**Specific Manual**

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# **Verification**

Woman died - interview the most knowledgeable person in the household according to the household (ask the household to choose the person to answer the survey). Select the name from the list of baseline household members if present at baseline and included in this list or type in a name.

Woman has left – if the woman is not returning to the village during the next 3 months, interview the most knowledgeable household member.

If you are not interviewing the original female respondent make sure to spend a bit more time on introducing yourself and the survey

If you are not interviewing the original respondent, select no to the question asking if the names match the respondent’s name and then select the reason as “Different person than the one on the tracking sheet”.

*Location information*

If we were informed during tracking the respondent had moved we will show this location as well as the location from baseline. Please update the new location with using the list of options in the survey. Select an option whenever possible and only write in the location if no option exists.

*Contact information*

Confirm the baseline contact numbers. If the number recorded at baseline was 79999999 or similar, select no to this being the correct number and try and obtain an actual number.

Try and obtain contact information for any other people the respondent knows, especially if they plan to move.

# **Roster**

Household definition: “I will now ask you some questions about the members of your household. These are people who have spent at least 1 month out of the last 12 living in the same house/structure as you and have been eating out of the same kitchen. This includes all people who currently live in a different place for work or school, but have previously lived in this house/structure and will come back to live in this house/structure in the future.”

We are interested in all household members from our baseline survey as well as any new members who joined.

|  |  |
| --- | --- |
| Is "<b>${fullname}</b>" a member of this household still? | Only select “This person has never been a member of this household” if the respondent has no idea who this person is. If you select this option more than once you’ll be asked to confirm you are definitely interviewing the correct household and provide a reason why more than one person from baseline is not recognised by the respondent. If a member has left the household select no to this question and provide a reason why. We still want to ask later questions about all people who were members of the household at baseline, even if they have since left. |
| Why is "<b>${fullname}</b>" no longer a household member | Only select split/separated from spouse if this is the spouse of the respondent. |
| Have any new household members joined your household who weren't on the list we just went through? | New household members are anyone not in the baseline member list who now meet the household definition. You will provide their details after going through all the baseline household members. |
| Did xxx spend any time in the last 30 days away from home in another town, village, or city for any reason? | This is any days and nights away from home for any reason (e.g. visit relatives, work, school) |
| *Marriage* | Any household members who got married since baseline. |
| How much have you spent towards the marriage? Include all costs of setting your son up in his new home, transport to a new location, purchases for the home. Do not include the bride price | We are interested in all the costs of setting up the couple in their new home and any contributions towards this |
| *Split* | If the household member split from this spouse, we want to understand what they took with them. |
| *Migration for work* | All baseline and new household members who spent any time >2 days migrating for work. |
| how much did it cost for ${full\_name} to make this trip? include all money spent for transport or for setup in the new location. Include all their spending and contributions from the household or others outside the household. | This includes costs such as transportation, money to pay rent, living costs etc that the household member took with them on the trip. |
|  |  |

# **Remittances**

This should exclude the baseline and new household members we went through above and only include other people not already asked about.

# **Education**

There are three parts of this module:

1. Respondent own education/training
2. Children education (asked for all household members between the age of 6 and 24)
   1. Want to capture current enrollment (grade and school), expenditure (2017 and 2018) and time use
   2. Capture kcpe and kcse scores for any child in the household who did the certification in 2017.
3. Education (and income) expectations and aspirations for one child (based on rule of being closest to age 13).

**Education**

|  |  |  |
| --- | --- | --- |
| S4 | Household Education | Please explain to the FOs that these questions are about the respondent HERSELF and not anyone else in the household. |
| s4\_respb | Did you enrol in any school/college/university for education or in vocational training since we came and showed videos to people in the village, in ${intervention\_date}, ${months\_fu} months ago? | We want the respondent to include any form of education or training that they may be enrolled in now or since intervention |
|  | Children education |  |
| s4g5g\_boarding | Does ${fullname4} live outside your household for school or education? For example, does ${fullname4} live at a boarding school or university hostel? | We give the example of hostel or boarding school but it is not limited to just this. We want them to say yes to this irrespective of the housing arrangement, as long as the member is away for education purposes. |
| s4g\_timeuse2 | How many hours did ${fullname4} spend on school homework in the last day school was in session? | This should include all time spent studying. |
| s4g5g\_2017 | Was ${fullname4} enrolled in school or another form of education at any time during the last year i.e. from January to December 2017? | We want to record yes even if they enrolled for part of the year and then dropped out. |
| s4\_kcpe\_otherhh | Did ${kcpe\_hhmem\_name\_r} take the Kenyan Certificate of Primary Education test (KCPE) last year (in 2017) | This question is asked about all household members between the ages of 12 and 18 who have completed grade 7 or 8. |
| KCPE | KCPE certificates | We want to encourage the respondents to use certificates or results slips, if available, to answer the questions on test scores. Try as much as possible that they don’t just rely on their memory but encourage them to go and get the certificate and/or result slip. |
| s4\_kcpef | Did the respondent use any documents to answer questions about the KCPE? | This is a question from the FO. They have to record if the information recorded about KCPE is based on respondent memory or any result slip and/or certificate. |
| s4\_kcseb | Did any household member take the Kenyan Certificate of Secondary Education test (KCSE) last year (in 2017)? |  |
| s4\_kcse\_otherhh | Did ${kcse\_hhmem\_name\_r} take the Kenyan Certificate of Secondary Education test (KCSE) last year (in 2017) | This question is asked about all household members between the ages of 15 and 21 who have completed form 1, 3 or 4 or vocational 1 |
| KCSE\_selected | KCSE certificates | We want to encourage the respondents to use certificates or results slips, if available, to answer the questions on test scores. Try as much as possible that they don’t just rely on their memory but encourage them to go and get the certificate and/or result slip. |
| s4g5c | What level of schooling would you like ${fullname4} to achieve? | Please use code 26 to indicate finished university degree |
| s4g5d | What is the level of education that you think ${fullname4} will achieve? | Please use code 26 to indicate finished university degree |

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# **Assets**

This section asks about a range of assets that the household might own, both at home and for any business the household might have. It is very important for the FO to make sure to go through each item listed and ask for a yes/no on the ownership of each listed item. The items include radios, stoves, tables, tools, etc. **The FO should make absolutely sure that he/she does not miss any of the items that are listed on the tablet, when asking about the list of individual items.**

Once the FO has gone through the list of assets, for each owned asset there is a follow-up question, asking how many of these assets a household owns and how much the respondent thinks the household would get for them if it were to sell them in their current condition. Note that we are referring to the current condition of the assets here and not the price that the household might have paid when purchasing the asset.

This module refers to the entire household not just the respondent. Ensure she thinks about the entire household, particularly for personal items such as phones.

You have boxes to enter values per item owned if you choose or you can enter all the items in one box together e.g. if the respondent has 3 chairs of 100 KSH each you can enter 100 on each line or 300 on the top line.

Jointly owned assets refer to assets owned with other people not from your household and not from a group such as a rosca.

Verified assets – there are 7 items to verify if the respondent said they owned them. Please ask the respondent to show you the items and count them yourself. Only count items you can physically see, even if the respondent claims to have more elsewhere. These questions are at the end of the survey.

# **Land**

This section asks about the ownership or use of the plot or compound that the household lives on, the ownership of other plots or compounds, and the use of other non-owned plots or compounds.

*Compound*

The first group of questions asks about the **compound or plot of land that the household lives on**. **The respondent should think about the land where she currently lives, not the land at her ancestral home.**

The compound may include multiple buildings such as a kitchen and simba. Only count as the house the main dwelling where the majority of this household sleeps. Be especially careful in situations such as a son and wife living in the same compound as the son’s mother and family where these are two different households. The son and wife live in one house when you are surveying them, and the son’s mother and family live in a different house when you are surveying them.

Please be careful to observe the housing materials. Check the wall material by looking at the door frame where you can see a cross section of the wall. A wall might appear to be cement but actually be mud with a cement layer over the top.

For the use of the land, multiple uses are possible e.g. compound and crops.

When assessing the land quality, ask about the majority of the plot.

*Other owned plots*

The second group of questions asks about **other owned plots** by the household. This includes plot the household owns even if they don’t use them.

For the use of the land, multiple uses are possible e.g. livestock and crops.

*Other used plots*

The third group of questions asks about **other non-owned plots that are used** by the household. This includes land the household farms (for crop or livestock activities), use for non-agricultural businesses and land rented out.

*Sales of land*

This section asks about land sold since the baseline. Ask for each plot sold the value at sale.

*Housing measurement*

This section appears at the end of the survey

After recording the shape of the house (round or square) measure the house size. Measurements of square houses should be taken along the longest and shortest walls. You can ask the respondent to help you hold the tape-measure.

# **Production**

* We ask for cropping in each of past two completed cropping seasons, i.e. the long rains season 2017 and short rains season 2017/2018. We ask for the area they cultivated in each of the cropping seasons. Please note that this should not be more than the rent of land that they owned
  + In case the household does intercropping, then report the total area of land under cultivation for all crops. For example, if a household only intercrops maize and ground beans on 1 acre of land, the area of land cultivated should be 1 acre.
* We then ask if the household had any cropping activity on the main compound or any of the owned and non-owned plots reported in the land module.
* For each of these plots that they had cropping activity in, we ask for the crops they produced **on this plot in each of the seasons**.
* For each produced crop, we ask about the quantity produced, quantity sold, how much they would be able to sell the entire produce for **at the time of harvest**, value of the quantity sold and the land used.
* We then ask the respondent about how many markets, traders and cooperatives they visited to sell crops that in the last two agricultural seasons. Count a market once even if they visited it more than once. If they mention visiting an **OAF agent** to sell their crops, please include this in the total count here.
* We also ask about **crop inputs** that may or may not have been used by the household in the last two completed harvesting seasons. These include fertiliser, seeds or seedlings, irrigation equipment, etc. For each crop input that was used by the household, we ask about the money spent on hiring or purchasing that input. Please ask the respondent to include the cost of any inputs that have been bought on credit.
* We then ask if the respondent has ever heard of One Acre Fund or Farmer United, and how many training the respondent and household members have attended with OAF (or Farmer’s United).

# **Technology adoption**

* In this section, we ask the household whether they have practiced any of the following techniques since when we came and showed them the video. These include agricultural, livestock and some other common activities that might be done by households. The agricultural and livestock activities are only asked if the household reports cropping in the past two agricultural seasons or having livestock.

# **Livestock**

This section asks the respondent about livestock that might **currently** be owned by the household or **have been owned by them in the past 12 months** (i.e. cattle, sheep, goats, chicken, other poultry and bees), inputs for owned livestock and livestock raised by the household, and animal products from livestock that is owned or raised by the household.

* **For each owned (current or past) livestock**, we ask the following:
  + How many of the livestock the household owns and how much money they would get for it if they sold it today.
    - **For chicken and other poultry**: we ask for how much they would get by **selling one** of these.
    - **For cattle, sheep, goat, bees and other large livestock (pigs, rabbits)**: we ask for how much they would get in **total** by selling **all** of this livestock.
  + How many of the livestock they bought, slaughtered, gave away or sold in the last 12 months. When livestock was purchased or sold, we ask for the price at which it was purchased or sold.
    - **For chicken and other poultry**: we ask for the price of the last chicken/other poultry that was bought or sold.
    - **For cattle, sheep, goat, bees and other large livestock (pigs, rabbits)**: we ask for the price of all the livestock bought and sold in the last 12 months.
* **For all owned livestock and livestock raised (which may be owned by another household),** we ask about inputs that the household used in the last 12 months (e.g. animal feed, artificial insemination, construction of livestock enclosures, etc.). For each input the household used, we ask for the money that was spent on this input for livestock owned and raised. In-kind payments should be included here.
* **For all owned livestock and livestock raised (which may be owned by another household),** we ask about animal products that the household has produced in the last 30 days (e.g. meat, milk, wool, etc.). We ask about the quantity of each animal product, how many of the animal products were sold, and what the most common price received was per unit of the animal product. If the household produced an animal product but did not sell it, we ask for the most common price that they would receive if they had sold it.

# **Enterprise**

1. We are trying to do the following in this module:

a. Ask about all enterprises that the respondent listed at baseline to establish whether they are still operating or not.

Note that any enterprise that is temporarily closed (because lets say it is a seasonal business), then we **do not** count it as shut down.

b. Ask about all new enterprises that the household has that were not there at baseline. Note that we want them to include seasonal enterprises that might not be operating at the moment but they intend to operate again.

c. Any enterprises that we did not ask about (that is not on the baseline list) but that started since the baseline and have shut down (again, do not include seasonal business that they intend to operate again).

2. Note that names of enterprises are mostly missing at baseline so you will have to use the activity type to remind them.

3. We will ask all sales, profit, expenditure questions about the last 30 days for businesses that operated in the last 30 days. For those that did not, we will ask about the ‘last 30 days the **business was in operation**’. So, let’s say if the business hasn’t operated in the last 2 months then we want to know the sales, profits, expenditures (basically all responses) relating to the last 30 days from 2 months ago, when it was in operation.

4. s6g16a, profit: respondents are allowed to report loss. Please enter value with minus ‘-‘ to indicate it. For example, if the respondent reports there was a loss of KSH 3000, enter -3000.

# **Labour**

1. Explain carefully that in Rach we are asking about the long rains season last year in 2017 and the latest short rains season 2017/2018.
2. Questions on casual agri work or salaried work outside the household should NOT include the main respondent but all other adult household members.
3. We NEVER ask any question about money earned from work done for household farm, livestock or enterprise.
4. For the main respondent, we can about all activities the woman is involved in. Then we ask about hours and earnings (earnings only if outside the household) for the last 4 weeks.

Summary:

|  |  |  |
| --- | --- | --- |
|  | HH | Outside HH hired |
| Own farm long rain | Y (everyone including main respondent) | Y |
| Own farm short rain | Y (everyone including main respondent) | Y |
| Others farm or livestock, salaried, casual | Y (everyone excluding main respondent) |  |
| own livestock, own non-farm enterprise | Y (everyone excluding main respondent) | Y |
| own farm | Y (excluding main respondent) |  |
| For all: own farm, own livestock, others farm or livestock, own non-farm enterprise, non-farm casual work, salaried work | Y (only main respondent) |  |

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|  |  |  |
| --- | --- | --- |
| S7\_ownlabour | Think about all the work you’ve done in the last 4 weeks that generated income for you or our household. This includes work for wages or a salary, work for in-kind payments like food, and work on your own farm/livestock/business. Do not think of household chores, taking care of a baby, etc. | Explain carefully what work means to the respondent. If there is any confusion or if the respondents are finding it hard to understand, please ask FOs to let us know |
| S7\_ownlabour1 | Did you do any work in the last 4 weeks? | Tell them even if they worked for 1 hour, they should report it. |
| S7\_ownlabour2 | Which of these activities did you do in the last 4 weeks? | They have to report this even if they worked 1 hour during the last 4 weeks. |
| s7\_activity1 | Think about the type of work you spent the most time on in the last 4 weeks. What type of work is this? | This is not meant to be the one they earned the most from but rather the one they spent the most time on. |
| s7\_activity1c\_check | INTERVIEWER: You entered ${s7\_activity1c}. Is this correct? | This check is to catch any mistakes in days entered which exceed the total number of days i.e. 28 days that could be in 4 weeks. |
| s7\_activity1d\_check | INTERVIEWER: You entered ${s7\_activity1d}. Is this correct? | This check is to catch any mistakes in the amount due to entering too high an amount. |
| s7\_activity3d\_check | INTERVIEWER: You entered ${s7\_activityotherd}. Is this correct? | Check set at earnings >=80000 |

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# **Consumption**

This section asks about non-food and food consumption of the household.

* This should not include items purchased for processing or resale in a household enterprise or any other business expenses.
* **The FO should make absolutely sure that he/she does not miss any of the items that are listed on the tablet, when asking about the consumption of individual items.** The respondent should say yes/no for each item.
  1. **Non-food consumption**
* This section asks about the non-food consumption of various items in the last 30 days and 12 months.
* We ask about all purchases made for the household, regardless of which household member made them.
* For each item that was purchased, we ask how much money the household spent on this item during the past 30 days or 12 months. This value should include the value that was received as a gift or payment in kind.
* If the household has spent anything on children’s clothing and footwear in the past 12 months, we ask them how much of that was male children and how much was for the female children. In case there were no male OR female children in the household, please enter -97 for the expenditure on male/female children’s clothing and footwear in the past 12 months.
* For four items in the 12 month non-food consumption list, i.e. women’s, men’s, children’s clothing and footwear and medical and health services (modern and traditional: doctor, nurse, hospital fees, etc.): we also ask how much the household has spent on these since we came and showed them the video (i.e. the intervention). This should be greater than or equal to the expenditure they reported in the non-food 12 month consumption list.
  1. **Food consumption**

This section asks about food consumption by household members within the past 7 days.

* SECTION 1:
  + We first ask about food consumption by household members outside of the household. This should include any food and drink consumed outside the household by all members of the household, who lived with the household for more than one day in the last 7 days.
    - We ask about the total value of all food and drink consumed outside the household that was not paid for (hospitality or in-kind remuneration).
    - We also ask about how much all members of the household spent in total on food and drink consumed outside.
    - If the respondent does not know the value, ask her to provide her best estimate.
* SECTION 2:
  + Then we ask about food and drink that were consumed by members of the household within the household over the last 7 days, based on a list of consumption items.
  + The FO should ask about each of the listed items. The list will include 26 items that are always asked and three random items [chosen from a much larger basket of items].
  + The respondent should **exclude food eaten by any guests** in the responses.
  + For each consumed item, the respondent will be asked about the quantity consumed and the value of the quantity.
    - If the item was purchased, the amount paid should be provided.
    - If the item was consumed from own production, gifts or in-kind transfers, the amount the household would have had to pay to purchase it, should be given.
  + CLARIFY HERE: food items in the long list/overlap.
    - Cooking fat - lard (from butcheries) - butter, ghee, margarine are all distinct items? Only cooking fat was included in the baseline and neither of the other two were captured there?

# **Saving and credit**

*Savings*

We are interested in any money saved in any formal and informal forms. This is for the entire household, not just the woman.

For mobile money savings we want to verify the amount in the account where possible. Ask to see at least one mobile money account and record the balance. Ask the respondent to show you the screen but ensure she keeps her account details private. Do **not** change your earlier answer for the amount saved on the account if it differs from the amount verified.

*Rosca*

These questions will be asked about each ROSCA that any members of the household are a member of. Note that they only ask about the current cycle.

Please try and guess the contribution/payout amounts if not sure.

The “share” in the group is the value of savings that they have in the group plus their share of any profits/interest the group has made. Ask the woman to estimate how much she has put into the group and how much she could receive back from the group if she is not sure of her share

Group assets are assets such as plastic shares that are owned by the group and rented out to generate income for the group. The income from this rental is generally split between the women based on their share in the group.

*Loans*

Loans are any amounts of money borrowed from any source. They don’t just include bank or microfinance loans but also money borrowed from friends and relatives. Count any borrowing over 50 KSH. Likewise, lending is any amount given to any person or group with the expectation that the money will be returned, regardless of whether interest is charged.

# **Psych**

There are 5 set of questions (or scales) in the psych module. Please keep the following broad points in mind while asking each of the scales in this module.

* While asking each of the scales, please keep in mind that you don’t judge any of the answers, and make it clear that there are no "correct" or "incorrect" answers.
* Read the instructions that appear on the tablet for each of the psychological questions, and then show the respondent the appropriately numbered scale.
* The response scale should remain in front of the respondent for the entire period that it is required.
* Read the statements **exactly** the way they’re written on the tablet, and ask the respondent to answer according to the scale.
* Make sure the respondent does not select the same option for all questions in the larger scales.
* The respondent is free to refuse or respond that they don’t know the answer to a question.

**Generalised self-efficacy**

In this section we measure the respondent's self-efficacy, which is defined as an individual’s general **confidence to cope with unforeseen or demanding situations**.

**Locus of control**

In this section we measure the respondent's locus of control, which evaluates **which forces individuals consider as determining their lives**. The survey includes questions about two different forces that may determine a respondent’s life: internal forces (that is, an individual’s own thoughts and actions) and chance (that is, good or bad luck).

**CESD (Depression)**

In this section we use the CESD-10 scale, which is a widely used measure **to screen for depression**. It asks respondents to rate how often over the past week they experienced symptoms associated with depression, such as restless sleep, poor appetite, and feeling lonely.

**Growth and fixed mindset**

With this scale, we measure whether the respondent are more interested in learning and more eager to take on challenges.

**Life Satisfaction**

With this scale, we measure how satisfied the respondent thinks she is with her life.

***Time and risk***

* Make sure the respondent understands that they could **receive real money** in response to these questions through M-Pesa if the computer selects their name.
* Please use the **visual aids** provided to explain to them what the options are and what they mean.
  + **Risk:** 
    - explain carefully that what they get paid depends on the computer choosing either A or B and that there is an equal chance of this happening.
    - Please repeat the example if they appear to be confused.
    - Explain clearly that they have to choose **one** from the six options.
  + **Time:** 
    - explain what now and in the future means by pointing to dates on the calendar.
    - Always show what the date is today and then show what it will be tomorrow, in 15 days and in 29 days.
    - Hint: tomorrow will be the next day (from whatever is the date today) and then you have to move to 2 weeks later from tomorrow (same day as what it is tomorrow) for 15 days and then another 2 weeks later for 29 days (again, same day as what it is tomorrow).

Example: let's say the date you are doing the survey is 3rd May:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **May** | | | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **7** | **8** | **9** | **10** | **11** | **12** | **13** |
| **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **21** | **22** | **23** | **24** | **25** | **26** | **27** |
| **28** | **29** | **30** | **31** |  |  |  |

Then please point to tomorrow which is: 4th May (Friday)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **May** | | | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **7** | **8** | **9** | **10** | **11** | **12** | **13** |
| **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **21** | **22** | **23** | **24** | **25** | **26** | **27** |
| **28** | **29** | **30** | **31** |  |  |  |

15 days after is 18th Ma (Friday)

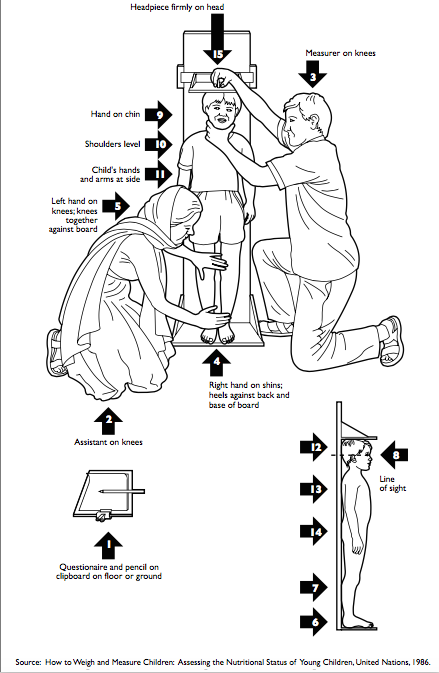
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **May** | | | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
|  | **1** | **2** | **3** | **4** | **5** | **6** |
| **7** | **8** | **9** | **10** | **11** | **12** | **13** |
| **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **21** | **22** | **23** | **24** | **25** | **26** | **27** |
| **28** | **29** | **30** | **31** |  |  |  |

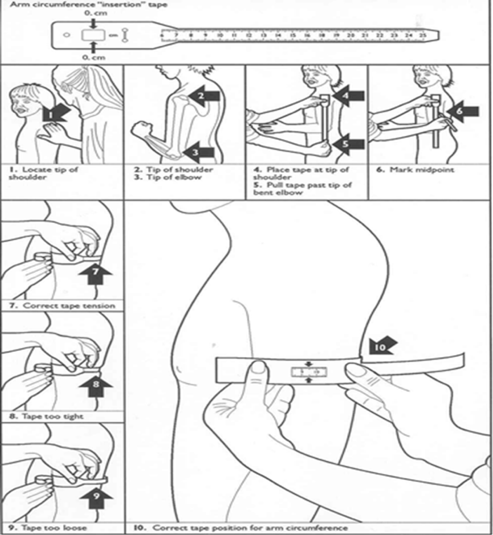
29 days after is 1st June (Friday)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **June** | | | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
|  |  |  |  | **1** | **2** | **3** |
| **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **11** | **12** | **13** | **14** | **15** | **16** | **17** |
| **18** | **19** | **20** | **21** | **22** | **23** | **24** |
| **25** | **26** | **27** | **28** | **29** | **30** |  |

# **Anthropometrics**

* We will conduct anthropometric measurement for each child in the household under 5 years of age. We will measure their height and upper arm circumference. During the roster, please try to capture the years and months accurately for all children under the age of 5.
  + If children are not present at the time of the interview (for example if they are at school), enter -97 (code for child not available)
  + If the parent refuses to let us measure the anthropometrics for the kid, enter -99.
* For taking the measurements, each FO should ensure that they have the **correct equipment** with them every day. The equipment required includes:
  + Tape measure (height)
  + Wooden block (height)
  + Chalk (height)
  + MUAC tape
* **Height**
  + For measuring a child’s height the FO will need to find a wall to use. The child should stand with their back to the wall, standing up straight. The piece of wooden block will be placed on the child’s head (and pushed down if the child has hair!) so that the level of the wooden block from the ground is equal to the child’s height (to the top of the child’s skull). Once the wooden block is in place ask the child to step away from the wall. The FO should then use the chalk to mark the height on the underside of the wooden block. Finally the height is calculated using the measuring tape to measure the vertical distance from the floor to the chalk mark on the wall.
  + In case the child is young (i.e. less than 2 years old) and cannot stand straight, please lay them down on the floor with a **straight back** and use that to measure their height.
  + Each measurement should be taken twice in two different positions on the wall.
  + Please try to rub out the chalk marks at the end of the exercise.



* **MUAC Measurement**
  + Upper arm circumference should be measured using the MUAC tapes. The measurement should be taken at the mid-point between the child’s shoulder and elbow. The MUAS tape is then wrapped around the child’s arm and the reading is taken.
  + Like height, each measurement should be taken twice separately.

# **Aspirations and beliefs**

*Aspirations*

This section asks about the respondent's beliefs about her future income and asset levels, and business and agricultural activities. Even if the household of the respondent has never undertaken these activities, she should try to answer the questions. There is no right or wrong answer, our aim is to understand thoughts of the respondent. **For this section the FO will need to have 10 buttons and visual aid sheets.**

In this section, we ask the respondent several questions about the chance or likelihood that certain events are going to happen. The FO will give the respondent 10 buttons. He/she will then explain that he/she would like the respondent to choose some buttons out of these 10 buttons and put them on a sheet to express what she thinks the likelihood or chance is of a specific event happening. One button represents one chance out of 10. If the respondent does not put any buttons on the sheet, it means she is sure that the event WILL NOT happen. As she adds buttons, it means that she thinks the likelihood that the event happens increases. For example, if she puts one or two buttons, it means she thinks the event is not likely to happen but is still possible. If she picks 5 buttons, it means that she thinks it is just as likely it happens as it does not happen (fifty-fifty). If the respondent picks 6 buttons, it means she thinks the event is slightly more likely to happen than not to happen. If she puts 10 buttons on the sheet, it means she is sure the event will happen.

**It is very important that the respondent understands this setup.** To test, whether she has understood, the FO will ask one practice question, saying: “Place buttons in front of you describing the chance that you WILL eat maize at least once during the month of August.” The respondent is very likely to eat a maize meal at least one. So the number of buttons should be 9 or 10. If the respondent does not answer this, the FO will need to re-explain the setup. **If the respondent does not understand, the FO needs to make sure to re-explain the setup (using the text provided on the tablet) until the respondent understands**.

Then the FO will ask the respondent some questions about her household's **income within the next 10 years**.First the FO will ask various questions about her household's current level of annual income. Allow the respondent to answer with their preferred time period and then select the matching time period (weekly, monthly, annually). Then he/she will ask the respondent about the minimum level of income the respondent think she will reach within 10 years and the maximum level of income the respondent thinks she will reach within 10 years. These values must be consistent such that [MIN]<[MAX]. If they are not the questions will be repeated. Again let the respondent select their own time period. Out of these minimum and maximum values, the numbers for the next questions will be generated and provided to the FO via the tablet. *[MIN]* is the lowest possible income the respondent listed before, *[MAX]* is the highest possible income the respondent listed before, *[M1], [M2]* and *[M3]* will be three values between *[MIN]* and *[MAX]*, which split the range into four equal intervals. The FO will need to fill these five values into the visual aid sheet. The FO will then give the visual aid sheet to the respondent and ask her to put the 10 buttons in these intervals, to express the likelihood that her income will be in a certain interval. The respondent needs to use all 10 buttons. The FO will then record the number of buttons in each of the intervals.

The FO will then ask the respondent about the maximum income someone from their village could earn. They should think of the typical residents of their village.

Then the FO will ask the respondent about **assets within the next 10 years**.First the FO will say that the Assets module suggested that the current level of annual assets is a certain amount. The respondent can correct this amount. Then the FO will ask the respondent about the minimum level of assets the respondent thinks she will reach within 10 years and the maximum level of assets the respondent thinks she will reach within 10 years. These values must be consistent such that [MIN]<[MAX]. If they are not the questions will be repeated. Out of these minimum and maximum values, the numbers for the next questions will be generated and provided to the FO via the tablet. *[MIN]* is the lowest possible level of assets the respondent listed before, *[MAX]* is the highest possible level of assets the respondent listed before, *[M1], [M2]* and *[M3]* will be three values between *[MIN]* and *[MAX]*, which split the range in four equal intervals. The FO will need to fill these five values into the visual aid sheet. The FO will then give the visual aid sheet to the respondent and ask her to put the 10 buttons in these intervals, to express the likelihood that her assets will be in a certain interval. The respondent needs to use all 10 buttons. The FO will then record the number of buttons in each of the intervals.

When asking about the maximum and minimum level of income and assets, the respondent might reply with an answer that is not actually realistic or practical and that is just a dream (which the respondent understands). Questions about expectations are around what the respondent may reasonably believe to be the most likely condition of his or her life in a certain number of years. **Questions about respondents’ want/desire for the future are around what the respondent sees as the most desirable condition that is also likely possible/achievable in his or her life in a certain number of years.**

Then the FO will ask the respondent about the respondent's belief about **maize farming**. The FO will ask them to imagine a farmer who grew maize on a 1 acre plot that is like most other plots in the location without using fertiliser. The FO will then ask, what the highest and lowest possible amount of green maize in gorogoro is that the respondent thinks a farmer will get in this situation in the next season. These values must be consistent such that [MIN]<[MAX]. If they are not the questions will be repeated. Finally it asks for the estimate of the amount of green maize in gorogoro that the respondent thinks a farmer will get in this situation in the next season.

Then the FO will ask the respondent about her belief about **maize farming and fertiliser**. The FO will ask the respondent to think of a situation, where a farmer from this location grows maize the usual way, but with 50kg of DAP per acre while planting. In the imaginary situation, the respondent is given the recommended amount of DAP for free, where the DAP is the best, official quality of DAP. The FO will then ask, what the highest and lowest possible amount of green maize in gorogoro is that the farmer would get in the next season. Finally it asks for the estimate of the amount of green maize in gorogoro that the respondent thinks a farmer will get in this situation in the next season.

The FO will then ask about increasing hours worked on the land and how this relates to the output.

The FO will then ask about a tailoring business and goals around income growth from this business. The respondent should answer as they would if they were the woman.

*Goals*

This section asks about goals and how these goals affect the respondent’s life. Your aspirations are your goals and ambitions in life, so how you’d like your life to be.

*Video*

This section asks the respondent to recall information from the video and goal setting exercise that were part of the intervention. First they recall information from the video, then the goal they set. They examine their progress towards this goal and compare it to their current goal. When asked if they remember any names from the video, please don’t prompt.

In siaya, we ask for the name of one woman that was in the same intervention group and ask for interactions with this woman.