

Young Lives Round 7:

Fieldwork Manual

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INTRODUCTION

This manual is a guide to the methods and protocols you will follow while you are in the field. Its aim is to help you both during training and fieldwork.

Your duty as a fieldworker will mainly involve the following tasks:

- a) Locating the YL participants.
- b) Obtaining their informed consent.
- c) Administering the questionnaires using a Computer-Assisted Personal Interviewing (CAPI) programme.
- d) Introducing SAQ/ACASI to the respondents ([PE: SAQ/IN & ET: ACASI](#))
- e) Assisting your supervisor with anthropometric measurements
- f) Assisting your supervisor with different cognitive developments test for children ([ET/PE: including the administration of RACER](#))
- g) Assisting/performing the hair sample collection

This manual will also give you detailed instructions and explanations of each question you will ask. 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.

While you are on the field, take it always with you as it may be useful in case you need to refresh concepts or procedures explained during the training.

SECTION 1. FIELDWORK TEAM

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

1. **Principal Investigator (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 also 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 and follow up 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 [\[ET: and the Project Coordinator\]](#) by constantly appraising research work.
3. **Data Manager (DM)** is responsible for all the data i.e., preparing the tablets with the appropriate programs and files. 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 the international Data Manager. The DM closely works with the FC and reports progress on all data management to the PI.
4. **Enumerators:**
 - [Ethiopia](#): 40 enumerators and 10 supervisors will be recruited. In recruiting the enumerators and supervisors, priority will be given to those who have worked as supervisors in the previous rounds of YL surveys. When the required number of enumerators and supervisors are not fulfilled with the previous YL survey rounds, the best individuals who worked as enumerators and supervisors in other research projects 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](#): 33 enumerators and 7 Supervisors will be recruited. The enumerators will be organized in 7 teams: six of them will comprise one Supervisor and five enumerators and one of them will comprise one Supervisor and three Enumerators. Field Supervisor of each team has worked with Young Lives since either Round 1 or Round 2. Each team will have equal number of female enumerators.
 - [Peru](#): Being the link with the YL participants, the enumerators are the key element of the study. They are responsible for locating young people, requesting their consent, applying the surveys and the other Round 7 tests, in all cases following the protocols established during the training and executing the workload assigned by the supervisors. The team of interviewers is made up of 30 people, all with experience in administering surveys, and more than half have been part of the previous rounds of Millennial Children.

5. Other support staff:

- **Ethiopia**
 - **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, supervisors and enumerators required for the field work, make purchase orders for materials to be procured, and place payment orders required for field work.
 - Research Associate (RA) will provide support to the team with fieldworkers training, data management, data analysis and report writings. The RA will provide support to the PI in technical issues and will closely work with the data manager, the PC, and the FC.
 - Financial Assistant and other Administrative Assistant: PSI Finance will assign a Financial Assistant to follow up payments to field workers and the research staff. The work of the administrative assistant will be covered by the project coordinator.
- **India**
 - One support staff is provided to assist the PI in her work relating to the finances of the research project
- **Peru**
 - **Supervisors:** They execute the fieldwork plan proposed by the Field Coordinator. Specifically, they lead the team enumerators that visit each of the YL clusters according to the established schedule, present the fieldwork team to the local authorities, establish the 'headquarter' in each cluster, assign the survey loads, monitor the progress of the interviewers, audit the enumerators, manage the financial resources of the project for transportation and reciprocity, send reports to the Field Coordinator, among other responsibilities. There are six supervisors, assigned in pairs to the North, Central and South teams, respectively. These six supervisors have previous experience in the in-person rounds of NDM.
 - **Research assistants (RAs):** the two RAs will provide support to data management; analysis of survey data in real-time; and technical support to enumerators.
 - **Communication Officer:** one of the RAs 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.

SECTION 2. BASIC INSTRUCTIONS FOR THE ENUMERATORS

2.1 PRINCIPLES OF FIELDWORK

There are a number of basic principles that fieldworkers must follow throughout the interview.

1. Ask the questions exactly as they appear in the questionnaires

Each question has been carefully designed and tested in order to collect precise information to satisfy the requirements of analysis. The fieldworker should read the question as they are shown on the screen – or written in the paper questionnaire. After reading the question clearly and fluently the first time, the fieldworker should wait for the response. If the respondent doesn't answer in a short period of time, this could be because he/she:

- 1) didn't hear the question
- 2) didn't understand the question yet
- 3) didn't know how to reply
- 4) does not want to reply

In each case, the fieldworker should repeat the question. If the respondent still doesn't answer the question, ask to find out if the respondent understood the question. If the respondent didn't understand the question, the fieldworker should read the question again. If the respondent didn't understand the question, the fieldworker should repeat it in a different way, while maintaining the meaning of the question. Try to avoid accepting the answer "*I don't know*" by helping the respondent to estimate or find an answer close to correct. If there are entire sections that the respondent cannot answer, politely ask if there is anyone else in the household who can answer them when is possible (for example for the household questionnaire part). If the proposed person is not physically in the house, you may have to come back to complete the section with this person.

If the respondent doesn't want to reply to the question do not insist and mark it as appropriate.

2. Never make up answers or any information

All the interviews will be validated and sent back to the fieldworker if they are not properly filled-in. Under any circumstance, you should NOT replace information. This is the worst thing a fieldworker can do. You will be dismissed immediately if you make up any information.

3. Keep a neutral attitude with the respondents

Most people are naturally polite, particularly with visitors, and they tend to give answers and adopt attitudes that they think will please the visitor. You must not express surprise, approval or disapproval about the answers given by the respondent, and you must not tell her/him what you think about these things yourself. Avoid any type of prejudice towards the ability of the respondent to answer some of the questions or about the type of answers that he/she may give. Your most important task is to read the questions exactly as they are written in the questionnaire.

4. Avoid any offense or distress to the respondents

Be sensitive to the timing and procedures for interviewing. For example, set the appointments with the household at convenient times for them rather than for you. Make sure beforehand if it is locally

unacceptable that a male fieldworker visits a woman alone at home, and if so, make the arrangements accordingly.

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

Prepare yourself to answer all the questions about the project honestly and openly as far as you can and refer to the supervisor if you have doubts about how to address any of the questions you were asked.

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

5. Treat all respondents’ information as confidential

You should keep your completed interviews safe and only show them to authorised staff involved in Young Lives Study. You can and should discuss interviews with your supervisor and other members of the survey team. Sometimes you may hear stories that make you so sad or angry that you may feel the need to talk about it. If this is the case, you should do so only with your team members and in a way that does not reveal the identity of the respondent.

REMEMBER: ALL THE DATA COLLECTED ARE STRICTLY CONFIDENTIAL. YOU HAVE SIGNED A CONFIDENTIALITY FORM AND ANY BREACH OF THE CONFIDENTIALITY IS FORBIDDEN BY YOUR OATH OF SECRECY. KEEPING THE ANONYMITY OF THE RESPONDENTS IS ONE OF THE MAIN PRINCIPLES OF YOUNG LIVES AND YOU SHOULD ALWAYS BE CAREFUL OF REVEALING ANY TYPE OF INFORMATION THAT MIGHT ALLOW OTHERS TO IDENTIFY WHICH YOUNG PEOPLE (OR HOUSEHOLD) YOU ARE REFERRING TO.

In principle, all questions should be asked in private to ensure that the answers remain confidential, but this is not always possible. The presence of other people during the interview may cause the respondent embarrassment and influence some of her/his answers. There are some sections that are very sensitive and might require more privacy, for example section related to Household Economic changes (which asks about economic difficulties in the household); Socio-economic status (where questions on assets are asked); Feelings and attitudes; mental health, fertility and marriage; ET: question related to the experience of the conflict, among the others.

When you get to these sections, you should remark the respondents that some questions are private and ask her/him for the best place in the house where s/he feels more comfortable and is least likely to be disturbed. If any adult in the household does not accept this and refuses to leave, you must be creative but tactful to convince him/her to leave in order to give some privacy to the respondent. In these cases, you may:

- ✓ Ask the respondent to persuade the other person to leave.
- ✓ Explain as politely as possible that the interview must be conducted in private.

- ✓ Try to satisfy the person's curiosity by reading the first few questions, and then say something like "You have heard some of the questions. Will you now excuse us for a little while?"

Similar protocol should apply to the administration of the self-administered questionnaire, as explained below.

6. Take informed consent from adults and children

Informed consent means that you tell the person enough about the nature of the research so that they can make a proper (informed) decision about whether to take part in the research. The study seeks informed and voluntary consent from all participants through a consent procedure.

Although consent was received in previous rounds, this doesn't mean that the household is still in consent to continue. It is vital to get consent for the current round too.

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

REMEMBER: YOUNG LIVES' STAFF SHOULD NOT PUT PRESSURE, COERCE OR DECEIVE RESPONDENTS IN ORDER TO ENSURE THEIR PARTICIPATION. STAFF SHOULD ALSO MAKE SURE THAT RESPONDENTS ARE NOT PUSHED BY OTHER FAMILY OR COMMUNITY MEMBERS. THE YL PARTICIPANTS SHOULD BE GIVEN A REASONABLE AMOUNT OF TIME TO CONSIDER WHETHER THEY STILL WANT TO TAKE PART OF THE STUDY AND WILL BE FREE TO WITHDRAW AT ANY TIME.

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

7. Never make promises to the household that you cannot keep

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

Fieldworkers may be asked for assistance from households, e.g. transporting a sick person to a health facility etc. In principle, Young Lives encourages fieldworkers to respond positively to such requests. However, there are limits as to what is practical; each survey team will need to decide this with reference to the local context. If any household member tells you or you suspect that the respondent is suffering from sexual or other abuse, you must tell your supervisor who will follow-up the issue.

8. Write detailed notes about difficulties encountered with any of the questions, doubts about coding and unexpected answers

You should write your notes legibly following the template provided in Section 4. Duty of care. After the interview, you should discuss your notes with your supervisor and then find together the most efficient way to address them.

REMEMBER: HAVING GOOD AND CLEAR NOTES MAY SPARE YOU FROM HAVING TO GO BACK TO THE HOUSEHOLD TO SOLVE THE QUERY.

9. Avoid assuming information

Although you may know beforehand the answer to some simple questions, if you are not absolutely sure about the answer, you'd better ask the question as indicated in the questionnaire. For instance, if you already know some simple information, such as that this person is the wife of some other household member, it is not necessary to ask marital status of both of them and you may enter directly that information. However, if you are not clear, or only suspect that this is the situation, it is still necessary to ask. Be encouraging and supportive but should avoid providing the respondent with answers when they do not respond immediately to your questions or find it hard to express themselves clearly. It is important that you are able to understand their answers and code them accurately without influencing them or mixing your own judgement about what they should be answering. This would seriously affect the results of the study. If a respondent becomes distressed, you should act as naturally as possible, offering comfort as appropriate and ceasing the interview if you think it is necessary.

10. Maintain the pace of the interview

Avoid discussing too much with the respondent. If you receive an inappropriate or complicated response, do not break-in too suddenly; instead, listen to the respondent and then lead her/him back to the original question. It is important to pay attention carefully to the respondent to avoid influencing her/his answers, as well as to listen in a polite manner to avoid offending her/him. It is essential that you show respect, patience and sympathy at all times, and that you allow them sufficient time to answer your questions.

11. Take notes on your observations about the respondent, his/her household and the overall interview

This information will be valuable to researchers when they try to interpret results.

BOX 1: FIELDWORKER'S MANNERS

1. Be polite towards everyone (the respondent and his/her family and friends, the supervisor, the other members of the team and everyone else involved). Your behaviour can have an enormous influence on people's opinions in the localities where the survey takes place.
2. Avoid disturbing or upsetting anyone with your behaviour.
3. Be properly dressed, so that the respondent will be inclined to trust you as a reliable and responsible person.
4. Arrive on time at the appointments, and never keep the respondents waiting.
5. Exercise patience and tact in conducting the interview in order to avoid upsetting the respondent or leading her/him to give answers that are not in conformity with the facts. Be tactful about asking questions to which you have just been given the answer; if necessary, say that "*you just need to be sure*" to avoid giving the impression that you were not listening to what the respondent just said. For instance, if the mother tells

you that her child is fine and has no illness and then you have to ask specifically about injuries, illnesses and disabilities.

6. Never attempt to sell anything to the respondent or family.
7. Never lend or borrow money or goods from the family.

2.2 GETTING READY: SETTING UP PHONE, HEADSET AND TABLET/LAPTOP

Like in Round 5 and in the Covid-19 phone survey, the main survey in Round 7 will be administered using a Computer-Assisted Personal Interviewing (CAPI) technique. This means that both cohorts' Household and Young People Questionnaires will be administered using SurveyCTO, the software which allows the fieldworker to save the responses automatically and validate them on the spot. A huge effort has been put to adapt the paper questionnaires into CAPI and to program skip patterns and validation checks beforehand. The use of CAPI is expected to reduce the amount of measurement errors and reduce the time to *clean* the data – as it is expected that it will come *cleaner* from the field.

Each fieldworker should be provided with the assigned workflow, i.e. the list of participants assigned to each fieldworker. This list is built from the R7 tracking. The main criteria is to match each fieldworker to the sites they are familiar with, and to the participants they have interviewed before, where possible. This will facilitate the rhythm of the interview and is especially important for ethical cases and/or when language is a consideration.

In order to administer these questionnaires in this round, you will need a laptop and some additional material also used in previous rounds (see BOX 2).

BOX 2: CHECKLIST OF MATERIALS FOR EACH INTERVIEW

1. Tablet or Laptop and mouse with the latest version of the CAPI installed and properly working¹
2. PE & ET: A small tablet to administer RACER.
3. ET & IN: A pair of headphones (for the audio SAQ).
4. ET & IN: Printed version of the reading and comprehension section
5. 2023 Consultation guide (digital version and printed versions)
6. Laminated cards to prompt when required
7. Consent forms
8. 24 pebbles/beans of same size
9. Fieldworker manual
10. Contact Sheet for each of the assigned YL respondents.
11. Assigned workflow
12. Field notes template
13. Pen and pencil
14. Identification card of the Young Lives Study
15. Letter from the local partner institution certifying the study.
16. (Personal) Mobile phone
17. Internet connection

¹ Ethiopia: 50 tablets purchased for Round 7.; India: 44 tablets Laptops purchased for Round 7; Peru: 30 Samsung tablets (Galaxy Tab A 10.1" Black + Cover Book (Android)); Vietnam: 50 laptops.

18. Equipment for the hair sample collection:

- a. Scissor (ideally salon-grade scissors)
- b. Comb
- c. Cotton and alcohol (to sanitize the scissor)
- d. A pair of gloves
- e. Hair clips and hair ties
- f. Aluminum foil and/or paper envelop, tape (labelled with the Child ID, adding the initials of the first name and last names; date, time and place when the sample is collected)
- g. Canvas bag (to store the samples collected)

Before starting every interview, you should make sure that:

1. You are in a comfortable and quiet environment
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 your contact sheet of the participants assigned to you who you will need to call that day and a respondent's plan.
5. You have a notebook and pen.
6. You have access to the internet to transfer the data to the data manager following the process described above.
7. You have all the equipment and materials as listed in **BOX 2**.

2.3 AT THE END OF EVERY DAY

Ethiopia

- 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.
- Ensure all your completed and checked surveys are sent to the server/data manager. Send/deliver to the supervisor, a summary of daily progress and any problems you have had that day, including ethical cases duly described.
- Ensure you provide a summary to the supervisor of any issues that you faced that day and report cases with ethical concerns (please refer to Section 4. Duty of care) and the supervisor will in turn report to the field coordinator. 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 the supervisor for any appointments that you made after working hours, so he/she can take appropriate action.
- Regularly recharge the tablets at the end of each day and make sure that these instruments are ready for the next day/interviews.

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 field coordinator. If Supervisor has any doubts, s/he will contact core team members for clarification.
- Send/deliver to the Field Manager, a summary of daily progress and any problems you have had that day, including ethical cases duly described.
- Then Enumerators must plan their next day's work i.e., whom are there any appointments given by the sample individuals and ensure that the Enumerators will interview 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 interviewed that day, are correctly identified with the *CHILDDID*, (*Young Lives Person's IDs*), written.
- 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.

2.4 AT THE END OF EVERY WEEK

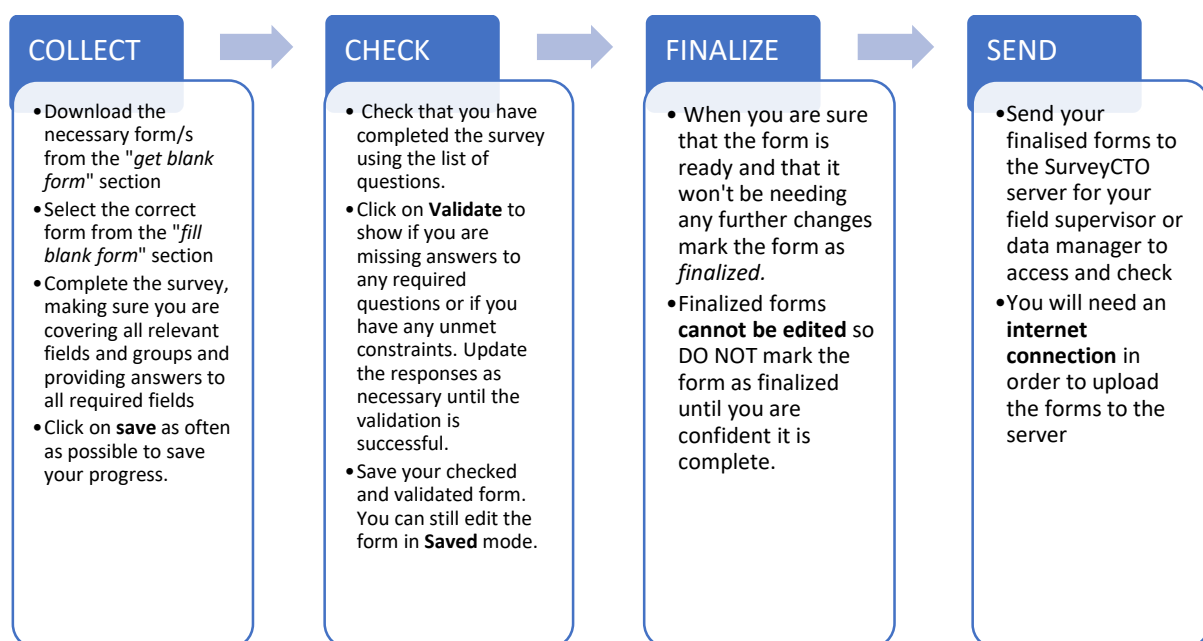
- Debriefing with the team of Enumerators to track progress and correct/solve problems and queries.
- There is also a potential psychological risk, particularly for the fieldworker. In the event of very upsetting cases, the weekly debriefing session [IN, PE: with the fieldwork co-ordinator should discuss any related issues] [ET: with the supervisor should discuss any related issues and the supervisor then reports back to the field coordinator]. Furthermore, during regular debriefs [IN, PE: the fieldwork coordinator will check on the stress levels of the Enumerators] [ET: the supervisor will check on the stress levels of the Enumerators and reports these to the field coordinator]. The PI [ET: and the RA] is responsible for checking on the fieldwork coordinator and Oxford will support the PI as needed.
- Complete all the interviews from the week and send them to the Survey CTO server.

SECTION 3. 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 enumerators should download a form, save a form and finalize a form, using the SurveyCTO collect app, and how the country data managers should monitor, review, clean and share data with the Oxford data manager.

3.1 DATA COLLECTION/ FIELDWORKER WORKFLOW

The figure below shows the workflow that enumerators should follow during data collection. The following sections outline this workflow in further detail.



Accessing the SurveyCTO collect app from your device

The SurveyCTO collect app will have been installed on your device prior to data collection. If you are using a tablet for data collection, simply find the SurveyCTO app on your device and press on it to launch the app. Alternatively, if you are using a laptop for data collection, please first open the BlueStacks emulator by clicking on the BlueStacks icon on your desktop. From within the emulator, then find the SurveyCTO app and click on it to launch the app.

Logging in to the SurveyCTO collect app

Before beginning data collection, you will need to login to your SurveyCTO account on the SurveyCTO collect app. To do this, you will need to press on the three-dot icon in the top-right corner of the app, and then selected "General settings" from the drop-down menu that appears. From within the general settings menu, press on the "Quick setup" option. You will now need to input your server name, username and password. For each country, all enumerators will login using the same account details. These details will be provided by your country's data manager or one of field supervisor. After inputting your account detail, press on the "Run quick setup" button at the bottom of the screen.

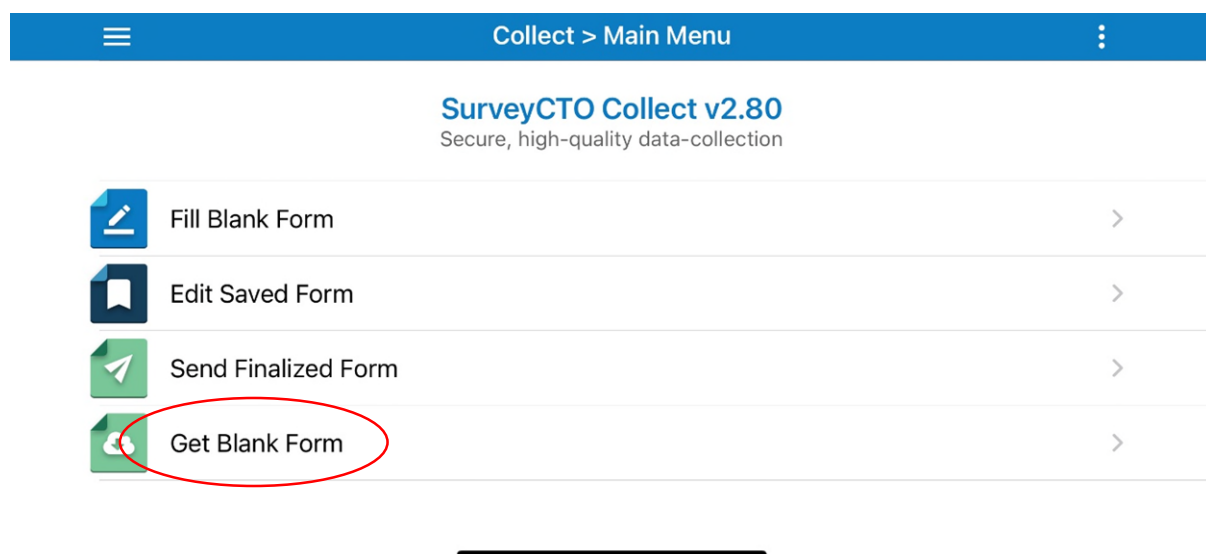
Please note that you will need an internet connection to complete this step.

Please note that the password used to log in SurveyCTO might be updated every once in a while, for security reasons.

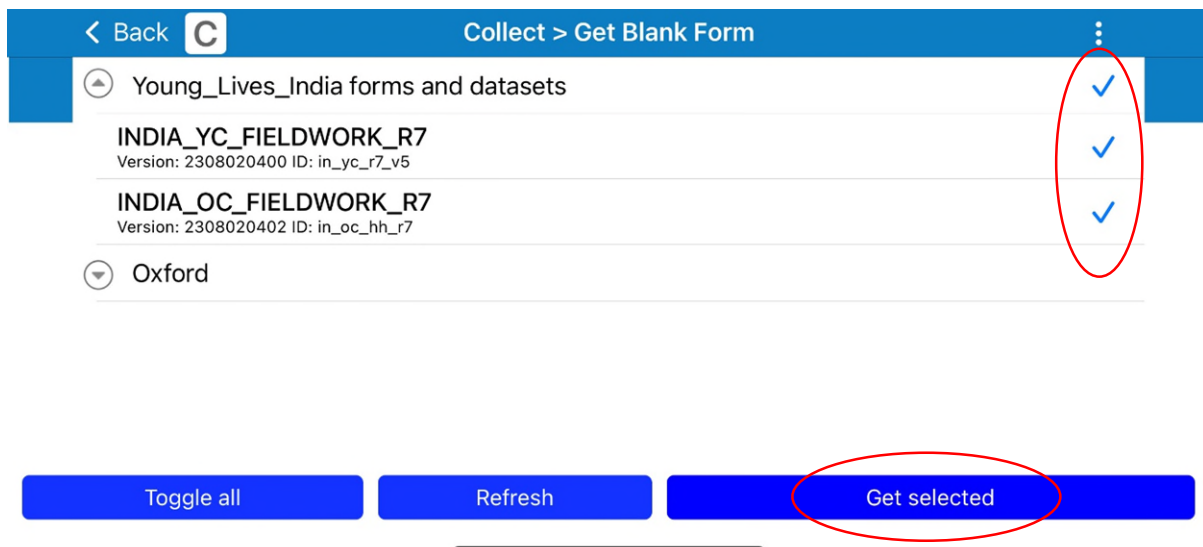
Loading and filling in a new blank form/survey using SurveyCTO

When you first open the SurveyCTO Collect app, you will see the main menu, please see screenshot below. The main menu has the following options: fill blank form, edit saved form, send finalized form and get blank form.

Please note that you will need an internet connection to download the blank forms. Once this are saved into your device, you will not be needing internet connection for filling out the forms or saving them on your device.



From the main menu of the SurveyCTO collect app, press the “Get Blank Form” button. You will then be taken to a new screen that will show you a list of all the blank surveys/forms that have been created and deployed on the SurveyCTO server that you are logged into. See screenshot below with the example from India. You will have two blank forms, one for the Older Cohort (“Countryname_OC_FIELDWORK_R7”) and one for the Younger Cohort (“Countryname_YC_FIELDWORK_R7”). Check the box on the right-hand side of the form/s that you want to load, and click on the “Get started/ selected” button at the bottom.



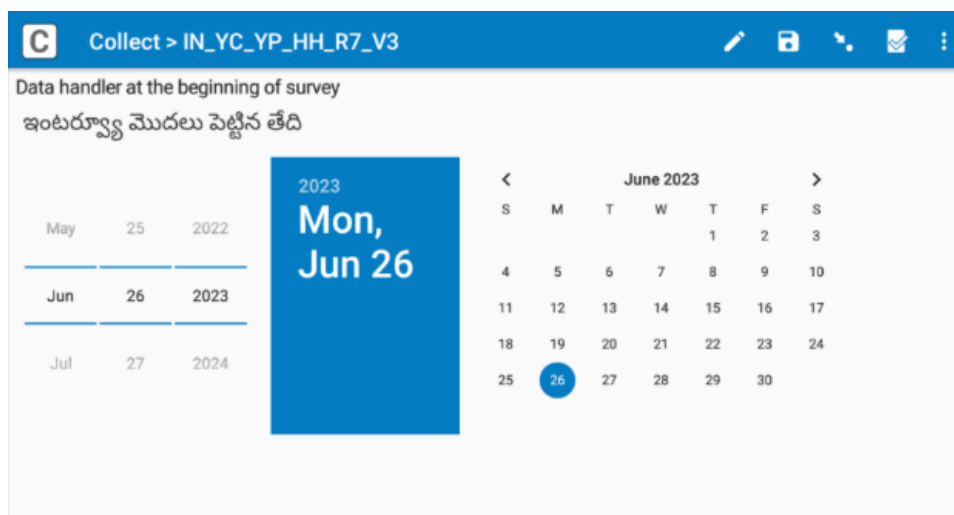
Once a form has been successfully downloaded, you can fill it in by pressing on the “Fill Blank Form” button from the main menu of the SurveyCTO collect app. The correct form must then be selected from the list of available forms that have been downloaded. It is important that the correct form is selected as the form will be pre-populated with data linked via the Child ID. After the Child ID has been input into a blank form, a note will appear listing the participants name and date of birth. This information must be carefully checked to make sure that the correct participant is being contacted. If an incorrect Child ID has been input, a note will appear with an error message.

Please ensure you understand clearly how to download and fill in a blank survey prior to data collection. For more detailed instructions please ask your country data manager for extra resources.

Saving a form

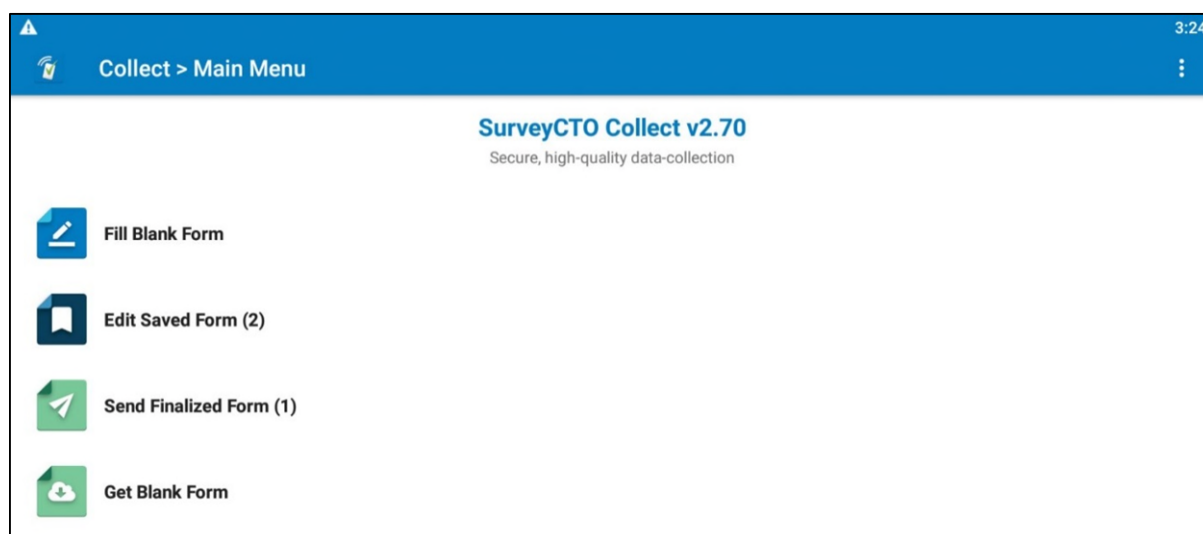
A form can be saved at any point by pressing on the  symbol found in the top-right corner when filling in a blank form. After saving, a message will briefly appear saying “*Form successfully saved!*”. If at any point whilst filling in a survey, you need to return to the main menu, a pop-up will appear prompting you to save changes to the form (see screenshot below). We encourage you to always choose to “save changes” when prompted, as otherwise information that you have input could be lost.

Please note that the forms will be saved into your device.



Opening a previously saved form

To return to a form that you previously saved, from the main menu of the SurveyCTO Collect app, press on the “Edit Saved Form” option (see screenshot below). This option will have a number next to it to indicate how many saved forms there are, which have not been finalized.



You will now see a screen displaying all the saved forms, see screenshot below (Part of the CHILDCODE and name of the YL participant has been erased to grant anonymity). Using the Child ID and name of the participant listed on the top line of each saved form, click on the form you wish to open. The form will automatically open onto the “Go to” menu. Press on the “Resume” button to continue from where you last left the form. Alternatively, press on “Go to start”, “Go to end” or a specific question to return to one of these parts of the form.

Validating a form

A form can be validated at any point whilst being filled out. Validating a form will check all questions to see if all constraints have been met and if all required questions have been filled out. To validate a form, click on the three-dot icon found in the top-right corner, and then select “validate form” from the dropdown menu. Alternatively, if you are at the end of the survey, you can press on the  symbol in the top-right corner to validate the form.

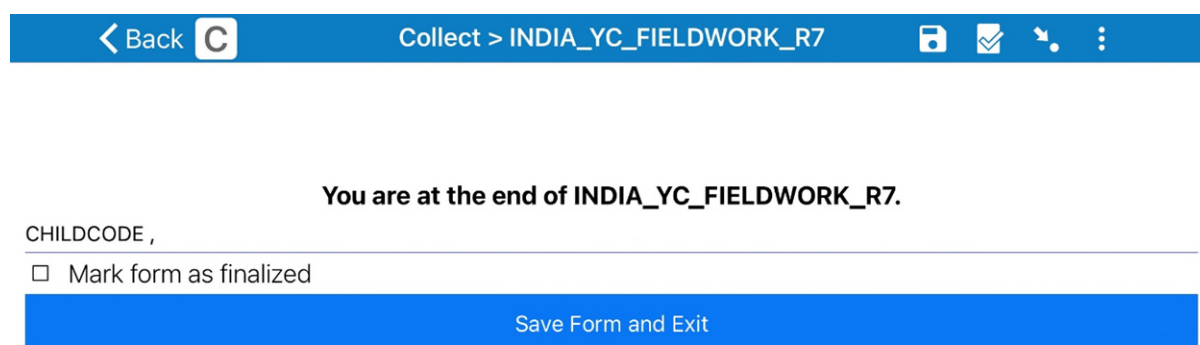
If there are no problems with unmet constraints or required fields without a response, then you will successfully validate the form and get the pop-up message shown in the screenshot below.

If there is an issue with one or more questions, then when you press “validate form”, you will automatically be taken to the first question in the survey that has an issue, and an error message will briefly appear explaining the issue. You can then change the response you previously entered.

Finalizing a form

Once a form is finalized you will NOT be able to open this form and edit the responses again within the SurveyCTO collect app, so only mark the form as finalized if you are completely finished and certain you have captured all of the participant’s responses.

When you are ready to finalize a form, you will need to navigate to the final screen in the form, see screenshot below. You can check or uncheck the “Mark form as finalized” before saving and exiting back to the main menu. Remember that if you finalize the form, you will not be able to edit the responses again.



Note, you will not be able to finalize a form until all questions with required responses have an answer and all constraints have been met. If you attempt to finalize a form with missing required responses or unmet constraints, the app will automatically take you to the first question in the form that has an issue, and briefly display an error message explaining the problem. Remember to validate your forms before you finalise them to avoid this issue.

Send finalized form/s

Once a form/s has been finalized **they can no longer be edited**. The final step is to send the finalized forms to the SurveyCTO server so the field supervisor and/or data manager can access them. To send your finalized forms, go to the main menu in the SurveyCTO collect app and select “Send Finalized Form”. This will take you to a new screen that will display a list of finalized forms.

From this list you need to check the box on the right, next to the form/s that you wish to send. Alternatively, click the “Toggle All” button to select all forms. Once you have selected the necessary form/s press the “Send Selected” button in the bottom-right to send the form/s to the server.

After pressing the “Send Selected” button a pop-up message will appear notifying you of how many forms have been sent. Once all the forms you have selected have been sent you will get a pop-up titled “Upload result”, which will say the name of your survey and “success”. Note that you **must have an internet connection in order to send you finalized forms**. If you do not have an internet connection, when you try to send your finalized forms your “Upload Results” pop-up will display the error message “Internet connection error. Please retry. (Error: No route to host)”. If you get this message, please check your internet connection and try to send the finalized forms again when you have an internet connection.

Resubmitting finalized forms

If you are ever concerned that your finalized forms may not have been sent to the server, you can safely attempt to resend data from your device. To resubmit your data, press on the “send finalized form” option on the main menu. Next, press on the three-dot icon found in the top-right of the screen, and then select “change view” from the dropdown menu. This will load a pop-up, and you need to press on the option “show sent and unsent forms”, see screenshot below.


Change View

Show Unsent Forms

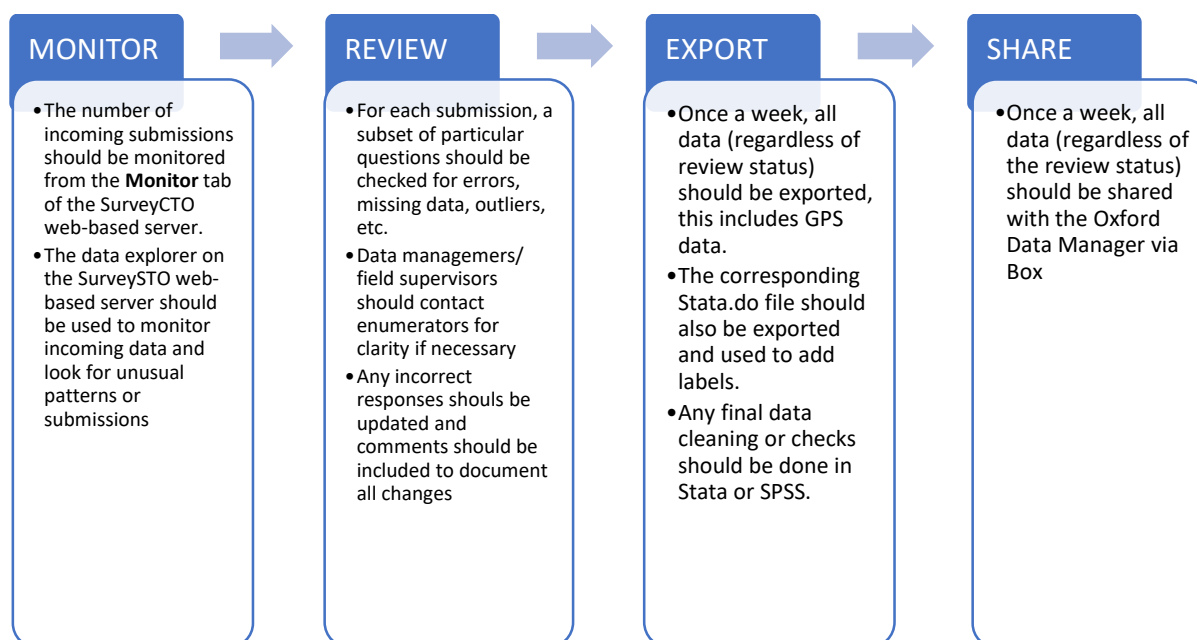
Show Sent and Unsent Forms

CANCEL

Next, press on the “toggle all” button in the bottom-left of the screen, and then press “send selected”. Note that this procedure is safe and will not result in duplicate forms being on the server.

3.2 FIELD SUPERVISOR/DATA MANAGER WORKFLOW

The figure below shows the workflow that should be followed by country field supervisors and/or data managers. The following sections outline this workflow in more detail. For further instructions please refer to the document “Incoming data manual SurveyCTO”.



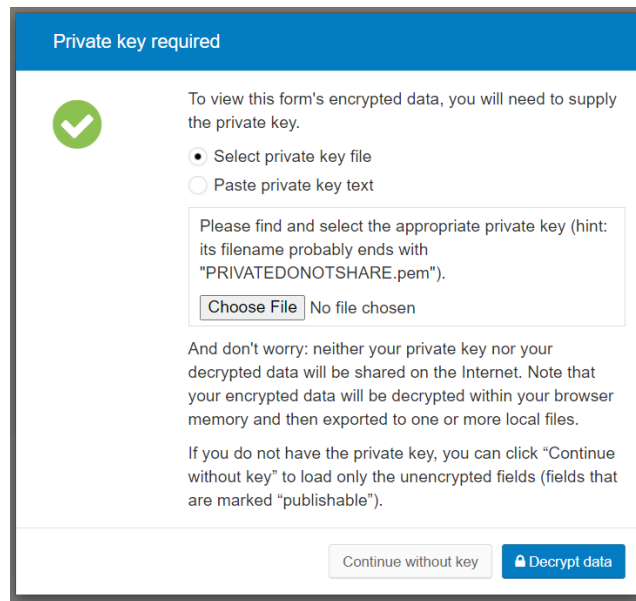
3.3 DATA MANAGEMENT

Decrypting data

As the data we are collecting from the Young Lives participants is highly confidential, we encrypt all data. This means that without access to a private key, no one will be able to view or download any of the collected data. Prior to data collection, the Oxford team will share with the data managers the private key file that is needed to access the data via Box. Note, this file should not be shared with anyone, unless they are a verified member of the Young Lives team who is assisting with the reviewing, monitoring or exporting of the data. A master copy of the private key will be kept by the Oxford data manager.

When you try to view or download an encrypted dataset, you will see the pop-up shown in the screenshot below. Choose the “select private key file” option, and then click on the “choose file” button. Your device’s file explorer will then appear, and you will need to navigate to the file containing your private key. Click on the file and then click on the “open” button. Note that all private key files will contain the words “PRIVATEDONOTSHARE” in the file name. Once you have selected the correct file, you will return to the pop-up where you need to press the blue “decrypt data” button. If you have successfully decrypted the data, you will be taken to your required page to monitor or export the data. If your attempt to decrypt the data has been unsuccessful an error message will pop-up with further information.

Please make sure that you always test the private key before starting data collection. To do this, you need to fill and submit a complete survey and then use the Data Explorer to view that submission. If everything is set up correctly, you should be able to access the data.



Monitoring incoming data

As data are collected, it is very important that they are monitored carefully by data managers, so they can keep track of the number of incoming submissions, and the quality of the data. This is particularly important in the early stages of data collection, as a large number of unusual responses or missing answers for a particular field could indicate an error within the form. All of the monitoring tools built into SurveyCTO can be accessed from the “Monitor” tab within the web-based server.

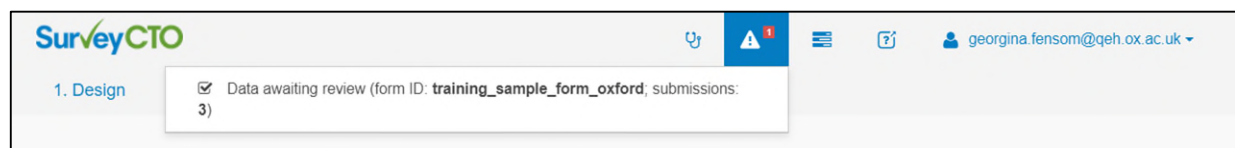
From within the “Monitor” tab, the section entitled “submission statistics” shows a graphical representation of all submissions that have been finalized and sent to server, within a particular time period. This summary should be checked at least weekly. If there are far fewer or far more submissions than expected, the data need to be thoroughly checked to understand why this abnormality has occurred.

The incoming data should also be monitored using the built-in SurveyCTO web-based data explorer. The data explorer allows you to easily summarize data submitted for individual fields, to summarize the relationships between fields, and to browse individual submissions. To access the data explorer, go to the “Monitor” tab on the SurveyCTO web-based server, and then click on the “Monitor form data” button for the required form in the *Form submissions and dataset data* section. Note that you will be required to decrypt the data before you can view it in the data explorer.

If whilst monitoring the data, you notice any major errors or abnormalities in the data which may indicate an error within the form, please contact the Oxford data manager as soon as possible, giving as much detail as you can about the issue. The Oxford data manager will be able to access your data explorer workbook if necessary, so you can refer to charts, graphs or summaries within the workbook if it is helpful.

Reviewing and correcting submissions

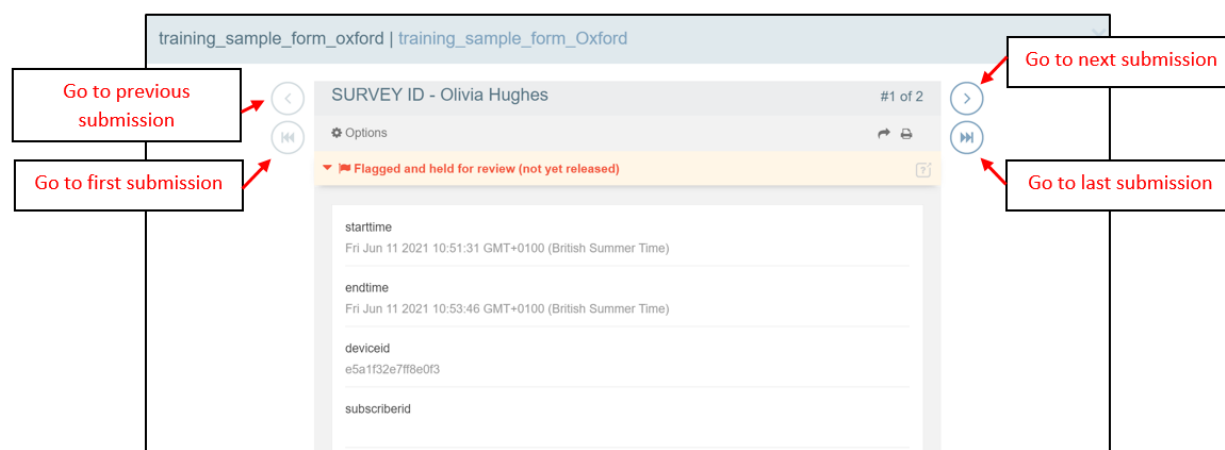
When there are forms awaiting approval on the SurveyCTO server, an alert will appear at the top of the page, see screenshot below. When you click on the alert icon, a dropdown menu will appear showing the name of the form, and the number of submissions awaiting review.



If you press on a particular “data awaiting review” alert from the dropdown menu, you will automatically be taken to that form on the monitor tab, see screenshot below. Alternatively, you can navigate to the form manually by going to the “Monitor” tab on the SurveyCTO server, and then scrolling down to the correct form in the “form submissions and dataset data” section. In the yellow box, we can see the number of new submissions awaiting review. To begin the review process, click on the blue “review now” button.



After decrypting the data, you will be taken to a screen similar to the screen shown below. Please refer to the text boxes on the screenshot below for an explanation of the basic navigation tools. This view allows the user to see the responses given by a particular participant and to check for outliers, unusual responses, missing data etc.



We encourage the field supervisor or data manager who is reviewing the submissions to check the following information:

	Fields to be checked
Consent has been given by all participants who have given responses to the survey. Check for consent given for the different survey components: reading activity, [ET and PE: computerized tasks] , self-administered questionnaire and that the according skips have been implemented in case the participant hasn't given consent.	• CNSNTPRTR7 • CNSNTSAQR7 • CNSNTHAIRR7
Start time and end time as collected by the SurveyCTO platform automatically is the same as the start time and end time entered manually by the enumerator.	• Starttime • Endtime • STARTTIMER7 • ENDTIMER7
Duration: check the total duration time of the survey and that it aligns with the mean time of administration.	duration
Section 2.1 Q.3 "How many rooms are in the house?" Check to see if value is logical, i.e. greater than zero and not too large.	RMSHSER7
Section 7, time use: check values are logical and that if participant declares to be studying or working, values for these are not 0.	• CAREHRR7 • DMSTCHRR7 • FARMHRR7 • WORKHRR7 • EDUHRR7 • STDYHRR7 • LSRHRR7 • TOTAL_TIME
Section 9.2, Q.10 and Q.11; Section 9.3, Q.11 and Q.12: Check that net earnings reported in cash and in kind are logical.	• NTEARNCSH7R7 • NTEARNKND7R7 • NTEARNCSH12R7 • NTEARNKND12R7
Section 9.2 and 9.3: check that the correct response CODEBOX #19 HAS BEEN CHOSEN, when compared with the description of the work activity.	• DESWRK7R7 • TYPWRK7R7 • TYPWRKOTH7R7 • ECONSEC7R7 • DESWRK12R7 • TYPWRK12R7 • TYPWRK12R7 • ECONSEC12R7
Section 16.3, time preferences: check to see if value is logical, i.e. greater than zero but less than PE: 1,000 soles/ IN: 3,000 rupees/ET: 3,000 birr.	TIMEPRFR7
Section 17, SAQ: Check for answers recorded in duplicate variables starting with letter R.	
Section 19, Anthropometry: check that values inputted for weight, height and abdominal circumference are logical, i.e. not too small and not too large.	• WEIGHT1R7; WEIGHT1R7; WEIGHTDEFR7 • HEIGHT1R7; HEIGHT2R7; HEIGHTDEFR7

- ABCRCM1R7;
ABCRCM2R7;
ABCRCMDEF7

Section 21, Location information: current address, current location and alternative address – check that individual elements of the address have been input and that they align with the full address given.

Section 22, Household GPS: check that GPS had been properly recoded and if any issues have been reported.

- GPSR7
- GpsProbR7
- PrbSpsR7

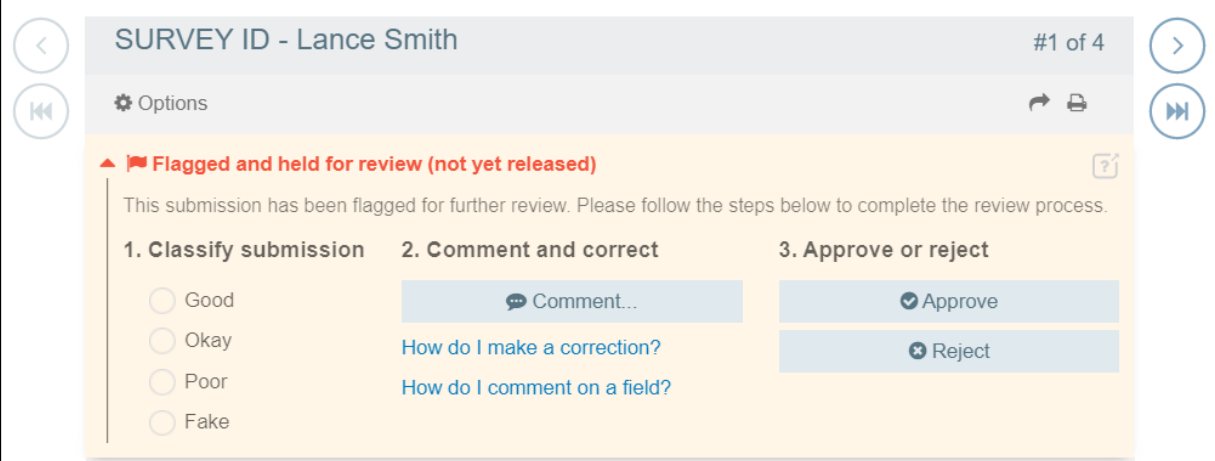
If you spot an error when reviewing a submission or an enumerator informs you that a response needs changing, you can easily correct a response. From within the reviewing forms page, shown in the screenshot above, you need to navigate to the submission and question that needs correcting.

To edit a response to any question, move your cursor to the question of interest, and two buttons appear  . Press on the pencil button, on the left, to edit the response. You will now be able to change the response and add a comment to explain why the response has been changed. It is very important to include comments when you are making changes to responses, as these help the data managers to keep track of why responses have changed after data collection and may inform future improvements that could be made during data collection. When you are happy with the edited response and comment, you can click on the  button to change the response. Alternatively, if you change your mind and do not want to edit the response, click on the  button.

After you have made all necessary corrections to a submission, you need to complete the review process. To do this click on the yellow banner with red text towards the top of the submission, which reads “flagged and held for review (not yet released)”. This will open a dropdown menu of options (see screenshot below).

The first thing to do is classify the submissions according to the following guidelines:

- Good – the original submission had no problems.
- Okay – the original submission had one or two minor problems.
- Poor – the original submission had many/major problems.
- Fake – this is a fake or fraudulent response (it is unlikely you will even need to use this option).



As well as adding comments to a particular question, we can also add a comment related to the entire submission. To add a comment press on the  Comment... button, found under the “2. Comment and correct” heading. A box will then appear on the right-hand side of the screen into which you can type your comment. Type in your required comment and then click on the blue “comment” button at the bottom of the box to store the comment.

The final option gives you the ability to approve or reject a submission. If you have made all the necessary corrections, press on the “Approve” button, under the “3. Approve or reject” heading (see screenshot above). Alternatively, if there are major issues with the submission and the data should not be included in future analyses, press on the “Reject” button. **Note, once a submission is approved or rejected you will NOT be able to add any further comments or correct any responses, so DO NOT approve or reject a submission until all necessary corrections have been made and all necessary comments have been added.**

When reviewing submissions, it is extremely important that you regularly save your progress, or your work could be lost. We recommend saving every time you make a correction, add a comment or approve or reject a submission.

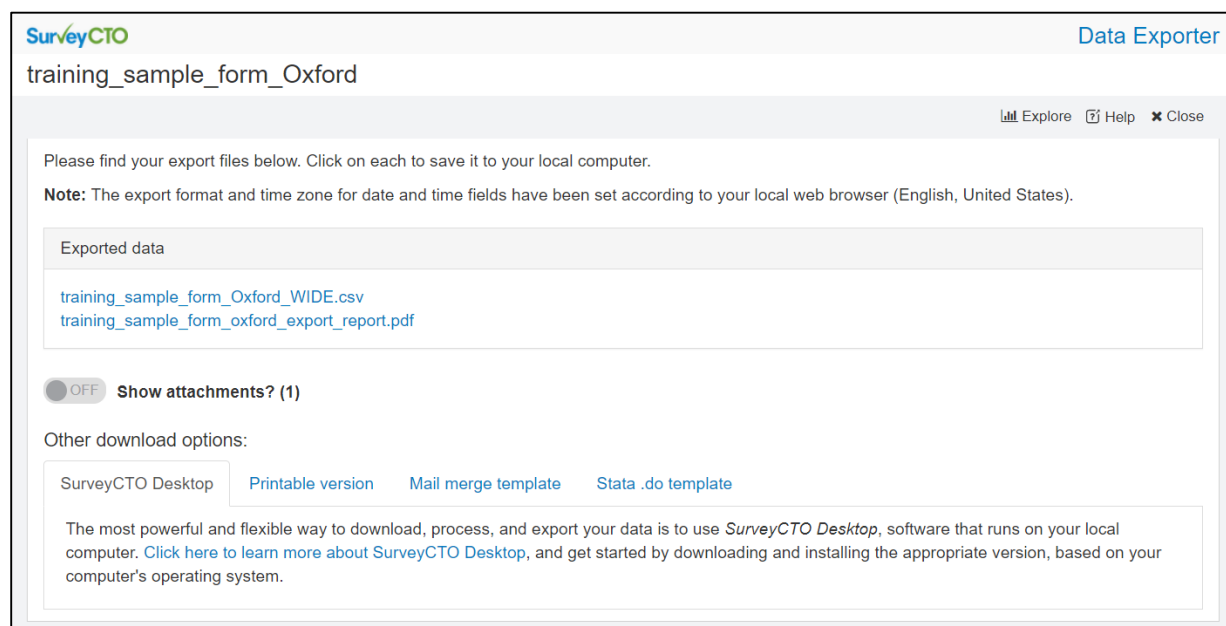
Alternatively, for Peru and India, all data will be exported from SurveyCTO and cleaning and corrections will be done in Stata or SPSS. Please keep a log of all changes made to the data.

Exporting data

Once a week, all data, regardless of review status (i.e., include submissions that have been approved, rejected are still awaiting review) should be exported. Data should be exported in csv file format, with repeat group data exported in long-format. All fields and all submissions should be included.

To export the data, go to the “Export” tab on the SurveyCTO web-based server and navigate to your form of interest. Click on the “Download form data” button on the right-hand-side of the form and fill in the required options (as described above) from the drop-down menu. Finally, click on the “Export now” button. Before accessing your data files, you will need to decrypt the data.

After successfully decrypting the data, you will be taken to a new page. Navigate to the box entitled “Exported data” for links to all the requested data files and your data export report. Simply click on the file names to download each of the files to your device.



From the same screen, shown above, you will also need to download the Stata .do template that is linked to your form. This .do file will contain code to import, merge and label your data. To download the Stata .do file, click on the “Stata .do template” tab, shown in the red box in the screenshot above. Fill in the necessary options from the dropdown menu, including long-format and English language for the labels. After filling in the necessary options press on the “Download” button.

You can now open and run the downloaded .do file in Stata. The file will automatically import, merge and label your data, and output a new .dta file containing your formatted data. You will then be able to do any final data checks and data cleaning in Stata.

Transfer data from the country data manager to the Oxford data manager

On a weekly basis, each country DM will need to send the Stata .dta files for both the younger and older cohorts, to the Oxford data manager, via Box. The Stata .dta files should be uploaded to a newly created DATED folder, within the Round 7 folder country folders that have already been created and shared with the country data managers. These folders can only be accessed by the Oxford data manager and the country specific data manager.

Every week the Oxford data manager team will run a series of checks which will be fed back to the country data managers, as well as logging the number of incoming submissions.

Finally, data will be anonymized and shared with the necessary research teams.

SECTION 4. DUTY OF CARE

4.1 SOME GENERAL CONSIDERATIONS

- During the conversation, you will get more familiar with the respondent, informed about their struggles and the challenges he/she has faced, and they are facing. Take some time to listen to the respondent, take notes, be polite, do not judge them and most importantly be empathetic. This section should help and guide you in the way you respond to the request and the needs of the respondents.
- Also, the respondent may ask you questions about various aspects, such as how to collect government economic support, how to protect themselves from the coronavirus, how to look for work in these difficult circumstances, or how to access educational scholarships etc... The consultation should guide you to answer question or to refer the respondents to others who are more informed and can provide them with the relevant information and support.
- Do not raise their expectations and be realistic on what you/YL can do for them.
- Take into consideration that YL is not an intervention-based study and we are not trained to provide medical/legal advice.
- Consultation guides should contain information on referral services available, local NGOs (where there are not local services available) and/or details of community-based workers depending on the local setting.

4.2 DUTY OF CARE: CASES DEFINITION AND HOW TO RESPOND TO

4.2.1 DEFINE THE CASE

It is important for you to understand what specific case you are facing, and you are called to respond to. We distinguish between two types of duty of care cases: Special cases and Ethical cases. Please take some time to familiarize yourself with the following definitions. The protocol to follow will depend on the type of case but also the urgency and severity of the case.

Special Cases

Those who are going through moments of crisis, of need, which is impossible for them to solve due to different circumstances / lack of means and it is difficult or impossible for them to achieve them:

- economic crisis/income losses
- need/ask for work
- need for/ask for food/ financial aid
- health need, care, hospitalization
- need for education (youth, children, etc.)

Ethical cases

Those are conflicting events at a moral level, involving values and principles.

- family violence (alcoholism, infidelity, human trafficking, prostitution (of children is an emergency)
- rape
- drug use
- drug sales
- crime (theft, scam, crime, etc.)

Emergency

Critical (and sometime unforeseen) situation that pose an imminent risk to life, health and / or integrity of the person or household and must be solved as soon as possible.

- accidents with a high risk of death or disability
- diet/malnutrition
- psychological (stress, depression, anorexia, suicide attempt/risk, etc.)
- child abuse

4.2.2 HOW TO RESPOND TO

Four steps that applies to all cases:

Step 1. Pay attention and take note of all the details and data that allow you to identify the type and severity of the situation.

Step 2. Determine "type of duty of care case" and "the severity/seriousness of the case", based on the information received.

Step 3. Follow the protocol detailed below

Step 4. Follow up, final reporting and documenting

- Keep the fieldwork supervisor updated on the steps you took and any update you might have on the evolution of the case. If needed, provide the fieldwork coordinator with an update version of the template in **BOX 3**.
- The fieldwork coordinator will have ultimate responsibility for the completeness of the reporting and documenting (see section below)

How to respond to Special cases

- i. Pay attention and take note of the details of the case.
- ii. Ask yourself once more whether this should be treated as an emergency or not (look back at the "emergency definition").
- iii. If unsure, get in touch (as soon as possible, by phone) with the fieldwork coordinator who will help you to decide whether it should be treated as an emergency or not.
- iv. If not an emergency: provide the individual with the information available in the consultation guide. Some additional considerations:
 - a. If the respondent asks for financial aid, state that "the project does not provide financial aid". The financial reciprocity given to the respondent corresponds to their contribution of time in this year's face-to-face visit. Tell the individual about some of the resources in the consultation guide that might help.
 - b. If the respondent is asking for health related or legal information, you may be tempted to help with specific recommendations; however, medical, phycological or legal recommendations should be left to trained experts.
- v. If the respondent is not satisfied and keeps asking you for support, make sure to take notes of as much detail as possible in the report using the template reported in **BOX 3** and inform the fieldwork supervisor (by email or during the daily/weekly feedback session). At this stage, you will have decided (by yourself or in consultation with the fieldwork coordinator) that it is not an emergency. Reassure the respondent and let them know that you will report back to the fieldwork supervisor, and you will get back in contact to let them know if and how we can help.
- vi. The fieldwork coordinator will help you to decide the follow up step. If needed, the fieldwork coordinator can consult with the PI (and any other relevant team member in country and in Oxford) and come back to you.
- vii. The fieldwork coordinator will have ultimate responsibility for the completeness of the reporting and documenting (see section below)

How to respond to Ethical cases

- i. Pay attention and take note of the details of the case.
- ii. Ask to yourself once more whether this should be treated as an emergency or not (look back at the “emergency definition”).
- iii. If unsure, get in touch (as soon as possible, by phone) with the fieldwork coordinator who will help you to decide whether it should be treated as an emergency or not
- iv. If not an emergency: provide the individual with the information available in the consultation guide.
- v. [IN, PE, ET: Invite the respondent to report and denounce the matter to the local authorities.] [PE: If the respondent does not, the team should discuss if further action should be taken.]
- vi. In all cases, make sure to take notes of as much details as possible by filling out the report using the template reported in **BOX 3** and inform the fieldwork supervisor (by email or during the daily/weekly feedback session). At this stage, you will have decided (by yourself or in consultation with the fieldwork coordinator) that it is not an emergency. Reassure the respondent and let them know that you will report back to the fieldwork supervisor, and you will get back in contact to let her/him know if and how we can help.
- vii. The fieldwork coordinator will help you to decide the follow up steps. If needed, the fieldwork coordinator can consult with the PI (and any other relevant team member in country and in Oxford) and come back to you.
- viii. The fieldwork coordinator might suggest you offer more support to the respondent, where this does not compromise the health/ safety of the respondent or your own. For example, the fieldwork coordinator might suggest providing support (for example by accompanying her/him to the police station etc.)

How to respond to Emergency:

All emergency cases, regardless of whether they are classified as special cases or ethical cases require immediate action.

- i. Pay attention and take note of the details of the case.
- ii. Ask yourself once more whether this should be treated as an emergency or not (look back at the “emergency definition”).
- iii. If unsure, get in touch (as soon as possible, by phone) with the fieldwork coordinator who will help you to decide whether it should be treated as an emergency or not.
- iv. The fieldwork coordinator will immediately get in touch (by phone) with the PI (and any other relevant team members in country).
 - a. In case of a serious mental health emergency (for example, serious depression and suicidal thoughts), the fieldwork coordinator should immediately get in touch with the team psychologist (where the team has one) to ask her/him for support. 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 them to seek immediate support. If the respondent presents as suicidal (i.e. a risk to themselves or others, confidentiality becomes secondary (avoiding harm is more important).
- v. Reassure the respondent and let them know that you will report back to the fieldwork supervisor and get back in contact to let them as soon as possible.
- vi. A quick action should be put in place to reduce the risks, while seeking and identifying "some type of support / help", (private or state), that can provide alternative solutions, to the young person and / or family. You should not put at risk in any way your own safety.

4.3 DOCUMENTING AND REPORTING

Documenting and reporting any duty of care cases encountered, is fundamental for various reasons:

- Informing the fieldwork supervisor and the rest of the fieldwork team on what situation you are facing and getting support where needed.
- Defining the protocol that needs to be follow in those specific cases; and when the case needs to be escalating.
- Learning from experience and revisiting the protocol used for future survey rounds if and where needed.
- Keeping a record of the ethical cases encountered and the responses undertaken for future survey rounds.

As detailed in the protocols above, there are emergency cases where you will be forced to act immediately and to get in touch with the fieldwork coordinator by phone and as soon as possible. You should use the reporting template if useful to you for recalling all information you will need to provide to the fieldwork coordinator. Otherwise, the form can be filled up by you and completed by the fieldwork coordinator ex-post once the immediate emergency has occurred.

BOX 3: TEMPLATE FOR REPORTING DUTY OF CARE CASES

1. **NAME OF ENUMERATOR:** _____
2. **NAME OF YL PARTICIPANT:** _____
3. **CHILDCODE:** _____
4. **CASE TYPE:** either ethical case or special case
5. **EMERGENCY:** Yes/No
6. **CASE NAME:** as short description of the problem, e.g. "Home in severe crisis needs economic support", "the home is going hungry due to lack of work", "seriously ill or at risk needs urgently: -support with medicines: -consultation with specialist -hospitalization, etc.
7. **CASE DESCRIPTION:** *It is necessary to highlight the most important and indispensable data,* all the additional information that has been obtained and that helps decision-making and planning the possible help that could be obtained and provided. (Include any actions or procedures that have been or are being performed: by the youth, his or her home, or by the interviewer.)
8. **REPORTED TO:** Name – _____
9. **DATE OF THE REPORTING:** _____
10. **MEAN OF REPORTING:** by phone/by email/in person
11. **RESPONSE EXPECTED:** _____
12. **FOLLOW UP ON THE CASE:** add here any additional information of the action entertained. This section can be completed either by you (the fieldworker) or by the fieldwork coordinator

All reports should be completed and sent back to the country headquarter. The fieldwork coordinator and the PI will need them to prepare a final report for Oxford.

It is responsibility of the fieldwork coordinator and the PI to compile a summary report to be sent to Oxford possibly at the end of the data collection in each cluster and definitively by the end of the survey round data collection. The report should be in a form of a spreadsheet and should contain the following information for each one of the case where a duty of care report has been compiled by the fieldworkers:

CHILDCODE	ENUM ID	DATE OF THE FIRST REPORT	CASE TYPE	EMERGENCY	CASE DESCRIPTION	ACTIONS	FINAL OUTCOME

SECTION 5. ETHICAL CONSIDERATIONS, YL PARTICIPANTS UNABLE TO GIVE INFORMED CONSENT, RECIPROCITY AND SAFEGUARDING

5.1 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 took the following actions:

- i. We selected Enumerators that have worked on data collection for the Young Lives study in previous Rounds and in the 2020 Phone Survey. The Enumerators have been 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 and have spoken on the phone with the participants during the 2020-2021 Phone Survey). A full training program have been conducted ahead of the survey administration and we allow for frequent debriefing during data collection and systematic recording of ethical issues that arise and any responses to them (see Section 4. Duty of Care).
- ii. The survey has been piloted ahead of its administration with young people who are not part of the Young Lives study, although most of the questions included have been already included in the previous survey rounds.
- iii. Prior to the beginning of the interview with a given participant, each fieldworker should pay attention to the history of ethical information available for that participant (if any) from the previous survey rounds. This information will be made available to enumerators by the Data Manager and/or by the Field coordinator.
- iv. We will systematically record potential ethical cases as detailed in Section 4. Duty of Care. Ticking the box on potential ethical cases is not a poor reflection on the fieldworker, but simply indicates there was some cause for worry.

Physical and psychological safety of researchers and fieldworkers: 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 Fieldwork Co-ordinator will make sure to check on the stress levels of the enumerators. The PI has the responsibility to check on the Fieldwork Co-ordinator 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 have been adapted from the survey questions developed for the previous survey rounds. In this regard, it is important to note that Young Lives also obtained ethical approval for all the new survey tools included in the Round 7 survey by the University of Oxford and the country ethical committees.

Data protection and anonymization: All data will be collected using CAPI. 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.

5.2 SURVEY ADMINISTRATION FOR YL PARTICIPANTS UNABLE TO GIVE INFORMED CONSENT

Some YL participants might not be able to answer our survey, due to a cognitive disability. This might also mean they cannot provide informed consent. In those cases, please follow the following instructions:

1. Either ask the caregiver only, or the caregiver and the YL participant (if possible) to read and sign/approve the informed consent.
2. In the consent form, in case the caregiver gives consent to *participate in the study* ("Yes [X]") and to *answer the survey* ("Yes [X]"), please thank her and also explain that the YL participant will not be asked to answer the other 3 sections mentioned in the consent form:

- a. Self-administered questionnaire.
- b. Short reading activity.
- c. Two short games on the tablet.



For these cases, choose:

"No [X]",

"Main reason: Cognitive disability"

3. Once the survey starts, only administer those sections with "Yes" in the table below.
4. All questions that are administered should be answered by the main caregiver or someone well-informed on the household and the respondents' life, not by the YL participant.

OVERVIEW OF SECTIONS: SURVEY ADMINISTRATION FOR YL PARTICIPANTS UNABLE TO GIVE INFORMED CONSENT

Sections	Section title	Administed	Comments
section 0	Data Handlers and Consent	Yes	
section 1	Household Roster	Yes	
section 2.1	Socioeconomic Status	Yes	
section 2.2	Shocks	Yes	
section 3	Food Security	Yes	
section 4.1	Transfers	Yes	
section 5.1	Movement History	Yes	
section 5.2	Migration Expectations (YC only)	No	Enter 77 to skip section
section 6.1	Education History	Yes	
section 6.2	Current Education	Yes	
section 6.3	Pandemic Education (YC only)	No	
section 7	Time Use	Yes	
section 8.1	General Perceptions	No	Input 88=NA for all questions in the section
section 8.2	Perceptions of Security (ET only)	No	
section 9.1	Labour Force Participation	Yes	
section 9.2	Main Activity 7	Yes	
section 9.3	Main Activity 12	Yes	
section 9.4	Labour Market Skills	Yes	
section 9.5	Willingness-to-pay	No	Pending
section 9.6	Computer and Internet use	Yes	Only initial question on the use of devices Q1-Q4
section 10.1	Individual Health	Yes	
section 10.2	Dietary Diversity	Yes	
section 11.1	Marriage and Cohabitation	Yes	
section 11.2	Fertility	Yes	
section 12	Public Programs	Yes	
section 13	Reading Comprehension	No	Skip section selecting no in the consent section
section 14.1	Executive Function (IN, VN)	No	
section 14.2	RACER (ET, PE)	No	Skip section selecting no in the consent section
section 15	Feelings and Attitudes	No	Input 88=NA for all questions in the section
section 16.1	Social preferences	No	Input 77 for all questions in the section
section 16.2	Risk preferences	No	Input 77 for all questions in the section
section 16.3	Time preference	No	Input 77 for all questions in the section
section 17.1	Conflict experiences (ET)	No	

section 17.2	SAQ or ACASI	No	Skip section selecting no in the consent section
section 18	Mental Health	No	Input 88=NA for all questions in the section
section 19	Anthropometrics	Yes	Only if the family feel comfortable with that)
section 20	Cortisol	No	In Skip section selecting no in the consent section.
section 21	Locating Information	Yes	
section 22	GPS	Yes	
section 23	Comments	Yes	
section 24	Enumerator Statement	Yes	

5.3 RECIPROCITY: COMPENSATION

Non-monetary reciprocity: all respondents will be provided with a consultation guide including information about physical and mental health, information and contact details of local public resources, helplines that are available to provide support if needed. **A digital copy or a printed copy of the consultation guide will be provided to all respondents.**

Monetary reciprocity: all respondent will receive a small economic compensation for their time. This also reflects the fact that YL respondents are now adults, and the opportunity cost for them taking part in the study is higher now they are of working age, than when they were children. 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 Fieldworker explaining what respondents can and cannot expect if they agree to participate, highlighting that the reward is provided as a thank you.

The value of the compensation: The compensation they received was similar to the value of the gift we gave to them in Round 5, adjusted by inflation. The value of the reward has been adjusted for what can be bought with that amount in each country. Therefore, the value of the reward (either money or phone credit) has not been fixed across countries, but it has been in the range of £4-12 (total):

- Ethiopia: 300 Birr (4.5 GBP)
- India: 1,250 Rupees (10 GBP)
- Peru: 50 soles (12 GBP)

The conditionality to receive the compensation: 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 compensation: this is going to work differently in each one of the country teams.

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:

- 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.
- Option 2) the field guide, in case the respondent does not have bank account: shall pay directly the participant. The respondents should sign on the payment sheet when they receive the payment.

India: the economic reward will be transferred either through:

- Option 1) their bank account by RTGS, GooglePay, PhonePay, PayTM, 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.
- 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 in cash by the enumerator in charge of the interview, the participant will be asked to sign a receipt. Only in exceptional circumstances the money will be sent using alternative methods: bank transfers, money orders, and exceptionally using the Yape app from Banco de Crédito del Peru (BCP). In all cases, the YL participant must be the direct receptor of the transfer:

- Bank transfers can be sent to any bank in the national territory. Based on previous experience, we will only use this method if the YL participant is the owner of the bank account.
- For money orders, based on previous experience we will prioritise money orders sent through BCP, which can be picked at BCP bank agencies or BCP bank agents, which have a high penetration across the country (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 YL participant). As a second alternative we will consider money orders through BN bank agencies or BN bank agents.
- Yape app: Yape is an app widely used in urban areas that allows to send transfers to those that have a bank account with BCP linked to their phone numbers. It is useful because only the phone number and the full name of the YL participant are required to complete the order.

5.4 AN INTRODUCTION TO SAFEGUARDING

What does Safeguarding mean?

In the UK, safeguarding means protecting peoples' health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect. Within Young Live's work, we understand it to mean protecting people, including children and at risk adults, from harm that arises from coming into contact with our staff or programmes.

Safeguarding therefore 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 and other forms of harm.

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 that there are good systems in place, both in study countries and in Oxford, for dealing with any Safeguarding incidents or concerns. .
- Ensuring all 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 Safeguarding Policy² policy sets out the commitments made by YL and informs all YL people of their safeguarding responsibilities.

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:
 - YL Code of Conduct.
 - ‘Whistleblowing’ Policy
5. Training of staff, in particular regarding handling and reporting of incidents and allegations and working with other organisations.

The key aspects of the 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.

5.5 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. All YL staff should sign a copy of the code of conduct. Please notify the Fieldwork Manager if you have not received a copy.

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. The Code of Conduct is detailed in **BOX 4**.

² A refreshed Safeguarding Policy has being rolled out in 2023 in conjunction with the fieldwork.

BOX 4: CODE OF CONDUCT

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

I will:

1. 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, recognizing the beneficiaries of our programmes and research as dignified humans.
- 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.
- I will conduct myself with propriety at all times. I will not engage in any kind of inappropriate behaviour, such as unwarranted aggression, working under the influence of alcohol, using or being in possession of illegal substances while engaged anywhere in YL work.

2. 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.

I will not facilitate any of the above acts, or any other demeaning or abusive act, by third parties

3. **Ensure the safety, health and welfare of all YL people, research participants and the communities where YL operates. 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.
4. **Be responsible for the use of information, assets and resources to which I have access, including 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 mismanage donor funds through fraud, theft, bribery, nepotism, money laundering, terrorist financing, shoplifting, conflict of interest, counterfeit money, cybercrime, extortion, or criminal damage.
 - I will not use any 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 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.
 - I agree to abide by all of YL policies in relation to confidentiality of information.
5. **Perform my duties and conduct my private life in a manner that avoids conflicts of interest. Specifically:**
 - I will conduct my duties and act with neutrality with regards to local party politics, whether working in my own country or in countries other than my own, except those involving violations to 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.
6. **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.
7. **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 staff 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. Those reporting concerns are protected by 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.

5.6 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 including Financial Misconduct.

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 that 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 malpractice. If you are found to have made a false allegation maliciously, you will have disciplinary action taken against you.

Procedure to report a breach of the Safeguarding Policy

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 a serious breach of the YL Code of Conduct including Financial Misconduct, the following procedure should be followed:

1. Raise the matter with the Senior Enumerator who will contact your local Safeguarding Officer (held by the Country PI/Senior Fieldwork Coordinator), who will consult the appropriate contact point.
2. If the Safeguarding Officer 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 Lead (Country Director).
3. If neither the Safeguarding Officer nor Safeguarding Lead are appropriate the matter should be raised with the YL Safeguarding Coordinator (YL Director).
4. Concerns can also be sent directly to the YL Safeguarding Coordinator (YL Director) and Officer (YL Programme Manager) by e-mailing: yl-safeguarding@qeh.ox.ac.uk

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

Young Lives is committed to ensuring the highest standards of ethical conduct by all personnel associated with the project. If you would like to make any kind of complaint on the conduct of the Young Lives staff you can contact either of the following: 1. Young Lives [Country] Field Coordinator, [Name] [Email address] [telephone number] 2. The Safeguarding Officer, Young Lives [Country] Principal Investigator, [Name] [Email address] [telephone number] 3. The Safeguarding Lead, Young Lives [Country] Country Director, [Name] [Email address] [telephone number]
4. If they are not available or are involved in the alleged malpractice, please contact the Young Lives Safeguarding Coordinator and the Young Lives Safeguarding Officer by sending an email to yl-safeguarding@qeh.ox.ac.uk
You are strongly encouraged not to make anonymous disclosures. That being said, all disclosures, even those made anonymously, will be reviewed.

At the point of raising a concern, it will be necessary for you to share the information relating to the matter of concern. All disclosures made anonymously or otherwise, will be reviewed. However, a lack of information may limit the nature, extent and outcome of the investigation. The investigation management team would be advised at the initial meeting that the information has been received anonymously. If the identity of the reporter is known but must be protected the investigation report can be anonymised.

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

SECTION 6. SURVEY MANUAL

CONSENT FORM

A written consent to take part in the study should be obtained from the respondent at the beginning of the interview.

1. After a brief introduction on the nature and objective of the study and confirming that they are talking to the right respondent, the enumerator will ask for the respondent's consent to participate. The enumerator will ask for consent to take part in each one of the survey components:
 - a. Face-to-face interview
 - b. Answering the self-administered questionnaire?
 - c. YC only - Completing a short reading activity [ET & PE: and two short, computerized tasks]?
 - d. Be part of the cortisol study by providing a lock of hair.
2. The fieldworker will then inform the respondent of the duration of the survey and reassure the respondent that all information he/she provides will be treated confidentially.
3. Finally, the fieldworker will ask if he/she is willing to participate, assuring the respondent that he/she will be able to withdraw from the study at any time, without affecting the continued participation in the Young Lives study.
4. If the respondent consents, the fieldworker will record consent and proceed with the survey.
5. If the respondent refuses to participate, the fieldworker will ask for the reason for the rejection and try to address it. If the respondent still refuses, the enumerator will thank him/her for their time.

Young Lives (YL) Round 7



Name of the Country PI (Institution of the Country PI)

Marta Favara (University of Oxford)

Funded by: FCDO

INFORMED CONSENT

YOUNGER COHORT

You and your family have participated in the Young Lives study since you were approximately one year old. Along this time, we have visited you or talked to you over the phone on several occasions.

This time, we are starting a new round of the Young Lives study. We come to provide you with all the necessary information and kindly request your consent to remain as a volunteer participant.

Who are we?

As you know, we are *Young Lives* workers, a study run in our country by [Country institution], and the University of Oxford.

What do we want to know? Purpose of the study

Since 2002, Young Lives has followed a group of children that grew up in four different countries, including [COUNTRY], to learn about various aspects of their lives and their families. The purpose of this round is to visit all participants and their households so that they continue to provide us with information that allows us to make their reality known to government authorities, here and around the world. The information shared also helps to identify strategies that contribute to improving the living conditions of young people like you in [COUNTRY] and other similar countries.

We will provide you and explain to you all the information, as well as address all your questions and concerns so you can freely decide if you accept to participate in the interview and give us your consent.

What will we do?

If you consent to remain as a volunteer participant, we will do the following:

1. We will be using a tablet to record the information you provide. To keep your contact details updated, we will update your personal details, address, mobile number, email, etc. [PE: As in the previous visits, we will take you some photos, which we will send later by the means you indicate]
2. We will ask questions about your household composition, marital status, the socioeconomic level of your household, events that might have affected the economy of your household, and access to food and social programmes.
3. As we have done in previous visits and calls, we will ask you about your education, health, time use, movement history, labor activities, emotional wellbeing, mental health, and your views and opinions on different aspects of life. On this occasion we will ask about your willingness to take risks and preferences about time; trust in others; your thoughts about migration plans; and your opinion about certain aspects of what makes a good job.
4. The survey also includes questions on more sensitive topics, such as the consumption of cigarettes, alcohol, and drugs; sexual and reproductive health; experiences of violence; and your attitudes towards sexual identity. You will be asked to answer these questions by yourself, [IN & ET: listening to them using a tablet] [PE: reading them on the tablet]. The information you provide will be confidential; the enumerator will not be able to see your answers. You do not have to answer these questions if you do not wish to (nor any of the other questions).
5. We will also ask you to complete a short reading activity [PE & ET: and two short computerized tasks], very similar to ones you have done before.
6. We will measure your weight, height, and abdominal circumference.
7. If you have children, we will ask some questions about their birth and health.
8. The interview and related activities will take about three hours, and you will need about 40 minutes to complete the self-administered questionnaire and the reading activity [PE & ET: as well as the tasks on the tablet]. Depending on your availability and to reduce fatigue, the interview and related activities might be carried out in more than one visit.

Who will know my identity and my families' identity?

All the information we have collected in the past and will collect now will be treated in the strictest confidence. We will not reveal your name or the name of your family members, or name of the town you live in, to anyone who is not a member of the study team.

Under no circumstances will your names or any data that can identify you be disclosed

What will we do with the information we have collected?

It will be used to produce reports and scientific publications, which will be made available to government authorities, and stored in an anonymous database for other researchers to consult, with the aim of maximizing the use of the lessons learned and to benefit future generations.

We might use your contact information and identity to understand better your access to public services and the characteristics of the place where you are living but all the information will be anonymized and in no circumstances, we will disclose your identity, name and location.

Is there any risk in taking part in this study?

There is no risk for you nor your family for taking part in this study.

Which benefits you and your family would get from participating in this study?

- Your participation is very important, because all the information you give us, along with the information other young people who participate will provide, will help us understand those factors that are more important for young people.
- The measurement of your weight, height and BMI allows us to measure your nutritional status and see if you are at risk of being underweight or overweight. According to the results, we will point you to the designated section in the consultation guide where you can find nutritional advice and recommendations.
- Also, we can point you to the designated section in the consultation guide where you will find more information and support on mental health and wellbeing as you need it.
- We will give you a small financial compensation of [ET: 300 Birr; IN: 1250 Rupees; PE: 60 soles] for your time.

What happens if you decide not to be part of this study?

You are completely free to decide whether or not to continue participating in the study. You are free to change your mind at any time, without affecting your participation in other programs or studies in health, education, development or the fight against poverty. In addition, if you participate, you are free to decline to answer any question or section of the interview, and to finish the interview at any time you like.

Where can I obtain more information if I need it?

At any time, if you would like to ask any questions regarding this study, if you would like to withdraw from the study, or if you would like to inform us of any change of address or telephone number, you can contact [ADD NAME AND CONTACT DETAILS OF THE FIELDWORK CORDINATOR AND THE COUNTRY PI].

This project has been reviewed by [ADD HERE THE DETAILS OF THE LOCAL ETHICAL COMMITTEE], and the Departmental Research Ethics Committee, Oxford Department of International Development, University of Oxford (UK), and it has been given a favourable opinion for conduct.

A copy of this form will stay with you for your files.

Do you agree to participate in this study?

No [] Main reason: _____

Yes []

- **Answering the survey?**

No [] Main reason: _____

Yes []

- **Answering the self-administered questionnaire?**

No [] Main reason: _____

Yes []

- **[ET & PE Completing a short reading activity and two short, computerized tasks?] [IN Completing a short reading activity?]**

No [] Main reason: _____

Yes []

CONSENT

I, _____, accept in a completely free and voluntary way to participate in this survey. They have explained to me what it is and have answered all my questions. I have understood the interviews and activities that they will ask me to take part in. I have also understood that all my data and all the information I give will be treated in a strictly confidential manner, without revealing the identity of any of us in the reports or publication of results. I know that I can withdraw from the study at any time I decide, without suffering any consequences.

-Full name of the individual: _____

-Current Address: _____

YL Individual's signature

FINGERPRINT (if individual does not read/write)

Fieldworker's full name

Fieldworker's signature

DATE: ____ / ____ / 202 ____

=====

In case the individual cannot read/write

_____ Witness' full name	_____ Witness' signature
As a fieldworker signing this Informed Consent Form, I declare that in the presence of a witness: I have explained in detail all the aspects of this study, including its objectives, the duration and procedures to be performed, the risks and benefits, as well as the confidentiality of the information and all the aspects described in this format to the young person identified above, and that he / she has completely and voluntarily accepted their participation in the study. All questions asked have been answered satisfactorily. As a sign of compliance, the young person has placed his / her fingerprint in this form. My signature and that of a witness have been placed above. * Likewise, in the presence of the witness, the young person was given a copy of this consent for his / her files -Relationship with the YL Individual: _____	

**Young Lives (YL)
Round 7**



Name of the Country PI (Institution of the Country PI)
Marta Favara (University of Oxford)

Funded by: FCDO

CONSENT FOR HAIR SAMPLE COLLECTION (CORTISOL STUDY)
YOUNGER COHORT

In addition to participating in the main survey, we would also like to ask you whether you would like to provide a small hair sample, smaller than the quantity of hair you normally lose when brushing it [ENUMERATOR: show the hair sample]. The lock of hair we need is about 1.5cm in diameter. The hair sample collected will be subsequently analyzed in a laboratory to get a measure of the level of the cortisol hormone in your body. The cortisol hormone is important because it regulates the use of energy in the body, it increases in response to and helps our body deal with stress, that is, in the face of changes / situations, positive or negative, that cause a feeling of emotional, physical or psychological tension (for example when experiencing an earthquake or winning the lottery). Eventually the increase of the hormone cortisol in our body disappears, but it remains in our hair, this is why we ask you for this sample. We will test if cortisol levels relate to life experiences and/or to current physical and psycho-emotional health. If you choose to participate, this should take less than 5 minutes, will not have any repercussion on the re-growing of your hair, will not be visible as the sample will be collected from the back of the head and covered by the rest of your hair, and it is completely painless.

As for the rest of the study, your hair sample will be identified by an anonymised code to protect your identity.

[ENUMERATOR: if the respondent hesitates or is not inclined to take part, please show them the example video of the hair sample collection]

- **Do you agree to provide a small lock of hair?**

No [] Main reason: _____

Yes []

-Full name of the individual: _____

-Current Address: _____

YL Individual's signature

FINGERPRINT (if individual does not read/write)

DATE: ____ / ____ / 2 0 2 ____

=====

In case the individual cannot read/write

Witness' full name

Witness' signature

-Relationship with the YL Individual: _____

SECTION 1. HOUSEHOLD ROSTER

PURPOSE

The purpose of this section is to identify the members of the household. It starts prompting the list of household members (*HHMs* hereafter) reported in the most recent survey conducted with the household (Call 4, Call 1, or Round 5; [SONGS survey for Peru Younger Cohort](#)) and probes if each of them is still living in the household, as well as if there are new members. For all household members (previous and new), basic demographic information is collected, as well as the relationship of each household member with the Young Lives (YL) child Respondent. This section is crucial because their personal characteristics (e.g., age, sex, etc.) will determine which questions and sections will be asked to each household member (e.g., education level, employment status, etc.). It will be asked to both the Younger Cohort (YC) and the Older Cohort (OC).

DEFINITIONS

ID of Household Member: The ID is a unique number assigned to each household member since the beginning of the study and, therefore, two members of the same household cannot have the same ID. The YL Respondent's ID is always "0". The remaining household members may have an ID of 1 onwards, and the new members added will have new IDs that will be automatically created in CAPI, so you don't have to enter it.

REMEMBER: The Household Member ID is different from the **Child ID**, which is the unique 6-digit code assigned to each YL Child of the 2 cohorts from the 4 countries. Therefore, no YL Respondent will have the same Child ID as any other YL Respondent in the sample. The code is composed of: **Country / Cluster / Cohort / Child number**

Example: IN 01 0 011, where

IN = Country
01 = Cluster
0 = Younger Cohort
011 = Child number

In CAPI, the Child ID is shown without the country pre-fix (IN) and without the leading "0". For the example given above, you will see "10011."

INSTRUCTIONS

In CAPI, the household roster shows a first table with pre-filled basic information of previous household members. Check that the names are spelled correctly and amend if necessary. The YL Respondent ID is always "0". The roster should be administered row by row. After asking for all previous household members (PHHMs), you will be asked to confirm how many additional new members of the household there are. You will add information about these new household members into a new table at the end of the roster by adding new rows to the table.

Full Household Roster

Q.1: Full name

This will be prefilled for previous household members.

Q.1.1: FIELDWORKER: Check with the participant that PHHM's name is correct. Do you need to do any edits? If yes, you will get a text box to edit the name of the person. Please make sure that the participant understands which member of the household you are referring to and that they are not mistaking them for another member.

Please make sure that the PHHM's first AND last name (as well as any potential middle names are recorded). If that is not the case/PHHM's name is not correct, you should report the full name in the text box provided by Q.1.2.

Q.1.2: FIELDWORKER: Please add necessary edits to the name of the household member.

This question is only enabled *if you indicated in Q.1.1 that the name of the PHHM must be edited*. Generally, each (first / last / middle) name should start with a capital letter and the rest of the name should be written in lowercase letters. It is very important that each individual's names are separated by a space/blank and spelled correctly.

Q.2: Does [HHM] still live in the household?

This records whether the member lives in the household or not, and whether s/he is alive or not. This is a key question because all questions in later sections refer to current household members. It is important that those household members that have moved are entered properly as "No, he/she lives elsewhere permanently" or "No, he/she lives elsewhere temporarily". For these household members no further questions will be asked in the questionnaire and will not be considered part of the household for all practical purposes.

Asking about previous household members (even those that have moved away) is helping us to keep the IDs of the household member constant over time, as sometimes household members leave in a given round, but then move back in another one.

Two important points for household members that have moved away:

- There will be no further questions for household members who live elsewhere temporarily/permanently, and they will not be considered as part of the household for any other practical means.
- There will be no further questions for household members that have moved temporarily either. WITH THE EXCEPTION OF THE YL RESPONDENT (IF HE/SHE HAS MOVED AWAY).

Please note: If a YL respondent moved away permanently from her/his previous household, for those household members that did not move together with the YL respondent, please tick option "No, he/she lives elsewhere permanently". This is because the centre of the interview is the YL participant, so it is not possible that the YL child lives elsewhere permanently. Note that this differs from Round 5. In Round 5, if the YL participant was still economically dependent from his/her parents, the household questionnaire (including the household roster) was focused on the parental household, even if the YL participant was no longer living with them (e.g., he/she could have moved temporarily or permanently for work/study reasons). Since the phone survey

we no longer make this distinction, so the household we look for is the household where the YL participant currently lives.

Q.3: Which year did [HHM] die in?

This question is asked if the HHM is reported as having passed away in the previous question. Remember to be sensitive when asking this question.

Q.4: Age in [Call 4/ Call1/ Round 5/ SONGS survey for PE YC]

The ages of PHHM's appear pre-filled, so you are not able to modify it. Use it as a reference when the respondent reports the current ages of the household members.

Q.5: How old is [HHM]?

You have to enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12 in this question. Enter 0 if HHM is less than a year old. Check with the pre-filled age from the previous survey to ensure that there is some consistency in the age difference between both rounds (e.g., it cannot be more than 7-8 years).

Q.6: Age in completed months

If the HHM is less than 1 year old, you should enter "0" in Q.5 and the number of months here. Note that the values should be between 1 and 11.

Q.7: Sex

In CAPI this question is prefilled for previous household members, but you still have a chance to amend any mistakes.

Q.8: Relationship to [YL Respondent]

In CAPI this question is prefilled for previous household members, but you still have a chance to amend any mistakes.

Q.9: How many additional people are living in your household who we have not already mentioned?

These will be new household members that are by definition also living in the same household as the respondent, but have not been included in the household roster so far. Input a value of 0 if there are not additional household members.

The following questions (Q.10 – Q.15) are for respondents with one or more new household members.

Q.10: ID of household member

The ID will automatically be generated by CAPI.

Q.11: Full name

Please enter the full name of the household member, i.e., his or her first AND last names (as well as any potential middle names). Generally, each (first / last / middle) name should start with a capital letter and the rest of the name should be written in lowercase letters. It is very important that each individual's names are separated by a space/blank and spelled correctly.

Q.12: How old is [HHM]?

You have to enter the age in completed years. If someone is 12 years and 11 months old, you should enter 12 in this question. Enter 0 if HHM is less than a year old.

Q.13: Age in completed months

If the HHM is less than 1 year old, you should enter “0” in Q.12 and the number of months here. Note that the values should be between 1 and 11.

Q.14: Sex

Please enter the sex of the household member.

Q.15: Relationship to [YL Respondent]

Please enter using CODEBOX #1.

Once you have filled in the details of all – previous and new – household members, you will ask the following questions only to the current household members.

PQ.16: Household head in Round 5

Prefilled from round 5.

Q.16: Who is the head of the household?

Ask who the current head of the household is. Identify this person from the full household roster. If different from what indicated earlier, probe the reported response. The household head is defined as the person that has control over the family in the household. If the respondent considers more than one person as household head, ask which of these controls the resources / income; and if still more than one is mentioned, ask which of them contributes with most of the resources / income at home. In CAPI, you will have to select from a drop-down menu the ID of the household member (only household members above the age of 12 will be displayed) who is the head of the household.

Current Household Members Roster

This table shows all previous household members identified as current household members above as well as all the new household members.

PQ.17: ID of household member

Prefilled from full household roster.

PQ.17: Household member name

Prefilled from full household roster.

Q.17: IN only: Which of the following origins does [HHM] belong to?

Prefilled for PHHM's using Round 5 roster information.

Q.18: What is [HHM]'s relationship to [HOUSEHOLD HEAD]?

Be careful with the coding. Remember that the reference point is now the household head and not the respondent. For instance, if the respondent is the mother of the household head, when you ask this for the respondent, she might say: “[HOUSEHOLD HEAD] is my son”. In this case, you should enter the code 01=Biological parent, since the relationship is defined taking the household head as point of reference, the respondent, or any other household member.

Q.19: What is [HHM]'s marital status?

“Divorced” is defined here as ‘legal’ separation, whereas “separated” is defined as ‘not legally established separation but the couple no longer living together’.

Q.20: FIELDWORKER: Tick if the current household roster complete.

Once finished updating the household roster, check with the respondent that all current household members have been included, and correct if necessary.

Q.21: FIELDWORKER: If it is possible, go back and complete the household roster. If it is not possible, record the reason why the roster is not complete here.

Q.22: ET & IN only: FIELDWORKER: Tick if this is a polygamous household.

This question is for you; do not ask it to the respondent. This refers if the household head has more than one spouse. This implies that if the household head is a woman who has a polygamous husband, for example, you should not tick the box, as she is not the one with the multiple spouses.

Q.23: ID of respondent for this section

Identify the respondent for this section from the household roster.

SECTION 2. SOCIO-ECONOMIC STATUS AND SHOCKS

SUB-SECTION 2.1. SOCIO-ECONOMIC STATUS

PURPOSE

This section is about the household’s socioeconomic status. This includes questions about living conditions, household possessions, and access to public services. It will be asked to both the YC and OC.

INSTRUCTIONS

Q.1: Does anyone in your household own your house?

Ask the respondent if any member of the household owns the house and the land that it is built on. This includes situations in which the house is still being paid (e.g., mortgage) but for which a HHM has a title accrediting the ownership of the house.

Q.2: Does anyone in your household have a mortgage on your house?

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

Q.3: How many rooms are there in the house?

Establish how many rooms there are in the house. Do not include kitchen, bathrooms, passage, garage, warehouses, or rooms divided with non-permanent items such as a curtain.

Q.4: 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.

Q.5: Do you have electricity?

This question refers to both legal and illegal electricity connections. The connection must be working most days. Enter yes if electricity comes from a generator, including wind and solar ones, but no if it is generated by a car battery. Before asking this question, you should try to observe if the household has light bulbs, fans, or any devices that need electricity and whether they are working at the time of the interview.

The following three questions seek to collect information about the main material of the house. In this case, the fieldworker should observe the construction materials and record the category from the drop-down menus. If the materials are not visible, ask a member of the household. If the ceiling, floor, and/or wall are made of different materials record the type of material that covers at least 50% of the construction. If the same proportion prevails, record the material of the highest quality. If the compound has more than one building (separate kitchen, toilet, etc.) take the building material of either the living room or any of the bedrooms.

Q.6: Wall – [recorded by observation]

Please enter codes from CODEBOX #4

Q.7: Roof – [recorded by observation]

Please enter codes from CODEBOX #5

Q.8: Floor – [recorded by observation]

Please enter codes from CODEBOX #6

Q.9: What is the main source of drinking water for members of your household?

Ask for the source of the water that the household uses for drinking. If different members have different drinking water sources, ask for the source used by most of the household members.

Please enter codes from CODEBOX #7

NOTE: If the home is supplied with piped water that comes from springs, rivers, etc., should be recorded in others and note that it is tube piped water supply. For a source to be considered "public" it must have a minimum treatment (Chlorine).

Q.10: What kind of toilet facility does your household use?

Ask the respondent about the most important characteristics of the toilet used in the household. Do not prompt the answers.

Please enter codes from CODEBOX #8

NOTE: Septic tank is a device used to send human waste through a pipe directly into a well, where is treated with lime, ash, etc.

If the home shows that the ultimate destination of human waste is directly the Field, Farm, Paddock, any open field, river or canal, ditch, oxbow lake, this will be classified as Forest/field/open place...

Q.11: What is the main type of fuel you use for cooking?

This question is about home fuel usually used for cooking. If multiple sources are used, ask for the most frequent.

Please enter codes from CODEBOX #9

Household items

Q.12: Does anyone in the household own this item?

Establish whether someone in the household owns any of the (ET: 19, IN: 18, PE: 23) items listed. To own an article means that the article could be sold by the household member. Make sure you also include all items that are being paid in instalments, or items that are not in the house at the time of the interview (e.g., because they have been borrowed by someone). Also, keep in mind that the item should be in working condition.

Mark "Yes" for all those items owned by the household. If the household does not have the item or do not know, mark "No" or "NK = 77" as appropriate and skip to the next article.

Q.13: Does any member of this household have an account in a bank or other financial institution?

Select "Yes" if one or more household members have an account in a bank or other financial institution in their name. Examples of nonbank financial institutions include insurance firms, venture capitalists, currency exchanges, some microloan organizations, and pawn shops.

Q.14. ID of respondent for this section.

Identify the respondent for this section from the household roster.

SUB-SECTION 2.2. SHOCKS

PURPOSE

This section is intended to pick the events that have had a negative effect on the household since 2016, the date of the Round 5 interview. It is important to understand that this section DOES NOT aim to capture the mere occurrence of an event, but whether they had a negative impact on the household economy. For instance: hard rains in the last three months. You should only report it if the hard rains have had a negative effect for the household and not whether it has occurred or not.

The fieldworker should not impose their views and decide whether an event is counted as a shock or not.

DEFINITIONS

Event (shock): There is a predefined list of several events that may have affected the household economy, including natural disasters, changes in the economy, changes in regulation, theft, fire, etc. It is not enough that the event has occurred; the household must determine whether the event had a negative economic consequence for them. This means that, for example, when asking about droughts, is possible that if one occurred, all households within a community would report it. However, not all household may have been affected negatively by it – the drought should only be recorded as a shock for the households that were negatively affected by it.

Some clarifications:

- ➔ Reporting the year of occurrence: as a rule, the same event is reported only once in the year it occurred. This rule should be followed even if the event has permanent effects (beyond the year of occurrence). Note that if an event lasts continuously from more than one year, you are supposed to record only the year in which the event first happened. The case of a building

collapsing is a clear example. If the building collapsed in 2011, for instance, you should record ONLY this year, even if the building is still being built, affecting the household's economic situation, in the following years.

The only exception to this rule is the case of a family member suffering from an illness that needs of long-term special treatment, and has a strong burden in the family budget each year (e.g. cancer). In this case you should record all the years in which the illness affected the household's economy. Do not forget to write a comment for these cases.

A single event with permanent effects should be reported only once. The only exception to this rule is long term illnesses such as cancer

Please complete the table by asking for all the shocks first (by column – in Q.1) and continue row by row (collecting information for each shock).

Q.1: Has [SHOCK NAME] happened since [MONTH AND YEAR OF R5 INTERVIEW]?

This question determines each of the event occurred *and had negative economic consequences for the household*. This question is asked for each event first. Once all the events have been asked about, you can move onto asking when the specific events that affected the households occurred. Please note that this question asks about the most important events and changes that have negatively affected the **household economy**. For instance, if the YL respondent does not have his/her own business, items 3 (Large increase in input prices) and 4 (Large decrease in output prices) would still be applicable to the household as a whole if someone else in the household has his/her own business, so the answer selected should be either "Yes" or "No". However, if no-one in the household (including the YL respondent) has their own business, then items 3 and 4 would not be applicable, so the answer option used should be "NA".

Please use the answer option "NA" for events which are not applicable to the respondent and his/her household, or if the answer is not available (e.g., because the respondent for this section has a disability or impairment that prevents him/her from answering the question). For example, if the respondent was never married, "NA" should be selected for items 20 ("Death of spouse") and 22 ("Illness of spouse"). [IN only] Important: Even if it is unlikely that a YL respondent who was never married had a child, you should not automatically assume that they never had a child because of that. So, the answers to items 21 ("Death of [YL respondent]'s child/children (including adopted or step-children)") and 23 ("Illness of [YL respondent]'s child/children") must not necessarily be "NA" if a respondent was never married, they could also be "No" or "Yes".

Please note that, while items 15, 17, 20-23 refer exclusively to the YL respondent, item 19 (Divorce, separation or abandonment) refers to the whole household. Therefore, the answer to item 19 should only be "NA" if none of the household members (including the YL respondent) have ever had a spouse or partner. Otherwise, if there was no divorce, separation or abandonment in the household, the answer selected should be "No".

Q.2a: Indicate if each event happened in any of these years.

For this question you have a column for each year since 2016. You are asked to tick the ones in which a shock happened. Do this for all those events that happened since 2016 (all were previously identified in Q.1.)

Q.2b: (ET only): Did this happen because of any armed conflict taking place since November 2020 [conflict involving the TPLF and the government]?

Here, we would like to know whether the respondent believes the events that negatively impacted the household happened because of the conflict. For example, a respondent could say that his/her household experienced negative economic consequences because of family separation in one year. This could have happened because some family members got displaced because of the conflict and had to live in an IDP camp (in which case you should tick “Yes”) or because the family members migrated for work (in which case you should tick “No”).

The respondent must determine whether the shock happened because of the conflict; please do not offer your opinion on it.

Please note that this question is only asked for a subset of shocks. CAPI will enable this question if the shock happened between ET: 2013 and ET: 2017, the years of the armed conflict. Otherwise, it will skip to Q.3.

Q.3: Indicate the most important negative SHOCK that affected the economic situation of the household.

The purpose of this question is finding out which negative event, out of the ones reported in Q.1 and Q.2, generated the greatest economic loss. In CAPI you will have a drop-down menu that has all the relevant information based on the information provided in Q.1. Please enter the most important one (i.e., the one that affected the most or had the greater economic loss for the household). This could be but must not necessarily be the shock that has affected the household for the greatest number of years – it might also be a shock that only occurred in one year during the time period considered but still affected the household the most out of all the shocks listed previously. CAPI will then automatically prefill the years in which the shock happened based on answers to Q.2.

Q.4: ID of respondent for this section

Identify the respondent for this section from the household roster.

SECTION 3. FOOD SECURITY

PURPOSE

This section collects information about the household’s access to safe and nutritious food necessary to have a healthy and active life over the past 12 months. It will be asked to both the YC and OC.

INSTRUCTIONS

FIELDWORKER: All questions refer to the last 12 months and include ALL household members.

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

Q.1: Which of the following statements best describes the food situation at your home in the last 12 months?

You should read out the alternatives and ask the respondent to select the one that best describes the food situation in the household. In CAPI you will have to click on the drop-down menu to read the alternatives:

01 = We always eat enough of what we want
02 = We eat enough but not always what we would like
03 = We sometimes do not eat enough
04 = We frequently do not eat enough

While Q.1 is related to Q.2-Q.14, it should stand on its own and you should not by yourself change the respondent's answers to Q.2-Q.14 based on your own perception of which answers would best fit with their reply about the food situation in his/her home in Q.1. E.g., if the respondent indicates "02=We eat enough but not always what we would like" in Q.1, this must not automatically imply that they would reply "No" to Q.8 or Q.10, for example. However, if you think that the respondent is giving inconsistent answers, you might want to flag that there is an apparent inconsistency and check back with the respondent (without influencing his/her answer). For instance, in the case described above, you could say: "How is it possible that both Q.8 and Q.10 are "Yes" if you replied "We always eat enough but not always what we would like" in Q.1?"

SAY: Now I am going to ask you some more specific questions about the food the family eats and problems that some people experience. Please always answer on behalf of all household members and think about the past 12 months.

Q.2: In the past 12 months, did you ever worry that your household would run out of food before you get money to buy or could acquire more?

This question aims to find out if the respondent was ever concerned about the lack of food in the last 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: How often has this happened?

If the answer to previous question (Q.2) is yes, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.4: Did you or any household member have to eat a limited variety of foods due to a lack of money? (For example, only rice and beans no vegetables or meat, only potatoes)?

Ask the respondent if there was ever a time when the household had to limit the variety of foods bought for the household because there was not enough money. Make sure that the respondent

understands that this question refers to the variety of foods that they can buy rather than having to buy un-wanted foods.

Q.5: How often did this happen?

If the answer to previous question (Q.4) is yes, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.6.-Q.14. are only asked to respondents who admitted to their household having being food insecure in one or more ways in the past 12 months. If the YL respondent answers Q.1=01 AND Q.2=00 AND Q.4=00, these questions are skipped.

Q.6: Did you or any household member have to eat less (portion size) in a meal than you wanted because there was not enough food?

This question refers to a time when one or more household members had to eat less in any of the meals (i.e., breakfast, lunch, dinner) because there was not enough money to buy more food. Note that this question does not refer to not being able to eat a meal, but rather it refers to the sizes of the portions of each of the meals.

Q.7: How often did this happen?

If the answer to previous question (Q.6) is yes, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.8: Did you or any household member have to reduce the number of meals eaten a day because there was not enough food? (For example, skip breakfast or lunch)

Eating fewer meals refer to the number of meals that are normally eaten in the household. In most cases these will be breakfast, lunch, and dinner, but it could be that the household is used to having a snack at mid-morning in which case it should be considered if it was ever eliminated from the diet as a result of not having enough food in the household. This does not include cases where any household member does not eat in the house due to his/her work schedules or other similar reasons.

Q.9: How often did this happen?

If the answer to previous question (Q.8) is yes, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.10: Was there ever no food to eat in your household because of lack of money to get food?

This refers to a time when food was not available in the household, and it could not be acquired through purchasing because there was not enough money to buy it.

If the answer to Q.10 is no, CAPI automatically skips to Q.15.

Q.11: How often did this happen?

If the answer to previous question (Q.10) is yes, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Q.12: Did you or any household member go to sleep at night hungry because there was not enough food?

This question refers to the actual experience of hunger due to lack of economic resources to buy food.

Q.13: How often did this happen?

If the answer to previous question (Q.12) is yes, we want to know the frequency in which the situation happened. Do not read the alternatives. Let the respondent talk and then find the code that best describes the answer.

Only if the answer to Q.12. is YES, the following question is asked.

Q.14: Were the children in the household also affected?

This question asks whether, in situations when a household member went to sleep at night hungry because there was not enough food AND/OR when a household member went a whole day and night without eating anything because there was not enough food, children of the household were affected too.

The following questions (Q.15 – Q.17) are only for respondents from Ethiopia:

Q.15: Which of the following statements best describes the food situation at your home during the first 12 months of this conflict, between November 2020/Tikimit 2013 and November 2021/Tikimit 2014? This might be difficult because a long time has passed since then, but just do your best to remember?

You should read out the alternatives and ask the respondent to select the one that best describes the food situation in the household. In CAPI you will have to click on the drop-down menu to read the alternatives:

01 = We always ate enough of what we want
02 = We ate enough but not always what we would like
03 = We sometimes did not eat enough
04 = We frequently did not eat enough

Please remind that the respondent to only think about the first year of the conflict period, but not before or after.

Q.16: During the first 12 months of this conflict [from November 2020/Tikimit 2013 to November 2021/Tikimit 2014], did you ever worry that your household would run out of food before you get money to buy or could acquire more?

This question aims to find out if the respondent was ever concerned about the lack of food in the first 12 months of the conflict period. Note that this is a subjective question. It could be that the respondent worried about lack of food, even if the situation never occurred.

Please remind that the respondent to only think about the first year of the conflict period, but not before or after.

Q. 17: During the first 12 months of this conflict [from November 2020/Tikimit 2013 to November 2021/Tikimit 2014], was there ever no food to eat in your household because of lack of money to get food?

This refers to a time when food was not available in the household, and it could not be acquired through purchasing because there was not enough money to buy it.

Please remind that the respondent to only think about the first year of the conflict period, but not before or after.

Q.18: ID of respondent for this section

Identify the respondent for this section from the household roster.

SECTION 4. TRANSFERS

PURPOSE

The purpose of this section is to get information about money, goods and/or products sent to the household in the last twelve months. It will be asked to both the YC and OC.

INSTRUCTIONS

FIELDWORKER: Source of money/goods: in this table we collect information of all transfers received by the household in the last twelve months, from either people that are not members of the household or other institutions. Such transfers can be in cash or in kind.

SAY: I am going to ask you some questions about money or goods that people sent or gave you or any member of your household in the last 12 months.

Q.1: Have you or any other household member received any money or goods from this source in the last 12 months?

1. *Social security/Social subsidy (Retirement Pension, Widow Pension, Disability Benefit, Girl Child Protection scheme)*
2. *Inheritance, [IN, PE: gambling] [ET: bingo, betting], lotteries, alimony for food, divorce, children etc*
3. *Interest from bank accounts or any other savings, or dividends from stocks and shares, bonuses, profit sharing*
4. *Rent from houses, buildings, land, machinery, vehicles*

5. *Money or goods transfers or donations from inside the country from family or friends who are not members of the household*
6. *Transfers or donations from outside the country (foreign remittances)*
7. *Severance pay, money paid for time worked.*
8. *Life insurance, medical insurance.*
9. *Any other transfer from public source, specify*
10. *Any other transfer from private source, specify*

For each source of transfer, ask if the household has received something from it. In CAPI you will have to tick the box if the household reports having received money or goods from such source.

Q.2: ID of respondent for this section

Identify the respondent for this section from the household roster.

SECTION 5. MOVEMENT HISTORY AND MIGRATION

PURPOSE

This section informs on the previous locations the YL respondent has stayed at since Round 5 (sub-section 5.1) and whether he/she would like to migrate (sub-section 5.2). It will be asked to both the YC and OC.

SUB-SECTION 5.1. MOVEMENT HISTORY

DEFINITIONS

The following definitions will be helpful for answering the questions in this section:

- **Locality:**
 - The concept of locality remains open to what the respondent considers his/her locality is. Typically, administrative areas such as wards in urban areas and villages in rural areas are considered a “locality”.
 - Depending on your country, you may see a different word for locality displayed on the tablet: [ET: Locality/woreda](#); [PE: Locality](#); [IN: Village/population group](#).
- **Dates:**
 - In the first half of this subsection (Missing movement history: Calls 1-5), questions refer to the Round 5 interview date or the mean date of call 1,2,3,4 or 5 of the phone survey.
 - In the second half of this subsection (Movement history: Post-Call 5), [DATE] refers to one of the following: 1. [Tikimit 2013, if the YL respondent is from Ethiopia](#). 2. The Call 5 interview date, [if the YL respondent is from India/Peru and was present in Call 5](#). 3. The mean date of Call 5 data collection, [if the YL respondent is from India/Peru and was not present in Call 5](#).
 - [In all cases, the correct date will be displayed by CAPI.](#)
- **Movement:**
 - Any change of residence situated in a different locality [for at least 1 month](#) (or that is expected to last for at least 1 month), [excluding holiday trips](#).
 - This also [excludes temporary movements which take place during school/college/university's holiday periods](#), after which the YL resident returned to his/her original place of residence.

- Holiday trips are defined as trips that are meant for leisure; trips that involve any form of work (unpaid, paid, formal, or informal) are NOT considered a holiday trip.
- However, instances where female YL respondents moved to parental households to deliver their babies should count.

INSTRUCTIONS

[Missing movement history: Calls 1-5](#)

The following question (Q.1) is for YL respondents with address information in Round 5:

Q.1: Have you moved to or lived in a different locality for at least one month (excluding holiday trips) since [ROUND 5 INTERVIEW DATE]?

This is the filter question for this sub-section. If the YL respondent moved only once, and this happened less than one month ago, but expects to stay there for more than one month in total, you should enter "01=Yes".

Depending on the respondent's answer to Q.1, CAPI will display a different message and automatically direct you to the correct section in the module to continue:

If the respondent did not move since Round 5:

FIELDWORKER: We have complete information for [YL Respondent]'s location from Round 5 to Call 5. Please proceed with the section on post-Call 5 movement history.

If the respondent did move since Round 5:

FIELDWORKER: We have information for [YL Respondent]'s location for the following Calls. Please fill in the missing information.

Here, you will also see a list of all the addresses we have for the respondent during the Calls. You will then be directed to ask about the ones we are missing and fill in that information.

The remainder of Section 5. is for YL respondents that have moved to a different locality since their Round 5 interview or that have no recorded address in Round 5:

The following questions (Q.2-Q.8) are for YL respondents with no address information in Call 1:

SAY: Now I'd like to ask you about the different places in which you have lived in during certain dates in 2020 and 2021. [\[ET: 2012, 2013 and 2014\]](#)

Q.2: Now I'd like to ask you about where you were living during [MEAN DATE OF CALL 1 DATA COLLECTION].

Click through each address in the order given and check if any of the addresses match the address at the time of Call 1. If they do, confirm that you have the correct address with the YL respondent. If none of the addresses match, or there is a mistake, you will be directed to where you can enter the correct address.

Please note that there might be respondents for which each pre-filled address is the same (because they have not moved since Round 5). If this is the case, just confirm with the respondent once whether the address given matches his/her address during Call 1 and record the same answer for all the other (identical) pre-filled addresses.

Q.3 – Q.8: Please enter the individual parts of the address if none of the prefilled addresses were correct.

Please enter the individual parts of the correct address using codes from CODEBOXES #10 and #11 and fields provided.

The following questions (Q.9-Q.15) are for YL respondents with no address information in Call 2:

Q.9: Now I'd like to ask you about where you were living during [MEAN DATE OF CALL 2 DATA COLLECTION].

Click through each address in the order given and check if any of the addresses match the address at the time of Call 2. If they do, confirm that you have the correct address with the YL respondent. If none of the addresses match, or there is a mistake, you will be directed to where you can enter the correct address.

Please note that there might be respondents for which each pre-filled address is the same (because they have not moved since Round 5). If this is the case, just confirm with the respondent once whether the address given matches his/her address during Call 2 and record the same answer for all the other (identical) pre-filled addresses.

Q.10 – Q.15: Please enter the individual parts of the address if none of the prefilled addresses were correct.

Please enter the individual parts of the correct address using codes from CODEBOXES #10 and #11 and fields provided.

The following questions (Q.16-Q.30) are for YL respondents from India or Peru:

The following questions (Q.16-Q.20) are for YL respondents with no address information in Call 3:

[IN, PE only] Q.16: Now I'd like to ask you about where you were living during [MEAN DATE OF CALL 3 DATA COLLECTION].

Click through each address in the order given and check if any of the addresses match the address at the time of Call 3. If they do, confirm that you have the correct address with the YL respondent. If none of the addresses match, or there is a mistake, you will be directed to where you can enter the correct address.

Please note that there might be respondents for which each pre-filled address is the same (because they have not moved since Round 5). If this is the case, just confirm with the respondent once whether the address given matches his/her address during Call 3 and record the same answer for all the other (identical) pre-filled addresses.

[IN, PE only] Q.17 – Q.20: Please enter the individual parts of the address if none of the prefilled addresses were correct.

Please enter the individual parts of the correct address using codes from CODEBOXES #10 and #11 and fields provided.

The following questions (Q.21-Q.25) are for YL respondents with no address information in Call 4:

[IN, PE only] Q.21: Now I'd like to ask you about where you were living during [MEAN DATE OF CALL 4 DATA COLLECTION].

Click through each address in the order given and check if any of the addresses match the address at the time of Call 4. If they do, confirm that you have the correct address with the YL respondent. If none of the addresses match, or there is a mistake, you will be directed to where you can enter the correct address.

Please note that there might be respondents for which each pre-filled address is the same (because they have not moved since Round 5). If this is the case, just confirm with the respondent once whether the address given matches his/her address during Call 4 and record the same answer for all the other (identical) pre-filled addresses.

[IN, PE only] Q.22 – Q.25: Please enter the individual parts of the address if none of the prefilled addresses were correct.

Please enter the individual parts of the correct address using codes from CODEBOXES #10 and #11 and fields provided.

The following questions (Q.26-Q.30) are for YL respondents with no address information in Call 5:

[IN, PE only] Q.26: Now I'd like to ask you about where you were living during [MEAN DATE OF CALL 5 DATA COLLECTION].

Click through each address in the order given and check if any of the addresses match the address at the time of Call 5. If they do, confirm that you have the correct address with the YL respondent. If none of the addresses match, or there is a mistake, you will be directed to where you can enter the correct address.

Please note that there might be respondents for which each pre-filled address is the same (because they have not moved since Round 5). If this is the case, just confirm with the respondent once whether the address given matches his/her address during Call 5 and record the same answer for all the other (identical) pre-filled addresses.

[IN, PE only] Q.27 – Q.30: Please enter the individual parts of the address if none of the prefilled addresses were correct.

Please enter the individual parts of the correct address using codes from CODEBOXES #10 and #11 and fields provided.

Movement history: Post-Call 5

SAY: [IN, PE: In [CALL 5 INTERVIEW DATE], you said you were living at [Call 5 address]]

Q.1: Have you moved to or lived in a different locality for at least one month (excluding holiday trips) since [DATE]?

This is the filter question for the second part of this sub-section. If the YL respondent moved only once, and this happened less than one month ago, but expects to stay there for more than one month in total, you should enter "01=Yes".

The following questions (Q.2-Q.10) are for YL respondents that have moved to a different locality:

Q.2: How many times have you moved to or lived in a different locality for at least one month (excluding holiday trips) since [DATE]?

Enter the total number of times the YL respondent moved in the given time period, including his/her last move to his/her current location.

Administer the Mobility History table row by row. Start by asking for the first movement first and proceed in chronological order. Add as many rows as necessary.

Q.3: In which year did you move?

If the YL respondent does not remember the year they moved, please enter 9999. The range of years depends on the country:

- India and Peru: 2021 to 2024
- Ethiopia: 2013 to 2017

The following question (Q.4) is for YL respondents from Ethiopia:

[ET only] Q.4: In which month did you move?

If the YL respondent does not remember the month they moved, please enter 77.

Q.5: How long did you stay in this location?

Enter the number in completed months. If the YL respondent answers in years, convert the response into months by multiplying the figure by 12.

Enter "00" for current location regardless of length of stay or intent of staying further. This means that the latest movement must be the one in which he/she currently lives and should be coded as 00. Please remember that the mobility history table should always have a 00 in the question for the latest movement.

The following question (Q.6) is for YL respondents from India only:

[IN only] Q.6: Where did you move to?

This question intends to capture approximately how far away the YL respondent moved in each of her/his movements. The information to be collected includes movements within the same district, as well as to other districts, states and even other countries.

The following question (Q.6.1) is for YL respondents from Peru only:

[PE only] Q.6.1: Which department did you move to?

Enter the name of the department from CODEBOX #10

The following questions (Q.7-Q.8) are for YL respondents from Ethiopia or Peru:

[ET, PE only] Q.7: Which [ET: zone (if outside Addis Ababa) or sub city (if Addis Ababa region)] [PE: Province] did you move to?

[ET] Enter the name of the zone from CODEBOX #11.

[ET, PE only] Q.8: Which [ET: woreda (Addis Ababa and rural-outside Addis Ababa) or town (Urban-outside Addis Ababa)] [PE: District] did you move to?

Enter the name of the woreda. Please be careful about spelling the name correctly.

The following question (Q.8.1) is for respondents from Peru only:

[PE only] Q.8.1: Which locality did you move to?

Please specify.

Q.9: Why did you move? Please report up to 2 reasons in order of importance.

The aim of this question is to register the two main reasons why the YL respondent moved. Please report up to 2 reasons in order of importance by entering the code from CODEBOX #12. If the respondent is mentioning more than two, ask to choose what are the main two in order of importance. If the respondent only mentions one reason, enter "NA=88" for the second one.

Do not read the options out loud. The table below provides some clarification for the appropriate response codes for some of the potentially more complicated cases. If it is still not possible to assign any of the codes, use the option “Other, specify = [ET: 40; IN: 38; PE: 35]” and write down the reason for moving in the space provided.

Move related to:	Specific reason	Appropriate code
Land	YL respondent went to <u>look for any type of land</u> (owned, rented, leased, etc.).	[ET & IN: 16; PE: 15] = To look for land
[ET, PE only]	YL respondent had <u>already bought land</u> and went to the location where the new land is.	[ET: 17; PE: 16] = Purchased own land
[IN only] Training/Work	YL respondent was appointed to a new job and transferred to a new location for the job. <u>After moving but before starting the new job the YL respondent was given some training.</u>	04= Transferred on a job (First reason) 06 = For training (Second reason)
Marriage/spouse	YL respondent moved in order <u>to get married.</u>	[ET & IN: 12; PE: 11] = Marriage
	YL respondent was <u>already married</u> AND moved to follow spouse.	[ET & IN: 21; PE: 20] = To follow spouse/ partner
Divorce	YL respondent moved because <u>his/her divorce</u> or separation.	[ET & IN: 13; PE: 12] =Divorce/ separation
	YL respondent moved because of <u>another family member's divorce</u> or separation.	[ET & IN: 28; PE: 27] =Other family problems
Pregnancy	YL respondent was pregnant and moved in order to have access to a better hospital.	[ET & IN: 25; PE: 24] =Pregnancy / birth of a child (First reason) [ET & IN: 09; PE: 08] =To seek medical treatment (Second reason)
	YL respondent was pregnant and moved in order to stay with/be closer to her parents/family.	[ET & IN: 25; PE: 24] = Pregnancy / birth of a child (First reason) [ET & IN: 23; PE: 22] = To join or to be close to family (Second reason)
Disputes	YL respondent went to stay with relatives because of a dispute.	[ET & IN: 28; PE: 27] = Other family problems (First reason) [ET & IN: 23; PE: 22] = To join or to be close to family (Second reason)
	Disputes with spouse: 1) Have a dispute and move together 2) Move together (no dispute) 3) Move to different locations because of a dispute 4) Move to different locations (no dispute)	1) [ET & IN: 26; PE: 25] = Forced to move by spouse/partner 2) [ET & IN: 21; PE: 20] =To follow spouse/ partner 3) [ET & IN: 13; PE: 12] = Divorce/ separation

		4) Reason for moving apart e.g. 05=to study
Conflicts	Conflicts that involve violence/security risks	[ET & IN: 30; PE: 29] = To escape war, violence, crime
	Conflicts that are NOT a security threat for the YL respondent	[ET & IN: 33; PE: 32] = Conflict in the community (clashes within the community / neighbours)

The following question (Q.10) is for YL respondents from Ethiopia who gave a reason for moving in Q.9 that is related to the conflict, drought, or COVID-19, i.e. Q.9=30 (To escape war, violence, crime), 31 (To escape natural disasters), 32 (Hunger, lack of food), 33 (Conflict in the community), 36 (Due to COVID-19), 37 (I didn't feel safe where I lived), 38 (Forced to move by non-family member) or 39 (Joined armed resistance)]

[ET only] Q.10: Where did you stay?

Please record where the YL respondent was staying during her/his movement using the provided codes.

SUB-SECTION 5.2. MIGRATION EXPECTATIONS

PURPOSE

This section informs on whether the YL respondent would like to move to another location within her/his country or abroad, if given the opportunity, and some details about her/his destination and reasons for wanting to move. This set of questions is asked both for permanent and temporary migration expectations. It will be asked to the YC only.

INSTRUCTIONS

Permanent migration

Q.1: Ideally, if you had the opportunity and it was possible for you, would you like to move PERMANENTLY to another location outside of this [ET: Region, IN: State, PE: Province/city] [ET, IN, PE (inside or outside of this country)]?

This is a question about whether the YL respondent would like to migrate permanently to another location. “Permanently” means that the YL respondent would not have any plans to move back to her/his current place of residence after migrating.

“Ideally” means that the respondent should think about this question regardless of the obstacles to migrating she/he might be currently facing, such as not having enough money, having responsibilities at the current place of residence, or the spouse/family being opposed to the move.

Q.2: Where?

This question aims to find out whether the YL respondent would like to move to another country (abroad) or to another place within the country (internally). If the respondent says that he/she would like to move to multiple locations (both abroad and internally), ask her/him to choose the one she/he would like to move to the most.

The following question (Q.3) is for YL respondents who would like to move abroad permanently:

Q.3: In which country?

Please ask him/her to which country he/she would like to move to. If the respondent names multiple countries, ask her/him to choose the one she/he would like to move to the most.
Please enter codes from CODEBOX #13.

The following question (Q.4) is for YL respondents who would like to move within the country permanently:

Q.4: In which [ET: Region, IN: State, PE: Province/city]?

Please ask him/her to which larger area inside the country the respondent would like to move to. If the respondent names multiple areas, ask her/him to choose the one she/he would like to move to the most.
Please enter codes from CODEBOX #10.

Q.5: Why? What is the main reason?

This question aims to collect information on why the YL respondents want to migrate permanently. Please do not read any of the options and instead mark the one that corresponds to the answer given by the YL respondent. If she/he gives more than one reason, mark the first one mentioned.

Temporary migration

Q.6: Ideally, if you had the opportunity and it was possible for you, would you like to move TEMPORARILY to another location outside of this [ET: Region, IN: State, PE: Province/city] (inside or outside of this country), for example, for more than one month, but less than one year?

This is a question about whether the YL respondent would like to migrate temporarily to another location. “*Temporarily*” means that the YL respondent would only move to this new place for a limited period of time, for example more than one month, but less than one year.

“*Ideally*” means that the respondent should think about this question regardless of the obstacles to migrating she/he might be currently facing, such as not having enough money, having responsibilities at the current place of residence, or the family/spouse being opposed to the move.

Q.7: Where?

This question aims to find out whether the YL respondent would like to move to another country (abroad) or to another place within the country (internally). If the respondent says that he/she would like to move to multiple locations (both abroad and internally), ask her/him to choose the one she/he would like to move to the most.

The following question (Q.8) is for YL respondents who would like to move abroad temporarily:

Q.8: In which country?

Please ask him/her to which country he/she would like to move to. If the respondent names multiple countries, ask her/him to choose the one she/he would like to move to the most.
Please enter codes from CODEBOX #13.

The following question (Q.9) is for YL respondents who would like to move within the country temporarily:

Q.9: In which [ET: Region, IN: State, PE: Province/city]?

Please ask him/her to which larger area inside the country the respondent would like to move to. If the respondent names multiple areas, ask her/him to choose the one she/he would like to move to the most.
Please enter codes from CODEBOX #10.

Q.10: Why? What is the main reason?

This question aims to collect information on why the YL respondents wants to migrate temporarily. Please do not read any of the options and instead mark the one that corresponds to the answer given by the YL respondent. If she/he gives more than one reason, mark the first one mentioned.

The following question (Q.11) is for YL respondents who would like to move abroad temporarily and named a destination country:

Q.11: Do you know anyone who lives in [COUNTRY from Q8]?

The question aims to find out whether the YL respondent currently knows anyone living in the country she/he would like to migrate to. This could be a family member, friend, or an acquaintance from school/work. CAPI will fill in the answer from Q.8 for this question.

SECTION 6. EDUCATION

SUB-SECTION 6.1. EDUCATION HISTORY

PURPOSE

The purpose of this section is to register the educational history of YL respondent since Round 5 (2015/2016) until the current year (2023) (PE, IN) / Round 5 (2009) until the current year (2016) (ET). However, we have some updated (and prefilled) information about their education for those respondents who took part in the 2nd call, 5th call, and PE: SONGS (applies only to Peru). In these cases, we will seek to confirm that the available information is correct. In general, we want to know if the YL respondent was studying every year on a regular basis (for more than 6 months), the grade he/she were in each year, and the school/institute/university where he/she were enrolled. It will be asked to both the YC and OC.

DEFINITIONS

- School/ educational institute/ university types:** Refers to the administration of the institutions:

Apply to India

School Type	Definition
Private (unaided)	Private-run schools
NGO/Charity/Religious (not-for-profit)	Schools run by NGO's or by religious organizations
Public (Govt)	Government-run schools
Informal or non-formal community	Community-run schools

Charitable trust	Schools run by charitable trusts such as Sathia Seai Baba
Bridge School	Schools meant for drop-out children to re-join formal schooling after fulfilling certain criteria such as age appropriateness
Mix of public and private	

Apply to Peru

Public Institutions	Private Institutions
Public school/college/university is dependent on government/state funds	A private school is primarily dependent on non-governmental funds and sources including parents, NGOs, religious organizations, or donors.
Local Municipality Public School is dependent on funds from the local municipality	Full School Day College (JEC) is a type of public institution that offers educational services for secondary students, with 10 more pedagogical hours per week than a regular high school, meaning JEC schools have 45 pedagogical hours per week.
	Colegio de Alto Rendimiento (COAR) is a type of public institution that offers educational services to those in the 3rd, 4th, and 5th years of high school who have performed well during their second year of high school.
Public-private mixed school includes parochial or quasi-governmental schools.	
"Free" school includes schools that are owned by NGOs, churches, charitable institutions, etc.	
Other relevant concepts	
Centro de educación básica alternativa (CEBA) is a type of basic education offered to students who did not have access to Regular Basic Education or who were unable to complete it. The duration of the cycle and grade is flexible, allowing students to advance more than one grade level per year.	

INSTRUCTIONS

Consider the following:

- This section must be filled out row by row.
- Educational history begins in Round 5, for which data is pre-filled if available. **Likewise, respondents who were part of Call 2, Call 5 or SONGS [Peru] will have pre-filled information for those years.**
- If the name of the school / institute / university that the YL respondent attended in Round 5 is not pre-filled or the information is incorrect, enter the name and UBIGEO [Peru] of the school

that the YL respondent attended in Round 5 (2016) in the SurveyCTO box. **This also applies to YL respondent with pre-filled information from Call 2, Call 5 and SONGS [Peru].**

Remember

In the event that the grade reported in 2017 (PE, IN) / 2010 (ET) is not consecutive with 2016 (PE, IN) / 2009 (ET), the fieldworker should remind the respondent of what he/she reported in 2016 (PE, IN) / 2009 (ET) in order to have a consistent and reliable educational history.

The following is an example from Peru of the type of background information you will get in the CAPI program.

Collect > PE_YC_YP_HH_R7_V5

Round 7 young people questionnaire > Section 6: Education > Section 6.1: Education history > AÑO: 2016 (1)

YEAR ID: 1
ACADEMIC YEAR: 2016

In which course/type of programme are/were you enrolled?

Select One Answer

<-	EDUCRSR7	EDUCRSOTHR7	CMPLCRSR7	MAJRR7	CODMAJR7
AÑO: 2016 (1)					
AÑO: 2017 (2)					
AÑO: 2018 (3)					
AÑO: 2019 (4)					
AÑO: 2020 (5)					
AÑO: 2021 (6)					

The fieldworkers will see a box with years, where they should fill in the YL respondent's educational history for each year. Note that the table should always be filled out, even if the YL respondent has not repeated any grades or dropped out of school at any point. An effort should be made to place the YL respondent, reminding him/her where he/she was studying at that time (confirming pre-filled data) and from there completing the educational history, row by row from the most current educational information to the information that was recorded during Round 5.

Q.1: Academic Year

This question is pre-filled with all of the years for which education history needs to be collected.

Q.2: In which course/type of programme are/were you enrolled?

Ask about the grade in which YL respondent was enrolled in in that specific year. If YL respondent was not enrolled in any program or grade for the whole time between [PE] 2017 to 2014, [IN] 2016/2017 to 2023/2024 and [ET] 2009 to 2016, enter "00=None" in all years. Note that in this case, you should not administer the following section: current education. In CAPI, 'current education' will be disabled automatically for such cases.

Please note that enrolment is defined as being enrolled on a regular basis (for more than 6 months) in the given academic year. However, this does not mean that the respondent has to

have attended classes for more than 6 months as well. For example, many respondents who were in education during the COVID-19 pandemic may have experienced disruptions such as school closures and could not attend their classes. This still counts as being enrolled for the purposes of this section.

Enter code from CODEBOX #14

- If 00=None
- If 00 = None in all years

CODEBOX #14: Grade or type of programme	
ET	
00=None	35=Undergraduate degree (4th year, regular (R))
01-08=Grade 1-8 (Primary)	36=Undergraduate degree (1st year or equivalent, non-regular (NR), summer/distant/ evening/weekend student)
09-10=Grade 9-10 (Secondary First Cycle)	37=Undergraduate degree (2nd year or equivalent, non-regular (NR), summer/distant/ evening/weekend student)
11-12=Grade 11-12 (Secondary Second Cycle Preparatory Programme)	38=Undergraduate degree (3rd year or equivalent, non-regular (NR), summer/distant/ evening/weekend student)
13=First cycle of primary teaching certificate (grade 1-4)/1st year	39=Undergraduate degree (4th year or equivalent, non-regular (NR), summer/distant/ evening/weekend student)
14=First cycle of primary teaching certificate (grade 1-4)/2nd year	43=Undergraduate degree (5rd year, regular (R))
17=Second cycle of primary teaching certificate (grades 5-8)/1st year	44=Undergraduate degree (6th year, regular (R))
16=Second cycle of primary teaching certificate (grades 5-8)/2nd year	45=Undergraduate degree (6th year, regular (R))
21=TVET/1st year/level (include diplomas such as accounting diploma)	46=Undergraduate degree (5th year or equivalent, non-regular (NR), summer/distant/ evening/weekend student)
22=TVET/2nd year/level (include diplomas such as accounting diploma)	47=Undergraduate degree (6th year or equivalent, non-regular (NR), summer/distant/ evening/weekend student)
26=TVET/3rd or 4th year/level (include diplomas such as accounting diploma)	48=Undergraduate degree (7th year or equivalent, non-regular (NR), summer/distant/ evening/weekend student)
27=Secondary education, teacher (diploma holder)/1st or 2nd year	40=Masters or doctoral at university
30=Secondary education, teacher (bachelor's degree holder and above)/1st or second or 3rd year	28=Adult literacy
31=Preschool teacher certificate (6 months to one year)	29=Religious education
32=Undergraduate degree (1st year, regular (R))	88=NA
33=Undergraduate degree (2nd year, regular (R))	77=NK
34=Undergraduate degree (3rd year, regular (R))	41=Other, (specify)_____

PE	
00=None	
01-11=Grade	
13=Incomplete technical or pedagogical institute (incl. "Escuela de Sub Oficiales")	
14=Complete technical or pedagogical institute (incl. "Escuela de Sub Oficiales")	
15=Incomplete university (incl. "Escuela de Oficiales")	
16=Complete university (incl. "Escuela de Oficiales")	
17=Adult literacy program	
19=Masters or doctoral at university	
18=Other (Specify)	
20=Some form of formal or informal preschool	
21=Cent. Técnico Productivo CETPRO/Cent. Edu. Ocupacional CEO Incomplete	
22=Cent. Técnico Productivo CETPRO/ Cent. Edu. Ocupacional CEO Complete	
77=NK	
88=NA	
IN	
00=None	28=Adult literacy
01-12=Grade	29=Religious education
13=Post-secondary technological institute	30=Post-graduate degree (e.g. Masters, PhD.)
14=Vocational	77=NK
15=University degree (graduate)	79=Refused to answer

[For PE only] It is important to highlight the following. Note that for YL respondents who have completed high school and who are studying at university (or Escuela de Oficiales), technical or pedagogical institutes (or Escuela de Sub Oficiales), or CETPROs, there are the following code alternatives that distinguish whether the program has been completed or not:

13= Incomplete technical or pedagogical institute (incl. "Escuela de Sub Oficiales")
14= Complete technical or pedagogical institute (incl. "Escuela de Sub Oficiales")
15= Incomplete university (incl. "Escuela de Oficiales")
16= Complete university (incl. "Escuela de Oficiales")
21= Cent. Técnico Productivo CETPRO/Cent. Edu. Ocupacional CEO Incomplete
22= Cent. Técnico Productivo CETPRO/ Cent. Edu. Ocupacional CEO Complete

The protocol is to use the code associated with Incomplete if the YL respondent did not finish his/her studies that year, or if it is not yet known whether he/she will finish them. Likewise, the code associated with Complete should be used if we know that the YL respondent completed his/her studies that year. This is very important because it is a way to identify in which year the YL respondent completes his/her studies. Here are some examples:

EXAMPLE	COMMENT
Suppose the YL respondent began his/her studies at a Technical Institute in 2019, continued his studies in 2020, and finally finished his/her degree in 2021.	This way the user of the database will know that the YL respondent finished his/her career at the Technical Institute, and that it took him/her 3 years to finish it.

In this specific example, Code 13 (Incomplete technical or pedagogical institute) must be used for the year 2019 and 2020, and code 14 for the year 2021 (Complete technical or pedagogical institute; incl. "Escuela de Sub Oficiales").	
- Suppose that the YL respondent began his/her university studies in 2016, that he/she has continued studying in 2017, 2018, 2019 and that he/she planned to finish his/her degree in 2020, but due to the event of the pandemic he/she stopped studying - In this specific example, code 15 (Incomplete university (incl. "Escuela de Oficiales")) must be used for the years 2017, 2018 and 2019 (2016 is pre-filled), since the YL respondent has not yet completed his/her studies. - For the case of 2020 you must check the option none and go to the next row. This pattern must be repeated in case the YL respondent has not resumed his/her university studies since 2020.	This way the user of the database will know that, although the YL respondent had been studying at the university for almost 4 years until 2019, in 2020 he/she had to leave it and did not resume them again.
- Let's suppose that YL respondent started their studies at a CETPRO in 2016, and continued studying in 2017. However, he/she did not complete their studies as he/she still had some courses left to complete. In 2018 and 2019, he/she did not attend any type of formal education. - In this specific example, code 21 (Incomplete CETPRO) should be used in 2016 and 2017, as the YL respondent did not complete his/her studies.	Thus, the database user will know that although the the YL respondent studied for 2 years at a CETPRO, he/she has not yet completed his/her studies.

Q.3 Did you successfully complete this course?

The purpose of this question is to determine if the YL respondent successfully completed the course they were studying in each respective year. [\[PE\] Please note that this question is only enabled if the answer to Q.2 in that respective row was in the range of 01-11.](#)

- [01= \[IN, PE\] Yes, completed course / ET: Yes, completed the course by passing the necessary exams](#)
- 02= No, failed course / failed exam
- 03= No, dropped out and did not complete year
- 04= No, still attending, course not complete
- 05= No, classes were suspended due to COVID-19
- [\[ET\] 06= No, classes were suspended due to conflict/war](#)
- [\[ET\] 07=Yes, completed the course by automatic promotion](#)
- 77= NK
- 79=RTA
- 88=NA

FIELDWORKER: If [YL respondent] is repeating a course previously marked as complete (01), please enquire the reasons for this and include these as a comment. If multiple options apply, ask [YL respondent] to choose the most relevant.

Q.4. What [ET, PE] major [IN] stream were/are you studying?

The question aims to determine the major of the higher education programs in which the YL respondent enrolled. It should be noted that the device will only display this question if in question 2 of this section, YL respondent indicated any of the following alternatives:

- [ET]: Q.2 = 14-48
- [IN]: Q.2 = 13-15 or 30
- [PE]: Q.2 = 13-16 or 19

[PE] Please additionally write down the name of the major.

(Post-secondary technological institute, vocational or university degree (graduate))

Enter code from CODEBOX #15

CODEBOX #15: Major classification	
ET	
0=No specific major/stream	32=Natural resource management
1=Chemical Engineering	33=development agent
2=Civil Engineering / construction	40=Accounting / Management
3=Electrical Engineering	41=Economics
4=Mechanical Engineering	42=Public Administration
5=Information Technology/ Computer science	50=Local languages and literature
10=Biology, Physics, or Chemistry	51=Foreign language and literature
11=Mathematics or statistics	52=Education Development and Planning Management
12=Geology or earth science	53=Curriculum
16=Tourism, Hotels, Recreation and Sports	54=Journalism & Communication
20=Medicine	60=Geography or history
21=Health officer	61=Psychology
22=Laboratory/radiology/ Midwifery/Nursing	62=Law / political science
23=Pharmacy	63=Humanities
24=Animal Science/veterinary	64=Social work and/ Social Anthropology
30=Animal Production	70=Other, please specify
31=Plant science/Crop Production	
PE	
0=No specific major/stream	41=Life Sciences
11=Preschool and Primary school	42=Physical and Chemical Sciences
12=Secondary school	43=Mathematics and Statistics
13=Physical Education	44=Computing
14=Special Education	51=Systems and Telecommunications Engineering
15=Artistic Education	52=Industrial Engineering and Production

16=Technical Education	53=Construction, Sanitary and Architecture Engineering
19=Other educational majors	59=Other Engineering
21=Humanities	61=Agriculture, Forestry and Aquaculture
22=Arts	62=Veterinary
31=Social Sciences and Sciences of behaviour	71=Health Sciences
32=Communication Sciences	01=Armed Forces
33=Administration and Commercial Sciences	02=Police Forces
34=Economic and Accounting Sciences	23=Other, please specify: _____
35=Law, Political and Legal Sciences	
IN	
0=No specific major/stream	10=Food processing
1=Teacher training	11=Other technologies (Bio-technology etc)
2=Fine Arts	12=Engineering
3=Humanities and Social Sciences	13=Agriculture, Forestry and Aquaculture
4=Sciences	14=Veterinary
5=Journalism and Communication	15=Medical, Pharmacy and Health Sciences
6=Business and management	16=Tourism, Hotels, Recreation and Sports
7=Law and Legal Services	17=Armed force and Police
8=Mathematics and Statistics	18=Others Specify
9=Computer and Information Technology	

Q.5 What type of educational institute/university is/was it?

This refers to the ownership of the school. Please refer to the definition provided at the beginning of this section

Enter code from CODEBOX #16

CODEBOX #16: Type of school/university/institution	
ET	PE
01=Private/domestic	01=Private, for profit
02=Public (part student fees, part government funded)	02=NGO / Charity / Church (not for profit),
03=Mission (NGO/Charity/Religious) with fees	03=Public, local municipality
04=Mission (NGO/Charity/Religious) free of charge	04=Public, of the national government,
05=Government funded	06=Informal,
06=Others, specify	07=Half public / Half Private
07=Community school	05=Other (specify)
08=Private-foreign like UNISA,SRI-SAI	08=Center of public alternative basic education
09=Domestic-foreign joint programme	09=Center of private alternative basic education
77=NK	10=Public, Colegio de Alto Rendimiento (COAR)
88=NA	11=Public, Jornada Escolar Completa (JEC)
79=Refused to answer	77=NK

	88=NA
	79=RTA
01=Private (unaided)	
02=NGO/Charity/not-for-profit	
03=Public (Government)	
04=Informal or non-formal Community (e.g. mothers' cooperative)	
06=Charitable trust	
07=Bridge school	
08=Mix of public and private (private aided)	
11=Other, specify	
77=NK	
79=Refused to answer	
88=NA	

[PE only] It is sought to know if the YL respondent is attending a public, private, etc. school/college/university. In addition to the usual distinction between public and private schools, this question also distinguishes between "Public, CEBA" and "Private, CEBA", "Public, Colegio de Alto Rendimiento (COAR)" and "Public, Jornada Escolar Completa (JEC)".

In case the school is public, it is important for the interviewer to make sure whether it is a Public, Jornada Escolar Completa (JEC) or Colegio de Alto Rendimiento (COAR). For example, if the respondent says it is a public school, the fieldworker can ask again: Is your school a Jornada Escolar Completa (JEC)? It is of utmost importance to know if the respondent is currently attending a JEC school because this is the model that the Ministry of Education is trying to expand in Peru in the coming years, and YL Study is interested in knowing how the youth attending these schools are doing.

Q.6 Are/ Were you enrolled in the same educational institute as in the previous year?

This question asks if the YL Respondent has changed schools from one year to the other. This is done in order to avoid collecting school information for the same educational institute repeated times. There could be some cases when YL Respondent has not changed educational institutes since he/she was in pre-primary or Grade 1.

- 00=No
- 01=Yes
- 77=NK

The following questions are only activated if for any academic year the respondent was enrolled in an educational center different from the one he/she was enrolled in the previous year.

The objective of these questions is to find out the department, province, and district where the educational center was located that the respondent attended in a certain academic year. These questions are in dropdown menu formats.

Q.7 [ET: Region; IN: State; PE: Department] where educational institute / university is located

FIELDWORKER: Select from the drop-down menu.

- 98 = [ET: Region; IN: State; PE: Department] not in YL area ► Specify [ET: Region; IN: State; PE: Department]

Q.8 [ET: Woreda/Town Zone; IN: District; PE: Province] where educational institute/university is located

FIELDWORKER: Select from the drop-down menu.

- 98 = [ET: Zone; IN: District; PE: Province] not in YL area ► Specify [ET: Zone; IN: District; PE: Province]

[PE, IN only] Q.9 Name of educational institute / university in YL area

The objective of this question is to find out the name of the institute / university that the respondent attended in a certain academic year.

This question provides a drop-down menu with the names of the schools per district reported in Round 5. If the school's name is not listed, enter 9999=School not in list. In that case Q.10 is enabled, where the name of the **institute / university** can be written down. There will be many cases in which the **institute / university** name will not appear in the dropdown list. This might be because the **institute / university** was not captured in Round 5 (even if it is in a YL area) or because the school is not located in a YL area. *In all cases it is very important that you fill in Q.10.*

Enter code from CODEBOX #17

- 9999=School not in list Specify name of school in Q.10
- Otherwise

CODEBOX #17: Name of school/university/institution	
IN	
01=ANDHRA UNIVERSITY, VISHAKHAPATNAM DISTRICT	14=GOVERNMENT DEGREE COLLEGE TEKKALI VILLAGE, SRIKAKULUM DISTRICT
02=C R REDDY COLLEGE, WEST GODAVARI DISTRICT	15=PRAGATHI DEGREE COLLEGE, MAHABUBNAGAR DISTRICT
03=RAMACHANDRA COLLEGE OF ENGINEERING, WEST GODAVARI DISTRICT	16=GOVERNMENT DEGREE COLLEGE AMRABAD, MAHABUBNAGAR DISTRICT
04=ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCE, KADAPA DISTRICT	17=SRI VASAVI DEGREE COLLEGE, MAHABUBNAGAR DISTRICT
05=RAMLEELA DEGREE COLLEGE, SRIKAKULUM DISTRICT	18=SWAMI VIVEKANANDA DEGREE COLLEGE, MAHABUBNAGAR DISTRICT
06=TAMMI NAIDU DEGREE COLLEGE, SRIKAKULUM DISTRICT	19=GEETHANJALI JUNIOR AND DEGREE COLLEGE, MAHABUBNAGAR DISTRICT
07=VAMSHADHARA DEGREE COLLEGE, SRIKAKULUM DISTRICT	20=MAHARANI ADHILAXMI DEVAMMA GOVERNMENT DEGREE COLLEGE, JOGULAMBA-GADWAL DISTRICT
08=DR B.R. AMBEDKAR UNIVERSITY, SRIKAKULUM DISTRICT	21=SRI VISHVESHWARAIH INSTITUTE OF SCIENCE AND TECHNOLOGY, CHITTOOR DISTRICT
09=SATYA SAI DEGREE COLLEGE, SRIKAKULUM DISTRICT	22=SDRR DEGREE COLLEGE, MUDIGUBBA, ANANTAPUR DISTRICT
10=M.L.R NAIDU DEGREE COLLEGE, SRIKAKULUM DISTRICT	23=GOVERNMENT DEGREE COLLEGE MADAKSIRA, ANANTAPUR DISTRICT
11=SUN DEGREE COLLEGE, SRIKAKULUM DISTRICT	24=JYOTHISHMATHI INSTITUTE OF TECHNOLOGY AND SCIENCE, KARIMNAGAR DISTRICT

12=GMR COLLEGE, SRIKAKULUM DISTRICT	9999=Not listed (Other)
13=SRI RAMA DEGREE COLLEGE, SRIKAKULUM DISTRICT	
PE	
01=UNIVERSIDAD PRIVADA DEL NORTE (UPN)	19=UNIVERSIDAD SAN MARTIN DE PORRES
02=UNIVERSIDAD TECNOLÓGICA DEL PERU (UTP)	20=UNIVERSIDAD NACIONAL DEL ALTIPLANO
03=UNIVERSIDAD NACIONAL DE TUMBES (UNT)	21=UNIVERSIDAD CONTINENTAL
04=UNIVERSIDAD CESAR VALLEJO	22=UNIVERSIDAD NACIONAL DE PIURA
05=UNIVERSIDAD NACIONAL DE TRUJILLO	23=UNIVERSIDAD NACIONAL DE SAN AGUSTIN
06=UNIVERSIDAD PERUANA DE CIENCIAS APLICADAS (UPC)	24=UNIVERSIDAD PRIVADA ANTENOR ORREGO
07=UNIVERSIDAD CATOLICA DE SANTA MARIA	31=INSTITUTO SENATI
08=UNIVERSIDAD NACIONAL DE SAN MARTIN	32=INSTITUTO CIBERTEC
09=UNIVERSIDAD NACIONAL MAYOR DE SAN MARCOS	33=INSTITUTO CERTUS
10=UNIVERSIDAD NACIONAL DE CAJAMARCA	34=INSTITUTO AMAZONICO
11=UNIVERSIDAD NACIONAL TORIBIO RODRIGUEZ DE MENDOZA	35=INSTITUTO FAUSTINO B. FRANCO
12=UNIVERSIDAD ANDINA NESTOR CACERES VELASQUEZ	36=INSTITUTO JUAN JOSE FARFAN CESPEDAS
13=UNIVERSIDAD NACIONAL JOSE MARIA ARGUEDAS	37=INSTITUTO LA INMACULADA
14=UNIVERSIDAD NACIONAL SANTIAGO ANTUNEZ DE MAYOLO	38=INSTITUTO BUENAVENTURA MESTANZA MORI
15=PONTIFICIA UNIVERSIDAD CATOLICA DEL PERU	39=INSTITUTO HIPOLITO UNANUE
16=UNIVERSIDAD CATOLICA LOS ANGELES DE CHIMBOTE (ULADECH)	40=INSTITUTO CEPEBAN
17=UNIVERSIDAD CATOLICA SEDES SAPIENTIAE (UCSS)	41=INSTITUTO DANIEL VILLAR
18=UNIVERSIDAD NACIONAL SAN LUIS GONZAGA	99=Not listed (Other)

Q.10 Specify name of educational institute / university

Please spell the name of the school as accurately as possible.

Q.11. Fieldworker: You may use this space to make any comments needed.

SUB-SECTION 6.2. CURRENT EDUCATION

PURPOSE

The purpose of this section is to capture basic information related to the education of the YL respondent in this new academic year, especially now that several educational institutions have returned to in-person education. This includes level of education attained, current education status (whether in full-time education), etc. It will be asked to both the YC and OC.

DEFINITIONS

Full-time education (primary and secondary 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.

Full time education (higher education): The definition varies slightly across countries:

[PE]: In higher education context, full time attendance is considered if any of the following applies: i) the household member attends classes at least three days a week including weekends (day or night shift, online or in-person sessions); ii) is taking three or more courses from his major; iii) is enrolled in 10 or more credits. Please note that these classes must be part of a **formal** education programme.

Formal education: Includes the following types of programs:

- Primary or secondary school (including Alternative Basic Education Centers).
- University higher education (programs leading to a Bachelor's or Master's degree, typically lasting 5 years).
- Non-university higher education.
- Technical-Productive Education Centers (CETPROS).
- Postgraduate education (Master's, Doctoral degrees)

[IN]: Full time attendance is considered if the following applies: i) the student normally attends classes as per the schedule of the institution i.e., in person classes or online or shift classes.

[ET]: The education system is categorised by regular and continuing (extension) education. Regular education is full time while continuing education is not full time

The following are not considered full-time education:

- Preparatory studies such as those carried out in pre-university academies, etc.
- Language studies, such as English. This includes studies carried out in language institutes or centers, but excludes language degrees pursued with the aim of obtaining a university degree.
- Specialization courses or diploma programs.

[PE]: LIST OF INSTITUTIONS WITH UNIVERSITY LEVEL RANK

(THEY ARE NOT UNIVERSITIES, BUT ARE CONSIDERED AS UNIVERSITY HIGHER EDUCATION)

Number	Name	City	Department
Officer Schools and Higher Schools			
1	Escuela de Oficiales de la Policía Nacional del Perú (*)	Lima	Lima
2	Escuela Naval del Perú (*)	Lima	Lima
3	Fuerza Aérea del Perú (*)	Lima	Lima
4	Escuela Militar de Chorrillos (*)	Lima	Lima

5	Escuela de Posgrado de la Policía Nacional del Perú (*)	Lima	Lima
6	Escuela Superior de Guerra Naval (*)	Lima	Lima
7	Escuela Superior de Guerra Aérea (*)	Lima	Lima
8	Escuela Superior de Guerra del Ejército (*)	Lima	Lima
9	Escuela Nacional de Administración Pública (ENAP) (*)	Lima	Lima
Others schools			
10	Escuela de Salud Pública del Perú (*)	Lima	Lima
11	Centro de Altos Estudios Nacionales (CAEN) (*)	Lima	Lima
12	Academia Diplomática del Perú (*)	Lima	Lima
13	Instituto Pedagógico Nacional de Monterrico (*)	Lima	Lima
14	Escuela Nacional de Marina Mercante Almirante Miguel Grau (*)	Callao	Lima
15	Instituto Científico y Tecnológico del Ejército (ICTE) (*)	Lima	Lima
Artistic higher education schools			
1	Escuela Nacional Superior Autónoma de Bellas Artes del Perú (*)	Lima	Lima
2	Escuela Superior Autónoma de Bellas Artes Diego Quispe Tito del Cusco (*) (***)	Cusco	Cusco
3	Conservatorio Nacional de Música (*) (***)	Lima	Lima
4	Escuela Nacional Superior de Folklore José María Arguedas (*)	Lima	Lima
5	Escuela Internacional de Posgrado - ESIP (**)	Lima	Lima
6	Instituto Superior de Música Público Daniel Alomía Robles de Huánuco (*) (***)	Huánuco	Huánuco
7	Escuela Superior de Formación Artística Pública Áncash (ESFAP-NCASH) (*)	Huaraz	Áncash
8	Escuela Superior de Arte Dramático Virgilio Rodríguez Nache (*)	Trujillo	La Libertad
9	Escuela Superior de Formación Artística Pública Macedonio de la Torre (*)	Trujillo	La Libertad
10	Conservatorio Regional de Música del Norte Público Carlos Valderrama	Trujillo	La Libertad
11	Escuela Superior de Música Pública Luis Duncker Lavalle denominado Conservatorio Regional de Música Luis Duncker Lavalle (*)	Arequipa	Arequipa
12	Escuela Nacional Superior de Arte Dramático Guillermo Ugarte Chamorro (*)	Lima	Lima
13	Escuela Superior de Formación Artística Pública de Puno (ESFAP-PUNO) (*)	Puno	Puno
14	Escuela Superior de Formación Artística Sérvulo Gutiérrez Alarcón de Ica (*)	Ica	Ica
15	Escuela Superior de Música Pública Francisco Pérez Janampa (*)	Ica	Ica
17	Escuela Superior de Formación Artística Pública Felipe Guamán Poma de Ayala de Ayacucho (*)	Ayacucho	Ayacucho
18	Escuela Superior de Formación Artística Pública Ernesto López Mindreau (*)	Chiclayo	Lambayeque
19	Escuela Superior de Formación Artística Pública Pilcuyo - Ilave de Puno (*)	El Collao	Puno
20	Escuela Superior de Formación Artística Pública Condorcunca de Ayacucho (*)	Ayacucho	Ayacucho
21	Escuela Superior de Formación Artística Pública de Juliaca (ESFAP-Juliaca) (*)	Puno	Puno
22	Escuela Superior de Formación Artística Conservatorio de Lima Josafat Roel Pineda (*)	Lima	Lima

23	Escuela Nacional Superior de Ballet (*)	Lima	Lima
24	Escuela Superior de Arte Pública Ignacio Merino de Piura (*)	Piura	Piura
25	Escuela Superior de Música Pública José María Valle Riestra de Piura (*)	Piura	Piura
26	Escuela Superior de Formación Artística Pública Francisco Laso de Tacna (*)	Tacna	Tacna
27	Instituto Superior de Música Público Leandro Alviña Miranda del Cusco (*)	Cusco	Cusco
30	Instituto Superior de Música Público Acolla-Jauja-Junín (*)	Jauja	Junín
31	Escuela Nacional de Arte Carlos Baca Flor de Arequipa (*)	Arequipa	Arequipa
32	Escuela Superior de Formación Artística Pública Mario Urteaga de Cajamarca (*)	Cajamarca	Cajamarca
33	Escuela Superior de Formación Artística del Distrito de San Pedro de Cajas (*)	Tarma	Junín
34	Facultad de Filosofía Redemptoris Mater (*)	Callao	Callao
35	Facultad de Teología Redemptoris Mater (*)	Callao	Callao
Others schools			
36	Escuela de Postgrado "San Francisco Xavier Escuela de Negocios S.A.C" (**)	Arequipa	Arequipa
37	Escuela de Postgrado Gerens S.A. (**)	Lima	Lima
38	Escuela de Postgrado Neumann Business School S.A.C. (**)	Tacna	Tacna

INSTRUCTIONS

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

Q.1: What is the highest qualification/certificate you have attained (including school leaving certificates/transcripts/reports)?

The aim of this question is to know the highest level of formal education achieved by the YL respondent. Notice that this question refers to the highest qualification or certificate attained, rather than to the highest grade achieved.

[ET] This includes temporary certificates.

FIELDWORKER: Do not include pre-school.

Enter code from the country-specific CODEBOX #18

- 77=NK
- 79=Refused to answer

CODEBOX #18: Certificate for latest qualification	
ET	IN
00=No certificate	00=No certificate (or Pre-school)
01=Grade 8 completion/transcript/ national examination report	01=Primary (Class 5)
02=Ethiopian General secondary education	02=Upper primary (Class 7)
03=Ethiopian higher education entrance certificate	03=Matriculation certificate (Class 10)
04=Preschool teaching certificate	04=Senior Secondary school certificate / Intermediate certificate (Class 12)

05=First cycle of primary teacher training certificate	05=ITI certificate
06 Completion TVET certificate	06=Diploma in technical education
07=University degree	07=University degree
08=Post-graduate qualification	08=Post-graduate qualification
09=Other, specify	09=Teacher training certificate
	10=Other, specify
77=NK, 79=Refused to answer, 88=NA	77=NK, 79=Refused to answer, 88=NA
PE	
00=None	
01=Primary education	
02=Secondary education	
03=Higher education, non-University (technical, or pedagogical or Escuela de Sub-Oficiales)	
04=Higher education (university or Escuela de Oficiales)	
05=Centro tecnico productivo CETPRO/ Centro educativo ocupacional CEO	
06=Post-graduate qualification	
07=Other, specify _____	
77=NK, 79=Refused to answer, 88=NA	

[PE] Consider the following clarifications:

None	It refers to people who have not completed any educational level. Includes people who only have initial level (pre-school)
Primary education	It applies to people who by the end of 2022 have completed the sixth grade of primary school but have not yet completed secondary school.
Secondary education	It applies to people who by the end of 2022 have completed the fifth year of high school.
Higher education, non-University (technical, or pedagogical or Escuela de Sub-Oficiales)	It applies to people who at the end of 2022 or mid-2023 have completed their non-university higher education. This includes technical, pedagogical or non-commissioned officer schools.
Higher education (university or Escuela de Oficiales)	It applies to people who at the end of 2022 or mid-2023 have completed their university higher education. This also includes the Officer School.
Centro tecnico productivo CETPRO/ Centro educativo ocupacional CEO	It applies to people who at the end of 2022 or to date have completed their studies in Centro tecnico productivo (CETPRO) or in Centro educativo ocupacional (CEO).
Post-graduate qualification	It applies to people who at the end of 2022 or mid-2023 have completed their post-graduate studies.
Other	This includes any other case not mentioned above. This must be properly specified.

[ET only] Q.2. How did you obtain this certificate?

- 01=Automatic promotion and didn't have to take any necessary exams
- 02=Automatic promotion and passed necessary exams that were taken
- 03=Automatic promotion and didn't pass necessary exams that were taken
- 04=Passed necessary exams, no automatic promotion

- 77=NK
- 79=Refused to answer

PLEASE NOTE: The following questions (Q.3.1-3.3) ask about the last education the YL respondent ATTENDED (whereas Q.1 above asks about the highest level of education the respondent ACHIEVED). Please make sure this difference is clear to the respondent when he/she responds to the questions:

Q.3.1. Which course/type of programme/course you last attended?

Enter the code from CODEBOX #14.

Q.3.2. What is the most recent [ET, PE: major] [IN: stream] you studied?

Enter the code from CODEBOX #15. It should be noted that the device will only display this question if in question 3.1 of this section, YL respondent indicated any of the following alternatives:

- [ET]: Q.3.1 = 14-48
- [IN]: Q.3.1 = 13-15 or 30
- [PE]: Q.3.1 = 13-16 or 19

Q.3.3. What type of educational institute you last attended?

Enter the code from CODEBOX #16.

Q.4. Are you currently in full-time education?

This question aims to know whether the YL respondent is currently in full time education (defined at the beginning of the sub-section), including online and blended sessions.

- 00=No
- 01=Yes, attending regularly
- 02=Yes, but attending irregularly
- 03=Never attended
- 77=NK
- 79=Refused to answer

Please note that:

- **Never attended** refers to if the YL respondent has no schooling at all and has never attended formal education.
- **Part-time is considered if the YL respondent is studying at least one or a few courses in relation to what is officially assigned to them, as defined by the institution** (University, Institute)
- **Regular attendance** is understood when the young person reports that they usually attend all their classes. **Irregular attendance** is understood when the young person reports that they usually miss classes for various reasons (such as illness, caring for family members, work, etc.)

Ask the remaining question only to those who are no longer enrolled in full-time education (Q.4=00)

Q.5. Would you like to return to full-time education at some point in the future?

This question only applies to those YL respondent who are currently not studying full-time. The aim of this question is to know their desire regarding resuming their studies that they left unfinished due to various factors.

- 00=No
- 01=Yes
- 77=NK
- 79=Refused to answer

Ask the remaining question only to those who would like to return to full-time education (Q.5=01)

Q.6. Do you think you will actually be able to return to full-time education at some point in the future?

This question only applies to those YL respondent who expect to return to full-time education.

- 00=No
- 01=Yes
- 77=NK
- 79=Refused to answer

Ask the remaining question only to those who would like to return to full-time education (Q.5=01) but do not think they will be able to do so (Q.6=00)

Q.7. You said that you would like to return to education at some point, but don't think you will be able to. Why is that?

FIELDWORKER: Do not read the answer options. Mark all that apply.

- 00=Too expensive
- 01=Spouse/other family member doesn't want me to
- 02=Too busy with childcare
- 03=Too busy with work
- [ET] 04=Displaced, no school available
- [ET] 05=School/university not ready or closed (no teachers or building destroyed)
- [ET] 06=Not safe to go to school/university
- [ET] 07=Other reason related to the conflict
- 08=Other, please specify
- 77=NK
- 79=Refused to answer

SUB-SECTION 6.3. PANDEMIC EDUCATION

PURPOSE

This subsection informs about what the YL respondent *believes* her/his choices and achievement in education *would have been* [IN; PE] if the COVID-19 pandemic *would not have happened* – [ET] if the COVID-19 pandemic and the conflict *would not have happened* as opposed to what actually happened. This is one measure that will help us estimate the negative impact that these events had on the YL respondents. It will be asked to the YC only.

DEFINITIONS

- **Dates:** In all questions for this subsection (Q.1-Q.9), [DATE] refers to the start of the COVID-19 pandemic in each country.
- **Events:** In all questions for this subsection (Q.1-Q.9), [EVENT] refers to: 1. the COVID-19 pandemic *in India and Peru*; 2. the COVID-19 pandemic and the 2020-2022 conflict *in Ethiopia*.

For both dates and events, CAPI will automatically display the correct option on the tablet.

INSTRUCTIONS

The following question (Q.1) is for YL respondents who were enrolled just before the start of the pandemic [IN] 2019-2020 / [PE] 2020 / [ET] 2012, but it is unclear if he/she still was enrolled during the pandemic:

Q.1: Were you enrolled in education at any point after [DATE]?

This question is relevant for YL respondents who were enrolled in education in the academic year that started shortly before the beginning of the COVID-19 pandemic, but not in the next academic year. We would like to know whether the respondent was still enrolled after the start of the pandemic. For example, if she/he graduated early or dropped out of school before the pandemic started, this may not have been the case.

Please make sure that the YL respondent understands that "Yes" means enrolled at any point after the pandemic started, even if it was only for a short period of time.

The following question (Q.2a) is for YL respondents who were not enrolled at any point after the pandemic started:

Q.2a: You told us that you were not enrolled in education at any point between [DATE] and now. Now I would like you to imagine that if [EVENT] had not happened. Would you have been enrolled then?

This question aims to find out if those YL respondents who were not enrolled in education at any point after the start of the COVID-19 pandemic think they would have been enrolled if the pandemic and, in the case of Ethiopia only, also the conflict would not have happened.

Ask the respondent to imagine her/his life if the [EVENT] had not happened. Would she/he have decided to enrol in any type of education then? Please make sure that the YL respondent understands that "Yes" means enrolled at any point after the pandemic started, even if it would have been only for a short period of time.

The following question (Q.2b) is for YL respondents who were enrolled at any point after the pandemic started:

Q.2b: You told us that you were enrolled in education at any point between [DATE] and now. Now I would like you to imagine that if [EVENT] had not happened. Would you still have been enrolled then?

This question aims to find out if those YL respondents who were enrolled in education at any point after the start of the COVID-19 pandemic think they would still have been enrolled if the pandemic and, in the case of Ethiopia only, also the conflict would not have happened.

Ask the respondent to imagine her/his life if the [EVENT] had not happened. Would she/he still have decided to enrol in any type of education? Please make sure that the YL respondent understands that "Yes" means enrolled at any point after the pandemic started, even if it would have been only for a short period of time.

The following questions (Q.3-4) are for YL respondents who were enrolled at any point after the pandemic started and still would have been enrolled in absence of it (according to Q.2b):

Q.3: If [EVENT] had not happened, would any of your education choices between [DATE] and now have been different? This includes the length of time you spent enrolled in education, the main subject you studied, the level of education or the type of institute.

This question aims to find out whether YL respondents who were enrolled in education at any point after the COVID-19 pandemic and think they still would have been enrolled in absence of it would have changed any of their choices about their education. We are interested in:

- Length of time spent enrolled: For example, maybe the YL respondent thinks he/she would have been able to graduate earlier if the pandemic and, in the case of Ethiopia only, also the conflict had not happened. Or, maybe he/she dropped out of school eventually, but wouldn't have done that if [EVENT] had not happened.
- Major: For example, maybe the YL respondent changed her/his major after the start of the pandemic because she/he now thought she/he would be more likely to get a job afterwards, but would have stayed with her/his old major otherwise. This option will only be enabled for respondents who previously reported a major/stream specialization in the Education History section.
- Grade/course/type of program enrolled in: For example, maybe the YL respondent was previously enrolled in a bachelor's degree, but now switched to vocational training and would not have done that if the pandemic and, in the case of Ethiopia only, also the conflict had not happened.
- Type of educational institute/university enrolled at: For example, maybe the YL respondent was previously enrolled at a private university, but switched to a public one because her/his family could not afford the fees anymore after the pandemic started.

Don't read these examples to the YL respondent, but if she/he is not sure about whether to reply "Yes" or "No" to this question, you may prompt him/her.

Please make sure the respondent takes school closures into account that shorten his/her time in education, meaning they likely would have been enrolled for longer if the school did not have to close due to the [EVENT].

The following question (Q.4) is for YL respondents whose education choices would have been different (according to Q.3):

Q.4: Which areas of your education choices or time spent in education would have been different?

One by one, go through each item and ask the YL respondent to imagine [IN, PE] what his/her time at school or university would have been like if the pandemic had not happened/ [ET] what his/her time at school or university would have been like if the pandemic and the conflict had not happened. Would any of these have been different?

The following question (Q.5) is for YL respondents who would have been enrolled for a different period of time (according to Q.4):

Q.5: You said that the length of time you spent enrolled in education between [DATE] and now would have been different if [EVENT] had not happened. What would the length of your enrolment have been instead? Please also consider time you were unable to attend education due to school closures.

This question aims to find out whether the YL respondent believes [IN, PE] he/she would have been enrolled in education for more time or less time if the pandemic had not happened/ [ET] he/she would have been enrolled in education for more time or less time if the pandemic and the conflict had not happened.

The following question (Q.6a) is for YL respondents who would have been enrolled for shorter (according to Q.5) AND those who were enrolled after the start of the pandemic, but would not have been in absence of it (according to Q.2b):

Q.6a: You said that you would have spent less time enrolled in education between [DATE] and now if [EVENT] had not happened. Why is that?

Please note that the question may be displayed slightly differently on the tablet if the YL respondent has been enrolled in education at any point since the start of the pandemic, but believes he/she would not have been in absence of it: "You said that you would not have been enrolled in education between [DATE] and now if [EVENT] had not happened. Why is that?". CAPI will automatically display the correct version on the tablet.

Please do not read the options. Mark all that the respondent is mentioning. In case he/she names a reason that does not fit with any of the items provided, mark as "05=Other, specify" and write the reason in the space provided.

The following question (Q.6b) is for YL respondents who would have been enrolled for longer (according to Q.5) AND those who were not enrolled after the start of the pandemic, but would have been in absence of it (according to Q.2a):

Q.6b: You said that you would have spent more time enrolled in education between [DATE] and now if [EVENT] had not happened. Why is that?

Please note that the question may be displayed slightly differently on the tablet if the YL respondent has not been enrolled in education at any point since the start of the pandemic, but believes he/she would have been in absence of it: "You said that you would have been enrolled in education between [DATE] and now if [EVENT] had not happened. Why is that?" CAPI will automatically display the correct version on the tablet.

Please do not read the options. Mark all that the respondent is mentioning. In case he/she names a reason that does not fit with any of the items provided, mark as "14=Other, specify" and write the reason in the space provided.

The following question (Q.7) is for YL respondents who would have chosen a different major (according to Q.4) AND those who were not enrolled after the start of the pandemic, but would have been in absence of it (according to Q.2a):

Q.7: What would your [ET, PE] major / [IN] stream have been between [DATE] and now if [EVENT] had not happened?

Please note that there may be some additional text displayed on the tablet together with the question if the YL respondent reported that they would have chosen a different major in Q.4: "You said that your major between [DATE] and now would be/have been different if [EVENT] had not happened. Earlier, you said your most recent major was [SECTION 6.2, Q 3.2]."

This is to remind the YL respondent what he/she previously told us his/her major was. CAPI will automatically display the correct version on the tablet.

Select the appropriate code from CODEBOX #15. If the YL respondent names the same major as in the previous education section (it will be displayed on the tablet, if available), please probe them again. If the respondent would not have chosen any major, for example because they would not have gone to higher education, please select the "No major" option in the CODEBOX #15.

The following question (Q.8) is for YL respondents who would have chosen a different type of program (according to Q.4) AND those who were not enrolled after the start of the pandemic, but would have been in absence of it (according to Q.2a):

Q.8: What grade/course/type of program would you have been enrolled in between [DATE] and now if [EVENT] had not happened?

Please note that there may be some additional text displayed on the tablet together with the question if the YL respondent reported that they would have chosen a different course in Q.4: “You said that your programme/course between [DATE] and now would be/have been different if [EVENT] had not happened. Earlier, you said your most recent programme/course was [SECTION 6.2, Q 1.1].”

This is to remind the YL respondent what he/she previously told us his/her programme/course was. CAPI will automatically display the correct version on the tablet.

Select the appropriate code from CODEBOX #14. If the YL respondent names the same programme/course as in the previous education section (it will be displayed on the tablet, if available), please probe them again. Please note that since the questions asks about the course enrolled in, it is not an issue if the respondent would not have completed the course yet, for example because it would be the middle of the academic year.

The following question (Q.9) is for YL respondents who would have chosen a different type of school (according to Q.4) AND those who were not enrolled after the start of the pandemic, but would have been in absence of it (according to Q.2a):

Q.9: What type of educational institute/university would you have been enrolled in between [DATE] and now if [EVENT] had not happened?

Please note that there may be some additional text displayed on the tablet together with the question if the YL respondent reported that they would have chosen a different type of educational institute in Q.4: “You said that your type of educational institute between [DATE] and now would be/have been different if [EVENT] had not happened. Earlier, you said your most recent type of educational institute was [SECTION 6.2, Q 1.3].”

This is to remind the YL respondent what he/she previously told us his/her type of educational institute was. CAPI will automatically display the correct version on the tablet.

Select the appropriate code from CODEBOX #16. If the YL respondent names the same type of educational institute as in the previous education section (it will be displayed on the tablet, if available), please probe them again.

SECTION 7. TIME USE

PURPOSE

This section aims to collect information on how the YL respondent spends his/her time. For this purpose, for all questions we should refer to a typical day or, in other words, any day during the work/school week. If he/she has a spouse/partner who is living in the household (married or cohabiting), we also collect information about the latter’s time use relative to that of the YL respondent. It will be asked to the YC and OC.

DEFINITIONS

The following definitions will be helpful for answering the questions in this section:

- **Typical day:** The questions in this section refer to a “typical day”. This is defined as a standard day during the work/school week which is like most of the work/school days during the year. In most cases, that will just be a workday in the last week (Monday to Friday). However, in some cases, when the previous week was unusual due to e.g. a one-off family event, national holiday, illness etc., please work with the YL respondent to think about when the last “typical day” that he/she can remember was and ask about that day.
- **[ET, IN only] [ET: beans] [IN: pebbles]:** You will have 24 [ET: beans] [IN: pebbles] which you will give to the YL respondent to play this game. Remember that these should be similar and equally sized.

INSTRUCTIONS

SAY: For this section, I would like to know how you spent your time on a typical day in the last week (from Monday to Friday, excluding holidays, festivals, etc.).

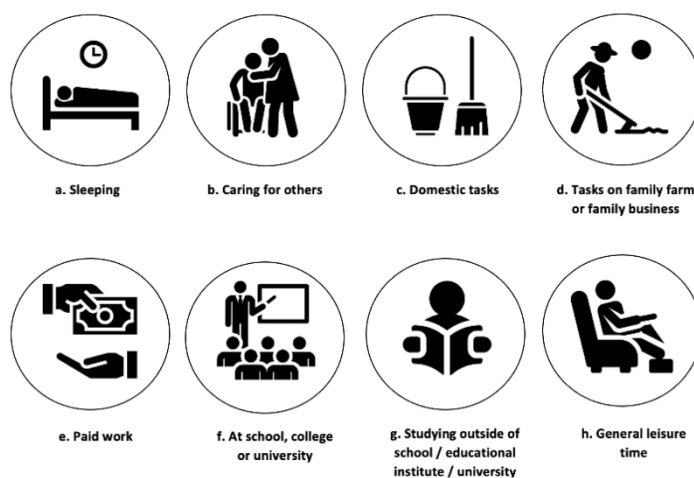
FIELDWORKER: Introduce the section by saying what activity the YL respondent reported earlier, for example, does he/she go to school/college/university, does he/she help around the household, does he/she work, etc.

Continue by asking the YL respondent some more background questions about his/her daily activities. Then talk a bit about the amount of time that these activities take – for example – which of the activities takes the most time, what time he/she goes to sleep and what time he/she wakes up. Once a picture of the typical day starts emerging, proceed as per the guidelines.

The following instructions only apply in Ethiopia and India:

[ET, IN only] FIELDWORKER: [ET & IN: Using the time use card (see Figure 1)], explain to the YL respondent what each activity means - remember that items about work (Q.5) and school (Q.6) include travelling times. Now give him/her 24 [ET: beans] [IN: pebbles] and explain that they represent 24 hours of a typical day. Ask him/her to distribute the 24 [ET: beans] [IN: pebbles] according to the time spent on each activity, starting with sleeping time and then with the activities on which he/she spends most of his time. Make sure all 24 [ET: beans] [IN: pebbles] are allotted.

Figure 1: Time Use Card



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

It is very important that the YL respondent takes as much time as he/she needs and feels free to try out different [ET: beans] [IN: pebbles] arrangements. Please make sure that you do not enter anything in CAPI until the respondent has finished and is totally happy with the [ET: beans] [IN: pebbles] arrangement. If you start entering the information before the respondent is finished, he/she may feel unable to change his/her mind and make alterations. Once the respondent has stopped moving the [ET: beans] [IN: pebbles] around, ask him/her to look at the arrangement one last time and make sure that it looks like his/her typical day. Only when the respondent has given final confirmation that it does, enter the number of [ET: beans] [IN: pebbles] allocated to each activity.

The following instructions only apply in Peru:

[PE only] FIELDWORKER: Each of the questions in this section represents an activity that the YL respondent is likely to perform. Explain to the YL respondent what each activity means - remember that items about work (Q.5) and school (Q.6) include travelling times. Ask the respondent to report the number of hours spent on each of the listed activities. If the YL respondent does not perform a certain activity, enter '0'. A margin of error of +/- 4 hours is allowed, taking as a reference the 24 hours of the day.

Enter the approximate number of hours. Round to the nearest maximum or minimum of the hour. For example, if the time is less than 30 minutes, enter '0'; if equal to or greater than 30 minutes enter '1' (1 hour).

NOTE ABOUT SIMULTANEOUS ACTIVITIES

In case the YL respondent mentions that he/she does two (or more) activities simultaneously (e.g., studies at home and at the same time takes care of his/her children):

- First, ask the YL respondent if it is possible to divide the time he/she spends on both activities.
- If this is not possible, the rule is to divide the time halfway between the two activities:
 - For example, if he/she dedicates 1 hour to take care of his/her children (Q.3) and simultaneously studies (Q.7), put 1 hour for each (actually, it is half an hour each, but it is rounded up to 1 hour in both cases).
 - If he/she dedicates 2 hours to this, put 1 hour in Q.3 and 1 hour in Q.7.
 - If he/she dedicates 3 hours to this, round to 2 hours in Q.3 and 2 hours in Q.7.
 - Etc.

Q.1: Sleep

Enter the number of hours the YL respondent spends sleeping, including time for naps. **Always ask about this activity first** and then continue with the rest of the activities (Q.2-Q.8) in no particular order.

Q.2: Care for others (younger children, own children, ill household members).

Enter the number of hours the YL respondent spends taking care of household members such as own children, younger siblings, elderly household members or other household members with

disabilities. For care of own children, only include care targeted exclusively at the child. This includes time spent playing with them.

Q.3: Domestic tasks (fetching water, firewood, cleaning, cooking, washing, shopping)

Enter the number of hours the YL respondent spends on domestic tasks. This includes all the work and the tasks done at home to help in activities that do not generate income for the household. It excludes looking after other household members, which is included in Q.2.

Q.4: Tasks on family farm, cattle herding (household and/or community), other family business, shepherding, piecework or handicrafts done at home (not just farming)

Enter the number of hours that the YL respondent spends on activities that generate income for the household. This includes working in the farm, grazing animals, helping in the family shop, etc.

Q.5: Paid (remunerated) work or activities outside of household or for someone not in the household (including traveling time, out and return)

If the YL respondent does activities outside the household or for other people who are not household members, then enter the number of hours that he/she spends on them. This counts from the time he/she leaves the house to the time he/she gets back home. If the respondent does not work, enter '0'.

Q.6: At school / educational institute / university (including all time spent -not only attending hours- and travelling time, out and return)

Enter the number of hours that the YL respondent spends at his/her school/university. This includes the time used to get from home to the school/university and return. If the respondent does not attend any educational institute, enter '0'.

Q.7: Studying outside of school time (at home, extra tuition)

Enter the number of hours that the YL respondent spends studying, doing homework, or getting particular classes/tutorials OUTSIDE SCHOOL/UNIVERSITY CLASS HOURS. If the YL respondent is attending English classes or another language institute, also consider the time he/she spends studying for them.

Q.8: General leisure (includes eating, self-hygiene, seeing friends, sport or exercise, using the internet, religious activities etc)

Enter the number of hours that the YL respondent spends on leisure and self-care activities. This also includes the time it takes him/her to have his/her meals (breakfast, lunch, dinner), grooming, etc.

FIELDWORKER: Note that CAPI provides the possibility of having a counter that adds together the number of hours reported by the respondent. It is crucial that fieldworkers use this tool correctly. The counter was added only with the purpose of checking that the addition is equal to [ET, IN only] 24 (24 hours) [PE only] 20-28 hours, allowing for a margin of error of +/- 4 hours (as was done in previous rounds). Therefore, it cannot be used to record (without asking the respondent) the remaining hours to the last activities being reported by him/her.

If the sum of Q.1-Q.8 is not [ET, IN only] 24 [PE only] 20-28, the following message will be displayed: *"The sum of the time allotted to all of the previous activities is [sum of Q.1-Q.8] hours. The sum should be 24 hours. Please go back and check the responses to the previous questions."*

FIELDWORKER: After completing the activities of the YL respondent, write down separately how much time he/she allocates for commuting to do any work activity (Q.5) or to study (Q.6) during a typical day (i.e., not a weekend or holiday).

Q.9: Time spent commuting to the place where the respondent carries out any working activities (out and return)

This question is only enabled if the YL respondent reported at least one hour in Q.4 and/or Q.5. Ask the YL respondent how long it usually takes him/her to get to his/her workplace (both ways). Enter the time in minutes. Please make sure that this time is included in the time estimated for Q.5.

Q.10: Time spent commuting to school / educational institute / university (out and return)

This question is only enabled if the YL respondent reported at least one hour in Q.6. Ask the YL respondent how long it usually takes him/her to get to his/her school/university (both ways). Enter the time in minutes. Please make sure that this time is included in the time estimated for Q.6.

The following questions (Q.11A-E) are for YL respondents who are currently married/cohabiting and whose spouse/partner lives in the same household [as reported in the household roster; will be enabled in CAPI]:

SAY: I want to know how your spouse / partner spent their time on a typical day in the last week (from Monday to Friday, excluding holidays, festivals, etc.). You may indicate your answer by pointing in this card the option that best reflects your opinion.

FIELDWORKER: As before, start by asking the YL respondent some background questions about his/her spouse/partner's daily activities, for example, does he/she go to school/college/university, does he/she help around the household, does he/she work, etc. Then talk a bit about the amount of time that these activities take his/her spouse/partner – for example – which of the activities takes the most time, at what time does he/she go to sleep and at what time does he/she wake up. Once a picture of the spouse/partner's typical day starts emerging, ask the respondent how their spouse / partner's time use during a typical day compares to his/her own time use.

PLEASE NOTE: Q.11A-E should be asked to the YL respondent him/herself rather than his/her spouse/partner directly (to ensure consistency in who answers these questions across interviews).

Q.11: Would you say that [NAME OF SPOUSE / PARTNER] typically spends more/less time than you on a typical day (between Monday-Friday) on the following activities?

This question informs about the time use of the YL respondent's spouse/partner relative to that of the YL respondent. For instance, we are not interested in how many hours the YL respondent's spouse/partner sleeps on a typical day, but whether he/she typically spends **MORE OR LESS** time sleeping than the YL respondent.

Figure 2: Spouse/Partner Time Use Card

Significantly more	More	Same	Less	Significantly less
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Please take the time to explain the alternatives on the 'Spouse/Partner Time Use Card' to the YL respondent: ***'Significantly more', 'More', 'Same', 'Less', and 'Significantly less'*** (see Figure 2). Then, ask the respondent to select one answer option for each of the activities described in A-E. Please tell the respondent to point to the relevant option on the 'Spouse/Partner Time Use Card' when answering rather than just to give you the answer orally. If neither the YL respondent nor his/her spouse/partner typically do one of the listed activities, e.g., neither of them is doing any education activities, you should select the answer option 'NA' instead. If the respondent does not know or refused to answer, you should select the answer options 'NK' and 'RTA', respectively.

Before you start, please make sure the respondent remembers what each of the activities stands for. Some of the activities listed separately in Q.1-Q.8 constitute only one category in Q.11: e.g., when you ask the YL respondent whether his/her spouse/partner typically spends more or less time than him/her on household responsibilities (i.e., 'B'), you are referring to both care for others (see Q.2) and domestic tasks (Q.3) combined. The same logic applies to work activities and educational activities.

A. Sleep

The same definition as for Q.1 (see above) applies.

B. Household Responsibilities: domestic tasks and care for others

The same definitions as for Q.2 and Q.3 (see above) apply.

C. Work Activities: Paid (remunerated) work or activities outside of household or for someone not in the household (including traveling time) and tasks on family farm, cattle herding, other family business, piecework or handicrafts done at home.

The same definitions as for Q.4 and Q.5 (see above) apply.

D. Educational activities: At school / educational institute / university (including travelling time) and studying outside of school time.

The same definitions as for Q.6 and Q.7 (see above) apply.

E. General leisure (includes eating, self-hygiene, seeing friends, sport or exercise, using the internet, religious activities etc)

The same definition as for Q.8 (see above) applies.

The following question (Q.12) is only for respondents from Ethiopia:

SAY: Now I want you to think about how you spent your time during a typical weekday during the time of the conflict involving the TPLF and the government, that started in Tikimit 2013 (November 2020).

[ET] Q.12: Do you agree, partially agree or disagree with the following statements?

This question aims to collect information on whether the YL respondent changed her/his time allocated to certain activities during the conflict period. For this, prompt the 'Five-Point Scale Card' to the YL respondent. Figure 3 shows this card. The respondent should point to the respective answer option on the card to indicate how much she/he agrees with a particular statement. Please take the time to explain the answer options before starting: 'Strongly disagree', 'Disagree', 'More or less', 'Agree' and 'Strongly agree'.

SECTION 8.1. GENERAL PERCEPTIONS

PURPOSE

This section aims to collect information about the general perceptions the YL respondent has of him/herself. More specifically, we want to measure his/her level of conscientiousness, neuroticism and agency. It will be asked to both the YC and the OC.

DEFINITIONS

The following definitions will be helpful for answering the questions in this section:

- **Conscientiousness**: a personality trait commonly associated with working hard and being careful, or diligent.
- **Neuroticism**: a personality trait commonly associated with the tendency to experience negative affects, including anger, anxiety, self-consciousness, irritability and emotional instability.

INSTRUCTIONS

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

FIELDWORKER: Please take the time to explain the answer options before starting: 'Strongly disagree', 'Disagree', 'More or less', 'Agree' and 'Strongly agree'. For this, prompt the 'Five-Point Scale Card' to the YL respondent. Figure 3 shows this card.

Figure 3: Five-Point Scale Card

Strongly disagree	Disagree	More or less	Agree	Strongly agree
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SAY: Here you have a card with 5 alternatives that range from Strongly disagree to Strongly agree. Now I will read some comments and statements and I want you to tell me how much you agree or disagree with them by pointing in this card the option that best reflects your opinion.

FIELDWORKER: For each sentence, you must show the card to the YL respondent, so that he/she can select the answer option that best represents his/her opinion (how much does he/she agree with it). Please ask the respondent to point to the relevant option on the 'Five-Point Scale Card' when answering rather than just to give you the answer orally. If a sentence is not applicable, you should select the answer option 'NA'. If the respondent does not know or refused to answer, you should select the answer options 'NK' and 'RTA', respectively.

Do not influence the YL respondent's final decision. If he/she does not understand the sentence you just read, you should not try to explain the "meaning" of the sentence: we do not want his/her opinion to be influenced. Instead, please re-read the sentence until the respondent gets the idea.

Before starting, you might want to go through the practice example below to make sure that the YL respondent is comfortable with/uses the full range of answer options on the 'Five-Point Scale Card'.

PRACTICE

FIELDWORKER: Read the following example:

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

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

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

If you are indifferent/neutral about painting (neither like nor dislike it), you should point to the option 'More or less'.

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

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

SAY: Now let's practice with another example. If I tell you: "All people of my age like football". Tell me, how much do you agree or disagree with this?

FIELDWORKER: Wait until the YL respondent points to one of the answer options. Make sure that he/she has understood how to properly answer these questions.

Q.1	
01	I am someone who does a thorough job
02	I am someone who is depressed, blue
03	I am someone who tends to be lazy
04	I am someone who is emotionally stable, not easily upset
05	I am someone who can be somewhat careless
06	I am someone who is relaxed, handles stress well
07	Other people in my family make all the decisions about how I spend my time
08	I am someone who is a reliable worker
09	I am someone who can be tense
10	I have no choice about the work I do - I must do this sort of work
11	I am someone who tends to be disorganised
12	I am someone who worries a lot
13	I am someone who perseveres until the task is finished
14	I am someone who can be moody
15	If I try hard, I can improve my situation in life
16	I am someone who does things efficiently
17	I am someone who remains calm in tense situations
18	I like to make plans for my future studies and work
19	I am someone who makes plans and follows through with them
20	I am someone who gets nervous easily
21	I am someone who is easily distracted
22	If I study hard I will be rewarded by a better job in future

SECTION 8.2. PERCEPTIONS OF SECURITY [ET only]

The following section, 8.2: Perceptions of Security, is only for respondents from Ethiopia.

PURPOSE

This section aims to collect information about the respondents' perception of security in their current area of residence. More specifically, we would like to know about how safe the respondents feel where they live, and how safe they think their area will be in the future. This will help us understand how the conflict has affected feelings of fear or safety among young people even after it has ended.

INSTRUCTIONS

REMEMBER:

This module includes questions that may be difficult for the respondent to talk about. It is very important to keep these points in mind when going through this module with the respondent:

- Ensure that the respondents know it is **always possible to skip one or even all of the questions** in this module if they don't want to talk about them.
- Remind the respondents understand there are **no wrong or right answers**, and that everything they tell us is **confidential and will not be shared with any political authority** or others.
- **Let the respondents decide** how safe their area is. Do not offer your views.
- Remember to **remain neutral** when asking the question or interacting with the respondent. Do not offer your own opinion and don't react to the views the respondent is expressing.

SAY: Now I'd like to ask you some questions about the woreda/town that you currently reside in.

Q.1: How safe do you feel in the neighbourhood/local area you are currently residing in?

For this, prompt the five-scale card to the YL respondent. Figure 3 shows this card. Please take the time to explain the answer options before starting: 'Strongly disagree', 'Disagree', 'More or less', 'Agree' and 'Strongly agree'. Then, go through each of the statements and record how much the respondent agrees with them. Please remember to read the items out loud as statements with a neutral tone of voice instead of as questions.

Q.2: How peaceful do you expect the woreda/town you currently reside in to be over the next year?

By "over the next year", we mean within the next 12 months. Read the answer options to the respondent and select accordingly.

SECTION 9. EMPLOYMENT AND INCOME

PURPOSE

The purpose of this section is to collect information about current and past paid and unpaid work activities that the YL respondent has performed. There are two main reference periods; in the last 12 months and in the last week. The former captures the seasonality of economic activity in the last 12 months, while the latter captures the most recent economic activity in the last week. It will be asked to both YC and OC.

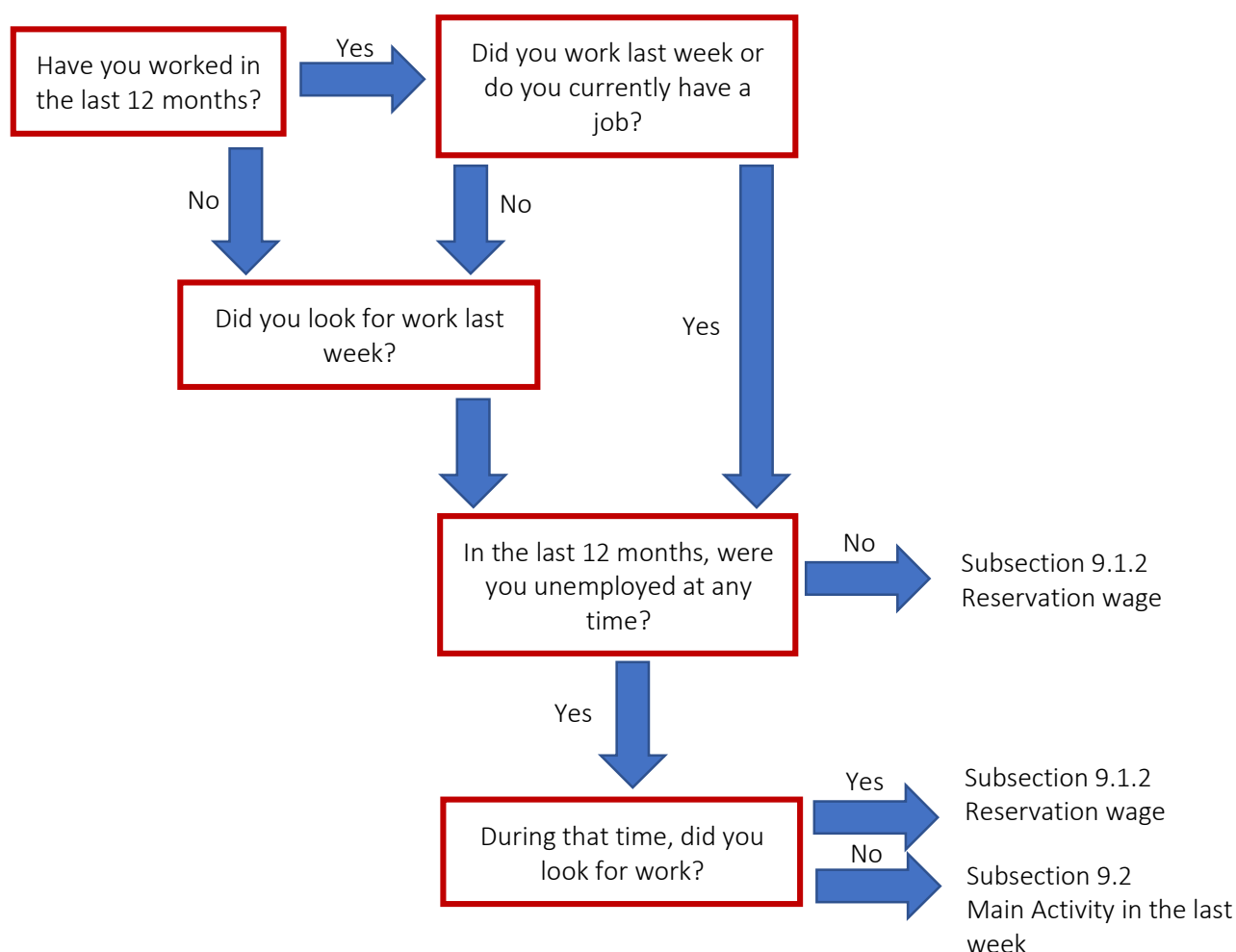
SUB-SECTION 9.1. PARTICIPATION IN THE LABOUR MARKET

GENERAL CONCEPTS

This sub-section has two objectives:

1. Determine if the YL respondent belongs to the economically active population (has a job or is looking for a job).
2. Determine if he/she worked...
 - worked in the last 12 months
 - is currently working (last week)
 - has a job even though he/she did not work the last week
 - What is his/her reservation wage (the lowest wage at which they would be willing to accept a job)

From the respondent's response to the following scenarios, different paths are opened:



DEFINITIONS

- **In the last 12 months:** Includes the current month and the previous 11 months.
- **In the last week:** Last week, from Monday to Sunday. For example, if the interview is taking place on Wednesday the 12th, the last week refers to the week from Monday the 3rd to Sunday the 9th.

INSTRUCTIONS: PARTICIPATION IN THE LABOR MARKET

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

FIELDWORKER: First consider the question block Q.1A-C and Q.2A-C. This set of questions wants to find out if in the last 12 months the YL respondent worked in any work activity, whether it was paid or not. Q.1A, Q.1B and Q.1C refer to different types of work that he/she could have done. For each activity, mark “Yes=01” or “No=00”. Q.1 is answered first, then Q.2.

Q.1: At any time during the last 12 months, have you done for at least one hour any of the following:

Q.2: During the last week (from Monday through Sunday), have you done for at least one hour any of the following:

- A. Worked on a farm owned or rented by a member of your household, (e.g. cultivating crops, farming tasks, caring for livestock).
- B. Worked for someone who is NOT a member of your household (e.g. a company, the government, neighbour's farm) - includes agricultural and non-agricultural work.
- C. Worked on your own account or in a business enterprise belonging to you or someone in your household (e.g. shop-keeper, taxi driver).

In Q.1A, Q.1B and Q.1C, if the YL respondent reports “No=00” in all 3 options (has not worked at any time during the last 12 months), CAPI automatically skips to question Q.4. This is the case if a respondent does not work at all, perhaps because he/she is a student or a full-time housewife/child caretaker (or because he/she has some type of disability).

If the respondent answers “Yes=01” to at least one of the options in Q.1A-C, what follows is to determine if he/she has also worked in the last week (Q.2A-C). If so, CAPI automatically skips to Q.7a, which asks if he/she was out of work at any time during the last 12 months. Otherwise, CAPI skips to Q.3.

Q.3: Do you currently have a job even though you did NOT work last week (from Monday through Sunday)?

This question is enabled only if the YL respondent reported having worked during the last 12 months but not during the last week. We want to verify if the respondent currently doesn't have a job or if, for example, he/she is on vacation or resting. If the answer is “Yes=01”, CAPI automatically skips to Q.6. Otherwise, CAPI skips to Q.4.

Q.4: Did you look for work last week (from Monday through Sunday)?

If the YL respondent is unemployed, this question seeks to find out if they looked for work last week. If the answer is “No=00”, CAPI automatically skips to Q.5. If the answer is “Yes=01”, CAPI skips to Q.7b of the ‘Unemployment in the last 12 months’ sub-section.

Q.5: What is the main reason you did NOT look for work last week?

This question seeks to find out why the YL respondent did not look for a job last week. This question is important because, for those respondents who do not report any work activity, it allows us to deduce whether they are students or housewives/ child caretakers. After answering this question, CAPI skips automatically to Q.7b in the ‘Unemployment in the last 12 months’ subsection.

Q.6: What is the main reason you did not work last week?

The purpose of this question is to determine why the YL respondent was unable to work last week even though he/she currently has a job.

INSTRUCTIONS: UNEMPLOYMENT IN THE LAST 12 MONTHS

Q.7a: At any point in the last 12 months were you WITHOUT work for at least one week? (excluding holidays, festivities, etc.)

This question is only enabled *if the YL respondent has done A, B and/or C from Q.1/2 for at least one hour during the last week*. It asks if the respondent was out of work in the last 12 months. If the answer is “No=00”, CAPI automatically skips to Q.10 in sub-section ‘8.1.2 Reservation wage’.

Q.7b: In the last 12 months, for how long have you been without work?

This question wants to find out the time in which the YL respondent was without work. Enter in number of weeks. If he/she has been in and out of work, please consider the longest unemployment spell.

Q.8: During the time you were WITHOUT work in the last 12 months, were you looking for work?

If the YL respondent has been without work during the last 12 months, this question seeks to find out if he/she looked for work during that period in which he/she was without work. If the answer is “No=00”, CAPI automatically skips to Q.9. If the answer is “Yes=01”, CAPI skips to Q.10 in sub-section ‘8.1.2 Reserve Salary’.

Q.9: During the time you were WITHOUT work, what is the main reason you did NOT look for work in the last 12 months?

Same logic of question Q.9 as in question Q.5. If the YL respondent is a student, a housewife/child caretaker or if he/she has a disability, that is a good reason not to look for work.

INSTRUCTIONS: RESERVATION WAGE

Q.10: What is the minimum monthly wage/payment you would be willing to accept?

These questions are regarding the minimum wage the YL respondent would be willing to accept to take up a job. This minimum wage, also called reservation wage in economics, is the starting wage from which a person is willing to work. Below this salary, a person decides not to work, that is, not to offer working hours.

To illustrate, you could tell the respondent to imagine that there is a general drop in wages where he/she lives: if the current wage the respondent could earn was reduced, how low would the wage be able to go before they would no longer be willing to work at all?

Some respondents might be daily wage workers and have some trouble understanding the question. In that case, you might want to encourage them to imagine a situation where they would be paid in monthly (rather than daily) instalments and how much they would have to be paid per month in order to accept a job offer. They might want to think about it as the cumulative amount of daily wages in a month that they would have to be paid in order to be willing to work. Following your explanations, if they still do not know what to answer, or refuse to answer, you should input “-77=DK” and “-79=RTA”, respectively.

SAY: You have said that the minimum wage/payment you would be willing to work for would be [Q10] [ET: birr, IN: rupees, PE: soles] per month.

Q.11: Does the monthly salary you would be willing to accept refer to a full-time or a part time job?

Since from the previous question we know the monthly salary that the YL respondent would be willing to accept, it is necessary to determine if the respondent would accept that salary for a part-time job (approx. 20 hours a week) or for a full-time job (approx. 40 to 50 hours a week)

Q.12: Would you take a job offer at the following monthly wage/payments?

For this question, the CAPI programme will show the amount the YL respondent reported in Q.10 subtracting [ET: 100, IN: 500, PE: 100] every time the respondent says "Yes", i.e. continues accepting the job with the salary you indicate. Once the respondent says "No", i.e. he/she no longer accepts the offer, you should stop asking.

Please note: If the YL respondent is currently working and indicated his/her current wage as the minimum monthly payment he/she would be willing to accept in Q.10, they might say no immediately when asked whether they would be willing to take a job offer at a lower monthly wage in Q.12 (since they are already earning that much). In that case, please remind them that this means they would rather be unemployed/not earn anything than take a job offer at a lower monthly wage. To illustrate, you could tell the respondent to imagine again that there is a general drop in wages where he/she lives: if the respondent's current wage was reduced by [ET:100, IN: 500, PE: 100], and that was the highest available wage he/she could get, would he/she drop out of the labour market completely rather than accept the lower monthly wage? Then, ask Q.12 again. If the respondent still says no, record their answer; CAPI will subsequently move to the next section. If the respondent says yes, keep asking Q.12 using the lowered monthly wages suggested by CAPI until the respondent says no to taking the job offer with the indicated salary.

SUB-SECTION 9.2. MAIN ACTIVITY IN THE PAST WEEK

PURPOSE

The purpose of this sub-section is twofold. First, to know the main work activity (paid or unpaid) carried out by the YL respondent. Second, to obtain estimates of the monetary income generated by the respondent in his/her main work activity. Based on this information, by aggregation, an estimate of the respondent's net labour income can be obtained. It will be asked to both YC and OC.

PREFILLED

To try to expedite the survey, the first part of this section includes pre-filled information from the last survey in which we contacted the YL respondent. Keep in mind, however, that for the phone surveys and the SONGS survey (Peru), the most recent surveys, we have not been able to locate all of the respondents in our sample. Therefore, for many young people there is no recent information to pre-fill.

Case 1: If there is information about the respondent, the following will be pre-filled:

Q.0a: When we talked around [ET, Hødar of 2009] [IN: November/December of 2020] [PE Month of SONGS survey 2022], you told me that you were working as ...

- Description of work activity
- Type of work activity
- Economic sector
- Employer

After reading the pre-filled information to YL the respondent, proceed to answer the next question.

Q.0b: Is it still your main activity or do you do something different? Are you still working for the same employer?

Depending on the answer given by the respondent, the skip pattern will vary:

- Different activity and different employer ► CAPI continues with Q.1.
- Same employer but different activity ► CAPI continues with Q.1 (and does not show Q.3).
- Same activity but different employer ► CAPI skips to Q.3; continue.

- Same Activity, Same Employer ► CAPI skips to Q.4a; continue.

Case 2: If there is no recent information on the respondent, the following message will appear on the tablet:

- No information

In this case, CAPI will automatically skip to Q.1, where you will have to fill in all the information about the YL respondent's main activity.

INSTRUCTIONS

SAY: Now I would like to ask you about your most important paid or unpaid work activities during the last week. 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, and elderly).

Because this sub-section seeks to record LABOUR ACTIVITIES, being a housewife/child caretaker and/or being a student are activities that are NOT included.

Q.1: Describe work activity?

Write the name of the occupation. Remember that being a housewife/child caretaker or being a student are not activities that are considered here.

- When describing the work activity, put as much information as possible. If the respondent is independent, say so. For example: Independent Farmer, Independent Taxi Driver, Independent Face Mask Seller.
- If he/she is a salaried worker, say so as well, and mention the name of the company (if it is a well-known company) or its business. For example: Glovo delivery man, Banco de Credito cashier, Plaza Veja replenisher, etc.

Q.1a: Type of current work activity

Code according to the answer given in the previous question. Enter the code from CODEBOX #19.

The following instructions only apply in Peru:

Below we describe how these codes are used, including some examples seen in previous rounds as well as in the phone surveys.

CODEBOX 19: Work activities (codes and examples)

CODE	DESCRIPTION AND EXAMPLES
Agriculture, fishing and forestry sector	
<i>Self-employed farmer (own plot) – Food crops (21)</i>	Dedicated to growing food crops. Example: Farmer on his own farm, independent farmer
<i>Self-employed farmer (own plot) – Horticulture, sericulture and floriculture (22)</i>	Dedicated to horticulture, sericulture and floriculture.
<i>Wage Employment (agriculture) (2)</i>	DEPENDENT Works on the farms of others on a regular basis (regular laborer).

	Examples: Agricultural laborer on a farm, agricultural laborer in an agro-export company (El Pedregal), etc.
Part-time agricultural labourer (3)	Works on the chakras of others irregularly.
Cattle farmer (4)	Includes animal husbandry, sale and production of livestock by-products (dairy, meat, leather, etc.). Examples: Rancher, alpacas herder, cow dewormer
Forestry (5)	Cuts down trees
Fishing (6)	Includes fishermen, raising crustaceans, etc. Examples: Shrimp fisherman, concher, fishing helper
Non-remunerated household members (agriculture) (7)	For example, a member of the household who helps on the farm. Examples: Farmer on family farm without pay, rancher without pay
Other (related to agriculture) (Specify) (8)	
No agricultural, fishing and forestry sector	
Self-employed (small manufacturing business) (9)	Generates or produces a specialized good or service. Examples of producers of goods: - Freelance baker, freelance pastry chef, freelance carpenter, freelance clothing maker, mask maker, etc. Examples of specialized services: - Independent specialized professionals: independent graphic designer, independent accountant, independent lawyer, etc. - Mechanical workshop owner
Self-employed (services) (10)	Like a dockworker, plumber, taxi driver. He/she solves a problem, he/she does not deliver a final product. In general, someone with this type of occupation belongs to the tertiary sector. Examples: - Freelance bricklayer - Independent taxi driver, independent motorcycle-taxi driver - Prepare and distribute menu from home - Freelance hairdresser, electrical technician, plumbing technician - Etc.
Waged worker (11)	DEPENDENT He/she works for a third party on a regular basis. He/she can work in any sector of the economy. Examples: - Accounting assistant in agricultural company El Pedregal - Mine assistant, Antamina machine operator - Alicorp factory assistant - Enel/Sedapal Technician - Mechanic in workshop - Saga Falabella product distributor, supermarket stocker, store/bazaar/pharmacy salesperson, shopping center cashier, gasoline pump (tap)/gas balloon distributor - Glovo delivery man, combi collector, driver in transport company - Waiter/waitress/kitchen helper/cook in restaurant, hotel receptionist - Movistar Technician - Bank teller, business advisor at BCP call center, intern in BCP's legal area - Serenazgo, policeman, soldier, municipal gardener, municipal/ministry worker - Nido/primary/secondary teacher, employee at college or university - Nurse - Montalvo Hairdresser/Manicurist - Etc.
Part-time labourer (12)	Works for a third party irregularly. You can work in any sector of the economy.
Craftsman (13)	Independent craftsman.

<i>Independent merchant (14)</i>	He/she is an intermediary between the producer and the consumer who works independently. Example: • Kiosk owner, warehouse owner, independent clothing vendor, independent mask vendor, Herbalife vendor • Owner of blood cart/hemolientero • Etc.
<i>Non-remunerated household members (15)</i>	For example, a member of the household who helps in the store.
<i>Housekeeper (23)</i>	People who work as domestic employees in other households. Example: Housemaid
<i>Other (not related to agriculture) (16)</i>	
Unemployed and other non-waged	
<i>Household chores/Housewife (18)</i>	
<i>Other (non wage earner) (Specify) (20)</i>	
<i>NK (77) RTA (79) NA (88)</i>	

Next, we present a list of long-standing agreements in YL on the coding of the type of occupation.

Dependent activities

- Every farm labourer is classified as a “salaried farmer”.

Independent activities

- Street vendors that are dedicated to the sale of food on an outpatient basis or those that have their own premises will be classified as "Independent merchant" in their type of occupation. In cases where the individual prepares food and distributes it, they will be classified as “Self-employed, services”.
- Those individuals who run an internet booth or manage a photocopier are classified as “Self-Employed, Small Business”, as per round 2.
- Those individuals who manage their own bakery (baker) whose store also sells other products (cold meats, cookies, etc.) are classified as “Independent Trader”. If the individual has their own oven for the production of bread and only sells bread, they are classified as "Self-employed, small business".
- To define a type of occupation as "independent craftsman", the following criteria are defined: (1) That the same individual calls himself a craftsman (2) Has specialized, that is, works frequently in said activity. If not, he will be classified as "Independent Trader".
- The carpentry activity is classified as “Self-employed, small business”. However, if it is "thousand trades", that is, it provides several services at the same time, then it is "Self-employed, services".
- Independent miners and individuals dedicated to raising small animals are classified as "Other Linked to the agricultural/fishing/forestry sector."
- The mothers of soup kitchens are classified as "Other Not Linked to the agricultural/fishing/forestry sector".

Q.2: Economic sector code of the current job/occupation:

This question refers to the economic sector of the company the YL respondent works for. The economic sector does not depend on the specific duties or functions of the respondent’s job, but rather on the characteristics of the economic unit in which the person works. The respondent is not expected to know the economic sector in which he/she works. Therefore, the fieldworker should ask questions such as: what does the company/individual that pays you do? Or, if self-employed, what do you do? For example, if the respondent is working as a receptionist in a construction company, then the economic sector is 06=Construction. Enter the code from CODEBOX #20

CODEBOX 20: Economic sector

01=Agriculture, forestry and fishing	13=Professional, scientific and technical activities
02=Mining and quarrying	14=Administrative and support service activities
03=Manufacturing	15=Public administration and defence; compulsory social security
04=Electricity, gas, steam and air conditioning supply	16=Education
05=Water supply; sewerage, waste management and remediation activities	17=Human health and social work activities
06=Construction	18=Arts, entertainment and recreation
07=Wholesale and retail trade; repair of motor vehicles and motorcycles	19=Other service activities
08=Transportation and storage	20=Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use
09=Accommodation and food service activities	21=Activities of extraterritorial organizations and bodies
10=Information and communication	77=NK
11=Financial and insurance activities	88=NA
12=Real estate activities	79=RTA

HOW ARE ECONOMIC SECTORS DEFINED?

To define the economic sector, the International Standard Industrial Classification of Economic Activities (ISIC, Revision 4) is used. The ISIC is a classification of activities whose scope includes all economic activities, which refer to productive activities, that is, those that produce goods and services. For the purposes of this study, only the most aggregated level of ISIC (sections) was considered. A distinction is made between 21 categories which are reported in CODEBOX #20. Levels such as Agriculture, Mining, Construction, Manufacturing, Commerce and different branches of Services are considered.

From the description that the respondent gave and additional questions, you should be able to form an idea of the economic sector in which the individual works. Some important concepts:

- **What matters is the nature of the economic activity of the company, not the nature of the occupation:** For example, an accountant who works in a mine is classified in the mining sector.
- **In general, service companies are classified in the economic sector in which they carry out their activity:** Thus, a crane operator who works for a mine must be classified in the mining sector (code 2). A cable television installation service worker is classified in the "Information and communication" sector (code 10). The only exception provided to this rule refers to services that offer cleaning and security services. The workers of companies of this type of services must be reported in the sector "Activities of administrative and support services" (code 14).
- **Priority of economic activities:** If the company produces and sells a good, its main economic activity is considered to be production. If you extract a natural resource and use it to produce a good, extracting the resource is considered your main economic activity. Thus, for example, a company that catches tuna and packages it for sale is classified in code 1 (Agriculture, forestry and fishing); a company that produces and sells furniture is classified in code 3 (Manufacturing).

The central criterion to identify the economic sector is:

- If he/she is a dependent worker (works for a third party): Determine the line of business of the company that pays him/her.
- If he/she is an independent worker (works on his/her own): Determine the type of activity carried out by him/her.

Remember:

- What matters is the nature of the economic activity of the company, not the nature of the occupation.
- Employees of service companies are classified in the economic sector in which they carry out their activity. The only exception is cleaning and security services, which are classified under code 14.

The following instructions only apply in Peru:

The table below summarizes the occupations that are typically reported in YL and the associated economic sector.

CODEBOX 20: Economic sectors (codes and examples)

Economic sector	Examples of occupations and how to classify them by economic sector
Resource extraction (primary sector)	
01=Agriculture, livestock, forestry and fishing	Independent: Farmer on his own farm, independent farmer DEPENDENT: Agricultural labourer on a farm, agricultural labourer in an agro-export company (El Pedregal) Does not specify / family: Rancher, alpacas herder, cow dewormer, shrimp fisherman, conchero, fishing assistant, unpaid farmer on family farm, unpaid rancher
02=Mining and quarrying	DEPENDENT: Mine assistant, Antamina machinery operator, etc. Independent: informal miner
Transformation of resources / production of goods (secondary sector)	
03=Manufacturing	Freelance: Freelance baker, freelance pastry chef, freelance carpenter, freelance clothing maker, mask maker, etc. DEPENDENT: assistant in the Alicorp factory, etc.
04=Supply of electricity, gas, steam and air conditioning supply	Example: Enel technician
05= Water supply, sewage, waste management and remediation activities	Example: Sedapal technician
06=Construction	Example: Freelance bricklayer
Distribution of goods / services (tertiary sector)	
07= Wholesale and retail trade; repair of motor vehicles and motorcycles	Independent: Herbalife salesperson, kiosk owner, warehouse owner, independent clothing salesperson, independent mask salesperson, Herbalife salesperson, auto shop owner DEPENDENT: Saga Falabella product distributor, supermarket replenisher, store/bazaar/pharmacy salesperson, mall cashier,

	gasoline pump (tap), gas distributor, minimarket clerk, workshop mechanic, etc.
08=Transportation and storage	Independent: Independent taxi driver, independent motorcycle-taxi driver DEPENDENT: Combi collector, transport company driver, Glovo delivery man, etc.
09=Accommodation and food service activities	Independent: Owner of a blood cart/haemo-litter, prepare and distribute menu from home, etc. DEPENDENT: Waiter/waitress/kitchen helper/cook in restaurant, hotel receptionist
10=Information and communication	Example: Movistar technician, Internet booth / phone booth worker, cable company technician, radio announcer, etc.
11=Financial and insurance activities	Example: Cashier at a bank, business advisor at a BCP call center, intern in the legal area at BCP, credit card salesperson, bank business adviser, insurance salesperson, etc.
12=Real estate activities	Example: Real estate agent, etc.
13=Professional, scientific and technical activities	Example: Includes the following INDEPENDENT professionals/technicians or who work in SPECIALIZED STUDIES: accountant, lawyer, graphic designer, photographer, etc. Example: freelance graphic designer, freelance accountant
14=Administrative and support service activities	Example: Guard (service / hired by the neighbors), office cleaner (service), etc.
15=Public administration and defense; social security plans	Example: Serenazgo, policeman, soldier, municipal gardener, municipal/ministry worker, etc.
16=Teaching	DEPENDENT: Nursery/primary/secondary teacher, employee at college or university, etc. Independent: Independent teacher of mathematics, etc.
17=Activities of human health care and social assistance	Example: Nurse, midwife, doctor, dentist, social worker, hospital receptionist, hospital maintenance manager, etc.
18=Artistic, entertainment and recreational activities	Example: Casino hostess, movie employee, cartoonist, etc.
19=Other service activities	Example: Laundress, laundry, car wash, seamstress, shoemaker, computer repairman, hairdresser, etc. Freelance: freelance hairdresser, electrician, plumbing technician CLERK: Montalvo's hairdresser/manicurist
20=Household activities as employers	Example: Domestic worker, domestic worker, guard/gardener hired by the household, etc.
21=Activities of extraterritorial organizations and bodies	
77=NK, 79=RTA, 88=NA	

Q.3: Who do you do this activity for?

This question seeks to find out who the YL respondent's employer for the activity they are currently carrying out (or carried out) is, or to find out if he/she is self-employed. If the respondent has had more than one type of employer, choose the one for which they worked the longest.

- 01=Private company/enterprise or cooperative – Usually refers to salaried workers who are employed by a company. It may include members of producer cooperatives who have a "self-employment" job.

- 02=For a household member – Generally 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) – Refers to those who work for an individual or household outside their own household.
- 04=Public sector/government – Usually refers to salaried workers who are employed by the government/public sector.
- 05=A rural public works program – Generally refers to workers provided with 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, that is, they work on their own or with one or two partners.
- 07=Other, specify

Q.4a–Q.6: This set of questions seeks to find out the exact time in the last 12 months in which the YL respondent engaged in this activity. Specify the total number of months in the year in which the person worked full-time or part-time at this job. Specify the average number of days per month, weeks per month, days per week, and hours per day worked.

Q.4a: Months

Enter the number of months that the YL respondent worked full-time or part-time in this activity during the last 12 months.

[ET, IN, PE] Q.4c: Weeks per month

Specify the average number of weeks the YL respondent worked full-time or part-time in this activity in an average month. Please enter a number between 0 and 4. In CAPI, any number outside this range should be returned as an error when validating the question. Please double check in any case.

[ET, IN, PE] Q.5: Days per week

Specify the average number of days per week that the YL respondent worked full-time or part-time in this activity in an average week. Please enter a number between 0 and 7. In CAPI, any number outside this range should be returned as an error when validating the question. Please double check in any case.

Q.6: Hours per day

Record the average number of hours worked per day. Enter a number between 0 and 24. In CAPI, any number outside this range (with the exception of -79=NK) should be returned as an error when validating the question. Please double check in any case.

Q.7: Which form of payment was received or is expected from this activity?

This question wants to find out if the activity is paid. If so, ask what form of payment the YL respondent receives. Basically, there are 2 forms of payment: in cash or in kind (material goods). However, it may be the case that the respondent does not receive any form of payment in some activity but works to reduce the debt that he/she acquired (for example, with his employer). In other cases, the respondent works and is given a tip for his time spent. If this tip is periodic, then the activity he/she performs is paid.

Please note, if the respondent works in his/her own agricultural business, there are 3 possibilities when it comes to measuring the income obtained from his/her activity: (a) sells his crops/livestock, (b) exchanges his crops/livestock for other products, or (c) self-consumption:

- o If only (a) applies, you should input “01=Cash”;
- o If only (b) applies, you should input “02=In-kind” (and the respondent is consequently asked to value the products obtained);
- o If a combination of (a) and (b) – or (a), (b) and (c) – applies, you should input “03=In cash and in-kind”;
- o If only (c) applies (i.e., all that is produced is consumed by the respondent or his/her family), you should input “00=None”.

Q.8: What period of time did this payment cover?

Another way to ask would be “how often do you get paid?” Wait for the YL respondent’s response and select the answer accordingly. If the payment is reported in a different period, please convert it to the most convenient measure.

For independent activities (own business)

Possible payment frequencies include daily, weekly, fortnightly, monthly, semi-annual, and annual payment. By convention, by annual frequency we actually mean “income generated during the last 12 months”. The “annual frequency (code 05=Per year)” can be used in cases where the respondent’s income is very irregular or it is difficult to convert them to 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:
INDEPENDENT WORKER**

The respondent works independently as a taxi driver, and earns approximately 300 [currency] per week. You can record it as 300 [currency] per week or 1,200 [frequency] per month. Strictly, both forms are correct. However, while you have some flexibility on how to record this, it is better to try to record the smallest frequency you can get from the respondent. This will allow a more accurate estimate of his income. This is for the case of an independent worker with variable income.

This example refers to a worker whose type of activity code would be 10=Self-employed (services), and economic sector code would be 08=Transportation and storage.

Remember:

- If income flows are very irregular during the year, or if the respondent is a farmer or trader with highly variable income, it is best to report the total income generated in the year (i.e., total income on an annual basis).
- If the respondent worked in an independent activity for less than 12 months, in Q.10 calculate the annual income generated by the activity and in Q.8 report annual frequency.

For dependent activities

The frequency of payment reported will depend on the nature of the activity performed. For salaried workers in agricultural activities (for example, agricultural labourers) the frequency can

be daily. For employees outside the agricultural sector, the payment can be daily, weekly, fortnightly or monthly.

Example:
DEPENDENT/SALARIED WORKER

The YL respondent works as a delivery man for a food company, and earns approximately 450 [currency] per week. You can record it as 450 [currency] per week or 1,800 [currency] per month. Strictly, both forms are correct. However, while you have some flexibility on how to record this, it is better to try to record the smallest frequency. This will allow a more accurate estimate of the respondent's income. This is for the case of a salaried worker with variable income (for orders/services attended).

This example refers to a worker whose type of activity code would be 11=Salaried worker, and economic sector code would be 08=Transportation and storage.

Q.9: On average, how many pieces are produced in a day?

This question is only enabled *if the YL respondent stated in Q.8 that they're paid per piece (=06).*

Q.10-Q.11: What are the net earnings from this activity per [period from Q.8]? (excluding extra benefits)

- **Q.10 In cash:** Enter value in currency
- **Q.11 In-kind:** Enter value in currency

These questions seek to find out how much income the YL respondent generated in the period that his/her payment normally covers. This includes wages, salary, tips, gratuities, bonuses, and the value of any in-kind payments after taxes. If the respondent owns a business, he/she would have to subtract the production costs.

For independent activities (own business)

Enter the net income generated by the activity in the period that he/she mentioned in the previous question. If the respondent does not understand well the term net income, ask about the profit and/or ask separately the value of his/her sales, the value of his/her costs and subtract them. If the income is in kind, value it in [currency] (this income must represent the economic remuneration for an activity: exclude donations). In the case of independent agricultural activities, consider the market value of the sold crop minus the costs associated with the production of the sold crop (seed, labour, fertilizer, irrigation, etc.). The self-consumed value should be excluded from the calculation as much as possible. In the extreme case that a household uses all of its agricultural production for self-consumption, this cannot be considered an income-generating activity.

For dependent activities

A practical way to approach this question is to ask how much the respondent normally receives in net income in the period that his/her payment covers.

Q.12a: How long have you worked in this activity for?

If the YL respondent worked intermittently consider the total period of work (from when the work started). Enter the answer in years and months. For instance, if the respondent has worked in this activity for 2 years and 3 months, please indicate '2' for years and '3' for months. If the respondent

has worked in this activity for less than a year, e.g., 10 months, you would indicate '0' for years and '10' for months.

Q.12b: Do you work from home, or do you work at your workplace?

Q.12c: Do you work in the same [IN: Mandal; ET: Woreda/Town; PE: District] where you live?

The purpose of this question is to find out if the YL respondent lives and works in the same place. Please consider his/her main workplace location for these questions, even if he/she sometimes works from home. If the respondent answers "Yes", then it is no longer necessary to ask him/her specifically where his/her work is located. If the respondent answers "No", then you do have to ask him/her specifically where he/she works.

Q.13-Q.15: These questions seek to collect information about the geographic location of the YL respondent's work. This information will allow us to determine different aspects of the respondent's working conditions, such as how far away his/her work is located, the type of place it is, etc. Therefore, it is important that you make sure to enter the correct information.

Q.13: In which [IN: State; ET: Region; PE: Department] do you perform this activity?

Specify the name of the State/Region/Province/Department that the YL respondent tells you. Enter the code from CODEBOX #10.

Q.14: In which [IN: District; ET: Zone; PE: Province] do you perform this activity?

Specify the name of the District/Zone/District/Province that the YL respondent tells you. [ET,IN,] Enter the code from CODEBOX #11.

Q.15: In which [IN: Mandal; ET: Woreda/Town; PE: District] do you perform this activity?

Specify the name of the Mandal/Woreda/Town/Commune/Ward/District that the YL respondent tells you.

INSTRUCTIONS: LABOR CONDITIONS – FOR ALL WORKERS

SAY: You've told me your main work activity is [MAIN ACTIVITY].

Q.16: Do you have a written contract for this work?

This question seeks to find out if the YL respondent has/had a contract for his/her main activity. This helps to deduce whether the job/company where he/she works/worked is formal or informal.

Q.17: What is the type of contract?

- 01 = Permanent contract
- 02 = Fixed term contract / Temporary contract
- 03 = [ET, PE: Trial period] [IN: Probation period]
- [ET, IN, PE] 04= Youth training agreements / pre-professional practices / Apprenticeship / internship]
- [PE only] 05 = Independent contract (RPH)
- [PE only] 06 = Special regime for the public sector (CAS)
- 07 = Other (specify)

Q.18: What is the duration of the contract that you have?

This question intends to find out what the duration of the contract is. This question is not asked to those who have a permanent contract. Do not mention the options. Wait for the YL respondent to tell you the length of his/her contract and select the corresponding option.

SAY: The next two question still refer to your main work activity, which you've told me is [MAIN ACTIVITY].

Q.19: How many people altogether work at your place of work?

This question seeks to find out the size of the company/workplace of the YL respondent. Record a positive number of people (01+).

Q.20: All things considered, how satisfied are you with this work?

This question seeks to measure the YL respondent's perception of his/her work activity. The alternatives for this question range from "Very dissatisfied" to "Very satisfied". Read the alternatives.

Q.21: Do you work with more women, more men, or the same amount of male and female workers?

This question is only enabled *if the YL respondent stated in Q.19 that more than one person (including himself/herself) works at his/her workplace*. The objective of this question is to determine a characteristic of the respondent's work environment: whether a similar or different number of men and women work there.

Q.22: Do you have to work on fixed days and hours every week or can you work on days and times that suit you?

This question, like the previous one, also collects information on a characteristic of the YL respondent's work environment. In this case, it registers whether the respondent's job allows him/her some flexibility in complying with the working hours or if he/she has to follow a specific regime.

INSTRUCTIONS: WORKING ARRANGEMENTS FOR WAGE/SALARIED EMPLOYEES

The following questions are for waged/salaried workers only. That is, these questions will only be asked if the respondent reported that his/her work activity in the last week was one of the following [CODEBOX #19]:

- [ET, IN: 05=Wage Employment (Agriculture)]
- [ET, IN: 06=Annual Farm Servant Labourer]
- [ET, IN: 12=Wage Employment (Unsalaries/ irregular; Non-agriculture)]
- [ET, IN: 13=Regular Salaried Employment]
- [PE: 02=Wage Employment (Agriculture)]
- [PE: 03=Part-time agricultural labourer]
- [PE: 05=Forestry]
- [PE: 11=Waged worker]
- [PE: 12=Part time labourer]
- [PE: 23=House maid]

SAY: Again, the following question refer only to your main work activity, which is [MAIN ACTIVITY]. If you have more than one employer, please answer the following questions regarding the employer for whom you worked most hours during the last week.

Q.23: Are you a member of a union or an employees' association/group/cooperative?

This question wants to find out if the YL respondent is an active member of a union, be it public or private.

SAY: Now I will ask you about the extra benefits that you received from your current employer. That is all you received which has NOT been discounted from your wage.

Q.24: Do you receive the following extra benefits?

This question is intended to determine what additional benefits the YL respondent receives from his/her work. To do this, on the tablet you will ask for a list of benefits for which the respondent will have to answer if his/her job provides those benefits or not.

SAY: Now I would like to ask you about the employer for whom you work / have worked in your main work activity. This includes all the time that you have worked there (not only the last week).

Q.25: For how long have you worked for the current/latest employer?

This question seeks to record the time that the YL respondent spent in his last job/has been in his current job. Enter the number in years and months.

INSTRUCTIONS: WORKING ARRANGEMENTS ONLY FOR SELF-EMPLOYED

The following questions are for self-employed workers only. That is, these questions will only be asked if the respondent reported that his/her work activity in the last week was one of the following [CODEBOX #19]:

- [ET, IN: 01=Self Employed (Food crops)]
- [ET, IN: 02=Self Employed]
- [ET, IN: 03 = Self Employed (Aquaculture) (Non-food, including horticulture, sericulture and floriculture)]
- [ET, IN: 04 = Self Employed]
- [ET, IN: (Livestock [ET: /beekeeping/chickens/herding])]
- [ET, IN: 07=Other (allied) agriculture, specify]
- [ET, IN: 08=Self Employed (Manufacturing)]
- [ET, IN: 09 = Self Employed (Services)]
- [ET, IN: 10= Self Employed (Business)]
- [ET, IN: 11 = Self Employed (Other non-Agriculture)]
- [ET: 20=] [IN: 19= Other non-agriculture, specify]
- [PE: 21 = Self Employed farmer (own plot)- Food crops]
- [PE: 22 = Self Employed farmer (own plot) - Horticulture, sericulture and floriculture]
- [PE: 04 = Cattle farmer]
- [PE: 06 = Fishing]
- [PE: 08 = Other (related to agriculture) (Specify)]
- [PE: 09 = Self Employed (Small manufacturing business)]
- [PE: 10 = Self Employed (Services)]
- [PE: 13 = Craftsman]
- [PE: 14 = Independent merchant]
- [PE: 16 = Other (not related to agriculture) (Specify)]

Q.26: Do you issue receipts to be paid for your services?

The objective of this question is to determine if the YL respondent issues proof of payment for the services or goods that he/she provides as a self-employed person. In the case of those who offer services, the most common proof is fee receipts, which are documents issued by independent workers (self-employed) when someone pays for their professional services. For those who sell products independently, the most common are sales receipts.

To illustrate, imagine the respondent owns a truck and regularly rents out that truck to other people. What this question wants to find out then is whether the respondent provides the people who rent the truck from him/her with a (fee) receipt to acknowledge that a transaction between them happened. Similarly, if the respondent had a little stand on the local market to sell his/her own produce there, you would ask him/her whether he/she usually hands out a (sales) receipt to his/her customers once a purchase is concluded.

Not all self-employed issue some type of receipt. Only those who pay taxes on the income they generate from the service they provide/product they sell issue these receipts.

Q.27: Do you own the business yourself or with someone else?

Since the YL respondent is self-employed, there is a possibility that he/she owns a business. Therefore, this question seeks to determine if the business belongs only to the respondent or if he/she has a partner. For those self-employed who offer their services, as a freelance labourer or independent traders, the answer would be "I own it" since they offer their own work.

Q.28: What is your share of the business?

This question is only enabled *if the YL respondent stated in Q.27 that they own the business with someone else*. If the respondent shares the business with someone else, this question seeks to find out what the division of that business is. This division may depend on several factors such as the amount invested by each partner at the time of establishing the business, how much work each one puts in, etc. Therefore, this question seeks for the respondent to indicate the percentage or fraction of the business that belongs to him/her.

Q.29: What was the most serious difficulty in establishing this business?

The purpose of this question is to find out what difficulties the YL respondent may have faced when setting up his/her business. Wait for the respondent's answer and select the alternative that corresponds to his/her answer. If the answer does not match any of the available alternatives, enter the answer in "Other (specify)".

Q.30: What was the main source of capital in setting up this business?

This question seeks to determine through which means the YL respondent obtained the necessary money to establish his/her business. This could have been through loans, some type of financing, the respondent's own money, etc. In the case of loans, be sure to ask the respondent specifically who he/she got the loan from. Again, wait for the respondent's answer and select the alternative that corresponds to his/her answer. If the answer does not match any of the available alternatives, enter the answer in "Other, specify".

Q.31: During the past 12 months, has this business tried to get credit from banks, and other financial institutions?

The objective of this question is to find out if the respondent has tried to obtain a loan for his business in the last 12 months, through banks or financial institutions. Remember that the question is about business loans only, not loans in general.

Q.32: During the past 12 months, how much altogether has this business borrowed?

If the respondent has obtained a loan, enter the amount of this loan in [currency]. If he/she did not take out any loans, enter 00.

Q.33: In the last 12 months, after paying all expenses, what was the income of the business (the profits)?

This question seeks to find out how much profit the respondent made with his/her business. Remember that the profit is the result of subtracting the expenses from the income. That is, the respondent will have to report his/her income for the year after subtracting the expenses of that same year. Enter 0 in cases where the business has made no or negative profit (expenses were more than income).

INSTRUCTIONS: LABOR CONDITIONS – UNDEREMPLOYMENT

Q.34: How many other paid or unpaid work activities did you perform in the past week?

This question seeks to find out how many work activities the YL respondent has carried out in the last week, in addition to the main activity reported in this section. For this question, consider any other paid or unpaid work activity that he/she has carried out during the last week at the same time as the main activity, or before or after. Paid and unpaid work activities include work done inside and outside the household, and EXCLUDE non-working activities (e.g. housewife, student, taking care of other household members, such as children, disabled, ill, elderly). Working as a domestic worker or taking care of children (not for relatives) should be considered a work activity.

Q.35: Considering the TOTAL number of hours you spend working in all paid and unpaid work activities in the past week, would you like, and would you have the time, to work more hours per week than you did last week, at the same hourly earnings?

This question is intended to find out if the YL respondent would like to, and could, work more hours per week than they actually did, while still earning the same amount per hour worked. The possible answers are "No", "Yes", "DK" and "RTA".

Q.36: Is your main activity in the past week (or current job) the same as your main activity in the past 12 months?

The objective of this question is to determine if the activity that the YL respondent carried out in the last week, and about which this section has been answered, is the same activity that he/she has been carrying out in the last 12 months. Since the next section will ask about the respondents' main activity in the last 12 months, depending on his/her answer to this question, the program will do the following:

- 00=No → The section "Main Activity in the past 12 months" will be enabled and you will have to complete it with the activity that the respondent carried out in that period of time.
- 01=Yes → The CAPI programme will prefill all of the following section "Main Activity in the past 12 months", except Q.4, which you will have to complete. Then, questions Q.19, Q.21-Q.26 and Q.30 will be enabled, which you will also have to complete.

SUB-SECTION 9.3. MAIN ACTIVITY IN THE PAST 12 MONTHS

PURPOSE

Like in the previous sub-section, in this sub-section we also want to know the main work activity (paid or unpaid) carried out by the respondent and the income generated from this activity. However, in this sub-section the questions refer to the last 12 months. It will be asked to both the YC and OC.

INSTRUCTIONS

FIELDWORKER: This sub-section will be asked only if the respondent reported having worked at least 1 hour in the last 12 months.

If in question Q.37 of the previous sub-section, "Main Activity in the last week", the respondent indicated that the activity he/she did in the last week is the same as the one he/she did in the last 12 months, then CAPI will prefill all the corresponding information, and you will only have to answer Q.4, Q.19, Q.21-Q.26 and Q.30.

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

Q.1: Description of work activity

Write the name of the occupation. Remember that being a housewife/child caretaker or being a student are not activities that are considered here.

Q.1a: Type of work activity

Code according to the answer given in the previous question. Enter the code from CODEBOX #19.

Q.2: Economic sector code of the job/occupation:

This question refers to the economic sector of the company the YL respondent works for. The economic sector does not depend on the specific duties or functions of the respondent's job, but rather on the characteristics of the economic unit in which the person works. The respondent is not expected to know the economic sector in which he/she works. Therefore, the fieldworker should ask questions such as: what does the company/individual that pays you do? Or, if self-employed, what do you do? For example, if the respondent is working as a receptionist in a construction company, then the economic sector is 06=Construction. Enter the code from CODEBOX #20.

Q.3: Who do you do this activity for?

This question seeks to find out who the YL respondent's employer for the activity they are currently carrying out (or carried out) is, or to find out if he/she is self-employed. If the respondent has had more than one type of employer, choose the one for which they worked the longest.

Q.4a–Q.6: This set of questions seeks to find out the exact time in the last 12 months in which the respondent engaged in this activity. Specify the total number of months in the year in which the person worked full-time or part-time at this job. Specify the average number of days per month, weeks per month, days per week, and hours per day worked.

Q.4: Months

Specify the number of months that the YL respondent worked full-time or part-time in this activity during the last 12 months.

[ET, PE, IN] Q.5.2: Weeks per month

Specify the average number of weeks the YL respondent worked full-time or part-time in this activity in an average month. Please enter a number between 0 and 4. In CAPI, any number outside this range should be returned as an error when validating the question. Please double check in any case.

[ET, PE, IN] Q.6: Days per week

Specify the average number of days per week that the YL respondent worked full-time or part-time in this activity in an average week. Please enter a number between 0 and 7. In CAPI, any number outside this range should be returned as an error when validating the question. Please double check in any case.

Q.7: Hours per day

Record the average number of hours worked per day. Enter a number between 0 and 24. In CAPI, any number outside this range should be returned as an error when validating the question. Please double check in any case.

Q.8: Which form of payment was received or is expected from this activity?

This question wants to find out if the activity is paid. If so, ask what form of payment the respondent receives. Basically, there are 2 forms of payment: in cash or in kind (material goods). However, it may be the case that the he/she does not receive any form of payment in some activity but works to reduce the debt that he/she acquired (for example, with his employer). In other cases, the respondent works and is given a tip for his time spent. If this tip is periodic, then the activity he/she performs is paid.

Q.9 What period of time did this payment cover?

Another way to ask would be “how often do you get paid?” Wait for the YL respondent’s response and select the answer accordingly. If the payment is reported in a different period, please convert it to the most convenient measure.

Q.10: On average, how many pieces are produced in a day?

This question is only enabled if the YL respondent stated in Q.8 that they’re paid per piece (=06).

Q.11-Q.12: What are the net earnings from this activity per [period from Q.8]? (excluding extra benefits)

- **Q.10 In cash:** Enter value in currency
- **Q.11 In-kind:** Enter value in currency

These questions seek to find out how much income the YL respondent generated in the period that his/her payment normally covers. This includes wages, salary, tips, gratuities, bonuses, and the value of any in-kind payments after taxes. If the respondent owns a business, he/she would have to subtract the production costs.

Q.13: How long have you worked in this activity for?

If the YL respondent worked intermittently consider the total period of work (from when the work started). Enter the answer in years and months.

Q.13b: Do you work from home or do you work at your workplace?

Q.14-Q.16: These questions seek to collect information about the geographic location of the YL respondent's work. This information will allow us to determine different aspects of the respondent's working conditions, such as how far away his/her work is located, the type of place it is, etc. Therefore, it is important that you make sure to enter the correct information.

Q.14: In which [IN: State; ET: Region; PE: Department] do you perform this activity?

Specify the name of the State/Region/Province/Department that the YL respondent tells you. Enter the code from CODEBOX #10.

Q.15: In which [IN: District; ET: Zone; PE: Province] do you perform this activity?

Specify the name of the District/Zone/District/Province that the YL respondent tells you. [ET,IN]
Enter the code from CODEBOX #11.

Q.16: In which [IN: Mandal; ET: Woreda/Town; PE: District] do you perform this activity?

Specify the name of the Mandal/Woreda/Town/Commune/Ward/District that the YL respondent tells you.

Q.17: Do you still perform this activity?

The purpose of this question is to register if the YL respondent is still performing this activity. If the respondent mentioned before that this is the same activity that he/she did in the last week, then you won't have to ask this question.

Q.18: When did you stop performing this activity?

This question is only enabled if the YL respondent answered "No" in Q.17. Register the month and year in which he/she stopped performing this activity.

Q.19: How many other activities did you perform in the past 12 months?

This question seeks to find out how many work activities the YL respondent has carried out in the last 12 months, in addition to the main activity reported in this section. For this question, consider any other paid or unpaid work activity that he/she has carried out during the last 12 months at the same time as the main activity, or before or after. Paid and unpaid work activities include work done inside and outside the household, and EXCLUDE non-working activities (e.g. housewife, student, taking care of other household members, such as children, disabled, ill, elderly). Working as a domestic worker or taking care of children (not for relatives) should be considered a work activity.

INSTRUCTIONS: SUBJECTIVE TREATMENT EFFECT

FIELDWORKER: The following questions will be asked to **all** respondents, regardless of their current and past employment status. These questions are intended to find out what his/her employment situation would be like in a world in which the [IN, PE] COVID-19 pandemic had not occurred/ [ET] COVID-19 and the conflict had not occurred. Therefore, try to make the respondent reflect a little on each question about the effect that the [IN, PE] COVID-19 pandemic / [ET] COVID-19 and the conflict has/have had on his/her life.

Q.20: Would you have done any paid or unpaid work (at least 1 hour in the past 12 months) if [PE, IN] COVID-19/ [ET] COVID-19 and the conflict had not happened?

This question is intended to find out if the respondent would have worked for at least 1 hour in a world without the COVID-19 pandemic / COVID-19 pandemic and the conflict. This includes work activities, paid or unpaid, inside and outside the home, and EXCLUDES non-work activities

(for example, housewife, student, caring for other household members, such as children, people with disabilities, the sick, the elderly). Working as a domestic or childcare worker (not for relatives) should be considered a work activity.

If the respondent has worked at least 1 hour in the last 12 months and if he/she answered “Yes” to the previous question (Q.20), he/she will be asked the following questions:

Q.21: Would you be doing [CAPI: INSERT WORK ACTIVITY LAST 12 MONTHS] in the past 12 months if [PE, IN] COVID-19/ [ET] COVID-19 and the conflict had not happened?

This question seeks to determine if the respondent would have been working in the same work activity if the COVID 19 pandemic / COVID-19 pandemic and the conflict had not occurred.

Q.22: What kind of paid work would you be doing instead in the past 12 months if [PE, IN] COVID-19/ [ET] COVID-19 and the conflict had not happened?

If the respondent answers that he/she would be doing another activity in the previous question, this question seeks to record the activity that he/she thinks he/she would be doing if the COVID 19 pandemic / COVID-19 pandemic and the conflict had not happened. Enter the code from CODEBOX #19.

Q.23: Would you be working in the same [CAPI: INSERT ECONOMIC SECTOR LAST 12 MONTHS] in the past 12 months [PE, IN] COVID-19/[ET] COVID-19 and the conflict had not happened?

This question seeks to find out if the respondent would have continued in the same economic sector if the COVID 19 pandemic / COVID-19 pandemic and the conflict had not occurred. Remember that the economic sector depends on the company, so the respondent could say that if the pandemic had not occurred, he/she believes that he/she would be doing the same activity, but in a different company, belonging to a different industry / economic sector. Likewise, it could happen that the respondent believes that he/she would be doing a different activity, but in the same company and therefore in the same economic sector.

Q.24: Which Economic sector would you be working in instead in the past 12 months if [PE, IN] COVID-19/ [ET] COVID-19 and the conflict had not happened?

If the respondent indicates that he/she would be working in a different economic sector in the previous question, this question seeks to record the economic sector in which he/she believes he/she would be working if the COVID 19 pandemic / COVID-19 pandemic and the conflict had not occurred. Enter the code from CODEBOX #20.

Q.25: SAY: You reported working [ET, IN, PE [INSERT: response to Q6] days per week] in the past 12 months. How many days in a [ET, IN, PE week] would you have worked on average in the past 12 months if [PE, IN] COVID-19/[ET] COVID-19 and the conflict had not happened?

This question seeks to find out if the COVID 19 pandemic / COVID-19 pandemic and the conflict altered the number of days per week that the respondent would have worked in the last 12 months.

Q.26: SAY: You reported working [INSERT: response to Q7] hours per day in the past 12 months. How many hours in a day would you have worked on average in the past 12 months if [PE, IN] COVID-19/ [ET] COVID-19 and the conflict had not happened?

This question seeks to find out if the COVID 19 pandemic / COVID-19 pandemic and the conflict altered the number of hours per day that the respondent would have worked in the last 12 months.

If the respondent has not worked even 1 hour in the last 12 months and if he/she answered "Yes" to the previous question (Q.20), he/she will be asked the following questions:

Q.27: What kind of paid work would you be doing in the past 12 months if [PE, IN] COVID-19/[ET] COVID-19 and the conflict had not happened?

The objective of this question is to find out the work that the respondent would have been doing if the COVID 19 pandemic / COVID 19 pandemic and the conflict had not occurred. Enter the code from CODEBOX #19.

Q.28: How many days in a [ET, IN, PE week] would you have worked on average in the past 12 months if [PE, IN] COVID-19/ [ET] COVID-19 and the conflict had not happened?

This question seeks to determine approximately how many days a week the respondent believes he/she would have worked if the COVID 19 pandemic / COVID 19 pandemic and the conflict had not occurred.

Q.29: How many hours in a day would you have worked on average in the past 12 months if [PE, IN] COVID-19/ [ET] COVID-19 and the conflict had not happened?

This question seeks to determine approximately how many hours a day the respondent believes he/she would have worked if the COVID 19 pandemic / COVID 19 pandemic and the conflict had not occurred.

If the respondent answered "No" in the previous question (Q.20), the following question will be asked:

Q.30: What would you be doing instead of any paid work if [PE, IN] COVID-19/ [ET] COVID-19 and the conflict had not happened?

Since the respondent answered that he/she would not be working, this question seeks to find out what he/she thinks he/she would be doing if the COVID 19 pandemic / COVID 19 pandemic and the conflict had not occurred. Don't read the alternatives and wait for the respondent's answer. If the answer matches an alternative, select that option. Otherwise, use "Other, specify".

SUB-SECTION 9.4. SKILLS FOR THE LABOUR MARKET

PURPOSE

In this section there will be questions about the YL respondent's skills for the labour market, including driving skills, languages, and training. It will be asked to both the YC and OC.

INSTRUCTIONS

FIELDWORKER: The following table asks about the driving skills of the YL respondent.

Q.1: Can you say you are skilled in driving the following:

- 00 = No
- 01 = Yes
- 77 = NK

For each one of the following vehicles, ask the respondent whether he/she considers himself /herself skilled. The notion of “skilled” remains open to the subjective interpretation of the respondent.

01 Motorcycle

02 Three-wheeler/bajaj

03 Car

04 Heavy duty machinery

Q.2: Do you have a driving license for the following:

For the same list of vehicles, respond whether the YL respondent has a license to drive it.

- 00 = No
- 01 = Yes
- 79 = Refused to answer

FIELDWORKER: The following questions inquire about the different languages that the YL respondent might know, including their native language. We are interested in knowing how fluently they speak, and how proficiently they read and write each of the languages they know. You should read the response options (Very well, well, intermediate, poor, or can't speak, read, or write it).

SAY: Now I am going to ask you some questions about the languages you know.

Q.3: How many languages, including your native language, can you speak, read or write?

Q.4: What languages (including your native language) can you speak, read or write?

First, you must ask about their native language. Make sure the respondent lists all the languages he/she has knowledge of, even if s/he is not fluent or only knows one or two of the three domains (speaking, reading, writing) that we want to gather.

For example, the respondent might be able to speak and understand a given language but may not be able to read and write the language, or vice versa. Include this language in the list.

Enter the code from **CODEBOX #21**.

CODEBOX #21: Languages	
ET	
01 = Amharic	
02 = Oromifa	
03 = Tigrinya	
04 = Sidamagna	
05 = Kembata	
06 = Hadiya	
07 = Guragigna	
08 = Wolaytigna	PE
15 = Other local language	01 = Spanish
10 = Chinese	02 = Quechua
11 = English	03 = Aymara
16 = Other foreign languages	04 = Aguarana
IN	05 = Ashaninka

01 = Telugu	06 = Shipibo
02 = Urdu	07 = Japanese
03 = Kannada	08 = English
04 = Oria	09 = French
05 = Hindi	10 = German
15 = Other local language	11 = Italian
07 = English	12 = Chinese
16 = Other foreign languages	13 = Portuguese
	14 = Notmatsiguenga
	15 = Other local language
	16 = Other foreign language

Q.5: How fluent are you in speaking this language?

Here we are interested in knowing how fluent the respondent is in speaking each language they know: Very well, well, intermediate, poor or cannot speak it.

- 01 = Fluent
- 02 = Good
- 03 = Intermediate
- 04 = Poor
- 05 = Cannot speak
- 77 = NK

Q.6: How fluent are you in reading this language?

Here we are interested in knowing how fluent the respondent is in reading each language they know: Very well, well, intermediate, poor or cannot read it.

- 01 = Fluent
- 02 = Good
- 03 = Intermediate
- 04 = Poor
- 05 = Cannot read
- 77 = NK

Q.7: How fluent are you in writing this language?

Here we are interested in knowing how fluent the respondent is in writing each language they know: Very well, well, intermediate, poor or cannot write it

- 01 = Fluent
- 02 = Good
- 03 = Intermediate
- 04 = Poor
- 05 = Cannot write
- 77 = NK

WORK-RELATED TRAINING

Duration of training refers to the total amount of time devoted solely to training activities, regardless of whether the YL Individual has completed the training or not. It refers to the pure or net training time, not the period during which an individual may have been engaged in training together with other

activities. For example, if in the last 12 months an individual has been engaged in computer training that included 20 hours of seminars, the duration of the training is 20 hours.

Only training that lasted at least one week should be reported, with one week referring to the number of hours that is equivalent to one week in full-time employment, as defined in each country.

Remember: This section should NOT overlap with the Education Section of the questionnaire since it does not capture training that belongs to the official education system. This applies especially for vocational training.

SAY: Now I would like to ask you about any training (e.g. apprenticeship, formal course at workplace, learning by doing, etc.) that you have received since [Q.1, Section 0, minus 3 years] and entailed skills acquisition that helps you conduct or find work.

Q.8: In the last three years, since [Q.1, Section 0, minus 3 years], have you had any work-related training that has lasted at least one week and that is/was not part of formal education?

- 00=No
- 01=Yes

Please note:

- This question wants to find out if the YL *respondent* has received some training that meant acquiring skills that have improved his/her job performance or has helped him/her find a job. This could have been either provided by the company he/she works at, or on his/her own. The training could have been for example on starting a business or finding employment.
- The question is set to capture training courses that have lasted at least 1 week. Specifically, we are looking to capture training courses that have lasted at least 4 days, not necessarily consecutively. For example, a training course that took place 1 day per week for 1 month should be considered, as it lasted a total of 4 days. In the same vein, a training course that lasted only 2 days should not be considered.
- Note that many forms of education that we do not consider as Formal Education and therefore are not reported in the Education History, will be reported here. For example, courses of 3 or 6 months to learn certain trades. Other examples include courses on heavy machinery operation, courses on cultivation of agricultural products, pre-professional internships, etc.

Remember: The question is set to capture training courses that have lasted at least 1 week. Specifically, we are looking to capture training courses that have lasted at least 4 days, not necessarily consecutively. For example, it could have been a course that took place 1 day per week for 1 month, which would amount to a total of 4 days attended by the YL respondent.

[PE only] Many forms of non-formal education that did not qualify to be reported in SUB-SECTION 6.1. EDUCATION HISTORY can be reported in this section, for example, a 3 or 6-month course (such as a 3-month jewelry-making course at SENATI).

The following questions are only asked if the YL respondent stated in Q.8 that he/she has done any work-related training:

Q.9: How many different types of work-related training have you had in the last three years, since [Q.1, Section 0, minus 3 years]?

Q.10: Description of training

Write down what kind of training it is (Technical, managerial etc.).

With the first row added, write down the type of training the *YL respondent* reported to have done e.g., whether it was technical (e.g., coding) or managerial.

Q.11: Type of training

Generally, we consider two types of training: formal and informal training. Formal training refers to a systematic or structured training conducted by a qualified instructor; informal training refers to unstructured learning (e.g., informal learning from work colleagues). Finally, it considers the training programmes conducted by the Government.

- 01=Formal training
- 02=Informal training
- 03=Apprenticeship
- 04=Public programs (e.g., IN: Mahila Vikasa Kendrams, Rajiv Gandhi scheme for employment of adolescent girls (REGSEAG)/SABLA), PE: Projoven/Jovenes a la obra, Vamos Peru and Trabaja Peru)
- 05=PPP (public private partnership)
- 77=NK

Q.12: Who delivered the training?

This question seeks to find out who did the training. Please differentiate thoroughly who pays for the training from who effectively gives the training. For example, imagine that the YL respondent works at company ABC. ABC hires the company COMPUTRONI to train ABC employees in their working place, to handle a new acquired software. In that case, who conducts the training? The correct answer is the company COMPUTRONI. So, regarding this question's codes, the code "Employer" (05) and "Private Company" (03) are different. The 05 refers to the company / job where the YL respondent works, while code 03 refers to any private company that is not the employer.

- 01=Government
- 02=Educational institute
- 03=Private company
- 04=NGO/Church
- 05=Employer
- 06=Colleague/peer
- 07=Other private individual
- 08=Parents or other household members
- 77=NK

The following questions (Q.13 & Q.14) are only asked to YL respondents who currently have a job REGARDLESS OF WHETHER THEY DID ANY WORKING RELATED TRAINING AS REPORTED IN Q.8.

Q.13: What is your main field of study or training?

Enter the code from CODEBOX #15.

CODEBOX #15: Major classification

ET	
0=No specific major/stream	32=Natural resource management
1=Chemical Engineering	33=Development agent
2=Civil Engineering / construction	40=Accounting / Management
3=Electrical Engineering	41=Economics
4=Mechanical Engineering	42=Public Administration
5=Information Technology/ Computer science	50=Local languages and literature
10=Biology, Physics, or Chemistry	51=Foreign language and literature
11=Mathematics or statistics	52=Education Development and Planning Management
12=Geology or earth science	53=Curriculum
16=Tourism, Hotels, Recreation and Sports	54=Journalism & Communication
20=Medicine	60=Geography or history
21=Health officer	61=Psychology
22=Laboratory/radiology/ Midwifery/Nursing	62=Law / political science
23=Pharmacy	63=Humanities
24=Animal Science/veterinary	64=Social work and/ Social Anthropology
30=Animal Production	70=Other, please specify
31=Plant science/Crop Production	
PE	
0=No specific major/stream	41=Life Sciences
11=Preschool and Primary school	42=Physical and Chemical Sciences
12=Secondary school	43=Mathematics and Statistics
13=Physical Education	44=Computing
14=Special Education	51=Systems and Telecommunications Engineering
15=Artistic Education	52=Industrial Engineering and Production
16=Technical Education	53=Construction, Sanitary and Architecture Engineering
19=Other educational majors	59=Other Engineering
21=Humanities	61=Agriculture, Forestry and Aquaculture
22=Arts	62=Veterinary
31=Social Sciences and Sciences of behaviour	71=Health Sciences
32=Communication Sciences	01=Armed Forces
33=Administration and Commercial Sciences	02=Police Forces
34=Economic and Accounting Sciences	23=Other, please specify: _____
35=Law, Political and Legal Sciences	
IN	
0=No specific major/stream	10=Food processing
1=Teacher training	11=Other technologies (Bio-technology etc)
2=Fine Arts	12=Engineering
3=Humanities and Social Sciences	13=Agriculture, Forestry and Aquaculture
4=Sciences	14=Veterinary
5=Journalism and Communication	15=Medical, Pharmacy and Health Sciences
6=Business and management	16=Tourism, Hotels, Recreation and Sports

7=Law and Legal Services	17=Armed force and Police
8=Mathematics and Statistics	18=Others Specify
9=Computer and Information Technology	

Q.14: Before, you described your current job or occupation as [PRE-FILL FROM SECTION 9.2, Q.1]. Does your main field of study or training match this job or occupation?

The objective of this question is to analyze whether the young person is developing their skills through training related to their higher education studies or if they have enrolled in job training programs corresponding to a different field of study.

- 00=No
- 01=Yes
- 77=NK
- 79=RTA
- 88=NA

SUB-SECTION 9.5. WILLINGNESS TO PAY FOR JOB CHARACTERISTICS

PURPOSE

This section is designed to understand the YL respondent's preferences over different types of work that they might find. Respondents will be presented with two different jobs that are exactly the same in every way, except for the specific differences described to them. In the module, there will be two pairs of jobs to compare. It will be asked to both YC and OC.

DEFINITIONS

Each job will include 4 characteristics (monthly wage in local currency plus 3 other characteristics) in its description. These characteristics are randomly assigned to the respondents. This means that one or more of the 3 characteristics other than wage may differ across respondents. They will be selected from the following set of characteristics.

Hours

work 25 hours each week → (Hint: This is similar to working part-time)

(Note: For jobs that only require working 25 hours, the wages offered will almost always be lower than the wages for a 50 hour job)

work 50 hours each week → (Hint: This is similar to working full-time)

Flexibility

work at any times and days that suit you → (Note: Keeping number of hours worked each week fixed - 25 or 50 hours a week, this job lets respondent choose the days and hours of the day to work during the week. However, the respondent should understand that the number of hours is the same for both fixed and flexible working).

work on fixed days and hours every week

Contract

not have a written employment contract

have a written employment contract

→ (Hint: Having a written employment contract implies that the job provides the respondent with a document that specifies their wages, their working hours, allowances, leaves, notice period before termination of contract by either party, etc. This does not imply a different type of job, such as a government job or a permanent job and therefore, could include fixed-term employment contracts.)

Gender-split**work mostly with men****work mostly with women****work with the same number of women as men**

→ (Note: Asking about the gender split in the workplace is intended to capture aspects of the workplace environment. For example, it is possible that both men and women will have a preference for working with other workers of their own gender.)

Wage (always included)**earn [wage 1][currency] each month****...****earn [wage 26][currency] each month****INSTRUCTIONS**

[ET only] FIELDWORKER: As the respondent will be required to read from the tablet in this section, please ensure the language is set to their preferred language: [CAPI: pre-fill with preferred language from Section 0.3 LANGUAGE OF ADMINISTRATION, Q.1]. Select the language by clicking on the three dots in the top right corner of the screen and then selecting choose language.

SAY: Young people do lots of different types of work and different people value different things about a job. In this section, we are interested in your personal preferences over the type of work you would like to do. There are no right or wrong answers. Imagine that you are looking to find work, and this is the only work you will be doing. In a moment, I'm going to tell you about 2 jobs that a young person in [country] might do. These jobs are exactly the same in every way, apart from the differences I will describe to you. For example, if one job has mostly male workers and one job mostly female workers, the type of work is still the same, unless I tell you differently. Similarly, if one job has fixed days and times of working, and the other job lets you choose the days and time you work, the total number of hours is still the same in both jobs, unless I tell you differently.

After I have told you about both jobs, I will ask you to score each job from 0 to 10, where 0 is the worst possible job for you and 10 is the best possible job for you. Consider all characteristics of each of the jobs when making your decision. Score each job independently between 0 and 10. The two scores don't have to add up to 10. I will then ask you to imagine that you wanted to find a job like this. What is the chance between 0 and 10 that you would find this type of job within one year, where 0 means you are certain that you could not get this type of job, 10 means you definitely would be able to get a job like this, and 5 means a half-half chance. Again, the two scores do not have to add up to 10.

FIELDWORKER: Read the question and describe both jobs to the participant. Then click on the link at the bottom to show them the graphic.

SAY: I want you to think about each of the two jobs I will describe to you now. If 10 is the best possible job for you, and 0 is the worst possible job for you, think about what score you would give each job?

FIELDWORKER: The jobs should be presented to the respondent in the following manner:

- "Job A - You would [pre-filled job characteristic 1]. You would [pre-filled job characteristic 2]. You would [pre-filled job characteristic 3]. You would earn [pre-filled job characteristic 4] birr/rupees/soles per month."

- *“Job B - You would [pre-filled job characteristic 1]. You would [pre-filled job characteristic 2]. You would [pre-filled job characteristic 3]. You would earn [pre-filled job characteristic 4] birr/rupees/soles per month.”*

SAY: To help you remember, the characteristics of each job are shown on the tablet.

FIELDWORKER: Select "show graphic" and show the tablet to the respondent. When the YL respondent has finished looking at the graphic and given you the scores out of 10 for both jobs, take the tablet back from him/her, select "Back to questions" below and record his/her answers to Q.1.

Q.1A: What score would you give job A from 0 to 10?

Q.1B: What score would you give job B from 0 to 10?

FIELDWORKER: Make sure to check that the respondent understands the question and is paying attention. Double-check that the job with the highest score is the job the respondent thinks is better for them. If he/she scores both jobs the same, check that he/she believes both jobs are exactly as good as each other. If he/she thinks one is better, suggest he/she scores this job higher. There is no reason the two answers will add up to 10 (although they might).

FIELDWORKER: Here, the respondent is asked to imagine that he/she wanted to find a job like the ones described before and give us his/her estimation, between 0 and 10, of the chance of him/her finding this type of job, where 0 means they are certain that he/she could not get this type of job, 10 means he/she definitely would be able to get a job like this, and 5 means a half-half chance that he/she could get the job.

Select "show graphic" and show the tablet to the respondent again. When the YL respondent has finished looking at the graphic and given you the scores out of 10 for both jobs, take the tablet back from him/her, select "Back to questions" below and record his/her answers to Q.2.

Q.2A: What is the chance between 0 and 10 that you would be able to get job A within one year?

Q.2B: What is the chance between 0 and 10 that you would be able to get job B within one year?

FEILDWORKER: It is important that the respondent does not consider whether they would like to do the job or not when giving the chance of getting the job. They should think of this question as if they DID want this type of job and were looking to find a job like this. For example, if the respondent was asked about a job that they would never choose to do, but that would be very easy to find if they wanted to, they should score the probability of getting a job like this as high (closer to 10), as the job would be easy to get (whether they want it or not). Similarly, if they were asked about a job which they would very much like to do, but there were no jobs like that available where they live, they should score the probability of getting this job as very low (closer to 0).

FIELDWORKER: As this question considers probability, it is very important to probe their answers to be sure they understand the concept of probability. It may be useful to use an example, if the respondent is still unsure. For example, you could say: “Giving a score of 2 would mean that if 10 people just like you looked for a job like this, only 2 of them would find one within a year”.

Verify that the job they give the higher number to is the one they believe they are more likely to get. If they give the same number for both jobs, check that they believe they have an equal chance of getting both jobs.

When using this approach to measure beliefs about the probability of something happening, it is common that respondents will be drawn to report 5 out of 10 (the middle value), especially if they are unsure of what we are asking or the probability. Again, it is important to probe their answer.

If they say the chance of getting a job is 5 out of 10, also verify that they think there is exactly the same chance of them getting the job in one year as not getting the job. For example, you could say:

"You've indicated there is a 5/10 chance of finding this job. Do you mean that it is equally likely that you do or do not find this job; or do you mean that you are just unsure what this chance is?"

If the answer is that they are just unsure of what the chance is and they cannot be prompted to give a more informed answer, even with further explanation, record 77=NK instead of 5.

PLEASE NOTE: The same set of questions (Q.1 and Q.2) will be repeated for a different pair of jobs (Q.3 and Q.4). Follow the instructions described earlier for these jobs as well.

Q.5 ENUMERATOR: Select this box if the respondent needed to be given a great amount of prompting to understand and respond to these questions

This box is to be selected only if the respondent needed a great deal of explanation and prompting to either give scores out of 10 or a chance of getting the jobs out of 10. This would be the case if, after explaining how the scoring works on more than one occasion or probing their answers more than once, you still had a concern that they did not understand how to answer the questions. For example, you could select this box if you suspected that the respondent was simply giving any number out of 10, even after explanation.

PLEASE NOTE: Upon clicking "show graphic", you will see something similar to the images shown below. The images are an illustration of the job characteristics described earlier. The job characteristics are randomly assigned to respondents. They will differ across respondents. Consequently, the images will change as well. These graphics are intended to help the respondent see and compare all of the characteristics of both jobs in one place, without having to remember what you have told them. The pictures should also help understanding if the respondent struggles with reading.

JOB A:

FLEXIBILITY Fixed Times and Days 	CONTRACT No Written Contract 	HOURS 50 Hours Each Week 
WAGE PER MONTH : XXXX (birr/soles/Rupees)		

JOB B:

FLEXIBILITY Any Times and Days 	CONTRACT Written Contract 	HOURS 25 Hours Each Week 
WAGE PER MONTH : XXXX (birr/soles/Rupees)		

SUB-SECTION 9.6. COMPUTER AND INTERNET USE

PURPOSE

This section asks the YL respondent questions about the use of computer, certain digital devices, and the internet. It also looks into the skills of the YL respondent when using a computer or a laptop, and the internet. It will be asked to both YC and OC.

INSTRUCTIONS

SAY: Now I would like to ask you questions about the use of computer, certain digital devices, and internet.

Look at this card [COMPUTER SKILLS CARD 1] and point to the option that best reflects how much you use/have used computers, laptops, tablets, and mobile phones with internet connection. If you have not heard of some of the devices or you don't understand the item, please point to the last option "I do not know what this is".

Q.1: Have you ever used any of the following:

- 1 Computer or laptop
- 2 Tablet
- 3 Internet (including on a mobile phone)

You need to show and read the alternatives to the YL respondent on the 'Computer Skills Card 1'. Figure 4 displays the options on the card.

Figure 4: Computer Skills Card 1

No, never	Yes, a few times in my life	Yes, many times in my life	I do not know what this is
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SAY: Now I would like to ask you about how often you have used the internet or different devices in the last 12 months. Please indicate your choices by pointing at this card [COMPUTER SKILLS CARD 2].

Q.2: In the last 12 months, how often have you been using any of the following:

- 1 Computer or laptop

2 Tablet

3 Internet (including on a mobile phone)

These questions are only enabled *if, for the respective item, the YL respondent stated in Q.1 that he/she has used it many times in his/her life*. You need to show and read the alternatives to the YL respondent on the 'Computer Skills Card 2'. Figure 5 displays the options on the card.

Figure 5: Computer Skills Card 2

Never	Less than once a month	Monthly	Weekly	Daily
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Q.3: Which of the following do you currently have?

- 1 E-mail (e.g. john@hotmail.com or john@gmail.com)
- 2 A social network account and/or instant messaging account (e.g. Facebook, LinkedIn, Twitter, WhatsApp, Skype, [ET: Telegram] Instagram, TikTok etc.)

This question is only enabled *if the YL respondent stated in Q.1.3 that he/she has used the internet many times in his/her life*. This question refers to two different types of accounts: email and social media or instant messaging. By “electronic mail” or “email” we refer to accounts in any server such as Gmail, Hotmail, Yahoo, Outlook, etc. By “social media or instant messaging” we refer to an account in any of services such as: Facebook, Messenger, Whatsapp, Instagram, Twitter, LinkedIn, [ET: Telegram], [ET: Imo], [ET: Viber], [ET: Signal], [ET, PE: Tik Tok] etc. The aim of this question is to understand how familiar the YL respondent is with digital media.

- No
- Yes
- I do not know what this is

Q.4: How often do you use each of the following?

1. Do you use social media? For example, Facebook, Messenger, Whatsapp, Instagram, Twitter, LinkedIn, [ET: Telegram], [ET: Imo], [ET: Viber], [ET: Signal], [ET, PE: Tik Tok]

Figure 6: Computer Skills Card 3

I don't use this	Weekly	3 days a week	Everyday	2-3 times a day	More than 3 times a day
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2. How many hours do you use social media on an average day when you use it?

This question is only enabled if the YL respondent stated in Q.4.1 that they use social media. This question aims to find out for how many hours the respondent uses social media on an average day or whenever he/she uses it. For example, if the respondent only uses social media

once a week for an hour, enter an hour. If he/she uses social media every day for an hour each day, enter an hour. If he/she uses social media 2-3 times a day for an hour each, enter 2-3 hours (i.e., the total amount of hours they spend on social media during an average day).

FIELDWORKER: Enter the number of hours. Enter 0 for less than 30 minutes. Enter 1 for more than 30 minutes and less than or equal to 1 hour.

- -77=NK
- -79=RTA

Skills

The following questions consist of a list of statements that gather information about whether the YL respondent has the necessary skills to perform certain activities either on a computer or a laptop or related to digital devices with an internet connection. For each of the questions, you need to read the statement provided and show the YL respondent the alternatives on the 'Computer Skills Card 4'. Figure 7 displays the options on the card. The answer option "I do not understand what this means" should be marked if the YL respondent does not understand the statement.

Figure 7: Computer Skills Card 4

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I do not understand what this means
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Q.5: SAY: The following questions include statements related to different activities that you can perform in a computer or laptop. Please, remember that there are no right or wrong answers. Please, think about how comfortable you feel when you perform the following activities.

Look at this card [COMPUTER SKILLS CARD 4] with different alternatives that range from "Strongly disagree" to "Strongly agree". I want you to tell me how much you agree or disagree with them by pointing in this card the option that best reflects your performance while using a computer or laptop. If you don't understand the item, please point to the last option "I do not understand what this means". This question is only enabled *if the YL respondent stated in Q1.1 that he/she has used a computer or laptop many times in their life*. Show the 'Computer Skills Card 4' with different alternatives that range from "Strongly disagree" to "Strongly agree" (see Figure 7). Explain that you want the respondent to tell you how much he/she agrees or disagrees with them by pointing in this card the option that best reflects his/her performance while using a computer or laptop. If he/she does not understand the item, please mark the last option "I do not understand what this means".

- 1 = I know how to create a folder on a digital device.
- 2 = I know how to move a file from one folder to another.
- 3 = I know how to delete a file.
- 4 = I know how to retrieve a deleted file from the recycle bin.
- 5 = I know how to use the undo and redo functions, while working on a digital document.
- 6 = I know how to change the margins (for example using Word).
- 7 = I know how to bold, italicize, or underline text (for example using Word).
- 8 = I know how to insert a table in a document (for example using Word).

- 9 = I know how to use a spreadsheet to plot a graph (for example using Excel)
- 10 = I know how to create a presentation (for example using PowerPoint).

Q.6: SAY: The following statements include different tasks related to digital devices with internet connection. Please, remember that there are no right or wrong answers. I would like you to think about how comfortable you feel about performing these tasks.

Look at the card again [COMPUTER SKILLS CARD 4]. I want you to tell me how much you agree or disagree with each statement by pointing in this card the option that best reflects your ability to use internet. If you don't understand the item, please point to the last option "I do not understand what this means".

This question is only enabled *if the YL respondent stated in Q1.3 that he/she has used the internet many times in their life*. Show the 'Computer Skills Card 4' with different alternatives that range from "Strongly disagree" to "Strongly agree" (see Figure 7). Explain that you want the respondent to tell you how much s/he agrees or disagrees with them by pointing in this card the option that best reflects his/her performance using the internet. If he/she does not understand the item, please mark the last option "I do not understand what this means".

- 1 = I know how to open downloaded files.
- 2 = I know where to click to go to a different webpage.
- 3 = I know how to complete online forms.
- 4 = I know how to connect to a Wi-Fi network.
- 5 = I find it easy to decide what the best keywords are to use for online searches.
- 6 = I find it easy to find a website I visited before.
- 7 = I know how to create something new from existing online images, music, or video.
- 8 = I know which apps or software are safe to download.

SECTION 10. HEALTH

PURPOSE

This section informs on the general health of the YL respondent (sub-section 9.1) and his/her food consumption and diet (sub-section 9.2). It will be asked to both the YC and OC.

SUB-SECTION 10.1. INDIVIDUAL HEALTH

DEFINITIONS

The following definitions will be helpful for answering the questions in this section:

- **Permanent Disability:** a continuing health problem that partially or fully reduces the person's ability to perform work, academic or personal care activities.
- **Long-term health problem:** a problem that persists for a long time either because it is incurable or because it is not being treated. It can include chronic and mental health problems as well as re-occurring / seasonal problems (e.g. allergy).

Definitions of long-term health problems asked about:

Diabetes: Diabetes is a condition that causes a person's blood sugar level to become too high.

Obesity: Obesity is a complex disease involving an excessive amount of body fat.

Heart attack: A heart attack is a serious condition where the supply of blood to the heart is suddenly blocked.

Other heart problems: These can be, for example, coronary artery disease, heart arrhythmia, rheumatic heart disease, any congenital heart disease, myocardial infarction

Stroke: A stroke is a very serious condition where the blood supply to part of the brain is cut off.

Cancer: Cancer is a disease in which some of the body's cells grow uncontrollably and spread to other parts of the body.

Thyroid disorder: Thyroid disease is a general term for a medical condition that keeps the thyroid, a gland located in the neck, from making the right amount of hormones.

Arthritis: Arthritis is a common condition that causes pain and swelling (inflammation) in the joints.

INSTRUCTIONS

Q.1: In general, would you say your health is very poor, poor, average, good or very good?

This is a question about YL respondent's perception of his/her own health. Do not prompt the answers.

Disabilities

Q.2: Do you have a permanent disability that affects your capacity to study, work, or take care of yourself?

Permanent disability is a continuing health alteration that prevents or limits the sufferer from performing work or academic activities, or taking care of him/herself. It can be a result of an accident or an illness (physical or mental).

Examples are: paralysis, visual impairment, mental problems, physical disabilities, intellectual disabilities, etc.

Q.3: How does this disability affect your ability to work and take care of yourself?

This question informs on the severity of the disability in terms of the extent to which it affects the ability of the YL respondent to perform his/her daily activities and/or work (if he/she works) relative to someone of the same age.

First, read the answer options. Ask the YL respondent to rate his/her degree of disability from 0 to 5, where 0 is the lowest possible degree of disability (does not affect his/her daily activities at all) and 5 is the maximum degree of disability (completely affects his/her daily activities).

The following question (Q.4) is for YL respondents from Ethiopia:

[ET] Q.4: Was this disability caused by the conflict?

This question is about whether the YL respondent's disability was caused by the recent conflict in Ethiopia involving the government forces and the TPLF.

For example, the conflict may have caused the respondent's disability if it resulted from her/him being directly or indirectly exposed to physical violence/injuries, being a witness of violent acts, or lack of access to clean water or food because of the conflict, among others.

Long-term health problems: Respondent and family history

Q.5: Have members of your family had any of the following?

This is a question about whether the YL respondent's father, mother, siblings, or grandparents have ever been diagnosed with any of the following health problems: diabetes, high blood pressure, obesity, heart attack, stroke, cancer. For a definition, please see the beginning of this section.

If any of the family members have died, please ask if the family member has been diagnosed with the disease before he/she died. Please remember that this should be illnesses diagnosed by a health care professional, and not illnesses that the respondent thinks or suspects that his/her family member has it.

Q.6: Have you been diagnosed as having any of the following diseases?

This is a question about whether the YL respondent has ever been diagnosed with any of the following health problems: high cholesterol, high blood pressure, thyroid disorder, diabetes, heart problems or stroke, arthritis, asthma, renal disease, cancer, obesity. For a definition, please see the beginning of this section.

Please remember that this should be illnesses diagnosed by a health care professional, and not illnesses that the respondent thinks or suspects that he/she has.

The following questions (Q.7-12) are for YL respondents from India:

The next questions ask about the level of difficulty the YL respondent may have in doing certain activities.

[IN] Q.7: Do you have difficulty seeing, even if wearing glasses?

This question aims to find out if the YL respondent has a visual impairment, even when the YL respondent wears glasses, and the level of difficulty. Please note that the question refers to eye sight problems that could not be fixed by wearing glasses, for instance: cataracts. If on the day of the interview, the YL respondent has difficulty seeing and does not have glasses, it should be marked as yes.

[IN] Q.8: Do you have difficulty hearing, even if using a hearing aid?

This question aims to find out if the YL respondent has a hearing impairment, even when the YL respondent uses a hearing aid, and the level of difficulty. If on the day of the interview, the YL respondent has difficulty hearing and does not have a hearing aid, it should be marked as yes.

[IN] Q.9: Do you have difficulty walking or climbing steps?

This question aims to find out if the YL respondent has a difficulty to walk or climbing steps and the level of difficulty.

[IN] Q.10: Do you have difficulty remembering or concentrating?

This question aims to find out if the YL respondent has a difficulty remembering or concentrating and the level of difficulty.

[IN] Q.11: Do you have difficulty (with self-care such as) washing all over or dressing?

This question aims to find out if the YL respondent has a difficulty with self-care, such as showering him/herself or getting dressed, and the level of difficulty.

[IN] Q.12: Using your usual (customary) language, do you have difficulty communicating, for example, understanding or being understood?

This question aims to find out if the YL respondent has a difficulty communicating in her/his customary language and the level of difficulty.

The following question (Q.13) is for YL respondents from Ethiopia:

[ET] Q.13: Now I want you to think about your health during the conflict involving the government and the TPLF, which started in November 2020/Tikimit 2013: Were you affected by any of the following during the conflict period?

Prompt the respondent for the listed events. Please make sure that the respondent is only considering symptoms had during the conflict period, not before or after.

SUB-SECTION 10.2. DIETARY DIVERSITY

DEFINITIONS

Last 24 hours: The reference period for questions Q.1 to Q.3 in this section is the last 24 hours, as long as the last 24 hours was a normal / typical day. A normal day is a day with no special events, such as celebrations, birthday, funeral, parties, etc., and where the YL respondent was not sick or fasting. The interviewer should make sure that the previous day was a normal day. If it was not, the interviewer should ask about the most recent normal/typical day. The interviewer must ask about the previous day since waking up until the person went to sleep.

The reference period are the previous 24 hours, instead of the most recent full day. Meaning, if the respondent is being interviewed at noon, they will refer to the period from the previous day at noon to the current day at noon. But if one of these days was a holiday/festival, then they would refer to the most recent full day instead (rather than the most recent typical 24 hour period).

Collecting information on dietary diversity through ‘recall method’

The approach for collecting information on dietary diversity is the ‘recall method’, described below. It is the most effective way to elicit the information on dietary diversity, which allows the respondent to freely recall what was eaten the previous day (last 24 hours).

- Ascertain whether the previous day was a usual/normal day as per the definition ‘last 24 hours’.
- Ask the respondent to mention all the foods (meals and snacks) eaten yesterday during the day and night. Start with the first food/drink consumed the previous morning. Record these items in a separate sheet of paper.

- After the respondent recalls all the foods and beverages consumed, enter 'yes' to the corresponding foods in the list under the appropriate food group if at least one food in this group has been mentioned.
- Probe for snacks eaten between main meals.
- Probe for added foods such as sugar in tea, oil in mixed dishes or fried foods.
- If a mixed dish was eaten, ask about and underline all the ingredients of the dish.
- Once the recall is finished, probe for food groups where no food was selected. It is not necessary to read out to the respondent the exact name of the food group, but simply ask (for example) about fruits, vegetables or tubers if these groups were not previously indicated. Write "0" in the right hand column of the questionnaire when it is certain that no foods in that group were eaten.

There are several advantages of the recall method compared with reading out all the foods in each group from the questionnaire and asking the person if these foods were eaten:

1. Avoid making the *YL respondent* forget about of the time frame reference (24 hours).
2. It is less tedious for the respondent rather than having to saying Yes or No to each food.
3. It actively involves the respondent in the interview process.
4. It facilitates consideration of the ingredients used in mixed dishes.

INSTRUCTIONS

Q.1: During the previous 24-hour period (or on typical day if the YL respondent was fasting or ill yesterday), did you consume:

This question checks which meals (of all of the possible meals) the YL respondent consumed in the last 24 hours (or the most recent typical day). The total number of meals to which the YL respondent says yes is then automatically added up in CAPI and filled in.

Please note that this list of meals is to help with the collection of data on the different foods the YL respondent has eaten in the last 24 hours; therefore, it will have to be asked in parallel with Q.2. and Q.3. This is a way of helping the respondent remember the types of food eaten in the previous 24 hours. For instance, you should ask the YL respondent whether they ate any "food before the morning meal", and if s/he says yes, you should inquire into the different foods s/he ate for that meal using the list in Q.3.

Drinking beverages that have been sweetened or that have milk added to them (like sweet tea with milk) count as a meal here. Black coffee or tea would not count.

The following question (Q.2) is for YL respondents from Ethiopia:

[ET] Q.2: Do you eat sega?

The answer should be "Yes" if the respondent does eat fish, meat, or poultry.

The following question (Q.2) is for YL respondents from India or Peru:

[IN, PE] Q.2: Are you a vegetarian?

The answer should be "Yes" if the respondent does not eat fish, meat, or poultry.

Q.3: During the previous 24-hour period did you consume any of the following?

These questions are about which type of foods the YL respondent ate during her/his meals or snacks. Name all the options and ask the YL respondent if he/she consumes any of these alternatives. People tend to forget that they had eaten certain foods, so prompt and ask not only about main meals, but snacks as well. Include foods consumed inside and outside the household and food she/he bought, for example on the street. The CAPI program will complete the total of the type of foods reported automatically.

Q.4: During the past 30 days, how many times did you drink fizzy, sweet soft drinks a such as [ET, IN] Coke or Lemonade / [PE] Coke or Inka Cola?

Enter the frequency using the codes provided. This question refers to all processed/industrial drinks with added sugar. This means that the beverage does not have to be carbonated and that for example, ice tea with added sugar from a bottle would also count here. However, homemade drinks such as coffee or tea that have been sweetened do not count.

Q.5: During the past 30 days, how many times did you eat salty and fatty foods, such as [ET, PE] crisps or fried snacks / [IN] pakodas/Murukulu, crisps or fried snacks.

Enter the frequency using the codes provided.

Q.6: During the past 30 days, how many times did you eat sweet, sugary, fatty foods such as cakes?

Enter the frequency using the codes provided.

Q.7: During the last 7 days, on how many days were you physically active for at least 60 minutes?

This question aims to find out how much physical activity the YL respondent performs during a typical week. Examples for physical activity would be running, biking, dancing, football, digging, or carrying water. The important thing is that only activities are included which cause an increase in the heartbeat or in the breathing frequency.

Here we refer to 60 minutes in one day, meaning that the physical activity does not have to have been performed for 60 minutes continuously at a time, but can be spread out during the day. For example, cycling 30 minutes in the morning and then 30 minutes in the evening would meet the threshold.

Q.8: How much time do you usually spend sitting during a typical day (for example: school, work, watching TV, sitting with friends)?

This question aims to find out how many hours the YL respondent spends sitting during a typical day. If the YL respondent is currently enrolled in education, make sure she/he includes the time spent in class and studying as well.

SECTION 11. MARITAL STATUS AND FERTILITY

SUB-SECTION 11.1. MARRIAGE AND COHABITATION

PURPOSE

This section aims to collect information about the marital status of the YL respondent and his/her spouse/partner's characteristics.

INSTRUCTIONS

FIELDWORKER: The following questions capture information about the YL respondent's marital and/or couple relationships. Remember to ask all questions in a sensitive manner.

In order to facilitate the administration of this section, the following message will be displayed at its beginning: *"From the HH roster [YL Respondent] was recorded as having the following marital status: [marital status]."*

SAY: We would like to ask you a few questions about your current relationship status.

[ET, IN only] Q.1: Had you ever been married or cohabiting?

This question is only enabled if the YL respondent's marital status is 'Other'.

- 00=No
- 01=Yes, married only
- 02=Yes, cohabiting only
- 03=Yes, married and cohabiting

[PE only] Q.2: Before being single, had you ever been married or cohabiting?

This question is only enabled if the YL respondent's marital status is 'Single'.

- 00=No
- 01=Yes, married only
- 02=Yes, cohabiting only
- 03=Yes, married and cohabiting

Q.3: Have you ever been married?

This question is only enabled if the YL respondent is currently cohabiting.

Q.4: How old were you when you FIRST started cohabiting with a partner?

This question is only enabled if the YL respondent is/has ever been cohabiting but never married.
Enter in completed years.

The following questions (Q.5-6) are for YL respondents who are/have ever been married:

Q.5: How old were you when you were FIRST married or started cohabiting with a partner?

Enter in completed years.

Q.6: In which month and year were you married? If you have been married more than once, please think of the MOST RECENT time.

[ET: Use the Ethiopian calendar.]

[ET, PE only] Q.7: In which month and year did you start cohabiting? If you have been cohabiting more than once, please think of the MOST RECENT time.

This question is only enabled *if the YL respondent is/has ever been cohabiting but never married.*

[ET: Use the Ethiopian calendar.]

About the Marriage (for Those Who Got Married Post Round 5)

The following questions are for YL respondents who are married/have ever been married and whose most recent marriage happened after Round 5 (i.e., in or after 2016):

FIELDWORKER: Ask the following questions about the YL respondent's current (if they are currently married) or most recent marriage, and only if it happened after Round 5.

Q.8: Had you known your spouse before you married him/her?

This question asks about whether the YL respondent has ever – physically and/or virtually – met and interacted with his/her spouse before getting married to him/her (solely knowing who his/her spouse were but never having interacted with him/her would not qualify here).

- 00=No, on wedding day only
- 01=Yes, after we were engaged
- 02=Yes, before we were engaged
- 79=Refused to answer

Q.9: How long had you known your spouse before you married him/her?

- This question is only enabled *if the YL respondent stated in Q.8 that he/she knew their spouse before he/she married him/her.* Enter the number of years between the couple's first meeting and their date of marriage. If the YL respondent knew their spouse for less than one year, enter '0'. If the respondent does not know, or refused to answer, please enter "-77=NK" and "-79=Refused to answer", respectively.

The following questions (Q.10-14) are for YL respondents in India and Ethiopia only:

[ET, IN only] **Q.10: Who chose your spouse?**

Ask the YL respondent who was the person who had the most important decision in him/her marrying his/her spouse. Do not prompt the answers; wait for a full answer and code accordingly. Please note that the answer options include the YL respondent him/herself, the YL respondent together with other people, and other people without the YL respondent.

- 01 = Respondent himself/herself
- 02 = Respondent together with parents
- 03 = Respondent together with other relatives
- 04 = Parents and/or other relatives
- 05 = Other, specify
- 06 = Other non-relatives alone
- 07 = Other non-relatives and respondent together
- 77=NK
- 79=Refused to answer

[ET, IN only] Q.11: Did you have any say in choosing him/her?

This question is only enabled *if the YL respondent stated in Q.10 that other people chose his/her spouse for him/her*. Ask this question to further probe whether he/she really had no say at all in choosing his/her spouse. If the respondent refused to answer, please enter “79=RTA”.

[ET, IN only] Q.12: Do/did you have a marriage certificate?

This question seeks to probe if the marriage is official by law or religion; whichever is the relevant authority. If the respondent does not know, or refused to answer, please enter “77=NK” and “79=Refused to answer”, respectively.

[IN only] Q.13: Are you related to your spouse by blood?

This question is very sensitive. Be careful and take the religious and cultural background of the YL respondent into account, as the blood relationship between him/her and the spouse may vary depending on which side of the family the spouse belongs to.

- Muslims: A couple is usually considered blood-related if the spouse is the child of the YL respondent's father's brothers (uncles from father's side) or mother's sisters (aunts from mother's side).
- Hindus: None of the cousin brothers/sisters (first-degree cousins) are considered blood-related. If the spouse is the child of any of the YL respondent's uncles or aunts, the couple is NOT considered blood-related.

[ET only] Q.14: What type of marriage is (was) yours?

- 01=Abduction
- 02=Church marriage (tekilil)
- 03=Samania marriage (nika)
- 04=Yechign Gered
- 05=Demoz
- 06=Other, specify_____
- 07=Traditional marriage (through local elders)
- 77=NK
- 79=Refused to answer
- 88=N/A

Characteristics of the Spouse/Partner and Their Family

The following questions (Q.15-Q.26) are for YL respondents who *are currently married/cohabiting in Ethiopia and Peru, or currently married in India*, whose most recent marriage/cohabitation happened after Round 5 (i.e., in or after 2016):

SAY: Now I am going to ask you some questions about your current spouse [ET, PE] or the partner you live with.

Q.15: At the time of your marriage [ET, PE], or when you started cohabiting, if you compared the economic status of your natal family with your [IN] spouse's [ET, PE] spouse/partner's family, would you say your natal family is/was...

This question seeks to capture if there is any economic mobility related to the marriage/cohabitation by asking the YL respondent how they perceived his/her own household's economic conditions compared to the spouse/partner's. Read the answer options.

- 01 = Same
- 02 = Better off

- 03 = Worse off
- 77=NK
- 79=Refused to answer

Q.16: What is (was) the highest grade completed by your [IN] spouse's [ET, PE] spouse/partner's mother?

Enter the code from [CODEBOX #14](#). Please note that this ALWAYS refers to the highest grade attained, and not the one in which the person stopped studying or the current one, if the person is currently studying.

Q.17: What is (was) the highest grade completed by your [IN] spouse's [ET, PE] spouse/partner's father?

Enter the code from [CODEBOX #14](#). Please note that this ALWAYS refers to the highest grade attained, and not the one in which the person stopped studying or the current one, if the person is currently studying.

[ET only] Q.18: What is (was) the mother tongue of your spouse/partner?

Enter the code from [CODEBOX #22](#).

[IN only] Q.19: Which of the following origins does your spouse belong to?

- 21=SC
- 22=ST
- 23=BC
- 24=OC
- 77=NK
- 88=NA
- 79=RTA

[PE only] Q.21: What is (was) the first language of your spouse/partner's mother?

- 31=Spanish
- 32=Quechua
- 33=Aymara
- 34=Native from jungle, specify
- 35=Spanish and Quechua
- 10=Other, specify

SAY: Now I would like to ask you about your [IN] spouse [ET, PE] spouse/partner.

The following questions (Q.22-Q.24) are for YL whose spouse/partner does not currently live in the household according to the household roster:

Q.22: According to the household roster, your [IN] spouse [ET,PE] spouse/partner does not currently live in this household. Does your spouse/partner live elsewhere temporarily or permanently?

- 02=No, lives elsewhere temporarily
- 04=No, lives elsewhere permanently

Q.23: Full Name

Q.24: What is your [IN] spouse's [ET, PE] spouse/partner's age in completed years?

Please enter '-77' if the YL respondent does not know the answer, and '-79' if the YL respondent refuses to answer.

Q.25: What was the highest grade your [IN] spouse [ET, PE] spouse/partner has completed?

Enter the code from [CODEBOX #14](#). Please note that this ALWAYS refers to the highest grade attained, and not the one in which the person stopped studying or the current one, if the person is currently studying.

Q.26: In terms of time spent in the last 12 months, what is the most important paid or unpaid work activity of your [IN] spouse [ET, PE] spouse/partner?

Enter the code from [CODEBOX #19](#). This question asks about the most important work activity of the YL respondent's spouse/partner. This main work activity can be paid or unpaid, and is considered the most important according to time spent in the activity in the last 12 months, not income earned from it. For example, if the spouse has two jobs; 8 months in agricultural work and 2 months in paid employment for another business, then the main activity is in agricultural work, even if it earns less than the paid employment.

SUB-SECTION 11.2. FERTILITY

PURPOSE

This section aims to collect information about the fertility history of the YL respondent or his spouse/partner. To begin with, we want to know how many children each respondent has had and/or if they have ever fostered/become stepparent to any children. Then, for each of the respondent's children, we want to gather information about their date of birth, gender, if they are still alive, their weight/length at birth and the timing of their birth. It will be asked to both YC and OC.

INSTRUCTIONS

FIELDWORKER: This section is administered to both female and male YL respondents. Males are allowed (even encouraged) to consult the questions with their spouses/partners. You should phrase the questions according to whether they are being asked to the YL respondent or the spouse/partner of the YL respondent.

As the questions asked to females and males are exactly the same in some instances, in this manual we only include in full the questions phrased for females to avoid repetition.

Sub-Section 11.2A – Fertility (Female)

SAY: Now, I would like to ask you about any children you have.

Q.0.1: Are you currently pregnant?

Q.0.2: How many months pregnant are you?

This question is only enabled if the YL respondent stated in Q.0.1 that she is currently pregnant.

Q.0.3: Are you currently breastfeeding?

Q.0.4: Date of birth of breastfed child.

This question is only enabled if the YL respondent stated in Q.0.3 that she is currently breastfeeding.

Q.1.1: Have you ever been pregnant or had a child (before)?

This question is only enabled if the YL respondent didn't report having any children in the household roster, either in this round or past rounds. This question is automatically pre-filled as "01=Yes" if the respondent stated that she is currently pregnant (Q.0.1) and/or currently breastfeeding (Q.0.3). If the answer to this question is "00=No", CAPI automatically skips to the next section. If the answer to this question is "01=Yes", CAPI automatically skips to part C of this section [ET: after completing Q.1.2-Q.2.6].

The following questions (Q.1.3-Q.2.6) are for YL respondents in Ethiopia only:

[ET only] Q.1.2: When did your last pregnancy start? ☐

This question is only enabled if the YL respondent is currently pregnant or has ever been pregnant/had a child (before). **Please note, if the woman is currently pregnant, this question refers to her current pregnancy.**

[ET only] Q.1.3: Did you give birth to the child from your last pregnancy?

This question is only enabled if the YL respondent is not currently pregnant but has been pregnant/had a child before. The question asks about both children born alive and stillborn children.

[ET only] Q.2.1: Were you unable to access as much antenatal care as you wanted during your current/last pregnancy? This could be either wanting to receive more antenatal visits or different types of antenatal care.

This question is only enabled if the YL respondent is currently pregnant or has ever been pregnant/had a child before. **Please note, if the woman is currently pregnant, this question refers to her current pregnancy.**

[ET only] Q.2.2: Why were you unable to access as much antenatal care as you wanted?

This question is only enabled if the YL respondent stated in Q.2.1 that she was unable to access as much antenatal care as she wanted. **Please note, if the woman is currently pregnant, this question refers to her current pregnancy.**

Do not read the answer options. Mark all that apply.

- 00=Too expensive
- 01=Unsafe or too difficult to travel to antenatal care provider
- 02=Antenatal care provider closed (no healthcare professional or no building)
- 03=Spouse/other family member was against it
- 04=Displaced, no antenatal care available
- 05=Other reason related to the conflict, please specify
- 06=Other reason, not related to the conflict, please specify

[ET only] Q.2.3: Was your last child born outside of a healthcare facility? This could be your home, a family member's home, another person's home, or in non-permanent homes such as in IDP camp accommodation.

This question is only enabled if the YL respondent is not currently pregnant but has been pregnant/had a child before and has given birth to the child from their last pregnancy.

[ET only] Q.2.4: Why were you not giving birth at a healthcare facility?

This question is only enabled if the YL respondent stated in Q.2.3 that her last child was born outside of a healthcare facility.

Do not read the answer options. Mark all that apply.

- 00=Too expensive
- 01=Unsafe or too difficult to travel to healthcare facility
- 02=Healthcare facility not operating
- 03=Healthcare facility destroyed
- 04=Spouse/other family member was against it
- 05=Displaced, no healthcare facility available
- 06=I wanted to give birth at home
- 07= Other reason related to the conflict, please specify
- 08=Other reason, not related to the conflict, please specify

[ET only] Q.2.5: After your last child was born, were you unable to access as much maternal and child care as you wanted? This could be either wanting to receive more maternal and child care visits or different types of maternal and child care.

This question is only enabled if the YL respondent is not currently pregnant but has been pregnant/had a child before and has given birth to the child from their last pregnancy.

[ET only] Q.2.6: Why were you unable to access as much maternal and child care as you wanted?

This question is only enabled if the YL respondent stated in Q.2.5 that they were unable to access as much antenatal and childcare as they wanted.

Do not read the answer options. Mark all that apply.

- 00=Too expensive
- 01=Unsafe or too difficult to travel to maternal care provider
- 02=Maternal care provider closed (no healthcare professional or no building)
- 03=Spouse/other family member was against it
- 04=Displaced, no maternal care available
- 05=Other reason, related to the conflict, please specify
- 06=Other reason, not related to the conflict, please specify

A. New children from HH Roster

The following questions are for YL respondents who reported biological children in the new household roster (Section 1, Q.10-Q.15):

SAY: We previously spoke about the members of your household and you mentioned that you've got new children living with you since we last saw you. I will now ask you a few questions about them.

FIELDWORKER: In this part of the section, the names of any NEW biological will be pre-filled. For each child, the following questions (Q.3-Q.10) should be administered row by row. Information about any other children not recorded as part of Q.3-Q.10 will be collected in parts B and C of this section.

Q.3: Enter name of the child.

This question will be pre-filled with names of NEW children from current HH members.

The following is an example from Peru of how the roster should look like in the CAPI program.

Collect > PE_OC_YP_HH_R7

Round 7 young people questionnaire > Section 11.2: Fertility > New children from the new Household Roster > Child1 (1)

Child name: Child1

<-	show_eligible	NEWCHLDDOBR7	NEWCHLDWGHTR7	NEWCHLDWGHTDOCR7	NEWCHLDLNG
Child1 (1)					

Q.4: When was [CHILD] born?

Enter day, month, and year.

Q.5: Weight of [CHILD] at birth

Enter weight in grams. Cross check with documentation if available. Children's birth weight is often subject to measurement error, since the exact data is not remembered by the parents. However, there are medical documents that certify both weight and length at birth. If not known, enter '-9999'.

Q.6: Was the birth weight from documentation?

This question is only enabled if Q.5>0. The aim of the question is to check if there are any official records of the child's weight that were used to confirm the latter. This helps to minimize the measurement error of the previous question.

The following questions (Q.7-8) are only asked in Ethiopia and Peru:

[ET, PE only] Q.7: Length of [CHILD] at birth

Enter length in centimetres. Cross check with documentation if available. Children's birth length is often subject to measurement error, since the exact data is not remembered by the parents. However, there are medical documents that certify both weight and length at birth. If not known, enter '-9999'.

[ET, PE only] Q.8: Was the birth length from documentation?

This question is only enabled if Q.7>0. The aim of the question is to check if there are any official records of the child's length that were used to confirm the latter. This helps to minimize the measurement error of the previous question.

Q.9: Was [CHILD] born before you expected?

This question wants to find out if delivery was earlier than anticipated when the YL respondent was pregnant with the child. If the birth was earlier than 40 weeks, enter 'Yes=01', if the birth was on or after 40 weeks, enter 'No=00'.

Q.10: By how many weeks was the birth early?

This question is only enabled *if the YL respondent stated in Q.9 that her child was born before she expected.* Record the number of weeks the child was prematurely delivered. If not known, enter '-99'.

B. Children from which we have collected information in past Rounds/Calls

The following questions are only asked if the YL respondent has any other children that have been previously recorded:

SAY: Ok. Thanks. Now, when we talked to you before, we asked you to let us know if you had any children and if they were living with you.

FIELDWORKER: In this part of the section, the names of any biological children from the PAST Round/Calls will be pre-filled. CAPI will automatically make a note of the names of the children who are in the HH Roster, and display a flag in case any has been reported as having died. Again, for each child, the following questions (Q.11-Q.23) should be administered row by row.

Q.11: Enter name of the child.

This question will be pre-filled with names of PAST children from current HH members.

Q.12: FIELDWORKER: Has the child [CHILD] been reported in the HH roster?

- 00= No
- 01= Yes, he/she is fine, healthy, alive
- 02= Yes, but the child has passed away
- 77= NK

Q.13: How is [CHILD] doing?

This question is only enabled if the child in question has not been reported in the household roster (as per Q.12). This question aims to find out if the child is still alive. Remember to ask this question in a sensitive manner.

- 00= [CHILD] passed away
- 01= [CHILD] is fine, healthy, alive

Q.14: In which year did he/she die?

This question will only be enabled if the YL respondent stated in Q.13 that the child passed away. Remember to ask this question in a sensitive manner.

The following questions are only asked if the child is still alive:

Q.15: When was [CHILD] born?

Enter day, month, and year.

Q.16: Weight of [CHILD] at birth

Enter weight in grams. Cross check with documentation if available. Children's birth weight is often subject to measurement error, since the exact data is not remembered by the parents. However, there are medical documents that certify both weight and length at birth. If not known, enter '-9999'.

Q.17: Was the birth weight from documentation?

This question is only enabled if Q.16>0. The aim of the question is to check if there are any official records of the child's weight that were used to confirm the latter. This helps to minimize the measurement error of the previous question.

The following questions (Q.18-19) are only asked in Ethiopia and Peru:

[ET, PE only] Q.18: Length of [CHILD] at birth

Enter length in centimetres. Cross check with documentation if available. Children's birth length is often subject to measurement error, since the exact data is not remembered by the parents. However, there are medical documents that certify both weight and length at birth. If not known, enter '-9999'.

[ET, PE only] Q.19: Was the birth length from documentation?

This question is only enabled if Q.18>0. The aim of the question is to check if there are any official records of the child's length that were used to confirm the latter. This helps to minimize the measurement error of the previous question.

Q.20: Was [CHILD] born before you expected?

This question wants to find out if delivery was earlier than anticipated when the YL respondent was pregnant with the child. If the birth was earlier than 40 weeks, enter 'Yes=01', if the birth was on or after 40 weeks, enter 'No=00'.

Q.21: By how many weeks was the birth early?

This question is only enabled if the YL respondent stated in Q.20 that her child was born before she expected. Record the number of weeks the child was prematurely delivered. If not known, enter '-99'.

Q.22: Age in years

Enter '0' if the child is less than 1 year old. If not known, enter '-99'.

Q.23: Age in completed months

This question is only enabled if the YL respondent stated in Q.22 that her child's age was less than 1 year. Please enter a valid number between 1-11.

C. Any other children (not reported in the past nor as new children in the HH roster)

Q.24: SAY: Do you have any other biological children, that are not currently living with you and that we haven't spoken about before? This includes any children that have passed away. This does not include fostered children or step-children.

Q.25: How many other biological children do you have that we have not already spoken about?

This question is only displayed if the YL respondent has stated in Q.24 that she has additional biological children that have not been reported in parts A and B of this section.

Q.26: Enter name of the child.

The roster should be administered row by row. Add the name of the child to the table and ask questions Q.27-Q.38. Then, continue with the next child (if any).

The following is an example from Peru of how the roster should look like in the CAPI program.

C Collect > PE_OC_YP_HH_R7

Round 7 young people questionnaire > Section 11.2: Fertility > ... (1)

Enter name of the child.

<-	NAMEOTHCHILDR7	OTHCHLDGNDRNEW7	OTHCHLDALIVER7	OTHCHLDDIEDYRR7	OTHCHLDD
... (1)					

Q.27: Is [CHILD] a boy or a girl?

- 01=Male
- 02=Female

Q.28-Q.38 are identical to Q.13-Q.23 in this module.

Sub-Section 11.2B – Fertility (Male)

SAY: Now, I would like to ask you about any children you have.

Q.1: Do you, or have you ever had any children?

This question is only enabled *if the YL respondent didn't report having any children in the household roster, either in this round or past rounds*. If the answer to this question is "00=No", CAPI automatically skips to the next section. If the answer to this question is "01=Yes", CAPI automatically skips to part C of this section.

Q.2-Q.37 are identical to Q.3-Q.38 in the female version of this module (see Sub-Section 11.2A – Fertility (Female)).

SECTION 12. PUBLIC PROGRAMS (ET)

PURPOSE

This section collects information on some of the key public programs that the household may be accessing. It will be asked to both the YC and OC.

SUB-SECTION 12.1. ACCESS TO HEALTH EXTENSION PROGRAM

Q.1: Is any household member a beneficiary/member of the Health Extension Programme (HEP)?

If the answer is NO or NK or RTA, skip to Q.3.

Q.2: Has this programme met your expectations?

This question is about the respondent's perception. Please do not question the respondent's answer.

SUB-SECTION 12.2. PRODUCTIVE SAFETY NET PROGRAM (PSNP)

Q.3: Were you or any member of household registered as a beneficiary of the PSNP – Public Works program in the past 12 (13 Ethiopian) months?

If the answer is NO or NK or RTA, skip to Q.5.

Q.4: Were you or any household member registered with the rural PSNP or the urban PSNP in the past year?

If the respondent or another HHM is registered with both the rural and the urban PSNP, select both.

Q.5: Were you or any household member registered as beneficiary of Direct Support (transfers of cash, food, or other goods without requiring individuals to work) in the past 12 (13 Ethiopian) months?

Q.6: Have you graduated from public works program component of PSNP?

This refers to a graduation that took place since 2008 (E.C) (2016 equivalent G.C.) If answer to Q6 is No, skip to Q.9 if Q.3 is YES OR Skip to Q.10 if Q.3 is NO. Skip to Q10 if answer is NA.

Q.7: If so, when did you graduate? (Month and Year).

Please use Ethiopian calendar.

Q.8: What was the most important immediate effect of graduation?

- 01 = Lost income
- 02= higher food Insecurity
- 03 = Unemployment
- 04 = Forced to sell assets
- 05 = No consequence
- 06 = Other, specify
- 77=NK
- 88=N/A

DO NOT read the options out loud. If the respondent experienced multiple effects upon graduation, ask for the most significant one.

Q.9: If you have not graduated from PSNP so far, do you know when you will graduate from the PSNP public works program?

If the answer is YES, please write the month and year. Please use Ethiopian calendar.

SUB-SECTION 12.3. OTHER PROGRAMS

Q.10: Were you or any member of household registered as beneficiary of Emergency Aid Programme since 2008 (EC) (2016 equivalent (GC)?

Q.11: Have you or any member of your household received support in relation to effects of conflict/war?

Emergency shelter
Emergency food aid
Emergency feeding program
Emergency cash payment
Compensation for destroyed assets
Compensation for deceased household member
Medical assistance due to injury
Psychosocial support
Cash, food, clothes and shelter
Other (specify)

Select all the different types of support from the drop-down list that have been received by the respondent. Any other kind of support not in the drop-down list must be specified in the text box that appears after selecting “other”.

SECTION 12. PUBLIC PROGRAMS (IN)

PURPOSE

This section aims to collect information about a series of public programmes that the YL respondent's household may have benefited or may be benefiting from. It covers the following programmes/schemes:

- Public Distribution System (PDS)
- National Rural Employment Guarantee Scheme (NREGS)
- Rajiv Arogyasri (RA) Health Insurance
- Arogya Lakshmi/Amruth Hastham (AP)
- IKP-Credit Provision

It will be asked to both the YC and OC.

INSTRUCTIONS

SAY: Now I am going to ask you some questions about support or assistance you may have received from any programs provided by NGOs or GOs since [if YL Respondent was present in ROUND 5: Round 5 INTERVIEW DATE; otherwise: MEAN DATE OF ROUND 5 DATA COLLECTION IN INDIA].

Public Distribution System (PDS)

Q.1: Are you accessing PDS?

Q.2: Which type of card do you hold?

This question is only enabled *if the YL respondent stated in Q.1 that he/she is accessing PDS.*

- 01=APL card
- 02=BPL card
- 03=ANTYODAYA card
- 04=ANNAPURNA card

National Rural Employment Guarantee Scheme (NREGS)

Q.3: Does your household have a job card under the NREGS?

The following questions (Q.4-Q.5) are for YL respondents whose households have a job card under NREGS:

Q.4: What is your household's job card number?

See the job card and enter the card number in the space provided. If the respondent does not have the card or does not know the number, please enter '-7777'.

Q.5: Over the last 12 months, have you or anyone in your household worked for the NREGS?

Refer to everyone in the household and ask whether anyone has worked for the NREGS in the last 12 months.

The following questions (Q.6-Q.11) are for YL respondents who have at least one household member that worked for the NREGS in the last 12 months:

Q.6: Has your household received unemployment allowance under NREGS since [MONTH AND YEAR OF R5 INTERVIEW]?

- 00=No, I did not need it
- 01=No, tried but not accessed
- 02=No, I needed it, but I did not try to access it
- 03=Yes
- 77=NK
- 79=Refused to answer

SAY: Now I am going to ask you about each household member registered with the NREG scheme. Please refer to the P.O passbook and the job card.

FIELDWORKER: Ask for two separate periods: the last 'Lean season' (Mar 2023 to Jun 2023) and the 2022/23 'Rabi and Kharif harvests' (Jul 2022-Feb 2023).

Q.7: Who in your household is registered with the NREG scheme?

Select the household members who are registered with the NREGS from the household roster.

Last 'Lean season' (Mar 2023 to June 2023)
Q.8: How many days employment was provided for [HHM]? Please enter '-77' if the YL respondent does not know the answer.
Q.9: How much did [HHM] receive for this work? Enter the amount in Rupees. Please enter '-77' if the YL respondent does not know the answer, '-79' if the YL respondent refuses to answer, and '-88' if the question is not applicable.

2022/2023 'Rabi and Kharif harvests' (July 2022-Feb 2023)
Q.10: How many days employment was provided for [HHM]? Please enter '-77' if the YL respondent does not know the answer.
Q.11: How much did [HHM] receive for this work? Enter the amount in Rupees. Please enter '-77' if the YL respondent does not know the answer, '-79' if the YL respondent refuses to answer, and '-88' if the question is not applicable.

The following questions (Q.12-Q.13) are for FEMALE YL respondents who have at least one household member that worked for the NREGS in the last 12 months:

Q.12: Has [YL Respondent] not participated in NREGS because of lack of childcare facility?

Q.13: Was [YL Respondent] refused employment under NREGS because of being a single woman?

Rajiv Arogyasri (RA) Health Insurance

Q.14: Do you have Rajiv Arogyasri Card?

The following questions (Q.15-Q.16) are for YL respondents who have a Rajiv Arogyasri Card:

Q.15: What is the card number?

Enter the 14-digit card number in the space provided. If the respondent does not have the card or does not know the number, please enter '-7777'.

Q.16: Have you accessed this scheme for your own health-related issues since [MONTH AND YEAR OF R5 INTERVIEW]?

- 00=No, I did not need it

- 01=No, tried but not accessed
- 02=Yes

Arogya Lakshmi/Amruth Hastham (AP)

Q.17: Has anyone in your household accessed the Arogya Lakshmi/Amruth Hastham program?

The following questions (Q.18-Q.20) are for YL respondents whose household has accessed the Arogya Lakshmi/Amruth Hastham program:

Q.18: When did your household access this program? (after 2016)

Enter the corresponding year. If not known, enter '-7777'.

Q.19: Did you receive any benefits in cash or in kind?

Q.20: How much did you receive in cash or in kind?

This question is only enabled *if the YL respondent stated in Q.19 that they received benefits in cash or in kind*. Approximate the value in Rupees. If not known, enter '-7777'.

IKP – Credit Provision (Streenidhi)

Q.21: Did anyone in the household benefit from IKP-Credit Provision since [MONTH AND YEAR OF R5 INTERVIEW]?

- 00=No,did not need it
- 01=No, tried but not accessed
- 02=Yes

Q.22: Who is the main person in the household who benefited from this programme?

This question is only enabled *if the YL respondent stated in Q.21 that someone in the household benefited from IKP-Credit Provision (Streenidhi)*. The names of the household members will be displayed on the screen, and you will have to choose who benefited from the programme. Note that you can also select '80=Whole household', if more than person in the household benefitted from the programme, or '90= Not in the household anymore' if the relevant person left the household at some point in the past.

SECTION 12. PUBLIC PROGRAMMES (PE)

PURPOSE

The aim of this section is to know if the YL respondent or their households have been receiving some social benefits. It will be asked to both the YC and OC.

DEFINITIONS

- **Seguro Integral de Salud (SIS):** This is a programme from the Ministry of Health in Peru that aims to protect the health of Peruvians who do not have health insurance, prioritizing vulnerable populations in situations of poverty and extreme poverty. Under this system, the insured person does NOT PAY ANYTHING to receive this benefit, except for the registration cost (in most cases).
- **SIS parcial:** This is a variant of the SIS for urban areas. Unlike the SIS, the insured person must pay a monthly fee under the partial SIS.
- **Programa de Beca 18:** This is a program of the Peruvian Government that seeks to provide access to and completion of technical and/or professional education for high-achieving YL respondent with low economic resources. One modality of this program is voluntary. Young men and women who have completed the voluntary military service (SMV), have finished high school, and meet the following requirements can apply to this program:
 - Have completed high school in a public educational institution.
 - Be in a situation of poverty or extreme poverty.
 - Be between 18 and 25 years old.
 - Have accreditation of good conduct in the SMV.
 - Have a certificate of police and/or judicial records.
 - Be unmarried and without children.
 - Commitment to pursue a technical career of 3 years or a 5-year degree.
- **Programa Pro Joven / Jóvenes a la Obra:** *This is the Programa Nacional de Empleo Juvenil in Peru, the result of an initiative of the current government to provide work for young people aged 15 to 29, especially those who are unemployed, in situations of poverty, and/or excluded. This programme not only aims to train them but also to insert them into the job market and generate entrepreneurship for the development of a dignified and independent job.*

INSTRUCTIONS

This section provides with a country-specific list of social programmes and different questions to identify if: a) the respondent has knowledge of the programme; b) the moment since the respondent has been receiving the benefits.

SAY: Now I am going to ask you some questions about support or assistance you may have received from any programs provided by NGOs or GOs since [if YL Respondent was present in ROUND 5: Round 5 INTERVIEW DATE; otherwise: MEAN DATE OF ROUND 5 DATA COLLECTION IN THE PERU].

Q.1: Are you registered in SIS (Comprehensive health insurance system)?

This question aims to find out if the young person belongs to the SIS. Remember that under this system, the insured does not pay anything to receive this benefit, except for the registration fee (in most cases).

- 00=No ► Skip to Q.3
- 01=Yes
- 77=NK ► Skip to Q.3

Q.2: Do you have to make monthly payments?

This question seeks to find out if the young person has to make monthly payments for the SIS (Comprehensive health insurance system).

- 00=No ► Skip to Q.4
- 01=Yes
- 77=NK ► Skip to Q.4

The following questions aim to find out if the Youth has any of these other types of insurance:

Q.3-Q.10: Do you have health insurance from any of the following sources?

- **Q.3 = ESSALUD (before IPSS):** Its purpose is to provide coverage to insured individuals and their dependents, through the granting of prevention, promotion, recovery, rehabilitation, economic, and social benefits that correspond to the contributory regime of Social Security in Health, as well as other human risk insurances. If you have this insurance, mark "Yes=01".
- **Q.4 = Private Health Insurance:** Such as Pacífico Seguros, RÍMAC Seguros, etc. If you have this insurance, mark "Yes=01".
- **Q.5 = Entidad Prestadora de Salud (EPS):** Entidades Prestadoras de Salud (EPS) are public or private companies and institutions, other than EsSalud, whose sole purpose is to provide health care services, with their own and/or third-party infrastructure, subject to controls by the Superintendencia de Entidades Prestadoras de Salud (SEPS). If you have this insurance, mark "Yes=01".
- **Q.6 = Seguro de Sanidad de la Policía:** Exclusive to the police force. If you have this insurance, mark "Yes=01".
- **Q.7 = Seguro de Sanidad del Ejército:** Exclusive to the army. If you have this insurance, mark "Yes=01".
- **Q.8 = Private School Insurance:** The Private School Insurance aims to protect students who suffer an injury or accident as a result of or in connection with their student activities or in the performance of their professional or educational practice. If you have this insurance, mark "Yes=01".
- **Q.9 = University Insurance:** Granted by the university itself. If you have this insurance, mark "Yes=01".
- **Q.10 = Other, specify:** If you have another type of insurance, mark "Yes=01" and write the name of the insurance type that needs to be reported.

The following questions refer to Public Programs:

SAY: Now I am going to ask you about public programmes you might be familiar with.

Q.11: Have you heard about 'Beca 18' Programme? 'Beca 18' programme includes several scholarships from PRONABEC, such as 'Beca 18 Ordinaria', 'Beca VRAEM', 'Beca FF.AA.'

This question aims to find out if the YL respondent has heard about the Beca 18 Programme.

- 00=No
- 01=Yes

- 77=NK

Q.12: Have you applied to Beca 18 Programme?

This question will only be enabled if the YL respondent answered "01=Yes" to the previous question.

- 01=Yes
- 00=No
- 77=NK
- 88=NA

Q.13: Are you a beneficiary of Beca 18 Programme?

This question will only be enabled if the YL respondent answered "01=Yes" to the previous question.

- 00=No
- 01=Yes
- 77=NK
- 88=NA

Q.14: Are you still holding the grant?

This question will only be enabled if the YL respondent answered "01=Yes" to the previous question.

- 00=No
- 01=Yes
- 77=NK
- 88=NA

Q.15: Have you heard about the Jóvenes Productivos programme?

- 01=Yes
- 00=No
- 77=NK

Q.16: Have you applied to Jóvenes Productivos programme?

This question aims to find out whether the YL respondent has ever applied to the programme. In case he/she has applied before, there could be three possibilities: that he/she are currently receiving training, that he/she has completed his/her training, or that his /her application was rejected.

- 00 = No
- 01 = Yes, I'm receiving training
- 02 = Yes, and I was rejected
- 03 = Yes, I received training but not anymore
- 77 = NK
- 79 = RTA
- 88 = NA

Q.17: In which year did you enter this programme?

This question will only be enabled if the YL respondent received or is currently receiving training offered by the Jóvenes Productivos programme. Enter the year.

Q.18: For how long did/will you receive training from this programme?

This question will only be enabled if the YL respondent received or is currently receiving training offered by the Jóvenes Productivos programme. Enter the number of months.

Q.19: Have you or anyone in your household heard about JUNTOS Program?

- 01=Yes
- 00=No
- 77=NK

The following questions are only enabled if the YL respondent or anyone in his/her household has heard about the JUNTOS Program:

Q.20: Have you applied to JUNTOS Program?

- 00 = No ► Skip to Q.26
- 01 = Yes, I am a beneficiary
- 02 = Yes, I was rejected ► Skip to Q.26
- 03 = Yes, I was a beneficiary but NOT ANYMORE
- 77 = NK ► Skip to Q.26
- 88 = NA ► Skip to Q.26

Q.21 – Q.22: When did your access this program? (Month and Year)

For the month, use number 1-12.

- 77=NK
- 88=NA

Q.23-Q.24 If you were in the program in the past but not currently, When did stopped being in the Program? (Month and Year)

For the month, use numbers 1-12.

- 77=NK
- 88=NA

Q.25 How long did it take you to go from your house to JUNTOS's center to receive the money the program provides? (In Minutes)

- -77=NK
- -88=NA

Q.26: Is anyone else from your Household currently receiving transferances from JUNTOS Program?

- 01=Yes
- 00=No
- 77=NK

Q.27: Apart from you., How many Household members receive transferances from JUNTOS Program? (Indicate the number of household members)

This question is only enabled if, apart from the YL respondent, other household members receive transfers from the JUNTOS Program. Only consider household members that are registered in the Household Roster.

- -77=NS
- -88=NA

SECTION 13. READING COMPREHENSION

PURPOSE

This section establishes the procedures that fieldworkers must follow for the implementation of the reading activity, in order to ensure its standardized administration. The reading activity's objective is to evaluate functional literacy (that is, literacy that helps the individual function in their environment) in the language that is commonly used for written communication in areas such as administration, signs, etc. where the YL respondent lives. Note that this language may not be the mother tongue (which could be a primarily spoken language) and may not be the language of instruction in school (which could be English, for example). This section will be administered only to the YC only provided they gave consent for it.

DEFINITION

The reading activity measures the ability to read and understand stimuli of different levels of difficulty (for example, single words, sentences, and passages of varying complexity).

INSTRUCTIONS

The following are some general guidelines that the fieldworker should take into account during the administration of the reading comprehension instrument to establish the necessary conditions for the evaluation.

The reading comprehension test will be administered in [ET: the respondent's preferred language (i.e., Amharic, Tigrigna or Afaan Oromo; IN: Telugu; PE: Spanish)]. [ET] CAPI will enable the following text to remind you of the respondent's preferred language at the beginning of the reading comprehension section:

ENUMERATOR: As the respondent will be required to read from the tablet in this section, please ensure the language is set to their preferred language: [CAPI: pre-fill with preferred language from Section 0.3 LANGUAGE OF ADMINISTRATION, Q.1]. Select the language by clicking on the three dots in the top right corner of the screen and then selecting choose language.

The YL respondent will need to complete the test using the tablet/laptop, provided they are familiar enough with it. **This is the same as per the [PE] SAQ [ET,IN] ACASI.** Those respondents that are not familiar enough with tablet/laptop will skip the reading and comprehension test.

GENERAL INSTRUCTIONS:

Place of administration

The evaluation will be done in the YL respondent's home. As far as possible, it should be administered in a quiet place (e.g. away from interference such as noise from the street, TV, radio, younger siblings, etc.), which has a chair (or equivalent on which the young person can sit), a table or flat surface for writing, without excessive wind and good lighting.

Serious visual impairments (Q.A)

There are conditions internal to the YL respondent that could affect his/her performance, such as his/her ability to see clearly. If the YL respondent has a severe visual impairment that does not allow him/her to clearly see the texts and questions of the test, the fieldworker must record this situation in the corresponding question (Q.A at the beginning of this section). Examples of severe visual impairment that could discontinue test administration are blindness, severe injuries that compromise the ability to see, cataracts, etc.

If the YL respondent has any visual impairment, the administration of the reading activity must be canceled. [PE]. **This is the same as per the [PE] SAQ [ET,IN] ACASI [ET,PE] and RACER, which will also be skipped.**

Serious cognitive disabilities (Q.B)

Another reason that may prevent the YL respondent from completing the reading activity is if he/she has a severe cognitive disability. If the YL respondent has a disability of this type, the interviewer must record this situation in the corresponding question (Q.B at the beginning of this section). In addition, it is likely that the fieldworker already has this information in the Contact Form.

If the YL respondent has a severe cognitive disability, the administration of the reading activity must be canceled. [PE]. This is the same as per the [PE] SAQ [ET,IN] ACASI [ET,PE] and RACER , which will also be skipped.

The visual impairment condition of the respondent and/or severe cognitive disability will be noted based on the fieldworker's observation and should not be asked.

[ET,IN] Illiteracy (Q.C)

If the YL respondent is illiterate, the fieldworker must record this in the corresponding question (Q.C at the beginning of this section) and the administration of the reading activity must be canceled.

Other reason for inability to complete reading comprehension test (Q.D)

There might be reasons other than visual impairments, cognitive disabilities or illiteracy, such as the YL respondent being completely illiterate or not being able to use the tablet at all, that could prevent the respondent from completing the reading activity. If this is the case, the fieldworker must record this in the corresponding question (Q.D at the beginning of this section) and the administration of the reading activity must be canceled.

Fieldworkers should indicate whether they consider that the administration conditions were adequate in the corresponding section of the questionnaire in CTO. This means that the respondent had the conditions that allowed them to respond according to their best performance. Inadequate conditions may be internal to the respondent (for example, looked sick, tired, sleepy, or unmotivated to work) or external (for example, there was no flat surface to work on, the lighting was dim, there were too many distractions).

Registration of administration duration.

The start and end time of the administration will be automatically recorded on the tablet.

It is preferable that no test be started before 7 a.m. or after 6 p.m. so that the young person is not too tired and can give their best performance.

ADMINISTRATION RULES

PRE-ADMINISTRATION, it is very important that the examiner:

- Has the manual available.
- Has the evaluation materials:
 - Tablet and stopwatch/clock.
- Ensures the necessary conditions for the evaluation. They must find a suitable place to conduct the test and have a table or flat surface and a chair.
- Resolves any doubts that the young person may have before proceeding with the reading activity.

Before the YL respondent begins the reading activity, ask him/her if he/she want to use the restroom services before starting the activity.

DURING THE ASSESSMENT, you should follow the guidelines below:

- Place materials on a desk or table.
- The fieldworker should read the instructions for filling out answers and make sure the YL respondent understands how to do this. It is important that he/she knows how to move forward and backward on the tablet, how to select an answer, how to change the answer in case they make a mistake, and how to move up and down when the text they see on the screen is incomplete.
- The YL respondent should register his/her answers on the **tablet**.
- During the application, the examiner must monitor the YL respondent to verify the proper recording of the answers.
- If the YL respondent gets frustrated during the assessment, the examiner should try to calm him/her down by saying, *"Don't worry if you don't know the answer to one question, why don't you try the next one"* or *"This is a difficult question, do your best, but don't feel bad if you don't know the answer"*.
- The fieldworker should for no reason absolve doubts regarding the content of the answers, read the questions to the YL respondent or induce him/her to an answer. The examiner should only motivate him/her to give their best effort.
- During the evaluation, no person other than the fieldworker and the YL respondent must remain in the space in which the YL respondent is evaluated.
- When the test is finished, ask the YL respondent to return the tablet to the fieldworker.

POST-ADMINISTRATION, it is very important that:

- If the YL respondent asks to continue answering the questions after the time has run out, because he/she is not finished yet, the fieldworker must tell him/her that this is **"not necessary"** and stop the application. If the fieldworker observes that the YL respondent is upset or anxious, tell him/her *"what you have done is enough and it is not necessary to complete all the questions."*

Administration Time

- The administration time for the reading comprehension exercises is **up to 12 minutes**.
- The fieldworker must have a watch that allows him to check the duration of the evaluation. 6 minutes before the end of the time allocated for the evaluation, he/she must notify the YL respondent saying: *"You have 6 minutes to finish the activity"*.
- It is not necessary for the fieldworker to enter the start or the end time somewhere, since the tablet will do this automatically.

INSTRUCTIONS FOR THE TABLET/LAPTOP

Read the instructions with the YL respondent, slowly and aloud. Make sure the YL respondent has understood the instructions. Answer any questions the respondent may have and, if necessary, repeat the instructions.

Let's start by reviewing the general instructions together:

- *The first is: Read each question carefully and answer the best you can.*
- *The second is: If you take too long on a question, go to the next one. When you finish you can go back to the ones you haven't answered.*
- *The third is: Select your answer by pressing the button of the alternative that gives the best answer to the question.*
- *The fourth is: In each question there is only one correct answer.*

- *The fifth is: You can move back to re-read the text by pressing the previous button.*
- *And the last one is: You have 12 minutes maximum to answer all the questions.*

Next, we will have a look at an example that you will have to read carefully and then answer some questions by marking the correct answer with your finger. Any questions so far?...Then, we continue.

EXAMPLE 1:

[NAME] is a girl who likes to play with dolls. On her birthday, her mom gave her a doll and she has not stopped playing with it since then.

Then, the following is asked: *Now select the correct answer to each question (REMEMBER: there is only one correct answer):*

When did [NAME] get her doll?

- *Let's first review all the options (a. On Christmas, b. Last week, c. On her birthday and d. Children's Day). Point out all options one by one.*
- *Now you will have to mark with your finger the correct answer. Let the YL respondent select the answer.*
- *So, these questions ask to mark the correct answer to the question, after reading the text.*

With this example you know how to select an answer, but there are still some additional instructions for using the tablet that you will need to know for this reading activity. Let's see what they are:

- *First: To select your answer, press the button at the left of each choice.*
- *Second: If you would like to change your answer, just press the button of your new answer and your choice will be updated*
- *Third: If you would like to move to the next question, press the right arrow to move forward.*
- *Fourth: To return to a previous question, or you would like to go back to the text screen, press the left arrow to move back.*
- *Fifth: You can skip to the next question without having to provide an answer to the previous question, and you can also go back to the text anytime you need to.*
- *Finally: You can move back to re-read the text by pressing the previous button.*

Now that you know how to use the tablet, scroll down using the arrow to see another example so you can practice selecting an answer on your own:

EXAMPLE 2:

[NAME] is a girl who likes to play outside her house. Every day after school, her mom gives her permission to play outside, which makes Ana very happy.

When does [NAME] get permission to play outside?

- a. In the morning*
- b. At lunchtime*
- c. At any time*
- d. After school*

Any questions so far?...Then, we continue.

Now that you know how to operate the tablet, go ahead using the arrow so you can see another example and practice how to select an answer on your own.

Let the YL respondent answer this second example alone, but always supervise that he/she is progressing correctly. Before the young person moves on to the next screen, say: ***Do you have any questions about how this section should be answered?*** If there are questions, answer them before the evaluation begins.

Note: If the YL respondent is struggling with the use of the tablet it may make sense for the respondent to skip the test altogether. In that case you might want to go back to Q.D at the beginning of this section and indicate his/her inability to use the tablet as a reason the participant is unable to complete the test and elaborate further in the comments section.

Before we begin, I'm going to tell you some final recommendations.

- ***Read the questions carefully and answer them after reviewing all the options, as we have done in the examples.***
- ***If you can't answer a question, leave it blank and move on to the next question.***
- ***When you finish answering all the questions you can review your answers if you still have time.***

I'm going to let you know 6 minutes before time runs out. Remember to mark all your answers on the tablet. Do you have any questions?...Then, let's move on to the next screen.

Once you press the arrow to move forward you can start with the questions. Fieldworker, be attentive to when the respondent really happens to read the first text, to take the time properly.

Six minutes before the time runs out, say, ***"You have 6 minutes to finish."***

If the YL respondent is done, say, "Are you sure?" If the young person says yes, take back the tablet. If the respondent decides to review the questions again, let him/her continue. When time is up, say, ***"Time is up. Please go all the way to the end of the questions and give me back the tablet."***

SECTION 14. EXECUTIVE FUNCTION (IN) – YC ONLY

OBJECTIVE

The objective of this section is to assess two executive functions of the YL respondent (working memory and inhibitory control). For this, we will use the Adult Executive Functioning Inventory (ADEXI), a standardized 14-item executive functioning rating scale measure. It will be asked to the YC only.

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

FIELDWORKER: Prompt the 'Executive Function Card' (see Figure 8). Read and explain each of the 5 alternatives: 'Definitely not true', 'Not true', 'Partially true', 'True', and 'Definitely true'.

Figure 8: Executive Function Card

Definitely not true	Not true	Partially true	True	Definitely true
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FIELDWORKER: For each statement, you must show the 'Executive Function Card' to the YL respondent, so that he/she can select the answer option that best represents his/her opinion (how much does he/she agree with it). Please ask the respondent to point to the relevant option on the card when answering rather than just to give you the answer orally. If the respondent does not know or refused to answer, you should select the answer options 'NK' and 'RTA', respectively.

Do not influence the YL respondent's final decision. If he/she does not understand the sentence you just read, you should not try to explain the "meaning" of the sentence: we do not want his/her opinion to be influenced. Instead, please re-read the sentence until the respondent gets the idea.

SAY: Here you have a card with 5 alternatives that range from Definitely not true to Definitely true. Now I will read some comments and statements and I want you to tell me how well that statement describes you as a person by pointing at the option on the card that best reflects your opinion. People that you know might feel differently about you – I want to know what you think about yourself. Try to respond as honestly as possible.

Q.1	
01	I have difficulty remembering lengthy instructions.
02	I sometimes have difficulty remembering what I am doing in the middle of an activity.
03	I have a tendency to do things without first thinking about what could happen.
04	I sometimes have difficulty stopping myself from doing something that I like even though someone tells me that it is not allowed.
05	When someone asks me to do several things, I sometimes remember only the first or last.
06	I sometimes have difficulty refraining from smiling or laughing in situations where it is inappropriate.
07	I have difficulty coming up with a different way of solving a problem when I get stuck.
08	When someone asks me to fetch something, I sometimes forget what I am supposed to fetch.

09	I have difficulty planning for an activity (e.g., remembering to bring everything necessary when going on a trip/to work/to school).
10	I sometimes have difficulty stopping an activity that I like (e.g., I watch TV or sit in front of the computer in the evening even though it is time to go to bed).
11	I sometimes have difficulty understanding verbal instructions unless I am also shown how to do something.
12	I have difficulties with tasks or activities that involve several steps.
13	I have difficulty thinking ahead or learning from experience.
14	People that I meet sometimes seem to think that I am more lively/wilder compared to other people my age.

SECTION 14. RACER (ET & PE) – YC ONLY

OBJECTIVE

The objective of this section is to assess two cognitive skills of the respondent (working memory and inhibitory control). For this, we will use RACER, a tool that will be applied through a different tablet from the one you use for the survey. It will be asked to the YC only.

This section will only be enabled if the respondent agreed to participate in this activity in the initial consent. If he/she did not accept, CAPI will skip to section "15.1 Feelings and attitudes".

In order to use RACER, each participant needs an ID. This ID is different from the CHILDCODE that was assigned to the participant at the beginning of the study, back in 2002. We will provide an ID for each participant, and you will be able to see this ID in the tablet if the respondent agreed to participate. Take note of this respondent's ID in your notebook, as you will need it to play the game. This ID is **unique to each respondent**, so it's important to make sure you write it correctly. This identifier is composed of 4 letters and 4 digits. Keep in mind that **everything is written together, leaving no spaces**. The structure is as follows:

AREM ____ _

In the tablet, the ID will be shown like this:

ID FOR THE PARTICIPANT: The ID for this participant is AREM[prefill with ID list].

Remember that this ID is different from the CHILDCODE, so unless you have the ID, you won't be able to start the game. Always write down the ID in your notebook and have it at hand when answering this section.

A. GENERAL CONSIDERATIONS

Below are the guidelines to be followed during data collection, to ensure a correct and standardized administration of the exercise.

A.0 Who won't be able to play de games?

- Automatically, this section will be blocked for those participants that reported a severe visual or cognitive impairment in the Reading Comprehension section.
- Additionally, if the participant has any other condition that might prevent him/her from answering this section, you will report that in another question at the beginning of the section, in the tablet for the survey.

A.1 Relationship with the child/respondent

- We want to obtain the best possible performance of the respondent. Therefore, it is important to establish an appropriate climate of trust during the assessment to prevent respondents from feeling fear, anxiety or shyness.
- Before you begin, tell the respondent what they are going to do in the next few minutes. Say, *"Now we're going to do something different and you're going to play a couple of games."*
- During the trials, do not absolve the respondent's doubts regarding the answers or induce him/her to an answer. Just motivate him/her to give their best effort. For this you can use positive feedback that reflects that he/she is doing well, both when they answer correctly and incorrectly. However, be careful not to overdo it with positive comments because we all know our limits and realize when we are cheated with undeserved praise. Some phrases you can use are: *"good"*, *"you are doing very well"*, *"very well"*.
- If the respondent gets frustrated during the evaluation, try to calm him or her down by saying, *"Don't worry, it's a game" or "do your best."*
- During the evaluation, only you and the respondent should be in the space designated for the evaluation. However, if the respondent and/or his/her parents/guardians want someone to accompany them, you can allow it. In any case, that person must be located at a distance that does not interfere with the evaluation.
- Before starting with the games, ask the participant if he/she has to finish any other activity, to avoid interruptions while playing the games.

A.2 Appropriate conditions of administration

- Make sure that the application is done inside the house or under shade.
- After the respondent finishes all the games, on the **survey tablet** be sure to answer whether the games were played in an appropriate environment or not, and whether you encountered any difficulties during the administration of the games or not. In case you have had problems with either of these two points, enter the problem in the comments.
- The games require the respondent to press the tablet screen. In each game the respondent must use only one hand, either the right or the left. For that, at the beginning they will be asked which hand is the one they use the most or the one they prefer to use to play. They can't use different hands in the same game.
- Make sure the participant is correctly pressing the screen. You will be able to spot if something is wrong during the games. If the participant correctly presses the screen and the app is correctly recording the point in which he/she pressed, then you will see a shade there. If you cannot see a shade, then ask the participant please to press the screen more firmly.
- In all these games the respondent must press the screen and immediately return his/her hand to the bottom corner of the board. They should not have their hands on the screen.

A.3 Location for administration

- Where possible, sit in front of or next to the respondent.
- Place your board in the participant's knees and use your own knees to give additional support, without your knees touching the participant's knees. Put the tablet on top of the board and hold it with your fingertips.
- Avoid any light source falling directly on the screen that does not allow to view the games correctly.

A.4 Duration of administration

- The approximate duration of the administration of the games is 10 minutes.

A.5 Required materials

- Fieldworker Manual
- Tablet for the games
- Cards with examples of the games
- Board

Specific instructions for administering the games will be presented below.

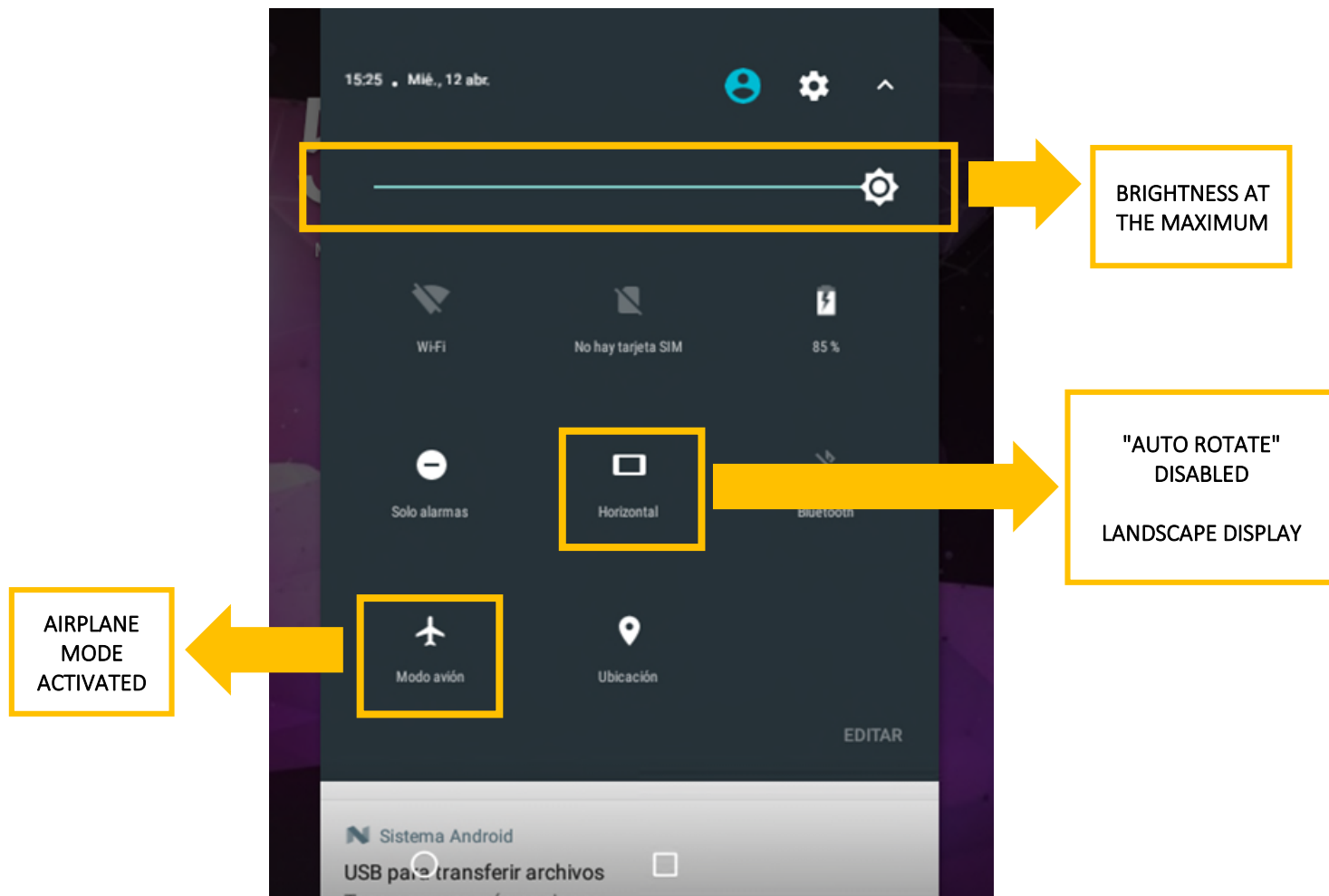
B. TECHNICAL INSTRUCTIONS FOR INITIATING ADMINISTRATION

B.1. The day before application:

- Clean the tablet screen.
- Charge the tablet before it reaches less than 20% battery and disconnect it when it reaches 90% battery.
- After charging the tablet, turn it off. Turn it back on the next day when the respondent has to play the game.
- Do not leave the tablet charging overnight, this may damage the tablet's battery.

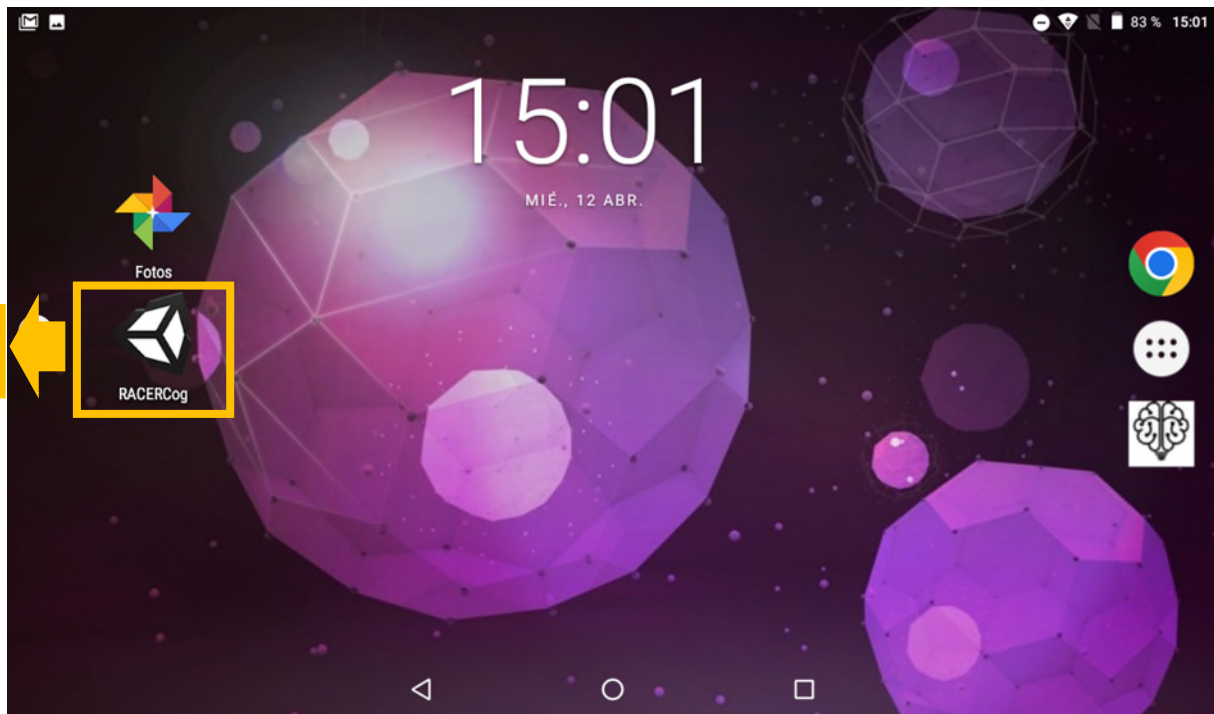
B.2 Before you start applying RACER:

- Make sure you have a **flat surface**.
- Make sure that the tablet has a **minimum of 40% battery to be able to run the game**. Remember that with less than 40% it is likely that the tablet will run out of battery before the respondent finishes the game, so we would lose all the information.
- **Turn the tablet on and off properly:** turn on with the button on the side of the tablet and turn off with that same button. Doing it incorrectly can cause problems in the program used for the games.
- **Brightness:** Make sure that the brightness of the tablet is at its maximum, as shown in the image.
- **Disconnect the internet:** Be sure to turn on the "airplane mode" to disable the internet, as shown in the image. If the internet connection is enabled, the tablet may start updating while the respondent is playing the games.
- **Disable the "Rotate automatically" option:** make sure that the option to rotate the screen is disabled, as shown in the image. This helps to avoid changing the configuration of the program during administration.
- **Avoid pressing the buttons several times:** the program takes a few seconds to start, so you only need to press the icon once and then wait for the program to load. When you are in the screen of the games, you only need to press **once** on each of the buttons. If you press the buttons more than you should, the program will fail, and the administration would be difficult.
- **Position yourself as indicated to play the games.**



B.3 Application of RACER

- Open the app by tapping the game icon on the tablet screen.



- After a moment, the **data entry screen** will appear. First, in the corner of the lower left, you can see that you can choose between three different languages. This is only relevant for you to understand which information you need to enter. The default language will always be English, so you shouldn't need to change this. Language is not relevant for the games, since they only involve shapes and colors.

Enter User Information

Quit

☐ Confirm that you have identified the correct student using your respondent sheet.

Student ID	Age (5-17)
Name of the student	Student's Gender
Enumerator ID	☐ Boy ☐ Girl
School ID	Grade
Mother's name	

☒ English ☐ Français
☐ Arabic

Sync

- On the **data entry screen**, enter the following data:
 - Student ID:** AREM _ _ _ _
 - Name of the student:** First and last name of the respondent
 - Enumerator ID:** Your fieldworker code
- Make sure that you enter the correct information and then check the box next to "**Confirm that you have identified the correct student using your respondent sheet**".

Enter User Information Quit

☐ Confirm that you have identified the correct student using your respondent sheet. → CHECK THIS BOX AT THE END

STUDENT ID →

RESPONDENT'S NAME →

ENUMERATOR ID →

Age (5-17)

Grade

☒ English ☐ Français ☐ Arabic

Sync

- After confirming that everything is correct, a new button, "Save", will appear on the screen as seen in the image. Press that new button.

Enter User Information Quit

☒ Confirm that you have identified the correct student using your respondent sheet.

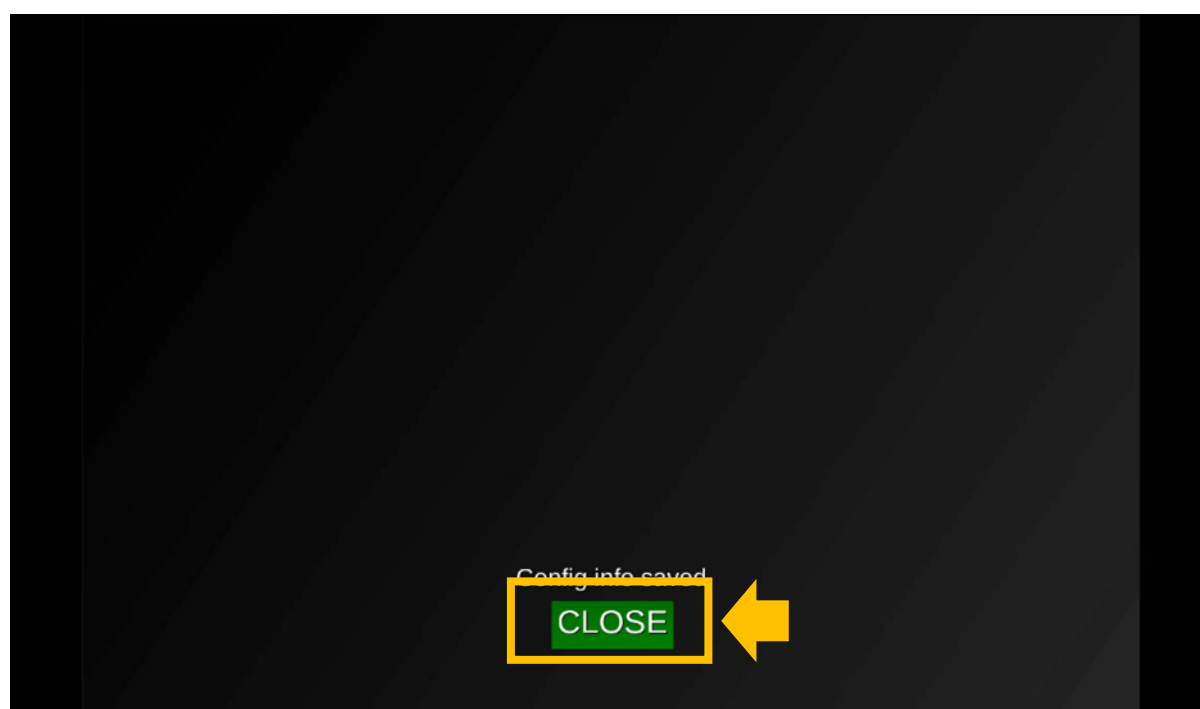
Student ID AREM4001	Age (5-17)
Name of the student Name Lastname	Student's Gender ☐ Boy ☐ Girl
Enumerator ID 333	Grade
School ID 	
Mother's name 	

Save AREM4001 to this Device?

☒ English ☐ Français ☐ Arabic

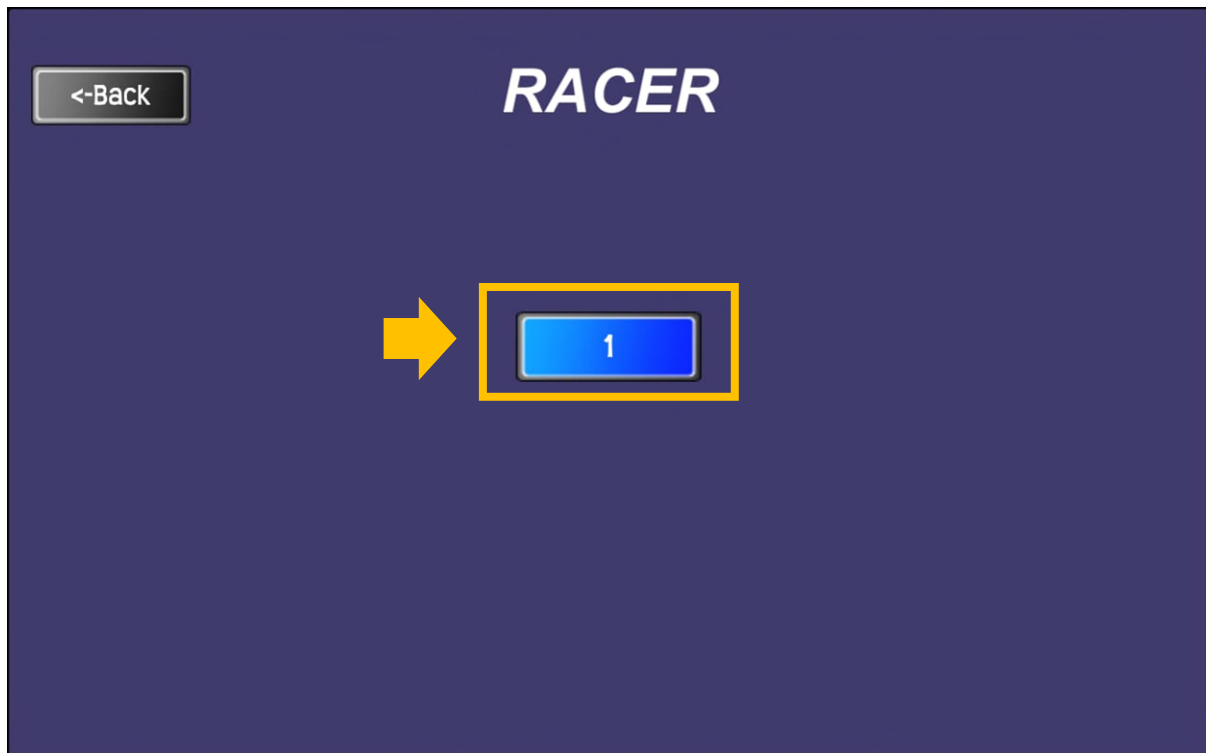
Save ← Sync

- After that, another new button will appear, "Close". Press the button and the program will automatically close.

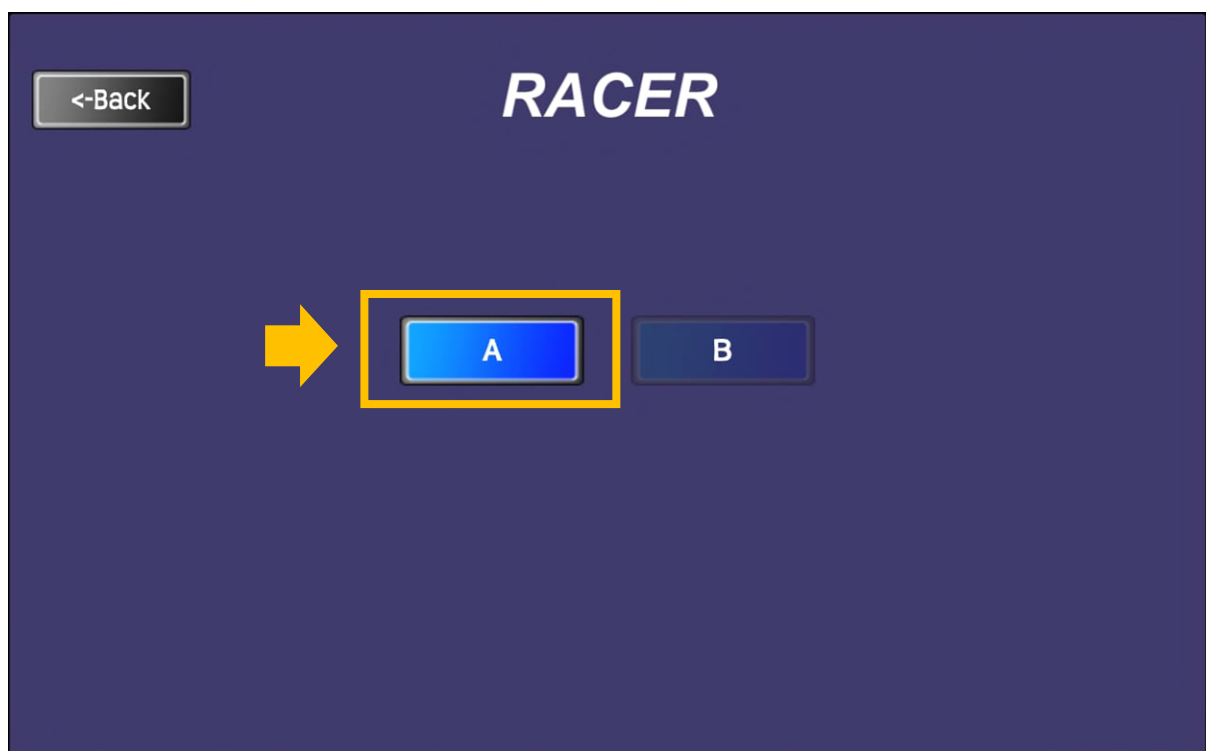


- Open RACER again and you can start the evaluation of the respondent.

- When the game opens, the screen will look like in the picture. Select the button that says "1".



- The next screen will show you the two RACER games, "A" and "B". Press the "A" button to start the first game.



A. STRUCTURE OF THE RACER GAMES

As you know, in this activity we have two games, game "A" and game "B". Each game has an identical structure and is composed of three parts: Tutorial, Practice and Game.

- **Tutorial:** The tutorial part is used for the participant to try the game while being able to ask the fieldworker for help to complete the games.
- **Practice:** The practice of the game serves to make sure that the respondent has understood the instructions. All participants will practice twice. The tablet will record the number of correct answers he/she has, so if in this section most of the answers were incorrect, the Tablet will not let you start the game. In this case, explain the game to the participant again using the cards and repeat the practice. The tablet will let you repeat the practice up to three times. If the respondent still does not get most answers correct, the tablet will let you start with the game regardless. Remember that in this part you shouldn't help the respondent, since you already guide him/her in the tutorial.
- **Test:** This is the evaluation section. The respondent must work alone, so he/she must have minimal interaction with the interviewer.

B. INSTRUCTION SCRIPT

SAY: [Respondent's name], let's start with the games. These games will last at most 10 minutes, and it would be great if you could complete all the games without any interruption. Is there anything you want or must do before you start or are you ready?

If the respondent tells you to give him/her a few minutes because he/she must finish something, give him/her the time needed. The best case scenario is to play all the games without interruptions. When the respondent is ready, continue.

SAY: Okay, then I'm going to teach you how to play. Which hand do you want to use for the games? You can only use that hand to play.

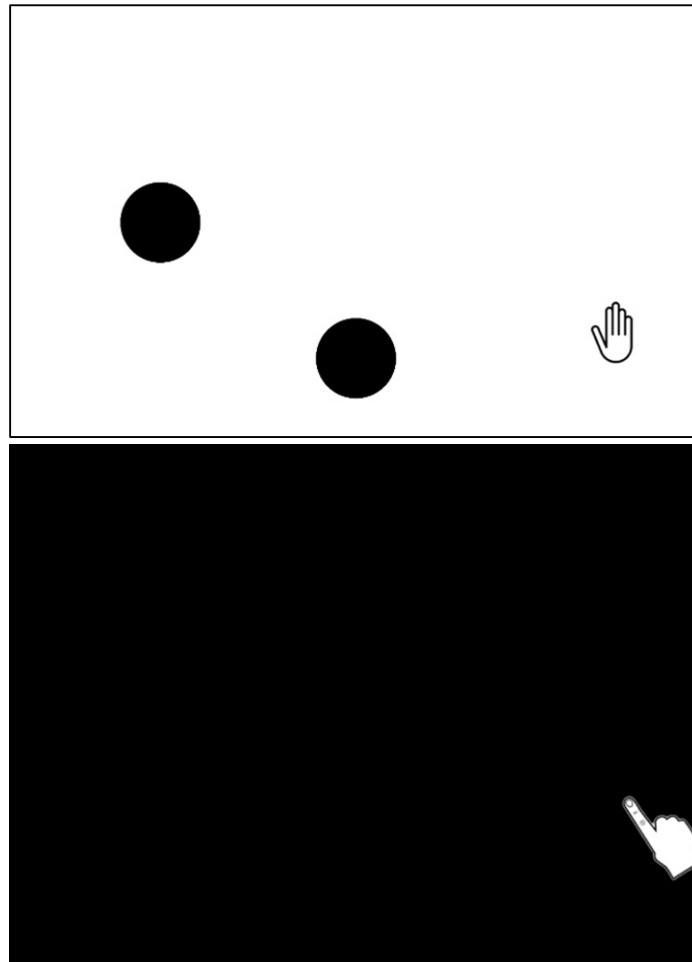
Task A: Looking for the dots (Part 1: Remember)

Instructions for the card

Before pressing the "A" button to start the first game, show the respondent Card A1.

SAY: In this game you will see some black dots on the screen. You must be very attentive because when you see the dots you must remember where they are. After you see the dots the screen is going to get dark and you have to find them. For that you must press with your finger in the places where you remember that the dots were, like this (*do the demonstration with the card*). Be careful because after pressing all the dots on the screen, you must put your hand at the lower corner of the board, it can't be on the screen.

Figure 9: RACER Card A1



SAY: *[Respondent's name]*, did you understand?

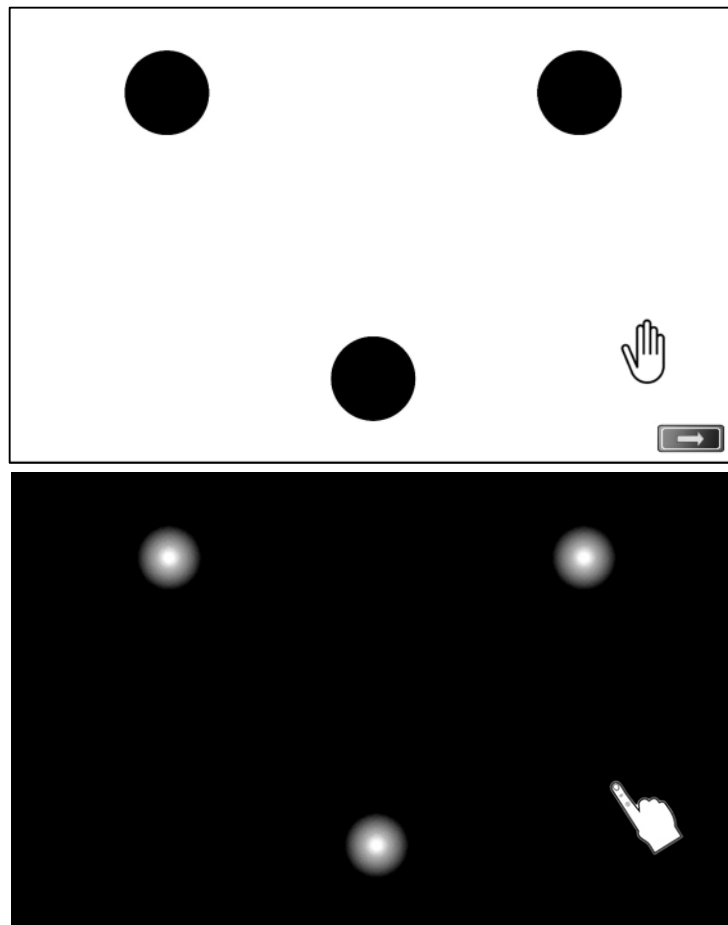
Task A: Looking for the dots (Part 2: Press)

Instructions with the card

Show the respondent Card A2.

SIGA: Now, you're going to do the same thing. You will see some black dots, and when the screen gets dark, the bright trace of the dots will appear, and you will have to press with your finger in those places. Be careful because after pressing all the dots on the screen, you must put your hand at the lower corner of the board, it can't be on the screen.

Figure 10: RACER Card A2

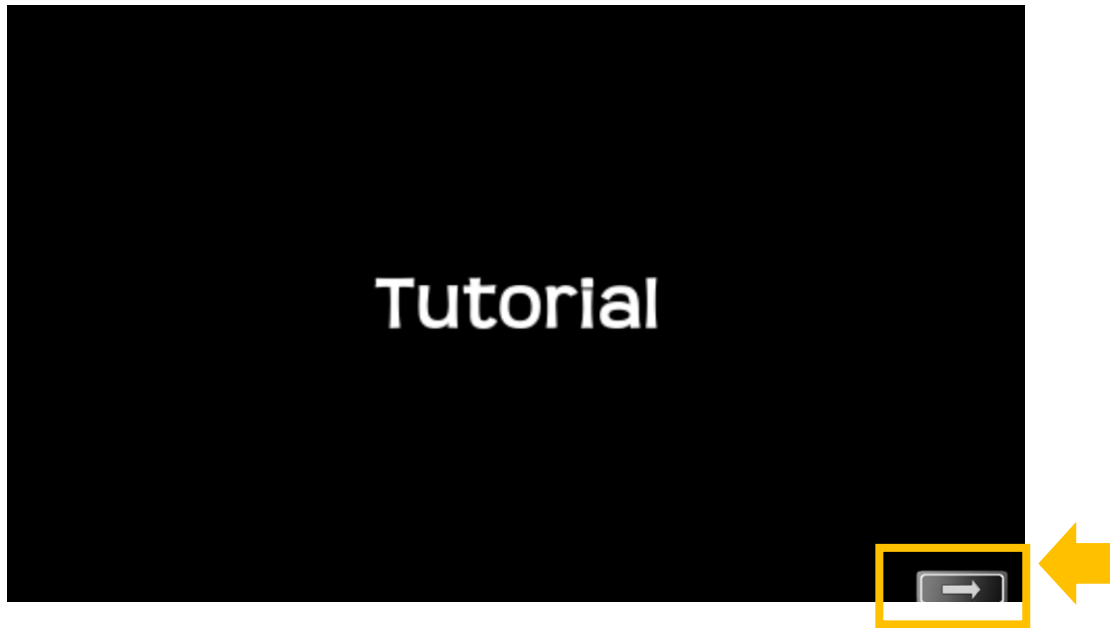


SAY: [Respondent's name], did you understand?

Instructions for the tutorial of part 1

SAY: Now let's look at a tutorial on the games that I just explained to you.

Press the "A" button to proceed to the tutorial. To start with the tutorial, press the arrow in the lower right corner, as seen in the image.



After pressing the arrow, you will see the tutorial of the first part of this game, “Remember”. Again, press the arrow in the lower right corner and you will see the screen seen in the card of this first part of the game.



SAY: There are the black dots, try to remember where they are located [*press the arrow you see at the bottom right*]. Now that the screen is black, tap where you remember the dots were located. Remember that after pressing all the dots on the screen, you must put you hand at the lower corner of the board, it can't be on the screen.

Instructions for the tutorial of part 2

After you finish with the previous tutorial, you will see the image below, which indicates that you can start with the tutorial of the second part of the first game, “Press”. Like before, press the arrow to start with the tutorial and to see the screen that looks like card A2.



SAY: There are the black dots [*press the arrow you see at the bottom right*]. Now that the screen is black, press where you can see the brightness of the dots. Remember that after pressing all the dots on the screen, you must put your hand at the lower corner of the board, it can't be on the screen.

Instructions for the practice

After finishing with the tutorial of the second part, the option to start the practice will appear on the screen. To start with that, press the arrow. **Remember that all participants must practice twice.**



SAY: Now practice yourself. Remember to press when the screen is dark. Remember that your hand cannot be on the screen.

Remember that all participants must practice twice even if he/she did well in their first try.

Instructions for the test

After completing the tutorial and practice, you can start with the game.

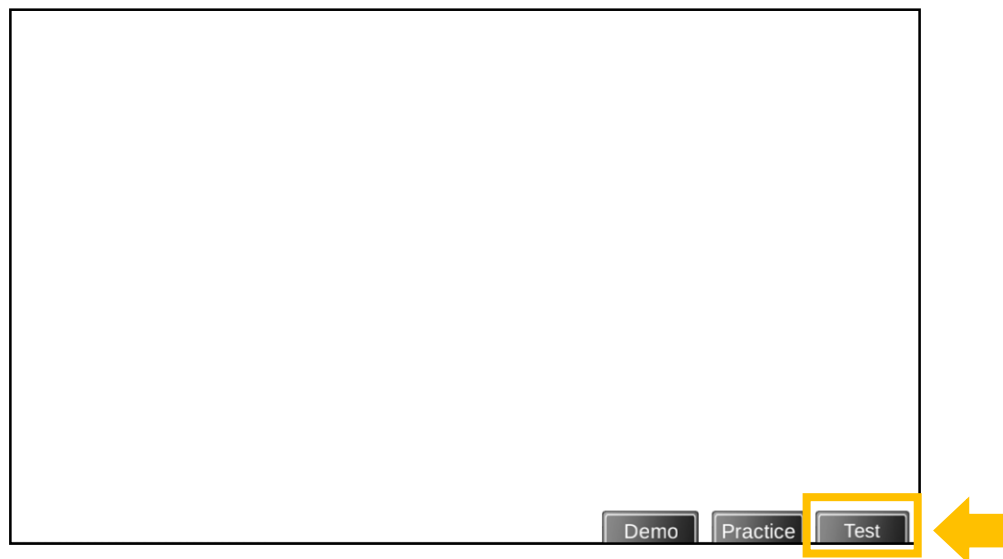
SAY: Now the game begins, you're going to play by yourself.

To start the game, press the option in the bottom corner that says Test.

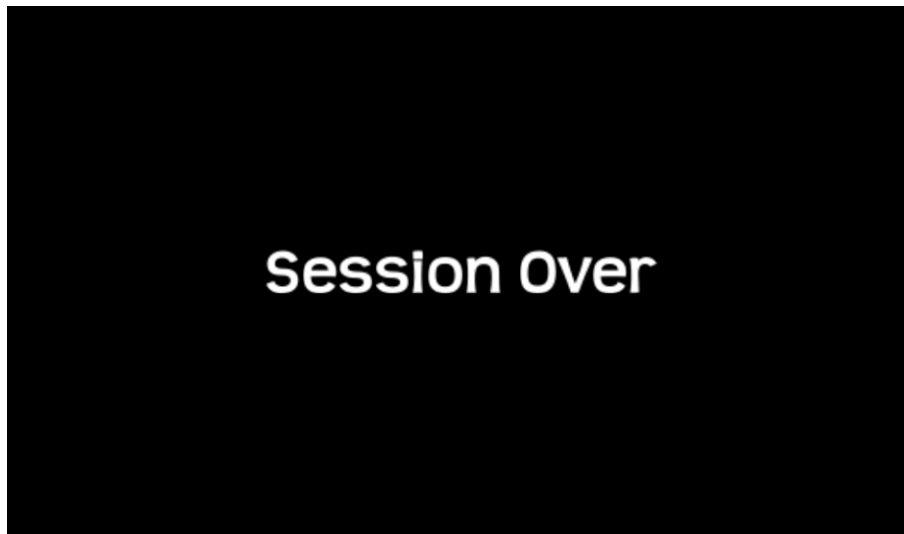
In every practice, if the participant got most answers incorrectly, then the app won't show the "Test" button to start with the game. If it is the first time that the participant is doing the Practice, then there is no problem since he/she will have to do it again anyway because all participants must practice twice. If it is the second time that the participant gets most answers incorrectly, then the app again won't show the button to start the game and he/she will have to practice one more time.

The amount of times that the participant has to do the practice for each game will be recorded in the following questions in the tablet of the survey:

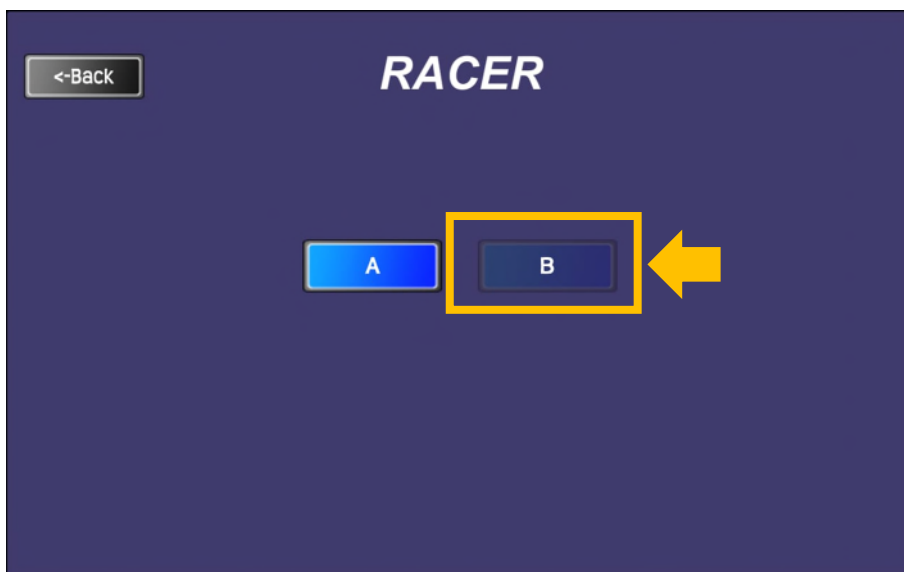
- *How many practice attempts did [YL respondent] need before completing Game A?*
- *How many practice attempts did [YL respondent] need before completing Game B?*



At the end of the game, a message will appear saying “Session over”, as seen in the image below.



Immediately after, the app will show the following. To go to game B, press the corresponding button.



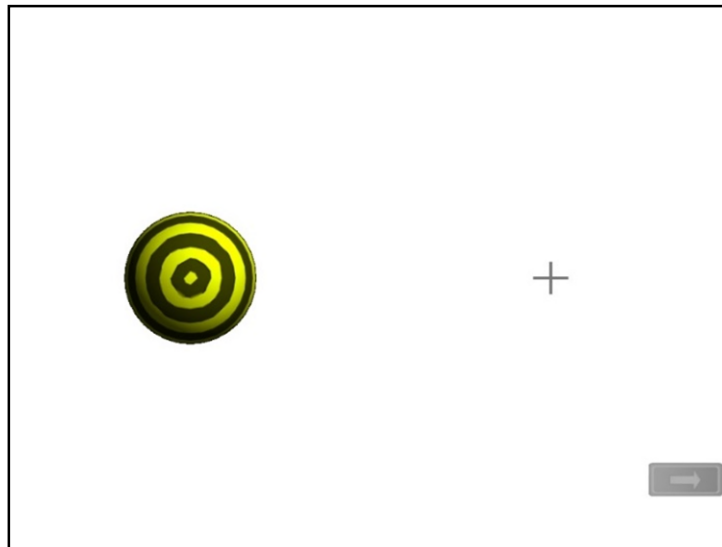
Task B: Sides game (Part 1: Same Side)

Instructions with the card

Before starting with game "B", take out card B1 and show the respondent how this game would work.

SAY: In this game you will see some dots. When you see the yellow striped dot, you have to press with your finger in the center of the dot, like this (*press the center of the yellow striped dot*). Remember that after pressing, you must put you hand at the lower corner of the board, it can't be on the screen.

Figure 11: RACER Card B1



SAY: [*Respondent's name*], did you understand?

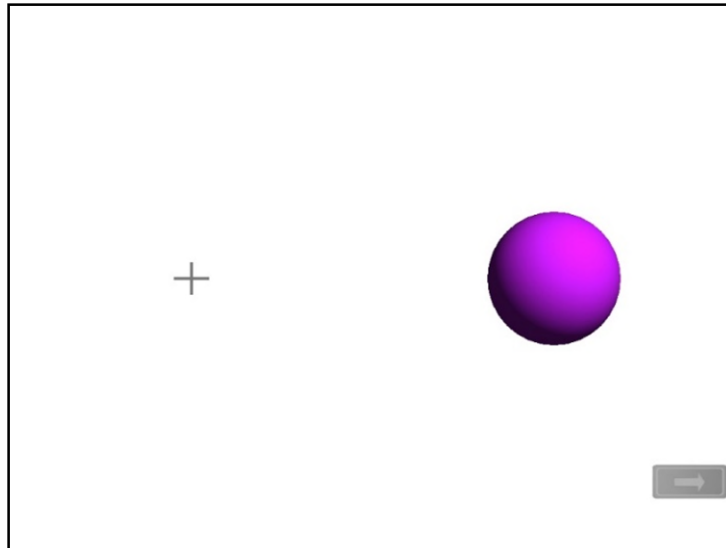
Task B: Sides game (Part 2: Opposite Side)

Instructions with the card

Show the respondent Card B2.

SAY: Now, in this game, when you see the pink dot, you should press on the screen on the opposite side of where the dot is, like this (*press the opposite side*). Remember that after pressing, you must put you hand at the lower corner of the board, it can't be on the screen.

Figure 12: RACER Card B2



SAY: [Respondent's name], did you understand?

Instructions for the tutorial of part 1

SAY: Now let's see a tutorial about what I just explained to you.

Press the "B" button to move to the tutorial. Like before, click the arrow in the lower right corner to enter the tutorial.

After pressing the arrow, a screen will appear with the name of the yellow dot's tutorial, "Same side". Press the arrow in the lower right corner and you will see the screen displayed on card B1.



SAY: Since it is the yellow dot, you have to press the center of the dot. Remember that after pressing you must put your hands down; they cannot be on top of the screen [Press the arrow and you will see that the exercise is repeated. Then press the arrow again to move on to the pink striped dot tutorial.]

Instructions for the tutorial of part 2

After you've finished with the previous tutorial, you'll see the image below, indicating that you can start with the tutorial for the second part of the second game, "Opposite Side". Again, press the arrow to start with the tutorial and see the screen shown in card B2.



SAY: Since it is the pink dot, pressed on the opposite side of the screen. Remember that after pressing, you must put you hand at the lower corner of the board, it can't be on the screen. [Like before, this tutorial is done twice, and to pass you have to press the arrow].

Instructions for the practice

After finishing with the tutorial of the second part, on the screen will appear the option to start the practice. To start with that, press the arrow.

SAY: Now practice yourself. You will see the yellow striped and the pink dots on the screen. Remember that your hand can't be on the screen. And try to do it as fast as you can.

Instructions for the test

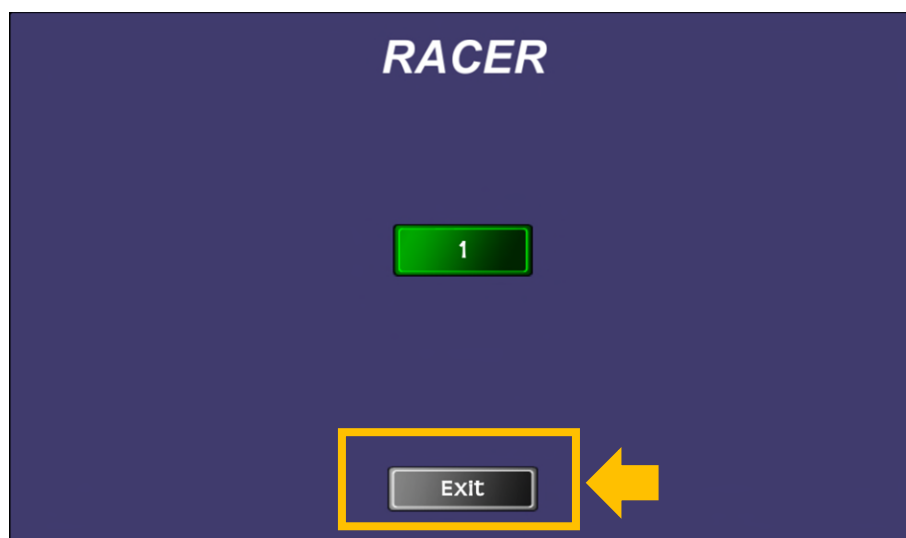
After completing the tutorial and practice, you can start with the game.

SAY: Now the game begins, you're going to play by yourself.

To start the game, press the option in the bottom corner that says "Test". At the end of the game, a message will appear saying "Session over", just like in task A.

C. After finishing all the games

After finishing games A and B, the program will show you the picture below. Press the "Exit" button to close the program.



C. HOW TO SEND THE INFORMATION

For each game that the respondent completes, information is generated about their results. **You should submit this information at the end of each day, after you complete all the surveys of that day.** This means that you only have to submit information once a day, after you ensure you have an internet connection.

You will send this information through Dropbox and it will go to the folder "RACER_results", which is handled by the country's data manager. In this folder you will find a subfolder with your name and inside that one, subfolders for each cluster that you will visit. So, you will be saving the information of each participant only in the folder with your name and in the folder of the corresponding cluster.

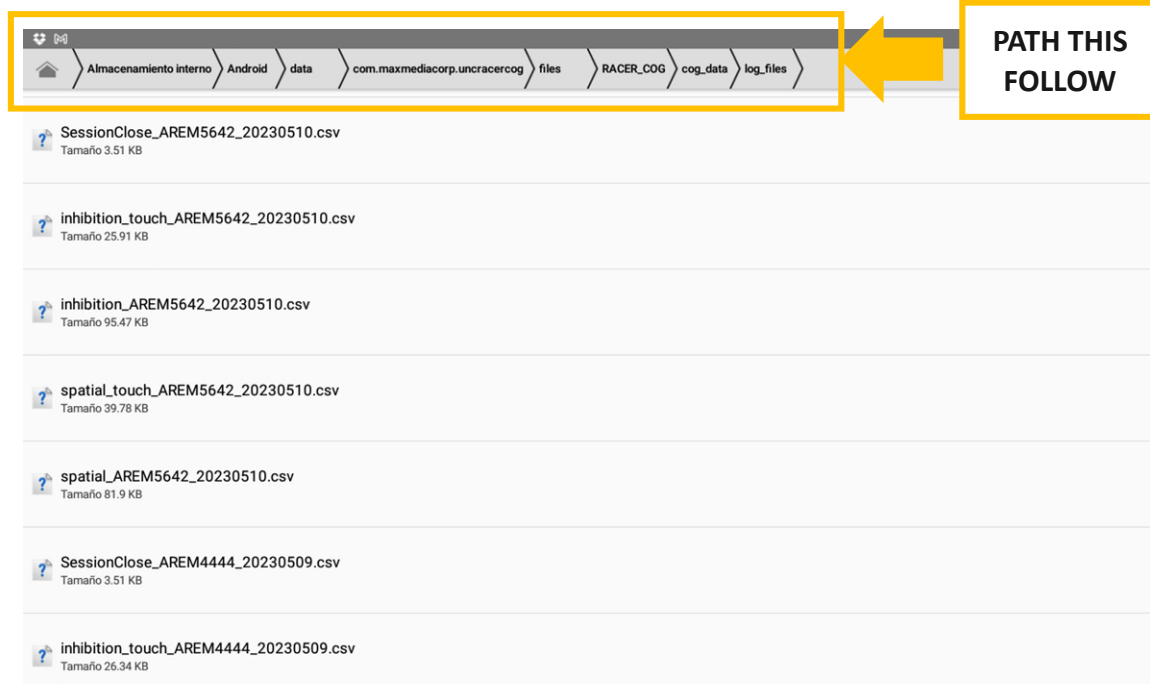
To submit this information, follow the next steps:

Step 1: Disable the airplane mode and connect the tablet to the internet. Without internet, you won't be able to send the information. So make sure to find an available connection at the end of the day in order to send all the files.

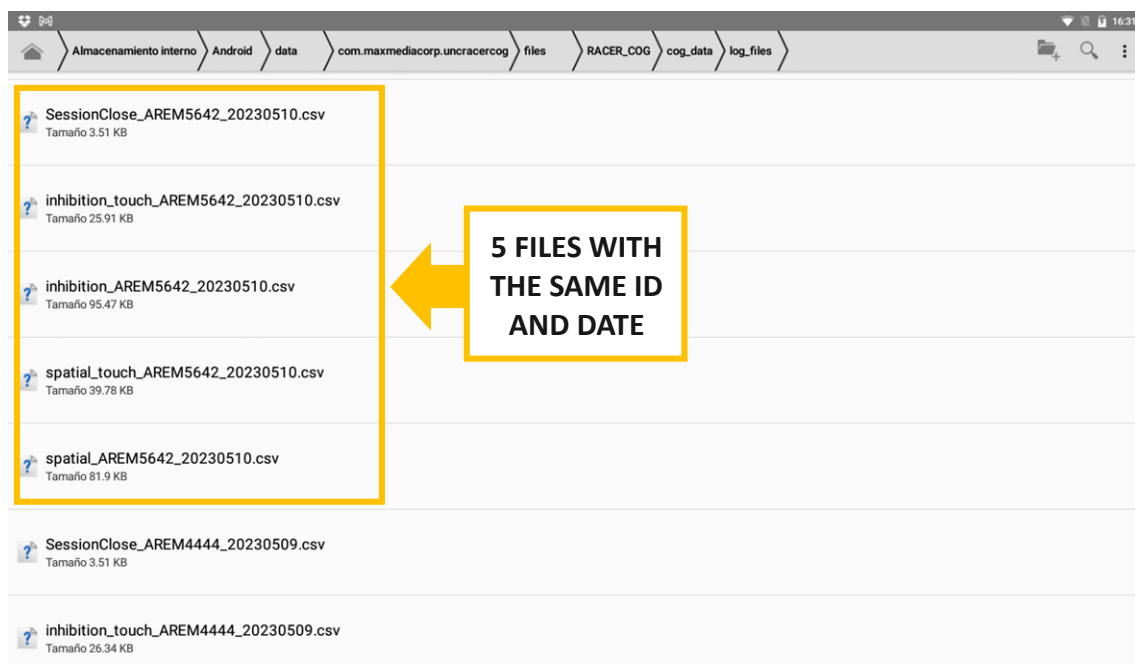
Step 2: Open your "File manager".

Step 3: In the "File manager", follow the following path:

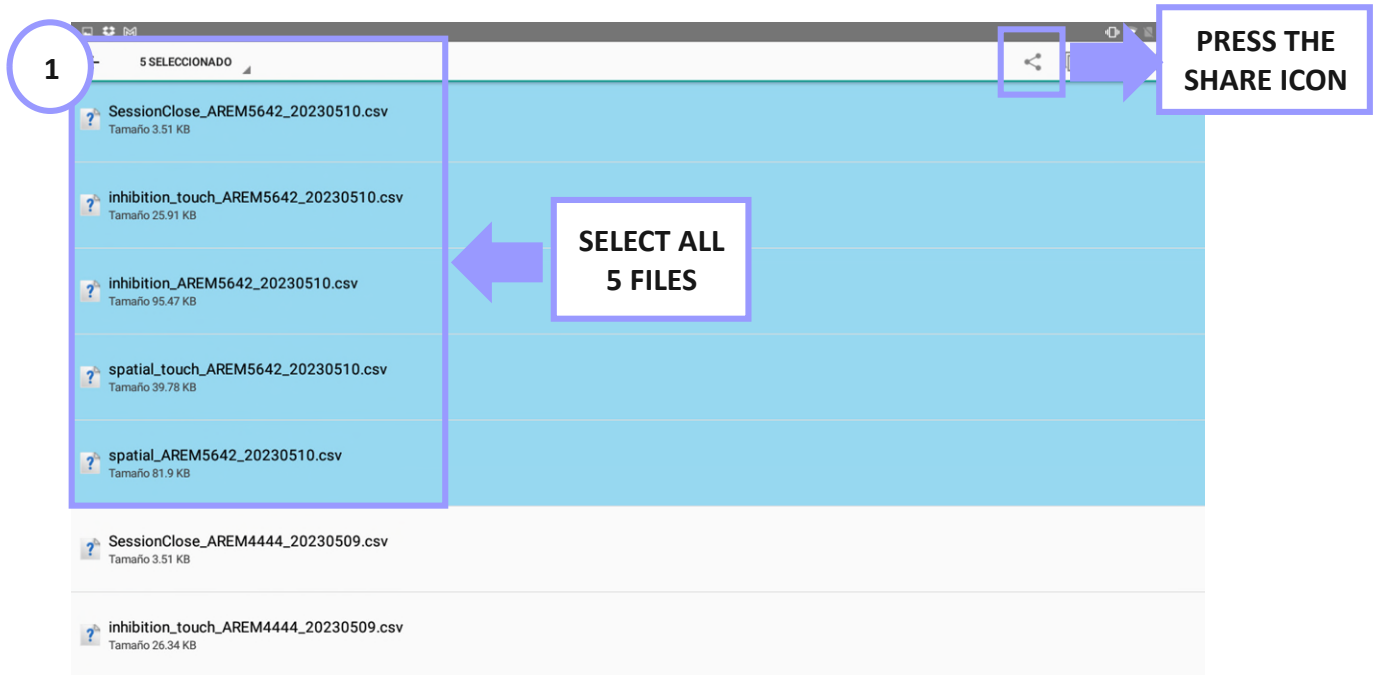
Internal storage/Android/data/com.maxmediacorp.uncracercog/files/RACER_cog/cog_data/log_files



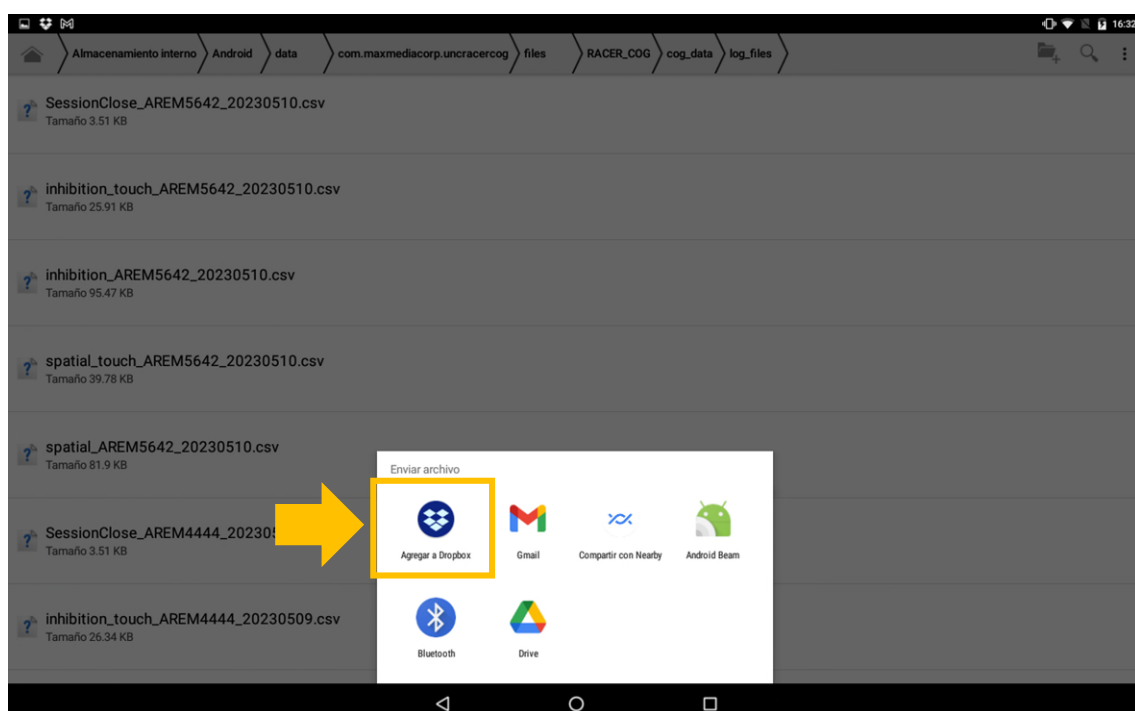
Step 4: You will see that the 5 files generated for each participant are named using the ID of the participants and the date. With this, you will be able to differentiate the files generated in the same day.



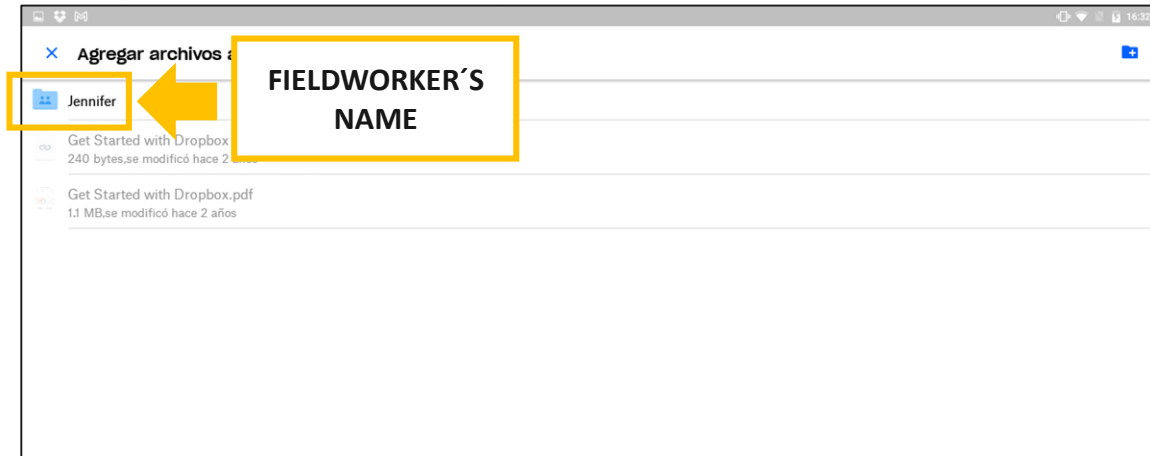
Step 5: Select all the files that you want to send and then press the share icon placed in the upper right corner.



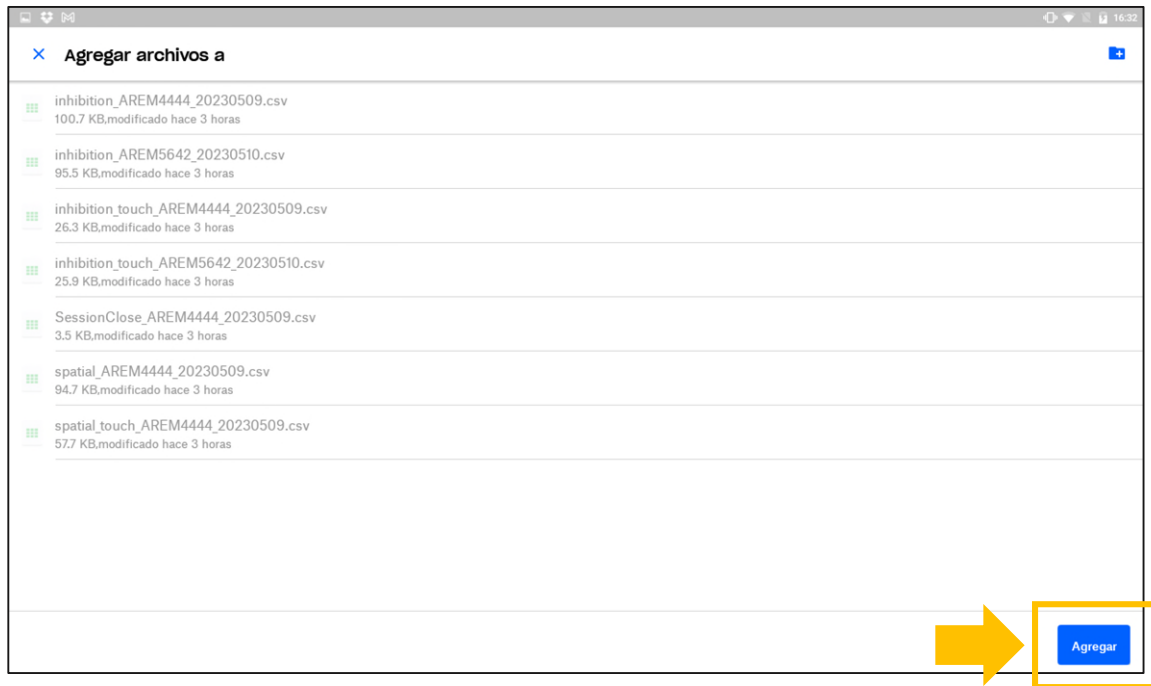
Step 6: Select the Dropbox icon in the pop-up window.



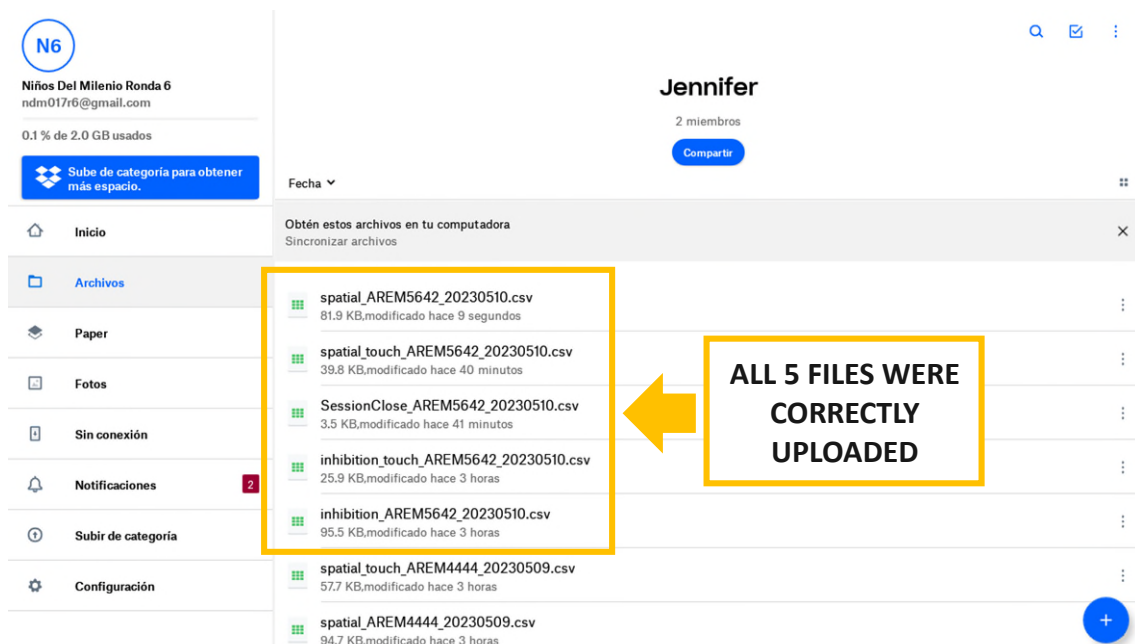
Step 7: You will see that you have the option to add the selected files to any of the folders that you have in Dropbox. Select the folder that has your name.



Step 8: After selecting the folder with your name, select the “Add” button, placed in the bottom right corner.



Step 9: Open Dropbox and verify that all the files were correctly uploaded in the folder with your name.



D. DIFFICULTIES AND INTERRUPTIONS

D.1 What to do when there is an interruption?

When administering the games, the best situation is one without interruptions. However, there can be exceptional cases in which someone or something interrupts the activity.

The following explains what to do depending on the type of interruption.

INTERRUPTION THAT REQUIRES THAT YOU COME BACK THE NEXT DAY

In this case, close the app, open it again and press the “Back” button and then the “Quit” button. When you use the app again for another participant, enter the data as usual and proceed with the games. When you must go back to the first participant, start from the beginning with the explanation of the card.

INTERRUPTION IN THE MIDDLE OF THE TUTORIAL

In this case, let the tutorial and practice continue automatically. Then you will see that the app will give you the option to start again with the tutorial. Select the corresponding button and start with the tutorial, then continue with the rest of the activity.

INTERRUPTION IN THE MIDDLE OF THE PRACTICE

In this case, let the practice continue automatically. Then you will see that the app will give you the option to start again with the tutorial or the practice. To help the participant remember the game’s dynamic, select the corresponding button and start with the tutorial and then continue with the rest of the activity.

INTERRUPTION IN THE MIDDLE OF GAME A

In this case, DO NOT let the game automatically continue. Immediately close the game and then open the app again. You will see that you can restart the game. Enter to game A and let the tutorial pass and then start with the practice.

INTERRUPTION IN THE MIDDLE OF GAME B

In this case, DO NOT let the game automatically continue. Immediately close the game and then open the app again. You will see that you will have to restart from game A. So, skip the tutorial, and only do the practice and the game. And then the same for game B, do only the practice and the game.

D.2 How to report difficulties / interruptions?

Since it is possible that in some households you will not find optimal conditions to carry out this exercise, a couple of questions have been included in the survey so that you can report in case you have had any difficulty finding the right place to set the games or if there has been any interruption while the respondent was playing.

After administering RACER, as part of the survey, you will also be asked to indicate how many practice attempts the respondent needed before completing Games A and B.

Q.1.1: How many practice attempts did [YL respondent] need before completing Game A?

Q.1.2: How many practice attempts did [YL respondent] need before completing Game B?

Q.2: Were the household conditions appropriate to administer the test? (For example, was there a flat surface to put the tablet or was there enough lighting)

If your answer is yes, move on to the next question. Otherwise, write in the comment what were the drawbacks you had. Be as detailed as possible.

Q.2.1: What were the issues?

Q.3: Did something happen during the administration that affected the validity of the results?

If your answer is yes, skip to the next section. Otherwise, write in the comment what exactly happened during the administration. Be as detailed as possible.

Q.3.1: What were the issues?

SECTION 15. FEELINGS AND ATTITUDES

PURPOSE

This module aims to collect information about the YL respondent's feelings and attitudes regarding issues that concern young adults his/her age and his/her subjective well-being. More specifically, we want to measure his/her level of self-esteem and self-efficacy. Self-esteem reflects a person's overall self-evaluation of his/her own worth. Someone who has a high level of self-efficacy feels that he/she has a high level of control over life. These two indicators have been used and widely discussed in psychology literature.

For the younger cohort, this module also collects information about each respondent's leadership and cooperative teamworking abilities, as well as their level of grit and their feelings and attitudes towards the roles of women in society.

Some of the questions in this section can be quite unusual for the YL respondent, so please make sure that you pay careful attention and re-read any confusing sentences to him/her.

It is very important that the YL respondent understands that there are no right or wrong answers – we just want to know about his/her feelings, attitudes, hopes and perceptions. 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 respondent repeatedly that there are no right answers and they should answer in a way that is most true in relation to them personally.

DEFINITIONS

The following definitions will be helpful for answering the questions in this section:

- **Self-efficacy:** the feeling that one is able to perform in a certain way and to achieve certain goals. In other words, it is the belief that one has the skills to act in the ways necessary to manage different situations.
- **Self-esteem:** general self-assessment of the person's own worth, resulting from his/her thoughts, evaluations, feelings and behavioural tendencies.
- **GRIT:** stands for G=Guts; R=Resilience; I=Initiative; T=Tenacity.

INSTRUCTIONS

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

FIELDWORKER: The items in this question inform on the YL respondent's opinion on issues that concern young people his/her age. This question works in the same way as in **SECTION 8.1. GENERAL PERCEPTIONS**. HOWEVER, there is an important difference in the answer options. In the previous section there were five answer options, while in this question there are only four: 'Strongly disagree', 'Disagree', 'Agree' and 'Strongly agree' This is because in the other section there was an additional 'More or less' option, while in this question there is none. Explain the difference. For this, prompt the four-point scale card to the YL respondent. Figure 13 shows this card.

Figure 13: Four-Point Scale Card

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

FIELDWORKER: For each sentence, you must show the card to the YL respondent, so that he/she can select the answer option that best represents his/her opinion (how much does he/she agree with it). Please ask the respondent to point to the relevant option on the four-point scale card when answering rather than just to give you the answer orally. If a sentence is not applicable, you should select the answer option 'NA'. If the respondent does not know or refused to answer, you should select the answer options 'NK' and 'RTA', respectively.

Do not influence the YL respondent's final decision. If he/she does not understand the sentence you just read, you should not try to explain the "meaning" of the sentence: we do not want his/her opinion to be influenced. Instead, please re-read the sentence until the respondent gets the idea.

It might be confusing for the YL respondent that although this question works in the same way as in **SECTION 8.1. GENERAL PERCEPTIONS**, the answer options are a little bit different. Please take the time necessary to make sure that the respondent is aware of the differences in the answer options.

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

Q.1	
01	I like cooperating in a team. [YC only]
02	I can be a good leader. [YC only]
03	If someone opposes me, I can find the means and ways to get what I want.
04	I'm as good as most other people.
05	When I am confronted with a problem, I can usually find several solutions.
06	Overall, I have a lot to be proud of.
07	If I am in trouble, I can usually think of a solution.
08	I am confident that I could deal efficiently with unexpected events.
09	I can do things as well as most people.
10	I can always manage to solve difficult problems if I try hard enough.
11	I cooperate well when working in a team. [YC only]
12	I am capable of being a good leader. [YC only]
13	Other people think I am a good person.
14	It is easy for me to stick to my aims and accomplish my goals.
15	I can remain calm when facing difficulties because I can rely on my coping abilities.
16	A lot of things about me are good.
17	I can usually handle whatever comes my way.
18	I do lots of important things.

19	Thanks to my resourcefulness, I know how to handle unforeseen situations.
20	When I do something, I do it well.
21	I can solve most problems if I invest the necessary effort.
22	In general, I like being the way I am.
23	I am good at cooperating with team members. [YC only]
24	I am seen as a capable leader. [YC only]

Grit (YC only)

FIELDWORKER: The items in this question inform on the YL respondent's level of grit, a psychological trait that measures the ability to set long-term goals and persevere towards them. For each item, ask the respondent how much he/she is like or unlike the characteristics described in the statements.

Please take the time to explain the answer options before starting: 'Not like me at all', 'Not much like me', 'Somewhat like me', 'Mostly like me' and 'Very much like me'. For this, prompt the grit scale card to the YL respondent. Figure 14 shows this card. If an item is not applicable, you should select the answer option 'NA'. If the respondent does not know or refused to answer, you should select the answer options 'NK' and 'RTA', respectively.

Figure 14: Grit Scale Card

Not like me at all	Not much like me	Somewhat like me	Mostly like me	Very much like me
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SAY: Now you have a SLIGHTLY different card with 5 alternatives that reflect how much like or unlike you are the characteristics described in the statements. Please respond the following statements by using these alternatives. Remember that there are no right or wrong answers and that you can choose to skip items if you are unsure of how to answer or if you prefer not to answer. Again, please indicate your answer by pointing at the card.

Q.2	
01	I have overcome setbacks to conquer an important challenge.
02	New ideas and projects sometimes distract me from previous ones.
03	My interests change from year to year.
04	Setbacks don't discourage me.
05	I have been obsessed with a certain idea or project for a short time but later lost interest.
06	I am a hard worker.
07	I often set a goal but later choose to pursue a different one.
08	I have difficulty maintaining my focus on projects that take more than a few months to complete.
09	I finish whatever I begin.
10	I have achieved a goal that took years of work.
11	I become interested in new pursuits every few months.
12	I am diligent.

Attitude Towards Women Scale (AWSA) (YC only)

FIELDWORKER: As part of this question, 12 statements are read and the YL respondent must indicate by pointing on the four-point scale card whether he/she strongly disagrees, disagrees, agrees, or strongly agrees (see Figure 13). You must read the statements exactly as they are written. Do not read them as questions. We aim to find out the respondent's thoughts about each statement.

If a statement is not applicable, you should select the answer option 'NA'. If the respondent does not know or refused to answer, you should select the answer options 'NK' and 'RTA', respectively.

SAY: The statements I am now going to read to you describe attitudes toward the roles of women in society which different people have. There are no right or wrong answers, only opinions. Please tell me how you feel about each statement by indicating whether you: Strongly disagree, disagree, agree, or strongly agree using this card [Four-Point Scale Card]. Remember that if you do not want to respond to any questions or you do not know what to answer you have the option to skip a item and pass to the next one.

Q.3	
01	Swearing is worse for a girl than for a boy.
02	On a date, the boy should be expected to pay all expenses.
03	On the average, girls are as smart as boys.
04	More encouragement in a family should be given to sons than daughters to go to college.
05	It is all right for a girl to want to play rough sports like football.
06	In general, the father should have greater authority than the mother in making family decisions
07	It is all right for a girl to ask a boy out on a date.
08	It is more important for boys than girls to do well in school.
09	If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.
10	Boys are better leaders than girls.
11	Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.
12	Girls should have the same freedoms as boys.

Subjective Well-being (YC and OC)

FIELDWORKER: This question is about the YL respondent's overall assessment of his/her well-being. Please go through the instructions on how to answer this type of question very carefully. Display the card of the ladder with 9 steps (see Figure 15). Explain that the ninth step, the highest, represents the best possible life that the YL respondent can have and that the first step, the lowest, is the worst possible life. Make sure the respondent understands that the ladder is about all aspects of life (economic, health, social, personal, etc.), and is a subjective measure of how he/she 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.

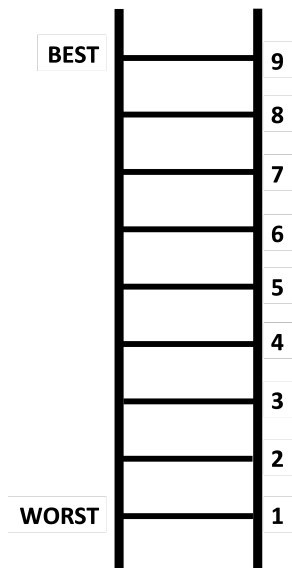
If the question is not applicable, you should select the answer option 'NA'. If the respondent does not know or refused to answer, you should select the answer options 'NK' and 'RTA', respectively.

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

Q.4: Where on the ladder do you feel you personally stand at the present time?

Please wait for the YL respondent to point to the step that he/she feels he/she stands on presently. Only then enter the step number in the provided space.

Figure 15: 9-Step Ladder



SECTION 16. PREFERENCES

SUB-SECTION 16.1. SOCIAL PREFERENCES

PURPOSE

This section aims to collect information about the YL respondent's social preferences. More specifically, we want to understand to what extent the respondent trusts and is willing to help others. We are particularly interested in whether this differs by whether the other person involved in the exchange is someone they are familiar with (e.g., their neighbourhood) or someone else. It will be asked to both the YC and the OC.

Trust

SAY: In every place, 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 in people in general, and in people in your community and other communities specifically.

Q.1: 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?

- 01=Most people can be trusted
- 02=You can't be too careful/You cannot trust people at all

If the YL respondent says cannot decide between the two answer options at all and says his/her answer would be somewhere in the middle, e.g., "Some people can be trusted", probe further: Are they saying that the majority of (or most) people can be trusted? Then they should select answer option '01'. Otherwise, they should select answer option '02'.

SAY: Now, I would like to ask you whether you agree or disagree with the following statements:

Please read each statement one by one (see below). The YL respondent must indicate by pointing on the 'Five-Point Scale Card' whether he/she strongly disagrees, disagrees, more or less agrees, agrees, or strongly agrees (see Figure 3). You must read the statements exactly as they are written. Do not read them as questions.

PLEASE NOTE: For this question, you have to use the 'Five-Point Scale Card' previously used in SECTION 8.1. GENERAL PERCEPTIONSSUB-SECTION 9.6. COMPUTER AND INTERNET USE **NOT** the 'Four-Point Scale Card' from SECTION 15. FEELINGS AND ATTITUDES. Please take the time necessary to make sure that the respondent is aware of the differences in the answer options and uses the full range of answers.

Q.2: Most people in my neighbourhood can be trusted.

Q.3: Most people in neighbourhoods other than mine can be trusted.

Please note that "Neighbourhoods other than mine" refers to any other neighbourhood in [Ethiopia/India/Peru](#) that is not the YL respondent's own neighbourhood.

The following questions (Q.4-Q.6) are for YL respondents in Ethiopia only:

Altruism

SAY: I am now going to ask you a scenario about winning the lottery. The question is about money, so although you are not actually winning real money, I would like you to take it seriously, and answer as if you were winning real money.

Imagine the following situation: you bought a lottery ticket and you have just won. The amount you won is 3,000 birr. This money is yours and you can do with it what you like.

However, when you go to pick up your lottery winnings, the lottery company tells you of three charities. One charity says that it helps all people in Ethiopia, including people from the kebele where you were born, but also all other kebeles in the country. The second charity only helps people in the kebele where you were born specifically, and the third charity only helps people in another kebele outside the region where you were born. The lottery company tells you that, if you want, you can donate some of your lottery earnings to any or all of these charities. However, you do not have to do so - it is perfectly okay if you choose to keep all of your winnings for yourself.

FIELDWORKER: Make sure that the sum of the amounts donated in Q.4, Q.5 and Q.6 is not more than the total lottery winnings of 3,000 birr. When asking the YL respondent about the amount (if any) he/she would like to donate to each of the charities, please make sure that they consider all three charities at the same time when deciding whether to donate – they might choose not to donate anything at all, or only donate to certain charities – and how much to donate (if anything) to each one of them.

Q.4: Considering your current situation, how much (if any) would you donate to the charity which helps all people in Ethiopia?

Enter the value in currency unit. If the YL respondent does now want to donate anything to a charity, enter '0'. Please enter '-77' if the YL respondent does not know the answer, and '-79' if the YL respondent refuses to answer.

Q.5: How much would you donate to the charity which only helps people in the kebele where you were born?

Enter the value in currency unit. If the YL respondent does now want to donate anything to a charity, enter '0'. Please enter '-77' if the YL respondent does not know the answer, and '-79' if the YL respondent refuses to answer.

Q.6: How much would you donate to the charity which only helps people in another kebele, outside of the region where you were born in Ethiopia?

Enter the value in currency unit. If the YL respondent does now want to donate anything to a charity, enter '0'. Please enter '-77' if the YL respondent does not know the answer, and '-79' if the YL respondent refuses to answer.

SUB-SECTION 16.2. RISK PREFERENCES

PURPOSE

This section aims to collect information about the YL respondent's risk preferences. We want to understand whether the respondent is willing to choose a gamble which has a higher pay-out (but also has a higher chance of getting less), or whether he/she chooses an outcome with more certainty. It will be asked to both the YC and OC.

INSTRUCTIONS

SAY: Now I am going to show you some cards, each with a game. The games are about money, so although we are not playing the games with real money, I would like you to take them seriously, and decide which choices you would make if we were playing for real money. First, I will show you a few examples.

FIELDWORKER: Show respondent Practice Card 1.

SAY: Imagine that we flip a coin, which has two sides, heads and tails. If the coin lands on heads, you would receive the amount in the green area. In section A here, that is **PE: 20 soles/IN: 100 rupees/ET: 100 birr**. If the coin lands on tails, you would receive the amount in the white area. In section A here, that is also **PE: 20 soles/IN: 100 rupees/ET: 100 birr**. So, in section A here, there is an equal chance that you will get the **PE: 20 soles/IN: 100 rupees/ET: 100 birr** in the green, or the **PE: 20 soles/IN: 100 rupees/ET: 100 birr** in the white.

In section B, if the coin lands on heads, you would receive **PE: 40 soles/IN: 200 rupees/ET: 200 birr**; and if the coin lands on tails, you would also receive **PE: 40 soles/IN: 200 rupees/ET: 200 birr**. So, in section B, there is an equal chance that you will get the **PE: 40 soles/IN: 200 rupees/ET: 200 birr** in the green, or the **PE: 40 soles/IN: 200 rupees/ET: 200 birr** in the white.

Although we are not playing for real money, if this game did use real money, which section would you prefer, section A or section B?

Figure 16: Practice Card 1 (ET)

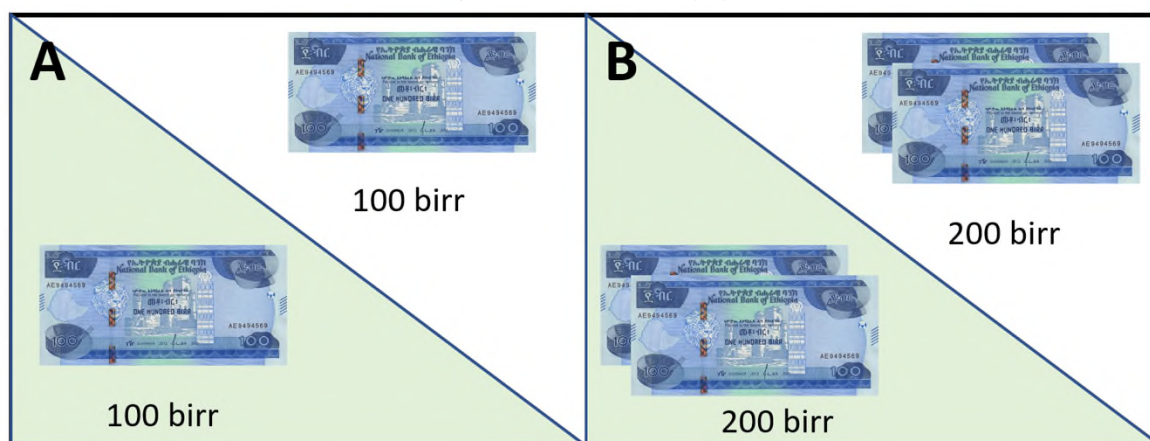


Figure 17: Practice Card 1 (IN)

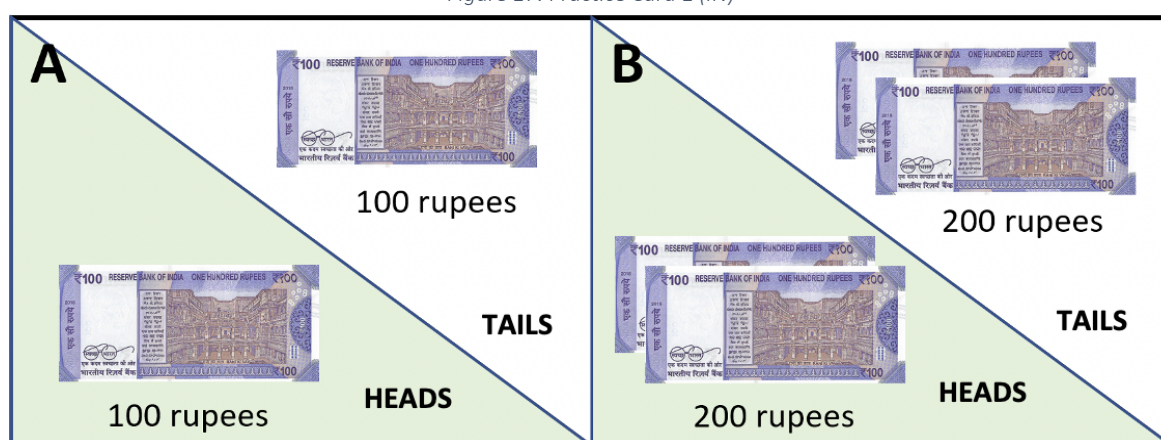
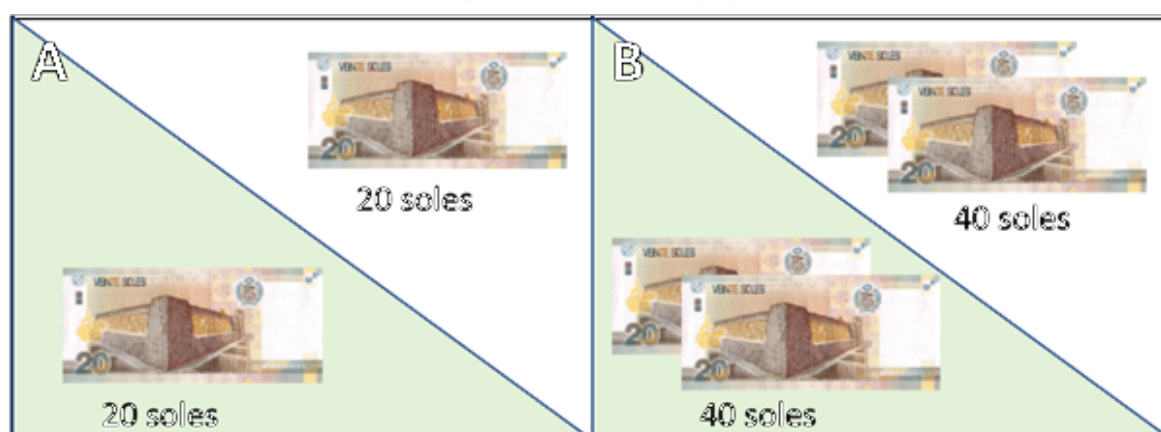


Figure 18: Practice Card 1 (PE)



FIELDWORKER: Whichever the respondent chooses, ask them to explain. If the respondent chooses A, probe and see if they understand that Section B would definitely mean more money.

These are hypothetical choices. You should not actually play the game with the participants and there are no real pay-outs.

SAY: Here is another practice example.

FIELDWORKER: Show respondent Practice Card 2.

SAY: In section A, if the coin lands on heads, you would receive **PE: 40 soles/IN: 200 rupees/ET: 200 birr**; and if the coin lands on tails, you would receive **PE: 50 soles/IN: 500 rupees/ET: 500 birr**. In section B, if the coin lands on heads, you would receive **PE: 20 soles/IN: 100 rupees/ET: 100 birr**; and if the coin lands on tails, you would receive **PE: 30 soles/IN: 200 rupees/ET: 200 birr**. In this game, which section would you choose?

Figure 19: Practice Card 2 (ET)

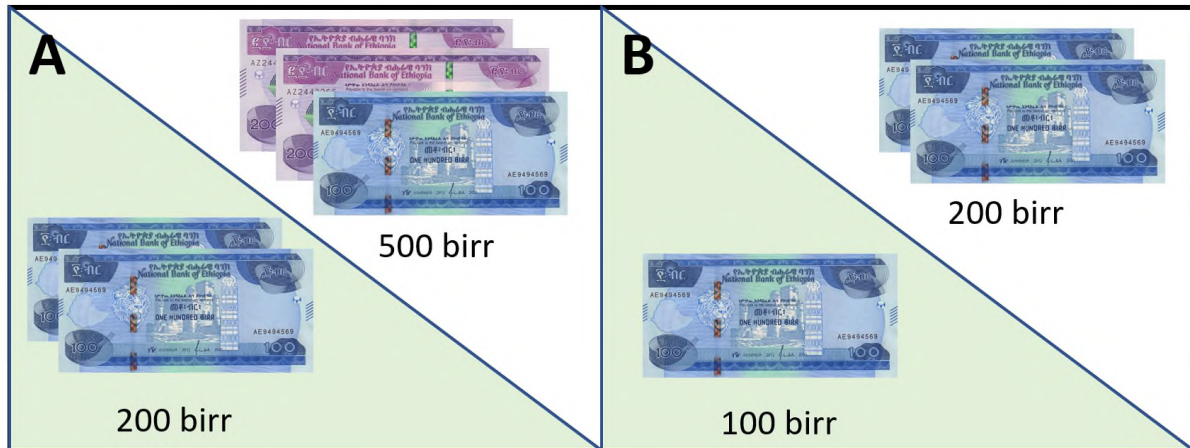


Figure 20: Practice Card 2 (IN)

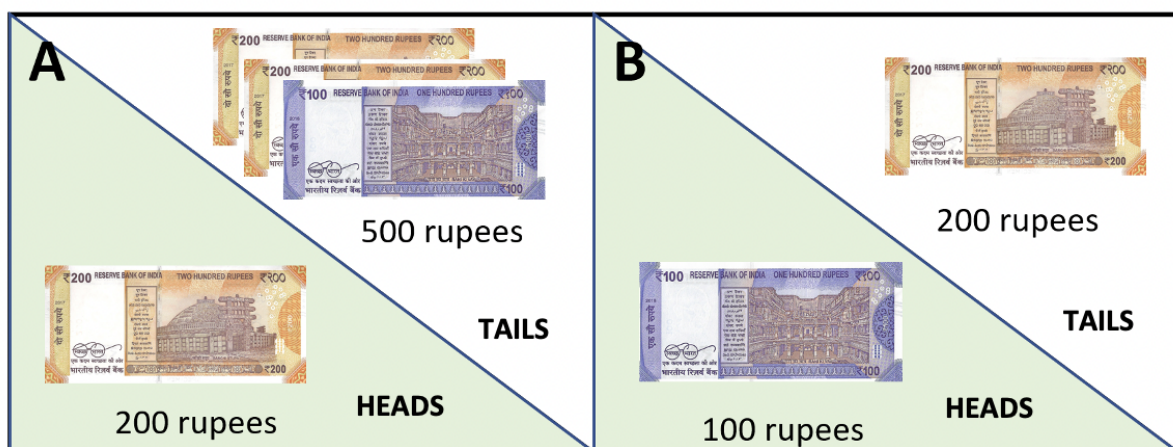
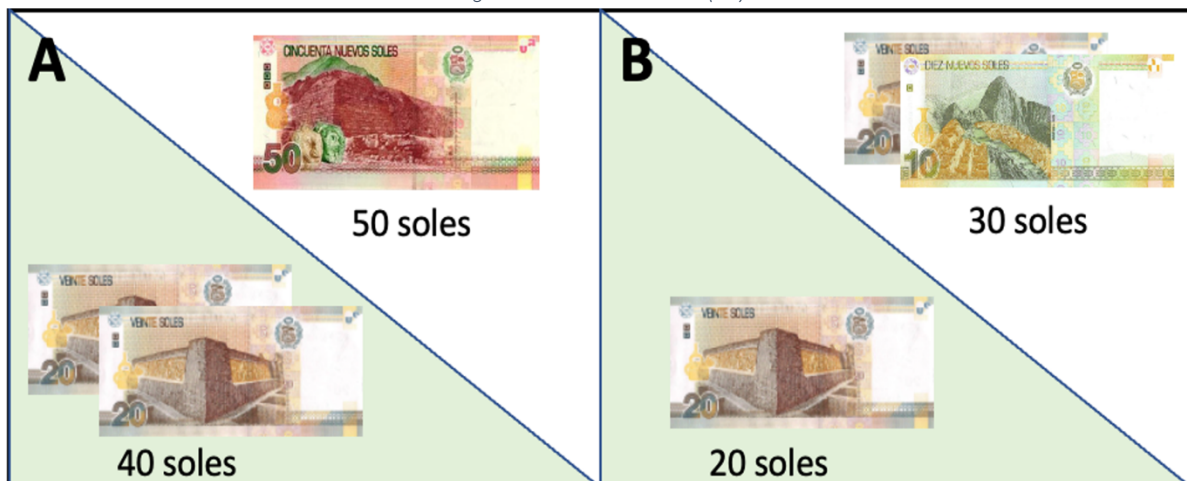


Figure 21: Practice Card 2 (PE)



FIELDWORKER: Whichever the respondent chooses, ask her to explain. If the respondent chooses B, probe and see if she understands that Section A would definitely mean more money.

These are hypothetical choices. You should not actually play the game with the participants and there are no real pay-outs.

Q.1: FIELDWORKER: Did the respondent get the both practice questions correct on the first try?

SAY: Okay good, it seems like you understand the example games. I will now show you the real game. Again, we are not playing for real money but I would like you to choose as if we were.

FIELDWORKER: Show respondent Chart 1. Make sure that the respondent understands that he/she now has the choice between six different sections, i.e., A-F, and not just sections A-B as in the practice questions.

SAY: In this game, there are now six choices; each one has a green area and a white area. Like the previous examples, the amount you could win depends on your choice, and on whether the coin lands on heads, or tails. Let's start with section A. if the coin lands on heads, you would receive **PE: 50 soles/IN: 150 rupees/ET: 150 birr** and if the coin lands on tails, you would also receive **PE: 50 soles/IN: 150 rupees/ET: 150 birr**.

Now let us look at section B. This time, if the coin lands on heads, you would receive **PE: 40 soles/IN: 120 rupees/ET: 120 birr**. But, if it lands on tails, you would receive **PE: 100 soles/IN: 300 rupees/ET: 300 birr**. In section C, you would win even more on tails, **PE: 150 soles/IN: 450 rupees/ET: 450 birr**. But! If it lands on heads, you would get **PE: 30 soles/IN: 90 rupees/ET: 90 birr**. And so on... to section F, where you would receive **PE: 300 soles/IN: 900 rupees/ET: 900 birr** if it lands on tails; but, if it lands on heads, you would get nothing.

Although we are not playing for real money, if this game did use real money, which section would you choose?

Figure 22: Chart 1 (ET)

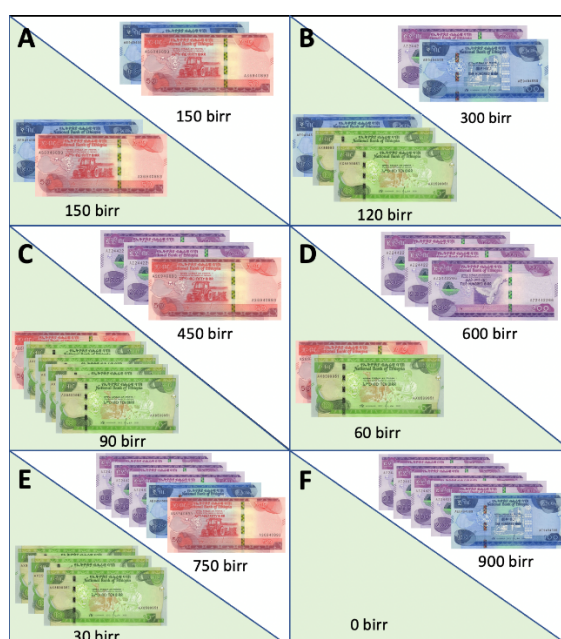


Figure 23: Chart 1 (IN)

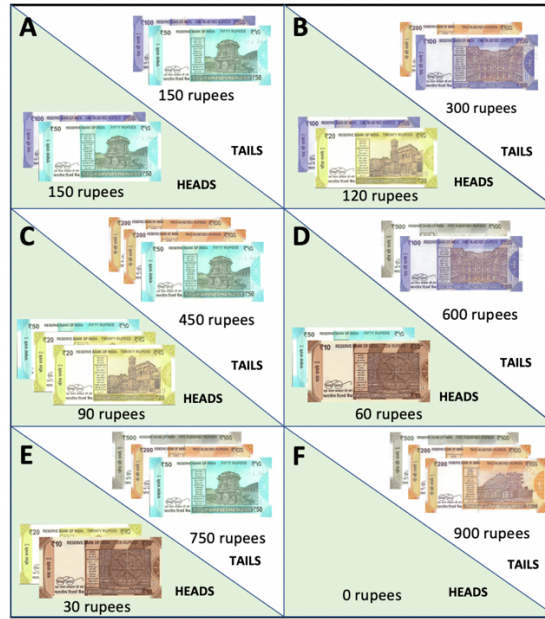
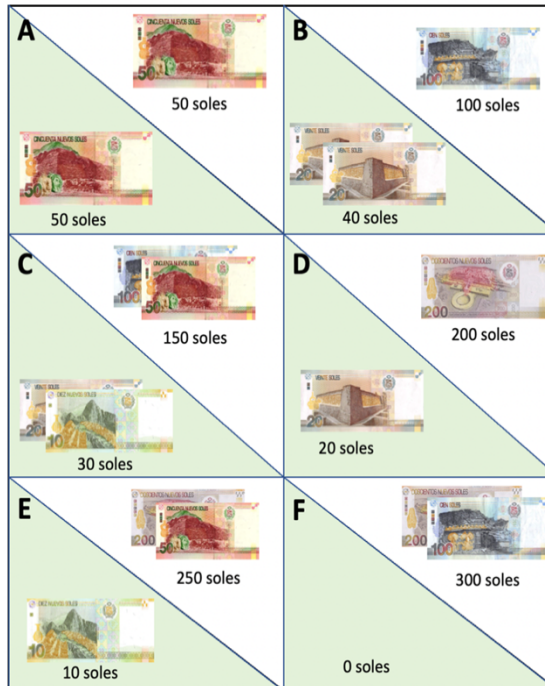


Figure 24: Chart 1 (PE)



Q.2: Scenario chosen by the respondent

These are hypothetical choices. You should not actually play the game with the participants and there are no real pay-outs.

- PE: 50 soles / 50 soles; IN: 150 rupees / 150 rupees; ET: 150 birr / 150 birr
- PE: 40 soles / 100 soles; IN: 120 rupees / 300 rupees; ET: 120 birr / 300 birr
- PE: 30 soles / 150 soles; IN: 90 rupees / 450 rupees; ET: 90 birr / 450 birr
- PE: 20 soles / 200 soles; IN: 60 rupees / 600 rupees; ET: 60 birr / 600 birr
- PE: 10 soles / 250 soles; IN: 30 rupees / 750 rupees; ET: 30 birr / 750 birr
- PE: 0 soles / 300 soles; IN: 0 rupees / 900 rupees; ET: 0 birr / 900 birr

SUB-SECTION 16.3. TIME PREFERENCE (TIME DISCOUNTING)

PURPOSE

This section aims to collect information about the YL respondent's time preferences. More specifically, we want to understand whether the respondent is willing to wait to receive a larger amount in the future, or if he/she is willing to accept much less to get the money today. It will be asked to both YC and OC.

Time Discounting

SAY: Now I am going to ask you a scenario about winning the lottery. The question is about money, so although you are not actually winning the lottery for real money, I would like you to take it seriously, and answer as if you were winning real money.

Imagine that you bought a lottery ticket and you have just won. The amount you won is PE: 1,000 soles/ IN: 3,000 rupees/ET: 3,000 birr. In order to get the full PE: 1,000 soles/ IN: 3,000 rupees/ET: 3,000 birr you have to wait 30 days. So, if you wait 30 days, you would get the PE: 1,000 soles/ IN: 3,000 rupees/ET: 3,000 birr for sure. However, if, instead, you are willing to accept less than PE: 1,000 soles/ IN: 3,000 rupees/ET: 3,000 birr, you could get the lower amount of money today.

What is the lowest amount of money that you would be willing to accept today instead of waiting 30 days and receiving the full PE: 1,000 soles/ IN: 3,000 rupees/ET: 3,000 birr?

FIELDWORKER: If the respondent is hesitant, probe with questions of the form: "would you rather accept YYYY soles/rupees/birr/dong today or wait for the PE: 1,000 soles/ IN: 3,000 rupees/ET: 3,000 birr in 30 days?" You must do this at least once.

If the respondent prefers (for example) PE: 500 soles/ IN: 1,500 rupees/ET: 1,500 birr today to PE: 1,000 soles/ IN: 3,000 rupees/ET: 3,000 birr in 30 days, lower to PE: 400 soles/ IN: 1,400 rupees/ET: 1,400 birr and ask again. If the respondent prefers PE: 1,000 soles/ IN: 3,000 rupees/ET: 3,000 birr in 30 days to PE: 500 soles/ IN: 1,500 rupees/ET: 1,500 birr today, increase to PE: 600 soles/ IN: 1,600 rupees/ET: 1,600 birr and ask again until he/she is indifferent. Especially in cases where the amount preferred by the respondent today is very close to the amount he/she could get in 30 days (e.g., PE: 999 soles/ IN: 2999 rupees/ET: 2999 birr), please probe further to make sure he/she reports the actual lowest amount they would be willing to accept today.

Q.1: FIELDWORKER: Write down the minimum amount that the participant would accept today instead of waiting 30 days.

Enter the value in currency unit. If the respondent does not know or refused to answer, you should enter '-777=NK' and '-7999=RTA', respectively.

FIELDWORKER: Whichever amount the respondent chooses, check that she agrees that she would be just as happy receiving the lower amount today or the PE: 1,000 soles/IN: 3,000 rupees/ET: 3,000 birr in 30 days.

SECTION 17.1. CONFLICT EXPERIENCES (ET)

The following section, 17.1: Conflict Experiences, is only for respondents from Ethiopia.

PURPOSE

This section aims to collect information about specific experiences the YL respondents may have had during or after the conflict. Additionally, we would like to know when the respondents had a certain experience for the first time and if they think it happened because of the conflict. This will help us to assess what kind of negative impacts the conflict had on young people in Ethiopia and how exposed they have been to it.

INSTRUCTIONS

REMEMBER:

This module includes questions that may be difficult for the YL respondent to talk about. It is very important to keep these points in mind when going through this module with the respondent:

- Ensure that the respondents know it is **always possible to skip one or even all of the questions** in this module if they don't want to talk about them.
- Remind the respondents understand there are **no wrong or right answers**, and that everything they tell us is **confidential and will not be shared** with any political authority or others.
- Remember to **remain neutral, but empathetic** when asking the question or interacting with the respondent.

SAY: Now I would like to know about some of the experiences which you may have had since Tikimit 2013, when the conflict started.

SAY: If you did experience any of these things, I would also like to know when they first happened and if they were caused by the conflict. By "conflict", I mean the recent conflict in Ethiopia involving the government forces and the TPLF. Sometimes topics like this one may be hard to talk about. Feel free not to answer any question. Just say, "I prefer to go to the next question". There are no wrong or right answers and please remember that everything you tell us is confidential as well.

Q.1: Have you experienced any of the following since November 2020/Tikimit 2013, when the conflict started?

Go through the list item by item and select accordingly.

The following questions (Q.2-4) are for YL respondents who have experienced a certain event on the list:

Q.2: In which year did you experience it for the first time?

Please record the year of the first experience using the Ethiopian calendar.

Q.3: In which month did you experience it for the first time?

Please record the month of the first experience using the Ethiopian calendar.

Q.4: Did you experience it due to the conflict?

The respondent must determine whether an event was experienced because of the conflict; please do not offer your opinion on it.

SECTION 17.2. ACASI (ET & IN)

PURPOSE

The Audio Self-Administered questionnaire (ACASI) refers to an audio questionnaire that has been designed specifically to be completed by a respondent without intervention of the fieldworkers collecting the data.

The ACASI includes questions on sensitive topics such as [experience of violence, cigarettes, alcohol, and drugs consumption, sexual and reproductive health, \[IN: attitudes towards abortion and LGBT people\], internet and social media use, and exposure to violence.](#)

One of the advantages of the ACASI is that it increases anonymity and respondents have more control over the pace at which they complete the survey. Survey respondents, answering questions face to face, may under-report or answer untruthfully due to factors related to stigma, shame, social desirability or social pressures, and fear of retaliation or legal action, among others.

Also, the fact that the respondents will need to listen to the question rather than reading them bypass problems related to low literacy that would affect their ability to understand and answer any question displayed on the tablet screen

The ACASI will be administered on tablets and programmed using SurveyCTO. “The SAQ will be administered on tablets and programmed using SurveyCTO. SurveyCTO allows the programme to be set in a way that once a participant answers the SAQ section of the questionnaire, it will not be possible for enumerators to return to these questions and see their answers.” The enumerators will explain this feature to the participants and ensure that the participants understand that all their answers will remain confidential. Finally, the enumerators will make sure that participants understand that they have the choice of deciding not to participate in the questionnaire, to refuse to answer any questions, and to stop the questionnaire if they choose to.

In the case of India and Ethiopia, an audio version of the SAQ, known as the Audio Computer-Assisted Self-Interview (ACASI), will be available. This response mainly on the large proportion of participants who may face difficulty reading the questions.

CHECK LIST FOR THE ACASI ADMINISTRATION

Materials

- Ensure that the tablets used for the ACASI have adequate battery life to allow each participant to successfully complete and return their survey.
- Ensure the headphones that the participant will use to listen to the ACASI questions/answer options work properly, including the volume and microphone functionalities.
- Disinfect the headphones before starting each interview.

Site of administration

- To the extent possible, the ACASI should be administered in a quiet space (e.g. away from interferences such as noise from the streets, the TV, the radio, from younger siblings, etc.), and the participant should have a chair (or equivalent) to sit on as well as a table or flat surface to place the tablet on. Try to ensure that the space is not too windy and has good lighting.
- Ask the participant to go to a quiet area where he/she can have privacy and no one will interrupt him/her while completing the ACASI.

Under Which Circumstances Should the Participant Not Answer the ACASI?

There may be cases when it is preferred not to administer the ACASI; despite the initial agreement of the participant to answer the ACASI. The reasons can be related to the following and will be evident during the practice section:

- Disability or impairment that prevents the use of the tablet or listening properly to the audios.
- Very poor performance in the practice section shows extreme difficulty in understanding the questions.
- Very poor level of digital skills while using the tablet to answer the practice section.

In these cases, it will be under the enumerator's discretion to make an informed choice about whether the participant should be able to continue the ACASI questionnaire. However, this discretion should only be applied in exceptional cases and must be clearly justified in the comments section.

Moreover, please indicate whether you consider the ACASI to have been administered under adequate conditions in the comments section. This means that the participant had conditions that allowed him/her to respond to the best of their ability. Inadequate conditions may be specific to the participant (e.g. they looked sick, tired, sleepy, or unmotivated) or external (e.g. there was no flat surface to work on, there were too many distractions).

Anonymity and safety

- To ensure the safety and privacy of each respondent, explain to the participants that they will be listening to the questions using headphones, so that no one else in the household can hear what the questions are asking (neither other household member nor the enumerators).
- In addition, the answer options will be displayed as images so no one can see and infer what the participant is responding. Also, once the participant goes to the next question, it won't be possible for them to go back to the previous question. As a result of this, at the very end, of this exercise, no one else can go back and see what the options were.
- Explaining all these considerations to the participant is important so that they feel comfortable with the exercise and are confident about the confidentiality of their answers.

Questionnaire and response options

- All the questions to be answered by the participant are images that will be associated with one response option. Both the questions and answer options will be explained to the participant in the audio recording of each question.
- Each question will be automatically constrained to allow an answer only after the audio recording is finished. This will help us to avoid that the participant skips all the questions without listening to what is being asked. Also, once the participant chooses an answer option, the programme will automatically show the next question and there is no returning point. This is being done to make usage of the tablet easier for the participant and to minimize the interaction with the tablet.
- Once the participant reaches the last question, it is important to press the [IN] “NAMASTE” [ET] “DOOR” image on the tablet screen of the so that the answers to all the previous questions are locked.
- [ET only]: Before the start of the questionnaire, the enumerator should state in which language the questionnaire should be administered by selecting one of the following options: Amarigna, Tigrigna, Oromifia. The selected language will be the one used in all the audio questions and responses if the ACASI is administered.

- After this, it is necessary to verify that the participant achieves a minimum level of proficiency in the selected language. This last question must be answered positively to continue with the ACASI.

FIELDWORKER: Please register the participant's level of proficiency in understanding language]:

- Participant has a minimum level of proficiency in language]? Continue
- Participant does not have a minimum level of proficiency in language]? Do not administer the confidential questionnaire. Fieldworker: Inform the participant of this decision and thank him/her for the time given.

Instruction cards

At the beginning of the questionnaire, two practice questions will be displayed. These questions will ensure that the participant can properly answer all the real questions (can listen well, can use the tablet, can see the images, can understand the questions).

Along with the practice questions, the participant will be given an instruction card so they can be familiarize with the buttons on the tablet while answering the questions.

Remember to the participant:

- That it is possible to replay the audio and answer options for each question as many times as needed. In order to do that, they have to press the speaker image.
- While answering any question, the participant can also decide to skip or not to answer a question. In order to do that, they have to press the sun image. This option will be available at every question.

Figure 25: ACASI Instruction Cards

REMEMBER:

-If you ever want to hear a question again, touch:



-If you ever want to skip a question, touch:



-The screen will look like this:



ACASI ADMINISTRATION - INSTRUCTIONS

INSTRUCTIONS

Read the following text aloud. At the end, check with the respondent whether he/she understood everything you just said. Before asking the respondent whether he/she has any questions, highlight once again that they have the right to discontinue the questionnaire and/or to skip any questions they do not want to answer at any time.

SAY: We have already asked you many questions, but there are some other things that we would like to ask you. You may feel a little uncomfortable to talk about topics like cigarettes, alcohol, drugs, sexual life, experiences of violence, etc.

Since we want to know what young people like yourself think, we don't need to know your name, that's why we created a questionnaire to be answered anonymously that you will be able to answer using the tablet provided by the enumerator. To ensure privacy, the questions will be available in audio format, and you will be able to listen to them by using headphones. Once you have answered a question, it will not be possible for me or anyone else to return to that question and see your answer. Before you answer the questions, we will also give you the opportunity to (anonymously) let us know your thoughts and feelings about the future. It will take you about 30 to 40 minutes in a suitable environment away from other people and with the security that the information is confidential.

Your participation will provide us important information on the problems and needs of different life aspects of young people like yourself. The answers you give must be true, based on what you really think and/or do. There is no right or wrong answer. [RESPONDENT'S NAME], your decision to participate is completely voluntary. If there is a question you don't want to answer, you can choose not to answer. If you don't understand a question or need help, you can ask the enumerator who gave you this questionnaire. Once you have completed the questionnaire in the tablet, press the SUBMIT button, this way you will be sure that the fieldworker will not read your answers.

Do you have any questions?

Please register if the participant confirms answering the confidential questionnaire

- If the participant is happy to answer the questionnaire ► Continue
- If the participant has changed their mind and no longer wants to answer the questionnaire
► [Do not administer the confidential questionnaire](#)

Complete the declaration that you have complied with the process of informed consent following the previous text. If the respondent does not want to answer, the confidential questionnaire is not administered. Thank the respondent for their participation and end the interview. Otherwise, continue with the practice questions.

ACASI ADMINISTRATION- PRACTICE QUESTIONS

SAY: Thank you for your participation. Before you answer the questions on the tablet, I would like to go through three practice questions with you. This is to make sure that you are comfortable listening to questions through the headphones and selecting the answer you want. Don't forget to listen carefully to the whole question and all the answer options before making a decision. If at some point you would like to hear the question and answers again, press the "speaker" icon that the hand is pointing to right now. Also, if at some point you would like to skip the question, press the sun icon that the hand is pointing to now.

Please, make sure that the brightness of the tablet is at the maximum level, the headphones are plugged in, and the volume is at medium level. Now, give the tablet to the participant, as well as the headphones for the audio response. Please show the participant how to use the headphones (e.g., how to put them on and where the volume buttons are). When the participant is ready, show them how to start the first practice question.

INSTRUCTIONS

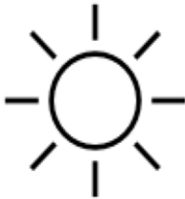
Explain to the participant that when they answer a question, the device will automatically skip to the next screen. However, when a text note is shown, the participant will need to swipe to the right on the tablet to continue to the next screen. Please make sure the participant understands this and is able to do this.

Figure 26: ACASI Practice Question 1

SAY: What country do you currently live in?

Press the blue button if your answer is China; press red button if your answer is [ET: Ethiopia; IN: India]. If you wish to skip the question press the sun.

- China
- [ET: Ethiopia; IN: India]
- I prefer not to answer



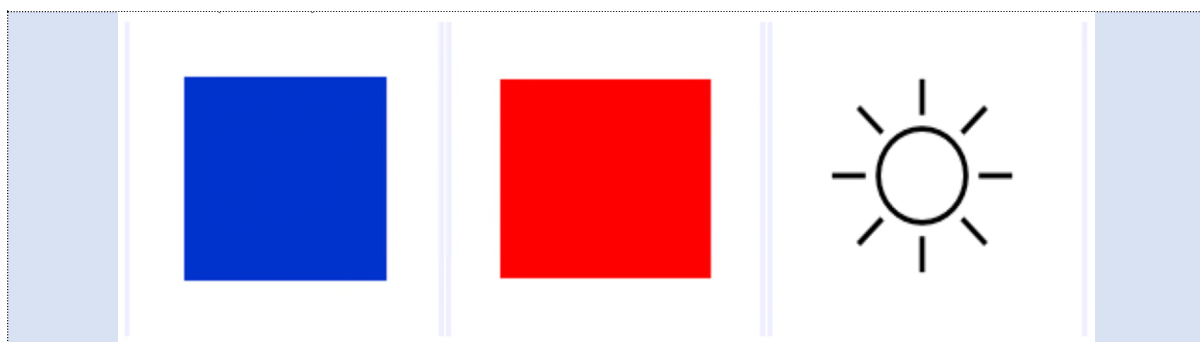
Note: Make sure that all participants press the red button (confirming that they live in India). If they do not press the red button, the CAPI will show an error message saying: “Incorrect answer chosen, please try again!”. Then, ask the participant why they did not do so. Tell them that the red button was the one they should have pressed because they live in India. Then, continue the survey. Please, bear in mind that the participant will be the one using the tablet and you will be close to her/him watching how it all goes.

Figure 27: ACASI Practice Question 2

SAY: Are you under 50 years old?

Press the blue button if your answer is Yes; press red button if your answer is No. If you wish to skip the question press the sun.

- Yes
- No
- I prefer not to answer



Note: Make sure that all participants press the blue button (confirming that they are under 50 years old). If they do not press the blue button, the CAPI will show an error message saying: "Incorrect answer chosen, please try again!". Then, ask the participant why they did not do so. Tell them that the blue button was the one they should have pressed because they are under 50 years old. Then, continue the survey. Please, bear in mind that the participant will be the one using the tablet and you will be close to her/him watching how it all goes.

Final note: If the participant appears to be unable to continue the questionnaire due to any hearing/visual impairment or due to low digital skills, the ACASI won't be administered and further information about these circumstances should be provided as part of the last section of the questionnaire.

INTRODUCTION

SAY: Thank you very much. It seems like you are able to answer the questions using the headphones and the tablet.

INSTRUCTIONS

At this point, please answer any questions the participant might have. Give the printed instruction cards to the participant which show the different icons/answer options the participant will encounter while filling in the questionnaire and quickly explain their meaning. Hand the tablet and headphones back to the participant and make sure s/he goes to a quiet place and is alone to answer the questions. Explain to them that they will be asked questions in which they listen to the question and select the answer on the tablet (like the practice questions).

Please note that there is no time limit for the respondent to complete the ACASI.

If the respondent has any questions about using the tablet during the administration, such as accidentally turning off the screen or not knowing how to increase the volume, you may assist them. However, do not answer any questions about the content of the ACASI.

OVERVIEW OF THE ACASI SECTIONS

Table of Contents	
Section 1	Experiences with smoking cigarettes
Section 2	Experiences with crime
Section 3	Experiences with drinking alcohol and drugs use
Section 4	Experiences navigating the internet/social media
Section 5	Exposure to violence
Section 6	Experiences with sex

Section 7	Experiences with intimate partner violence
[IN] Section 8	Attitudes towards abortion and LGBT people
[ET] Section 9	Conflict

SECTION 17.2. SAQ (PE)

PURPOSE

The Self-Administered questionnaire (SAQ) refers to a questionnaire that has been designed specifically to be completed by a respondent without intervention of the fieldworkers collecting the data.

The SAQ includes questions on sensitive topics such as experience of violence, cigarettes, alcohol, and drugs consumption, sexual and reproductive health, attitudes towards abortion and LGBT people, internet and social media use, and exposure to violence.

One of the advantages of the SAQ is that it increases anonymity and respondents have more control over the pace at which they complete the survey. Survey respondents, answering questions face to face, may under-report or answer untruthfully due to factors related to stigma, shame, social desirability or social pressures, and fear of retaliation or legal action, among others.

The SAQ will be administered on tablets and programmed using SurveyCTO. “The SAQ will be administered on tablets and programmed using SurveyCTO. SurveyCTO allows the programme to be set in a way that once a participant answers the SAQ section of the questionnaire, it will not be possible for enumerators to return to these questions and see their answers.” The enumerators will explain this feature to the participants and ensure that the participants understand that all their answers will remain confidential.

PROTOCOL FOR SAQ ADMINISTRATION

- Check if the respondent gave the consent for the SAQ and check again with them that they are willing to help us with that.
- Check the respondent’s familiarity with tablet/laptop.
- Ensure that the tablets used for the SAQ have adequate battery life to allow each participant to successfully complete and return their survey. Also, adjust the brightness to an adequate level.
- Make sure that participants understand that they have the choice of deciding not to participate in the questionnaire, to refuse to answer any questions, and to stop the questionnaire if they choose to.
- Ask the participant to go to a quiet area where he/she can have privacy, and no one will interrupt him/her while completing the SAQ.
- Politely ask other household members to leave the respondent alone.
- To the extent possible, the SAQ should be administered in a quiet space and the participant should have a chair (or equivalent) to sit on as well as a table or flat surface to place the tablet on.
- Leave the respondent alone but stay close in case anything happens.

OVERVIEW OF THE SAQ SECTIONS

Table of Contents	
Section 1	Experiences with smoking cigarettes
Section 2	Experiences with crime
Section 3	Experiences with drinking alcohol
Section 4	Experiences with sex

Section 5	Attitudes towards abortion and LGBT people
Section 6	Experience with physical and psychological violence
Section 7	Experiences navigating the internet/social media
Section 8	Experiences with intimate partner violence
Section 9	Exposure to violence

SECTION 18. MENTAL HEALTH

PURPOSE

This section aims to assess the YL respondents' mental well-being by asking questions about symptoms that are associated with certain mental health conditions. It will be asked to both the Yc and the OC.

DEFINITIONS

The following definitions can be helpful for answering the questions in this section:

- **Depression:** Depression is a low mood that lasts for weeks or months and affects the daily life. Symptoms of depression include feeling unhappy or hopeless, low self-esteem and finding no pleasure in things a person usually enjoys.
- **Anxiety:** Generalised anxiety disorder is where a person feels anxious most of the time. Symptoms of generalised anxiety disorder vary from person to person, but include constant worrying, a sense of dread and difficulty concentrating.
- **Stress:** Stress can be defined as a state of worry or mental tension caused by a difficult situation. Experiencing long-term stress or severe stress can lead to feeling physical, mental and emotional exhaustion.
- **[ET only] Post-traumatic stress disorder:** Post-traumatic stress disorder is a mental health condition caused by a traumatic experience. Symptoms of post-traumatic stress disorder include flashbacks, nightmares, feeling very anxious and difficulty sleeping.
- **[ET only] Psychotic symptoms:** Psychosis is when people lose some contact with reality. This might involve seeing or hearing things that other people cannot see or hear (hallucinations) and believing things that are not actually true (delusions).

INSTRUCTIONS

Remember: It is very important that the YL respondents understand that there are no right or wrong answers - we only want to know about their feelings, attitudes, hopes, and perceptions. Young people often feel that these questions are "testing" their morals/attitudes/personality. As a result, they try to respond in a way they think is more "correct." Please pay attention and remind the YL respondent that there are no right answers and that they should respond in a way that is most true to her/his personal situation.

PLEASE NOTE: It is very important that the respondents feel as safe as possible when answering the questions in this section. One aspect of this means making sure that the respondent is answering the questions with privacy, meaning there are no other people in the area except you and the respondent, and other people outside this area will not be able to hear the questions or the respondent's answers.

However, that may not always be possible. *In this case, please make sure the respondent knows he/she is also able to answer the questions by pointing to the corresponding option on the prompt cards instead of saying it out loud.* Some respondents may prefer this option even if they are able to answer the questions in this section with privacy.

Make sure to give the respondent a break before beginning the mental health section, so the respondent can rest and then be ready to give real answers, not resorting to responding randomly or ye-saying/acquiescing in order to get the section done because they are tired.

DUTY OF CARE AND CONSULTATION GUIDE

After the YL respondent has answered all of the question in this section, there will be some text on the tablet informing you whether the respondents' answers given in this section are consistent with a certain mental health condition. This will be automatically generated by CAPI if relevant and may look something like this, for example:

FIELDWORKER (do not share this result with the respondent): [YL Respondent] reported experiencing symptoms consistent with at least mild depression. Please refer to the consultation guide, or the duty of care protocol if it is an emergency.

This is to help you assess whether the YL respondent may be in mental distress or may need support. If you think this may be the case, please refer to the consultation guide and the sections on the duty of care of this fieldworker manual.

[GAD-7 \(Anxiety\)](#)

The GAD-7 Anxiety (Q.1-Q.2) 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 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. I would like you to indicate your answer by pointing at this card [YES NO CARD]. If this has happened to you, I will also ask you how often this happened, and you can indicate your answer on this card [HOW OFTEN CARD 1].

Q.1: In the last two weeks, have you been...?

These seven statements aim to know how the YL respondent has been feeling in the last two weeks. Read each one of the statements and record the respondent's answer. Please make sure that the YL respondent understands that "No" means never, not even for a moment or a day, in the past two weeks.

Show the respondent the Filter Card as seen in Figure 28 and ask them to choose an option by pointing on the card if they wish.

Figure 28: Yes No Card

Yes, even if a little bit	No, not at all
----------------------------------	-----------------------

Q.2: How often the situation occurred in the last two weeks?

Register how often the YL Individual has been feeling as the statement describes.

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. Make sure the YL *respondent* understands that "No" means not even for a moment or a day in the past two weeks.

Show the respondent the Frequency Card 4 as seen in Figure 29 and ask them to choose an option by pointing on the card if they wish to show how often they have experienced this problem.

Figure 29: How Often Card 1

Less than half the days	More than half the days	Nearly every day
-------------------------	-------------------------	------------------

PHQ-8 (Depression)

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 . I would like you to indicate your answer by pointing at this card [YES NO CARD]. If this has happened to you, I also want to know how often these things have occurred in the last two weeks on this card [HOW OFTEN CARD 1].

Q.3: 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 and record the respondent's answer. Please make sure that the YL respondent understands that "No" means never, not even for a moment or a day, in the past two weeks.

Show the respondent the Filter Card as seen in Figure 28 and ask them to choose an option by pointing on the card if they wish.

Q.4: How often the situation occurred in the last two weeks?

Register how often the YL respondent has been feeling as the statement describes.

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.

Show the respondent the Frequency Card 4 as seen in Figure 29 and ask them to choose an option by pointing on the card if they wish to show how often they have experienced this problem.

Perceived stress

SAY: The questions I am about to ask you are about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way using this card [HOW OFTEN CARD 2].

Q.5: In the last month, how often have you...?

These ten statements aim to know the YL respondent has been feeling in the last month. Read each statement out loud and indicate how often in the last month the respondent has been experiencing the feeling or the situation that the statement describes.

Remember that when we say the last month we refer to a set period of time. For example, if the question was asked to the respondent on June 24, then the last month would refer to the period of time from May 24 to June 23.

Please take the time to explain the answer options before starting: ‘Never’, ‘Almost never’, ‘Sometimes’, ‘Fairly Often’ and ‘Very often’. For this, prompt the ‘Stress Scale Card’ to the YL respondent. Figure 30 shows this card. Please make sure that the YL respondent understands that ‘Never’ means not even for a moment or a day, in the past month.

Figure 30: How Often Card 2

Never	Almost never	Sometimes	Fairly often	Very often
-------	--------------	-----------	--------------	------------

In the case the YL respondent mentions the number of days, use the following reference and code accordingly:

- 0 days in the past month: “Never”=00
- Between 1 and 4 days in the past month: “Almost never”=01
- Between 5 and 10 days in the past month: “Sometimes”=02
- Between 11 and 20 days in the past month: “Fairly often”=03
- Between 21 and 31 days in the past month: “Very often”=04

Please use this as a reference if needed, but do not read the number of days to the respondent.

The following questions (Q.6-Q.9) are for YL respondents from Ethiopia:

Post-traumatic stress disorder

[ET only] SAY: Many people have felt stressed during recent years or have had bad experiences. Below are a number of problems that people sometimes report in response to traumatic or stressful life events. I would like to know how often you have been bothered by that problem in the last month. I would also like to know how much they have affected your life. Once you have told me that you have been bothered by a problem, I will ask you to indicate how often by pointing at the answer on a card.

[ET only] Q.6: In the last month, have you ever been bothered by the following problems?

These six statements aim to know whether the YL respondent has been bothered by a certain feeling or experience in the past month. Read each one of the statements and record the respondent's answer. Please make sure that the YL respondent understands that "No" means never, not even for a moment or a day, in the past month.

Show the respondent the Yes No Card as seen in Figure 28 and ask them to choose an option by pointing on the card if they wish.

[ET only] Q.7: How much have you been bothered by the problem in the last month?

Register how much the YL respondent has been upset by the feeling or experience that she/he had in the past month.

If the YL respondent has experienced the problem, for Q.9, show the YL respondent the alternatives on the 'How Often Card 3' and ask them to point at the answer which shows how often they have experienced the problem. Figure 31 displays the options on the card.

Figure 31: How Often Card 3

A little bit	Moderately	Quite a bit	Extremely
--------------	------------	-------------	-----------

[ET only] Q.8: In the last month, have the above problems ever affected...?

The next three statements aim to inform about whether the feelings or incidents experienced by the YL respondent have affect her/his relationships, ability to work, or any other important area of her/his life such as education or parenting. Read each one of the statements and record the respondent's answer. Please make sure that the YL respondent understands that "No" means never, not even in a small way, in the past month.

Show the respondent the Yes No Card as seen in Figure 28 and ask them to choose an option by pointing on the card if they wish.

[ET only] Q.9: How much have the above problems affected...?

Register how much the YL respondent's relationship, work, or other areas of life have been affected by experiencing the feelings or situations asked about in Q.8.

If the YL respondent's problem have affected areas of their life, for Q.1, show the YL respondent the alternatives on the 'How Often Card 3' and ask them to point at the answer which shows how often they have experienced the problem.

The following questions (Q.10) are for YL respondents from Ethiopia and Peru:

PQ-16 (Psychotic symptoms)

SAY: The next questions are about unusual things, like seeing visions or hearing voices. We believe that these things may be quite common, but we don't know for sure because previous research has not done a good job asking about them. So please take your time and think carefully before answering.

SAY: The statements I am going to read to you are about certain thoughts, feelings, or experiences you may have had during your life. I would like to know whether each of these statements is true or false for you. Please indicate your response using this card [TRUE FALSE CARD]

Q.10: I would like to know whether each of these statements is true or false for you?

These 16 statements aim to know whether the YL respondent has ever had a certain kind of feeling or if he/she has ever had a specific experience in his/her life. As we are asking about things that ever happened at any point in time during the life of the respondent, please mark a statement as "True" even if it has happened a long time ago.

Show the respondent the True False Card as seen in Figure 32 and ask them to choose an option by pointing on the card if they wish to show if they have experienced this situation or feeling.

Figure 32: True False Card

False	True
-------	------

Q.11: Was the respondent able to answer the questions from this section with some privacy?

Do not ask this question to the YL respondent. Indicate whether the respondent was in a relatively private space when answering this section ("Yes") or if for example there were many family members close by that could listen to her/his answers ("No").

SECTION 19. ANTHROPOMETRY

PURPOSE

This section collects the anthropometric measurements of weight and height of the YL respondents, which will be used to evaluate the nutritional status of the respondents by calculating their Body Mass Index. Likewise, the YL respondents' waist circumference will be measured to assess their risk associated with suffering from metabolic diseases and obesity.

In addition, the part of the manual will help guide and standardize the measurements taken by the fieldworkers, in order to obtain accurate and valid values. Furthermore, for the selection of the equipment the portability and validity was considered.

ETHICAL CONSIDERATIONS

First, please explain the procedures used to measure the weight, height, and abdominal circumference of the YL respondent. Then, ask for her/his consent and cooperation. Please use clear and respectful language at all times and make sure to ensure the comfort and privacy of the respondent. In addition, ensure to take the anthropometric measures in a private place if possible, particularly for taking the abdominal circumference.

Please wear disposable latex gloves in order to avoid direct physical contact and to comply with hygiene regulations. Try to minimize the duration of direct physical contact with the YL respondent and respect her/his personal space.

INSTRUCTIONS

Weight

Equipment

We will use an electronic scale with a capacity of 150 or 200kg and 100g accuracy. Please find an adequate and safe surface. This kind of scale cannot accurately measure if it is on a slope. The surface must be smooth, horizontal, flat and without unevenness or the presence of foreign objects. Nor should it be used on surfaces with grass, carpets, rugs, microporous or pressed rubber.

At the start of the field work each day, please correctly insert the batteries into the scale and confirm that the scale turns on correctly. When the scale is turned on, the display will show **(0.00)**. Please remove the batteries at the end of every field work day.

When placing the scale on the surface, please check the stability of the scale before proceeding with the measurements. Please carry out a test measurement to verify that the scale is functioning correctly before measuring the YL respondent.

Procedure

Please weigh individuals with minimal clothing and no shoes. Prior to taking the weight measurement, make sure that the respondent does not feel like he/she needs to use the bathroom. Otherwise, please weigh her/him after she/he has used the bathroom. Make sure that the YL respondent cannot touch a wall or grab other people, as this can distort the measurement.

Ask the YL respondent to stand in the centre of the scale in an upright position and looking straight ahead. The respondent's arms should be at the side of his/her body with the palms resting on the thighs. The heels and toes of the respondent should be separated to form a "V".

Weigh the YL respondent and read the weight measurement clearly. Take a second reading, when the scale is stable again. If the two measures are the same, then enter that as the final weight measurement. If they are different do the procedure a third time and record the number that is repeated twice.

If you cannot get two identical measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.

Be sure to record each weight measure in the corresponding fields in the tablet. Do not forget to record the final weight.

Q.1: Please check the scale.

Make sure that the scale has been tested and is working well as described above. Tick the appropriate space if the scale is well calibrated.

Q.2-Q.4: Weight (TO NEAREST 0.1 KG)

Take and record two weight measurements as described above and record the agreed weight measurement. For each question, enter -9999 if the YL respondent was not weighed.

Q.5: Why was [YL respondent] not weighed?

If the YL respondent was not weighed, please indicate why the measurement did not occur using the answer options displayed.

The following question (Q.6-Q.9) are for YL respondents from the younger cohort only:

Height

[YC only] Equipment

To measure the height of the YL respondent, a portable stadiometer will be used, with a measurement range of 20 - 205 cm (Figure 01).

Before taking the measurement, the equipment must be correctly assembled following the manufacturer's instructions. The stadiometer consists of 7 hard plastic parts (1 flat base, 4 blocks, 1 lateral scale or mobile stop, 1 support point for the wall). The pieces are easy to assemble. The blocks are firmly attached to the base plate. The scale on the side of the stadiometer allows you to read the height during the measurement, which ensures precision up to a height of 205 cm (Figure 02).

The stadiometer must be placed on a stable and secure surface, near a wall or aligned column. The flat base must be placed on a smooth, horizontal, flat surface, without unevenness or the presence of foreign objects (Figure 03).

At the end of each fieldwork day, please carefully disassemble the stadiometer.

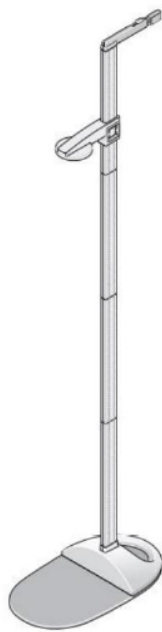


Figure 01

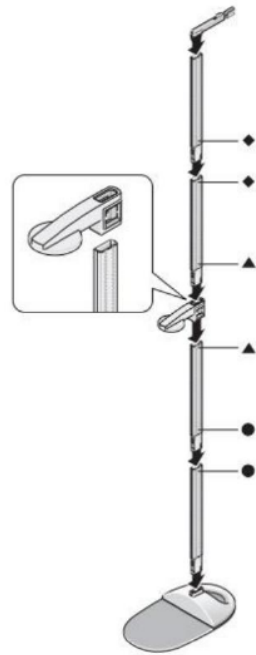


Figure 02

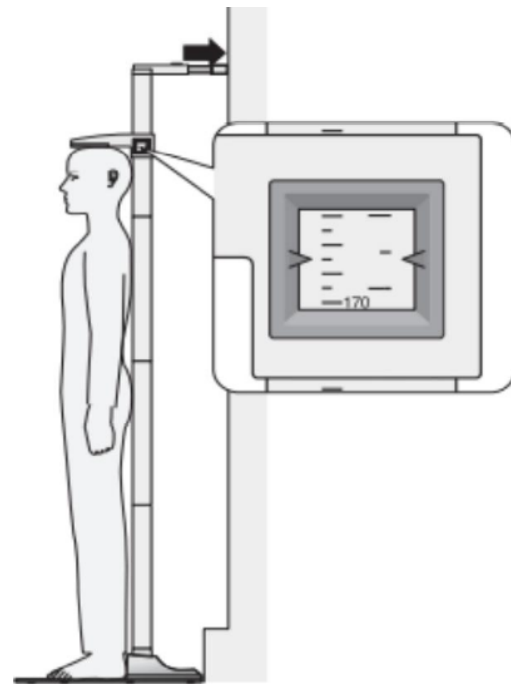


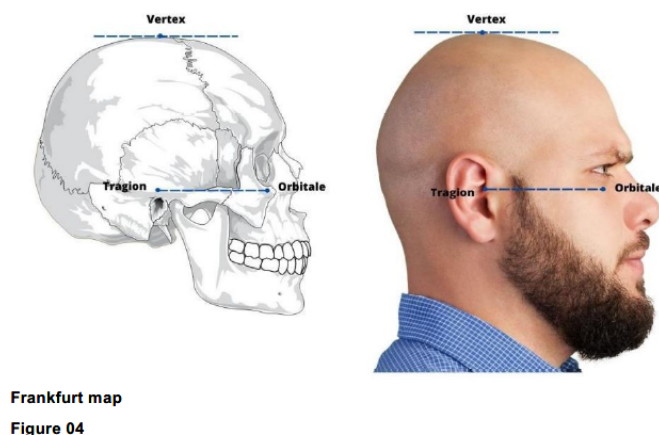
Figure 03

[YC only] Procedure

Appropriate clothing: the person being measured should take off his/her shoes and any bulky clothing like a jacket or bulky jumper which may prevent the person being in contact with the measuring board.

Place the person in such a way that s/he is standing on the measuring board with his/her feet parallel, and with heels, buttocks, shoulders and back touching the surface of the measuring board. The head should be held comfortably with the person looking straight ahead, not with his head tilted up or down. The arms should be hanging next to him/her. If the person being measured cannot stand, use a wall or a door as support when measuring stature.

Please verify the position of the YL respondent's head: the imaginary horizontal line connecting the upper edge of the external auditory canal to the base of the eye socket (Figure 04, "Frankfurt plane") must be perpendicular to the flat base of the stadiometer.



Gently lower the movable stop of the measuring board and place it on the YL respondent's head. Press down if necessary to ensure contact, but only to ensure soft contact. Read length within **0.1cm**. Ensure that your vision is aligned with the position of the marker, not higher or lower. If the measurement is between two markers of 2 mm, take the lowest value. Say the measurement clearly and enter it on the tablet immediately.

Raise the head of the board, check the alignment and measure the respondent again. If the two measures are the same, accept this measure. If the measures are different, measure again until you get two measures that are the same and enter the measure in the space for the final height.

[YC only] Q.6-Q.8: Height (TO NEAREST 0.1 CM)

Take and record two height measurements as described above and record the agreed height measurement. For each question, enter -9999 if the YL respondent was not measured.

[YC only] Q.9: Why was [YL respondent] not measured?

If the YL respondent was not measured, please indicate why the measurement did not occur using the answer options displayed.

Abdominal circumference

Equipment

A fibreglass tape measure with 200cm length and 1mm accuracy will be used to measure the abdominal circumference of the YL respondents.

Procedure

Please ask the YL respondent to stand in an upright position on a flat surface and with the torso uncovered. Make sure that the respondent is relaxed. In case the respondent refuses to be uncovered, please ask them to wear thin clothes and register this as a comment of the measure.

The arms should be relaxed and hanging in parallel next to the upper body. If the respondent is wearing a belt or similar item that can compress the abdomen, ask her/him to unfasten it. The feet should be separated by a distance of 25-30cm so that the respondent's weight is distributed evenly among both legs.

On the right side of the YL respondent's body, palpate the lower border of the last rib and the upper border of the iliac crest (hip bone). Determine the average distance between the two points and proceed to mark it. Do the same procedure on the left side (Figure 05).

Place the tape measure horizontally across the abdomen, using the midpoint marks on each side as guidance. The tape measure should be close to the skin, but not compress the abdomen. Take the measurement within **0.1cm** after the respondent has been breathing in and out, at the end of a normal exhalation. Say the measurement clearly and enter it on the tablet immediately.

Take another measurement at the end of a normal breath. If you cannot get two identical measurements, and you are sure that you have followed the procedure correctly every time, take the average of the measurements.



Measurement point mark. Midpoint between the last rib and the iliac crest.

Figure 05



Measurement of the abdominal perimeter, at the end of an exhalation.

Figure 06

Q.10-Q.12: Abdominal circumference (TO NEAREST 0.1 CM)

Take and record two abdominal circumference measurements as described above and record the agreed abdominal circumference measurement. For each question, enter -9999 if the YL respondent was not measured.

Q.13: Why was [YL respondent] not measured?

If the YL respondent was not measured, please indicate why the measurement did not occur using the answer options displayed.

Additional instructions for the anthropometrics of pregnant women

- **Height and weight** must **always** be measured
- In the case of **abdominal circumference**:
- **Do not measure** from the moment that woman know they are pregnant until the first month after birth. If this is the case, include a comment indicating that this is the reason why no measure is provided.

- *Start measuring after the first month of birth* and include a comment indicating the number of months after childbirth.

Information for fieldworker

Depending on the measurements entered in CAPI in this section, you may see some additional text displayed for YC respondents only. It may look like this, for example:

INFORMATION FOR FIELDWORKER (do not share this result with the respondent): [YL Respondent]'s BMI suggests they may be underweight. Please refer to the consultation guide, or the duty of care protocol if it is an emergency.

It is automatically generated by CAPI if relevant for a YC respondent and can help you assess whether the respondent may need additional support due to being over- or underweight. **Do not share this information with the respondent.**

SECTION 20. CORTISOL

PURPOSE

This section establishes the procedures that fieldworkers must follow for hair sample collection as well as the considerations to apply the cortisol survey which includes questions for eligibility and factors associated with the variation of cortisol. The hair samples were used to evaluate cortisol level as a measure of human chronic stress. Sample of hairs from both YC and OC respondents will be collected. This section is organized in three parts: consideration for the application of the cortisol survey, hair sample collection protocol, and storage and shipping of the hair sample.

1. Cortisol survey

a. Selection and eligibility for sample collection

All YL respondents will be invited to be part of the hair sample collection as part of the [PE only: consent form] [ET, IN]: separate consent form for the cortisol study].

PLEASE NOTE: When asking for a respondent's consent, please make sure to show them the hair sample or the picture of the hair sample that you carry with you. If the respondent hesitates or is not inclined to take part, please show them the example video of the hair sample collection.

Q.0.1: FIELDWORKER: Has [YL Respondent] agreed to provide us with a small lock of hair?

- 00= No ► Go to Next Section
- 01= Yes

Ahead of proceeding with the collection of the hair sample, the fieldworker will be asked to answer some questions related to his/her health conditions and his/her hair. The cortisol survey module will be administered only to those respondents who give their consent to be part of the hair sample collection (as reported in the respondent's [PE only: consent form] [ET,IN] separate consent form for the cortisol study]). The fieldworker will proceed to collect the hair sample only for those respondents who do not report: i) having a previous diagnosis of hypo- or hypercortisolism; (ii) his/her hairs are at least 3 cm long when pulled straight (for coily or kinky hair the eligibility criteria is having at least 2 cm long hairs).

b. Useful definitions for eligibility

Cortisol: is an essential hormone produced by the hypothalamic-pituitary-adrenal axis (HPA). It regulates the use of energy in the body and helps maintain homeostasis by regulating the body's metabolism.

Q.0.2: Have you been diagnosed with hypo- or hypercortisolism (for example. Addison's disease or Cushing's syndrome)?

- 00= No
- 01= Yes ► Go to Next Section
- 77= NK / They have not heard of these health conditions

Addison's disease: is a rare disorder of the adrenal glands. Occurs when the body doesn't make enough of certain hormones. The adrenal glands make too little cortisol or aldosterone, it's also named hypocortisolism.

Cushing's syndrome: is a condition in which the pituitary gland releases too much adrenocorticotrophic hormone (ACTH) and makes too much of the hormone cortisol over a long period of time, it's also named hypercortisolism.

Q.0.3: FIELDWORKER: Check if the YL respondent's hair is at least 3 cm long when pulled straight, or 2cm long for coily/kinky hair. If it's obvious no need to check, otherwise please use the comb and a ruler to check the actual length.

- 00= No ► Go to Next Section
- 01= Yes

Note: It's possible to check the hair length using a ruler or similar stuff that allows you to identify the hair length of at least 5 cm.

Q.1: FIELDWORKER: Please register if the participant confirms their participation in the hair sample collection.

- 00= No (**FIELDWORKER:** Check why YL Respondent has changed their mind. Explain again the nature of the study and to clarify any doubts. If the YL Respondent still refuses then SAY: Ok, no problem, I understand) **CAPI** (Go to Next Section).
- 01= Yes

Note: Explain again the nature of the study and clarify any doubts. Use its real sample (both sides of short- long hair) to explain the length which will be cut for the study.

C. Preparation of the work area

One of the advantages of the hair sample collection against other cortisol measures is that it does not need to be performed in a laboratory and it can be done during a regular in-house visit. In the case of YL, the hair sample collection will be administered in conjunction with the anthropometrics measurements and just before the self-administered questionnaire for which the fieldworker will find a quiet space (e.g. away from other household members and external interference) where the respondent can have some privacy.

2. Hair sample collection protocol

a. Before collection

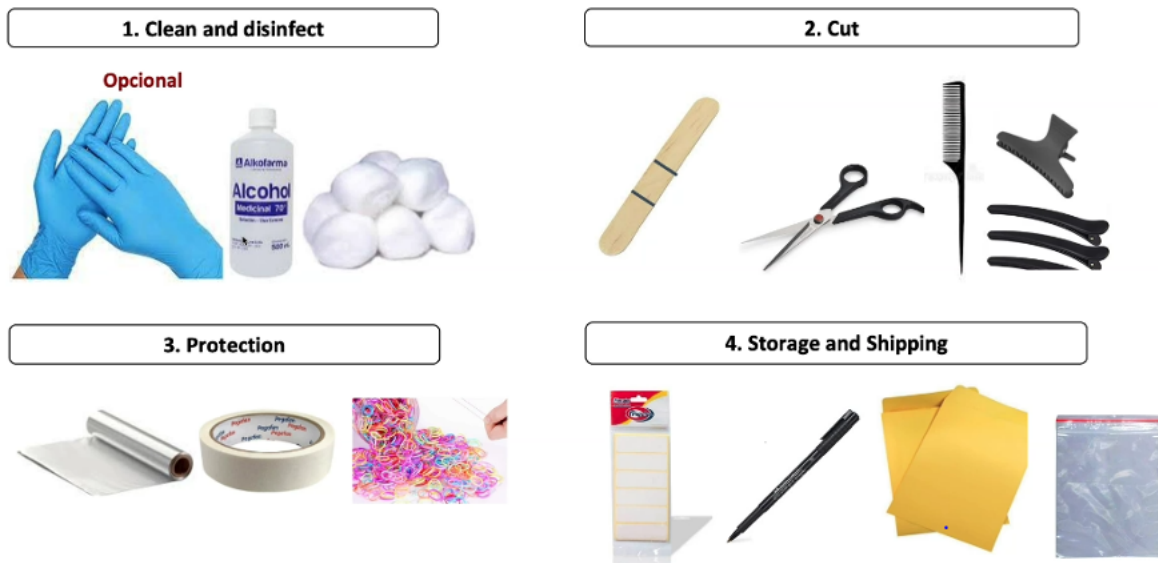
a.1. Equipment preparation

Before starting the procedure, the fieldworker will need to have all the necessary equipment ready, including:

- 1 Printed copy of protocol;
- 1 Bottle of disinfectant;
- 1 Pack of cotton balls;
- 1 Pack of hair clips (varying sizes);
- 1 Pack of small hair ties;
- 1 Ruler (marked at 3cm and 5cm);
- 1 Pair of scissors (small and sharp to cut the hair well);
- 1 Role of masking tape;
- 1 Pack of labels;
- 1 Permanent pen/marker;
- Several pieces of aluminium foil; ca. 12x18cm each (1 for each sample);
- Several paper envelopes (1 for each sample);
- Several "tail" combs; a tail comb has a point at the end of the handle which can help the enumerator section the hair for sample collection (1 for each participant).

Picture 1: Hair Sample Collection Kit

MATERIALS



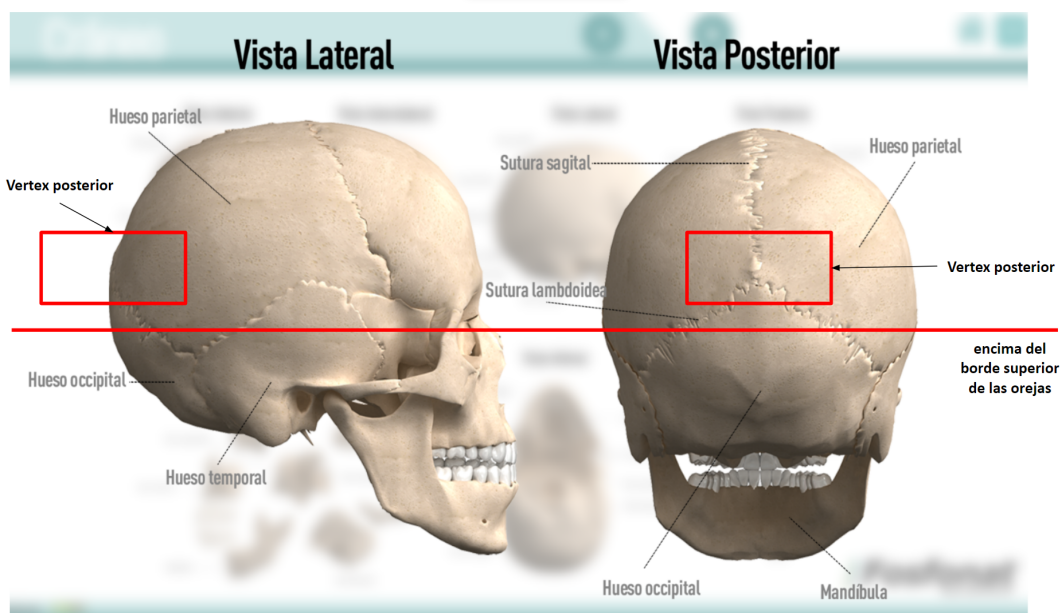
* Gloves are not needed

a.2. Respondents' preparation and protocol for sample collection

Hair samples are taken from the **vertex posterior** at the back of the head and cut with sanitized scissors as close to the scalp as possible. For this study, only one small lock of hair is required.

The vertex posterior is easily found in a majority of cases. It is above the external occipital protuberance (for reference see Picture 2, Picture 3 and Picture 4).

Picture 2: Vertex Posterior 1



Picture 3: Vertex Posterior 2

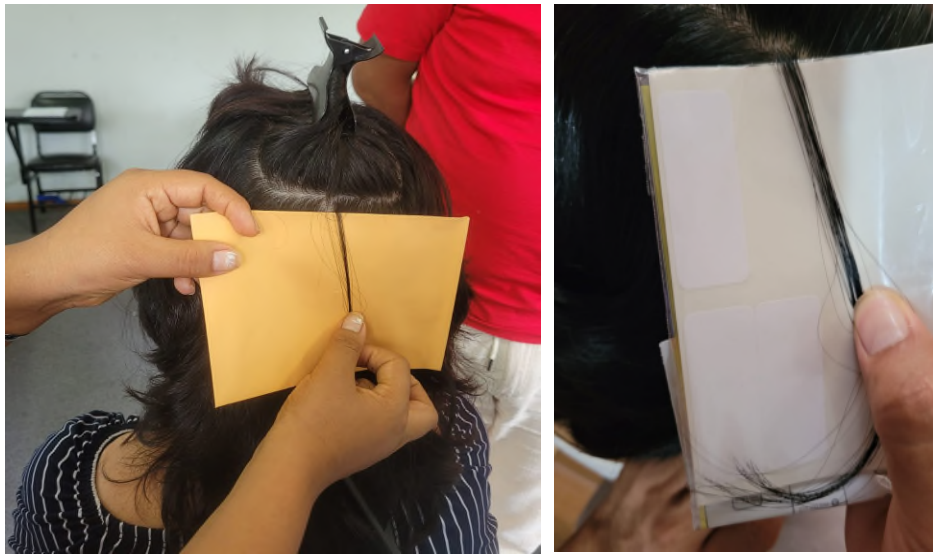


Picture 4: Vertex Posterior 3



The minimum amount of hair is around 50 strands of hair and every fieldworker will have a sample of hair that allows them to identify the amount of hair that will be collected (for reference see **Picture 5**).

Picture 5: Minimum Hair Sample Collection



b. During collection

1. Ask the respondent to take a seat in a chair – preferably in a private area – that allows the fieldworker to identify the place to collect the sample of hair. Try to put the respondent at ease and ensure that he/she is relaxed.
2. Sanitize hands, comb, hair clips and scissors. Have hair elastics, aluminium foil, tape and marker ready.
3. OPTIONAL: Put on gloves (in case the gloves make difficult the collection of the sample particularly for short hairs, the fieldworker cannot use the gloves instead he/she must wash and sanitize their hands before and after the sample collection).
4. Prepare container for sample: a piece of aluminium foil and a paper envelope, labelled with the participant ID, date, time, location and collector ID.
5. Double check the pre-filled label of the paper envelope once collected and fill in any missing or incorrect information.
6. Double check the first two of the three eligibility criteria are satisfied (the participant gave consent to be part of the hair sample study; they do not have a previous diagnosis of hypo- or hypercortisolism).
7. Briefly explain what the procedure consists of.
8. Locate the vertex posterior at the back of the head (**see Picture 3 for reference**): Have the respondent sit up straight in a chair, facing forwards, with his/her chin parallel to the floor. Put pinkie fingers on tops of their ears and create a horizontal "line" with your hands. Your thumbs should meet in the centre of their head. From this point you can identify the vertex posterior as a circle (diameter 5 cm) just above this point. The sample can be collected from anywhere in this circle.
9. Verify the third legibility criteria by checking that the respondent's hairs are at least 3 cm long when pulled straight (for coily or kinky hair 2 cm are enough).
10. Using the comb, section the hair at the vortex posterior so you have a clean line; separate the 1.5 x 1.5 cm sample (**see Picture 4 for reference**).
 - i. For long hair, pin the surrounding hair back and use a small hair tie to help keep the roots aligned. If sample is < 5 cm long, put an elastic near the root before cutting the hair.

- ii. Aim to collect the enough amount of hair to analyze (in the 3 cm closest to the scalp) (see **Picture 6 and Picture 7 for reference**).
11. Place scissors as close to the roots as possible. Keep them flat along the scalp as you cut.
12. Store the full cut: for long hair, only use tape and for short hair, use a hair elastic to keep the roots aligned but do not put tape. **Indicate on the tape what is the direction of the root of the hair sample using the permanent pen/marker (see Picture 6 and Picture 7 for reference).**
 - i. **Never put tape on the 3cm of interest.**
 - ii. If hair is > 5 cm: Put tape at the 5cm line to keep the sample aligned and draw an arrow on the tape pointing towards the roots. Roll up the rest of the hair.
 - iii. If hair is < 5 cm but > 3 cm: Use a hair elastic near the roots to keep the sample aligned. No tape. Fold the foil tightly so no light can get in.
 - iv. If hair is < 3 cm: No hair elastic or tape. Fold the foil very tightly to keep the sample secure. On label add a note "short hair -- no elastic".
 - v. **Always fold the foil tightly so that no direct (sun)light can get in.**
13. Add label to foil with participant ID, date, time, location and collector ID, if not already done so.

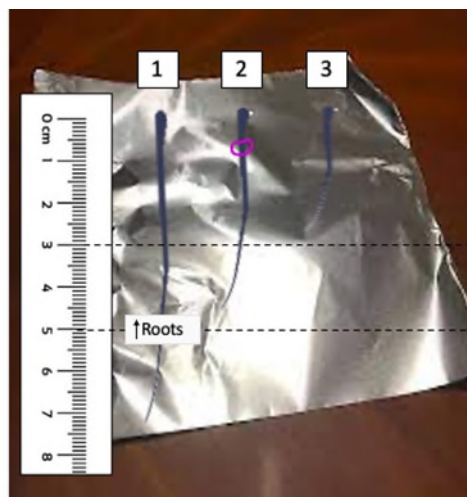
Make sure the participant ID is completely legible on labels. If you made a mistake, rewrite it.

14. Put folded foil into paper envelope. Label with the same information, if not already done so
15. Store the samples at room temperature in the dark in a sealed container before being shipped.
16. Don't forget to remove the scissor and comb from the respondent's head to avoid discomfort.

Picture 6: Types of Hair Samples

NO TAPE ON FIRST 3 CM

1. Long hair (> 5 cm)
 - Put tape at 5 cm
 - Arrow pointing to roots
2. Short hair (> 3 but < 5 cm)
 - Use elastic near roots
 - No tape
3. Very short hair (≤ 3)
 - No elastic or tape
 - Add note to label ("short hair – no elastic")



Picture 7: Examples of Hair Samples



*Raíz is in Spanish and corresponds to the root of the hair.

As part of the survey, you will be asked to answer the following questions:

Q.2.1: FIELDWORKER: Please mark if the hair sample has been obtained.

Q.2.2: FIELDWORKER: Why could the hair sample not be obtained?

- 01 = Participant refused at the last minute
- 02 = Participant moved too much
- 03 = Hair was not long enough
- 04 = Equipment didn't work
- 05 = Equipment is missing
- 06 = Other, specify

Q.2.3-2.4: Please record the date and time the hair sample was taken (use 24 hour clock).

Q.2.5: FIELDWORKER: Please record the ID of the fieldworker who took the hair sample.

c. After collection

After collection, hair samples (each in foil or paper envelope) will be kept in a canvas bag to provide additional protection from sunlight, and once fieldworkers arrive at their base in each cluster the supervisors will store the samples in a sealed, locked box that also must contain silica gel bags to prevent an excess of humidity. Only supervisors will be allowed to manipulate the box. The fieldworkers will bring the total samples per day to the supervisors, and they will be registered in the format provided by the supervisor at the time of the reception of the samples. This format has to contain the name of the fieldworkers, the name of the supervisor who received the sample, the date/time of the sample delivery, the correlative number of samples per fieldworker per day, as well as the identification data of each sample (participant ID and initials of names, as they appear on the label of each sample), as well as the approximate size of the collected hair sample (see Format 1).

Format 1: Delivery Register of the Hair Samples Collected by Fieldworker to Supervisor (Example from Peru)

FORMAT 1. DELIVERY REGISTER
OF THE HAIR SAMPLES OF FIELDWORKER TO SUPERVISOR

*All fieldworker will delivered the hair samples collected and register in the consolidated format by day. The supervisor will provided the format of consolidate of the hair samples.

Fieldworker name: _____
Cluster: _____

	Delivery day	Delivery hour	Number of samples	CHILD-ID	Initials of first name and last name	Size hair sample collected: (1): at least 2cm; (2): 3 to 5 cm; (3): 5 cm or above	Observations
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Fieldworker signature: _____ Supervisor signature: _____

3. Definitions for Questions about Hair Care Practices

Q.3.1. What is your natural hair color?

- 01= Black
- 02= Brown
- 03= Blonde
- 04= White
- 05= Red
- 06= Other, specify

Q.3.2. How frequently do you wash your hair?

- 01= Daily
- 02= Every other day
- 03= Weekly
- 04= Monthly
- 05= Every few months
- 06= Other, specify

Q.3.3. Is your hair frequently exposed to high heat? For example, hair straightener, hair curler.

- 00= No ► [Go to \[IN, PE: Q.3.5\] \[ET: Q.3.4b\]](#)
- 01= Yes

Q.3.4. How often is your hair exposed to high heat?

- 01= Every day
- 02= Every other day
- 03= Weekly
- 04= Monthly
- 05= Every few months

- 06= Other, specify

[ET only] Q.3.4b. Do you frequently apply butter to your hair?

- 00= No
- 01= Yes

Q.3.5. Have you had any hair treatment over the past 3 months? For example, bleach, color, perm, chemical straightening, relaxer?

- 00= No ► Go to Q.3.7
- 01= Yes

Q.3.6. How recently did you have any hair treatment?

- 01= This week
- 02= Last week
- 03= 1 month ago
- 04= 2 months ago
- 05= 3 months ago
- 06= more than 3 months ago

Q.3.7. On average, how many hours per day is your hair exposed to direct sunlight?

- 01= less than 1 hour
- 02= 1 - 2 hours
- 03= 2 - 5 hours
- 04= 5 - 8 hours
- 05= more than 8 hours

Note: Explain to respondents that these are hours per day that could include their field work activities. Specify in the last three months.

Q.3.8. Do you wear a hat, a scarf, or use anything else to protect your hair from the sun on a regular basis?

- 00= No
- 01= Yes

Note: Is possible that respondents have doubts that they should wear anything to protect her/him hair. Perhaps, reinforce the question and say if the hat/scarf/anything else is used to protect her/him face.

Q.3.9. Do you take over the counter or prescription medications for any scalp conditions?

- 00= No
- 01= Yes

Scalp conditions. FIELDWORKER: the possible conditions for any scalp diseases are lupus, psoriasis, dermatitis, scalp ringworm (tiña), and lichen planus. All of these conditions affect the scalp or other parts of the skin.

Q.3.10. Have you taken any steroids in the past 3 months? For example, inhaled medications, steroid injections in a joint, or other oral steroids such as prednisone, dexamethasone, or aldosterone.

- 00= No ► Go to next section
- 01= Yes

Q.3.11. How recently have you taken steroids medication?

- 01= This week
- 02= Last week
- 03= 1 month ago
- 04= 2 months ago
- 05= 3 months ago
- 06= more than 3 months ago

Steroids: also called corticosteroids, are anti-inflammatory medications used to treat a range of conditions.

4. Storage and Shipping of the Hair Samples

Every time data collection in a YL cluster is completed (typically around 15 days), samples will be sent (in a sealed box with around 100 samples, the approximate number of respondents in each cluster) to our headquarters in each country where a person of the research staff will be charged with the reception and control of the quality of the hair samples collected.

Once in the headquarters, hair samples will be stored at room temperature in a locked file cabinet until data collection in that country has been completed (from 4 to 6 months, depending on the country). Again, samples will be kept away from direct sunlight and each box must contain silica gel bags to prevent the excess of humidity. At the reception of the samples the supervisors must bring the sealed boxes with the corresponding Format 1 (those that were filled in the field), as well as the Format 2 that consolidate the total number of samples and presents the following information: day of arrival of the samples to the headquarters, [PE: [day and time of reception at the IIN \(Instituto de Investigación Nutricional\)](#)], total number of samples by each fieldworker, the name of the fieldworker that collected the sample, as well as any commentary or observation in case this was needed.

Once all samples are in the headquarter, they will be mailed (following local regulations) at room temperature to the designated research laboratory for analysis.

Format 2: Consolidated Delivery Register of the Hair Samples of Supervisor to IIN (Example from Peru)

**FORMAT 2. CONSOLIDATED DELIVERY REGISTER
OF THE HAIR SAMPLES OF SUPERVISOR TO IIN (INSTITUTO INVESTIGACION NUTRICIONAL)**

*All supervisor will delivered the hair samples collected in a box adding the format consolidate format by cluster (format 2) and delivery format by cluster (format 1).

Supervisor name by cluster: _____

Personal Staff in IIN (Instituto Investigación Nutricional): _____

	Day of arrival at Lima	Delivery day	Delivery hour	Total of hair samples by fieldworker	Name and Lastname (Fieldworker)	Observations
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Supervisor signature: _____

Personal Staff signature: _____

SECTION 22. GPS

PURPOSE

This module is designed to capture the coordinates of geographic locations of the homes of all Young Persons (YP) participating in the study. To achieve this objective, we will use the SurveyCTO program, which in turn will use the built-in GPS system on the tablets to take the reading of the points.

DEFINITIONS:

GPS is short for GLOBAL POSITIONING SYSTEM. It is a system that allows a receiving device to locate your own position on Earth with an accuracy of up to centimetres, although commonly it is a few meters. This navigation system is based on 24 satellites, that provide positions in all 3 dimensions, 24 hours of the day, anywhere in the world and in all weather conditions.

INSTRUCTIONS

Note: You DO NOT need internet on tablets to collect GPS coordinates.

To get a good reception or signal, the enumerator must be in an open-air location. You must be able to see the sky from the location. You must make sure that the Location Permission on the tablet is activated. If this is not activated, it will not be possible to collect GPS coordinates. The reference point to take the GPS is 5 meters in front of the main door of the house. If this is not possible, look for another reference point but write it down in the comments.

When taking the point, do not have the tablet too close to the body for good reception of the satellite signals. If signal reception is good, the program automatically marks the GPS point ["recording location"], otherwise there is a waiting time in which it looks for a good signal ["loading location"]. The acceptable precision of the captured GPS point is up to 8 to 10 meters. If it happens that this accuracy is greater than 10 meters and does not go down for a longer waiting time, then take the point and write down in comments.

Exceptional Cases

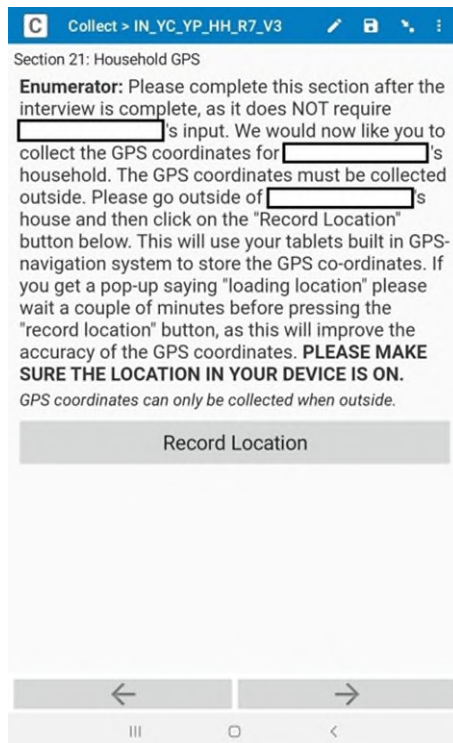
Here are some cases when it is okay to not follow the procedure laid out in the earlier paragraphs:

- **Security Concerns:** If the area where we are is not safe enough, then it is better to take the GPS point inside the house but look for the indoor area closest to the outside (for example close to a window or to the front door) so that there is better reception.
- GPS coordinates will not be taken for young people who are living at Military Bases, and civil servants whose employers do not want this process to be done.

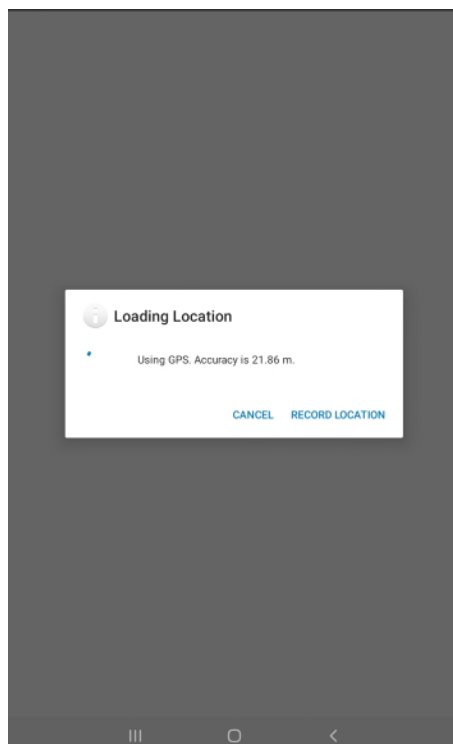
Always remember to explain in the comments when a situation arises, where taking the GPS coordinates is not possible or the GPS coordinates cannot be collected according to protocol.

Collecting GPS coordinates on Survey CTO

- Click on Record Location to collect coordinates.



- Wait for a better signal if accuracy is below 10m. As the time passes, the accuracy should improve.



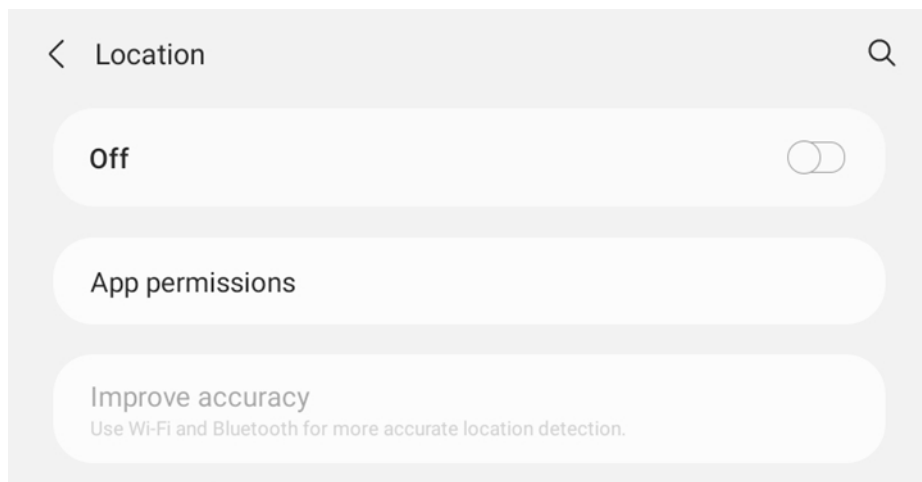
- Accuracy is better outside the house than inside the house.

Enabling Location Permission on the Tablet

- Go to Settings.
- Then, click on Location.

- Turn on the Locations button by sliding the button from left to right (from off to on).

Location: Off



Location: On

