of the 5 statements are true for you. An easy way to keep score is with the fingers of your hand. I mean, close your fist, and as I read, raise a finger every time you agree. Then at the end we can check how many fingers you have raised

PERU five statements:

1. I have taken a long-distance bus
2. My home has been broken into
3. I have been physically hurt by someone in my family
4. I missed school in order to work for my family
5. I have felt insecure in my neighbourhood

INDIA five statements:

1. I have taken a long-distance bus
2. I have been robbed on the street
3. I have been physically hurt by someone in my family
4. I have had to borrow money from a neighbour
5. I have felt insecure in my neighbourhood

After reading the statements please make sure the participant has heard the list and repeat if necessary. When you have finished reading the statements, ask the respondent how many fingers s/he has raised between 0 and 5. Record the number that the s/he tells you. Go to section 4, Mental Health.

Q10.b: I am going to read you now a list of four statements that people like you have ever done or experienced in their life. Please listen to me very carefully and tell me how many of the following things you have ever done or happened to you. You don't have to tell me about each one, only how many of the 4 statements are true for you. An easy way to keep score is with the fingers of your hand. I mean, close your fist, and as I read, raise a finger every time you agree. Then at the end we can check how many fingers you have raised

PERU four statements:

1. I have taken a long-distance bus
2. My home has been broken into
3. I missed school in order to work for my family
4. I have felt insecure in my neighbourhood

INDIA four statements:

1. I have taken a long-distance bus
2. I have been robbed on the street
3. I have had to borrow money from a neighbour

4. I have felt insecure in my neighbourhood

After reading the statements please make sure the participant has heard the list and repeat if necessary. When you have finished reading the statements, ask the respondent how many fingers s/he has raised between 0 and 4. Record the number that s/he tells you. Go to section 4, Mental Health.

Section 4 – Mental Health

PURPOSE

This section aims to collect information about the YL's *Individual's* feelings and wellbeing.

SAY: Now, I'm going to ask you some questions about your wellbeing and I would like to make sure that you feel comfortable enough to answers those questions.

Q.1: SAY: Are you alone in the room? Or could you find a quiet space?

This question aims to confirm that the *YL Individual* is in a safe space where he/she can answer the following questions.

- 00=No → **SAY: Ok, don't worry. Just make sure that you are not on speakers, so the conversation is between the two of us only. Let me ask you a few questions and please remember that you can decide not to answer if you wish.**
- 01=Yes → **SAY: Great. Just make sure that you are not on speakers, so the conversation is between the two of us only. Let me ask you a few questions then, and remember that you can decide not to answer if you wish**

The GAD-7 Anxiety (Q.2-Q.3) and PHQ-8 Depression questions (Q.4-Q.5) are administered in a similar way. You first ask about whether the situation described in each statement has occurred to the YL respondent at all in the last two weeks and then you ask about how often that happened.

SAY: I am going to read you some questions and I want you to tell me whether these situations have occurred to you or not in the last two weeks. If this has happened to you, I will also ask you how often this happened

Q.2: In the last two weeks, have you been...?

These seven statements aim to know how the YL Individual has been feeling in the last two weeks. Read each one of the statements and mark Yes=01 or No=0. Continue as follows:

- 00=No, not at all → read the next line
- 01=Yes, even if a little bit → ask Q.3

Q.3: How often the situation occurred in the last two weeks?

Register how often the YL Individual has been feeling as the statement describes (01= Less than half the days; 02= More than half the days; 03= Nearly every day). In the case the YL Individual mentions the number of days, use the following reference and code accordingly:

- Between 1 to 6 days in the past 2 weeks: "Less than half of the days"= 01
- Between 7 days to 11 days in the past 2 weeks: "More than half the days" =02
- Between 12-14 days in the past 2 week: "Nearly everyday"=03

Please use this as a reference if needed, but do not read the number of days to the respondent. Please make sure that the YL Individual understands that “No” means never not even for a moment or a day in the past two weeks.

Say: I am going to read you some questions and I want you to tell me whether these situations have occurred to you or not. If this has happened to you, I also want to know how often have occurred in the last two weeks

Q.4: In the last two weeks, have you been bothered by any of the following problems...?

These eight statements aim to know how the YL Individual has been feeling in the last two weeks. Read each one of the statements. Please make sure that the YL Individual understands that No means never not even for a moment or a day in the past two weeks.

- 00=No, not at all → read the next line
- 01=Yes, even if a little bit → ask Q.5

Q.5: How often the situation occurred in the last two weeks?

Register how often the YL Individual has been bothered by the problem the statement describes (01= Less than half the days; 02= More than half the days; 03= Nearly every day). In the case the YL Individual mentions the number of days, use the following reference and code accordingly:

- Between 1 to 6 days in the past 2 weeks: “Less than half of the days” = 01
- Between 7 days to 11 days in the past 2 weeks: “More than half the days” =02
- Between 12-14 days in the past 2 week: “Nearly every day” =03

Please use this as a reference if needed, but do not read the number of days to the respondent. Please make sure that the YL Individual understands that “No” means never not even for a moment or a day in the past two weeks.

Section 5 – Employment

PURPOSE

The purpose of this section is to collect information on current and previous paid and unpaid work activities the YL Individual has done. There are two main reference periods; since the second survey call and in the last 7 days.

INSTRUCTIONS

Section 5.1 Employment since the second survey call

SAY: Now, I'm going to ask you about your work since the last time we talked [CALL 2 date].

This includes paid or unpaid work activities done inside and outside the household, and EXCLUDES non-working activities (e.g. housewife, student, taking care of other household members, such as children, disabled, ill, elderly). Working as housemaid or childcare (not for relatives) should be considered as working activity.

Q.1: Since we called you the last time [CALL 2 date], did you work for at least 1 hour, in your own business, for a household member or for someone else?

This question aims to know if the *YL individual* has performed any labour activity, either paid or unpaid since the second call in any of the following activities:

- A) Worked on your own account or in a business enterprise belonging to you or someone in your household (e.g. shop-keeper, taxi driver)
 - B) Worked on a farm owned or rented by a member of your household, (e.g. cultivating crops, farming tasks, caring for livestock)
 - C) Worked for someone who is NOT a member of your household (e.g. a company, the government, neighbours farm) – includes agricultural and non-agricultural work
- 00=No → move to section 6, Trust, Solidarity, Collection Action and Cooperation
 - 01=Yes → ask Q.2.

Q.2.: Were you able to work either at your place of work or remotely?

This question aims to know if the *YL Individual* has been working from their place of work or working remotely. Working remotely means that the *YL Individual* still has his/her same job, but is working remotely at home. “Working at home” includes a variety of type of work: individuals performing their job using home internet and laptop/computers/phones, and individuals who have their own business, and they are still able to operate from home (e.g. through online purchases, sending products from home). If the participants works mainly in agriculture mark 01=“Yes, working from work place”. Enter the code that applies.

Section 5.2 Main activity during the last 7 days

SAY: Now I would like to ask you about your employment status and the most important paid or unpaid work activities in the past 7 days

Record information on the most important paid or unpaid work activity. The most important activity is the activity on which the *YL Child* spent more time during the last week

Q.3: During the last week (from Monday through Sunday), did you work for at least 1 hour, in your own business, for a household member or for someone else?

This question aims to record if the *YL Individual* was performing any labour activity during the last 7 days.

- No=00 → continue to Q.4.
- Yes=01 → skip to Q.6.

Q.4: Do you currently have a job even though you did NOT work last week (from Monday through Sunday)?

This question seeks to verify if *YL Individual* is unemployed or if he/she is temporarily away from work (e.g. sick leave, holidays, etc.).

- No=00 → skip to Section 6, Trust, Solidarity, Collective Attitude and Cooperation
- Yes=01 → continue to Q.5.

Q.5: Why were you not able to work as usual?

This question aims to record the reason(s) why the *YL Individual* has not been able to work as usual. Please do not read the options, mark all options that apply.

SAY: The last time we talked you told me that you were working as...

For Q.6. you will be presented with a table which is pre-filled with the information that the *YL Individual* gave about the main activity they had done in the past 7 days in Section 8.2 of the second survey phone call. You will need to tell the respondent the answers they gave in the second call. The table will provide pre-filled answers to the following questions:

- You were not working – reported as 00 in the table. If 00 is given in the table, go ahead to Q.6a.
- Description of work activity – pre-filled with information from call 2, Section 8.2, Q.1.
- Type of work activity – pre-filled with information from call 2, Section 8.2, Q.2.
- Economic sector code of the job/occupation – pre-filled with information from call 2, Section 8.2, Q.3.
- Who do you do this activity for? – pre-filled with information from call 2, Section 8.2, Q.4.

Q.6a: ENUMERATOR: If there are no information reported from call 2 on the main activity, this is likely because the respondent was not working in “the past 7 days” when asked in call 2. There might be a few cases where the information were not reported (missing in call 2) but the respondent was working:

- New activity/employer, as I was not working back in call 2 → Go to Q.7 and continue

Q.6b: Is it still your main activity or do you do something different? Are you still working for the same employer?

This question aims to record whether the main activity that the respondent reported they had done in the last 7 days in call 2, is the same as the main activity they have done in the last 7 days. For those who didn't work in the past 7 days but do have a job, please ask the respondent to refer to that job in answering the question.

- 00=Different activity and different employer → Go to Q.7 and continue
- 01= Same employer but different activity → Go to Q.7 and continue (do not ask Q.10)
- 02= Same activity but different employer → Go to Q.9 and continue
- 03= Same activity same employer → Go to Q.11 and continue

Q.7: Description of work activity.

Write the description the *YL Individual* gives of his/her main activity.

Q.8. Type of work. Start by asking *YL Individual* what is the activity in which he/she spends most of his/her time and then code accordingly. In instances where *YL Individual* is not sure what a 'work activity' is, you will need to ask this question openly. Remember that the main activity reported is the most important in terms of time spent in the past 7 days.

Choose from Codebox #6. Record the most important paid or unpaid work activity. The codebox and some examples are reported below.

TABLE. WORK ACTIVITIES (WITH EXAMPLES)

AGRICULTURE & ALLIED AGRICULTURE	NON-AGRICULTURE
01=Self Employed (Food crops)	08=Self Employed (Manufacturing)

<ul style="list-style-type: none"> → Works on his/her own/household's farm growing <u>food crops</u>, such as rice, morning glory, etc. → E.g.: Grows pulses in his own field (payment in kind) → E.g.: Helps in farming his father's field every day after school (and doesn't get paid) 	<ul style="list-style-type: none"> → Works on his/her own account /household producing a good. For instance a carpenter that produces furniture, a tailor that sews shirts, etc. → E.g.: Produces traditional scarves at her own home
02=Self Employed (Non-food, including horticulture, sericulture and floriculture) <ul style="list-style-type: none"> → Works in his/her own/household's farm growing <u>non-food crops</u>, such as flowers, medicinal herbs, etc. → E.g.: Grows her own flowers (payment in cash) → E.g.: Grows his father's flowers and gets paid in Kg (payment in kind) 	09=Self Employed (Services) <ul style="list-style-type: none"> → Works on his/her own account /household delivering a service, such as washing/ ironing clothes, driving a taxi, etc. → E.g.: Washes/irons clothes → E.g.: Drives a bajaj
03=Self Employed (Aquaculture) <ul style="list-style-type: none"> → Rears his/her own/household's fish or seafood. 	10=Self Employed (Business) <ul style="list-style-type: none"> → Works on his/her own /household's business enterprise, such as a shop, barber shop, etc. → E.g.: Runs his father's shop
04=Self Employed (Livestock) <ul style="list-style-type: none"> → Rears his/her own /household's livestock. → E.g.: Raises his own cattle (payment in cash) → E.g.: Rears his own poultry and gets paid in units of chicken (payment in kind) → E.g.: Helps herding cattle on the weekends (and doesn't get paid) 	11=Self Employed (Other non-Agriculture) <ul style="list-style-type: none"> → Works on his/her own account/ for his/her household in any <u>non-agricultural</u> activity not mentioned above. → E.g.: School teacher, civil servant
05=Wage Employment (Agriculture) <ul style="list-style-type: none"> → Works for someone else on a <u>casual</u> basis in any agricultural activity (e.g. crops, livestock, etc.). Usually works on a casual basis (e.g. hired for a day). → E.g.: Harvests barley in neighbours' farms (payment in cash) → E.g.: Grows groundnuts in neighbour's farm and gets paid daily in bags of groundnuts (payment in kind) 	12=Wage Employment (Unsalaries / Irregular; Non-agriculture) <ul style="list-style-type: none"> → Works for someone else on a <u>casual</u> basis in a non-agricultural activity. → E.g.: Construction worker
06=Annual Farm Servant <ul style="list-style-type: none"> → Works in someone else's farm on a <u>permanent</u> basis doing skilled and non-skilled farm operations. Hired for a whole year. → Ex: Plants and harvests at someone else's farm (payment in cash) 	13=Regular Salaried Employment <ul style="list-style-type: none"> → Works for someone else on a <u>permanent</u> basis in a non-agricultural activity, such as a teacher. → Ex: School teacher, civil servant

→ Ex: Plants and harvests teff at someone else's farm and gets paid in Kg of maize (payment in kind)	
07=Other (allied) agriculture, specify → Works in any other agricultural activity not mentioned above.	15=Begging
	19=Other non-agriculture, specify → Works in a non-agricultural activity.

REMEMBER: If the *YL Individual* works harvesting crops for his own family's farm, her/his activity will be coded as 01=Self-employed (food crops). Whereas if s/he also harvests crops, but in the neighbours' farm, her/his activity will be coded as 05=Wage employment (agriculture).

Q.9: Economic sector code of the job/occupation

This question refers to the economic sector of the establishment in which the *YL Individual's* main activity is. The branch of the economic activity does not depend on the specific duties or functions of the person's job, but on the characteristics of the economic unit in which the person works. For example, if the *YL Individual* is working as a receptionist in a construction company, then the economic sector is 06=Construction. Choose from Codebox #7.

Q.10: Who do you do this activity for?

This question intends to register the type of employer. In case of more than one type of employer in the same activity, refer to the most important employer in terms of time spent.

For example: *YL individual* works raising cattle for his own house every day (7 days a week) for 3 hours, and on a neighbour's farm every two days (4 days a week) for 5 hours each day. In this case you should code as 06=own account/self-employed (own business or farm) because it is the 'employer' for whom the *YL child* spends most time in the specific activity.

- **01=Private company/enterprise or cooperative** - usually refers to wage-employed workers who are employed by an establishment. Can include members of producers' cooperatives who hold a "self-employment" job.
- **02=For a household member** – Usually refers to self-employed workers who work for a household member (individual within the same household). Includes contributing family workers.
- **03=Other private individual/household (excluding own household)** – Works for an individual or household that are separate to his/her own household
- **04=Public sector/government** – Usually refers to wage-employed workers who are employed by the government/public sector
- **05=A rural public works program** – workers who are provided state-sponsored employment, usually as part of a social protection program
- **06=Own account/self-employed (own business or farm)** – Refers to those who are self-employed i.e. who work on their own account or with one or two partners.
- **07= Other, specify**

Q.11: Which form of payment was received or is expected from this activity?

This question aims to know how does the YL Individual receive retribution for his/her work activity. If the respondent says “None”=00, “Don’t know”=77 or refuses to answer=79, skip to Section 6, Trust, Solidarity, Collective Action and Cooperation. If the respondent says “In-kind (non-cash payment), skip to Q.15.

Q.12: What period of time does this payment usually cover?

This question aims to find out how often the YL Individual receives payments for his/her activity. Another way of asking this is “how often do you get paid?” Do not prompt: wait for the respondent’s answer and code, accordingly. If payment is reported in different periods, please convert to the most convenient measure. Prompt the respondents to use a period other than year, report yearly earning only if absolutely needed

For self-employed - The expected frequency payments include hourly, daily, weekly, fortnightly, monthly or annual. Note that by annual frequency we actually mean “all income generated during the last 12 months”. The “annual frequency (code 05=per year)” can be used in cases in which the person’s income is very irregular or it is difficult to convert into a smaller frequency, such as monthly or daily. The daily, weekly, fortnightly or monthly frequencies are used when the income generated by the person is approximately the same in each of these periods.

Example:

The YL Child works as a taxi driver and earns approximately 300 Rupees per week. You can register this as 300 Rupees weekly or 1,200 Rupees monthly. Strictly, both ways are correct. However, while you have some flexibility on how to register this, it is advisable to try to register the smallest frequency you can get from the child. This will allow for a more accurate estimation of the YL Child’s income.

For waged-employed - The frequency will depend on the nature of the work activity.

If the answer is “per piece”, continue to Q.13. If the YL Individual answers “Don’t know” or refuses to answer, skip to Section 6, Trust, Solidarity, Collective Action and Cooperation. Any other answer, skip to Q.14.

Q.13: How many pieces are produced by day?

If in the previous question the payment is given by pieces, ask for how many pieces are produced daily. Examples: Payment per garment or per bangles.

Q.14-Q.15: What are the net earnings per [prefill from Q.12] from this activity?

This asks for NET monthly earnings (the sum of all wages/salaries, tips, gratuities, bonuses and the value of any in-kind payment after deducting taxes and any other work-related payments). If own business, make sure to capture profits/self-determined wage assigned to respondent from this activity, net of production costs. Please report the equivalent monthly earnings of the participant. Another way of asking this is “how much do you make in a month?”. If the respondent answers “don’t know”, please assist the respondent with the calculation, but only if possible. Please note that you should report the approximate monthly income regardless of the answer to Q.12.

The record of In-cash or in-kind payment will be linked to the answer in Q.12, where the YL respondent answers which form of payments/he receives. If in-cash or in-kind payment is non-existent, assign a zero to the corresponding payment.

Section 6 – Trust, Solidarity, Collective Action and Cooperation

PURPOSE

This section aims to establish the YL Individual’s attitude towards their community, and to establish if their community has a collective and cooperative attitude. [IN and PE: Respondents will

additionally be asked about some events that they may or may not have experienced during their lifetime.]

INSTRUCTIONS

INDIA and PERU

Section 6.1 Significant events during the life-course

For this section the *YL's individuals* will be split into two groups, group A and group B. If the respondent has been put into group A you will read Q.1a below and then go onto the next sub-section 6.2. If the respondent has been put into group B you will read Q.1b below and then go onto the next sub-section 6.2.

Q.1a: I am going to read you now a list of four statements that people like you have done or experienced in their life. Please listen to me very carefully and tell me how many of the following things you have ever done, or happened to you. You don't have to tell me about each one, only how many of the 4 statements are true for you. An easy way to keep score is with the fingers of your hand. I mean, close your fist, and as I read, raise a finger every time you agree. Then at the end we can check how many fingers you have raised.

INDIA and PERU four statements:

- 1. I have felt stressed about my performance at school or work**
- 2. I have struggled to make ends meet**
- 3. I have travelled more than 100km from my home**
- 4. I have suffered from a serious medical condition requiring hospital treatment**

After reading the statements please make sure the participant has heard the list and repeat if necessary. When you have finished reading the statements, ask the respondent how many fingers s/he has raised between 0 and 4. Record the number that s/he tells you. Continue to sub-section 6.2.

Q1.b: I am going to read to you now five statements that people like you have ever done or experienced in their life. Please listen to me very carefully and tell me how many of the following things you have ever done, or happened to you. You don't have to tell me about each one, only how many of the 5 statements are true for you. An easy way to keep score is with the fingers of your hand. I mean, close your fist, and as I read, raise a finger every time you agree. Then at the end we can check how many fingers you have raised

INDIA and PERU five statements:

- 1. I have felt stressed about my performance at school or work**
- 2. I have struggled to make ends meet**
- 3. I have been physically hurt by someone in my family**
- 4. I have travelled more than 100km from my home**
- 5. I have suffered from a serious medical condition requiring hospital treatment**

After reading the statements please make sure the participant has heard the list and repeat if necessary. When you have finished reading the statements, ask the respondent how many fingers s/he has raised between 0 and 5. Record the number that s/he tells you. Continue to sub-section 6.2.

Section 6.2 Trust, Solidarity, Collection Action and Cooperation

Say: In every community, some people get along with others and trust each other, while other people do not. Now, I would like to talk to you about trust and solidarity in your community.

Q.2: Generally speaking, would you say that most people can be trusted, or that you can't be too careful in your dealings with other people?

This question aims to get a general feeling of the respondent's attitude towards other people. Although the respondent may feel that neither statement is accurate for them, ask them to choose which statement they feel is closest to how they feel.

Q.3: In the past 12 months, have you worked with others in your village/neighbourhood to do something for the benefit of the community?

This question aims to establish whether the YL Individual's community work collectively and/or cooperate with each other. If the respondent answers "Yes"=01, please ask them to specify what they have done with other in their village/neighbourhood to benefit the community, and write a description of the activity.

Section 7 – Concluding Remarks

Q.1: Is there anything else you would like to tell us?

This question aims to record any information the YL Individual would like to inform us. The YL Individual should be encouraged to think about whether they have anything they would like to share with us.

ETHIOPIA and VIETNAM

SAY: You will remember that whenever we have visited you, at the end of the interview, in gratitude to the time that you have given us to answer all the questions, we have given you a [ET: small amount of money or transferred mobile card; VN: a small amount of money], right?

SAY: As I mentioned at the beginning, this time we can't visit the participants in their homes, so, only for this time, each participant will be given [ET: Birr 100 or Mobile card which is the approximate equivalent to the value of the money] [VN: VND 50,000 or a mobile card which is the approximate equivalent to the value of the money].

SAY: The delivery of the money would be made by means of a "Money Order" by : [ET: Commercial Bank of Ethiopia; VN: Commercial Bank of Viet Nam] or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank [ET: we may send you a mobile card equivalent to the money. Or if you prefer to receive the money, we can send you the amount through our local guide. Please let us know your preference; VN: we may send you a mobile card equivalent to the money. Please let us know your preference.]

SAY: Now, before I say goodbye, I would like to verify your address and your contact numbers → Go to next section, Locating Information

PERU

Information will be pre-filled to indicate if we know who received the payment after call 2

- Yes=01 → **SAY: Now, before I say goodbye, I would like to verify your address and your contact numbers** → Go to next section, Locating Information
- No=00 → **SAY: During the second call we mentioned to you that as we will not be able to personally carry and deliver any presents, for this time only, we are giving to each participant S / . 50 soles, which is the approximate equivalent to the value (cost) of the present.**

The delivery of the money would be made by means of a "Money Order" by Banco de la Nación or any other bank that the participant indicates, so that they can collect it from there. Or if you don't have access to a Bank you can receive the reward from any BCP or Banco de la Nacion Agent located near your living place] [IN: The amount will be sent through any nationalised banks by RTGS or if you don't want to give us your bank account or you don't have one, we will send the amount by "Money Order" and it will take 4 or 5 days to reach you through Post office. In both cases we will send a photo copy of the receipt.

SAY: Now, before I say goodbye, I would like to verify your address and your contact numbers → Go to next section, Locating Information

INDIA

SAY: Now, before I say goodbye, I would like to verify your address and your contact numbers → Go to next section, Locating Information

Section 8 – Locating Information

PURPOSE

This section is to collect information of the *YL Individual's* address and contact details.

INSTRUCTIONS

Locating Information

This question is only to be answered by the fieldworker/enumerator. CAPI will pre-fill the address provided from Call 2.

Current Location of Index Child

Q.1. [YL Child], do you still live in [pre-filled with name of the locality from Call 2]?

Ask the *YL Individual* to tell you his/her full address. This is to find out if the *YL Individual* is still living in the same locality as when we last met them in Call 2. If the address is correct and corresponds exactly to the pre-filled information, enter Yes=01 then skip to Q.16. If the address is different to the pre-filled information (if present) and there needs to be corrections, please enter No=00 and continue to Q.2. If the *YL Individual* is living in a different address, enter No=00 and continue to Q.2.

Q.2. Please write down the current address of the [YL Child]'s dwelling.

Write down the current address in the space provided, then fill in the corresponding details in the tables e.g. zone, sector.

Q.3 – Q.14 (max)

- In Peru, the table fills from Q.3 – Q.14 which includes the serial number, interior number, apartment, floor number, block, UCV, Lot, Group, Sector, Zone, Leg and Km.
- In Ethiopia, the table fills from Q.3 – Q.9, which includes region, zone (if outside Addis Ababa) and sub city (if in Addis Ababa region), Woreda (if in Addis Ababa and rural-outside Addis Ababa) and town (Urban – outside Addis Ababa), Peasant Association (rural) and Kebele (urban), Got/Kushet/Ganda for rural areas and Sefer for urban areas, locality name and household number (urban only).
- In India, the table fills from Q.3 – Q.6, which include State, District, Mandal and Village.
- In Vietnam, the table fills from Q.3 – Q.6, which include Province, District, Commune/Ward and Village/Population Group

Q.15: References to find the dwelling

Write down the references to find the *YL Individual's* dwelling, especially if you entered the S/N in Q.2 or Q.3.

Q.16 – Q.19 (max): Please fill in the current geographic location of the [YL Child]

Fill in the geographic information of the *YL Individual's* location.

- In Peru, this includes the Department, Province, District and Locality of the location.
- In Ethiopia, this includes the Region, Zone or sub city (if in Addis Ababa), woreda/town and Peasant Association/Kebele of the location.
- In India, this includes State, District, Mandal and Village of the location.
- In Vietnam, this includes Province, District, Commune/ward and Village/Population group of the location.

SAY: I would like to ask you for your contact details. Please tell me if we can communicate with the household through the following means.

Alternative location of YL Child

Q.20. [YL Child], do you have a permanent address or another address that is different from your current address?

- No=00 → Skip to next section, telephone numbers
- Yes=01 → Go to Q.21.

Q.21. Please write down the alternative address of the [YL Child]

Write down the alternative address in the space provided, then fill in the corresponding details in the tables e.g. zone, sector.

Q.22 – Q.33 (max)

- In Peru, the table fills from Q.22 – Q.33 which includes the serial number, interior number, apartment, floor number, block, UCV, Lot, Group, Sector, Zone, Leg and Km.
- In Ethiopia, the table fills from Q.22 – Q.29, which includes region, zone (if outside Addis Ababa) and sub city (if in Addis Ababa region), Woreda (if in Addis Ababa and rural-outside Addis Ababa) and town (Urban – outside Addis Ababa), Peasant Association (rural) and Kebele (urban), Got/Kushet/Ganda for rural areas and Sefer for urban areas, locality name, household number (urban only) and whether the location is rural=00 or urban=01.
- In India, the table fills from Q.22 – Q.25, which include State, District, Mandal and Village.

- In Vietnam, the table fills from Q.22 – Q.25, which include Province, District, Commune/Ward and Village/Population Group

Q.26: References to find the dwelling

Write down the references to find the *YL Individual's* alternative dwelling, especially if you entered the S/N in Q.2 or Q.3.

Telephone numbers

This table collects contact information of the *YL Individual's* household as well as persons who are close to them i.e. relative/neighbour.

SAY: We would like to confirm with you the telephone number we have from Call 2.

Please confirm the information recorded in CALL 2 and add any other relevant information or amend previously collected information as needed.

[INDIA] Please ask specifically for the spouse's telephone number and either parent's phone number

Q.27: Does the household have any of the following?

Read out the list whether the household has a landline, whether relative or neighbour has a landline, whether there is a communal phone, mobile phone or any other mobile phone number. Mark Yes or No. If the answer to the corresponding option is No=00, skip to the next row and then move to Q.22.

Q.28: Is it a smartphone?

Smartphones only correspond to mobile phones. Enter Yes or No.

Q.29: What is the telephone number?

Enter the telephone number if present, including the city code for landlines.

Q.30: Whose telephone number is this?

Enter name of the person the number belongs to.

Q.31: What is his/her relationship to [YL Child]?

Enter the relationship to *YL Individual*. Then enter the corresponding code from Codebox #0.

Email Address

This table collects the *YL Individual* or any household member's email address. The table will be pre-filled with information from call 2. You will also see information indicating if there was a problem with the email that the *YL Individual* provided in call 2. If the answer is "Yes" there was a problem with the mail provided in call 2, please take extra care to make sure the spelling of the email address provided is correct.

SAY: we would like to confirm with you the email address we have from CALL 2

Q.32: Does anyone in the household have email?

If No=00, skip to the closing statement.

Q.33: What is the email?

Enter email address.

Q.34: Whose email is this?

Enter name of the person whose email belongs to.

Q.35: What is his/her relationship to [YL Child]?

Enter the relationship to *YL Individual*. Then enter the corresponding code from Codebox #0.

End the third call survey with the following:

Very good, [YL Child], with this we have finished the telephone survey. I want to thank you for your time and for your patience in answering all our questions. I reiterate that the information that you and the other Young Lives youth have provided us will be a valuable resource to better understand how to combat the effects that COVID-19 is having in the country and possibly how to face similar crisis in the future.

This will be the last time we call you this year. In 2021 we hope to be able to contact you again, and, if the situation improves, we hope to visit you, as we had originally planned to do this year. If at any time you wish to contact us, remember that our telephone numbers and emails are on the last page of the Consultation Guide.

That's all, [YL Child], it's a goodbye for now, wishing all the best to you and your family

Section 9 – Comments

This section is only answered by you (the enumerator). C1 and C2 are to register whether the respondents asked for further information. C3 and C4 have the purpose to systematically record potential ethical cases (whether the enumerator noticed anything that gave him/her cause for concern in relation to the young person/family) related to mental health, poor physical health, hunger, violence. Possible ethical cases need to be reported as soon as possible to the field coordinator, discussed at weekly debriefing sessions and reported to the team in Oxford. Ticking the box on potential ethical cases is not a poor reflection of your work, but simply indicates there was some cause for worry.

C.1: Has the [YL Child] asked for information?

This is to confirm if the *YL Individual* has asked you for any information, whether or not it is related to the survey, the Coronavirus or anything else. If the answer to this is yes, you can indicate what kind of information was requested. This will help us provide more accurate and detailed information to the *YL Individual* in case they need it.

C.2: Related to what?

If the answer to C.1 is Yes=01, please mark the topics that apply. If the *YL Individual* asked questions related to a topic not included in the list please select “Others” and specify. Please write down any other comments you may have related to information enquired by the *YL Individual*.

C.3: Was there anything that gave you cause for concern in relation to the young person/family?

This question is to obtain your opinion as an enumerator about whether you felt that there were any potential ethical considerations related to the young person or his/her family, which will be needed to be reported to the Young Lives team. There are no right or wrong answers, these statements are to identify and discuss potential problems that may be faced by the *YL Individuals*.

C.4: Related to what?

If the answer to C.3 is Yes=01, please mark the topics that apply. If you are concerned about something that is not reported in the list, please select “Others” and specify. Please write down any other comments you may have related to potential causes of concern for the *YL Individual*.

Section 10 – Enumerator Statement

This section is for you (the enumerator) to declare that you have:

- complied with the consent process
- informed the Young Lives participant about everything related to the survey
- read the consent text
- Answered all of the Young Lives participant's doubts, questions and/or queries
- regulated your conduct in accordance with the requirements of the Young Lives Code of conduct (see section 6).

After reading the statement, and if it is true, fill in your details including your full name in capital letters, your national ID number, the full name of the *YL participant* and the national ID number of the *YL participant* where applicable.

ANNEX

Training schedule: first call (an example from Peru)

Training, day 1 : Zoom meeting (full-day session).

Part 1: 8:30-10:30am:

Description of objectives of the survey (PI, Co-Is)

Protocol to dialogue with YL families, part I (Field manager) (how to introduce to families, verbal, consent, how to deal with ethical requests)

Part 2: 11:00-12:30:

Protocol to dialogue with YL families, part II (Field manager)

Use of consultation guide (Communication officer and Field manager)

Dramatization example of presentation to a YL family

Part 3: 2:30-4:00

Use of the tablet and introduction to SurveyBe (Data manager)

Part 4: 4:00-5:30:

Training, day 2 : Zoom meeting (full-day sessions).

Part 1: 8:30-10:30:

Refreshment of use of contact sheet and tracking form (Data manager)

Introduction to questionnaire, part I (PI)

Part 2: 11:00-12:15

Introduction to questionnaire, part II (PI)

Explanation of data transfer procedure (Data manager)

Part 3: 2:30-4:00

Dramatization examples.

Part 4: 4:00-5:30:

Refreshment of protocol (Field manager)

Training, day 3: Zoom meeting (full-day sessions).

Part 1: 8:30-11:00:

Practice in pairs (multiple Zoom meetings)

Part 2: 11:00-12:15

Feedback session (everyone) and refreshment of data transfer process

Part 3: 2:30-4:00

Dramatization examples

Part 4: 4:00-5:30:

Refreshment of protocol (everyone)

Pilot, day 4 and 5

Each enumerator makes 4 interviews. Important to make phone calls to all regions, special emphasis to regions with a large number of COVID cases.

Feedback session, day 6: Zoom meeting (all-day).

Training schedule: second call (an example from Vietnam)

Time	Content
Day 1	
Morning	
8h30-8h45	Opening
8h45-10h00	Instructing general contents related to the phone survey and the second call (Getting ready for the phone call, Protocols to follow, how to deal with challenging situation, Verbal consent, etc.)
10h00-10h15	Tea break
10h15-11h30	Instructing contents of Section 1, 2
Afternoon	
13h30-14h45	Instructing contents of Section 3 and practice interview
14h45-15h00	Tea break
15h00-16h30	Instructing and practice CAPI for section 1,2,3
Day 2	
Morning	
8h30-8h45	Review contents trained of day 1 and practice CAPI
8h45-9h45	Instructing contents of Section 4
9h45-10h00	Tea break
10h00-11h30	Instructing and practice CAPI and interview for section 4
Afternoon	
13h30-14h45	Instructing contents of Section 5 and practice interview
14h45-15h00	Tea break
15h00-15h30	Instructing and practice CAPI and interview for section 5
15h30-16h30	Instructing contents of Section 6 and section 7
Day 3	
Morning	
8h30-8h45	Review contents trained of day 2
8h45-9h45	Instructing and practice CAPI and interview for section 6,7
9h45-10h00	Tea break
10h00-11h30	Instructing contents of Section 8.1 and 8.2
Afternoon	
13h30-14h45	Instructing and practice CAPI and interview for section 8.1 and 8.2
14h45-15h00	Tea break
15h00-16h30	Instructing contents of Section 8.3, 8.4
Day 4	
Morning	
8h30-8h45	Review contents trained of day 3
8h45-9h45	Instructing and practice CAPI and interview for section 8.3 and 8.4
9h45-10h00	Tea break
10h00-11h30	Instructing contents of Section 9.1 and 9.2 and practice interview
Afternoon	
13h30-14h45	Instructing and practice CAPI for section 9.1 and 9.2
14h45-15h00	Tea break
15h00-16h00	Instructing contents of Section 10, 11,12 and practice CAPI
16h00-16h30	Instructing contents for the pilot
Day 5	

	Pilot (sample 100 respondents)
Day 6	
Morning	
8h30-9h45	Feedback after the pilot
9h45-10h00	Tea break
10h00-11h30	Responses and discuss all issues occurred in the pilot and drawing experience
Afternoon	
13h30-14h45	Review all contents of the training course
14h45-15h00	Tea break
15h00-16h20	Set up surveyed teams and inform schedule for the second call
16h20-16h30	Closing training

Training schedule: third call (an example from Ethiopia)

	DAY 1
1:30 pm	Arrival, registration and Introduction
1:45 pm	Introduction about the third call survey
2:00-2:40pm	Current Education
2:40-3:10pm	Food Security and other events
3:10-3:30pm	Mental Health
3:30-3:50pm	Tea break
3:50-4:20pm	Employment
4:20-4:40pm	Trust, Solidarity, Collective Action and Cooperation
4:40-5:30pm	Locating Information/comments/enumerator statement
	Briefing about Surveybe and Dropbox
	Survey Manual
	Concluding the Training
	DAY 2
8:45 am	Introduction about the third call survey
9:00-9:40am	Current Education
9:40-10:10am	Food Security and other events
10:10-10:30am	Mental Health
10:30-10:50am	Tea break
10:50-11:20am	Employment
11:20-11:40am	Trust, Solidarity, Collective Action and Cooperation
11:40-12:30pm	Locating Information/comments/enumerator statement
	Briefing about Surveybe and Dropbox
	Survey Manual
	Concluding the Training
	DAY 3
1:30 pm	Arrival, registration and Introduction
1:45 pm	Introduction about the third call survey
2:00-2:40pm	Current Education

2:40-3:10pm	Food Security and other events
3:10-3:30pm	Mental Health
3:30-3:50pm	Tea break
3:50-4:20pm	Employment
4:20-4:40pm	Trust, Solidarity, Collective Action and Cooperation
4:40-5:30pm	Locating Information/comments/enumerator statement
	Briefing about Surveybe and Dropbox
	Survey Manual
	Concluding the Training
	DAY 4: Practice and Piloting
Each team will have half day practice and half day piloting following the trainings	Field workers practice on the questionnaire and survey be and identify participants for pilot
	Conduct the pilot. Each enumerator is expected to conduct 2 interviews (1 YC and 1 OC) through phone. Share the data to the DM

Survey references

First call questionnaire

Knowledge and information about COVID 19

Questions Q.5 and Q.6 are an adaption and excerpt of:

World Bank: LSMS-Supported High-Frequency Phone Surveys on COVID-19, First Wave, <https://www.worldbank.org/en/programs/lsms/brief/lsms-launches-high-frequency-phone-surveys-on-covid-19#1> (last accessed 17.09.2021).

See also:

Josephson, A., Kilic, T., & Michler, J. D. (2021). Socioeconomic impacts of COVID-19 in low-income countries. *Nat Hum Behav*, 5(5), 557-565. doi:10.1038/s41562-021-01096-7

Preventive measures

Questions Q.16 and Q.18 are an adaption and excerpt of:

Fetzer, T., Witte, M., Hensel, L., Jachimowicz, J., Haushofer, J., Ivchenko, A., . . . Yoeli, E. (2020). Global Behaviors and Perceptions at the Onset of the COVID-19 Pandemic. NBER Working Paper, 27082. doi:10.3386/w27082

Question Q.17 is an adaption and excerpt of:

- World Health Organization (2021): Coronavirus disease (COVID-19) advice for the public: Mythbusters, <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters> (last accessed 17.09.2021)
- World Bank: LSMS-Supported High-Frequency Phone Surveys on COVID-19, First Wave, <https://www.worldbank.org/en/programs/lsms/brief/lsms-launches-high-frequency-phone-surveys-on-covid-19#1> (last accessed 17.09.2021).

See also:

Josephson, A., Kilic, T., & Michler, J. D. (2021). Socioeconomic impacts of COVID-19 in low-income countries. *Nat Hum Behav*, 5(5), 557-565. doi:10.1038/s41562-021-01096-7

Disclaimer: Responsibility for the views and opinions expressed in adaptations rests solely with the authors of the adaptations and are not necessarily endorsed by the respective copyright holder(s). The translations into YL country languages were not created by the copyright holder(s) and should not be considered an official translation. The copyright holder shall not be liable for any content or error in these translations and/or adaptations.

Second call questionnaire

Section 2: COVID-19: Behaviours and Risk Perceptions

Questions Q.1 to Q.3 in section 2 are an adaption and excerpt of:

- Fetzer, T., Witte, M., Hensel, L., Jachimowicz, J., Haushofer, J., Ivchenko, A., . . . Yoeli, E. (2020). Global Behaviors and Perceptions at the Onset of the COVID-19 Pandemic. NBER Working Paper, 27082. doi:10.3386/w27082
- World Bank: LSMS-Supported High-Frequency Phone Surveys on COVID-19, First Wave, <https://www.worldbank.org/en/programs/lsms/brief/lsms-launches-high-frequency-phone-surveys-on-covid-19#1> (last accessed 17.09.2021).

See also:

Josephson, A., Kilic, T., & Michler, J. D. (2021). Socioeconomic impacts of COVID-19 in low-income countries. *Nat Hum Behav*, 5(5), 557-565. doi:10.1038/s41562-021-01096-7

Question Q.4 in section 2 is adaption and excerpt of:

- World Health Organization (2021): Coronavirus disease (COVID-19) advice for the public: Mythbusters, <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters> (last accessed 17.09.2021)
- World Bank: LSMS-Supported High-Frequency Phone Surveys on COVID-19, First Wave, <https://www.worldbank.org/en/programs/lms/brief/lms-launches-high-frequency-phone-surveys-on-covid-19#1> (last accessed 17.09.2021).

See also:

Josephson, A., Kilic, T., & Michler, J. D. (2021). Socioeconomic impacts of COVID-19 in low-income countries. *Nat Hum Behav*, 5(5), 557-565. doi:10.1038/s41562-021-01096-7

Section 3: Socioeconomic Status

Questions Q.2 to Q.10 in section 3 were developed based on:

Demographic and Health Surveys (DHS): DHS Model Questionnaire - Phase 8, Household Questionnaire. Publication ID: DHSQ8, https://dhsprogram.com/pubs/pdf/DHSQ8/DHS8_Household_QRE_EN_8Apr2020_DHSQ8.pdf (last accessed 16.07.2021).

Section 4. Recent life history and Economic changes

Questions Q.4 and Q.5 in section 4.2 are an adaption of:

World Bank: LSMS-Supported High-Frequency Phone Surveys on COVID-19, First Wave, <https://www.worldbank.org/en/programs/lms/brief/lms-launches-high-frequency-phone-surveys-on-covid-19#1> (last accessed 17.09.2021).

See also:

Josephson, A., Kilic, T., & Michler, J. D. (2021). Socioeconomic impacts of COVID-19 in low-income countries. *Nat Hum Behav*, 5(5), 557-565. doi:10.1038/s41562-021-01096-7

Section 5: Food Security, Prices and Health

Questions Q.1 to Q.8 in section 5.1 are an adaption of:

Ballard, Terri J., Kepple, Anne W. & Cafiero, Carlo 2013. The food insecurity experience scale: development of a global standard for monitoring hunger worldwide. Technical Paper. Rome, FAO. (available at <http://www.fao.org/economic/ess/ess-fs/voices/en/>) © FAO.

Section 9: SWB and mental health

Question Q.2 in section 9.1 is an adaption of:

Cantril, H. (1965). *The pattern of human concerns*: New Brunswick, N. J. : Rutgers University Press, [1965]. The number of steps was reduced from 11 (0-10) to 9 (1-9).

Questions Q.4 and Q.4 in section 9 are an adaption for phone survey purposes of an original work: Spitzer, R. L., Kroenke, K., Williams, J. B., & Lowe, B. (2006). *A brief measure for assessing generalized anxiety disorder: the GAD-7*. *Arch Intern Med*, 166(10), 1092-1097. doi:10.1001/archinte.166.10.1092

Questions Q.5 and Q.6 in section 9.2 are based on:

Kroenke, K., Strine, T. W., Spitzer, R. L., Williams, J. B., Berry, J. T., & Mokdad, A. H. (2009). *The PHQ-8 as a measure of current depression in the general population*. J Affect Disord, 114(1-3), 163-173. doi:10.1016/j.jad.2008.06.026

Note: The GAD-7 and the PHQ-8 were slightly adapted for use in a phone survey. First, we asked participants whether they were alone in the room and if not, whether they could go to another room and/or make sure their phone speaker was off. Second, for each item in GAD-7 and PHQ-8 we asked whether the symptom had been observed (No, not at all / Yes, even if a little bit), and if so, how often it occurred.

Third call questionnaire

Section 3: Food Security and other events

Questions Q.1 to Q.9 in section 3 are an adaption of Ballard, Terri J., Kepple, Anne W. & Cafiero, Carlo 2013. The food insecurity experience scale: development of a global standard for monitoring hunger worldwide. Technical Paper. Rome, FAO. (available at <http://www.fao.org/economic/ess/ess-fs/voices/en/>) © FAO.

Section 4: Mental Health

Questions Q.2 and Q.3 in section 4 are an adaption for phone survey purposes of an original work by:

Spitzer, R. L., Kroenke, K., Williams, J. B., & Lowe, B. (2006). *A brief measure for assessing generalized anxiety disorder: the GAD-7*. Arch Intern Med, 166(10), 1092-1097. doi:10.1001/archinte.166.10.1092

Questions Q.4 and Q.5 in section 4 are an adaption for phone survey purposes of an original work by: Kroenke, K., Strine, T. W., Spitzer, R. L., Williams, J. B., Berry, J. T., & Mokdad, A. H. (2009). The PHQ-8 as a measure of current depression in the general population. J Affect Disord, 114(1-3), 163-173. doi:10.1016/j.jad.2008.06.026

Note: The GAD-7 and the PHQ-8 were adapted for use in a phone survey. First, we asked participants whether they were alone in the room and if not, whether they could go to another room and/or make sure their phone speaker was off. Second, for each item in GAD-7 and PHQ-8 we asked whether the symptom had been observed (No, not at all / Yes, even if a little bit), and if so, how often it occurred.

Section 6: Trust, Solidarity, Collective Action and Cooperation

Question Q.2 Section 6.2 are is an adaption of an original work by:

Haerpfer, Christian; Inglehart, Ronald; Moreno, Alejandro; Welzel, Christian; Kizilova, Kseniya; Diez-Medrano, Jaime; Lagos, Marta; Norris, Pippa; Ponarin, Eduard; Puranen, Bi et al. (eds.). 2020. *World Values Survey: Round Seven - Country-Pooled Datafile Version*. <https://www.worldvaluessurvey.org/WVSDocumentationWV7.jsp>. Madrid: JD Systems Institute. doi.org/10.14281/18241.1.

Responsibility for the views and opinions expressed in the adaptation rests solely with the authors of the adaptation and are not endorsed by any member institution of the World Values Survey Association. The translations into YL country languages were not created by any member institution of the World Values Survey Association and should not be considered an official World Values Survey

Association translation. No member institution of the World Values Survey Association shall be liable for any content or error in these translations.

Question Q.3 in Section 6.2 is an adaptation of an original work by:

Grootaert, Christiaan; Narayan, Deepa; Nyhan Jones, Veronica; Woolcock, Michael. 2004. *Measuring Social Capital: An Integrated Questionnaire*. World Bank Working Paper; No. 18. Washington, DC: World Bank. © World Bank. <http://hdl.handle.net/10986/15033> License: Creative Commons Attribution license (CC BY 3.0 IGO). Responsibility for the views and opinions expressed in the adaptation rests solely with the authors of the adaptation and are not endorsed by any member institution of the World Bank Group. The translations into YL country languages were not created by any member institution of the World Bank Group and should not be considered an official World Bank Group translation. No member institution of the World Bank Group shall be liable for any content or error in these translations.

Disclaimer: Responsibility for the views and opinions expressed in adaptations rests solely with the authors of the adaptations and are not necessarily endorsed by the respective copyright holder(s). The translations into YL country languages were not created by the copyright holder(s) and should not be considered an official translation. The copyright holder shall not be liable for any content or error in these translations and/or adaptations.

Copyright

© Young Lives 2021

This work is licensed under a [Creative Commons Attribution – NonCommercial-ShareAlike 4.0 International Licence \(CC BY-NC-SA 4.0\)](https://creativecommons.org/licenses/by-nc-sa/4.0/).

Young Lives holds the copyright to all Young Lives publications and Young Lives website content but encourages the reader to quote and reproduce these materials for their own non-commercial purposes. Proper attribution is requested, stating the original source of the material. For online use, we ask readers to link to the original resource on the Young Lives website, www.younglives.org.uk.

Permission to make digital or hard copies of part, or all, of this work for teaching or not-for-profit use is hereby granted without fee and without a formal request, provided that copies are not made or distributed for profit or commercial advantage and that full attribution appears on the first page. As copyright holder, Young Lives requests a copy of any publication based on Young Lives material. Copying this work, in any other circumstances, including but not limited to any commercial use and/or re-use in commercial publications, is not permitted without prior written permission from Young Lives, for which a fee may be payable.

Please note that the reference section lists questions which Young Lives has used or adapted from external sources (e.g., researchers, organisations, institutions) who retain copyright over the original material and shall not be liable for any views and opinions expressed in Young Lives adaptations. To use these questions permission must be sought from the original source and not from Young Lives. Translations of these questions into Young Lives country languages were undertaken by Young Lives staff and should not be considered official translations. Any content or errors therein are solely Young Lives' responsibility.

