



# Rwanda's Improved Services for Vulnerable Populations Project

## Initial Data Collection Report for an Impact Evaluation

September 2018





## ABSTRACT

MEASURE Evaluation, in collaboration with local partners, is conducting an impact evaluation of the USAID-funded Improved Services for Vulnerable Populations (ISVP) project in Rwanda. This evaluation is a prospective, cluster randomized, controlled trial design, using a difference-in-differences (DID) estimation strategy with fixed-effects modeling to evaluate the impact of ISVP on economic, health, and education outcomes. Administrative sectors were randomly assigned to study groups receiving different intervention packages: (1) a household economic strengthening (HES-only) group, which provides a core platform of financial interventions; (2) a full ISVP group, which supplements the core platform of HES interventions with health, education, and skill-building services; and (3) a control group, receiving no ISVP interventions. An initial round of data collection was conducted July–September 2017, and it employed four quantitative surveys (Household, Caregiver, Youth, and integrated savings and lending group [ISLG] questionnaires). The final household sample sizes were 1,428 for full ISVP, 1,309 for HES-only, and 1,216 for control. Balance tests across primary and secondary outcomes of interest suggested that the program and control groups are different from each other in some systematic ways. Potential for contamination in the study areas was also identified. Implications for end line data collection and analysis in late 2018 are discussed.



EVALUATION

# Rwanda's Improved Services for Vulnerable Populations Project

## Initial Data Collection Report for an Impact Evaluation

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## ABBREVIATIONS

ART	antiretroviral therapy
AVSI	Association of Volunteers in International Service
CSOs	Rwandan civil society organizations
ECD	early childhood development
EPSEM	equal probability of selection method
FTP	file transfer protocol
GBV	gender-based violence
GC	global communities
GEM	gender equitable men
HBC	home-based care
HES	household economic strengthening
HH	household
HTC	HIV testing and counseling
ICER	incremental cost-effectiveness ratio
ICT	information and communications technology
IYCF	infant and young child feeding
IPV	intimate partner violence
IRB	institutional review board
ISLGs	integrated savings and lending groups
ISVP	Improved Services for Vulnerable Populations
IYCF	infant and young child feeding
MER	monitoring, evaluation, and reporting
MIGEPROF	Ministry of Gender and Family Promotion
MOH	Ministry of Health
MVC	most vulnerable children list
MUAC	mid-upper arm circumference
NCC	National Commission for Children
NGOs	nongovernmental organizations
NISR	National Institute of Statistics Rwanda
OVC	orphans and vulnerable children

PIH	Partners in Health
PLHA	people living with HIV/AIDS
PMTCT	prevention of mother-to-child transmission
RPO	Rwandan partner organizations
RNEC	Rwanda National Ethics Committee
RWF	Rwandan francs
TVET	technical and vocational education and training
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNC	University of North Carolina
USAID	United States Agency for International Development
WASH	water, sanitation and hygiene

# EXECUTIVE SUMMARY

## Introduction

While Rwanda has achieved great progress in economic growth, poverty reduction, and HIV prevention over the past decade, significant challenges to health and development remain. Vulnerable populations, such as people living with HIV/AIDS (PLHA), out-of-school youth, very poor or female-headed households, and orphans and vulnerable children (OVC) face particular challenges with respect to health, education, and economic stability. The Improved Services for Vulnerable Populations (ISVP) project, known locally as Twiyubake, aims to strengthen the capacity of target populations and communities to improve their health, nutrition, and well-being; OVC, PLHA, and economically vulnerable families are a particular program focus. The ISVP project is led by Global Communities (GC), along with local nongovernmental organizations (NGOs), Rwandan civil society organizations (CSOs), and the Ministries of Health (MOH) and Gender and Family Promotion (MIGEPROF) and supported by the United States Agency for International Development (USAID) Rwanda Mission.

MEASURE Evaluation, led by the University of North Carolina at Chapel Hill, with support from USAID/Rwanda, and in collaboration with the National University of Rwanda, College of Medicine and Health Sciences (NURCMHS) and School of Public Health (SPH), and Incisive Africa is conducting an impact evaluation of the ISVP project. The ISVP impact evaluation seeks to measure the impact of the interventions on the health, education, and economic well-being of vulnerable children and their families. This report shares results from the 2017 survey to establish initial indicators for background characteristics, primary and secondary outcomes, and exposure to project or similar interventions in both the program and control groups.

## Research Questions and Methods

The ISVP evaluation is a prospective, cluster-randomized, controlled trial design, using a difference-in-differences (DID) estimation strategy with fixed-effects modeling to evaluate the impact on economic, health, and education outcomes. Administrative sectors were randomly assigned to study groups receiving different intervention packages: (1) a household economic strengthening (HES-only) group, which provides a core platform of financial interventions; (2) a full ISVP group, which supplements the core platform of HES interventions with health, education, and skill-building services; and (3) a control group, receiving no ISVP interventions. The final number of assigned sectors ranged from 22 to 24: (1) full ISVP program, 23 sectors; (2) HES-only activities, 22 sectors; and (3) controls, 24 sectors.

The evaluation seeks to answer three primary research questions:

- (1) Does the full package of Twiyubake services (i.e., full ISVP) strengthen household economic status and provide additional support to motivate economically strengthened families to realize health and education benefits?
- (2) Can HES-only activities provide the economic stability for households to access health and education services and improve individual health and educational well-being?
- (3) Which approach is more cost-effective, full ISVP or HES-only?

Initial household survey data was collected from April 2017 to July 2017, and September 2017, and will be collected again at end line (August 2018). Table 1 depicts the primary and secondary outcomes of interest. Table 1 below depicts key primary and secondary outcomes.

**Table 1. Key primary and secondary outcomes of interest**

Primary Outcomes	Secondary Outcomes
<ul style="list-style-type: none"> <li>• Economic strengthening: Percentage of households (HHs) with moderate or severe household hunger</li> <li>• Education: Percentage of 13- to 17-year-olds with regular school attendance (binary indicator for no missed days during last week of instruction)</li> <li>• Health: Percentage of children 0–17 years old whose caregiver knows the child's HIV status</li> </ul>	<ul style="list-style-type: none"> <li>• HH consumption patterns</li> <li>• Economic outcomes (individual)</li> <li>• HH decision-making and gender-related attitudes and behaviors</li> <li>• Use of health and social services</li> <li>• Nutrition knowledge and behavior</li> <li>• Early childhood development</li> <li>• Education</li> </ul>

Program group households consisted of program beneficiaries sampled from beneficiary lists. Control group households consisted of vulnerable households sampled from the Government of Rwanda’s Most Vulnerable Children list. Within each selected household, the following members were selected for the study: (1) all eligible primary caretakers of children ages 0 to 17 years old, (2) the primary ISLG member of an integrated savings and lending group (ISLG) (in the program groups), (3) one randomly selected 10- to 17-year-old. Four key questionnaires (Household, Caregiver, Youth, and ISLG questionnaires) were used for the household and individual data collection. The final household sample sizes were 1,428 for full ISVP, 1,309 for HES-only, and 1,216 for control.

## Analysis

Quantitative methods were used to compare data on the primary outcome indicators in the full ISVP project intervention areas to that in the HES-only intervention areas and to the control areas, using STATA 14.1. (College Station, TX). Analysis in this report includes basic descriptive frequencies and some statistical testing of mean differences to test for balance across the three groups. To help inform the program implementation, we have also included some testing within study groups and examined some associations between selected variables based on feedback from USAID/Rwanda and the ISVP project. The difference in means between treatment and control groups was tested using a regression model for all key indicators and a number of sociodemographic household and individual variables.

## Results

A summary of primary outcomes is provided in Table 2. With respect to economic well-being, nearly three-quarters of households were able to pay for unexpected expenses. The percentage of households with any savings was higher in the program groups (85.6% in the full ISVP group and 77.2% in the HES-only group) than in the control group (30.8%). However, the percent of households reporting moderate or severe household hunger was high across all groups (65.5%–78.2%).

Key child health and nutrition outcomes were poor across all study groups for infant and young child feeding (IYCF) practices and HIV testing. Only 16.1 percent–17.2 percent of caregivers reported their child (ages 6–59 months) ate from four or more food groups in the past 24 hours, and 9.4 percent–14.2 percent reported their child had the minimum recommended meal frequency in the same time frame. The percentage of caregivers who knew their child’s HIV status ranged from 16.9 percent in the control group to 30.0 percent in the full ISVP group. Birth registration outcomes were encouraging, with 79.3 percent (HES-only group) to 85 percent (full-ISVP and control groups) of caregivers reporting they had registered the birth of their children.

School attendance reports were poor: 55.8 percent in the HES-only group, 60.7 percent in the control group, and 64.1 percent in the full ISVP group. Attendance rates were highest among 7- to 12-year-olds (66.3%–71.2%). Most children were in primary school and progressed within primary school in the past year: 81.4 percent to 85.5 percent of girls and 81.4 percent to 83.4 percent of boys. A much lower percent of children progressed from primary to secondary school: 4.5 percent to 9.0 percent of girls and 3.1 percent to 7.3 percent of boys. A similarly small percent progressed within secondary school: 4.4 percent to 6.3 percent of girls and 3.0 percent to 4.4 percent of boys. In the 13- to 17-year-old age group, we found a similar pattern: most children who progressed in the past year did so within primary school (52%), with 9.6 percent progressing from primary to secondary school and 8.4 percent progressing within secondary school. Secondary school regular attendance (defined as not having missed classes in the last week of instruction) for 13- to 17-year-old youth, a measure for age-appropriate schooling, was lowest in the HES-only group at 9.6 percent; 13- to 17-year-old youth in the full ISVP group (17.7%) were more likely than those in HES-only to have regular attendance; and regular attendance was also higher in the control group (16.1%) compared to HES-only.

With respect to health services, caregivers indicated that 61 percent–71 percent of children received some type of growth monitoring in the past 12 months. Caregivers sought treatment for children with fever and diarrhea. Treatment seeking was lowest in the HES-only group (60.8% for fever and 42.8% for diarrhea) compared to the full ISVP group (72.5% and 75.3%, respectively) and the control group (76.3% and 69.9%, respectively). More caregivers in the full ISVP group (63.1%) reported having had an HIV test in the past 12 months and knowing their test results compared to caregivers in the HES-only (42.4%) and control (39.9%) groups.

Results showed a trend of highest decision-making power among HES-only female caregivers. Eighty-four percent of female caregivers in the HES-only group reported participating in six types of household decisions compared to 77.9 percent ( $p < 0.05$ ) for full ISVP and 76.7 percent for control groups. Statistically significant differences ( $p < 0.05$ ) were found between HES-only and control groups in the percentage of female caregivers participating in decision making for four of the six household decisions: caregivers’ own health care, children’s healthcare, children’s food, and early child education.

There were no significant differences between groups among caregivers in financial decision making in the household. Among married female caregivers who received cash earnings, no statistically significant differences between study groups were found with respect to decision making about how to use the wife’s earnings. The majority decided how to use their earnings either jointly with their husbands (55.2% to 61.8%) or mainly on their own (28.3% to 35.1%). The majority also jointly decided with their husbands how to use the husband’s earnings (59.2% to 63.0%); a minority reported that their husbands mainly decided (19.8% to 21.7%).

The HES-only (25.6%) group had a higher overall proportion of any reported physical or sexual violence than the full ISVP (18.7%) and control (19.8%) groups; however, these differences were not statistically

significant. Within the full ISVP and the control groups, statistically significant differences were found for female caregivers experiencing any intimate partner violence (IPV) based on decisions about a woman's cash earnings: reports of IPV were lower for respondents and husbands who jointly decided how to use a respondent's earnings compared to when only one spouse made the decision. Similarly, joint decision making about a husband's cash earnings was associated with lower reports of IPV. Differences in reported IPV within the HES-only group were not statistically significant with respect to decision making about either partner's earnings.

The gender equitable men (GEM) scale was used to measure gender-equitable beliefs among youth ages 13–17 years. The GEM scale scores range from eight to 24, with higher scores indicating more gender-equitable beliefs. The mean composite GEM scale scores were similar across groups, ranging from 14.1 (HES-only) to 16.0 (full ISVP). Among youth ages 13–17 years, those enrolled in school had more gender-equitable views than those not enrolled. In the full ISVP group, youth exposed to a program that discusses positive masculinity reported less gender-equitable beliefs.

## Exposure to Interventions

Households were asked about their use of various services and activities known to be offered by the program in one or both program groups, ranging from community savings groups to training on early childhood development and information on HIV testing and treatment. There was a clear trend of greater exposure to services and activities offered by the program in the full ISVP group, followed by HES-only, and then control. For example, 84.6 percent of households in full ISVP reported participating in a community savings and lending group, followed by 67.2 percent of households in HES-only, and 17.6 percent in the control group. Additionally, exposure to training and early childhood development was reported by 42.2 percent of full ISVPs households compared to 31.8 percent of household in the HES-only group and 22.7 percent in the control group.

## Balance Testing

Balance was tested across 89 outcomes for program and control groups using a regression model. Thirty-three percent of these were statistically significant ( $p < 0.05$ ), indicating imbalance across study groups.

## Discussion

The ISVP impact evaluation seeks to measure the impact of the interventions on the health, education, and economic well-being of vulnerable children and their families. We established initial indicators for background characteristics, primary and secondary outcomes, and exposure to project or similar interventions in both the treatment and control groups.

## Balance Across Evaluation Groups

Balance tests showed imbalance across groups in the three primary study outcomes. Household hunger, regular attendance of secondary school among 13- to 17-year-olds, and caregivers knowing their child's HIV status all had statistically significant differences across groups. Imbalance was most common for outcomes related to child health; economic status; and basic demographics, such as household size and caregiver characteristics.

## Implications for the Impact Evaluation

## *Comparability of Program and Control Groups*

Results from balance testing suggest that the control group was different from the program groups, and the program groups were different from each other in some systematic ways. This was unsurprising, considering the sampling methods. In addition, the program was rolled out before baseline data collection, so some differences between full ISVP, HES-only, and control groups was expected at this time; although, on a short-term outcome level.

Overall, the results of the balance testing reinforced the decision to employ a DID with fixed-effects approach for estimating program effects. This strategy will control for both observed and unobserved time invariant differences between program and control areas and will include individual level observed background characteristics in the statistical models to account for their potential impact on the outcome indicators. DID analysis also allows for differences in outcome indicators at baseline when estimating project impact.

## *Contamination or Spillover*

Since the beginning of the evaluation, we learned that several programs were being rolled out either by Twiyubake or other implementing partners in study sectors; these were not being rolled out in the same way by the same partners and in all study areas. For example, PEPFAR Determined, Resilient, Empowered, AIDS-Free, Mentored and Safe (DREAMS) activities were being rolled out in seven of the study sectors, potentially affecting 0.7 percent of control households; HES-only and full ISVP beneficiaries will not be enrolled in the program. We will need to add questions at end line to better assess whether household members participated in these other programs, particularly in the control areas. Considering the large percentage of potentially affected HES-only households, the ability of the evaluation to detect differences between full ISVP and HES-only and between HES-only and control may be hampered.

## *Selection Bias and Confounding*

Household and youth survey response rates suggest that there may have been selective survey participation among the eligible population targeted for the study. There were statistically significant differences between groups for response rates, with full ISVP (92.4%) and HES-only (85.9%) groups at higher household response rates than the control group (81.0%) ( $p < 0.01$ ), and full-ISVP group responses rates higher than the HES-only group ( $p < 0.01$ ). Youth response rates were significantly lower for the full-ISVP group (78.5%) compared to both HES-only (81.9%) ( $p < 0.05$ ) and control groups (83.5%) ( $p < 0.05$ ). Since the study groups were found to be imbalanced, we will control for observable factors in the final analysis.

## **Conclusions**

Initial values and balance testing for background characteristics, the primary and secondary outcomes of interest, and exposure to project or similar interventions in both the intervention and comparison groups suggest that the program and control groups are different from each other in some systematic ways. Observable factors will be controlled for in the final analysis to account for this imbalance. Potential for contamination in the study areas was also identified. This needs to be considered in revisions of surveys and analysis at end line because of the potential influence of any contamination on key outcomes.

## Next Steps

End line data collection is planned for August 2018. At that time, households will have been receiving services for approximately two years. The same households interviewed for this report will be interviewed at end line, and a DID approach will be used to compare pre and postintervention differences between project and control groups. Key informant interviews with district-level officials and ISVP program staff will also be conducted to assess whether any significant changes have occurred in the study areas over time that may have affected implementation of the intervention and outcomes relevant to the evaluation.

**Table 2. Summary of key outcomes by study group**

Indicator	Full ISVP	N	HES-only	N	Control	N
<b>Population Characteristics (% except where noted)</b>						
<b>HH</b>						
HH population per study group		7,866		6,825		6,229
HH members, n (mean)	5.5****		5.2		5.0	
Wealth quintiles		1,428		1,309		1,216
Lowest	19.4		23.2		19.6	
Second,	23.3		23.5		18.5	
Middle	19.1		19.6		20.3	
Fourth	21.3		18.8		19.9	
Highest	16.9		14.9		21.6	
Access to electricity	9.0		7.1		10.7	
Urbanicity (HH in areas classified as urban)	0.4*+		4.9		6.5	
HHs with any improved, nonshared toilet/latrine facility	17.0***		12.6		13.3	
HHs with any improved source of drinking water	79.1**		67.0		73.3	
<b>Caregiver characteristics</b>						
Marital status		1,444		1,327		1,213
Married	38.9*		38.6*		46.1	
Cohabiting	12.9*		11.3**		17.6	
Divorced/separated	9.1		12.4		8.2	
Widowed	26.6		25.8		19.6	
Never married	12.4		11.8		8.4	
Highest level of education completed		1,444		1,327		1,213
None/preprimary	37.2		40		35.4	

Primary	58.2		56.2		57.9	
Secondary	3.6*		2.1***		5.4	
Technical and vocational education and training (TVET) or higher	1.0		1.6		1.2	
<b>Economic Status</b>						
Ability to pay unexpected HH expenses	69.2	468	68.1	378	75.7	452
HHs with moderate or severe hunger	78.2**	1,405	71.6	1,289	65.5	1,192
Daily consumption shares per capita, mean RWF	325	1,428	310.6	1,309	325.6	1,216
Consumption in each category,						
Food and beverages	49.5***		51.6		54.2	
Housing	8.7***+		10.8		10.5	
Clothing and footwear	1.9		1.9		1.7	
Energy	19.4		19.9*		17.4	
Transport	1.5		1.3		1.4	
Water	2.2		2.1		2.6	
Education	4.2***		2.2		2.2	
Health	6.4***+		5.1		4.7	
Personal care	3.0**		2.5		2.6	
ICT	1.8*+		1.2		1.2	
Other	1.5		1.3		1.4	
HH with any savings	85.6***+	1,428	77.2***	1,309	30.8	1,216
Youth with improved employment in the past 6 months	0.3	1,100	0.8	1,162	0.5	719
<b>Child Health and Nutrition Status</b>						
Caregiver's knowledge of child's HIV status	30.0***+	4210	18.8	3,640	16.9	3,252
Undernourishment among children (MUAC <125mm)	3.1	746	5.9*	685	2.4	650
IYCF practices for children 6–59 months old		746		685		650

Among breastfed children						
Minimum meal frequency	12.9**		19.8		23.4	
Both 4+ food groups and minimum meal frequency	3.2 <sup>+</sup>		10		7.7	
Among non-breastfed children						
Minimum meal frequency	6.6		4.6		7.2	
With 3 IYCF practices	0.3		0.1*		1.5	
Among all children						
Minimum meal frequency	9.4		10.8		14.2	
With 3 IYCF practices	1.6 <sup>+</sup>		4.1		4.1	
Child too sick to participate in activities in last two weeks	22.2	4,210	21.4	3,640	18.6	3,252
Birth registration at sector level	85.2	4,210	79.3	3,640	84.8	3,252
<b>Education</b>						
Children ages 7–17 who did not miss any school days in the last week of instruction	66.0	3385	60.3	2,903	65.6	2,530
Children who progressed in school during the last year	90.2	2,311	83.8	1,961	89.0	1,698
Progress at various levels of schooling among 13- to 17-year-old youth**+++		1250		1,100		970
Within primary	55.7		50.6		52.2	
Primary to secondary	13.5 <sup>+</sup>		6.0		9.3	
Within secondary	7.7		5.5		9.2	
Secondary to TVET/university	0.1		0.0		0.3	
Did not progress	3.6 <sup>+</sup>		6.3**		3.0	
Not enrolled this or last year	19.4 <sup>+++</sup>		31.5		26.0	
Secondary school enrollment among 13- to 17-year-old youth	22.5 <sup>+</sup>	1,250	12.7	1,100	19.4	970

Regular school attendance among enrolled 13- to 17-year-old secondary school youth	17.7+	1,250	9.6*	1,100	16.1	970
<b>Child Protection</b>						
Caregivers who agreed that harsh physical punishment is an appropriate means of discipline	46.3*+	1444	36.8	1,327	39.5	1,213
<b>Intimate Partner Violence</b>						
Married female caregivers who reported any physical or sexual violence	18.7	761	25.6	665	19.9	720
Female married caregivers who reported any physical violence	14.0	761	21.0	665	14.7	720
Female married caregivers who reported any sexual violence	10.7	761	11.8	665	9.7	720
<b>HH Decision Making</b>						
Caregiver report of household decision making		1,391		1,273		1,150
Female caregivers participating in all six types <sup>3</sup> of important HH decisions	77.9+		84.3*		76.7	
Female caregivers participating in none of the important HH decisions <sup>3</sup>	1.7		0.5		1.9	
Among currently married women who received cash earnings, person who decided how wife's cash earnings were used		584				
Mainly wife	35.1		29.7		28.3	
Wife and husband jointly	55.2		61.8		61.4	
Mainly husband	9.0		8.0		10.0	
Other	0.8		0.5		0.3	
Among currently married women whose husbands received cash earnings, person who decided how husband's cash earnings were used		782		694		727
Mainly wife	18.3		17.6		14.2	
Wife and husband jointly	59.3		60.6		63.0	

Mainly husband	20.9		19.8		21.7	
Other	1.4		2.0		1.0	
<b>Youth Attitudes Towards Gender</b>						
Attitudes towards gender among youth (mean, composite GEM score)	16.0	464	15.1	390	15.6	379
<b>Health Service Use</b>						
Children 0–59 months who received any growth monitoring at home or a health center in the past 12 months	71.1	825	60.9	737	66.9	722
Number of growth monitoring events among children 0–59 months at home or at a health center in the past 12 months		586		490		473
1–2 times	33.2		32.9		35.1	
3–5 times	37.8		23.7		34.7	
6–10 times	13.2		21		14.2	
More than 10 times	13.5		19.5		14.3	
Children 0–59 months who had fever within two weeks of the interview	28.7	825	24.3	737	23.7	722
Children 0–59 months who had a fever and whose caregiver sought treatment for their fever within two weeks of the interview	72.5	220	60.8	165	76.3	183
Children 0–59 months who had diarrhea within two weeks of the interview	19.3	825	13.4	737	15.6	722
Children 0–59 months who had a diarrhea and whose caregiver sought treatment for their diarrhea within two weeks of the interview	75.3	143**	42.8*	93***	69.9	106
Youth 10–17 years old who tested for HIV within the past 12 months and knew their HIV status	19.3	1,100	14.6	1,162	10.6	719
Caregivers who reported having had an HIV test	89.9****	1444	79.9	1,327	79.7	1,213
Mean time to reach health services, minutes		1,444		1,327		1,213
Child health services	60.7		64.5		59.2	

HIV testing services	62.7		64.8		58.6	
Child growth monitoring services	58.5		64.5		56.2	
<b>Youth HIV/AIDS Knowledge and Prevention Behaviors</b>						
Knowledge of HIV prevention strategies among 10- to 17-year-old youth	78.5	826	77.4	867	79.9	523
Condom use at last sexual encounter among 10- to 17-year-old youth	(32.5)	39	(26.7)	44	<sup>2</sup>	12
<b>Early Childhood Development</b>						
Attendance of early childhood development program among children 36–59 months	38.2****	364	13.6	358	11.6	295
Caregiver report of HH member older than 15 years engaging in four or more stimulating activities with child in the past week	33.7	825	32	737	32.3	722
Caregivers who correctly answered nutrition test questions		1,444		1,327		1,213
Knew how long a baby should receive only breastmilk	80.5		75.6		80.3	
Knew that a sick baby or child should be fed the same amount of food	15.0		15.4		10.7	
Knew 2 or more key ways to prevent undernutrition among infants <6 months	24.6		26.1		29.3	
Knew 2 or more key ways to prevent undernutrition among children 6–23 months	34.5		38.5		33.7	
Knew 2 or more key moments when you need to wash your hands	80.8		81.6		81.2	
Knew 2 or more important ways a pregnant woman should eat	48.0		52.3		45.7	
HH member older than 15 years who engaged in any stimulating activity with child	81.9	825	79.4	737	81.6	722

NOTE: The number of observations varies within groups because of skip patterns and/or missing responses on key indicators

GEM, gender equitable men; HH, household; ICT, information and communications technology; IYCF, ; MUAC, mid-upper arm circumference; RWF, Rwandan franc; TVET, technical and vocational education and training

Parentheses indicate N = 25–49

<sup>2</sup>N <25

<sup>3</sup> Decisions include: woman's own health care, children's health care, whether child attends early childhood development services, minor household decisions, and major household decisions

\*versus control, p<0.05

\*\*versus control, p<0.01

\*\*\*versus control, p<0.001

+versus HES-only, p<0.05

++versus HES-only, p<0.01

+++versus HES-only, p<0.001

# Background

## Country Context

Rwanda has achieved remarkable progress in economic growth, poverty reduction, and HIV prevention over the past decade. With a gross domestic product per capita nearly tripling, from US\$211 in 2001 to US\$719 in 2014, the percentage of the population living below the national poverty line decreased from 56.7 percent to 39.1 percent in 2013 (NISR, 2015). Prevalence of HIV has similarly decreased, from five percent of the population in 2001 to about three percent of the population in 2016 (World Bank, 2017). However, significant challenges to health and development remain, particularly among vulnerable populations, such as OVCs, PLHAs, out-of-school youth, and very poor or female-headed households.

While little data exists on the health outcomes of vulnerable populations, it is known that poverty and HIV/AIDS limit the capacity of Rwandan families and communities to support their most vulnerable members, and that youth and women are disproportionately affected by the HIV/AIDS epidemic. Twenty-five percent of Rwandan households have foster or orphan children. In 2008, nearly one-fifth of orphans lost parents due to HIV/AIDS (Demographic and Health Survey (DHS), 2016; Rwanda National AIDS Control Commission [CNLS], 2009). School attendance was lower among OVC (83%) than among children with both parents (95%), and just 12.6 percent of households with OVC received any type of external support in 2005 (DHS, 2016; CNLS, 2009). Moreover, among adult PLHA, 20.4 percent of PLHA were unemployed in 2008, and 59 percent had no food for at least one day (CNLS, 2009).

The Improved Services for Vulnerable Populations (ISVP) Project, known locally as the Twiyubake Program, is conducted by Global Communities (GC), international consortium partners AVSI, PLAN-International and Partners in Health, and Rwandan CSOs. Global Communities and partners work within the Rwandan MOH and MIGEPROF framework. The overarching goal of the ISVP project is to improve the protection of vulnerable populations against adverse circumstances, thus contributing to reducing the risk and impact of HIV/AIDS and other health conditions for the most vulnerable populations.

MEASURE Evaluation, with the support of USAID/Rwanda, is conducting an impact evaluation of the ISVP Project. A prospective, cluster-randomized controlled trial will be used to measure the impact of a comprehensive package of program activities upon relevant outcomes of children, adolescents, and caregivers. Specifically, the evaluation will investigate the extent to which Household Economic Strengthening (HES-Only) interventions, compared to full ISVP interventions in terms of health and educational services and improved health, education, and economic empowerment of participants. The evaluation determined the relative contribution of HES-only efforts to achieve the project's objectives and goals. The evaluation will also examine the cost-effectiveness of the two approaches. The results of the impact evaluation will contribute to the evidence base on support to vulnerable populations and their families in HES-only interventions and informed policy formation and subsequent program designs beyond the ISVP project.

## ISVP Project Strategy

The foundation of the Twiyubake strategy are four core HES-only interventions: (1) ISLGs, (2) financial education, (3) micro (one owner and fewer than 5 employees), and small (more than 5 employees) enterprises and cooperatives, and (4) activities to improve intra-household communication and joint economic decision making. Locally formed ISLGs provide the opportunity for members to grow household assets and access

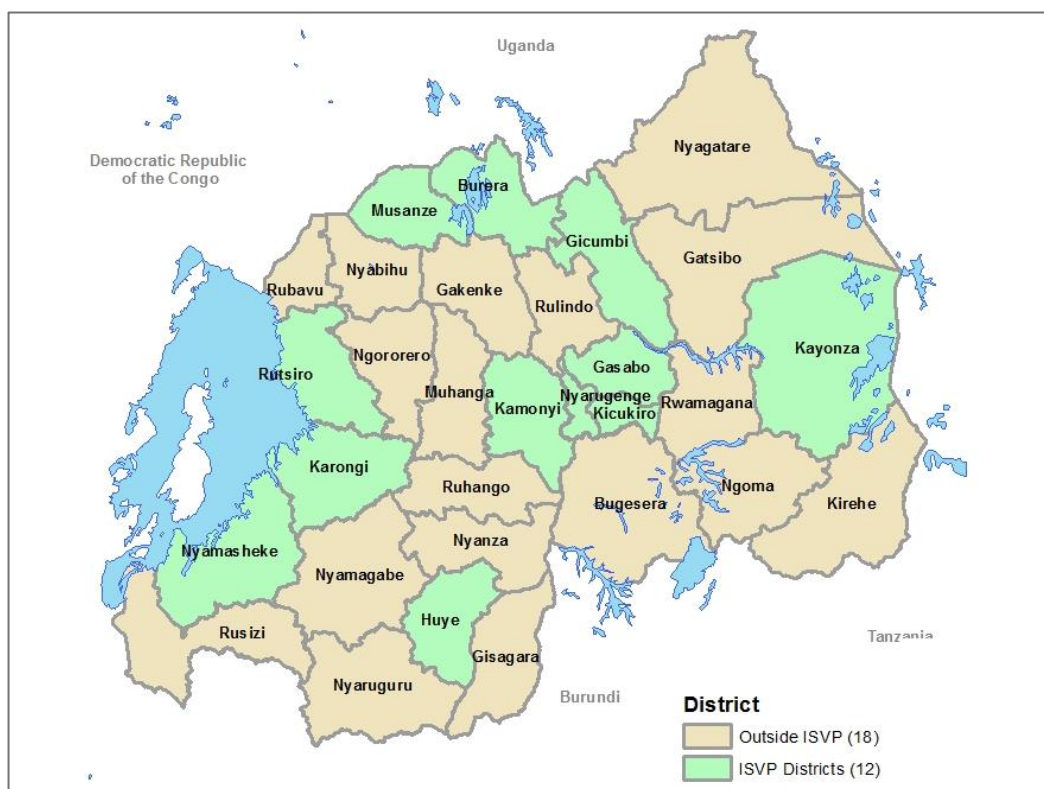
emergency funds. Financial education for the ISLG members teaches money management skills, such as savings, debt management, budgeting, bank services, and financial negotiation. The development of micro and small enterprises and cooperatives is promoted to ISLG members who receive instructional materials on basic market analysis and resources.

Along with these four core HES-only interventions, Twiyubake is implementing and promoting several additional activities. Using a case-management approach, Twiyubake works with families to identify economic, health, and education needs, then promote or refer members to services, as appropriate. Some of these additional activities include health promotion and referrals, early childhood development, sexual and reproductive health education, and youth vocational training, as well as education support packages. The project aims to address four intermediate results: (1) increased capacity of families and communities to provide healthy, nurturing, and engaging environments for vulnerable children less than 5 years old; (2) family economic vulnerability decreased; (3) increased knowledge, attitudes, skills, aspirations and confidence of adolescents transitioning to adulthood; and (4) increased capacity of communities to provide essential preventative and protective services to vulnerable families and children.

## Setting

The ISVP project is ongoing in 12 districts in Rwanda (Figure 1), and 75 sectors within those districts. Within each selected sector, all cells and villages will be targeted over the life of the project. The districts were chosen due to their high HIV prevalence. The selection of the 75 sectors was based on a mapping of other USAID-funded projects with OVC; those with little or no USAID investment were selected.

**Figure 1. Improved services for vulnerable population implementation districts**



## Underlying Development Hypothesis and Theory of Change

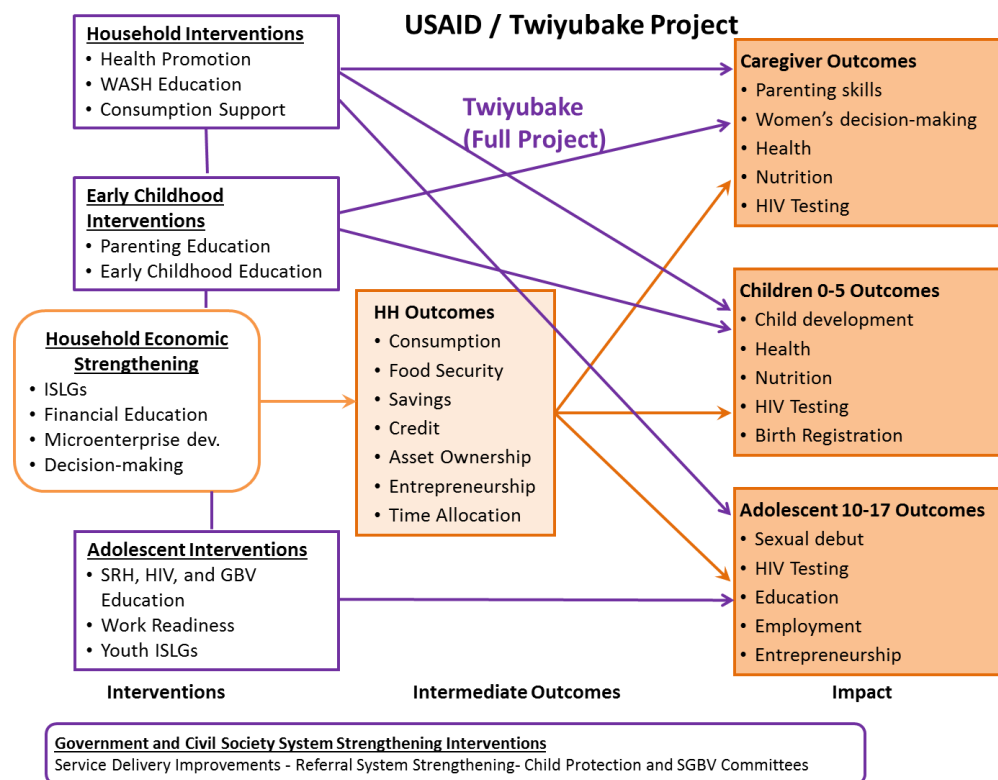
The ISVP theory of change (Figure 2) is grounded in the assumption that health, economic empowerment, and education are intertwined, and that these factors must be comprehensively addressed to both reduce the risk and mitigate the impact of HIV/AIDS and other adverse health outcomes. Household economic strengthening, provided through a central platform of financial interventions, equips participating households with the requisite knowledge, resources, and stability to act upon the advice and referrals provided by additional health and educational services. Thus, the ISVP program promotes the health and well-being of vulnerable populations by increasing the capacity of households and communities to support the health, education, and economic growth of OVCs, PLHAs, and other vulnerable members.

The HES-only interventions promote economic empowerment, helping households to budget, save, and target consumption to promote the health and education of vulnerable members.

Three additional intervention types, depending on the study group, supplement the HES-only core activities: (1) household interventions, including health promotion, and hygiene and sanitation education; (2) early childhood development interventions, including parenting education and early childhood education; and (3) adolescent interventions, including education, work readiness, youth ISLGs, and sexual and reproductive health and gender-based violence (GBV) education and referrals. By matching needs to services using a case-

management approach, ISVP provides participating households with individualized health and educational services.

**Figure 2. Theory of change for the Twiyubake/ISVP Project**



GBV, gender-based violence; ISLG, integrated savings and lending groups; SRH, sexual and reproductive health; WASH, water, sanitation, and hygiene

## Research Objectives and Questions

This impact evaluation seeks to measure the impact of the ISVP Project interventions on the health, education and economic well-being of vulnerable children and their families. The objectives of the impact evaluation’s objectives are to answer these research questions:

1. Does the full package of Twiyubake services (henceforth, full ISVP) strengthen household economic status and provide the additional support to motivate economically strengthened families to realize health and education benefits?
2. Can HES-only activities provide the economic stability for households to access health and education services and improve individual health and educational well-being?
3. Which of these two approaches is more cost-effective?

To answer the above research questions, primary and secondary outcomes will be measured to provide insight into the effects of the program along the causal pathway. The primary project outcomes cover three substantive areas: economic strengthening or resilience, health, and education. Table 3 depicts the primary and secondary outcomes of the evaluation. These outcomes were selected in consultation with

USAID/Rwanda and the ISVP program, with the rationale that they were essential intermediate outcomes and impacts that ISVP anticipated to influence over the study period.

**Table 3. Primary and secondary outcomes for the evaluation**

Primary Outcomes	Secondary Outcomes
<ul style="list-style-type: none"> <li>• Economic Strengthening: Percentage of households with moderate or severe household hunger, utilizing a hunger scale created by FANTA (Food and Nutrition Technical Assistance project) and used in the USAID Feed the Future project.</li> <li>• Education: Percentage of 13- to 17-year-olds with regular school attendance, a binary indicator for no missed days during the last week of instruction.</li> <li>• Health: Percentage of children ages 0–17 years whose caregiver knew their HIV status.</li> </ul>	<ul style="list-style-type: none"> <li>• Household consumption patterns</li> <li>• Individual economic outcomes</li> <li>• Household decision making and gender-related attitudes and behaviors</li> <li>• Use of health and social services</li> <li>• Nutrition knowledge and behavior</li> <li>• Youth HIV knowledge and reproductive health</li> <li>• Early childhood development</li> <li>• Education</li> </ul>

In response to PEPFAR outcome monitoring requirements for OVC programs, collection of the nine PEPFAR Monitoring, Evaluation, and Research (MER) OVC Essential Indicators (MEASURE Evaluation, 2015) for outcome monitoring are embedded in the impact evaluation data collection tools. See Appendix B for a complete list of these nine indicators.

Cost-effectiveness will be assessed at end line by linking cost data provided by the program with effectiveness data from the DID analysis to calculate the incremental cost-effectiveness ratio (ICER).

# METHODS

## EVALUATION DESIGN

The ISVP project has a target of reaching 50,000 households. To achieve this target, three cohorts from 75 sectors were enrolled in the project. Twiyubake contracted with local Rwandan partner organizations (RPOs) to enroll and support three household cohorts from the selected 75 Sectors. A prospective, cluster-randomized, controlled trial design, using a DID-estimation strategy with fixed-effects modeling, is being used to evaluate the impact for cohort 1 on economic, health, and education outcomes:

- a. Full ISVP program vs. HES-only program
- b. Full ISP vs. control
- c. HES-only program vs. control

Two rounds of population-based survey data collection were proposed. Initial data collection occurred from April 2017–July, and September 2017. End line data collection is planned to occur during late 2018. Data collection at the initial time point occurred with sampled households from enrolled beneficiary lists in intervention sectors. The control group was randomly sampled from households eligible for the program, but who were living in sectors assigned to the control group. Households surveyed at baseline will be tracked and surveyed at end line in 2018. See Appendix B for the complete list of sectors and study group assignments.

### Study Population

The study program group’s population was composed of two primary groups. The first group was composed of economically vulnerable households who were identified for participation based on their inclusion in the most vulnerable children list (MVC) developed by the National Commission for Children (NCC) in partnership with OVC partners. The second group comprised OVCs and PLHAs identified by service providers as eligible for household recruitment because they would benefit from participation in the program. Within both groups, heads of households, primary caregivers of children less than 18 years old, and youth ages 10–17 years were eligible to participate.

In each program area, if the number of children on the MVC list was greater than the target number of beneficiaries for that area, ISVP prioritized children based on guidelines from the NCC, including a vulnerability assessment procedure carried out with local leaders.

The control area population comprised households on the MVC list, without further prioritization.

There were no exclusion criteria for the program area; any household on the program beneficiary list as of July 2016 could be sampled for the evaluation. For the control area, households without a child on the MVC list were excluded.

### Sampling Frame and Design

To accurately capture program impact, we selected samples of sufficient size to achieve the primary objectives of the study. Sample size estimation for this survey was motivated by the need to detect certain potential differences in population values for key indicators between program and control areas at end line. There were two key indicators:

- Indicator 1: Percentage of 13- to 17-year-olds with regular school attendance

- Indicator 2: Percentage of households with moderate or severe hunger.

In Table 4, we indicate the sampling goals for each of these key indicators. For instance, the goal for indicator one was to detect a difference in the population value of 15.1 percentage points (from 13 percent in the control population to 28.1 percent in the full ISVP populations) at follow up.

**Table 4. Sampling goals**

Indicators	Study Populations, %		
	Full ISVP	HES-only	Control
Indicator 1	28.1	20.0	13.0
Indicator 2	24.9	33.6	43.0

Assuming power equal to 0.8 and alpha equal to 0.05 to achieve the sampling goals required, a sample of about 1,380 households in each domain (full ISVP, HES-only, and control) will be necessary at end line. Given the longitudinal design of the data, having 1,380 households per domain at end line requires some accommodation for attrition from baseline to end line. Assuming attrition of around eight percent, we would, therefore, have to select 1500 households in each domain at baseline. Thus, we had to select an overall sample of 4500 households at baseline.

The study area was split into different study groups. This was accomplished via randomization. Specifically, a draw from the uniform distribution was made for each of the 99 sectors contained within the study area. They were then assigned to study groups per their rank according to their draw from the uniform distribution. A total of 69 sectors were randomly selected and distributed across domains: (1) full ISVP program, 23 sectors; (2) HES-only activities, 22 sectors; and (3) controls, 24 sectors.

Within each selected household, the following members were selected for the study: (1) all eligible primary caretakers of children ages 0 to 17 years old, (2) the primary ISLG member (in the program groups), (2) one randomly selected 10- to 17-year-old.

A detailed explanation of the sampling methods is provided in Appendix A, covering calculation of sample sizes and the creation of the sampling frame. The final household sample sizes were 1,428 for full ISVP, 1,309 for HES-only, and 1,216 for control. The same households will be interviewed at end line; no additional households will be added.

## Study Procedures

Data were collected for the baseline evaluation through in-person interviews, with participant responses recorded on Microsoft Windows tablets. Data collectors were trained to administer the surveys and protect human subjects. Four questionnaires, household, caregiver, youth, and ISLG questionnaires, were used for the household and individual data collection. The household and caregiver questionnaires were administered to the primary caregivers of children under 18 years of age in the household. The youth questionnaire was administered to one randomly selected child or youth in the household between the ages of 10 and 17 years. The ISLG questionnaire was administered to the main household member (adult or youth) who regularly attended the ISLG group meetings. The survey and consent forms were created in English and later translated into Kinyarwanda for implementation (see Appendix E for questionnaires used for data collection).

The questionnaires and information collected were as follows:

Household questionnaire was designed to capture demographic and socioeconomic characteristics of the household, including the household roster, household consumption, savings and loans, housing

characteristics, and information on participation of household members in social or development programs.

Caregiver questionnaire was designed to record demographic characteristics of the caregiver, health status of caregiver, household decision making, and caregiver's use of services. Additional questions about the caregiver's children included health and well-being of children less than 10 years old, including education, recent illness, disabilities, early childhood development, psychosocial well-being, and food consumption. For female caregivers, the tool also covered experiences of IPV.

Youth questionnaire collected individual information on education, employment, chores, disabilities, psychosocial well-being, sexual and reproductive knowledge, attitudes towards gender, and use of health and social services.

ISLG questionnaire covered savings and loan group participation, and aspects of how the ISLG group functioned, such as loan repayment terms and standard contribution amounts.

## Ethical Considerations

Human subject review of the complete study protocol and data collection instruments from the Rwanda National Ethics Committee and UNC-Chapel Hill Institutional Review Board (IRB) was obtained before data collection. In addition, the team obtained a survey visa from the National Institute of Statistics Rwanda (NISR). For details on data management and security and confidentiality, see Appendix A.

The study obtained informed consent from all participants. Special population considerations were necessary. For adolescents, parental or caretaker consent was required in addition to the consent of the participating adolescent. For female caregivers, to administer questions on IPV, the team followed the World Health Organization's (2001) ethical and safety recommendations for research on IPV.

## Analysis

Quantitative methods were used to compare data on the key outcome indicators in the full ISVP project intervention areas to that in the HES-only intervention areas and to the control areas, utilizing STATA 14.1. (College Station, TX). Analyses in this baseline report included basic descriptive frequencies and some statistical testing of mean differences to test for balance across the three groups. The difference in means between treatment and control groups was tested using a regression model for all key indicators and a number of sociodemographic household and individual variables. Indicators are reported as either percentages or means and weighted using the sampling weights.

## RESULTS

### Response Rates

Table 5 shows the response rates across the study groups. The overall response rate for the youth was 81.0 percent. The overall household response rate was 86.5 percent. Caregiver and ISLG questionnaire response rates were high, however, at 97.7 percent overall for both; these did not vary by group. There was a statistically significant difference between groups for household questionnaire response—92.4 percent of full ISVP listed household responses versus 85.9 percent in HES-only ( $p < 0.001$ ); HES-only versus 81.0 percent control ( $p < 0.001$ ); and, full-ISVP versus HES-only ( $p < 0.001$ ). There was also a statistically significant difference between full ISVP and the other study groups for youth survey responses, with 78.5 percent of selected youth responding from the full ISVP group versus 81.9 percent in HES-only ( $p < 0.05$ ) and 83.5 percent in the controls ( $p < 0.01$ ).

**Table 5. Response to household, caregiver, ISLG member, and youth questionnaires**

Result	Full ISVP	HES-only	Control	Total
<b>Household questionnaire</b>				
Selected, n	1,545	1,523	1,501	4,569
Not found/absent, n	46	61	131	238
Refused/incomplete, n	19	18	30	67
Ineligible, n <sup>1</sup>	52	135	124	311
Interviewed, n	1,428	1,309	1,216	3,953
Response rate, %	92.4**++	85.9**	81.0	86.5
<b>Caregiver questionnaire</b>				
Eligible, n	1,478	1,354	1,247	4,079
Not found/absent, n	12	2	10	24
Refused/incomplete, n	22	25	24	71
Interviewed, n	1,444	1,327	1,213	3,984
Response rate, %	97.7	98.0	97.3	97.7
<b>ISLG questionnaire</b>				
Eligible, n	1,428	1,309	237	2,974
Not found/absent, n	5	1	2	8
Refused/incomplete, n	26	27	8	61
Interviewed, n	1,397	1,281	227	2,905
Response rate, %	97.8	97.9	95.8	97.7
<b>Youth questionnaire</b>				
Eligible, n	1,402	1,419	861	3,682
Not found/absent, n	204	176	97	477
Refused/incomplete, n	98	81	45	224
Interviewed, n	1,100	1,162	719	2,981
Response rate, %	78.5*+	81.9	83.5	81.0

<sup>1</sup>Includes the following: program households that did not have a child ages 0–17 years living in the household; program households that were no longer in Twiyubake; control households that were in Twiyubake.

<sup>†</sup>p<0.01, <sup>\*\*</sup>p<0.001 versus controls  
<sup>†</sup>p<0.05, <sup>\*\*</sup>p<0.001 versus HES-only

## Population Characteristics

### Household

Over half of the household members across study groups were female (Table 6). The full ISVP study group had a significantly higher proportion of female versus male household members than both the HES-only and control groups (p<0.05). Both intervention groups had significantly smaller proportions of children under age one year than the control group (p<0.05). Additionally, the full ISVP group households had significantly fewer children in the 1- to 4-year-old age group compared to the control group (p<0.05).

**Table 6. Household population characteristics, per household survey**

Background characteristic	Full ISVP			HES-only			Control			Total	
	M (N=3,534)	F	Total	M	F	Total	M	F	Total	M	F
Age, years											
<1	1.9	1.8	1.9*	2.0	1.1	1.6*	2.9	2.4	2.6	2.6	2.1
1–4	9.1	8.0	8.5*	9.6	8.8	9.2	11.2	10.0	10.5	10.6	9.4
5–9	17.7	16.1	16.8	18.9	13.9	16.3	17.4	14.2	15.7	17.7	14.5
10–14	21.0	16.9	18.7	18.9	16.1	17.4	17.0	14.9	15.9	18.0	15.4
15–17	10.6	7.5	8.0	11.0	8.7	9.8	9.1	7.7	8.3	9.6	7.8
18–24	13.8	12.2	12.9	14.2	11.7	12.9	11.2	11.9	11.6	12.0	12.0
25–49	15.5	25.0	20.8	16.6	26.6	21.9	21.7	27.9	25.0	19.9	27.1
50–64	7.4	8.7	8.1	6.1	9.7	8.0	6.5	8.2	7.4	6.6	8.5
65+	2.9	3.6	3.3	2.4	2.9	2.7	2.8	2.8	2.8	2.8	3.0
Don't know	0.2	0.1	0.2	0.2	0.4	0.3	0.3	0.1	0.1	0.2	0.1
<b>N</b>	<b>3,534<sup>**</sup></b>	<b>4,332</b>	<b>7,866</b>	<b>3,181</b>	<b>3,644</b>	<b>6,825</b>	<b>2,914</b>	<b>3,315</b>	<b>6,229</b>	<b>9,629</b>	<b>11,291</b>

F: female; M: male

\*Versus control (p<0.05)

\*Versus HES-only (p<0.05)

Over half of households across the study groups were headed by males. The program groups were statistically more likely (p<0.01) to report male household headship than those in the control group (Table 7). The mean household size ranged from 5.5 to 5.0 and was significantly higher in the full ISVP compared with the HES-only and control groups (p<0.01).

**Table 7. Household characteristics, per household survey**

Characteristics	Full ISVP	HES-only	Control
<b>Household headship, %</b>			
Male	55.2	52.7	67.6
Female	44.8*	47.3*	32.4
<b>Household size, %</b>			
2	3.1	5.0	5.8
3	10.7	12.9	16.7
4	18.4	20.0	21.8
5	22.3	19.4	20.1
6	18.7	20.6	15.8
7	13.0	12.8	8.9
8+	13.9	9.4	10.8
<b>Mean household size</b>	<b>5.5**</b>	<b>5.2</b>	<b>5.0</b>
<b>Households with orphans &lt;18 years old, %</b>			
Double orphans	4.6	2.8	1.2
Single orphans	24.9	23.6	17.1
Any orphan	28.7	26.3	18.1
<b>N</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>

\*Versus control (p&lt;0.01)

+Versus HES-only (p&lt;0.01)

Distribution within wealth quintiles was similar across groups. Approximately 19 percent and 23 percent of households were in the lowest wealth quintile (see Appendix A for details on calculation methods); the HES-only group had the highest proportion of households in lowest wealth quintile (Table 8). The proportion of households in the highest wealth quintile ranged from about 17 percent to 22 percent, with the control group having the greatest proportion and the HES-only group having the lowest proportion of households in the wealthiest quintile. There were no statistically significant differences between groups.

**Table 8. Distribution of households by wealth quintile**

Wealth quintile, %	Full ISVP	HES-only	Control
Lowest	19.4	23.2	19.6
Second	23.3	23.5	18.5
Middle	19.1	19.6	20.3
Fourth	21.3	18.8	19.9
Highest	16.9	14.9	21.6
<b>N</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>

No statistically significant differences between groups.

**Table 9. Household characteristics: utilities, communication, location**

	Full ISVP	HES-only	Control
<b>Access to electricity, %</b>			
Yes	9.0	7.1	10.7
No	91.0	92.9	89.3
<b>Owens mobile phone, %</b>			
Yes	43.9	40.3*	49.6
No	56.1	59.6	50.2
Missing	0.0	0.0	0.1
<b>Residence location, %</b>			
Urban	0.4*+	4.9	6.5
Rural	99.6	95.1	93.5
<b>N</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>

\*versus control,  $p < 0.05$

+versus HES-only,  $p < 0.05$

Access to electricity was low across all study groups, ranging from about seven percent (HES-only group) to eleven percent in the control group (Table 9). Mobile phones were owned by about 40 percent to 50 percent of all households; households in the HES-only group were significantly more likely to own a mobile phone compared to the control group. Nearly all households in the study were rural (<93%). Significantly fewer residences in the full ISVP were classified as urban compared to the HES-only and the control group ( $p < 0.05$  each).

**Table 10. Household characteristics: type of toilet/latrine facilities**

	Full ISVP	HES-only	Control
<b>Improved, not shared facility, %</b>			
Flush/pour flush to piped sewer system	0.3	0.1	0.1
Flush/pour flush to septic tank	0.0	0.2	0.1
Flush/pour flush to pit latrine	2.4	1.4	2.4
Ventilated improved pit latrine	0.6	0.8	0.1
Pit latrine with slab	11.5	8.4	7.2
Composting toilet	2.2	1.7	3.4
<b>Shared facility<sup>1</sup>, %</b>			
Flush/pour flush to piped sewer system	0.0	0.0	0.0
Flush/pour flush to septic tank	0.0	0.1	0.1
Flush/pour flush to pit latrine	0.3	0.2	0.8
Ventilated improved pit latrine	0.0	0.0	0.0
Pit latrine with slab	0.6	1.3	1.0
Composting toilet	0.1	0.3	0.2
<b>Nonimproved facility, %</b>			
Flush/pour flush not to sewer/septic tank/pit latrine	1.1	1.0	0.1
Pit latrine without slab/open pit	74.1	72.9	76.8
Bucket	0.0	0.0	0.0
Hanging toilet/hanging latrine	0.0	0.0	0.0
No facility/bush/field	5.2	9.8	7.2
Other	1.6	1.7	0.6
Missing	0.0	0.0	0.0
<b>Any improved, not shared facility, %</b>	<b>17.0*</b>	<b>12.6</b>	<b>13.3</b>
<b>Nu</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>
<sup>1</sup> Facilities that would be considered improved if they were not shared by two or more households.			

\*versus control, p<0.01

\*versus HES-only, p<0.05

Households in the full ISVP had significantly more nonshared, improved toilet or latrine facilities than households in the HES-only (p<0.05) and the control groups (p<0.01; Table 10).

**Table 11. Household characteristics: source of drinking water**

	Full ISVP	HES-only	Control
<b>Improved source, %</b>			
Piped water into dwelling, yard, or plot	2.1	0.3	1.4
Public tap/standpipe	34.7	28.0	34.0
Tube well/borehole	0.1	0.1	0.1
Protected dug well	6.7	9.7	8.2
Protected spring	35.2	28.9	29.4
Rainwater	0.3	0.0	0.1
Bottled water	0.0	0.0	0.1
<b>Nonimproved source, %</b>			
Unprotected dug well	1.3	5.8	4.0
Unprotected spring	12.6	16.5	12.2
Tanker truck/cart with drum	0.0	0.0	0.1
Surface water	6.2	9.6	10.3
Other source, %	0.7	1.1	0.1
Any improved source	79.1 <sup>+</sup>	67.0	73.3
<b>N</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>

<sup>+</sup>versus HES-only,  $p < 0.01$

Over 65 percent of all households had an improved water source. More households in the full ISVP had access to an improved water source, followed closely by the control group (73% to 79%, respectively; Table 11). The difference between the full ISVP and HES-only groups in access to improved water sources was statistically significant ( $p < 0.01$ ).

**Table 12. Mean time to reach selected health services, per household report**

	Mean travel time from households, min			N
	Child Health Services	HIV Testing Services	Child Growth Monitoring Services	
<b>Full ISVP</b>	60.7	62.7	58.5	1,444
<b>HES-only</b>	64.5	64.8	64.5	1,327
<b>Control</b>	59.2	58.6	56.2	1,213

No statistically significant differences between groups

Households across groups had similar travel times (about one hour) to reach child health services (when child is sick and for other non-growth monitoring services), HIV testing services, or child growth monitoring services (Table 12).

**Table 13. Children's caregiver arrangements and orphanhood**

Background characteristics	Biological mother is primary caregiver, %			Biological father is primary caregiver, %			Neither biological parent is primary caregiver, %					Caregiver other than biological parent, %	One or both parents dead, %	Children, n
	Father alive	Father dead	Unknown status	Mother alive	Mother dead	Unknown status	Both alive	Only father alive	Only mother alive	Both dead	Unknown status			
Age, years														
<2	88.2	1.8	0.6	0.3	0.0	0.0	7.6	0.0	0.2	0.0	1.3	9.1	2.0	862
2–4	80.2	3.4	1.0	1.9	1.0	0.0	8.3	0.6	0.2	0.1	3.2	12.5	5.4	1,480
5–9	74.0	6.6	1.3	3.4	0.6	0.0	9.1	0.6	1.5	0.5	2.3	14.0	10.1	3,414
10–14	68.5	11.5	1.5	4.2	0.6	0.0	7.0	2.0	1.8	1.4	1.5	13.7	17.6	3,686
15–17	63.8	17.4	1.2	2.9	0.9	0.0	5.4	1.3	3.2	2.5	1.3	13.8	25.7	1,892
Sex														
Male	72.0	9.6	1.3	3.6	0.6	0.0	7.5	1.0	1.4	1.1	1.9	12.9	13.8	5,618
Female	73.6	8.4	1.2	2.6	0.8	0.0	7.8	1.2	1.8	0.9	1.9	13.6	13.3	5,728
Study group														
Full ISVP	65.9	10.8	1.7	2.6	0.8	0.0	9.0	1.5	1.2	2.2	4.2	18.2	17.3	4,299
HES-only	66.8	13.5	2.4	2.3	1.0	0.0	8.7	0.7	1.2	1.4	2.0	13.9	17.9	3,711
Control	75.9	7.7	0.9	3.4	0.6	0.0	7.0	1.1	1.8	0.6	1.2	11.6	11.7	3,336
Province														
City of Kigali	76.8	7.3	0.7	1.1	0.0	0.0	7.5	2.0	2.4	0.1	2.2	14.2	12.2	1,557
Southern	63.2	10.7	1.0	9.1	1.6	0.0	8.7	1.3	2.2	1.0	1.2	14.4	16.9	1,271
Western	67.6	10.2	1.9	1.8	0.7	0.0	9.7	1.2	1.5	2.0	3.3	17.7	16.0	4,395
Northern	81.5	7.3	0.9	1.7	0.3	0.0	5.3	0.8	1.0	0.4	0.8	8.3	9.9	3,563
Eastern	64.4	11.1	0.7	8.2	1.6	0.0	8.3	0.5	2.9	0.5	1.9	14.1	16.6	560

Twelve to 18 percent of children across groups had a primary caregiver that was not a biological parent. Among these children, seven to nine percent had living parents (Table 13). When the biological mother was the primary caregiver, 66 percent to 76 percent of households reported that the biological father was alive. When the biological father was the primary caregiver, 2.3 percent to 3.4 percent of biological mothers were alive.

**Table 14. Occupation of household head<sup>1</sup>**

Background characteristics	Professional/technical/managerial, %	Sales and service, %	Agricultural, forestry, fishery, %	Craft and related trade workers, %	Stationary plant and machine operators <sup>2</sup> , %	Elementary <sup>3</sup> , %	Un-employed, %	Housewife/student/retired, %	Disabled, %	N
<b>Sex</b>										
Male	0.7	2.2	70.2	7.8	0.7	6.7	3.1	1.8	5.5	2,397
Female	0.0	0.8	82.2	0.8	0.0	4.5	4.3	3.0	4.3	1,556
<b>Study group</b>										
Full ISVP	0.1	1.3	75.4	3.3	0.4	3.1	5.9	2.7	7.2	1,428
HES-only	0.3	0.8	80.9	3.7	0.2	3.8	2.1	2.2	5.1	1,309
Control	0.5	2.0	73.4	6.0	0.5	6.9	3.1	2.2	4.4	1,216
Total (all groups)	0.4	1.7	74.6	5.3	0.4	5.9	3.5	2.3	5.0	3,953

No statistically significant differences between groups

<sup>1</sup>Occupational coding followed the major categories detailed in NISR's *Customized International Standard Classification for Occupation (ISCO-08)*, Rwanda Classification Manual, 2012 edition.

<sup>2</sup>Stationary plant and machine operators include mill workers and commercial drivers of motor vehicles.

<sup>3</sup>Elementary occupations include cleaners, domestics, petty traders, mining, bicycle transport, loaders, food preparers

Approximately 70 percent of male and 80 percent of female heads of households were earning a livelihood in the agricultural, forestry or fishery sectors of the economy (Table 14). The HES-only group had the highest percentage of heads of households who worked in the agriculture, forestry or fishery sector, followed closely by the full ISVP and control groups. There were no significant differences in occupations of heads of households across the three study groups.

**Table 15. Working status of household head**

	Full ISVP	HES-only	Control
<b>Working status, %</b>			
Paid occupation	73.2	76.5	73.8
Unpaid occupation	10.5	12.9	15.5
No occupation	15.8*+	9.5	9.7
Missing	0.5	1.1	1.0
<b>N</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>

\*Versus control, p<0.01

+Versus HES-only, p<0.01

The proportion of employed heads of households in a paid occupation was similar across study groups, about 75 percent (Table 15). Heads of household with no occupation were significantly higher in the full ISVP compared to HES-only and control groups (p< 0.01 each). Heads of households with unpaid occupations were highest in the control group, followed by the HES-only and full ISVP groups.

### Caregiver

**Table 16. Sex of caregivers**

	Full ISVP	HES only	Control	Total
<b>Sex, %</b>				
Male	4.6	3.6	5.1	4.8
Female	95.4	96.4	94.9	95.2
<b>N</b>	<b>1,444</b>	<b>1,327</b>	<b>1,213</b>	<b>3,984</b>

No statistically significant differences

Over 95% of caregivers across all groups were female (Table 16). There were no differences between study groups.

**Table 17. Caregiver characteristics: age and marital status**

Background characteristic	Full ISVP			HES-only			Control		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Age, years, %									
16–24	4.6	4.1	4.1*	0.0	4.6	4.4	1.0	6.4	6.1
25–34	17.9	20.9	20.7	20.3	20.9	20.9	13.6	27.4	26.7
35–44	19.4	29.0	28.5	34.1	30.6	30.8	29.0	30.4	30.3
45–54	17.6	25.6	25.3	32.9	24.3	24.6	20.3	19.1	19.1
55–64	29.7	13.3	14.0	8.1	13.6	13.4	12.5	11.4	11.4
65+	10.8	7.1	7.3	3.7	6.0	5.9	21.2	5.2	6.0
<b>Mean age</b>	<b>47.8</b>	<b>44.3</b>	<b>44.4</b>	<b>44.3</b>	<b>43.7</b>	<b>43.7</b>	<b>49.4</b>	<b>41.2</b>	<b>41.6</b>
<b>Median age</b>	<b>50</b>	<b>43</b>	<b>43</b>	<b>41</b>	<b>43</b>	<b>43</b>	<b>47</b>	<b>39</b>	<b>39</b>
Marital status, %									
Married	27.3	39.5	38.9*	24.5	39.1	38.6*	28.5	47.1	46.1
Cohabiting	26.7	12.2	12.9*	21.0	11.0	11.3**	16.1	17.7	17.6
Divorced/Separated	14.8	8.9	9.1	15.9	12.2	12.4	19.4	7.6	8.2
Widowed	18.8	27.0	26.6	22.5	26.0	25.8	27.4	19.2	19.6
Never married	12.4	12.4	12.4	16.1	11.7	11.8	8.6	8.4	8.4
<b>N</b>	<b>53</b>	<b>1,391</b>	<b>1,444</b>	<b>54</b>	<b>1,273</b>	<b>1,327</b>	<b>63</b>	<b>1,150</b>	<b>1,213</b>

\*Versus control, p<0.05

\*\*Versus control, p<0.01

At least 50 percent of all caregivers were married or cohabiting in all study groups (Table 17). The proportions of married or cohabiting caregivers were significantly lower in the full ISVP (p<0.05 each) and HES-only groups (married, p<0.05; cohabiting p<0.01) compared with the control group. Mean ages of caregivers were similar across study groups, ranging from about 42 years to 44 years.

**Table 18. Caregiver characteristics: attended school and highest level of education completed**

Background characteristics	Full ISVP			HES-only			Control		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Attended school, %									
Yes	62.8	63.6	63.6	59.5	60.7	60.6	61.5	65.4	65.2
No	37.2	36.4	36.4	40.5	39.3	39.3	38.5	34.6	34.8
Highest education level completed, %									
None/Preprimary	37.2	37.2	37.2	40.5	40.0	40.0	40.0	35.1	35.4
Primary	57.3	58.2	58.2	47.6	56.5	56.2	56.2	57.9	57.9
Secondary	5.5	3.5	3.6*	10.0	1.8	2.1**	3.8	5.5	5.4
TVET or higher	0.0	1.1	1.0	1.9	1.6	1.6	0.0	1.3	1.2
<b>N</b>	<b>53</b>	<b>1,391</b>	<b>1,444</b>	<b>54</b>	<b>1,273</b>	<b>1,327</b>	<b>63</b>	<b>1,150</b>	<b>1,213</b>

\*Versus control, p<0.05

\*\*Versus control, p<0.001

TVET, technical and vocational education and training

At least 60 percent of caregivers across study groups attended school (Table 18). Of caregivers who attended school, nearly 50 percent to 60 percent attended primary school. The proportion of caregivers who completed secondary education was quite small across study groups; however, a significantly higher percentage of caregivers in the control group than both program groups attended secondary school (full ISVP,  $p < 0.05$ ; HES-only,  $p < 0.001$ ).

**Table 19. Caregiver occupation status**

Background characteristics	Full ISVP			HES-only			Control		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Employment<sup>1</sup> status, %</b>									
Employed in last 3 months	78.3	74.9	75.1	76.0	75.8	75.8	73.4	77.6	77.4
Employed in last 4–12 months	0.0	3.4	3.2	6.8	2.7	2.9	1.8	4.3	4.1
Not employed in last 12 months	21.7	21.7	21.7	17.2	21.3	21.1	24.8	18.1	18.5
<b>N</b>	<b>53</b>	<b>1,391</b>	<b>1,444</b>	<b>54</b>	<b>1,273</b>	<b>1,327</b>	<b>63</b>	<b>1,150</b>	<b>1,213</b>

No statistically significant differences between groups.

<sup>1</sup>Includes self-employment, work on the family farm or in the family business, and other employment that yields income in cash or in kind.

Employment among caregivers was similar across study groups. In the three months before the survey, over 75 percent of all caregivers were employed (Table 19). From four to 12 months before the survey, three to four percent of caregivers were employed. About 18 to 25 percent of caregivers were unemployed in the 12 months before the survey.

## Youth

**Table 20. Sex of interviewed youth**

	Full ISVP	HES-only	Control
<b>Sex, %</b>			
Male	54.0	53.2	50.3
Female	46.0	46.8	49.7
<b>N</b>	<b>1,100</b>	<b>1,162</b>	<b>719</b>

No statistically significant differences between groups.

Over 50 percent of all youth respondents were male (Table 20).

**Table 21. Age groups of youth 10- to 17-years-old**

Background characteristic	Full ISVP			HES-only			Control		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Age, years, %</b>									
10–14	68.5	71.9	70.1	67.4	68.3	67.8	67.6	61.6	64.6
15–17	31.5	28.1	29.9	32.6	31.7	32.2	32.4	38.4	35.4
<b>N</b>	<b>547</b>	<b>553</b>	<b>1,100</b>	<b>601</b>	<b>561</b>	<b>1,162</b>	<b>361</b>	<b>358</b>	<b>719</b>

No statistically significant differences between groups.

Over 61 percent of participating youth were 10–14 years old across study groups (Table 21).

**Table 22. Primary caregiver of youth participant**

Background characteristic	Full ISVP			HES-only			Control		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Primary caregiver, %</b>									
Biological mother	82.9	78.7	81.0	87.4	86.9	87.1	80.3	86.0	83.2
Biological father	2.6	3.8	3.1	4.9	1.6	3.3	4.5	3.6	4.0
Step/Foster parent	0.9	2.4	1.6	1.1	0.3	0.7	2.0	1.0	1.5
Sibling	1.1	1.1	1.1	0.7	0.3	0.5	0.8	2.2	1.5
Aunt/Uncle	2.6	0.8	1.8	0.4	0.4	0.4	1.2	0.7	1.0
Grandparent	9.2	11.5	10.3	5.1	10.1	7.4	11.0	4.9	8.0
Nonfamily member	0.6	1.5	1.0	0.5	0.4	0.5	0.1	1.3	0.7
Self	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1
<b>N</b>	<b>547</b>	<b>553</b>	<b>1,100</b>	<b>601</b>	<b>561</b>	<b>1,162</b>	<b>361</b>	<b>358</b>	<b>719</b>

Over 80 percent of youth across study groups were being cared for by their biological mother. About 10 percent of youth were being cared for by a grandparent (Table 22).

## Integrated Savings and Lending Group Members

**Table 23. Age of integrated savings and lending group members, by study arm**

Background characteristic	Full ISVP			HES-only			Control		
	Male	Female	Total	Male	Female	Total	Male <sup>1</sup>	Female	Total
<b>Age, years, %</b>									
15–24	1.5	2.5	2.2	2.4	3.6	3.3	(3.8)	6.6	6.0
25–34	17.6	17.6	17.6	9.8	18.8	16.8	(34.0)	20.8	23.6
35–44	24.9	28.3	27.4	32.4	30.7	31.0	(34.8)	32.3	32.8
45–54	19.8	27.4	25.4	24.8	25.8	25.6	(12.8)	24.2	21.8
55–64	22.5	14.6	16.7	16.7	14.3	14.8	(6.8)	10.3	9.6
65+	13.7	9.6	10.7	12.6	6.8	8.0	(7.9)	5.7	6.2
<b>Mean age</b>	<b>48.5</b>	<b>46.1</b>	<b>46.8</b>	<b>47.6</b>	<b>44.6</b>	<b>45.3</b>	<b>(40.0)</b>	<b>42.3</b>	<b>41.8</b>
<b>Median age</b>	<b>47</b>	<b>45</b>	<b>45</b>	<b>47</b>	<b>44</b>	<b>44</b>	<b>(36)</b>	<b>40</b>	<b>39</b>
<b>N<sup>1</sup></b>	<b>394</b>	<b>1,003</b>	<b>1,397</b>	<b>280</b>	<b>1,001</b>	<b>1,281</b>	<b>42</b>	<b>185</b>	<b>227</b>

<sup>1</sup>N = 25–49

Parenthesis indicate N=25-49

The mean age of ISLG group participants ranged from about 42 years to 47 years across study groups (Table 23).

**Table 24. School attendance and educational attainment of integrated savings and lending members**

Background characteristic	Full ISVP			HES-only			Control <sup>1</sup>		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Ever attended school, %</b>									
Yes	28.6	39.4	36.6	33.9	40.2	38.8	(17.6)	31.0	28.2
No	71.2	60.6	63.4	66.1	59.8	61.1	(82.4)	68.4	71.4
<b>Highest level of education completed, %</b>									
None/Preprimary	29.1	40.2	37.2	35.7	41.1	39.9	(17.6)	31.0	28.2
Primary	67.8	55.4	58.7	57.5	55.1	55.6	(69.4)	57.1	59.7
Secondary	2.6	3.2	3.1	4.9	1.9	2.5	(11.6)	8.5	9.2
TVET or higher	0.1	1.2	0.9	1.7	2.0	1.9	(0.0)	2.8	2.2
<b>N<sup>1</sup></b>	<b>394</b>	<b>1,003</b>	<b>1,397</b>	<b>280</b>	<b>1,001</b>	<b>1,281</b>	<b>42</b>	<b>185</b>	<b>227</b>

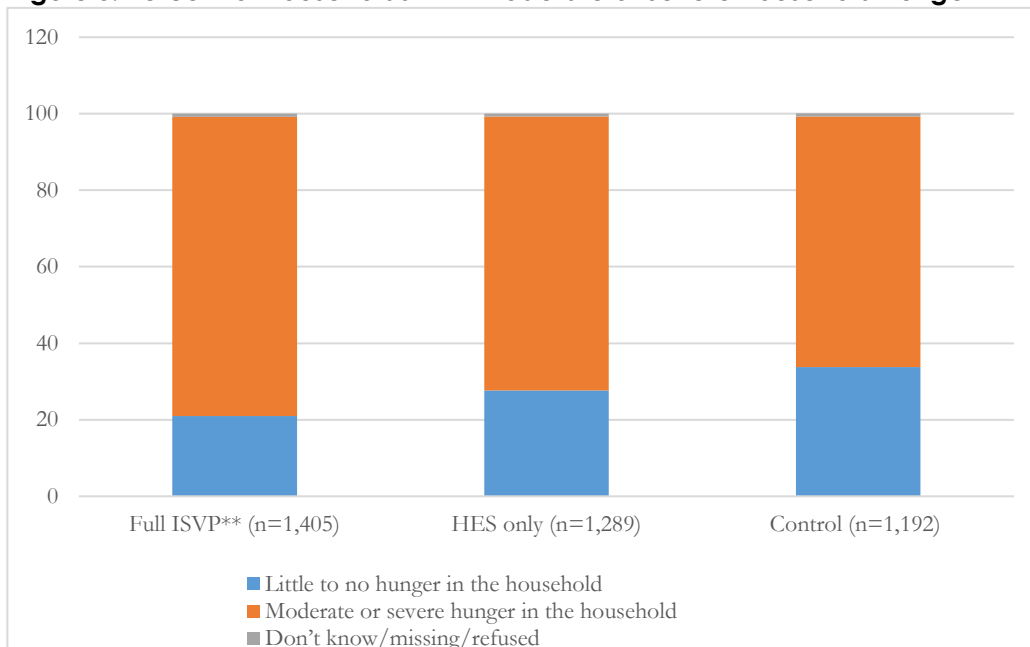
Parentheses indicate = 25–49

Across study groups, about one-third of participants who were ISLG group members attended school at one time (Table 24). Of those who had attended school, over 55 percent reported primary school as their highest level of education completed. Less than 10 percent of participants attended secondary school.

## Economic Status

A primary study indicator is the percentage of households with moderate or severe hunger, based on the FANTA hunger scale (Ballard, et. al, 2011). Moderate to severe hunger ranged from about 66 percent to 78 percent across study groups, with the control group having the lowest percentage (Figure 3). The full ISVP study group had a significantly higher proportion of moderate to severe hunger compared with the control group ( $p < 0.01$ ).

**Figure 3. Percent of households with moderate or severe household hunger**



\*\*Versus control,  $p < 0.01$

In all three study groups, nearly three-quarters of households had enough money to pay for unexpected household expenses (Table 25).

**Table 25. Households' ability to pay for unexpected household expenses**

Characteristics	Ability to pay for unexpected household expenses	
	Yes	N
Full ISVP	69.2	468
HES-only	68.1	378
Control	75.7	452
<b>Total</b>	<b>73.8</b>	<b>1,298</b>

No statistically significant differences between groups

**Table 26. Household farm tools and agricultural assets**

	Full ISVP	HES-only	Control	Total
<b>Farm tools, %</b>				
Hoes and spades	90.8	90.1	89.9	90.1
Machetes	71.8	65.1	74.4	72.8
Hatchet or axe	31.4	23.7	34.7	32.8
Sickles and knives	79.1	77.2	82.2	81.1
Picks	2.3	2.4	2.1	2.2
Sprinklers	2.8	2.3	2.2	2.3
Other hand tools	5.9	3.4	3.1	3.6
Mills and pestles	8.5	7.6	8.9	8.7
Sower/drill	3.3	3.0	4.5	4.1
Crop sprayer	1.5	1.4	1.1	1.2
<b>Own any farm tool<sup>1</sup></b>	<b>98.1</b>	<b>97.3</b>	<b>97.3</b>	<b>97.4</b>
<b>Livestock, %</b>				
Cattle	18.1	20.9	28.5	25.7
Bulls	2.4	1.7	2.8	2.6
Sheep	8.9	5.9	11.8	10.6
Goats	22.3	25.3	18.6	20.1
Pigs	14.0	13.0	14.7	14.4
Rabbits	4.2	6.8	5.1	5.1
Chicken and other poultry	9.7	10.3	11.8	11.2
Cochon d'Inde/Amapanya	2.0	2.5	1.4	1.6
<b>Own any livestock</b>	<b>58.0</b>	<b>57.0</b>	<b>61.4</b>	<b>60.3</b>
<b>N</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>	<b>3,953</b>

No statistically significant differences between study groups

Nearly all households owned farms tools (>97%); hoes and spades, sickles and knives, machetes were the most common farm tools owned (Table 26). About 60 percent of households owned livestock, with cattle and goats being the most common kind of livestock owned.

**Table 27. Household land ownership and cultivation in the past 12 months**

	Full ISVP	HES-only	Control	Total
<b>Anyone in household owned or cultivated a plot of land in past 12 months, %</b>				
Yes	77.9	76.9	78.6	78.3
No	22.1	23.1	20.9	21.3
Missing	0.0	0.0	0.6	0.4
<b>N</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>	<b>3,953</b>
<b>Among those who owned or cultivated a plot, total area of all plots in acres<sup>1</sup></b>				
Range	0.1-123.5	0.1-168	0.1-95	0.1-168
Median	3.7	3.0	4.0	3.7
<b>N</b>	<b>1,001</b>	<b>873</b>	<b>850</b>	<b>2,724</b>
<sup>1</sup> There were 362 households that owned or cultivated a plot, but either did not know the total area or refused to answer. They are not represented in the mean and median or the number.				

No statistically significant differences between study groups

Across study groups, nearly 80 percent of household members owned or cultivated land in the past 12 months (Table 27). The median size of cultivated land ranged from three to four acres across study groups.

**Table 28. Mean and median daily consumption per capita (Rwandan Francs)**

Study group	Mean daily consumption, RWF	Median daily consumption, RWF	N
Full ISVP	325.0	266.9	1,428
HES-only	310.6	254.2	1,309
Control	325.6	265.1	1,216

No statistically significant differences between study groups

Household consumption per capita was similar across study groups. The mean household consumption per capita ranged from RWF310.6 to RWF325.6 (1 RWF=0.0012 USD) (Table 28).

**Table 29. Consumption shares per capita**

Consumption share category, %	Full ISVP	HES only	Control
Food and beverages	49.5***	51.6	54.2
Clothing and footwear	1.9	1.9	1.7
Housing	8.7****	10.8	10.5
Energy	19.4	19.9*	17.4
Transport	1.5	1.3	1.4
Water	2.2	2.1	2.6

Education	4.2***	2.2	2.2
Health	6.4**+	5.1	4.7
Personal care	3.0**	2.5	2.6
ICT	1.8*+	1.2	1.2
Other	1.5	1.3	1.4
<b>N</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001 versus control

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001 versus HES-only

ICT, information and communications technology

The four highest consumption shares among all study households per capita were food and beverages, energy, housing, and health (Table 29). Across study groups, about 50 percent of the consumption per capita by households was on food and beverages. Energy was the next biggest expenditure, accounting for about 20 percent of consumption per capita. The proportion of expenditure on food and beverages, as well as on housing was significantly lower in households in the full ISVP group compared with those in the control group ( $p<0.001$  and  $p<0.01$ , respectively). Conversely, full ISVP households had a higher proportion of expenditures on education ( $p<0.001$ ), health ( $p<0.01$ ), and information and communications technology (ICT;  $p<0.05$ ) than the control households. Additionally, households in the full ISVP group had significantly higher proportions of expenditures on health ( $p<0.05$ ), personal care ( $p<0.01$ ), and ICT ( $p<0.05$ ) than HES-only households, but expenditures on housing in the full ISVP group was significantly lower than for HES-only households ( $p<0.001$ ).

**Table 30. Household savings and types of savings institutions**

	Full ISVP	HES-only	Control	Total
<b>Households with savings, %</b>				
Yes	85.6*+	77.2*	30.8	46.3
No	14.4	22.7	68.7	53.3
Missing	0.0	0.1	0.5	0.4
<b>N</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>	<b>3,953</b>
<b>Types of savings institutions<sup>1</sup>, %</b>				
Commercial bank	1.2	0.6	1.4	1.3
Microfinance	13.8	14.9	4.6	7.5
Savings & credit cooperative	21.1	18.1	8.2	11.7
Tontine	12.9	16.4	12.0	12.7
Household saves, but not with an institution	42.8	34.3	7.7	17.2
Missing	0.0	0.4	0.1	0.1
No savings	14.4	22.7	68.7	53.3
<b>N</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>	<b>3,953</b>
<b>Among those with savings at a bank, mean and median amount in RWF in current savings</b>				
Mean	–	–	–	(19,237)

Median	–	–	–	(0)
<b>N</b>	<b>18</b>	<b>10</b>	<b>13</b>	<b>41</b>
<b>Among those with savings at a microfinance institution, mean and median amount in RWF in current savings</b>				
Mean	10,573	8,265	14,775	11,845
Median	6,800	6,000	1,000	3,400
<b>N</b>	<b>212</b>	<b>198</b>	<b>57</b>	<b>467</b>
<b>Among those with savings at a savings and credit cooperative, mean and median amount in current savings</b>				
Mean	5,438	6,345	8,703	7,201
Median	1,300	2,500	1,000	1,200
<b>N</b>	<b>280</b>	<b>288</b>	<b>105</b>	<b>673</b>
<sup>1</sup> Households could report more than one savings type so percentages exceed 100%.				

\*Versus control,  $p < 0.001$

+Versus HES-only,  $p < 0.01$

RWF, Rwanda franc

Parentheses indicate = 25–49

A significant proportion of households in the full ISVP and HES-only groups (over 75%;  $p < 0.001$  each) reported having savings compared to those in the control (about 30%; Table 30). Additionally, households in the full ISVP group were significantly more likely to have savings than those in the HES-only groups ( $p < 0.01$ ).

In program groups, over one-third of households saved, but did not use a savings institution. The most commonly used savings institution among program groups was a savings and credit cooperative (about 20%); households in the control group were most likely to use a tontine for savings (12%). The mean amounts saved across study groups ranged from about RWF19,000 in banks to RWF7,200 savings and credit cooperatives.

**Table 31. Youth 10–17 years old reporting new employment in the past six months**

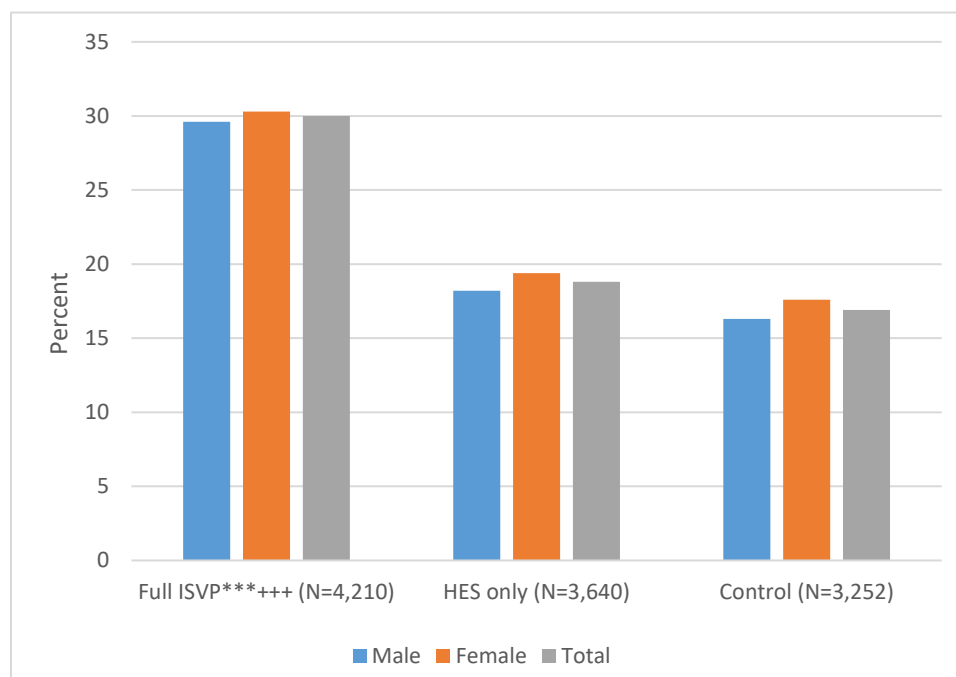
Characteristics	Full ISVP			HES-only			Control		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>In last 6 months, began new paid work, %</b>									
Yes	0.3	0.4	0.3	0.9	0.7	0.8	0.0	1.0	0.5
No	99.7	99.5	99.6	99.1	99.3	99.2	100.0	98.6	99.3
<b>N</b>	<b>547</b>	<b>553</b>	<b>1,100</b>	<b>601</b>	<b>561</b>	<b>1,162</b>	<b>361</b>	<b>358</b>	<b>719</b>

No statistically significant differences between study groups

Over 99 percent of all youth 10–17 years old had not begun a new job that paid a wage within six months of the survey (Table 31).

## Child Health and Nutrition Status

**Figure 4. Caregivers who knew their child's HIV status**



\*\*\*Versus control,  $p < 0.001$

+++Versus HES-only,  $p < 0.01$

A significantly higher percentage of caregivers in the full ISVP group knew their children's HIV status compared to both HES-only ( $p < 0.01$ ) and control groups ( $p < 0.001$ ) (Figure 4). Caregivers' knowledge of their child's HIV status did not vary by sex of the child.

**Table 32. Caregiver's knowledge of child's HIV status**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<5	21.6	825	13.7	737	12.1	722
5-9	27.1	1,304	17.9	1,092	18.0	959
10-14	31.7	1,401	21.0	1,183	17.4	1,022
15-17	41.5	680	21.9	628	21.6	549
<b>Total (all age groups)</b>	<b>30.0</b>	<b>4,210*</b>	<b>18.8</b>	<b>3,640</b>	<b>16.9</b>	<b>3,252</b>

\*Versus HES-only and control groups,  $p < 0.001$

Significantly more caregivers in the full ISVP group knew their child's HIV status compared with the HES-only and control groups ( $p < 0.001$  each; Table 32). Across all study groups, caregivers of older children were more likely to know the child's HIV status than caregivers of younger children; however, the differences were smaller in the HES-only and control groups than the full ISVP group.

**Table 33. Undernourishment<sup>1</sup> among children**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex of child</b>						
Male	2.3	346	5.4	345	1.8	327
Female	3.9	400	6.4	340	3.0	323
<b>Total</b>	<b>3.1</b>	<b>746</b>	<b>5.9</b>	<b>685*</b>	<b>2.4</b>	<b>650</b>
<b>Age groups, months</b>						
0-5	– <sup>2</sup>	0	– <sup>2</sup>	0	– <sup>2</sup>	0
6–11	15.2	76	8.1	62	6.9	74
12–48	1.7	670	5.7	623	1.9	576
<b>Total</b>	<b>3.1</b>	<b>746</b>	<b>5.9</b>	<b>685*</b>	<b>2.4</b>	<b>650</b>

<sup>1</sup>Defined as mid-upper arm circumference (MUAC) <125 mm

<sup>2</sup>N <25

\*Versus control, p<0.05

Undernourishment was defined as a mid-upper group circumference (MUAC) of less than 125 mm. Undernourished children 0 to 48 months were found in all study groups, ranging from about two percent to six percent (Table 33). The HES-only group had the most undernourished children, but was statistically significant only versus the control group (p<0.05). For all three study groups, children 6–11 months old were the most undernourished age group, ranging from about seven percent to 15 percent.

**Table 34. Infant and young child feeding practices for children ages 6–59 months**

Background characteristics	Among breastfed children			Breastfed children, n	Among non-breastfed children				Non-breastfed children, n	Among all children				Number of children
	4+ food groups <sup>1</sup>	Minimum meal frequency <sup>2</sup>	4+ food groups and minimum meal frequency		Milk or milk products <sup>3</sup>	4+ food groups <sup>1</sup>	Minimum meal frequency <sup>4</sup>	With 3 IYCF practices <sup>5</sup>		Breast milk, milk or milk products <sup>6</sup>	4+ food groups <sup>7</sup>	Minimum meal frequency	With 3 IYCF practices	
<b>Full ISVP</b>														
<b>Age, months, %</b>														
6–11	8.4	10.8	1.4	74	–	–	–	–	2	98.4	8.2	10.6	1.4	76
12–23	10.9	12.8	1.7	130	---	–	–	–	16	90.2	11.4	12.4	1.8	146
24–35	23.9	10.1	4.9	81	0.9	12.1	5.0	0.0	78	57.4	18.8	7.9	2.8	159
36–47	–	–	–	24	2.5	16.7	7.7	0.4	161	17.2	18.1	10.7	1.8	185
48–59	–	–	–	7	1.0	19.4	6.0	0.0	173	3.3	19.6	6.2	0.4	180
<b>Sex, %</b>														
Male	13.5	8.8	2.9	139	2.0	19.8	6.0	0.2	207	43.1	17.2	7.2	1.3	346
Female	16.0	16.3	3.5	177	1.7	14.4	7.2	0.3	223	47.9	15.1	11.5	1.8	400
<b>Total</b>	<b>14.9</b>	<b>12.9**</b>	<b>3.2**</b>	<b>316</b>	<b>1.9</b>	<b>17.2</b>	<b>6.6</b>	<b>0.3</b>	<b>430</b>	<b>45.6</b>	<b>16.1</b>	<b>9.4</b>	<b>1.6**</b>	<b>746</b>
<b>HES-only</b>														
<b>Age, months, %</b>														
6–11	23.4	26.3	20.3	58	–	–	–	–	4	93.4	22.4	25.7	18.9	62
12–23	20.8	16.6	6.8	127	–	–	–	–	15	86.6	19.6	14.7	5.8	142
24–35	17.3	16.2	10.3	68	0.8	24.2	0.8	0.0	55	55.9	20.4	9.4	5.7	123
36–47	(8.0)	(35.0)	(2.1)	27	3.8	15.5	6.7	0.3	157	16.1	14.5	10.4	0.5	184
48–59	–	–	–	6	2.9	14.2	3.7	0.0	168	6.3	13.9	3.6	0.0	174
<b>Sex, %</b>														
Male	14.7	18.1	8.1	147	5.5	16.2	8.7	0.2	198	41.0	15.6	12.2	3.2	345
Female	22.7	21.2	11.5	139	0.2	15.7	0.2	0.0	201	44.2	18.8	9.5	5.1	340
<b>Total</b>	<b>19.1</b>	<b>19.8</b>	<b>10.0</b>	<b>286</b>	<b>3.0</b>	<b>16.0</b>	<b>4.6</b>	<b>0.1*</b>	<b>399</b>	<b>42.6</b>	<b>17.2</b>	<b>10.8</b>	<b>4.1</b>	<b>685</b>
<b>Control</b>														
<b>Age, months, %</b>														
6–11	9.3	27.3	6.4	71	–	–	–	–	3	95.3	8.9	26.0	6.1	74
12–23	19.2	18.6	7.8	127	–	–	–	–	18	92.0	22.1	18.8	7.6	145
24–35	12.4	27.6	6.0	59	4.4	18.6	6.1	1.8	76	46.4	15.9	15.5	3.7	135
36–47	–	–	–	17	6.0	14.7	10.9	2.3	140	12.3	16.3	13.3	4.1	157
48–59	–	–	–	4	0.8	18.2	2.9	0.0	135	4.1	18.3	2.8	0.0	139
<b>Sex, %</b>														
Male	13.6	25.0	8.5	134	5.1	17.5	7.2	2.6	193	45.6	15.8	14.8	5.1	327
Female	18.5	21.9	6.8	144	3.2	18.6	7.2	0.3	179	44.7	18.5	13.5	3.1	323
<b>Total</b>	<b>16.0</b>	<b>23.4</b>	<b>7.7</b>	<b>278</b>	<b>4.1</b>	<b>18.0</b>	<b>7.2</b>	<b>1.5</b>	<b>372</b>	<b>45.2</b>	<b>17.2</b>	<b>14.2</b>	<b>4.1</b>	<b>650</b>

Note: Figures in parentheses are based on 25–49 unweighted cases. A dashed line indicates that a figure is based on fewer than 25 unweighted cases and has been suppressed.

<sup>1</sup>Food groups: a. infant formula, milk other than breast milk, cheese or yogurt or other milk products; b. foods made from grains, roots, and tubers, including porridge and fortified baby food from grains; c. vitamin A-rich fruits and vegetables; d. other fruits and vegetables; e. eggs; f. meat, poultry, fish, shellfish and organ meats; g. legumes and nuts.

<sup>2</sup>For breastfed children, minimum meal frequency is receiving solid or semisolid food at least twice a day for infants ages 6–8 months and at least three times a day for children 9 months and older.

<sup>3</sup>Includes two or more feedings of commercial infant formula; fresh, tinned, and powdered animal milk; and yogurt

<sup>4</sup>For non-breastfed children, minimum meal frequency is receiving solid or semisolid food or milk feeds at least four times a day.

<sup>5</sup>Nonbreastfed children are considered to be fed with a minimum standard of three infant and young child feeding practices if they receive other milk or milk products at least twice a day, receive the minimum meal frequency, and receive solid or semisolid foods from at least four food groups not including the milk or milk products food group.

<sup>6</sup>Breastfeeding, or not breastfeeding and receiving two or more feedings of commercial infant formula, fresh, tinned, and powdered animal milk, and yogurt

<sup>7</sup>Children are fed the minimum recommended number of times per day according to their age and breastfeeding status as described in footnotes 2 and 4.

\*p<0.05, \*\*p<0.01 versus controls

\*p<0.05, \*\*p<0.01 versus HES-only

A significantly lower percentage of children ages 6–59 months old were breastfed and received minimum meal frequency in the full ISVP compared with children in the other two study groups ( $p<0.01$ ; Table 34). A much smaller proportion of breastfed children in the full ISVP group (13 percent) received minimum meal frequency compared with the HES-only (20%) and in the control groups (23.4%). Additionally, among breastfed children, a significantly lower percentage had at least four food groups and minimum meal frequency in the full ISVP group compared to the other two study groups ( $p<0.01$ ). Of breastfed children in the full ISVP group, the proportion that reported at least four food groups and minimum meal frequency was much smaller than compared with the HES-only and control groups.

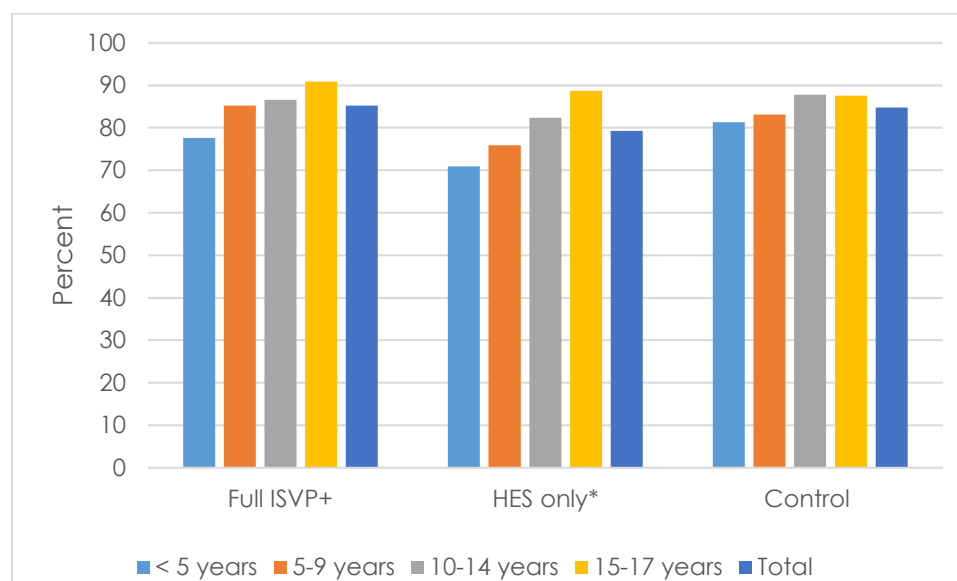
**Table 35. Characteristics of children too sick to participate in daily activities in the past two weeks**

Characteristics	Full ISVP		HES-only		Control	
	Yes	N	Yes	N	Yes	N
<b>Sex, %</b>						
Male	20.5	2,033	20.5	1,854	16.5	1,645
Female	23.8	2,177	22.4	1,786	20.8	1,607
<b>Total</b>	<b>22.2</b>	<b>4,210</b>	<b>21.4</b>	<b>3,640</b>	<b>18.6</b>	<b>3,252</b>
<b>Age group, years, %</b>						
<5	31.7	825	29.9	737	28.7	722
5–9	24.7	1,304	22.8	1,092	17.5	959
10–14	17.1	1,401	16.7	1,183	14.1	1,022
15–17	17.1	680	18.0	628	13.0	549
<b>Total</b>	<b>22.2</b>	<b>4,210</b>	<b>21.4</b>	<b>3,640</b>	<b>18.6</b>	<b>3,252</b>

No statistically significant differences for total between groups

About 20 percent of all children were too sick to participate in daily activities in the two weeks before the survey (Table 35). Across all three study groups, the age group with the highest proportion of children too sick to participate in daily activities was children less than 5 years old (about 30 percent).

**Figure 5. Birth registration at sector level**



\*Versus HES-only,  $p < 0.05$

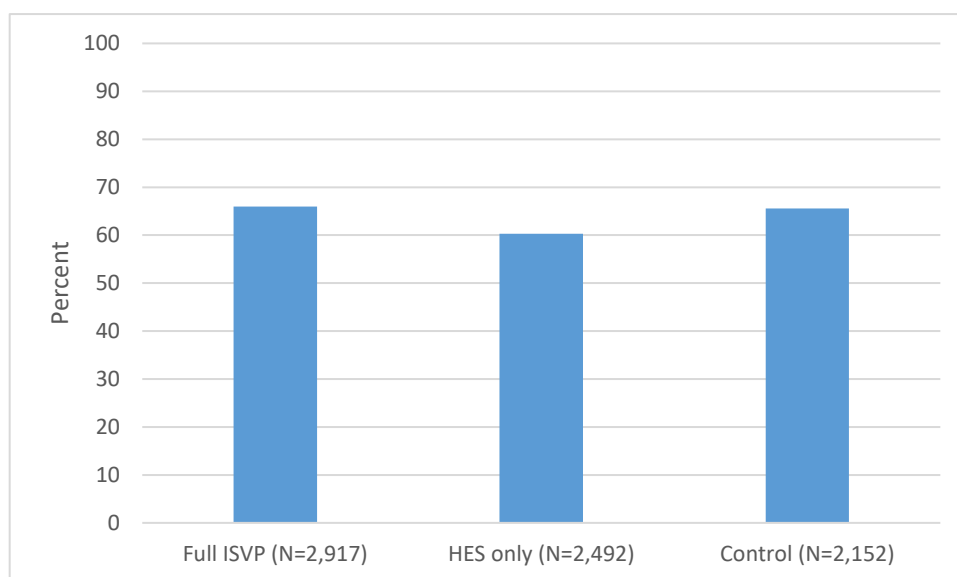
\*Versus control,  $p < 0.05$

Across all study groups, the oldest age group of children (15- to 17-year old) was more likely to have a registered birth at the sector level (Figure 5). Overall, the full ISVP group had a significantly higher proportion of their births registered at the sector level than the HES-only group ( $p < 0.05$ ). Additionally, the HES-only group had a significantly lower proportion of registered births than the control group ( $p < 0.05$ ).

Based on caregiver reports, 10 percent of children in the full ISVP and HES-only groups had a birth certificate, while only six percent in the control group had one. When the caregiver reported that the child had a birth certificate, interviewers asked to see a physical copy of the certificate. Caregivers showed physical copies of birth certificates for one percent of children in full ISVP and HES-only groups. For the control group the interviewer was able to physically observe a birth certificate for 0.1 percent of children. It is worth noting that birth certificates in Rwanda are not standard, rather the norm is to have a birth registered at the sector level. There was no significant difference between groups, age, or sex for children with a birth certificate or children with a birth certificate that was physically observed by the interviewer (Appendix C).

## Education

**Figure 6. Children ages 7–17 years who attended all school days during the last week of instruction**



No statistically significant differences between study groups

Across all three study groups, over 60% of all children ages 7–17 years did not miss any school days in the last week of instruction. The full ISVP study group had the highest proportion of all children who did not miss any school days in the last week of instruction, followed by the control group and the HES-only group (Figure 6). There were no significant differences among the study groups.

**Table 36. Main reasons students ages 7–17 years missed at least one school day during the last week of instruction**

	Full ISVP	HES only	Control
<b>Main reasons for missing school, %</b>			
Lack of money for school fees, materials, transport	11.2	19.3	15.7
Child is too sick or disabled to attend	45.2	47.8	54.8
Child is working	5.9	5.5	6.0
Child is caring for a household member	3.3	4.1	4.3
Child does not like school	6.4	5.4	7.6
School related: classes cancelled, school too far away, poor quality teachers	1.7	3.3	0.9
Hunger	15.8	9.1	4.5
Lacking clean clothes	2.5	0.1	1.7
Visiting home	2.3	1.7	0.9
Other	3.1	0.3	1.6
Missing	2.7	3.5	1.9
<b>Number</b>	<b>693</b>	<b>503</b>	<b>471</b>

Two groups of children were among those absent from school during the last week of instruction: (1) those who were enrolled in school but did not attend (Table 36), and (2) those who were not enrolled in school. Reasons for missing the last week among children enrolled in school and for why a child was not enrolled in school were captured in separate questions. The most common reason for missing school during the last week of instruction among enrolled children was similar across all groups: the child was too sick or disabled to attend (about 50%). Hunger and lack of money for school fees, materials, transport and other school expenses were also common responses.

**Table 37. Main reason for children ages 7–17 years not being enrolled in school**

	Full ISVP	HES only	Control
<b>Reasons for not being enrolled, %</b>			
Lack of money for school fees, materials, transport	33.2	50.0	46.2
Child is too sick or disabled to attend	18.1	7.7	13.4
Child is working	3.6	1.5	5.0
Child is caring for a household member	2.0	1.7	1.8
Child does not like school	33.8	27.2	24.4
School related: classes cancelled, school too far away, poor quality teachers	5.5	7.5	6.9
Hunger	1.4	0.1	1.2
Other	1.6	2.8	0.8
Missing	0.8	1.4	0.1
<b>N</b>	<b>223</b>	<b>406</b>	<b>313</b>

One-third to half of children ages 7–17 years across all three groups were not enrolled in school because they lacked money for school fees, materials, transport, and other school-related expenses (Table 37). About one-quarter to one-third of all children were not enrolled because they did not like attending school. Notably, nearly 20 percent of children in the full ISVP group were reported to be too sick or disabled to attend school.

**Table 38. Children ages 5–17 years who attended all school days in the last week of instruction**

Characteristics	Full ISVP		HES-only		Control	
	Yes	N	Yes	N	Yes	N
<b>Sex of child, %</b>						
Male	61.0	1,652	53.6	1,478	61.7	1,277
Female	67.2	1733~	58.2	1,425	59.6	1,253
<b>Total</b>	<b>64.1</b>	<b>3,385<sup>+</sup></b>	<b>55.8</b>	<b>2,903</b>	<b>60.7</b>	<b>2,530</b>
<b>Age group, years, %<sup>1</sup></b>						
5–9	60.7	1,304	48.5	1,092	55.6	959
10–14	70.2	1,401	70.4	1,183	72.2	1,022
15–17	57.8	680	42.1	628	48.4	549
<b>Total</b>	<b>64.1</b>	<b>3,385<sup>+</sup></b>	<b>55.8</b>	<b>2,903</b>	<b>60.7</b>	<b>2,530</b>
<b>Age group, years, %<sup>2</sup></b>						
5–6	52.2	468	29.0	411	35.2	378
7–12	68.4	1,667	66.3	1,392	71.2	1,182
13–17	62.9	1,250	53.0	1,100	58.6	970
<b>Total</b>	<b>64.1</b>	<b>3,385<sup>+</sup></b>	<b>55.8</b>	<b>2,903</b>	<b>60.7</b>	<b>2,530</b>

<sup>+</sup>Versus HES-only,  $p < 0.01$

<sup>~</sup>Within group difference, female is significantly higher than male ( $p < 0.01$ )

<sup>1</sup>Sample based on MER age group disaggregation categories

<sup>2</sup>Disaggregations based on comparable country data

When disaggregating the data, two different sets of age groups were utilized: the first age grouping was based on MER disaggregation categories, the second set of age groups was from comparable country data (Table 38). In both data sets, all children within the age band form the denominator, including those who are not currently enrolled in school. For the full ISVP group, youth in every age group were significantly more likely to have not missed school in the last week of instruction compared to those in HES-only ( $p < 0.01$ ). Within the full ISVP study group, female children were significantly more likely to have not missed any school days than male children ( $p < 0.01$ ).

**Table 39. Sex of children who progressed in school during the last year**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
Male	90.0	1,119	84.1	963	86.9	828
Female	90.4	1,192	83.5	998	91.0	870
<b>Total</b>	<b>90.2</b>	<b>2,311</b>	<b>83.8</b>	<b>1,961</b>	<b>89.0</b>	<b>1,698</b>

No statistically significant differences between group totals.

The majority of both male and female children across study groups (84%–90%) who were enrolled in school during the last school year progressed to the next grade (Table 39). There was no significant difference in school progression between the study groups.

**Table 40. School progress of 13- to 17-year-olds at various levels of school**

Characteristics	Full ISVP			HES only			Control		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>School progression, %</b>									
Within primary	56.4	55.1	55.7	53.2	47.9	50.6	50.6	53.9	52.2
Primary to secondary	11.6	15.4	13.5 <sup>+</sup>	4.6	7.5	6.0	11.2	7.3	9.3
Within Secondary	7.5	7.9	7.7	4.5	6.6	5.5	7.0	11.5	9.2
Secondary to TVET/University	0.1	0.1	0.1	0.1	0.0	0.0	0.5	0.0	0.3
Did not progress	2.8	4.5	3.6 <sup>+</sup>	7.0	5.6	6.3 <sup>**</sup>	3.6	2.3	3.0
Not enrolled this or last year	21.7	17.1	19.4 <sup>***</sup>	30.6	32.4	31.5	27.0	25.0	26.0
<b>N</b>	<b>613</b>	<b>637</b>	<b>1250</b>	<b>542</b>	<b>558</b>	<b>1,100</b>	<b>490</b>	<b>480</b>	<b>970</b>

<sup>+</sup>Versus control,  $p < 0.05$

<sup>\*\*</sup>Versus control,  $p < 0.01$

<sup>+</sup>Versus HES-only,  $p < 0.05$

<sup>\*\*</sup>Versus HES-only,  $p < 0.01$

TVET, technical and vocational education and training

Across all study groups, over half of children ages 13–17 years old who were enrolled in school progressed within primary school (Table 40). The full ISVP group had significantly more children progress from primary to secondary school compared to the HES-only group ( $p < 0.05$ ). A much smaller proportion progressed from primary to secondary school (range: 9%–13%). Significantly fewer 13- to 17-year-old children in the HES-only group did not progress from primary to secondary school compared to those in both the full ISVP

group ( $p<0.05$ ) and control ( $p<0.01$ ) groups. The full ISVP group also had a smaller proportion of children 13–17 years old who were not enrolled in school compared with both the HES-only and control groups.

**Table 41. Secondary school enrollment among 13- to 17-year-olds**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	20.2	613	10	542	18.6	490
Female	24.8	637	15.6	558	20.1	480
<b>Total</b>	<b>22.5</b>	<b>1,250</b>	<b>12.7</b>	<b>1,100</b>	<b>19.4</b>	<b>970</b>
<b>Age group, years</b>						
13–14	10.2	570	7.8	472	12.8	421
15–17	33.2	680	16.1	628	24.5	549
<b>Total</b>	<b>22.5</b>	<b>1,250*</b>	<b>12.7</b>	<b>1,100</b>	<b>19.4</b>	<b>970</b>

\*Versus HES-only,  $p<0.05$

Data on secondary school enrollment and attendance for 13- to 17-year-olds shows that overall three-quarters of children ages 13–17 years old were not enrolled in secondary school, and slightly more female than male children were enrolled (Table 41). Significantly more children in the full ISVP group were enrolled in secondary school compared with the same age children in the HES-only group ( $p<0.05$ ).

**Table 42. Regular secondary school attendance among 13- to 17-year-olds**

Characteristics	Full ISVP		HES-only		Control	
	Yes	N	Yes	N	Yes	N
<b>Sex, %</b>						
Male	15.7	613	7.1	542	16.6	490
Female	19.8	637	12.3	558	15.7	480
<b>Total</b>	<b>17.7</b>	<b>1,250</b>	<b>9.6</b>	<b>1,100</b>	<b>16.1</b>	<b>970</b>
<b>Age group, years, %</b>						
13–14	7.3	570	5.1	472	10.7	421
15–17	26.8	680	12.7	628	20.3	549
<b>Total</b>	<b>17.7</b>	<b>1,250*</b>	<b>9.6</b>	<b>1,100*</b>	<b>16.1</b>	<b>970</b>

\*Versus control,  $p<0.05$

+Versus HES-only,  $p<0.05$

Regular secondary school attendance, defined as no missed days of secondary school during the last week of instruction, among 13- to 17-year-olds ranged from about 10 percent to 16.5 percent (Table 42). In the full ISVP group, more caregivers reported that 13- to 17-year-olds regularly attended secondary school than did caregivers in the HES-only group ( $p<0.05$ ). Also, caregivers in the HES-only group reported significantly lower regular secondary school attendance for 13- to 17-year-olds compared to caregivers in the control group ( $p<0.05$ ).

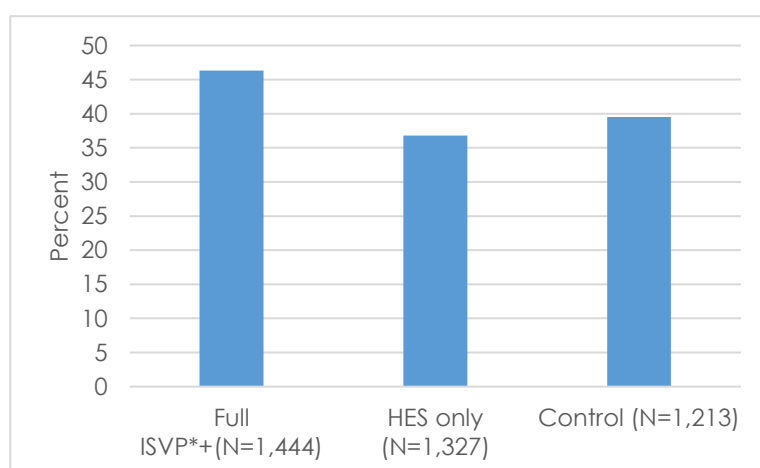
**Table 43. Youth ages 13–17 years enrolled in and regularly attended secondary school**

Characteristic	Full ISVP	HES only	Control
<b>Sex, %</b>			
Male	77.9	70.8	89.1
Female	79.7	78.9	77.8
<b>Age group, years, %</b>			
13–14	72.0	65.7	83.8
15–17	80.7	79.0	83.1
<b>Total</b>	<b>78.9</b>	<b>75.6</b>	<b>83.3</b>
<b>N</b>	<b>283</b>	<b>157</b>	<b>169</b>

Caregivers across study groups reported that over 75 percent of children aged 13–17 were enrolled in secondary school and did not miss any days during the last week of instruction (Table 43). Similar percentages of males and females (about 70% to 90%) ages 13–17 years old were enrolled in secondary school and had regular attendance.

## Child Protection

**Figure 7. Caregivers who agreed that harsh physical punishment is an appropriate means of discipline or control in the home or school**



\*Versus control,  $p < 0.05$

+Versus HES-only,  $p < 0.05$

A significantly higher proportion of caregivers in the full ISVP group agreed that harsh punishment was an appropriate means of discipline in the home or school compared with caregivers in the HES-only and control group ( $p < 0.05$ , each; Figure 7).

## Household Decision Making

**Table 44. Characteristics of female caregivers in the full ISVP group who made some household decisions alone or jointly**

Characteristics	Woman's own health care	Children's health care	What children are fed	Whether child attends ECD services	Making major household purchases	Making purchases for daily household needs	All six decisions made alone or jointly	None of the decisions made alone or jointly	N
<b>Age groups, years, %</b>									
16–24	(92.2)	(93.1)	(93.2)	(92.6)	(72.6)	(77.4)	(63.6)	(0.9)	43
25–34	87.2	92.3	91	91.1	77.2	84.6	68.4	4.2	325
35–44	91.3	92.6	97	93.8	88.6	93.7	77.2	0.6	430
45–54	97.1	98.7	99.5	91.9	94.7	97.5	85.5	0.5	330
55–64	93.5	95.5	94.7	90.4	90.1	95.8	82.5	3.1	173
65+	97.7	97.5	94.7	85.1	93.5	97.5	81.4	1.2	89
<b>Total</b>	<b>92.7</b>	<b>94.8</b>	<b>95.8</b>	<b>91.6</b>	<b>87.7</b>	<b>92.7</b>	<b>77.9</b>	<b>1.7</b>	<b>1,391</b>
<b>Employment status, %</b>									
Worked in last 3 months	92.6	94.5	96.4	91.8	87.3	92.8	76.6	1.2	1,071
Worked last 4–12 months	(82.6)	(91.2)	(93.0)	(86.5)	(75.4)	(77.6)	(65.6)	(6.0)	42
Unemployed	94.6	96.4	94.1	91.8	91.0	94.5	84.4	2.8	278
<b>Total</b>	<b>92.7</b>	<b>94.8</b>	<b>95.8</b>	<b>91.6</b>	<b>87.7</b>	<b>92.7</b>	<b>77.9</b>	<b>1.7</b>	<b>1,391</b>
<b>Highest level of education attained, %</b>									
None	94.3	95.6	95.2	89.9	90.4	94.9	79.9	1.9	498
Primary	92.1	94.6	96.1	92.5	86.7	91.2	77.2	1.6	827
Secondary	(88.1)	(90.5)	(96.8)	(92.4)	(78.7)	(93.4)	(71.0)	(1.3)	44
TVET/Higher	–	–	–	–	–	–	–	–	22
<b>Total</b>	<b>92.7</b>	<b>94.8</b>	<b>95.8</b>	<b>91.6</b>	<b>87.7</b>	<b>92.7</b>	<b>77.9*</b>	<b>1.7</b>	<b>1,391</b>

\*Versus HES-only,  $p < 0.05$

ECD, early childhood development; TVET, technical and vocational education and training

Dashed line indicates  $N = < 25$  and value has been suppressed

Parentheses indicate  $N = 25–49$

**Table 45. Characteristics of female caregivers in the HES-only group who made some household decisions alone or jointly**

Characteristics	Woman's own health care	Children's health care	What children are fed	Whether child attends ECD services	Making major household purchases	Making purchases for daily household needs	All six decisions made alone or jointly <sup>1</sup>	None of the decisions made alone or jointly	N
<b>Age groups, years, %</b>									
16–24	(93.8)	(88.2)	(94.6)	(96.2)	(60.5)	(60.6)	(58.2)	(3.8)	38
25–34	85.3	92.8	93.6	94.4	80	85.6	73.1	0.5	287
35–44	92.9	98.3	98	97.2	91.7	96.5	85.1	0.4	405
45–54	97.5	97.8	99.1	97.2	96.8	98.8	91.8	0.4	283
55–64	98.7	98.5	98.7	96.4	95.3	98.7	91.1	0.0	184
65+	97.8	99.4	98.3	96.5	97.2	98.8	93.7	0.0	75
<b>Total</b>	<b>93.5</b>	<b>96.6</b>	<b>97.3</b>	<b>96.4</b>	<b>89.9</b>	<b>93.5</b>	<b>84.3</b>	<b>0.5</b>	<b>1,273</b>
<b>Employment status, %</b>									
Worked in last 3 months	92.8	96.6	97.6	96.3	89.4	93.3	83.2	0.5	958
Worked last 4–12 months	(97.6)	(98.8)	(97.6)	(100.0)	(95.0)	(93.5)	(89.8)	(0.0)	43
Unemployed	95.4	96.3	96.2	96.1	90.9	94.3	87.4	0.8	271
<b>Total</b>	<b>93.5</b>	<b>96.6</b>	<b>97.3</b>	<b>96.4</b>	<b>89.9</b>	<b>93.5</b>	<b>84.3</b>	<b>0.5</b>	<b>1,273</b>
<b>Highest level of education attained, %</b>									
None	95.3	98.2	98.0	96.6	93.6	95.6	90.0	0.4	478
Primary	92.5	96.0	96.7	96.1	87.3	92.8	80.7	0.6	741
Secondary	(96.3)	(82.0)	(96.3)	(98.2)	(78.0)	(78.0)	(78.0)	(1.8)	32
TVET/Higher	–	–	–	–	–	–	–	–	20
<b>Total</b>	<b>93.5*</b>	<b>96.6*</b>	<b>97.3*</b>	<b>96.4*</b>	<b>89.9</b>	<b>93.5</b>	<b>84.3*</b>	<b>0.5</b>	<b>1,273</b>

<sup>1</sup>versus control, p<0.05

ECD, early childhood development; TVET, technical and vocational education and training

Dashed line indicates N = <25 and value has been suppressed

Parentheses indicate N = 25–49

**Table 46. Characteristics of female caregivers in the control group who made some household decisions alone or jointly**

Characteristics	Woman's own health care	Children's health care	What children are fed	Whether child attends ECD services	Making major household purchases	Making purchases for daily household needs	All six decisions made alone or jointly	None of the decisions made alone or jointly	N
<b>Age groups, years, %</b>									
16–24	77.3	83	84.9	91.1	68.9	79.3	58.7	8.9	63
25–34	84.1	88.8	91	95.1	78.4	87.3	68.4	2.1	285
35–44	94.3	95.7	95.8	94.2	87.1	94.9	80.2	1.3	355
45–54	92.5	96.8	97.7	94.4	91.1	96	81.0	0.8	258
55–64	95.8	96	95	93.7	95.1	97.5	87.7	2.0	136
65+	98.4	98.4	98.6	86	98.9	99.5	82.1	0.0	50
<b>Total</b>	<b>90.4</b>	<b>93.4</b>	<b>94.2</b>	<b>93.8</b>	<b>85.9</b>	<b>92.6</b>	<b>76.7</b>	<b>1.9</b>	<b>1,150</b>
<b>Employment status, %</b>									
Worked in last 3 months	91.2	93.7	94.7	93.6	86.6	93.2	77.3	2.1	893
Worked last 4–12 months	(92.9)	(94.8)	(91.6)	(96.5)	(85.5)	(92.6)	(80.6)	(0.0)	48
Not worked	86.6	91.4	92.5	94	82.9	89.8	73.4	1.5	209
<b>Total</b>	<b>90.4</b>	<b>93.4</b>	<b>94.2</b>	<b>93.8</b>	<b>85.9</b>	<b>92.6</b>	<b>76.7</b>	<b>1.9</b>	<b>1,150</b>
<b>Highest level of education attained, %</b>									
None	91.6	94.6	96.5	92.9	89.1	95.5	79.9	1.2	411
Primary	89.7	92.9	93.3	94.4	84.8	91.4	75.0	1.9	663
Secondary	87.5	88.8	87.6	91.2	72.4	84.1	68.7	7.6	57
TVET/Higher	–	–	–	–	–	–	–	–	17
<b>Total</b>	<b>90.4</b>	<b>93.4</b>	<b>94.2</b>	<b>93.8</b>	<b>85.9</b>	<b>92.6</b>	<b>76.7</b>	<b>1.9</b>	<b>1,150</b>

ECD, early childhood development; TVET, technical and vocational education and training

Dashed line indicates N = <25 and value has been suppressed

Parentheses indicate N = 25–49

Over 75 percent of all female caregivers reported sole or joint decision making on six decisions (see Tables 44–46) investigated in the survey 4. Caregivers in the full ISVP made significantly more decisions than those in the HES-only group, and caregivers in the HES-only made significantly more decisions than those in the control group ( $p < 0.05$ , each). For four of the individual decisions, there were statistically significant more decisions made by caregivers in the HES-only than control groups in sole or joint decision making ( $p < 0.05$ ). Over 90 percent of the female caregivers in the HES-only and control groups participated in decision making about their own healthcare. Additionally, over 90 percent of the female caregivers in the HES-only and control groups reported participating in decision making about their child’s healthcare. Furthermore, over 94 percent of the female caregivers in the HES-only and control groups participated in making decisions about their child’s food. Finally, nearly all of the female caregivers in the HES-only group reported participating in decisions making about early child education for their children.

**Table 47. Decision making on wife's cash earnings** (caregiver report)

	Full ISVP	HES only	Control
<b>Married women who received cash earnings for employment, %</b>	<b>73.5</b>	<b>70.0</b>	<b>70.7</b>
<b>N</b>	<b>789</b>	<b>700</b>	<b>737</b>
<b>Person who decided how wife's cash earnings were used %</b>			
Mainly wife	35.1	29.7	28.3
Wife and husband jointly	55.2	61.8	61.4
Mainly husband	9.0	8.0	10.0
Other	0.8	0.5	0.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>N</b>	<b>584</b>	<b>477</b>	<b>518</b>

No statistically significant differences between groups for totals

Overall, at least 70 percent of married women received cash for work across study groups. Among married them, over half decided jointly with their husbands on how to spend their earnings and about one-third decided mainly on their own (Table 47). About 10.0 percent reported that their husband mainly decided how to use the wife’s earnings. There were no statistically significant differences between study groups.

**Table 48. Decision making on use of husband's cash earnings (caregiver report)**

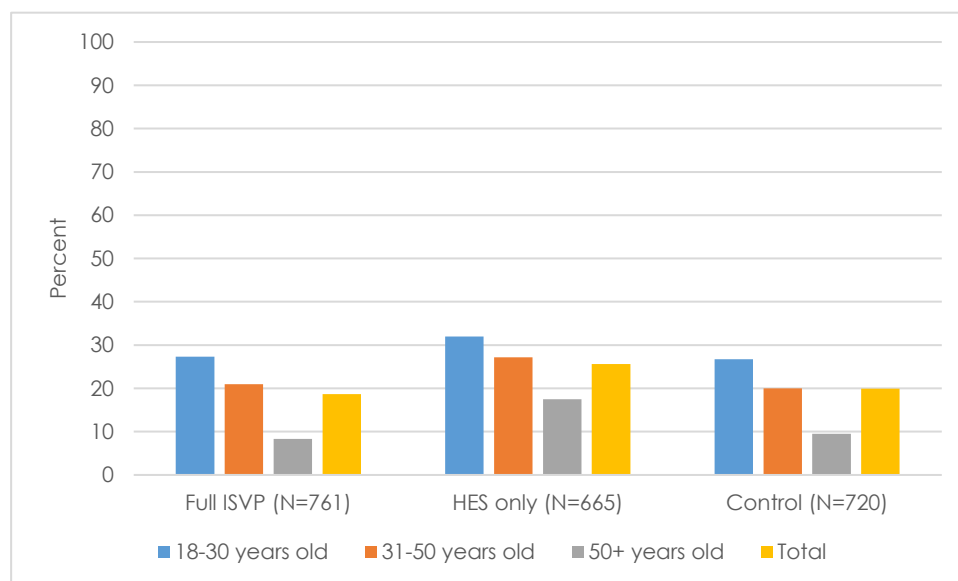
	Full ISVP	HES-only	Control
Married women whose husbands received cash earnings, %	98.3	99.1	99.1
<b>N</b>	<b>789</b>	<b>700</b>	<b>737</b>
<b>Person who decided how husband's cash earnings were used, %</b>			
Mainly wife	18.3	17.6	14.2
Wife and husband jointly	59.3	60.6	63.0
Mainly husband	20.9	19.8	21.7
Other	1.4	2.0	1.0
<b>N</b>	<b>782</b>	<b>694</b>	<b>727</b>

No statistically significant differences between groups for totals

Over 98 percent of all married women had husbands who received cash for work (Table 48). Across study groups, about 60 percent of married female caregivers jointly decided how to use their husband's cash earnings, about 20% reported that their husbands mainly made financial decision, and less than 20 percent reported that they made decisions on their own. There were no statistically significant differences between study groups.

## Intimate Partner Violence

**Figure 8. Married female caregivers who reported physical or sexual violence in the past 12 months**



No statistically significant differences between study groups for totals.

A sample of married female caregivers (N=2,146) were asked if they experienced IPV. Of these, 18- to 30-year-olds across all three study groups had the highest proportion of any physical or sexual violence in the past 12 months, ranging from about 27 percent to 23 percent (Figure 8). There were no significant differences between the study groups.

**Table 49. Characteristics of married, female caregivers who experienced physical violence in the past 12 months**

Characteristics	Full ISVP	HES-only	Control
<b>Age groups, years, %</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
18–30	23.7	25.8	20.1
31–50	14.9	21.9	14.8
50+	7.1	16.0	6.2
<b>Highest level of education attained, %</b>			
None	10.3	21.4	12.4
Primary	15.7	20.8	16.8
Secondary	– <sup>1</sup>	– <sup>1</sup>	(5.1)
TVET/Higher	– <sup>1</sup>	– <sup>1</sup>	– <sup>1</sup>
<b>Total</b>	<b>14.0</b>	<b>21.0</b>	<b>14.6</b>
<b>N</b>	<b>761</b>	<b>665</b>	<b>720</b>

No statistically significant differences between groups for totals.

TVET, technical and vocational education and training

<sup>1</sup>N = <25

Parentheses indicate N= 25–49

Overall, the youngest married, female caregivers (18–30 years old) experienced more physical violence (range: 20% to 26%) than did the older age groups (Table 49). In all study groups, violence was most prevalent among caregivers with a primary education than among those with no education or secondary education; however, sample sizes were very low in the program groups for this analysis. Differences between groups were not statistically significant.

**Table 50. Characteristics of female caregivers who experienced sexual violence in the last 12 months**

Characteristics	Full ISVP	HES-only	Control
<b>Age groups, years, %</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
18–30	14.6	14.0	10.5
31–50	13.0	13.7	11.2
50+	2.2	5.4	3.3
Missing	– <sup>1</sup>	– <sup>1</sup>	– <sup>1</sup>
<b>Highest level of education attained, %</b>			
None	8.9	11.6	6.5
Primary	12.1	12.1	11.8
Secondary	– <sup>1</sup>	– <sup>1</sup>	(4.7)
TVET/Higher	– <sup>1</sup>	– <sup>1</sup>	– <sup>1</sup>
Missing	– <sup>1</sup>	– <sup>1</sup>	– <sup>1</sup>
<b>Total</b>	<b>10.7</b>	<b>11.8</b>	<b>9.7</b>
<b>N</b>	<b>761</b>	<b>665</b>	<b>720</b>

No statistically significant differences between groups for totals

TVET, technical and vocational education training

<sup>1</sup>N = <25

Parentheses indicate N= 25–49

Overall, the prevalence of sexual violence was similar among female caregivers ages 18 to 59 years old, ranging from about 10 percent to 15 percent; older women (>50 years) experienced comparatively lower rates of sexual violence than the younger age groups (about 2% to 5%; Table 50). Sexual violence was slightly more prevalent among female caregivers with primary education than with no education. Data for caregivers with secondary education was scant. Differences between study groups were not statistically significant.

**Table 51. Household decision making among married, female caregivers who experienced intimate partner violence**

	Physical or sexual violence in last 12 months		
	Full ISVP	HES only	Control
<b>Number of decisions made solely or jointly, %</b>			
0–3	27.3	25.7	28.7
4–5	20.8	28.4	16.0
6	17.1	24.9	19.7
<b>N</b>	<b>761</b>	<b>665</b>	<b>720</b>

No statistically significant differences between groups

Female caregivers who made zero to three decisions by themselves or jointly with their partner experienced more sexual violence in the past 12 months than those who made four or more decisions within the same time frame (range: 26% to 29%; Table 51). Caregivers in the HES-only group consistently reported more IPV than other groups, but the differences were not statistically significant between study groups.

**Table 52. Decisions of how married, female caregivers' earnings were spent among those who experienced intimate partner violence**

	Physical or sexual violence in last 12 months		
	Full ISVP**	HES only	Control*
<b>Primarily decision maker</b>			
Mainly female caregiver	31.5	35.5	33.0
Female caregiver and spouse jointly	15.5	26.3	17.9
Mainly husband	28.4	22.8	27.0
Other	60.1	19.9	0.0
<b>N</b>	<b>562</b>	<b>450</b>	<b>504</b>

\*Within study group differences,  $p < 0.05$

\*\*Within study group differences,  $p < 0.01$

Across study groups, about one-third of female caregivers who experienced physical or sexual IPV made decisions alone about how to spend their earnings; nearly an equal percentage of decisions were made by the husband alone (Table 52). Within group differences in the full ISVP and the control groups were statistically significant for female caregivers who experienced IPV and on who decides how to spend her cash employment earnings ( $p < 0.05$  and  $p < 0.01$ , respectively). When either mainly the respondent or mainly the

husband made the decision, report of IPV was higher compared to when decisions were jointly made. The pattern in HES-only was different, with higher reports of IPV found among those who made financial decisions alone or when the respondent and spouse jointly decided; however, these differences were not statistically significant. When the primary decision maker was not the husband or wife, 60 percent in the full ISVP group, 19.9 percent in the HES-only group, and zero percent in the control group reported experiencing violence.

**Table 53. Decisions on how to spend spouse’s earnings among married, female caregivers, by experience of intimate partner violence**

	Any experience of physical or sexual violence in past 12 months		
	Full ISVP*	HES only	Control**
<b>Primary decision maker for how to spend husband’s cash earnings</b>			
Mainly respondent	31.4	22.8	19.3
Respondent and spouse jointly	11.8	22.5	16.9
Mainly husband	29.2	39.8	29.3
Other	32.0	3.5	0.0
<b>N</b>	<b>754</b>	<b>661</b>	<b>711</b>

\*Within study group differences, p<0.0001

\*\*Within study group differences, p<0.05

Trends for spending decisions for their husband’s earnings were similar to how decisions were made for spending decisions for married, female caregiver’s earnings among those who experienced IPV (Table 53). In the full ISVP and control groups, significantly more IPV occurred when spending decisions were primarily made by the married, female caregiver only or her husband only compared to when decisions were jointly made (p<0.0001 and p<0.05, respectively). The HES-only group had a similar, but not statistically significant, pattern. When the primary decision maker was not the husband or wife, 32 percent in the full ISVP group, 3.5 percent in the HES-only group, and zero percent in the control group reported experiencing violence.

**Youth Attitudes Towards Gender**

Completion rates of the GEM scale among youth ages 13–17 years old varied by study group, ranging from less than 70 percent (HES-only group) to 90 percent (control group) (Table 54), but differences between study groups were not statistically significant. The mean composite score for the GEM scale was similar across study groups at about 15.5 out of 24;<sup>1</sup> higher total scores indicate more gender equitable beliefs.

<sup>1</sup> Composite score was constructed by summing answers to the eight individual questions presented in Table 55. A response of “Agree a lot” was worth 1 point, a response of “Somewhat agree” was worth 2 points, and a response of “Do not agree at all” was worth 3 points.

**Table 54. Attitudes towards gender among youth ages 13–17 years old**

Characteristics	Full ISVP			HES-only			Control		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Completed GEM scale, %</b>									
Yes	83.5	82.6	83.1	66.5	68.7	67.5	92.1	90.4	91.3
Refused at least 1 question	16.5	17.4	16.9 <sup>+</sup>	33.5	31.3	32.5 <sup>**</sup>	7.9	9.6	8.7
<b>N</b>	<b>313</b>	<b>311</b>	<b>624</b>	<b>330</b>	<b>335</b>	<b>665</b>	<b>206</b>	<b>210</b>	<b>416</b>
<b>Among those who completed GEM questions, those who 'agreed a lot' with the following statements, %</b>									
A woman's most important role is to take care of her home and family.	72.1	62.9	68.0	79.1	73.7	76.4	71.7	71.5	71.6
Changing diapers, giving kids a bath, and feeding the kids are the mother's responsibilities.	73.6	65.3	69.9	68.3	75.4	71.8	64.5	73.7	69.1
It is a woman's responsibility to avoid getting pregnant.	53.6	39.0	47.1	48.4	51.5	49.9	53.0	49.0	51.0
A man should have the final word about decisions in his home.	53.8	54.1	53.9	56.3	53.2	54.8	57.6	58.9	58.2
To be a man, you need to be tough.	27.0	26.5	26.8	35.3	26.7	31.0	35.5	29.5	32.5
A man is less than a man if he earns less than his wife.	27.5	30.6	28.8	32.8	33.4	33.1	23.1	31.7	27.4
A woman should tolerate violence to keep her family together.	37.8	34.7	36.4	50.0	41.5	45.8	29.3	33.4	31.4
A wife who earns more than her husband provokes violence.	23.6	19.9	22.0	30.0	28.1	29.1	14.3	25.4	19.9
Among those who completed all GEM questions, mean and median composite score <sup>1</sup>									
<b>Mean</b>	<b>15.7</b>	<b>16.3</b>	<b>16.0</b>	<b>15.0</b>	<b>15.3</b>	<b>15.1</b>	<b>15.7</b>	<b>15.5</b>	<b>15.6</b>
<b>Median</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>16</b>	<b>15</b>	<b>16</b>
<b>N</b>	<b>232</b>	<b>232</b>	<b>464</b>	<b>195</b>	<b>195</b>	<b>390</b>	<b>190</b>	<b>189</b>	<b>379</b>

GEM: gender equitable men

<sup>1</sup>No statistically significant differences between study groups for total score (range 8–24)

<sup>\*</sup>Versus control, p<0.05

<sup>\*\*</sup>Versus control, p<0.01

<sup>+</sup>Versus HES-only, p<0.05

The GEM composite score (range: 8 to 24) was divided into three levels: low (8–13), medium (14–19) or high (20–24). Mean scores ranged from 15–16 across study groups (Table 55). Comparing results by sex (data not shown) did not yield any significant differences.

**Table 55. Gender equitable men score band among youth ages 13–17 years**

	Full ISVP	HES-only	Control
<b>GEM score bands</b>			
Low	27.4	34.8	30.0
Moderate	47.7	49.5	53.7
High	24.9	15.8	16.3
<b>N</b>	<b>464</b>	<b>390</b>	<b>379</b>

No statistically significant differences between study groups

Table 56 displays differences in levels of gender equitable beliefs among youth ages 13–17 years who attended a positive masculinity program and those who did not attend. Nearly 50% of all respondents were in the moderate GEM score band regardless of whether they attended a program addressing positive masculinity. The youth in the full ISVP group who attended the program reported less gender equitable beliefs. The youth who attended the program in HES-only and control groups had comparatively lower gender equitable beliefs. We examined the GEM levels by sex within study groups (data not shown) but found no statistically significant differences. Similarly, we found no difference in whether exposure to a positive masculinity program differed by sex (data not shown).

**Table 56. GEM score levels among youth ages 13–17 years who attended a positive masculinity program**

	Full ISVP		HES only		Control	
	Attended positive masculinity program	Did not attend	Attended positive masculinity program	Did not attend	Attended positive masculinity program	Did not attend
<b>GEM score bands</b>						
Low	35.8	25.2	35.9	34.5	– <sup>1</sup>	29.2
Moderate	46.8	47.9	53.4	48.6	– <sup>1</sup>	54.1
High	17.4	26.9	10.7	16.9	– <sup>1</sup>	16.7
<b>N</b>	<b>114</b>	<b>350</b>	<b>52</b>	<b>338</b>	<b>19</b>	<b>360</b>

<sup>1</sup>N <25

Table 57 displays GEM score levels by school enrollment status. About half of all youth 13–17 years old had moderate GEM scores. GEM scores did not vary by school enrollment status. Sample sizes were small for numbers of those who were not enrolled, however.

**Table 57. GEM score levels in youth ages 13–17 years who were enrolled in school**

	Full ISVP			HES-only			Control		
	Enrolled	Not enrolled	Missing <sup>1</sup>	Enrolled	Not enrolled	Missing <sup>1</sup>	Enrolled	Not enrolled	Missing <sup>1</sup>
<b>GEM score levels<sup>2</sup></b>									
Low	27.5	(24.7) <sup>3</sup>	–	33.5	41.4	–	29.9	31.7	–
Moderate	45.4	(58.5)	–	49.8	47.3	–	54.0	52.5	–
High	27.2	(16.8)	–	16.7	11.3	–	16.2	15.7	–
<b>N</b>	<b>410</b>	<b>47</b>	<b>7</b>	<b>308</b>	<b>79</b>	<b>3</b>	<b>283</b>	<b>89</b>	<b>7</b>

<sup>1</sup>N <25

<sup>2</sup>Low, 8–13; Moderate, 14–19; High, 20–24

Parenteses indicate N= 25–49

## Health Service Use

Across all study groups at least 60 percent of children ages 0–59 months old were monitored for growth in their home or at a health center in the last 12 months (range: 61% to 71%; Table 58). The proportion of children monitored for growth did not vary significantly by sex or age. Children 12–23 months old had the highest proportion of growth monitoring overall, but no statistical differences were found between study groups.

**Table 58. Characteristics of children ages 0–59 months monitored for growth at home or at a health center in the last 12 months**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	68.4	381	62.4	376	66.0	368
Female	73.6	444	59.4	361	67.8	354
Total	71.1	825	60.9	737	66.9	722
<b>Age group, months</b>						
0–11	53.7	155	48.3	114	49.9	146
12–23	81.2	305	69.3	265	74.0	280
24–59	69.7	365	58.3	358	68.2	296
<b>Total</b>	<b>71.1</b>	<b>825</b>	<b>60.9</b>	<b>737</b>	<b>66.9</b>	<b>722</b>
<b>N</b>	<b>586</b>		<b>490</b>		<b>473</b>	

No statistically significant differences in totals between groups

Across all three study groups, the two most common frequencies with which a child was monitored for growth in the past 12 months was once or twice and three to five times, regardless of the child’s sex or age (Table 59). No significant difference in frequency a child was taken to a growth monitoring center occurred between study groups.

**Table 59. Characteristics of children ages 0–59 months that had growth monitoring events at home or a health center in the last 12 months**

Characteristics	Full ISVP					HES-only					Control				
	Number of events, %				N	Number of events, %				N	Number of events, %				N
	1–2	3–5	6–10	>10		1–2	3–5	6–10	>10		1–2	3–5	6–10	>10	
Male	38.3	34.4	9.3	13.6	259	29.0	19.5	23.7	25.0	245	35.2	36.5	13.3	13.7	239
Female	28.9	40.6	16.5	13.5	327	37.1	28.1	18.1	13.5	245	34.9	32.9	15.1	15.0	234
Total	33.2	37.8	13.2	13.5	586	32.9	23.7	21.0	19.5	490	35.1	34.7	14.2	14.3	473
<b>Age group, months</b>															
0–11	37.1	36.1	13.0	10.3	84	49.6	22.3	16.4	9.1	60	47.8	34.6	15.3	1.1	76
12–23	32.9	34.6	15.7	15.5	251	25.1	30.1	24.1	19.7	203	26.7	42.0	15.2	15.6	203
24–59	32.4	41.3	10.9	12.7	251	35.7	18.2	19.4	21.8	227	39.5	26.6	12.7	17.7	194
<b>Total</b>	<b>33.2</b>	<b>37.8</b>	<b>13.2</b>	<b>13.5</b>	<b>586</b>	<b>32.9</b>	<b>23.7</b>	<b>21.0</b>	<b>19.5</b>	<b>490</b>	<b>35.1</b>	<b>34.7</b>	<b>14.2</b>	<b>14.3</b>	<b>473</b>
<b>N</b>	<b>198</b>	<b>213</b>	<b>83</b>	<b>82</b>		<b>151</b>	<b>139</b>	<b>102</b>	<b>83</b>		<b>165</b>	<b>165</b>	<b>70</b>	<b>67</b>	

No statistically significant differences for totals between groups

Approximately 75 percent of children ages 0–59 months had fever and treatment for fever across study groups (Table 60). The control group had the highest proportion of children with fever and fever treatment; however, there was no significant difference between study groups.

**Table 60. Characteristics of children ages 0–59 months old with fever and treatment for fever within two weeks of interview**

Characteristics	Full ISVP		HES-only		Control	
	%	N	%	N	%	N
<b>Fever within past 2 weeks</b>	28.7	825	24.3	737	23.7	722
<b>Sought treatment</b>						
<b>Sex</b>						
Male	73.9	111	68.7	87	76.4	88
Female	70.9	109	53.7	78	76.1	95
<b>Total</b>	<b>72.5</b>	<b>220</b>	<b>60.8</b>	<b>165</b>	<b>76.3</b>	<b>183</b>
<b>Age group, months</b>						
0–11	(62.7)	44	(33)	28	(74.9)	40
12–23	72.2	99	63.0	67	84.9	72
24–59	78.3	77	67.5	70	67.1	71
<b>Total</b>	<b>72.5</b>	<b>220</b>	<b>60.8</b>	<b>165</b>	<b>76.3</b>	<b>183</b>
<b>N</b>	<b>164</b>		<b>112</b>		<b>136</b>	

No statistically significant differences between groups  
 Parentheses indicate N= 25–49

The proportion of children 0–59 months with diarrhea two weeks before the interview was similar across intervention groups, ranging from about 14 percent to 19 percent (Table 61). The full ISVP group had significantly higher percentages of children whose caregivers sought treatment for diarrhea compared to the HES-only and the control groups ( $p < 0.01$ ). The HES-only group had a significantly lower percentage of children whose caregiver sought treatment for their diarrhea than the control group ( $p < 0.001$ ).

**Table 61. Children ages 0–59 months old with diarrhea and treatment within two weeks of interview**

Characteristics	Full ISVP		HES-only		Control	
	%	N	%	N	%	N
Had diarrhea in past 2 weeks	19.5	381	14.0	376	19.1	368
<b>Sought treatment</b>						
<b>Sex</b>						
Male	82.7	74	48.1	53	70.6	64
Female	68.3	69	(36.8)	40	(68.8)	42
<b>Total</b>	<b>75.3</b>	<b>143<sup>+</sup></b>	<b>42.8</b>	<b>93<sup>**</sup></b>	<b>69.9</b>	<b>106</b>
<b>Age group, months</b>						
0–11	(72.7) <sup>2</sup>	26	– <sup>1</sup>	12	– <sup>1</sup>	23
12–23	78.3	77	49.4	52	77.7	56
24–59	(71.4)	40	(34.1)	29	(55.4)	27
<b>Total</b>	<b>75.3</b>	<b>143<sup>+</sup></b>	<b>42.8</b>	<b>93<sup>**</sup></b>	<b>69.9</b>	<b>106</b>

<sup>\*\*</sup>Versus control, p<0.01

<sup>++</sup>Versus HES-only, p<0.01

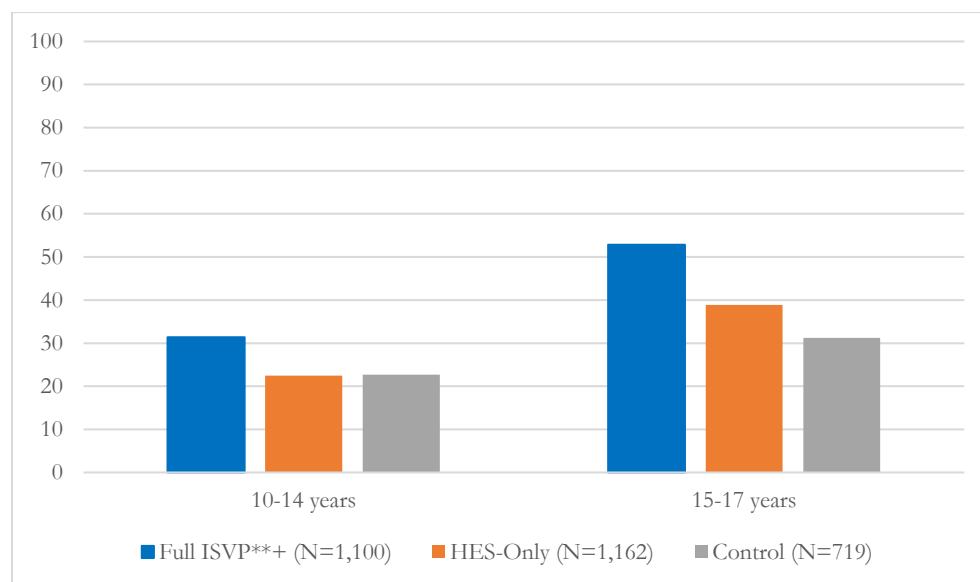
<sup>\*\*\*</sup>Versus control, p<0.001

<sup>1</sup>N <25

Parentheses indicate N= 25–49

Across study groups, more youth ages 15–17 years old had an HIV test and knew their test result than youth ages 10–14 years old (Figure 9). The full ISVP study group had a significantly higher percentage of 10- to 17-year-old youth who had been tested for HIV within the past 12 months and knew their HIV status compared with both HES-only youth (p<0.05) and control group youth (p<0.01).

**Figure 9. Youth ages 10–17 years old tested for HIV within the past 12 months who knew their HIV status**



\*\*Versus control,  $p < 0.01$

+Versus HES-only,  $p < 0.05$

Additionally, statistically significant within-group differences by age group and sex were found for HIV testing in youth 10–17 years old (Table 62). Across study groups, a higher percentage of males ages 15–17 years compared to males ages 10–14 years reported being tested for HIV and receiving their test results in the past 12 months. For females in the full ISVP group, statistically significant differences were found for 10–14-year-olds and 15–17-year-olds also ( $p < 0.05$  and  $p < 0.001$ , respectively). Significant differences were also found within the HES-only group favoring older males over younger males ( $p < 0.001$ ). Finally, within study groups, differences between sexes within age groups were only statistically significant in the control group for the older age group ( $p < 0.05$ ); males ages 15–17 years old were more likely to report having been tested for HIV and knowing their test result compared to females of the same age.

**Table 62. Youth ages 10–17 years old tested for HIV within the past 12 months and knew their HIV status**

Age groups, years, %	Full ISVP			HES only			Control <sup>1</sup>		
	Male*	Female***	Total	Male***	Female	Total	Male**	Female	Total
10–14	14.5	14.2	14.3	10.7	8.7	9.8	7.4	8.8	8.1
15–17	27.8	34.7	30.8	31.0	17.3	24.7	21.9	9.3	15.1
<b>Total</b>	<b>18.7</b>	<b>20.0</b>	<b>19.3</b>	<b>17.3</b>	<b>11.4</b>	<b>14.6</b>	<b>12.1</b>	<b>9.0</b>	<b>10.6</b>
<b>N</b>	<b>547</b>	<b>553</b>	<b>1100</b>	<b>601</b>	<b>561</b>	<b>1162</b>	<b>361</b>	<b>358</b>	<b>719</b>

\*Within group and sex, differences between age groups,  $p < 0.05$

\*\*Within group and sex, differences between age groups,  $p < 0.01$

\*\*\*Within group and sex, differences between age groups,  $p < 0.001$

<sup>1</sup>Within control group and age group, difference between males and females,  $p < 0.05$

Between 80 and 90 percent of all caregivers had been tested for HIV (Table 63). Caregivers in the full ISVP study group were significantly more likely to report ever having had an HIV test than both the HES-only ( $p < 0.001$ ) and control ( $p < 0.01$ ) study groups. Caregivers over 50 years old were the least likely to be tested for HIV across all study groups.

**Table 63. Characteristics of caregivers who reported having had an HIV test<sup>1</sup>**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	84.9	53	84.9	54	65.8	63
Female	90.1	1,391	79.7	1,273	80.4	1,150
<b>Total</b>	<b>89.9</b>	<b>1,444<sup>2*</sup></b>	<b>79.9</b>	<b>1,327</b>	<b>79.7</b>	<b>1,213</b>
<b>Age groups, years</b>						
<18	– <sup>2</sup>	1	– <sup>2</sup>	0	– <sup>2</sup>	2
18-30	96.0	201	89.6	165	92.0	221
31-50	94.8	825	87.5	754	88.1	653
50+	79.0	417	61.9	408	53.1	337
<b>Total</b>	<b>89.9</b>	<b>1,444<sup>2*</sup></b>	<b>79.9</b>	<b>1,327</b>	<b>79.7</b>	<b>1,213</b>

<sup>1</sup>Caregiver may or may not know the HIV test result

<sup>2</sup>N <25

\*versus control,  $p < 0.01$

+versus HES-only,  $p < 0.001$

Among caregivers who were tested for HIV and knew their test results (Table 64), a statistically significant higher percentage was detected in the full ISVP group compared to HES-only ( $p < 0.0001$ ) and to control ( $p < 0.001$ ). A greater proportion of caregivers in the younger age groups had HIV tests and knew their results than the older age groups.

**Table 64. Characteristics of caregivers who had an HIV test in the last 12 months and knew their test results**

Characteristics	Full ISVP	HES only	Control
<b>Sex, %</b>			
Male	55.6	45.7	25.3
Female	63.5	42.3	40.7
<b>Age groups, years, %</b>			
16–24	(81.7) <sup>1</sup>	(63.5)	56.4
25–34	71.8	48.6	51.1
35–44	69.5	49.9	47.8
45–54	54.9	40.2	27.1
55–64	57.2	26.0	20.8
65+	43.1	13.3	12.7
<b>Total</b>	<b>63.1<sup>2*</sup></b>	<b>42.4</b>	<b>39.9</b>
<b>N</b>	<b>1,444</b>	<b>1,327</b>	<b>1,213</b>

\*Versus HES-only,  $p < 0.0001$

<sup>2</sup>Versus control,  $p < 0.001$

<sup>1</sup>Parentheses indicate N is between 25 and 49

## Youth HIV/AIDS Knowledge and Prevention Behaviors

In all study groups, roughly 80 percent of 10- to 17-year-old youth who had heard of HIV knew that limiting sex to one partner and using condoms can help prevent HIV infection (Table 65). Results were similar by sex but were increased for the older age group (15- to 17-year-olds) compared with the younger age group (10- to 14-year-olds). There were no significant differences between the study groups.

**Table 65. Knowledge of HIV prevention strategies among 10- to 17-year-old youth**

Characteristics	Full ISVP		HES-only		Control	
	Knows how to prevent HIV, %	N	Knows how to prevent HIV, %	N	Knows how to prevent HIV, %	N
<b>Sex</b>						
Male	81.2	413	79.8	444	81.2	260
Female	75.3	413	74.8	423	78.5	263
<b>Total</b>	<b>78.5</b>	<b>826</b>	<b>77.4</b>	<b>867</b>	<b>79.9</b>	<b>523</b>
<b>Age group, years</b>						
10–14	73.6	554	69.8	552	72.6	307
15–17	86.9	272	87.4	315	89.4	216
<b>Total</b>	<b>78.5</b>	<b>826</b>	<b>77.4</b>	<b>867</b>	<b>79.9</b>	<b>523</b>

No statistically significant differences between totals for groups

Over 90% of youth across study groups reported never having had sexual intercourse (Table 66). Compared to youth in the control group, a significantly higher percentage of youth in the full ISVP and HES-only groups ( $p < 0.05$ ,  $p < 0.01$ , respectively) reported having sexual intercourse within the last 12 months. Within group statistical tests on sex differences showed that females in HES-only were more likely than males to report having had sexual intercourse in the past 12 months.

**Table 66. Sexual behavior among 10- to 17-year-old youth**

	Full ISVP			HES-only			Control		
	Male	Female	Total	Male	Female <sup>1</sup>	Total	Male	Female	Total
Never had sexual intercourse, %	90.2	90.4	90.3	90.6	91.6	91.1	92.2	94.7	93.5
Had sexual intercourse in the last 12 months, %	2.4	4.7	3.5*	2.5	6.4	4.3**	1.6	1.0	1.3
<b>N</b>	547	553	1100	601	561	1162	361	358	719

\*Versus control ( $p < .05$ )

\*\*Versus control ( $p < .01$ )

<sup>1</sup>Within study group, females significantly higher than males,  $p < 0.05$

Among youth who had sexual intercourse in the past 12 months, less than one-third used a condom with their last sexual partner (Table 67).

**Table 67. Condom use among youth ages 10–17 years who had sexual intercourse in the past 12 months**

	Full ISVP	HES only	Control
Used condom with last sexual partner, %	(32.5)	(26.7)	–
<b>N</b>	<b>39</b>	<b>44</b>	<b>12</b>

Parentheses indicate N is between 25 -49

Dashed line indicates N<25 and value has been suppressed

The sample sizes were too small for statistical testing.

## Early Childhood Development

The percentages of children ages 36–59 months attending an early childhood development (ECD) program was small across study groups, ranging from about 12 percent to 38 percent. About three times more children in the full ISVP group ( $p<0.001$ ) attended and ECD program than in both the HES-only and the control groups (Table 68).

**Table 68. Characteristics of children 36–59 months old who attend an early childhood development program**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	30.7	178	15.3	181	13.4	154
Female	45.5	186	11.5	177	9.7	141
<b>Total</b>	<b>38.2</b>	<b>364*</b>	<b>13.6</b>	<b>358</b>	<b>11.6</b>	<b>295</b>
<b>Age group, months</b>						
36–47	23.8	184	10.9	184	4.5	156
48–59	51.4	180	16.6	174	19.3	139
<b>Total</b>	<b>38.2</b>	<b>364*</b>	<b>13.6</b>	<b>358</b>	<b>11.6</b>	<b>295</b>

\*Versus HES-only and control,  $p<0.001$

Nearly one-third of household members 15 years old or older engaged in four or more stimulating activities with a child ages 0–59 months old in the household in all three study groups (Table 69). In all three study groups, children 24–59 months old were more likely to have engaged in at least four stimulating activities with a household member than children in younger age groups. Boys and girls were similarly engaged across study groups. No significant differences were detected between the study groups.

**Table 69. Characteristics of children ages 0–59 months who received four or more stimulating activities in the past week with a household member at least 15 years old, per caregiver report**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	30.6	381	33.2	376	30.4	368
Female	36.4	444	30.8	361	34.1	354
<b>Total</b>	<b>33.7</b>	<b>825</b>	<b>32</b>	<b>737</b>	<b>32.3</b>	<b>722</b>
<b>Age group, months</b>						
0–11	10.5	155	11.5	114	4.7	146
12–23	30.8	305	23.6	265	35.5	280
24–59	45.4	365	44.5	358	42.7	296
<b>Total</b>	<b>33.7</b>	<b>825</b>	<b>32</b>	<b>737</b>	<b>32.3</b>	<b>722</b>

No statistically significant differences between study groups for totals

Knowledge of child nutrition was similar across study groups. Most respondents in all study groups knew how long a baby should be exclusively breastfed and two or more important times to wash their hands to prevent food contamination. (Tables 70-72).

**Table 70. Caregivers who correctly answered nutrition test questions, full ISVP group**

	Ages for breastmilk only	Nutrition for sick children	Malnutrition prevention in <6-month-olds	Malnutrition prevention in 6- to 23-month-olds	Hand washing hands to prevent food contamination	Nutrition for pregnant woman	Correct responses, % <sup>1</sup>				N
	Yes, %	Yes, %	Yes, %	Yes, %	Yes, %	Yes, %	1–5	6–10	>10	None	
<b>Sex</b>											
Male	72.6	13.6	18.2	23.1	73.7	37.4	45.0	37.8	17.2	0.0	53
Female	80.9	15.1	24.9	35.1	81.1	48.5	25.9	54.1	19.5	0.4	1,391
<b>Total</b>	<b>80.5</b>	<b>15.0</b>	<b>24.6</b>	<b>34.5</b>	<b>80.8</b>	<b>48.0</b>	<b>26.8</b>	<b>53.4</b>	<b>19.4</b>	<b>0.4</b>	<b>1,444</b>

<sup>1</sup>No statistically significant differences between study groups for total correct responses

**Table 71. Caregivers who correctly answered nutrition test questions, HES-only group**

	Ages for breastmilk only	Nutrition for sick children	Malnutrition prevention in <6-month-olds	Malnutrition prevention in 6- to 23-month-olds	Hand washing hands to prevent food contamination	Nutrition for pregnant woman	Correct responses, % <sup>1</sup>				N
	Yes, %	Yes, %	Yes, %	Yes, %	Yes, %	Yes, %	1–5	6–10	>10	None	
<b>Sex</b>											
Male	38.4	15.6	10.1	21.9	70.6	31.8	53.4	41.2	5.4	0.0	54
Female	77.0	15.4	26.7	39.1	82.1	53.1	21.1	58.8	19.8	0.3	1,273
<b>Total</b>	<b>75.6</b>	<b>15.4</b>	<b>26.1</b>	<b>38.5</b>	<b>81.6</b>	<b>52.3</b>	<b>22.3</b>	<b>58.2</b>	<b>19.3</b>	<b>0.3</b>	<b>1,327</b>

<sup>1</sup>No statistically significant differences between study groups for total correct responses

**Table 72. Caregivers who correctly answered nutrition test questions, control group**

	Ages for breastmilk only	Nutrition for sick children	Malnutrition prevention in <6-month-olds	Malnutrition prevention in 6- to 23-month-olds	Hand washing hands to prevent food contamination	Nutrition for pregnant woman	Correct responses , % <sup>1</sup>				N
	Yes, %	Yes, %	Yes, %	Yes, %	Yes, %	Yes, %	1-5	6-10	>10	None	
<b>Sex</b>											
Male	67.7	3.0	20.2	19.3	73.9	44.5	40.8	47.5	10.3	1.4	63
Female	81.0	11.2	29.7	34.5	81.6	45.7	24.2	57.3	18.3	0.2	1,150
<b>Total</b>	<b>80.3</b>	<b>10.7</b>	<b>29.3</b>	<b>33.7</b>	<b>81.2</b>	<b>45.7</b>	<b>25.1</b>	<b>56.8</b>	<b>17.8</b>	<b>0.3</b>	<b>1,213</b>

<sup>1</sup>No statistically significant differences between study groups for total correct responses

## Household Use of Program-related Services

For the 27 services offered by Twiyubake or by other programs in the past six months, there was a general trend of households in the full ISVP group accessing more services than those in the HES-only or control groups (Table 73).

**Table 73. Use of program-related services**

Service	Full ISVP, %	HES-only, %	Control, %
HIV test	73.3	49.0	42.5
Farmer Field School	36.4	14.0	9.2
Free Small Livestock	8.5	8.5	5.5
Free seed	12.4	9.2	3.7
Nutritional advice in caring for children	28.1	24.9	15.2
Free food	7.5	6.7	9.7
Information on how to prevent HIV and other STIs	75.2	50.9	41.6
Training on Early Childhood Development	42.2	31.8	22.7
Livelihood training/income generation	43.8	31.4	11.5
Community savings/lending group	84.6	67.2	17.6
Life skills training	54.6	36.4	17.6
Vocational training scholarships	9.5	5.6	1.6
Workforce readiness training	23.7	17.2	4.2
Psychosocial support from a home visitor or social worker	11.2	6.8	2.6
Free school supplies or school uniform	80.2	9.3	5.8
Birth registration support	11.6	8.2	4.9
Mosquito nets	89.8	81.9	73.9
Information on child protection	43.4	25.5	18.8
Nutrition messaging for pregnant or lactating women	40.6	27.7	21.6
One Stop (GBV center)	27.1	17.8	6.3
Information on sexual and reproductive health and rights	44.2	25.1	14.0
Information on positive masculinity and gender equity	42.4	29.6	15.6
Umugoroba w'ababyeyi (parental evenings)	69.9	65.3	43.8
HIV treatment and care	41.3	32.5	16.4
Advice on childhood immunization	41.6	32.7	23.1
Positive parenting	41.5	31.1	15.9
Growth monitoring for children	49.0	38.4	26.0
<b>N</b>	<b>1,428</b>	<b>1,309</b>	<b>1,216</b>

GBV: gender-based violence, STI, sexually transmitted infection

## DISCUSSION

The ISVP impact evaluation seeks to measure the impact of the interventions on the health, education and economic well-being of vulnerable children and their families. This survey established initial indicators for background characteristics, primary and secondary outcomes, and exposure to the project or similar interventions in both the treatment and control groups.

### Balance Across Evaluation Groups

We tested 89 indicators for balance across the groups. Of these, about one-third were statistically significant, indicating imbalance across groups. The three primary study outcomes, household hunger, regular attendance of secondary school among 13- to 17-year-olds, and whether caregivers knew the HIV status of their children all had statistically significant differences across groups. Imbalance was most common for outcomes related to child health, economic status, and basic demographics, such as household size and caregiver characteristics. Given that the program had been operating for 12 to 18 months at the time of data collection, it is not surprising that many of the outcomes were different between groups.

### Key Outcomes

Twiyubake seeks to improve economic well-being, health, and education outcomes. Looking at economic well-being indicators, nearly three-quarters of households were able to access money to pay for unexpected expenses. However, the percentage of households reporting moderate or severe household hunger ranged from about 65 percent to 78 percent and was highest in the full ISVP group and the lowest in the control group. Median consumption per day per capita ranged from 310 RWF (HES-only) to 325 RWF (full ISVP and control). Roughly half of daily consumption was for food and beverages, followed by energy, and housing.

Key child health and nutrition outcomes were poor for IYCF practices and HIV testing, but more encouraging for undernutrition and birth registration outcomes. Caregivers across study groups reported high rates of birth registration (range: 79% to 85%), with the highest rates in the full ISVP and control groups. The Government of Rwanda carried out a national campaign on birth registration before this data collection, which likely influenced this outcome. The percentage of children whose MUAC scores indicated undernourishment ranged from about 2 percent to 6 percent, and was lowest for controls. The percentage of caregivers reporting that their children ages 6–59 months received the recommended IYCF practices was very low across groups. About 16 percent of caregivers reported that children ages 6–59 months old ate from 4 or more food groups in the past 24 hours and between nine percent and 14 percent reported their child had the minimum recommended meal frequency within the same time frame. The percentage of caregivers who knew their child's HIV status ranged from about 17 percent to 30 percent, with the highest percentage in the full ISVP group, followed by HES-only and control groups. Twiyubake conducted an HIV testing awareness campaign in full ISVP areas shortly before this data collection, which likely accounts for the differences observed.

Regarding education, caregivers reported low school attendance, about 56 percent to 64 percent; the highest attendance was in the full ISVP group and the lowest was in the HES-only group. School attendance was highest for children ages 7–12 years (range: 66.3% to 71.2%, control group and full ISVP, respectively). School progression rates were high for those enrolled in the last year as reported by caregivers (range: 83.8%

to 90.2%). For 13- to 17-year-olds, secondary school enrollment ranged from about 23 percent to 13 percent, and was highest in the full ISVP and control groups. Attendance in this age group was also low, about 10 percent to 18 percent; the full ISVP and control groups had the highest attendance rates. Over half of 13- to 17-year-old youth who progressed in the past year did so within primary school. Nearly 10 percent progressed from primary to secondary school and about eight percent progressed within secondary school. The study's youth response rates were low, at 81 percent, and it is possible that our youth are somehow systematically different than other youth who were unable to or chose not to participate. The attendance rates among 13- to 17-year-olds in this study, however, are comparable to those in the 2013–2014 Enquête Intégrale sur les Conditions de Vie des ménages (Integrated Household Living Conditions Survey) that showed 10.6 percent attendance for the lowest wealth quintile and 16.8 percent for the second wealth quintile (NISR, 2016).

The use of health services trended highest in the full ISVP group. Growth monitoring of children reported by caregivers showed that about 60 percent to 70 percent had received some type of growth monitoring in the last 12 months. Treatment seeking for specific illnesses, such as fever and diarrhea, was consistently lowest in the HES-only group. Caregiver reports of treatment seeking for child fever was about 60 percent to 75 percent, more caregivers sought fever treatment in the control group, followed closely by the full ISVP group. Caregiver report of treatment seeking for child diarrhea was highest in the full ISVP group, followed by the control and HES-only groups (range of 75 percent to 43 percent). Regarding use of HIV testing services among 10- to 17-year-olds, the full ISVP had a highest proportion of respondents who had an HIV test, followed by the HES-only and control groups (range: 39.2% to 26.4%). For HIV testing among caregivers, the full ISVP group had a statistically significant higher ( $p < 0.001$ ) percentage of tested caregivers in the past 12 months who knew their test result (63.1%) compared to HES-only (42.4%) and control (39.9%) groups.

Participation of female caregivers in household decision making was high across study groups, about 77 percent. Statistically significant ( $p < 0.05$ ) differences favoring the HES-only group versus the control group were found in the percent of female caregivers who participated in decision making for four of the six household decisions individually: caregivers' own health care, children's healthcare, children's food, and early child education.

There were no significant differences between groups in household financial decision making. Among married female caregivers who received cash earnings, no statistically significant differences between study groups were found with respect to decision making about how to use the wife's earnings. The majority decided how to use their earnings jointly with their husbands (55.2% to 61.8%); about one-third decided mainly on their own. Among married female caregivers whose husbands received cash earnings, the majority also reported deciding jointly with their husbands how to use the husband's earnings (59.2% to 63.0%); about 20 percent reported that their husbands mainly decided.

For IPV, the range of female caregivers affected ranged from about 20 percent to 26 percent, with the highest rate in the HES-only group; the differences between groups were not statistically significant. We further explored the IPV data and its relationship with decision-making power. Within the full ISVP and the control groups only, we found statistically significant differences in the experience of any IPV based on how decisions were made about a woman's cash earnings. The reports of IPV were lower when the respondent and her husband jointly decided how to spend her earnings compared to when either partner made the decision alone. Results for rates of IPV were similar for decisions about the husband's cash earnings.

The GEM scale was used to measure gender-equitable beliefs among youth ages 13–17 years old, with higher scores indicating more gender-equitable beliefs. The mean composite GEM scale scores were similar across groups, ranging from 14.1 (HES-only group) to 16.0 (full ISVP). For the 13- to 17-year-old age group, those

enrolled in school had more gender-equitable views than those not enrolled; however, sample sizes for youth not enrolled in school were too small for statistical analysis. In the full ISVP group, youth exposed to a program that discusses positive masculinity reported less gender-equitable beliefs. The numbers of youth exposed to this program in HES-only and control groups were very low.

## Exposure to Interventions

Households were asked about their use of various services and activities offered by the program in one or both program groups, ranging from community savings groups to training on early childhood development and information on HIV testing and treatment. There was a clear trend of greater exposure in the full ISVP group, followed by HES-only and control groups.

Surprisingly, 15–23 percent of households in the intervention groups reported that no one in the household had any savings. By default, all households in these groups are participating in an ISLG group and should, therefore, have savings. It is possible that the wording of the question made participants think that group savings were excluded from the question. Also troubling was the low percentage of households reporting use of and access to community or group savings activities in the full ISVP (85%) and HES-only (67%) groups. Clarifying questions should be added to the end line survey to more accurately capture household participation in these groups.

The proportion of households in program areas that were not taking part in the Twiyubake program was small, about 2 percent. Conversely, over three percent of households in the control areas self-identified as taking part in the Twiyubake program. Only three out of 24 names had a match with Twiyubake beneficiary data. Based on the differences in locations of those three households, they could be different households; it is common in Rwanda for people to have the exact same names. It is also possible that these people had moved because they were in different provinces. The RPOs had not reported this, so we concluded that they were not Twiyubake beneficiaries.

## Implications for the Impact Evaluation

### Comparability of Program and Control Groups

Results from balance testing suggests that the control group was different from the program groups and the program groups were different from each other in some systematic ways. This unsurprised us considering our sampling methods. The control group was selected from the Ubedehe level one and two list, without further screening. The program beneficiary households, however, were selected based on those lists and then further screened to reach the most vulnerable of those in Ubedehe one and two. It may be that the additional screens applied to the program groups yielded a population with systematic differences from the control group. In addition, the program had been rolled out before data collection, and so some differences between full ISVP and HES-only groups would be expected at this time, although on a short-term outcome level.

The results of the balance testing, overall, reinforced the decision to employ a DID with fixed-effects approach for estimating program effects. This strategy will control for both observed and unobserved time-invariant differences between program and control areas and will include individual-level observed background characteristics (e.g., caregiver age, marital status, sex of head of household, and education) in the statistical models to account for their potential impact on the outcome indicators. A DID analysis also allows for differences in outcome indicators at the initial time of data collection when estimating project impact.

Using a fixed-effects specification in a DID model will allow us to improve the precision of our impact estimates by reducing the variability of the error term.

## Contamination or Spillover

At the time of evaluation design, the effect of other interventions was assumed to be small, as random allocation minimizes the risk of differential coverage of other interventions in the intervention and control areas. Theoretically, randomization should distribute the influence of other activities uniformly across the entire study population, assuming the program is homogeneously rolled out. Over time, however, we learned that several programs were rolled out either by Twiyubake itself or by other implementing partners in study sectors; these other programs are not being homogeneously rolled out. For example, PEPFAR DREAMS activities are being rolled out in seven of the study sectors, potentially affecting 0.1 percent of full ISVP households, 21.9 percent of HES-only households, and 0.7 percent of control households. The focus areas of DREAMS were specifically chosen for high HIV prevalence, e.g., existence of truck stops, key population presence, and preexisting OVC activity coverage. We will need to add questions at end line to better assess whether household members participated in DREAMS-related and other activities, particularly in the control areas. For the program groups, Twiyubake will have beneficiary records that we can check against study participant households to be able to take this into account in the end line analyses. Considering the large percentage of potentially affected HES-only households, the ability of the evaluation to detect differences between full ISVP and HES-only and between HES-only and control may be hampered.

We will continue to monitor other interventions through collection of programmatic data from ISVP partners and sector stakeholders. Data at the household level will also be collected again at end line for participation in ISVP activities, as well as in other economic strengthening, health and nutrition, agriculture, or education programs and activities in their communities.

## Selection Bias and Confounding

There is potential for selective program participation on behalf of the eligible population targeted. Some families may have declined participation when offered the full ISVP program or the HES-only package of interventions. However, there is no reason to believe that the rate of refusal or the reasons for refusal would have varied between the two intervention groups (full ISVP and HES-only), because program promotion centered on ISLG participation and enrollment will require beneficiaries to join an ISLG. Only after beneficiary enrollment were the full ISVP wrap-around health and social services offered to beneficiaries. Regarding the control population, we could not identify the percentage of the eligible population who would have declined program participation, because we did not offer them the opportunity to enroll.

Household and youth survey response rates suggest that there may have been selective survey participation among the eligible population targeted for the study. There were statistically significant ( $p < 0.01$ ) differences between groups for response rates, with full ISVP (92.4%) and HES-only (85.9%) groups at higher household response rates than the control group (81.0%), and full ISVP groups responses rates were higher than the HES-only group. Youth response rates were significantly lower ( $p < 0.05$ ) for the full ISVP group (78.5%) compared to both HES-only (81.9%) and control (83.5%) groups. Also, interviewed youth were more likely to be enrolled in school than those who were sampled for the youth interview but refused, were not located, or did not complete the interview (see Table 77 in Appendix C). Since we found that the study groups were imbalanced, we will control for observable factors in the final analysis.

## **CONCLUSION**

Balance testing for background characteristics, the primary and secondary outcomes of interest, and exposure to project or similar interventions in both the intervention and comparison groups suggest that the program and control groups are different from each other in systematic ways. Imbalance was most common for outcomes related to child health, economic status, and basic demographics. Observable factors will be controlled for in the final analysis to account for this imbalance. Potential for contamination in the study areas was also identified. This needs to be considered in revisions of surveys and analysis at end line so that the evaluation may better understand and control for the potential influence of any contamination on key outcomes.

## **NEXT STEPS**

End line data collection is planned for late 2018. The same households will be interviewed to evaluate the impact of Twiyubake on the outcomes of interest. A DID approach will be used to compare pre and post intervention differences in outcomes between the project and control groups. We will also conduct key informant interviews with district-level officials and ISVP program staff to assess whether there have been any significant changes in the study areas over time that may have affected implementation of the intervention and outcomes relevant to the evaluation.

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## APPENDIX A. ADDITIONAL METHODS

### Training and Fieldwork

#### Training and Pretesting

Seventy enumerators and 10 supervisors were initially trained by NUR/SPH and UNC staff. Training occurred from October 17, 2016 to November 5, 2016. There was a gap in local ministry approval, which delayed the start of data collection. A refresher training and two days of pilot testing was carried out after the approval was received. Before the refresher training, supervisors tested the tablets from March 6–10, 2017. The refresher training included 64 enumerators and 10 supervisors, and took place from March 13–17, 2017. Piloting took place March 20–21, 2017.

#### *Training for Enumerators and Supervisors*

After introductions and an overview of the project, candidates were trained on the use of tablets by NUR/SPH and UNC staff. Other training topics included a detailed review of each survey module, during which the intent of all questions and responses were reviewed. The Kinyarwanda translation of each question was also reviewed to ensure appropriate translation, and questionnaires were revised accordingly. In addition, enumerators were trained to protect human subjects, including special ethical considerations for vulnerable populations, such as those who have experienced intimate partner violence, and interviewing techniques. Hard copy questionnaires and enumerator manuals were provided to all enumerators and supervisors to assist in learning the different survey modules. Training included role plays and tablet practice. Supervisors had an additional two days of training to review the supervisors' manual, the process for household listing and sampling, daily supervisor checks, and data management. Refresher training included extensive role-playing on use of the tablets.

#### *Pretesting*

The pretest of tools was conducted by all supervisors and enumerators on the tablets in a sector outside of the evaluation sample (Mageragere sector, Nyarugenge district). In total, there were 10 field teams, each comprising an average of one supervisor and six enumerators. Pretesting was observed and assisted by a survey manager, the local primary investigator, and two UNC staff. The survey time in households was extensive (3.5+ hours) and it was determined that some content needed to be changed or cut to meet daily household goals. Revisions were made to the instruments to allow for an average within-household time of roughly three hours.

#### *Selection of the Data Collection Team*

During the training and pretest, each enumerator was evaluated by a different supervisor based on the following elements: mastering the questionnaire and tablet navigation, as well as the ability to interact with the interviewees. Based on their average marks, the best enumerators were selected for the data collection and others were kept as replacements. Before the data collection started, one supervisor informed SPH that he would not be available. Training another supervisor was not possible due to the short notice. The research team decided to have only nine teams composed of one supervisor and six enumerators each.

## Fieldwork

### *Household Listing*

The teams were charged with locating the villages selected by the MEASURE Evaluation researchers, introducing the study to the village leaders, and facilitating a household identification process. The process was different for the program versus control groups.

#### Control Group

Four supervisors visited the 50 villages selected for the control group of the study. They obtained the list of contacts of local authorities (executive secretary of the administrative sector and the village head) with the support of the Twiyubake program local implementing organization staff. Each supervisor was assigned three to five sectors. Each supervisor called to inform both local authorities about the study objectives and arranged for the visit either in their respective administrative cells or at a place convenient for them. Supervisors also requested that they bring to the meeting the list of all households (i.e., a register) currently living in their village; the head of the village keeps records of all household members living in the village. On the day of the visit, each supervisor presented all study authorization letters. Thereafter, supervisors crosschecked whether the person whose names were on the study list was also on the list of households of the village and confirmed that the person was still living in the village.

During this process, the field team found that the MVC lists (the sampling frame used by MEASURE Evaluation team to select households to interview) had many quality issues, such as duplicated names of children and children with parents or guardians' names misspelled or missing. Also, many children were recorded as living in a separate household, yet they were part of the same household. In addition, some households moved to other unknown locations. The sample of households to survey in the control site was then too small, considering these problems. MEASURE Evaluation, therefore, decided to conduct a census of households in Ubudehe categories one and two who were not already included on the original study list, in all control sites. The field team re-contacted village heads and requested that they bring the list of all households in Ubudehe categories 1 and 2 (Ubudehe lists) to a meeting. The field team added all new households with a child ages 10–17 years old (the inclusion criterion) in Ubudehe categories one and two to the final list of households obtained in the first listing process.

#### Program Groups

Program group sectors did not require a household listing, as they already had lists of beneficiaries from the Twiyubake program. Before data collection started, the local teams contacted all villages and informed them about the study and planned visit. On the day of the visit, the supervisor introduced the team and the study to the head of the village or the deputy and handed over copies of approval and authorization letters. Supervisors got assistance from heads of villages and community health workers to identify beneficiary households on the program lists.

### *Data Collection*

Data collection began on April 3, 2017 in Kigali city to address any additional field issues before the team moved to remote areas. In addition, the research team decided to start in intervention sites only because the list of households to survey in control sites was not yet ready until May 15, 2017. The teams worked from Monday to Saturday, except when they had to travel to another district. The data collection paused during several periods, during observance of the Genocide Memorial in April, and for two weeks in early May for the control household listing to be redone (see above explanation under Household Listing). The first round of data collection ended July 7, 2017. The household lists were then checked against data and it was found that one supervisor had not completed several sectors on their list. The team returned to the field from August 21, 2017

to September 2, 2017 to interview the missed households and double check other households in other supervisor sectors noted as missing, so as to confirm their status.

### Quality control

Several approaches were implemented to ensure data quality. The Microsoft Windows tablets used for data collection were password protected and their hard drives were encrypted with BitLocker. The data capture system forced all relevant questions to be answered, contained programmed skip patterns, and value sets to constrain the allowable answers for each question. In addition, the system contained programmed checks for inconsistent answers across questions and survey instruments, which forced the enumerator to indicate which question required correction. The system also made use of menus that allowed the enumerator to select the appropriate survey instrument and respondent to interview. Underlying the entire system was a control file that kept track of survey activities within a household and for all households assigned to the enumerator within a given village.

In addition to the electronic data quality measures, enumerators maintained a hard copy tracking packet for each household. The enumerator recorded the result of each survey, the names and line numbers of eligible respondents, and the dates and times for callbacks. Supervisors monitored enumerator performance by observing interviews, reviewing data on the tablets, and running structural checks of the data. Data were then uploaded to UNC's secure file transfer protocol (FTP) server and then further reviewed at UNC for completeness and identifying potential problems.

### Data Management and Confidentiality

Once transferred, de-identified data were stored on a secure server at UNC. Identifiers were in a separate file linkable only to the survey data through a study-assigned household identification number. To ensure data protection and confidentiality across the study, all partners signed a data-use agreement and committed to using reasonable data protection measures, as outlined in the agreement and the IRB to protect the data.

The tablets were password protected, and the hard drives were encrypted. At the end of each data collection day, supervisors backed up the data on each enumerator's tablet by making a copy on the tablet itself, and they also regularly transferred the backups from the enumerator tablet directly to UNC and National University of Rwanda, School of Public Health via secure FTP in keeping with UNC and local IRB data security requirements.

## Sampling Size Estimation and Design

### Sample Size Estimation

Following Fleiss, Levin, & Paik (2003), we employed the following basic sample size estimator for comparison of proportions  $p_1$  and  $p_2$  across two populations (populations 1 and 2):

$$n_1 = \frac{n'}{4} \cdot \left[ 1 + \left\{ 1 + \frac{2 \cdot (r + 1)}{n' \cdot r \cdot |p_1 - p_2|} \right\}^{1/2} \right]^2$$

$$n_2 = r \cdot n_1$$

$$n' = \frac{\left[ z_{1-\alpha/2} \cdot \{(r + 1) \cdot \bar{p} \cdot \bar{q}\}^{1/2} + z_{1-\beta} \cdot (r \cdot p_1 \cdot q_1 + p_2 \cdot q_2)^{1/2} \right]^2}{r \cdot (p_1 - p_2)^2}$$

where,

$$\bar{p} = \frac{(p_1 + r \cdot p_2)}{(r + 1)}$$

$$\bar{q} = 1 - \bar{p}$$

$$q_1 = 1 - p_1$$

$$q_2 = 1 - p_2$$

and,

$$Z_{1-\alpha/2} \text{ and } Z_{1-\beta}$$

are critical values from the standard normal distribution. This is essentially the conventional sample size estimator for determining sample sizes  $n_1$  and  $n_2$  (constrained<sup>2</sup> so that  $n_2 = r \cdot n_1$ ) sufficient to detect with power  $1 - \beta$  and  $\alpha$  significance a difference between samples of  $p_1 - p_2$  for some proportion-based indicator. The first of these equations reflects a “continuity correction”.

Other assumptions about key parameters driving this sample size estimate included an anticipated design effect (or two for indicator one, and three for indicator two), the number of 13- to 17-year-olds we expected to find per household (0.7) and the household nonresponse rate (0.965050733). Making such key parameter assumptions is somewhat challenging in a society like Rwanda where fertility levels are in flux. We regard these sampling parameter assumptions as conservative, based on projections of observed values for them through the 2010 Rwanda Demographic and Health Survey (DHS) (e.g., the response rate was based on the lowest response rate experienced across the three DHS surveys from 2005 to 2010).

## Sampling Design

Sample selection of all units satisfied probability sampling. Below the sector, the administrative units are cells and then villages. We sampled directly from the full list of villages across the sectors assigned to each domain (i.e., villages served as primary sampling units within each domain). Selection of villages was complicated by the wide variation of the size measure (number of participant households within village) across villages. This required an iterative selection method for villages in order to obtain a sample that was of the target size and also confined to a practical number of villages for interview purposes and given study resources. The probability of selection for villages was obtained via simulation: this iterative selection method was repeated a large number of times and the percentage of those replications that a given village was selected is a highly accurate approximation of its probability. Moreover, simulation of the iterative village selection method was used to ensure that the requirements of probability sampling were met for villages (namely, that each village had a positive, known probability of selection from this process). The village-level weight is then simply the inverse of this probability selection.

Selection of households proceeded along two tracks. First, per the original design, we selected all participant households in participant villages. However, on entry into the villages, we discovered some participants not on the participant list (the analog in control areas is that we discovered Ubedehe level one and two households not on the list). To ensure probability sampling of participant (Ubedehe) households within selected villages, we selected a proportion of the unlisted households (as identified by village leaders) in each village via simple equal probability of selection method (EPSEM) sampling. Weights were adjusted for nonresponse. Within-household variation in weights reflects the differential nonresponse of subpopulations within households, and in some cases, within household selection via EPSEM from them. Within each selected household in all three groups we

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<sup>2</sup> In other words,  $r$  defines the ratio of the two sample sizes:  $r = n_2/n_1$ .

interviewed the following: (1) all eligible caretakers, (2) the primary ISLG members in the program groups, and (3) a randomly selected 10- to 17-year-old.

## Household Wealth Calculation

Household wealth was determined by constructing a wealth index via a polychoric principal components analysis (Kolenikov & Angeles, 2004). Both housing characteristics (i.e., access to electricity, source of drinking water, materials used to construct the walls, floors, and roof, type of toilet, number of rooms for sleeping, cooking fuel, type of household ownership) and possession of various durable goods (e.g., land, dressing table, mortar and pestle, bed, table, chair, radio, mobile phone, farming assets, and livestock) were included in the model. Categorical variables relating to housing characteristics, such as source of drinking water and material of walls, were recoded to ordinal variables, with higher value categories representing households with a higher socioeconomic status based on the quality of the source or material. These categorical variables, dichotomous ownership variables, and those variables that are continuous were analyzed using the polychoric principal components analysis to produce a common factor score for each household. The resulting factor score was used to determine wealth quintiles.

## Ethical Considerations

The study obtained written informed consent from all participants. Special population considerations were necessary. For adolescents, parental or caretaker consent was required in addition to the consent of the adolescent; for female caregivers, special consent was required for administration of IPV questions. For the latter, the team followed the World Health Organization (2001) ethical and safety recommendations for research on IPV. Precautions included the following:

- Names of respondents are not disclosed and were excluded from all data sets.
- Instruction was built into the survey module requiring the interviewer to continue the interview only if privacy was confirmed. If privacy could not be obtained, the interviewer was to skip the IPV module and explain in the tablet what happened.
- At the start of the IPV module, the respondent was read a statement to inform her that the following set of questions were personal and would explore different facets of the woman's life. The statement also assured that her answers were confidential and would not be shared beyond the study team. This statement was in addition to the informed consent obtained at the start of the interview.
- Special training was provided for interviewers and supervisors to sensitize them to issues surrounding IPV and to the specific concerns regarding collection of data on violence.
- Only one eligible female caregiver in each selected household was to be administered the IPV module questions. In households with more than one woman eligible for the caregiver survey, the woman administered the module would be randomly selected by the tablet. Interviewing only one woman per household for IPV questions minimized possible security breaches due to other household members knowing that IPV information was shared.
- Information on local organizations that provide services and referrals related to IPV was offered to all IPV respondents who wanted help.

Also, no information on HIV status was available to the study team, for example, the beneficiary list from ISVP did not have information about HIV status and the surveys did not ask participants to report their HIV status.

## **APPENDIX B. SECTOR ASSIGNMENTS (CONFIDENTIAL)**

These documents have been withheld from online publication to maintain confidentiality.

## APPENDIX C. ADDITIONAL RESULTS

**Table 74. Youth questionnaire completion outcome, among youth ages 10–17 years selected for the youth questionnaire**

	Full ISVP		HES only		Control	
	Enrolled**	Not enrolled	Enrolled*	Not enrolled	Enrolled**	Not enrolled
<b>Youth questionnaire outcome, %</b>						
Completed	82.2	50.8	83.4	69.3	87.2	72.4
Not at home	13.4	31.0	10.3	22.9	9.4	12.7
Other	4.4	18.2	6.3	7.8	3.4	14.9
<b>N</b>	<b>1,241</b>	<b>134</b>	<b>1,146</b>	<b>253</b>	<b>689</b>	<b>147</b>

\*Within group differences,  $p < 0.01$

\*\*Within group differences,  $p < 0.001$

**Table 75. Characteristics of children 0–59 months engaged in any stimulation activity with a household member older than 15 years**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	79.1	381	79.5	376	82.9	368
Female	84.4	444	79.3	361	80.2	354
<b>Total</b>	<b>81.9</b>	<b>825</b>	<b>79.4</b>	<b>737</b>	<b>81.6</b>	<b>722</b>
<b>Age group, months</b>						
0–11	59.6	155	61.6	114	65.4	146
12–23	84.4	305	82.4	265	85.3	280
24–59	88.8	365	82.5	358	85.9	296
<b>Total</b>	<b>81.9</b>	<b>825</b>	<b>79.4</b>	<b>737</b>	<b>81.6</b>	<b>722</b>

**Table 76. Characteristics of children ages 0–50 months who were read book by a household member older than 15 years old**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>	<b>Yes</b>	<b>N</b>	<b>Yes</b>	<b>N</b>	<b>Yes</b>	<b>N</b>
Male	12.1	379	14.0	376	11.6	368
Female	16.7	444	13.5	361	15.5	353
<b>Total</b>	<b>14.5</b>	<b>823</b>	<b>13.8</b>	<b>737</b>	<b>13.5</b>	<b>721</b>
<b>Age group, months</b>						
0–11	3.2	155	5.4	114	0.0	146
12–23	12.9	304	9.0	265	15.6	280
24–59	20.5	364	19.8	358	18.2	295
<b>Total</b>	<b>14.5</b>	<b>823</b>	<b>13.8</b>	<b>737</b>	<b>13.5</b>	<b>721</b>

**Table 77. Characteristics of children ages 0–59 months who were told stories by a household member older than 15 years old**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>	<b>Yes</b>	<b>N</b>	<b>Yes</b>	<b>N</b>	<b>Yes</b>	<b>N</b>
Male	32.3	379	36.6	376	31.3	368
Female	33.2	444	34.6	361	33.1	353
<b>Total</b>	<b>32.8</b>	<b>823</b>	<b>35.6</b>	<b>737</b>	<b>32.2</b>	<b>721</b>
<b>Age group, months</b>						
0–11	5.3	155	11.0	114	1.0	146
12–23	26.7	304	27.0	265	34.5	280
24–59	49.0	364	49.5	358	45.6	295
<b>Total</b>	<b>32.8</b>	<b>823</b>	<b>35.6</b>	<b>737</b>	<b>32.2</b>	<b>721</b>

**Table 78. Characteristics of children 0–59 months who had a household member older than 15 years sing songs to them**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	54.1	379	53.4	376	61.2	368
Female	63.5	444	58.3	361	60.8	353
<b>Total</b>	<b>59.0</b>	<b>823</b>	<b>55.8</b>	<b>737</b>	<b>61</b>	<b>721</b>
<b>Age group, months</b>						
0–11	34.2	155	29.3	114	41.0	146
12–23	62.8	304	57.2	265	66.3	280
24–59	66.0	364	62.8	358	65.6	295
<b>Total</b>	<b>59.0</b>	<b>823</b>	<b>55.8</b>	<b>737</b>	<b>61.0</b>	<b>721</b>

**Table 79. Characteristics of children 0–59 months who were taken outside by a household member older than 15 years**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	61.5	379	60.7	376	60.5	368
Female	65.4	444	60.0	361	62.5	353
<b>Total</b>	<b>63.6</b>	<b>823</b>	<b>60.4</b>	<b>737</b>	<b>61.5</b>	<b>721</b>
<b>Age group, months</b>						
0–11	48.0	155	44.9	114	50.1	146
12–23	66.8	304	63.1	265	66.2	280
24–59	67.3	364	62.9	358	62.5	295
<b>Total</b>	<b>63.6</b>	<b>823</b>	<b>60.4</b>	<b>737</b>	<b>61.5</b>	<b>721</b>

**Table 80. Characteristics of children 0–59 months who were played with by a household member older than 15 years**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	71.2	379	67.7	376	70.1	368
Female	73.1	444	71.3	361	73.4	353
<b>Total</b>	<b>72.2</b>	<b>823</b>	<b>69.5</b>	<b>737</b>	<b>71.7</b>	<b>721</b>
<b>Age group, months</b>						
0–11	45.7	155	46.9	114	53.4	146
12–23	77.7	304	70.4	265	79.3	280
24–59	78.4	364	75.5	358	73.2	295
<b>Total</b>	<b>72.2</b>	<b>823</b>	<b>69.5</b>	<b>737</b>	<b>71.7</b>	<b>721</b>

**Table 81. Characteristics of children 0–59 months old who engaged in naming, counting, and drawing with a household member older than 15 years**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	18.1	379	24.6	376	20.4	368
Female	24.8	444	25.5	361	22.2	353
<b>Total</b>	<b>21.6</b>	<b>823</b>	<b>25.0</b>	<b>737</b>	<b>21.3</b>	<b>721</b>
<b>Age group, months</b>						
0–11	7.1	155	10.2	114	5.9	146
12–23	21.4	304	22.4	265	24.7	280
24–59	27.6	364	31.4	358	25.5	295
<b>Total</b>	<b>21.6</b>	<b>823</b>	<b>25.0</b>	<b>737</b>	<b>21.3</b>	<b>721</b>

**Table 82. Characteristics of children with a birth certificate**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	10.8	2,033	8.6	1,854	5.5	1,645
Female	9.3	2,177	12.7	1,786	6.9	1,607
<b>Total</b>	<b>10.1</b>	<b>4,210</b>	<b>10.5</b>	<b>3,640</b>	<b>6.2</b>	<b>3,252</b>
<b>Age group, years</b>						
<5	13.7	825	13.4	737	7.2	722
5–9	10.5	1,304	8.1	1,092	7.0	959
10–14	8.6	1,401	12.0	1,183	5.0	1,022
15–17	8.1	680	8.9	628	5.3	549
<b>Total</b>	<b>10.1</b>	<b>4,210</b>	<b>10.5</b>	<b>3,640</b>	<b>6.2</b>	<b>3,252</b>

**Table 83. Characteristics of children with a birth certificate observed by the interviewer**

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
<b>Sex</b>						
Male	1.0	2,033	1.0	1,854	0.1	1,645
Female	1.2	2,177	1.8	1,786	0.1	1,607
<b>Total</b>	<b>1.1</b>	<b>4,210*</b>	<b>1.4</b>	<b>3,640*</b>	<b>0.1</b>	<b>3,252</b>
<b>Age group, years</b>						
<5	3.0	825	3.2	737	0.1	722
5–9	1.2	1,304	1.2	1,092	0.0	959
10–14	0.5	1,401	1.2	1,183	0.1	1,022
15–17	0.0	680	0.1	628	0.2	549
<b>Total</b>	<b>1.1</b>	<b>4,210*</b>	<b>1.4</b>	<b>3,640*</b>	<b>0.1</b>	<b>3,252</b>

\*full ISVP significantly lower than HES-only ( $p < 0.01$ )

\*HES-only is significantly higher than control ( $p < 0.01$ )

**Table 84. Characteristics of children 0–59 months old with fever in the last two weeks**

Characteristics	Full ISVP		HES-only		Control	
	Fever, %	N	Fever, %	N	Fever, %	N
<b>Sex</b>						
Male	31.6	381	22.8	376	23.1	368
Female	26.1	444	25.8	361	24.4	354
<b>Total</b>	<b>28.7</b>	<b>825</b>	<b>24.3</b>	<b>737</b>	<b>23.7</b>	<b>722</b>
<b>Age group, years</b>						
0–11 months	33.1	155	22.9	114	26.1	146
12–23 months	32.7	305	28.1	265	24.7	280
24–59 months	23.7	365	21.8	358	21.6	296
<b>Total</b>	<b>28.7</b>	<b>825</b>	<b>24.3</b>	<b>737</b>	<b>23.7</b>	<b>722</b>
<b>N</b>	<b>220</b>		<b>165</b>		<b>183</b>	

**Table 85. Characteristics of children 0–59 months old with diarrhea in the past two weeks**

Characteristics	Full ISVP		HES-only		Control	
	Diarrhea, %	N	Diarrhea, %	N	Diarrhea, %	N
<b>Sex</b>						
Male	19.5	381	14.0	376	19.1	368
Female	19.0	444	12.8	361	12.0	354
<b>Total</b>	<b>19.3</b>	<b>825</b>	<b>13.4</b>	<b>737</b>	<b>15.6</b>	<b>722</b>
<b>Age group, months</b>						
0-11	19.4	155	10.5	114	15.5	146
12-23	27.7	305	22.4	265	22.9	280
24-59	12.3	365	7.4	358	8.3	296
<b>Total</b>	<b>19.3</b>	<b>825</b>	<b>13.4</b>	<b>737</b>	<b>15.6</b>	<b>722</b>
<b>N</b>			<b>93</b>		<b>106</b>	

No statistically significant differences for totals between groups

**Table 86. Educational progress of children during the last year**

Educational levels	Full ISVP			HES-only			Control		
	Male, %	Female, %	N	Male, %	Female, %	N	Male, %	Female, %	N
<b>Educational progress</b>									
Within primary school	81.4	79.4	1,752	83.4	82.4	1,513	81.7	85.5	1,332
Primary to secondary school	6.9	9.0	158	3.1	4.9	73	7.3	4.5	78
Within secondary school	4.4	4.4	111	3.0	4.4	80	4.3	6.3	88
Secondary to TVET/university	– <sup>1</sup>	– <sup>1</sup>	16	– <sup>1</sup>	– <sup>1</sup>	4	– <sup>1</sup>	– <sup>1</sup>	3
Did not progress or repeated grade	6.5	6.0	166	10.3	8.1	137	6.3	3.5	84
<b>Total</b>			<b>2,203</b>			<b>1,807</b>			<b>1,585</b>

<sup>1</sup> N <25 and values were suppressed

TVET, technical and vocational education and training

**Table 87. Attendance of children enrolled in school during the last week of school**

	Full ISVP	HES only	Control
Enrolled and missed zero days in the last week of instruction, %	66.0	60.3	65.6
Enrolled, but missed at least one day during last week of instruction, %	25.9	20.2	20.5
Not enrolled, %	8.1	19.5	13.9
<b>N</b>	<b>2,917</b>	<b>2,492</b>	<b>2,152</b>

**Table 88. Characteristics of caregivers who agreed that harsh physical punishment is an appropriate means of discipline in the home or school**

Characteristics	Full ISVP		HES-only		Control	
	Yes	N	Yes	N	Yes	N
<b>Sex</b>						
Male	29.7	53	26.8	54	25.3	63
Female	47.1	1,391	37.2	1,273	40.3	1,150
<b>Total</b>	<b>46.3</b>	<b>1,444*+</b>	<b>36.8</b>	<b>1,327</b>	<b>39.5</b>	<b>1,213</b>
<b>Age group, years</b>						
<18	- <sup>1</sup>	1	- <sup>1</sup>	0	- <sup>1</sup>	2
18–30	48.5	201	48.1	165	37.5	221
31–50	46.8	850	38.7	783	40.4	679
>50	44.4	392	27.8	379	39.2	311
<b>Total</b>	<b>46.3</b>	<b>1,444*+</b>	<b>36.8</b>	<b>1,327</b>	<b>39.5</b>	<b>1,213</b>

\*versus control,  $p < 0.05$

+versus HES-only,  $p < 0.05$

<sup>1</sup>N < 25

**Table 89. Youth 10–17 years old who had an HIV test within the past 12 months and knew their HIV status**

Characteristics	Full ISVP			HES only			Control		
	Tested	Not tested	N	Tested	Not tested	N	Tested	Not tested	N
<b>Sex</b>									
Male	18.7	81.3	547	17.3	82.7	601	12.1	87.9	361
Female	20.0	80.0	553	11.4	88.6	561	9.0	91.0	358
<b>Total</b>	<b>19.3</b>	<b>80.7</b>	<b>1,100</b>	<b>14.6</b>	<b>85.4</b>	<b>1,162</b>	<b>10.6</b>	<b>89.4</b>	<b>719</b>
<b>Age group, years</b>									
10–14	14.3	85.7	799	9.8	90.2	815	8.1	91.9	482
15–17	30.8	69.2	301	24.7	75.3	347	15.1	84.9	237
<b>Total</b>	<b>19.3</b>	<b>80.7</b>	<b>1,100*</b>	<b>14.6</b>	<b>85.4</b>	<b>1,162</b>	<b>10.6</b>	<b>89.4</b>	<b>719</b>

## APPENDIX D. SUMMARY OF BALANCE TEST RESULTS

**Table 90. Summary of balance test results**

Indicator, % (unless otherwise noted)	Full ISVP	N1	HES-only	N2	Control	N3
<b>Population Characteristics</b>						
<b>Household</b>						
Household Population		7,866		6,825		6,229
Sex of head of HH		1,428		1,309		1,216
Male	55.2		52.7		67.6	
Female	44.8**		47.3**		32.4	
Household population size, mean	5.5***+		5.2		5.0	
Orphan hood (percentage of HH with orphans <18 years old)	28.7		26.3		18.1	
Wealth quintiles		1,428		1,309		1,216
Lowest	19.4		23.2		19.6	
Second	23.3		23.5		18.5	
Middle	19.1		19.6		20.3	
Fourth	21.3		18.8		19.9	
Highest	16.9		14.9		21.6	
Access to electricity	9.0		7.1		10.7	
Mobile phone	43.9		40.3*		49.6	
Urbanicity (HH in areas classified as urban)	0.4*+		4.9		6.5	
Households with any improved, nonshared toilet/latrine facility	17.0***+		12.6		13.3	
Households with any improved source of drinking water	79.1++		67.0		73.3	
Children's caregiver arrangements and orphanhood		4,299		3,711		3,336
Biological mother is primary caregiver	78.4		82.7		84.5	
Biological father is primary caregiver	3.4		3.3		4.0	
Caregiver other than biological parent	18.2		13.9		11.6	
One or both parents dead	17.3		17.9		11.7	
Occupation of head of HH		1,428		1,309		1,216
Professional/technical/managerial	0.1		0.3		0.5	
Sales and service	1.3		0.8		2.0	
Agricultural, forestry, fishery	75.4		80.9		73.4	
Craft and related trade workers	3.3		3.7		6.0	

Stationary plant and machine operators	0.4		0.2		0.5	
Elementary	3.1		3.8		6.9	
Unemployed	5.9		2.1		3.1	
Housewife/student/retired	2.7		2.2		2.2	
Disabled	7.2		5.1		4.4	
Employment type of HH head		1,428		1,309		1,216
Paid	73.2		76.5		73.8	
Unpaid	10.5		12.9		15.5	
No occupation	15.8**++		9.5		9.7	
Missing	0.5		1.1		1.0	
<b>Caregiver characteristics</b>						
Age, years		1,428		1,309		1,216
16–24	4.1*		4.4		6.1	
25–34	20.7		20.9		26.7	
35–44	28.5		30.8		30.3	
45–54	25.3		24.6		19.1	
55–64	14.0		13.4		11.4	
65+	7.3		5.9		6.0	
Marital status		1,444		1,327		1,213
Married	38.9*		38.6*		46.1	
Cohabiting	12.9*		11.3**		17.6	
Divorced/Separated	9.1		12.4		8.2	
Widowed	26.6		25.8		19.6	
Never Married	12.4		11.8		8.4	
Ever attend school		1,444		1,327		1,213
Yes	63.6		60.6		65.2	
No	36.4		39.3		34.8	
Highest level of education completed		1,444		1,327		1,213
None/Preprimary	37.2		40		35.4	
Primary	58.2		56.2		57.9	
Secondary	3.6*		2.1***		5.4	
TVET or higher	1.0		1.6		1.2	
Employment status		1,444		1,327		1,213
Employed in last 3 months	75.1		75.8		77.4	
Employed in last 4–12 months	3.2		2.9		4.1	

Not employed in last 12 months	21.7		21.1		18.5	
<b>Youth</b>						
Sex		1,100		1,162		719
Male	54.0		53.2		50.3	
Female	46.0		46.8		49.7	
Age group, years		1,100		1,162		719
10–14	70.1		67.8		64.6	
15–17	29.9		32.2		35.4	
Relationship of youth to primary caregiver		1,100		1,162		719
Biological mother	81.0		87.1		83.2	
Biological father	3.1		3.3		4.0	
Step/Foster parent	1.6		0.7		1.5	
Sibling	1.1		0.5		1.5	
Aunt/Uncle	1.8		0.4		1.0	
Grandparent	10.3		7.4		8.0	
Nonfamily member	1.0		0.5		0.7	
Self	0.0		0.0		0.1	
<b>ISLG Member</b>						
Age, years		1,397		1,281		227
15–24	2.2		3.3		6.0	
25–34	17.6		16.8		23.6	
35–44	27.4		31.0		32.8	
45–54	25.4		25.6		21.8	
55–64	16.7		14.8		9.6	
65+	10.7		8.0		6.2	
Attended school		1,397		1,281		227
Yes	36.6		38.8		28.2	
No	63.4		61.1		71.4	
Highest level of education completed		1,397		1,281		227
None/Preprimary	37.2		39.9		28.2	
Primary	58.7		55.6		59.7	
Secondary	3.1		2.5		9.2	
TVET or higher	0.9		1.9		2.2	
<b>Economic Status</b>						
HHs ability to pay for unexpected expenses	69.2	468	68.1	378	75.7	452

HH with moderate to severe hunger	78.2**	1,405	71.6	1,289	65.5	1,192
HH farm tools and livestock		1,428		1,309		1,216
Owns any farm tool	98.1		97.3		97.3	
Owns any livestock	58.0		57.0		61.4	
HH land ownership and cultivation in past 12 months (Anyone in HH)	77.9	1,001	76.9	873	78.6	850
HH daily consumption per capita (mean RWF)	325	1,428	310.6	1,309	325.6	1,216
Consumption Categories						
Food and beverages	49.5***		51.6		54.2	
Housing	8.7**+++		10.8		10.5	
Clothing and Footwear	1.9		1.9		1.7	
Energy	19.4		19.9*		17.4	
Transport	1.5		1.3		1.4	
Water	2.2		2.1		2.6	
Education	4.2***		2.2		2.2	
Health	6.4**+		5.1		4.7	
Personal care	3.0++		2.5		2.6	
ICT	1.8*+		1.2		1.2	
Other	1.5		1.3		1.4	
Households with savings	85.6****+	1,428	77.2***	1,309	30.8	1,216
Youth with improved employment (new paid work) in the past 6 months	0.3	1,100	0.8	1,162	0.5	719
<b>Child Health and Nutrition Status</b>						
Caregiver's knowledge of child's HIV status	30.0***+++	4210	18.8	3,640	16.9	3,252
Undernourishment among children	3.1	746	5.9	685*	2.4	650
IYCF practices for children 6–59 months old		746		685		650
Among breastfed Children						
Minimum meal frequency	12.9**		19.8		23.4	
Both 4+ food groups and minimum meal frequency	3.2*+		10		7.7	
Among non-breastfed children						
Minimum meal frequency	6.6		4.6		7.2	
With 3 IYCF practices	0.3		0.1*		1.5	
Among all children						
Minimum meal frequency	9.4		10.8		14.2	

With 3 IYCF practices	1.6*+		4.1		4.1	
Child too sick to participate in activities	22.2	4,210	21.4	3,640	18.6	3,252
Birth registration at sector level	85.2	4,210	79.3	3,640	84.8	3,252
<b>Education</b>						
Children ages 5–17 years who attended all days during the last week of school instruction	64.1++	3385	55.8	2,903	60.7	2,530
Children who progressed in school during the last year	90.2	2,311	83.8	1,961	89.0	1,698
Progress at various levels of schooling among 13- to 17-year-old youth		1250		1,100		970
Within primary	55.7		50.6		52.2	
Primary to secondary	13..5+		6.0		9.3	
Within secondary	7.7		5.5		9.2	
Secondary to TVET/university	0.1		0.0		0.3	
Did not progress	3.6+		6.3**		3.0	
Missing/not enrolled this or last year	19.4*++		31.5		26.0	
Secondary school enrollment among 13- to 17-year-old youth	22.5+	1,250	12.7	1,100	19.4	970
Regular school attendance among enrolled 13- to 17-year-old secondary school youth	17.7+	1,250	9.6*	1,100	16.1	970
<b>Child Protection</b>						
Caregivers who agreed that harsh physical punishment is an appropriate means of discipline	46.3*+	1444	36.8	1,327	39.5	1,213
<b>Intimate Partner Violence</b>						
Married female caregivers who reported any physical or sexual violence	18.7	761	25.6	665	19.9	720
Married female caregivers who reported any physical violence	14.0	761	21.0	665	14.6	720
Married female caregivers who reported any sexual violence	10.7	761	11.8	665	9.7	720
<b>Household Decision Making</b>						
Caregiver report of HH decision making		1,391		1,273		1,150
Female caregivers participating in all six types of important HH decisions	77.9+		84.3*		76.7	
Female caregivers participating in none of the important HH decisions	1.7		0.5		1.9	
Among currently married women who received cash earnings, person who decides how wife's cash earnings are used		584				

Mainly wife	35.1		29.7		28.3	
Wife and husband jointly	55.2		61.8		61.4	
Mainly husband	9.0		8.0		10.0	
Other	0.8		0.5		0.3	
Among currently married women whose husbands received cash earnings, person who decides how husband's cash earnings are used		782		694		727
Mainly wife	18.3		17.6		14.2	
Wife and husband jointly	59.3		60.6		63.0	
Mainly husband	20.9		19.8		21.7	
Other	1.4		2.0		1.0	
<b>Youth Attitudes Towards Gender</b>						
Attitudes towards gender among youth (mean composite GEM score)	16.0	464	15.1	390	15.6	379
Attitudes towards gender among youth (GEM score divided into bands)						
Low gender equitable score	27.4		34.8		30.0	
Moderate gender equitable score	47.7		49.5		53.7	
High gender equitable score	24.9		15.8		16.3	
<b>Health Service Use</b>						
Children 0-59 months old who received any growth monitoring at home or a health center in the last 12 months	71.1	825	60.9	737	66.9	722
Number of growth monitoring events among 0-59 month old children at home or at a health center in the last 12 months		586		490		473
1-2	33.2		32.9		35.1	
3-5	37.8		23.7		34.7	
6-10	13.2		21		14.2	
More than 10	13.5		19.5		14.3	
Children 0-59 months old who had fever two weeks before the interview	28.7	825	24.3	737	23.7	722
Children 0-59 months old who had a fever and whose caregiver sought treatment within two weeks of the interview	72.5	220	60.8	165	76.3	183
Children 0-59 months old who had diarrhea within two weeks of the interview	19.3	825	13.4	737	15.6	722
Children 0-59 months old who had diarrhea and whose caregiver sought treatment within two weeks of the interview	75.3**	143	42.8**	93	69.9	106

Youth 10–17 years old who had an HIV test within the past 12 months and knew their HIV status	19.3	1,100	14.6	1,162	10.6	719
Caregivers who reported ever having an HIV test	89.9****	1444	79.9	1,327	79.7	1,213
Caregivers who reported having an HIV test in the last 12 months and who knew their status	<b>63.1****</b>	<b>1444</b>	<b>42.4</b>	<b>1327</b>	<b>39.9</b>	<b>1213</b>
Mean time to reach health services, minutes		1,444		1,327		1,213
Child health services	60.7		64.5		59.2	
HIV testing services	62.7		64.8		58.6	
Child growth monitoring services	58.5		64.5		56.2	
<b>Youth HIV/AIDS Knowledge and Prevention Behaviors</b>						
Knowledge of HIV prevention strategies among 10- to 17-year-old youth	78.5	826	77.4	867	79.9	523
10- to 17-year-olds who had never had sexual intercourse	90.3	1,100	91.1	1,162	92.2	719
Male	90.2		90.6		94.7	
Female	90.4		91.6		93.5	
10- to 17-year-olds who have had sexual intercourse in the last 12 months, %	3.5*	1,100	4.3**	1,162	1.3	719
Male	2.4		2.5		1.6	
Female	4.7		6.4		1.0	
Condom use at last sexual encounter among 10- to 17-year-old youth who reported having had sex	(32.5) <sup>1</sup>	39	(26.7) <sup>1</sup>	44	-- <sup>2</sup>	12
<b>Early Childhood Development</b>						
Attendance of early childhood development program among children 36-59 months old	38.2****	364	13.6	358	11.6	295
Caregiver report of household member older than 15 years engaging in four or more stimulating activities with child in the past week	33.7	825	32	737	32.3	722
Caregivers with correct answers to nutrition test questions		1,444		1,327		1,213
Knew how long a baby should receive nothing more than breastmilk	80.5		75.6		80.3	
Knew that a sick baby or child should be fed the same amount of food	15.0		15.4		10.7	
Knew 2 or more key ways to prevent undernutrition among infants under 6 months of age	24.6		26.1		29.3	
Knew 2 or more key ways to prevent undernutrition among children 6-23 months of age	34.5		38.5		33.7	

Knew 2 or more key moments when you need to wash your hands	80.8		81.6		81.2	
Knew 2 or more important ways a pregnant woman should eat	48.0		52.3		45.7	
HH member older than 15 years old engaged in any stimulation activity with the child	81.9	825	79.4	737	81.6	722
HH member older than 15 years old who read books to the child	14.5	823	13.8	737	13.5	721
HH member older than 15 years old who told stories to the child	32.8	823	35.6	737	32.2	721
HH member older than 15 years old sang songs for the child	59.0	823	55.8	737	61.0	721
HH member older than 15 years old took the child outside	63.6	823	60.4	737	61.5	721
HH member older than 15 years old who played with the child	72.2	823	69.5	737	71.7	721
HH member older than 15 years old who named, counted, and drew with the child	21.6	823	25.0	737	21.3	721
HH with moderate or severe household hunger, hunger scale from FANTA	78.1	1,405	71.6	1,289	65.4	1,192
Child had a birth certificate	10.1	4,210	10.5	3,640	6.2	3,252
Child had a birth certificate observed by the interviewer	1.1 <sup>++</sup>	4210	1.4 <sup>**</sup>	3640	0.1	3,252

NOTE: The number of observations varies within groups due to skip patterns and/or missing responses on key indicators

<sup>1</sup>N = 25–49

<sup>2</sup>N <25

\*versus control, p<0.05

\*\*versus control, p<0.01

\*\*\*versus control, p<0.001

+ versus HES-only, p<0.05

++versus HES-only, p<0.01

+++versus HES-only, p<0.001

FANTA: Food and Nutrition Technical Assistance; GEM: gender equity men; HH: household; ICT: information and communications technology; IYCF: infant and young child feeding; TVET: technical and vocational education and training

## **APPENDIX E. BASELINE STUDY PROTOCOL**

These documents have been withheld from online publication.

## **APPENDIX F. DISCLOSURES OF CONFLICTS OF INTEREST**

These documents have been withheld from online publication to maintain confidentiality.

# APPENDIX G. DATA COLLECTION TOOLS

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## MODULE A. Household Identification Cover Sheet

**Note to Programmer:** Preprogram the IRB Study Number into tablets for all surveys so interviewers do not need to document this.

IRB Study Number | \_\_\_\_\_ |

### IDENTIFICATION DATA

A001 PROVINCE

A002 DISTRICT

A003 SECTOR

A004 CELL

A005 VILLAGE

A006 HOUSEHOLD IDENTIFICATION NUMBER

## MODULE C. Household Roster and Demographics

### SECTION C1. ROSTER

**Table 3. Adults and Children Combined**

CODES FOR C109: RELATIONSHIP TO HEAD OF HOUSEHOLD FOR ADULTS IN HOUSEHOLD			
1 = HEAD	4 = SON-IN-LAW or DAUGHTER-IN-LAW	7 = PARENT-IN-LAW	10 = ADOPTED/FOSTER/STEPCHILD
2 = WIFE OR HUSBAND	5 = GRANDCHILD	8 = SIBLING	11 = NOT RELATED
3 = SON OR DAUGHTER	6 = PARENT	9 = OTHER RELATIVE	88 = DON'T KNOW

CODES FOR C111: RELATIONSHIP OF MAIN CAREGIVER TO THE CHILDREN IN HOUSEHOLD			
01=Biological Mother	05=Sister	10=Grandfather	13=Self
02=Biological Father	06=Brother	11= Non-Family Member Female	66=Other
03=Step-Mother/ Foster Mother	07=Aunt	12= Non-Family Member Male	88=Don't Know
04=Step-Father/Foster Father	08=Uncle		
	09=Grandmother		

CODES FOR C114. CLASS LEVEL CODES						
0=Pre-Primary	4= Primary 4	17=TVET1	11= Secondary	15= Secondary 5	21=University 1	25=Univ. 5 and above
1=Primary 1	5=Primary 5	18=TVET2	1	16= Secondary 6	22=University 2	77=None
2=Primary 2	6=Primary 6	19=TVET3	12= Secondary		23=University 3	88=Don't Know
3=Primary 3	7=Primary 7		2		24=University 4	
	8=Primary 8		13= Secondary			
			3			
			14= Secondary			
			4			

COMPLETE TABLES 1 AND 2 (QUESTIONS C101-C106) IN THE TRACKING DOCUMENT

Now I would like to ask you some further questions about the members of your household.

C106.1 Line Number (pre- populat ed from 101- end of adult list, and 201 – end of children list)	C106.2 List initials of household members From table 1 and 2 in ID survey.	C107. Is (INITIAL) male or female? 1=Male, 2=Femal e 6=Other (specify) 9=Refuse	C108. How old is (INITIAL)? <b>RECORD AGE IN YEARS. IF LESS THAN 1 YEAR OLD, PUT 0 FOR YEARS AND RECORD NUMBER OF MONTHS</b>  <b>DOUBLE CHECK CORRECT PLACEMENT OF HOUSEHOLD MEMBER BASED ON AGE. IF MEMBER PLACED IN WRONG TABLE, PLEASE CORRECT.</b>	C109. What is the relationship of (INITIAL) to the head of the household? <b>See Relationship codes above</b>  <b>ALL ADULTS AGED 18+ SKIP TO C114.</b>  <b>NOTE: IF HH HEAD IS AGED 10-17, ANSWER C110-C113.</b>	C110: Who usually cares for/looks after (INITIAL)? INSERT LINE NUMBER OF MAIN CAREGIVER  IF (INITAL) TAKES CARE OF HER/HIMSELF,REC ORD THEIR LINE NUMBER (from C104.1) HERE FOR C110 AND '13' FOR C111. THEN ASK C112.	C111. What is the relationship to the child of the main person who cares for/looks after (INITIAL)? <b>See Relationship Codes above.</b>  <b>If parent, probe for biological /non-biological.</b>	C112. If C111=01, record 1=Yes for C112 and skip to C113  Is (INITIAL)'s natural mother alive?  1=Yes, 2=No, 8=DK	C113. If C111=02, record 1=Yes for C113 and skip to C114  Is (INITIAL)'s natural father alive?  1=Yes, 2=No, 8=DK	C114. <b>Filter:</b> <b>Ask of those &gt;3 years of age.</b> What is the highest class level that [INITIAL] has completed in school?  <b>See Class level codes below.</b>	C114.1 Filter: Ask of those aged 10 or older:. What is your current marital status?  <b>See marital status codes below.</b>
101.			__ __ years __ __ months							
102.			__ __ years __ __ months							
103.			__ __ years __ __ months							
104.			__ __ years __ __ months							
105.			__ __ years __ __ months							
106.			__ __ years __ __ months							
107.			__ __ years __ __ months							
108.			__ __ years __ __ months							
109.			__ __ years __ __ months							
110.			__ __ years __ __ months							
111.			__ __ years __ __ months							
112.			__ __ years __ __ months							

C106.1 Line Number (pre- populat ed from 101- end of adult list, and 201 – end of children list)	C106.2 List initials of household members From table 1 and 2 in ID survey.	C107. Is (INITIAL) male or female? 1=Male, 2=Femal e 6=Other (specify) 9=Refuse	C108. How old is (INITIAL)? <b>RECORD AGE IN YEARS. IF LESS THAN 1 YEAR OLD, PUT 0 FOR YEARS AND RECORD NUMBER OF MONTHS</b>  <b>DOUBLE CHECK CORRECT PLACEMENT OF HOUSEHOLD MEMBER BASED ON AGE. IF MEMBER PLACED IN WRONG TABLE, PLEASE CORRECT.</b>	C109. What is the relationship of (INITIAL) to the head of the household? <b>See Relationship codes above</b>  <b>ALL ADULTS AGED 18+ SKIP TO C114.</b>  <b>NOTE: IF HH HEAD IS AGED 10-17, ANSWER C110-C113.</b>	C110: Who usually cares for/looks after (INITIAL)? INSERT LINE NUMBER OF MAIN CAREGIVER  IF (INITIAL) TAKES CARE OF HER/HIMSELF, REC ORD THEIR LINE NUMBER (from C104.1) HERE FOR C110 AND '13' FOR C111. THEN ASK C112.	C111. What is the relationship to the child of the main person who cares for/looks after (INITIAL)? <b>See Relationship Codes above.</b>  <b>If parent, probe for biological /non-biological.</b>	C112. If C111=01, record 1=Yes for C112 and skip to C113  Is (INITIAL)'s natural mother alive?  1=Yes, 2=No, 8=DK	C113. If C111=02, record 1=Yes for C113 and skip to C114  Is (INITIAL)'s natural father alive?  1=Yes, 2=No, 8=DK	C114. <b>Filter:</b> <b>Ask of those &gt;3 years of age.</b> What is the highest class level that [INITIAL] has completed in school?  <b>See Class level codes below.</b>	C114.1 Filter: Ask of those aged 10 or older:. What is your current marital status?  <b>See marital status codes below.</b>
113.			__ __ years __ __ months							
114.			__ __ years __ __ months							
115.			__ __ years __ __ months							
116.			__ __ years __ __ months							
117.			__ __ years __ __ months							
118.			__ __ years __ __ months							
119.			__ __ years __ __ months							
120.			__ __ years __ __ months							
201.			__ __ years __ __ months							
202.			__ __ years __ __ months							
203.			__ __ years __ __ months							
204.			__ __ years __ __ months							
205.			__ __ years __ __ months							
206.			__ __ years __ __ months							

C106.1 Line Number (pre- populat ed from 101- end of adult list, and 201 – end of children list)	C106.2 List initials of household members From table 1 and 2 in ID survey.	C107. Is (INITIAL) male or female? 1=Male, 2=Femal e 6=Other (specify) 9=Refuse	C108. How old is (INITIAL)? <b>RECORD AGE IN YEARS. IF LESS THAN 1 YEAR OLD, PUT 0 FOR YEARS AND RECORD NUMBER OF MONTHS</b>  <b>DOUBLE CHECK CORRECT PLACEMENT OF HOUSEHOLD MEMBER BASED ON AGE. IF MEMBER PLACED IN WRONG TABLE, PLEASE CORRECT.</b>	C109. What is the relationship of (INITIAL) to the head of the household? <b>See Relationship codes above</b>  <b>ALL ADULTS AGED 18+ SKIP TO C114.</b>  <b>NOTE: IF HH HEAD IS AGED 10-17, ANSWER C110-C113.</b>	C110: Who usually cares for/looks after (INITIAL)? INSERT LINE NUMBER OF MAIN CAREGIVER  IF (INITIAL) TAKES CARE OF HER/HIMSELF, REC ORD THEIR LINE NUMBER (from C104.1) HERE FOR C110 AND '13' FOR C111. THEN ASK C112.	C111. What is the relationship to the child of the main person who cares for/looks after (INITIAL)? <b>See Relationship Codes above.</b>  <b>If parent, probe for biological /non-biological.</b>	C112. If C111=01, record 1=Yes for C112 and skip to C113  Is (INITIAL)'s natural mother alive?  1=Yes, 2=No, 8=DK	C113. If C111=02, record 1=Yes for C113 and skip to C114  Is (INITIAL)'s natural father alive?  1=Yes, 2=No, 8=DK	C114. <b>Filter:</b> <b>Ask of those &gt;3 years of age.</b> What is the highest class level that [INITIAL] has completed in school?  <b>See Class level codes below.</b>	C114.1 Filter: Ask of those aged 10 or older:. What is your current marital status?  <b>See marital status codes below.</b>
207.			__ __ years __ __ months							
208.			__ __ years __ __ months							
209.			__ __ years __ __ months							
210.			__ __ years __ __ months							
211.			__ __ years __ __ months							
212.			__ __ years __ __ months							
213.			__ __ years __ __ months							
214.			__ __ years __ __ months							
215.			__ __ years __ __ months							
216.			__ __ years __ __ months							
217.			__ __ years __ __ months							
218.			__ __ years __ __ months							
219.			__ __ years __ __ months							
220.			__ __ years __ __ months							

CODES FOR C115: OCCUPATION				
1=Agricultural labourer 2 = Own farm labour	3=Livestock herding 4=Fishing 5=Petty trade 6=Trader	7=Mining 8=Brewing 9=Handicraft 10=Domestic help 11=Carpenter	12=Construction (bricklayer)13=Traditional healer 14=Mechanic 15=Mil worker 16=Seamstress/tailor/clothes repair 17=Hairdresser/barber 18=Charcoal maker	19=Charcoal/firewood seller 51=Unemployed 52=Housewife 53=Student 54=Retired 55=Unable to work due to illness/disability 66=Other

#### CODES FOR C114.1: MARITAL STATUS

1=Married                      2=Cohabiting (but not married)      3=Never been married                      4=Divorced or Separated                      5=Widowed                      9=Refused

\* An Integrated Savings and Lending Group (ISLG) is a community-based and member-owned institutions composed a group of people who save together and take small loans from those savings. The activities of the group run in cycles of one year, after which the accumulated savings and the loan profits are distributed back to members. ISLG integrate financial education services for members.

Table 4. For C115-C120 Filter: Ask C115 – C120 of those >59 months (>=5 years) of age

<b>C115.1</b> Line Number (pre-populated from 101- end of adult list, and 201 – end of children list)	<b>C115.a</b> Has [INITIALS] been away from home over the course of the last 12 months? For example, for studies, seasonal work, prison/detention or other reason?  1=Yes 2=No -> C115.2	<b>C115.b</b> How long has [INITIALS] been absent over the last 12 months?	<b>C115.c</b> What was the primary reason for this absence?  1=Studies 2=Seasonal work 3=Working away now 4=For health care 5=Attend ceremony 6=Visiting friends/family 7=Training 8=Detention/compulsory service 9=Unexplained absence 66=Other (specify)	<b>C115.2</b> What is [INITIALS] main occupation?  See Occupation Codes above	<b>C116.</b> Is [INITIALS] paid for this occupation or for other work they may do?  1=Yes 2=No 8=DK If No =>C118	<b>C117.</b> Is [INITIALS] paid in cash or kind for this occupation?  1=Cash only 2=Cash and in kind 3=In kind only	<b>C118.</b> Is [INITIALS] in the Twiyubake integrated savings and lending group program? *  1=Yes=>C120 2=No 8=DK	<b>C119.</b> Is [INITIALS] a participant in any integrated savings and lending group (ISLG)? *  1=Yes 2=No 8=DK  IF YES, PROBE TO SEE IF THE ISLG GROUP IS TWIYUBAKE	<b>C120.</b> For how many children that live in this household is [INITIALS] the primary caregiver?  IF NO CHILDREN, RECORD 00. IF [NAME] IS <18 AND CARES FOR SELF, COUNT AS 1 CHILD. IF [NAME] CARES FOR ADDITIONAL CHILDREN, ADD THESE ADDITIONAL CHILDREN TO 1. RECORD TOTAL.
101		[ ] [ ]							
102		[ ] [ ]							
Etc.		[ ] [ ]							

ASK C120A FROM THE TRACKING DOCUMENT TO DETERMINE MOST KNOWLEDGEABLE ISLG MEMBER

COMPLETE KISH GRID FROM THE TRACKING DOCUMENT TO DETERMINE IPV MODULE

**C121** In the last 12 months, has this household welcomed any new members, either new children that have been born, or children or adults that have moved in? Yes 1  
No 2=>C123

**C122** Among those new household members, how many were:  
 Under 5 years | \_\_\_ | 18-59 years | \_\_\_ |  
 5-17 years | \_\_\_ | 60 years or older | \_\_\_ |  
**Read each age group**

<b>C123</b>	In <u>the last 12 months</u> , has this household experienced the death of any household members – that is, people who were living in this household when they died?	Yes 1
		No 2=>C201
<b>C124</b>	Among those who died, how many were:	
	Under 5 years  __ __	18-59 years  __ __
	5-17 years  __ __	60 years or older  __ __

**Read each age group**

COMPLETE THE FOLLOW-UP TRACKING SECTION C2 (QUESTIONS C201-C207) OF THE TRACKING DOUCMENT

## MODULE D. Dwelling Characteristics

**Enumerator:** Ask primary household decision-maker (likely the person who answered Module C). Enter responses to Questions D06 – D08, D11 based on your own observations.>

Now I am going to ask you some questions about your dwelling.		
D101. What is your current occupancy status?	Owner occupier (no loan or mortgage) 1	Dwelling provided free of charge 5
	Owner with loan or mortgage 2 =>D103	Appropriation/Squatting 6
	Tenancy – renting 3 =>D103	Temporary camp/settlement 7 =>D105
	Dwelling provided by employer 4	Other, Specify_____ 66
D102. How much would you have to pay in rent for this dwelling if you didn't own it or have it provided? <b>SPECIFY TIME PERIOD RENT WOULD COVER</b>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> RWF	Day 1 =>D104
		Week 2 =>D104
		Month 3 =>D104
		Year 4 =>D104
D103. How much do you pay in mortgage/loan or in rent? <b>SPECIFY TIME PERIOD RENT WOULD COVER</b>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> RWF	Day 1
		Week 2
		Month 3
		Year 4
D104. How many years ago was this dwelling built? How old is it? <b>IF DO NOT KNOW RECORD 888</b>		<input type="text"/> <input type="text"/> <input type="text"/>
D105. <OBSERVE – DO NOT ASK > Exterior (outer) Walls: The outer wall of the main dwelling of the household are predominantly made of what material?	Natural Walls:	Finished Walls:
	No walls 11	Cement 31
	Cane / Palm / Trunks 12	Stone with Lime/Cement 32
	Dirt 13	Bricks
Rudimentary Walls:	Cement Blocks 33	
Bamboo with mud 21	Covered adobe 34	

	<p>Stone with mud 22</p> <p>Uncovered adobe 23</p> <p>Plywood 24</p> <p>Cardboard 25</p> <p>Reused Wood 26</p> <p>Mud bricks with cement (stucco) 27</p>	<p>Wood Planks / Shingles 35</p> <p>36</p> <p>Other(specify____) 66</p>			
<p><b>D106. &lt;OBSERVE- DO NOT ASK &gt;</b></p> <p>Roof: The roof of the main dwelling is predominantly made of what material?</p>	<p>Natural Roofing:</p> <p>No roof 11</p> <p>Thatch / Palm leaf / Leaf 12</p> <p>Sod 13</p> <p>Rudimentary Roofing:</p> <p>Rustic Mat / Plastic 21</p> <p>Palm / Bamboo 22</p> <p>Wood Planks 23</p> <p>Cardboard 24</p>	<p>Finished Roofing:</p> <p>Metal sheets /iron 31</p> <p>Wood 32</p> <p>Calamine / Cement Fiber 33</p> <p>Ceramic Tiles 34</p> <p>Cement 35</p> <p>Roofing Shingles 36</p> <p>Other(specify_____) 66</p>			
<p><b>D107. &lt;OBSERVE – DO NOT ASK &gt;</b></p> <p>Floor: The floor of the main dwelling is predominantly made of what material?</p>	<p>Natural Floor:</p> <p>Earth / Sand 11</p> <p>Dung 12</p> <p>Rudimentary Floor:</p> <p>Wood Planks 21</p> <p>Palm / Bamboo 22</p>	<p>Finished Floor:</p> <p>Parquet or polished Wood 31</p> <p>Vinyl or Asphalt Strips 32</p> <p>Ceramic Tiles 33</p> <p>Cement 34</p> <p>Carpet 35</p> <p>Other(specify_____) 66</p>			
<p><b>D108. How many rooms in this household are used for sleeping?</b></p> <p><b>(DO NOT COUNT BATHROOMS, TOILETS, STOREROOMS, OR GARAGE)</b></p>			<table border="1"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>		
<p><b>D109. Does your household have electricity?</b></p>	<p>Yes 1</p>	<p>No 2 &gt;&gt;D111</p>			

<p><b>D110.</b> What was the total cost of electricity for your household? Please specify over which time period.</p>	<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td colspan="10" style="text-align: center;">RWF</td> </tr> </table>											RWF										<table style="width: 100%;"> <tr> <td style="width: 70%;">Day</td> <td style="width: 30%;">1</td> </tr> <tr> <td>Week</td> <td>2</td> </tr> <tr> <td>Month</td> <td>3</td> </tr> <tr> <td>Year</td> <td>4</td> </tr> </table>	Day	1	Week	2	Month	3	Year	4		
RWF																																
Day	1																															
Week	2																															
Month	3																															
Year	4																															
<p><b>D111.</b> Is the cooking usually done in the dwelling, in a separate building, or outdoors?</p>	<table style="width: 100%;"> <tr> <td style="width: 70%;">In the dwelling</td> <td style="width: 30%;">1</td> </tr> <tr> <td>In a separate building</td> <td>2</td> </tr> </table>	In the dwelling	1	In a separate building	2	<table style="width: 100%;"> <tr> <td style="width: 70%;">Outdoors</td> <td style="width: 30%;">3</td> </tr> <tr> <td>No food cooked in household</td> <td>4 =&gt; D113</td> </tr> <tr> <td>Other (specify__)</td> <td>6</td> </tr> </table>	Outdoors	3	No food cooked in household	4 => D113	Other (specify__)	6																				
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Outdoors	3																															
No food cooked in household	4 => D113																															
Other (specify__)	6																															
<p><b>D112.1</b> What is your main source of <u>cooking fuel</u>?</p>	<table style="width: 100%;"> <tr> <td style="width: 70%;">Electricity from EUCL</td> <td style="width: 30%;">1 =&gt;D113.1</td> </tr> <tr> <td>LPG/Natural gas</td> <td>2</td> </tr> <tr> <td>Biogas</td> <td>3</td> </tr> <tr> <td>Oil/Kerosene</td> <td>4</td> </tr> <tr> <td>Charcoal</td> <td>5=&gt;D113.1</td> </tr> <tr> <td>Firewood</td> <td>6 =&gt;D113.1</td> </tr> <tr> <td>Straw/Shrubs/Grass</td> <td>7</td> </tr> <tr> <td>Agricultural Crop</td> <td>8</td> </tr> </table>	Electricity from EUCL	1 =>D113.1	LPG/Natural gas	2	Biogas	3	Oil/Kerosene	4	Charcoal	5=>D113.1	Firewood	6 =>D113.1	Straw/Shrubs/Grass	7	Agricultural Crop	8	<table style="width: 100%;"> <tr> <td style="width: 70%;">Animal Dung</td> <td style="width: 30%;">9</td> </tr> <tr> <td>Crop Waste</td> <td>10</td> </tr> <tr> <td>Solar Power</td> <td>11</td> </tr> <tr> <td>Biomass Pellets</td> <td>12</td> </tr> <tr> <td>Other(specify)</td> <td>66</td> </tr> <tr> <td>Don't Know</td> <td>88 =&gt;D113.1</td> </tr> <tr> <td>Refuse</td> <td>99 =&gt;D113.1</td> </tr> </table>	Animal Dung	9	Crop Waste	10	Solar Power	11	Biomass Pellets	12	Other(specify)	66	Don't Know	88 =>D113.1	Refuse	99 =>D113.1
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<p><b>D112.2</b> What is the total value of the fuel you used for cooking in the past 30 days, whether purchased or gathered?</p>	<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td colspan="10" style="text-align: center;">RWF</td> </tr> </table>												RWF																			
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<p><b>D113.1</b> What is your main source of <u>lighting fuel</u>?</p>	<table style="width: 100%;"> <tr> <td style="width: 70%;">Electricity from EUCL</td> <td style="width: 30%;">1 =&gt;D114</td> </tr> <tr> <td>Biogas</td> <td>2</td> </tr> <tr> <td>Generator</td> <td>3</td> </tr> <tr> <td>Oil/Kerosene Lamp</td> <td>4</td> </tr> <tr> <td>Firewood</td> <td>5 =&gt;D114</td> </tr> <tr> <td>Candle</td> <td>6</td> </tr> </table>	Electricity from EUCL	1 =>D114	Biogas	2	Generator	3	Oil/Kerosene Lamp	4	Firewood	5 =>D114	Candle	6	<table style="width: 100%;"> <tr> <td style="width: 70%;">Solar Panel</td> <td style="width: 30%;">7</td> </tr> <tr> <td>Batteries + Bulb</td> <td>8</td> </tr> <tr> <td>Other (specify____)</td> <td>66</td> </tr> <tr> <td>Don't Know</td> <td>88 =&gt;D114</td> </tr> <tr> <td>Refuse</td> <td>99 =&gt;D114</td> </tr> </table>	Solar Panel	7	Batteries + Bulb	8	Other (specify____)	66	Don't Know	88 =>D114	Refuse	99 =>D114								
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Other (specify____)	66																															
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Refuse	99 =>D114																															

<b>D113.2</b> What is the total value of the fuel you used for lighting in the past 30 days?	<table border="1" style="width: 100%; height: 30px;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table> <p style="text-align: right;">RWF</p>																																																	
<b>D114</b> If answer to D112.1 is 6 (Firewood) or D113.1 is 5 (Firewood), circle YES for D114 and answer D115. Have you used firewood for fuel in the last 30 days?	Yes 1	No 2 =>D116																																																
<b>D115</b> What is the total value of the firewood you used in the past 30 days for cooking or lighting, whether gathered or purchased? (Estimate purchase cost of gathered wood)	<table border="1" style="width: 100%; height: 30px;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table> <p style="text-align: center;">RWF</p>																																																	
<b>D116</b> If answer to D112.1 is 5 (Charcoal) record 1=Yes for D116 and answer D117. Have you used charcoal for fuel in the last 30 days?	Yes 1 No 2 >>D118																																																	
<b>D117.</b> What is the total value of the charcoal you used in the past 30 days, whether produced or purchased? (Estimate purchase cost of own produced charcoal)	<table border="1" style="width: 100%; height: 30px;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table> <p style="text-align: center;">RWF</p>																																																	
<b>D118</b> What is your <u>main</u> source of drinking water for members of your household?	<table style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td style="width: 60px;">Tube well or Borehole</td> <td style="width: 20px;">1</td> </tr> <tr> <td colspan="3">Piped Water:</td> </tr> <tr> <td></td> <td>Piped into dwelling</td> <td>2 =&gt; D120</td> </tr> <tr> <td></td> <td>Piped into plot/yard</td> <td>3 =&gt; D120</td> </tr> <tr> <td></td> <td>Public tap/standpipe</td> <td>4</td> </tr> <tr> <td colspan="3">Dug Well:</td> </tr> <tr> <td></td> <td>Protected well</td> <td>5</td> </tr> <tr> <td></td> <td>Unprotected well</td> <td>6</td> </tr> <tr> <td colspan="3">Water from Spring:</td> </tr> <tr> <td></td> <td>Protected spring</td> <td>7</td> </tr> </table>		Tube well or Borehole	1	Piped Water:				Piped into dwelling	2 => D120		Piped into plot/yard	3 => D120		Public tap/standpipe	4	Dug Well:				Protected well	5		Unprotected well	6	Water from Spring:				Protected spring	7	<table style="width: 100%;"> <tr> <td style="width: 60px;">Unprotected spring</td> <td style="width: 20px;">8</td> </tr> <tr> <td>Rain water</td> <td>9</td> </tr> <tr> <td>Tanker Truck</td> <td>10</td> </tr> <tr> <td>Cart with small tank</td> <td>11</td> </tr> <tr> <td>Surface water (dam, stream, irrigation)</td> <td>12</td> </tr> <tr> <td>Bottled water</td> <td>13</td> </tr> <tr> <td>Other (specify) _____</td> <td>66</td> </tr> <tr> <td>Don't know</td> <td>88</td> </tr> <tr> <td>Refuse</td> <td>99</td> </tr> </table>	Unprotected spring	8	Rain water	9	Tanker Truck	10	Cart with small tank	11	Surface water (dam, stream, irrigation)	12	Bottled water	13	Other (specify) _____	66	Don't know	88	Refuse	99
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Other (specify) _____	66																																																	
Don't know	88																																																	
Refuse	99																																																	
<b>D119.</b> Where is the water source located?	<table style="width: 100%;"> <tr> <td style="width: 60px;">In own dwelling</td> <td style="width: 20px;">1</td> </tr> <tr> <td>In own yard/plot</td> <td>2</td> </tr> </table>		In own dwelling	1	In own yard/plot	2																																												
In own dwelling	1																																																	
In own yard/plot	2																																																	

		Elsewhere	3						
D120. What was the total cost of water for your household in the past 30 days? (IF NONE, ENTER 0)		<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> RWF							
D126. What kind of <u>toilet facility</u> do members of your household usually use?	Flush or Pour Flush Toilet:		Composting toilet	31					
	Flush to piped sewer system	11	Bucket toilet	41					
	Flush to septic tank	12	Hanging toilet / hanging latrine	51					
	Flush to pit latrine	13	No facility/bush/field	61=>E101					
	Flush to somewhere else	14	Other (specify_____)	66					
	Flush, don't know where	15	Refuse	99=>E101					
	Pit Latrine:								
	Ventilated improved pit latrine	21							
	Pit latrine with slab	22							
	Pit latrine without slab/open pit	23							
D126b. <b>OBSERVATION ONLY:</b> OBSERVE PRESENCE OF COVER FOR TOILET FACILITY		Toilet cover present	1						
		No toilet cover present	2						
D127. Do you share this toilet facility with other households?	Yes	1	No o	2=>>E101					
D128. How many households use this toilet facility?	IF LESS THAN 10 , PUT NO. OF HOUSEHOLDS IF 10 OR MORE HOUSEHOLDS PUT 95 IF DON'T KNOW PUT 88		<table border="1"> <tr> <td></td><td></td> </tr> </table>						

--- END OF SECTION --

# MODULE E. Household Transfers and Credit Sent / Received

## SECTION E1. TRANSFERS GIVEN TO INDIVIDUALS OUTSIDE OF THE HOUSEHOLD OR TO ORGANIZATIONS

	1A. Cash Gifts	1B. Gifts of food or other consumables	1C. Labor or time	1D. Farming Assets, Tools, animals and other farm inputs
E101. In the last 12 months, have any members of your household provided any [ITEM] to persons or organizations who are not members of your household? For example to children, parents, relatives or friends living elsewhere?	Yes 1 No 2 DK 8 Refuse 9	Yes 1 No 2 DK 8 Refuse 9	Yes 1 No 2 DK 8 Refuse 9	Yes 1 No 2 DK 8 Refuse 9
*If no, probe for gifts, money given for funerals, child support, weddings, goods or money to help sick persons – in the last 12 months (include <b>transfers for schooling expenses, medical expenses, and gifts of land</b> ). Ask about children who no longer live in the household and ask about gifts, loans and transfers <b>to</b> these children.	No, DK, Refused --> <b>1B.</b>	No, DK, Refused --> <b>1C.</b>	No, DK, Refused --> <b>1D.</b>	No, DK, Refused --> <b>E201.</b>
NOTE: IF TRANSFER IS TO AN INDIVIDUAL, THAT INDIVIDUAL CANNOT BE LISTED ON THE HOUSEHOLD ROSTER				
E102. To how many different people did members of your household send money, goods, and/or gifts to in the last 12 months?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

E103. In the last 12 months, how much has your household sent to persons who are not members of your household, including money and the value of gifts in kind?

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RWF

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RWF

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RWF

SECTION E2. TRANSFERS RECEIVED FROM INDIVIDUALS

	2A.Cash Gifts	2B.Gifts of food or other consumables	2C.Labor or time	2D.Farming Assets, Tools, animals and other farm inputs																																								
In the last 12 months, has anyone in your household received [ITEM] from individuals (not organizations) who are not members of your household? For example from children, parents, relatives or friends living elsewhere?	Yes 1 No 2 DK 8 Refuse 9	Yes 1 No 2 DK 8 Refuse 9	Yes 1 No 2 DK 8 Refuse 9	Yes 1 No 2 DK 8 Refuse 9																																								
<b>E201</b> *If No, probe for gifts, money received for funerals, child support, weddings, goods or money to help sick persons – in the last 12 months ( <b>include transfers for schooling expenses, medical expenses, and gifts of land</b> ). Refer back to the household roster if needed.	No, DK, Refused --> 2B.	No, DK, Refused --> 2C.	No, DK, Refused --> 2D.	No, DK, Refused --> E301.																																								
<b>E202</b> From how many different people (who are not members of your household) did members of your household receive money, goods, and/or gifts in the last 12 months?	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>																																		
<b>E203</b> In the last 12 months, across all household members, how much did your household receive (from persons who are not members of your household), including money and the value of gifts in kind?	<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>											<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>											<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>											<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>										
	RWF	RWF	RWF	RWF																																								
<b>E204</b> Do members of your household have to repay any part of this amount?	Yes 1 No 2 DK 8	Yes 1 No 2 DK 8	Yes 1 No 2 DK 8	Yes 1 No 2 DK 8																																								



	E302.6 Other: _____	1    2    8    9	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <div style="text-align: right; margin-top: 5px;">RWF</div>										
<b>E302c</b>	Has anyone in your household received money, goods, or consumption support from Gikuriro/Give Directly in the last 12 months?	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 40px;">Yes</td> <td style="width: 40px;">1</td> <td style="width: 40px;">DK</td> <td style="width: 40px;">8 =&gt; E303</td> </tr> <tr> <td>No</td> <td>2 =&gt; E303</td> <td>Refuse</td> <td>9 =&gt; E303</td> </tr> </table>	Yes	1	DK	8 => E303	No	2 => E303	Refuse	9 => E303			
Yes	1	DK	8 => E303										
No	2 => E303	Refuse	9 => E303										
<b>E302d</b>	In the last 12 months, how much did your household receive from Gikuriro/Give Directly including money and the value of gifts in kind?	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <div style="text-align: center; margin-top: 5px;">RWF</div>											
<b>E303</b>	<p>Has anyone in your household received money or gifts from any other organization (<b>not including Twiyubake or the government</b>) in the last 12 months?</p> <p><b>* Probe for food transfers from organizations (ex: Church, Bank, Food Organization), loans from banks, loans from churches, etc.</b></p>	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 40px;">Yes</td> <td style="width: 40px;">1</td> <td style="width: 40px;">DK</td> <td style="width: 40px;">8=&gt; E306</td> </tr> <tr> <td>No</td> <td>2=&gt; E306</td> <td>Refuse</td> <td>9=&gt; E306</td> </tr> </table>	Yes	1	DK	8=> E306	No	2=> E306	Refuse	9=> E306			
Yes	1	DK	8=> E306										
No	2=> E306	Refuse	9=> E306										
	<p><b>Instructions for E305.</b></p> <p><b>IF HOUSEHOLD DOES NOT KNOW AMOUNT, ENTER 8888888 (same number of digits as field); IF HOUSEHOLD REFUSES TO ANSWER, ENTER 9999999 (same number of digits as field)</b></p> <p>For each of the items:</p>	<p><b>E304.</b> Did your household receive the item from organizations?</p> <p>Yes    No    DK    Refuse</p>	<p><b>SKIP IF E304 = NO, DK, REFUSE</b></p> <p><b>E305.</b> How much in total value did your household receive (including all members) for each of the items listed in the past 12 months?</p>										
	E304.1 Cash Gifts	1    2    8    9	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <div style="text-align: right; margin-top: 5px;">RWF</div>										
	E304.2 Gifts of food or other consumables	1    2    8    9	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <div style="text-align: right; margin-top: 5px;">RWF</div>										
	E304.3 School Uniforms/ Bursary	1    2    8    9	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <div style="text-align: right; margin-top: 5px;">RWF</div>										
	E304.4 Farming Assets, Tools, animals and other farm inputs	1    2    8    9	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <div style="text-align: right; margin-top: 5px;">RWF</div>										
	E304.5 Other: _____	1    2    8    9	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <div style="text-align: right; margin-top: 5px;">RWF</div>										

Now I'm going to ask you about money or gifts received from government or public sources.

	<p><b>For question E307:</b></p> <p><b>Instruction to interviewer:</b></p> <p><b>IF HOUSEHOLD DOES NOT KNOW AMOUNT, ENTER 8888888 (same number of digits as field);</b></p> <p><b>IF HOUSEHOLD REFUSES TO ANSWER, ENTER 9999999 (same number of digits as field)</b></p> <p>For each of the items:</p>	<p><b>E306.</b> Has anyone in your household received benefits from any government or public sources in the last 12 months?</p> <p>Yes    No    DK    Refuse</p>				<p><b>SKIP IF E306 = NO, DK, REFUSE</b></p> <p><b>E307.</b> Including all household members, how much in total value did your household receive for each of the items listed in the past 12 months?</p>	
	<p>a) Social Security/ Caisse Sociale du Rwanda</p>	1	2	8	9	<input type="text"/>	RWF
	<p>b) VUP Direct Support program</p>	1	2	8	9	<input type="text"/>	RWF
	<p>c) Old Age Grant</p>	1	2	8	9	<input type="text"/>	RWF
	<p>d) Disability Pension</p>	1	2	8	9	<input type="text"/>	RWF
	<p>e) Survivors Pension</p>	1	2	8	9	<input type="text"/>	RWF
	<p>f) FARG</p>	1	2	8	9	<input type="text"/>	RWF
	<p>g) Local government education support</p>	1	2	8	9	<input type="text"/>	RWF
	<p>h) Educational scholarships (primary, secondary, university, TVET)</p>	1	2	8	9	<input type="text"/>	RWF
	<p>i) Food relief</p>	1	2	8	9	<input type="text"/>	RWF
	<p>j) Allowance for dismissal or termination of employment</p>	1	2	8	9	<input type="text"/>	RWF

k) Government donations (cell phones, bicycles, mosquito nets, etc.)	1	2	8	9	<input type="text"/>	RWF
l) Ubedehe Credit Scheme Loan	1	2	8	9	<input type="text"/>	RWF
m) RSSP program (Rural Sector Support Program)	1	2	8	9	<input type="text"/>	RWF
n) CBHI (Community Based Health Insurance; ex. MUSA, Mutuelles de Sante; Military Medical Insurance; and Rwanda Health Insurance Scheme.)	1	2	8	9	<input type="text"/>	RWF
o) Fertilizer subsidies and seeds	1	2	8	9	<input type="text"/>	RWF
p) One Cow per Family (small animals for poor families)	1	2	8	9	<input type="text"/>	RWF
q) Other (specify) _____	1	2	8	9	<input type="text"/>	RWF

Now I am going to ask you about any debts, loans or acquired money you or your household has received.

<b>For question E309:</b> <b>Instruction to interviewer:</b> <b>IF HOUSEHOLD DOES NOT KNOW AMOUNT, ENTER 8888888 (same number of digits as field);</b> <b>IF HOUSEHOLD REFUSES TO ANSWER, ENTER 9999999 (same number of digits as field)</b>	<b>E308.</b> Do you or someone else in this household have a debt, loan, or acquired money in the past 12 months from any of the following sources?  Yes    No    DK    Refuse	<b>SKIP IF E308 = NO, DK, REFUSE</b>  <b>E309.</b> Including all household members, how much in total value did your household acquire from each of the items listed in the past 12 months?
a) Bank	1    2    8    9	<input type="text"/> RWF
b) Microfinance	1    2    8    9	<input type="text"/> RWF
c) SACCO	1    2    8    9	<input type="text"/> RWF
d) Integrated savings and lending group (ISLG)	1    2    8    9	<input type="text"/> RWF

e) Tontine	1	2	8	9	<input type="checkbox"/>	RWF
f) Supplier/employer	1	2	8	9	<input type="checkbox"/>	RWF
g) Client	1	2	8	9	<input type="checkbox"/>	RWF
h) Other (specify)_____	1	2	8	9	<input type="checkbox"/>	RWF

SECTION E4. SAVINGS

For E404. Savings Institution Codes: 1=Commercial bank, 2=Microfinance, 3= Savings & credit cooperatives, 6=Other Specify (\_\_\_\_\_)

E400 Are there members of your household who save with any savings institution (including a tontine/community savings)?

Yes 1  
No 2=>F101

E401	E402.	E403.	E404.	E405.	E406.	E407.	E408.	E409.	E410.
Acco unt Line No.	ID of the person saving  (From Roster)	Does [INITI AL] have a savings accoun t?  1=Yes  2=No  If No =>>E 408	What instituti on does [INITI AL] save with?  <b>See institu tion codes above</b>	What is the current amount of money in the savings account?	How much has [INITIAL] deposited in the account over the last 12 months?	How much has the person withdrawn over the course of the last 12 months?	Does "INITI AL" particip ate in a tontine ?  1=Yes  2=No  If No =>next person	What was the total amount received over the course of last 12 months?	What was the total amount contributed over the course of the last 12 months?

RWF

RWF

RWF

RWF

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05	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
06	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
07	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
08	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
09	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

--- END OF SECTION ---

## MODULE F. Household Consumption Expenditure

**Enumerator:** Ask these questions about all household members. Ask whoever is most knowledgeable about the food the household members have eaten in the past week, as well as any non-food items that household members have bought. The same respondent should be asked all the questions in this module.

F100. Record Line Number of Respondent for this Module:

### SECTION F1. FOOD CONSUMPTION OVER PAST MONTH (FOUR WEEKS)

In this section, we are interested in the different types of food that you and other members of your household may have consumed in the last 4 weeks. We would like you to include food eaten communally in the household and separately by individual household members, both inside and outside the home. For each food item, we would like you to answer for the amount actually consumed. For example, if you purchased 16 bananas in the last 4 weeks, but your household only consumed 12 of those bananas, your answers should be about those 12 consumed bananas and not all 16 purchased bananas.

	F101.	F102.	F103.	F104.	F105.	F106.	F107.	F108.
	Item Code	Over the last 4 weeks, have you or others in your household consumed any [ITEM]?	Of the total amount of [ITEM] that your household consumed, did any come from purchases?	How much did you spend on [ITEM] that you consumed over the last 4 weeks? Amount ___ RWF	Of the total amount of [ITEM] that your household consumed, did any come from gifts?	What would you say is the value of the amount you consumed from gifts over the last 4 weeks? Amount ___ RWF	Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks?	What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks? Amount ___ RWF
		1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>Next Item	1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>F105		1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>F107		1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>Next Item	
ITEM	F101	F102	F103	F104	F105	F106	F107	F108
<b>CEREALS</b>								
Rice (local, imported)	1001			<input type="text"/>		<input type="text"/>		<input type="text"/>
Maize (fresh and dry maize-grain)	1002			<input type="text"/>		<input type="text"/>		<input type="text"/>
Sorghum (including fermented)	1003			<input type="text"/>		<input type="text"/>		<input type="text"/>
Other cereals (Wheat grain and others )	1004			<input type="text"/>		<input type="text"/>		<input type="text"/>
<b>CEREAL FLOURS</b>								
Corn (flour)	1005			<input type="text"/>		<input type="text"/>		<input type="text"/>
Sorghum (flour)	1006			<input type="text"/>		<input type="text"/>		<input type="text"/>
Flours of other cereals (wheat, millet, others)	1007			<input type="text"/>		<input type="text"/>		<input type="text"/>

	F101. Item Code	F102. Over the last 4 weeks, have you or others in your household consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F103. Of the total amount of [ITEM] that your household consumed, did any come from purchases?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F105	F104. How much did you spend on [ITEM] that you consumed over the last 4 weeks?  Amount ___RWF	F105. Of the total amount of [ITEM] that your household consumed, did any come from gifts?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F107	F106. What would you say is the value of the amount you consumed from gifts over the last 4 weeks?  Amount ___RWF	F107. Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F108. What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks?  Amount ___RWF
ITEM	F101	F102	F103	F104	F105	F106	F107	F108
<b>FOOD PRODUCTS</b>								
Pasta, Bread, Cakes/Chapati/Mandazi, Biscuits	1008			<input type="text"/>		<input type="text"/>		<input type="text"/>
<b>MEAT, FISH, ANIMAL &amp; DAIRY PRODUCTS</b>								
Beef meat	1009			<input type="text"/>		<input type="text"/>		<input type="text"/>
Other meat (sheep/mutton/lamb, goat, pork, rabbit, wild, chicken, preserved/canned meat)	1010			<input type="text"/>		<input type="text"/>		<input type="text"/>
Sausages, bacon, ham, etc	1011			<input type="text"/>		<input type="text"/>		<input type="text"/>
Eggs	1012			<input type="text"/>		<input type="text"/>		<input type="text"/>

	F101. Item Code	F102. Over the last 4 weeks, have you or others in your household consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F103. Of the total amount of [ITEM] that your household consumed, did any come from purchases?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F105	F104. How much did you spend on [ITEM] that you consumed over the last 4 weeks?  Amount ___RWF	F105. Of the total amount of [ITEM] that your household consumed, did any come from gifts?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F107	F106. What would you say is the value of the amount you consumed from gifts over the last 4 weeks?  Amount ___RWF	F107. Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F108. What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks?  Amount ___RWF
ITEM	F101	F102	F103	F104	F105	F106	F107	F108
Fish (fresh / frozen/ dry/smoked, preserved/canned)	1013			<input type="text"/>		<input type="text"/>		<input type="text"/>
Fresh milk	.015			<input type="text"/>		<input type="text"/>		<input type="text"/>
Curdled Milk	.016			<input type="text"/>		<input type="text"/>		<input type="text"/>
Milk powder, Other milk products (condensed milk, yogurt, ice cream)	.017			<input type="text"/>		<input type="text"/>		<input type="text"/>
Cheese, butter, margarine	1019			<input type="text"/>		<input type="text"/>		<input type="text"/>
<b>EDIBLE OILS</b>								
Peanut oil	1020							

	F101. Item Code	F102. Over the last 4 weeks, have you or others in your household consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F103. Of the total amount of [ITEM] that your household consumed, did any come from purchases?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F105	F104. How much did you spend on [ITEM] that you consumed over the last 4 weeks?  Amount ___RWF	F105. Of the total amount of [ITEM] that your household consumed, did any come from gifts?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F107	F106. What would you say is the value of the amount you consumed from gifts over the last 4 weeks?  Amount ___RWF	F107. Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F108. What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks?  Amount ___RWF
ITEM	F101	F102	F103	F104	F105	F106	F107	F108
				<input type="text"/>		<input type="text"/>		<input type="text"/>
Palm oil	1021			<input type="text"/>		<input type="text"/>		<input type="text"/>
Other plant oils	1022			<input type="text"/>		<input type="text"/>		<input type="text"/>
<b>FRUITS</b>								
Banana fruit (Imineke)	1023			<input type="text"/>		<input type="text"/>		<input type="text"/>
Banana - cooking (Inyamunyo)	1024			<input type="text"/>		<input type="text"/>		<input type="text"/>
Mangos	1025			<input type="text"/>		<input type="text"/>		<input type="text"/>
Papayas	1026			<input type="text"/>		<input type="text"/>		<input type="text"/>
Avocado	1027			<input type="text"/>		<input type="text"/>		<input type="text"/>
Pineapple	1028			<input type="text"/>		<input type="text"/>		<input type="text"/>

	F101.	F102. Over the last 4 weeks, have you or others in your household consumed any [ITEM]?	F103. Of the total amount of [ITEM] that your household consumed, did any come from purchases?	F104. How much did you spend on [ITEM] that you consumed over the last 4 weeks? Amount ___ RWF	F105. Of the total amount of [ITEM] that your household consumed, did any come from gifts? 1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>F107	F106. What would you say is the value of the amount you consumed from gifts over the last 4 weeks? Amount ___ RWF	F107. Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks? 1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>Next Item	F108. What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks? Amount ___ RWF
ITEM	F101	F102	F103	F104	F105	F106	F107	F108
				<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Guava	1029			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Orange, tangerine (local, imported)	1030			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Citron - Lemon	1031			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Passion Fruit	1032			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Plums	1033			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Apples	1034			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

ITEM	F101	F102	F103	F104	F105	F106	F107	F108
	F101. Item Code	F102. Over the last 4 weeks, have you or others in your household consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F103. Of the total amount of [ITEM] that your household consumed, did any come from purchases?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F105	F104. How much did you spend on [ITEM] that you consumed over the last 4 weeks?  Amount ___RWF	F105. Of the total amount of [ITEM] that your household consumed, did any come from gifts?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F107	F106. What would you say is the value of the amount you consumed from gifts over the last 4 weeks?  Amount ___RWF	F107. Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F108. What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks?  Amount ___RWF

**LEGUMES**

Beans (string or fresh)	1035			<input type="text"/>		<input type="text"/>		<input type="text"/>
Dry beans	1036			<input type="text"/>		<input type="text"/>		<input type="text"/>
Soya (fresh, dry, flour)	1037			<input type="text"/>		<input type="text"/>		<input type="text"/>
Ground nuts (peanuts, grilled ground nuts)	1039			<input type="text"/>		<input type="text"/>		<input type="text"/>
Groundnut flour	1040			<input type="text"/>		<input type="text"/>		<input type="text"/>
Green pea (fresh, dry)	1041			<input type="text"/>		<input type="text"/>		<input type="text"/>

**VEGETABLES**

Tomato	1042			<input type="text"/>		<input type="text"/>		<input type="text"/>
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	F101. Item Code	F102. Over the last 4 weeks, have you or others in your household consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F103. Of the total amount of [ITEM] that your household consumed, did any come from purchases?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F105	F104. How much did you spend on [ITEM] that you consumed over the last 4 weeks?  Amount ___RWF	F105. Of the total amount of [ITEM] that your household consumed, did any come from gifts?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F107	F106. What would you say is the value of the amount you consumed from gifts over the last 4 weeks?  Amount ___RWF	F107. Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F108. What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks?  Amount ___RWF
ITEM	F101	F102	F103	F104	F105	F106	F107	F108
Onion	1043			<input type="text"/>		<input type="text"/>		<input type="text"/>
Garlic	1044			<input type="text"/>		<input type="text"/>		<input type="text"/>
Pepper	1045			<input type="text"/>		<input type="text"/>		<input type="text"/>
Pumpkin	1046			<input type="text"/>		<input type="text"/>		<input type="text"/>
Eggplant	1047			<input type="text"/>		<input type="text"/>		<input type="text"/>
Carrot	1048			<input type="text"/>		<input type="text"/>		<input type="text"/>
Leeks	1049			<input type="text"/>		<input type="text"/>		<input type="text"/>
Celery	1050			<input type="text"/>		<input type="text"/>		<input type="text"/>
Mushrooms	1051			<input type="text"/>		<input type="text"/>		<input type="text"/>

	F101. Item Code	F102. Over the last 4 weeks, have you or others in your household consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F103. Of the total amount of [ITEM] that your household consumed, did any come from purchases?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F105	F104. How much did you spend on [ITEM] that you consumed over the last 4 weeks?  Amount ___RWF	F105. Of the total amount of [ITEM] that your household consumed, did any come from gifts?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F107	F106. What would you say is the value of the amount you consumed from gifts over the last 4 weeks?  Amount ___RWF	F107. Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F108. What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks?  Amount ___RWF
ITEM	F101	F102	F103	F104	F105	F106	F107	F108
Cassava leaves	1052			<input type="text"/>		<input type="text"/>		<input type="text"/>
Amarante (small and large leafed green)	1053			<input type="text"/>		<input type="text"/>		<input type="text"/>
Cabbages	1054			<input type="text"/>		<input type="text"/>		<input type="text"/>
Other vegetables (cucumber, lettuce, parsley, spinach)	1055			<input type="text"/>		<input type="text"/>		<input type="text"/>
<b>ROOTS AND TUBERS</b>								
Potatoes (Irish, sweet)	1056			<input type="text"/>		<input type="text"/>		<input type="text"/>
Cassava (root)	1057			<input type="text"/>		<input type="text"/>		<input type="text"/>
Cassava (fermented)	1058			<input type="text"/>		<input type="text"/>		<input type="text"/>
Cassava (flour)	1059			<input type="text"/>		<input type="text"/>		<input type="text"/>

	F101.	F102. Over the last 4 weeks, have you or others in your household consumed any [ITEM]?	F103. Of the total amount of [ITEM] that your household consumed, did any come from purchases?	F104. How much did you spend on [ITEM] that you consumed over the last 4 weeks? Amount ___ RWF	F105. Of the total amount of [ITEM] that your household consumed, did any come from gifts? 1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>F107	F106. What would you say is the value of the amount you consumed from gifts over the last 4 weeks? Amount ___ RWF	F107. Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks? 1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>Next Item	F108. What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks? Amount ___ RWF
ITEM	F101	F102	F103	F104	F105	F106	F107	F108
Tarot/amateke	1060			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Yams/lbikoro	1061			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>SUGAR AND SWEETS</b>								
Sugar (local, imported)	1062			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Sugarcane	1063			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	1064			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Candy / Gum	1065			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Powdered juice(super dip)	1066			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

	F101. Item Code	F102. Over the last 4 weeks, have you or others in your household consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F103. Of the total amount of [ITEM] that your household consumed, did any come from purchases?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F105	F104. How much did you spend on [ITEM] that you consumed over the last 4 weeks?  Amount ___RWF	F105. Of the total amount of [ITEM] that your household consumed, did any come from gifts?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F107	F106. What would you say is the value of the amount you consumed from gifts over the last 4 weeks?  Amount ___RWF	F107. Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F108. What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks?  Amount ___RWF
ITEM	F101	F102	F103	F104	F105	F106	F107	F108
Other sugar products (jam/marmalade, honey)	1067			<input type="text"/>		<input type="text"/>		<input type="text"/>
<b>SPICES AND OTHER FOOD ITEMS</b>								
Salt	1068			<input type="text"/>		<input type="text"/>		<input type="text"/>
Tomato concentrate	1069			<input type="text"/>		<input type="text"/>		<input type="text"/>
Pepper-raw	1070			<input type="text"/>		<input type="text"/>		<input type="text"/>
Other food items (pepper-ground/liquid, vinegar, bouillon cubes, mayonnaise, baby food)	1071			<input type="text"/>		<input type="text"/>		<input type="text"/>
<b>BEVERAGES</b>								

	F101.	F102. Over the last 4 weeks, have you or others in your household consumed any [ITEM]?	F103. Of the total amount of [ITEM] that your household consumed, did any come from purchases?	F104. How much did you spend on [ITEM] that you consumed over the last 4 weeks? Amount ___ RWF	F105. Of the total amount of [ITEM] that your household consumed, did any come from gifts? 1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>F107	F106. What would you say is the value of the amount you consumed from gifts over the last 4 weeks? Amount ___ RWF	F107. Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks? 1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>Next Item	F108. What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks? Amount ___ RWF
ITEM	F101	F102	F103	F104	F105	F106	F107	F108
Coffee (local, imported)	1072			<input type="text"/>		<input type="text"/>		<input type="text"/>
Tea (local, imported)	1073			<input type="text"/>		<input type="text"/>		<input type="text"/>
Mineral water	1074			<input type="text"/>		<input type="text"/>		<input type="text"/>
Sorghum juice(Ubushera)	1075			<input type="text"/>		<input type="text"/>		<input type="text"/>
Banana juice and banana beer (like Ikkakama/Inkashi)	1076			<input type="text"/>		<input type="text"/>		<input type="text"/>
Other juices (local, imported–passion fruit, others)	1077			<input type="text"/>		<input type="text"/>		<input type="text"/>
Carbonated Soft Drinks	1078							

	F101. Item Code	F102. Over the last 4 weeks, have you or others in your household consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F103. Of the total amount of [ITEM] that your household consumed, did any come from purchases?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F105	F104. How much did you spend on [ITEM] that you consumed over the last 4 weeks?  Amount ___RWF	F105. Of the total amount of [ITEM] that your household consumed, did any come from gifts?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F107	F106. What would you say is the value of the amount you consumed from gifts over the last 4 weeks?  Amount ___RWF	F107. Has your household consumed any [ITEM] from your own production or from your storage over the last 4 weeks?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F108. What would you say is the value of the amount you consumed from your own production or from your storage over the last 4 weeks?  Amount ___RWF
ITEM	F101	F102	F103	F104	F105	F106	F107	F108
				<input type="text"/>		<input type="text"/>		<input type="text"/>
Local sorghum beer(ikigage)	1079			<input type="text"/>		<input type="text"/>		<input type="text"/>
Commercial beer (local)	1080			<input type="text"/>		<input type="text"/>		<input type="text"/>
Other alcoholic drinks (imported/commercial beer, wine, liquor)	1081			<input type="text"/>		<input type="text"/>		<input type="text"/>
<b>MEALS AND DRINKS PURCHASED OUTSIDE</b>								
Restaurant food & drinks, Other meals and drinks purchased outside the household (Shish Kebab(brochette), chicken/fish grilled, bar foods, bar drinks)	1082			<input type="text"/>		<input type="text"/>		

SECTION F2. NON-FOOD EXPENDITURES OVER PAST ONE MONTH (FOUR WEEKS)

<b>One Month Recall</b>	<b>F201. Item code</b>	<b>F202. Over the last 4 weeks, have you or others in your household used or consumed any [ITEM]?</b>  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	<b>F203. Has your household purchased any [ITEM] over the last 4 weeks?</b>  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F205	<b>F204. How much did you spend on [ITEM] over the last 4 weeks?</b>  <b>Amount ___RWF</b>	<b>F205. Has your household received as a gift any [ITEM] over the last 4 weeks?</b>  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	<b>F206. What would you say is the value of the gifts received?</b>  <b>Amount ___RWF</b>
	<b>F201</b>	<b>F202</b>	<b>F203</b>	<b>F204</b>	<b>F205</b>	<b>F206</b>
<b>DOMESTIC HYGIENE &amp; PRODUCTS</b>						
Broom/Brush	201			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Shoe brush and polish	202			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Other cleaning items(sponges, window cleaning products, bleach, disinfectants, cleaners)	203			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Wages and fees for cleaning services (wages for household/domestic help, laundry services, rubbish collection services)	204			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Soaps, detergents and shampoos	205			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Toilet paper	206			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Insecticides	207			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>PERSONAL CARE</b>						
Men's haircut (barber)	208			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Women's haircut (stylist & treatment)	209			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Hair products	210			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Shaving accessories	211			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

<b>One Month Recall</b>	F201. Item code	F202. Over the last 4 weeks, have you or others in your household used or consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F203. Has your household purchased any [ITEM] over the last 4 weeks?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F205	F204. How much did you spend on [ITEM] over the last 4 weeks?  Amount ___RWF	F205. Has your household received as a gift any [ITEM] over the last 4 weeks?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F206. What would you say is the value of the gifts received?  Amount ___RWF
	F201	F202	F203	F204	F205	F206
Sanitary napkins	212			<input type="text"/>		<input type="text"/>
Beauty/cosmetics products	213			<input type="text"/>		<input type="text"/>
Other personal care and hygiene (toothpaste and accessories, razor blades and shaving accessories, combs, deodorants)	214			<input type="text"/>		<input type="text"/>
<b>COMMUNICATION, DOCUMENTS, ADMINISTRATIVE COSTS</b>						
Connectivity e.g. Rwandatel/MTN fixed, line charges, internet connection, fax and courier services etc.	215			<input type="text"/>		<input type="text"/>
Photocopies/printing/scanner/other secretarial services	216			<input type="text"/>		<input type="text"/>
Film and developing, passport photos	217			<input type="text"/>		<input type="text"/>
Airtime (cell phone) cards/Me 2 you	218			<input type="text"/>		<input type="text"/>
Other phone, internet expenses	219			<input type="text"/>		<input type="text"/>
Stationary (paper, staples, pen, pencil, etc..)	220			<input type="text"/>		<input type="text"/>
Security services	221			<input type="text"/>		<input type="text"/>
<b>TRANSPORTATION</b>						
Repair, spare parts, maintenance of vehicles (including bicycles, motorcycle)	222			<input type="text"/>		<input type="text"/>

<b>One Month Recall</b>	<b>F201. Item code</b>	<b>F202. Over the last 4 weeks, have you or others in your household used or consumed any [ITEM]?</b>  <b>1=Yes, 2=No, 8=DK, 9=Refused.</b>  <b>If 2,8,9 =&gt;Next Item</b>	<b>F203. Has your household purchased any [ITEM] over the last 4 weeks?</b>  <b>1=Yes, 2=No, 8=DK, 9=Refused.</b>  <b>If 2,8,9 =&gt;F205</b>	<b>F204. How much did you spend on [ITEM] over the last 4 weeks?</b>  <b>Amount ___RWF</b>	<b>F205. Has your household received as a gift any [ITEM] over the last 4 weeks?</b>  <b>1=Yes, 2=No, 8=DK, 9=Refused.</b>  <b>If 2,8,9 =&gt;Next Item</b>	<b>F206. What would you say is the value of the gifts received?</b>  <b>Amount ___RWF</b>
	<b>F201</b>	<b>F202</b>	<b>F203</b>	<b>F204</b>	<b>F205</b>	<b>F206</b>
Public transport by taxi, minibus, bus, including coaster, Other local transport (truck, boat, other)	223			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Transport by motorcycle/bicycle	224			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Fuel for transportation (Petrol, diesel)	226			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>LEISURE &amp; CULTURE</b>						
Recreational items (books, magazines, toys, audio video cassettes, CDS, DVD disks, etc.)	227			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>BASIC PREVENTION AND MEDICINES</b>						
Pain relievers (Aspirin/Paracetamol/Hedex,...)	228			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Antimalarial drugs	229			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Worm medicine	230			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Condoms and contraceptive drugs, Other basic/preventive medicine (including iodine/alcohol)	231			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

### SECTION F3. NON-FOOD EXPENDITURES OVER PAST TWELVE MONTHS

<b>12 MONTH RECALL</b>	<b>F301. Item code</b>	F302. Over the last 12 months, have you or others in your household used or consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F303. Has your household purchased any [ITEM] over the last 12 months?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F205	F304. How much did you spend on [ITEM] over the last 12 months?  Amount ___RWF	F305. Has your household received as a gift any [ITEM] over the last 12 months?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F306. What would you say is the value of the gifts received over the last 12 months?  Amount ___RWF
	<b>F301</b>	<b>F302</b>	<b>F303</b>	<b>F304</b>	<b>F305</b>	<b>F306</b>
<b>CLOTHING</b>						
Fabric (cloth; for men or women)	301			<input type="text"/>		<input type="text"/>
Wrap around cloth for women(lgitenge)	302			<input type="text"/>		<input type="text"/>
Men's garments	303			<input type="text"/>		<input type="text"/>
Women's garments	304			<input type="text"/>		<input type="text"/>
Children's clothing (excluding school uniform)	305			<input type="text"/>		<input type="text"/>
Men's underwear	306			<input type="text"/>		<input type="text"/>
Women's underwear	307			<input type="text"/>		<input type="text"/>
Children's underwear	308			<input type="text"/>		<input type="text"/>
Tailoring (for men and women)	309			<input type="text"/>		<input type="text"/>
Men's footwear	310			<input type="text"/>		<input type="text"/>
Women's footwear	311			<input type="text"/>		<input type="text"/>
Children's footwear	312			<input type="text"/>		<input type="text"/>



<b>12 MONTH RECALL</b>	<b>F301. Item code</b>	F302. Over the last 12 months, have you or others in your household used or consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F303. Has your household purchased any [ITEM] over the last 12 months?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F205	F304. How much did you spend on [ITEM] over the last 12 months?  Amount ___RWF	F305. Has your household received as a gift any [ITEM] over the last 12 months?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F306. What would you say is the value of the gifts received over the last 12 months?  Amount ___RWF
	F301	F302	F303	F304	F305	F306
Other household cloths and textiles (curtains, tablecloths, rags)	322			<input type="text"/>		<input type="text"/>
Iron (electric and non-electric)	323			<input type="text"/>		<input type="text"/>
Dishes and kitchen utensils (pots and pans), and cutlery	324			<input type="text"/>		<input type="text"/>
Torch (flashlight)	325			<input type="text"/>		<input type="text"/>
Other household goods	326			<input type="text"/>		<input type="text"/>
<b>LEISURE &amp; CULTURE</b>						
Entertainment venue entrance fees- stadium entry, dancing, cinema/movie entry/video club, Leisure and cultural items (like cameras, sporting equipment, musical instruments)	330			<input type="text"/>		<input type="text"/>
<b>MEDICAL EXPENSES</b>						
Medical consultations (for any health problem, not giving birth)	332			<input type="text"/>		<input type="text"/>

<b><u>12 MONTH RECALL</u></b>	<b>F301. Item code</b>	F302. Over the last 12 months, have you or others in your household used or consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F303. Has your household purchased any [ITEM] over the last 12 months?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F205	F304. How much did you spend on [ITEM] over the last 12 months?  Amount ___RWF	F305. Has your household received as a gift any [ITEM] over the last 12 months?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F306. What would you say is the value of the gifts received over the last 12 months?  Amount ___RWF
	<b>F301</b>	<b>F302</b>	<b>F303</b>	<b>F304</b>	<b>F305</b>	<b>F306</b>
Medical exams	333			<input type="text"/>		<input type="text"/>
Hospitalization	334			<input type="text"/>		<input type="text"/>
Health insurance (Mutuelle, RAMA, MMI, etc.)	335			<input type="text"/>		<input type="text"/>
Giving birth (all expenses related to birth delivery)	336			<input type="text"/>		<input type="text"/>
Medical paraphernalia (spectacles/eye lenses, dentures, hearing aids, prosthetic limbs, wheel chair, crutches)	337			<input type="text"/>		<input type="text"/>
Drugs and medicine (for diabetes, heart disease, high/low blood pressure, asthma, ARV, other chronic diseases, or drugs prescribed by the doctor)	338			<input type="text"/>		<input type="text"/>
<b>MISCELLANEOUS</b>						

<b><u>12 MONTH RECALL</u></b>	<b>F301. Item code</b>	F302. Over the last 12 months, have you or others in your household used or consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F303. Has your household purchased any [ITEM] over the last 12 months?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F205	F304. How much did you spend on [ITEM] over the last 12 months?  Amount ___RWF	F305. Has your household received as a gift any [ITEM] over the last 12 months?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F306. What would you say is the value of the gifts received over the last 12 months?  Amount ___RWF
	<b>F301</b>	<b>F302</b>	<b>F303</b>	<b>F304</b>	<b>F305</b>	<b>F306</b>
Newspapers	339			<input type="text"/>		<input type="text"/>
Matches	340			<input type="text"/>		<input type="text"/>
Batteries	341			<input type="text"/>		<input type="text"/>
Cigarettes and tobacco	342			<input type="text"/>		<input type="text"/>
Other non-food products	343			<input type="text"/>		<input type="text"/>
<b>OTHER SERVICES</b>						
Nursery and daycare fees	344			<input type="text"/>		<input type="text"/>
Issue of administrative (official) documents	345			<input type="text"/>		<input type="text"/>
Weddings/Introductions	346			<input type="text"/>		<input type="text"/>
Baptism, Religious Festivals	347			<input type="text"/>		<input type="text"/>
Death (including funerary articles like coffins)	348			<input type="text"/>		<input type="text"/>



<b><u>12 MONTH RECALL</u></b>	<b>F301. Item code</b>	F302. Over the last 12 months, have you or others in your household used or consumed any [ITEM]?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F303. Has your household purchased any [ITEM] over the last 12 months?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>F205	F304. How much did you spend on [ITEM] over the last 12 months?  Amount ___RWF	F305. Has your household received as a gift any [ITEM] over the last 12 months?  1=Yes, 2=No, 8=DK, 9=Refused.  If 2,8,9 =>Next Item	F306. What would you say is the value of the gifts received over the last 12 months?  Amount ___RWF																																										
	<b>F301</b>	<b>F302</b>	<b>F303</b>	<b>F304</b>	<b>F305</b>	<b>F306</b>																																										
Other education expenditures (field trips, clubs, tutoring, after school activities, school insurance, others)	358			<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																							<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																					

SECTION F4. DURABLE GOODS EXPENDITURES

	ITEM CODE	F402. Does your household own a [ITEM]? 1=YES; 2=NO; 8=DK; 9=REFUSED  2/8/9 ==>> NEXT ITEM	F403. How many [ITEM]s do you own?	F406. Did you purchase or pay for any of these [ITEM]s in the last 12 months?  1=YES; 2=NO; 8=DK; 9=REFUSED  2/8/9 ==>> NEXT ITEM	F407. How much in total did you pay for [ITEM]s in the last 12 months?  IF DK RECORD 88888 (LENGTH OF FIELD)  ____ RWF
ITEM	F401	F402	F403	F406	F407
Dressing Table	401		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Mortar/Pestle ( <i>mtondo</i> )	402		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Bed	403		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Table	404		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Chair	405		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Fan	406		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Air conditioner	407		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Radio ('wireless')	408		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Tape or CD player	409		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Music System	410		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Television	411		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
VCR or DVD player	412		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

	ITEM CODE	F402. Does your household own a [ITEM]? 1=YES; 2=NO; 8=DK; 9=REFUSED 2/8/9 ==>> NEXT ITEM	F403. How many [ITEM]s do you own?	F406. Did you purchase or pay for any of these [ITEM]s in the last 12 months? 1=YES; 2=NO; 8=DK; 9=REFUSED 2/8/9 ==>> NEXT ITEM	F407. How much in total did you pay for [ITEM]s in the last 12 months? IF DK RECORD 88888 (LENGTH OF FIELD) ____RWF
ITEM	F401	F402	F403	F406	F407
Sewing machine	413		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Kerosene/paraffin stove	414		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Electric or gas stove; hot plate	415		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Local energy saving stove	416		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Refrigerator	417		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Laundry/Washing machine	418		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Bicycle (for home use only)	419		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Motorcycle/scooter (for home use only)	420		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Private motor vehicle or Minibus in running condition (for home use only)	421		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

	ITEM CODE	F402. Does your household own a [ITEM]? 1=YES; 2=NO; 8=DK; 9=REFUSED 2/8/9 ==>> NEXT ITEM	F403. How many [ITEM]s do you own?	F406. Did you purchase or pay for any of these [ITEM]s in the last 12 months? 1=YES; 2=NO; 8=DK; 9=REFUSED 2/8/9 ==>> NEXT ITEM	F407. How much in total did you pay for [ITEM]s in the last 12 months? IF DK RECORD 88888 (LENGTH OF FIELD) ____ RWF
ITEM	F401	F402	F403	F406	F407
Commercial motor vehicle in running condition	422		<input type="text"/>		<input type="text"/>
	423		<input type="text"/>		<input type="text"/>
Boat (for home use only)	424		<input type="text"/>		<input type="text"/>
Living room suite (upholstered chair, sofa set)	425		<input type="text"/>		<input type="text"/>
Bookcase	426		<input type="text"/>		<input type="text"/>
Cupboard, drawers, bureau	427		<input type="text"/>		<input type="text"/>
Lantern (paraffin)	428		<input type="text"/>		<input type="text"/>
Desk	429		<input type="text"/>		<input type="text"/>
Clock	430		<input type="text"/>		<input type="text"/>

	ITEM CODE	F402. Does your household own a [ITEM]? <b>1=YES; 2=NO; 8=DK; 9=REFUSED</b>  2/8/9 ==> NEXT ITEM	F403. How many [ITEM]s do you own?	F406. Did you purchase or pay for any of these [ITEM]s in the last 12 months?  <b>1=YES; 2=NO; 8=DK; 9=REFUSED</b>  2/8/9 ==> NEXT ITEM	F407. How much in total did you pay for [ITEM]s in the last 12 months?  <b>IF DK RECORD 88888 (LENGTH OF FIELD)</b>  ____RWF
ITEM	F401	F402	F403	F406	F407
Computer equipment & accessories	431		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Satellite dish	432		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Solar panel	433		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Generator	434		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Freezer	435		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Decorder	436		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Mobile telephone	437		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

## SECTION F5. HOUSEHOLD FARMING AND FARM ASSETS

### < Ask of the main person responsible for farming in the household >

F501. Over the past 12 months has anyone in the household owned or cultivated a plot of land including kitchen gardening? This includes all plots, including kitchen/garden plots, fallow, owned, shared-out, shared-in, rented, by the household in the previous 12 months (do not include land plot in which you worked as hired labor)?

F502. How many plots of land did you or someone in your household own or cultivate (not including those that you cultivate as hired labor)?  
**RECORD NUMBER OF PLOTS.**

F503. What is the total area of all plots owned or cultivated (in acres or hectares)?  
**RECORD TOTAL AREA AND UNITS:**

F504. How many of your plots of land were cultivated as a kitchen garden?  
**RECORD NUMBER OF GARDEN PLOTS. IF NO GARDEN PLOTS RECORD 0 AND SKIP TO F601.**

F505. What is the total area of land that was cultivated as a kitchen garden (in acres or hectares)?  
**RECORD TOTAL AREA AND UNITS:**

F501		F502		F503.1 Quantity		F503.2 Unit		F504		F505.1 Quantity		F505.2 Unit	
Yes	1	<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		Acres	1	<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		Acres	1
No	2 =>> Next section (AGRICULTURAL ASSETS: F701)					Hectares	2					Hectares	2

F506 [TENURE]		Number of Plots		F507 [USE]		Number of Plots	

SECTION F6. CULTIVATION

**CROP CODES FOR F601**

**UNIT CODES FOR F602.2 & F603.2**

1=Maize	9=Potatoes	15=Tea	1=Kilogram	6=Bunch	11=small plastic cup (less than 1 ½ kilo)
2=Sorghum	10=Cassava	16=Pyrethrum	2=Small bucket (less than 5 kilo)	7=Piece	12=Bag 100 kg
3=Rice	11=Other tubers (sweet potatoes, yams, taro)	17=Sunflower	3=Small bowl (5 kilo)	8=Bale	13=Bag 50 kg
4=Other cereals	12=Vegetables (tomato, cabbage, amaranthe, onion, etc)	18= None	4=Bucket (large)	9=Basket (larger than bucket and bowl)	14=Bag 25 kg
5=Bananas/Plantains	13=Fruit (avocado,mango,tree tomato,passion fruit, pineapple,orange,guava,etc.)	66=Other (specify_____)	5=Large bowl	10=Grams	66=Other (specify)_____
6= Beans	14=Coffee				
7=Groundnuts					
8=Other legumes (peas, soy)					

Now I'd like to ask about your crops cultivated by you, someone in your household, or by labor you hired in all your plots of land. (This includes all plots, including kitchen/garden plots, fallow, owned, shared-out, shared-in, rented, by the household in the previous 12 months (do not include land plot in which you worked as hired labor).

<b>F601. Please list the main crops cultivated over the last 12 months:</b>	<b>F602. How much [CROP] in total did you, someone in your household, or labor you hired harvest during the last 12 months?</b>	<b>F603. How much of the [CROP] harvest <u>did you or someone in your household sell?</u></b>	<b>F604. What was the <u>value of the total amount of [CROP] sold?</u></b>		
			<b>Skip F604 if F603.1 is 0</b>		
<b>F601</b>	<b>F602.1</b>	<b>F602.2</b>	<b>F603.1</b>	<b>F603.2</b>	<b>F604</b>
<b>CROP CODE ABOVE</b>	<b>Quantity</b>	<b>Unit</b>	<b>Quantity</b>	<b>Unit</b>	<b>RWF</b>
<b>IF NO CROPS CULTIVATED, RECORD 13 (NONE) AND SKIP TO F701</b>	<b>UNIT CODES ABOVE</b>		<b>UNIT CODES ABOVE</b>		
	<b>(Skip TO NEXT CROP if F602.1 is 0)</b>		<b>(Skip if F603.1 is 0)</b>		
<b>IF CROP CULTIVATED, BUT CROP FAILED, RECORD CROP CODE AND 0 FOR F602.1</b>					

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SECTION F7. AGRICULTURAL ASSETS

	F701. ITEM CODE	F702. Does your household currently own a [ITEM]?  <b>Response Codes:</b> <b>Yes=1 ,</b> <b>No=2, DK=8 ,Ref=9</b> <b>2,8,9=&gt;&gt;Next item</b>	F703. How many [ITEM]s does your household currently own?
<b>Farm Tools</b>	<b>F701</b>	<b>F702</b>	<b>F703 Number</b>
Hoes and spades	101		<input type="text"/> <input type="text"/>
Machetes	102		<input type="text"/> <input type="text"/>
Hatchet or axes	103		<input type="text"/> <input type="text"/>
Sickles and Knives	104		<input type="text"/> <input type="text"/>
Rakes and shovels	105		<input type="text"/> <input type="text"/>
Picks	106		<input type="text"/> <input type="text"/>
Wheel barrow	107		<input type="text"/> <input type="text"/>
Sprinklers	108		<input type="text"/> <input type="text"/>
Other hand tools	109		<input type="text"/> <input type="text"/>
Peeling machine	110		<input type="text"/> <input type="text"/>
Mills and pestles	111		<input type="text"/> <input type="text"/>
Sower/drill	112		<input type="text"/> <input type="text"/>
Crop sprayer	113		<input type="text"/> <input type="text"/>
	114		<input type="text"/> <input type="text"/>
	115		<input type="text"/> <input type="text"/>

	F701. ITEM CODE	F702. Does your household currently own a [ITEM]?  <b>Response Codes:</b> <b>Yes=1 ,</b> <b>No=2, DK=8 ,Ref=9</b>  <b>2,8,9=&gt;&gt;Next item</b>	F703. How many [ITEM]s does your household currently own?
	116		<input type="text"/>
	117		<input type="text"/>
Other (specify_____)	118		<input type="text"/>
LIVESTOCK	F701	F702	F703 Number
Cattle (traditional)/milk cows (modern)/hybrid cattle (cross breed traditional and modern)	119		<input type="text"/>
	120		
Bulls	122		<input type="text"/>
Sheep	123		<input type="text"/>
Goats	124		<input type="text"/>
Pigs	125		<input type="text"/>
Rabbits	126		<input type="text"/>
Chickens and other poultry	127		<input type="text"/>
Cochon d'Inde/Amapanya	128		<input type="text"/>
Other Animals (specify_____)	129		<input type="text"/>

# MODULE G. SHOCKS

## SECTION G1. NEGATIVE EVENTS

INTERVIEWER READ OUT LOUD: *Households sometimes experience good and bad events. First we would like to ask you about any bad events your household may have experienced in the last 12 months.*

**IN THE LAST 12 MONTHS.**

**SHOCK COPING CODES for G102**

A=Spent Cash Savings

D=Started a new business

F=Sent children to live with relative

H=Reduced food consumption

W=Nothing

B=Sold Assets

E=Removed children from school to work

G=Received Aid

I=Borrowed Money

Y=Don't Know

C=Sold livestock

X=Other Specify

Z=Refused to answer

G101. Did a [EVENT] occur in this household in the last 12 months? If No, Skip G102 and go to next item.						G102. How did the household cope with the shock? <b>CIRCLE ALL THAT APPLY – CODES ABOVE</b>
<b>READ OUT EACH EVENT:</b>		Yes	No	DK	Refuse	SEE SHOCK COPING CODES ABOVE
1	Death of a resident household member	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
2	Death of a friend / non-resident family member you depended on for financial assistance	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
3	Serious illness or injury of a household member	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
4	Widespread death of livestock	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
5	Disease of livestock	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
6	Theft of livestock	1	2	8	9	A B C D E F G H I X W Y Z

				IF X CIRCLED, Other (specify) _____		
7	Major crop failure / loss	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
8	Job loss of a breadwinner	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
9	Cut off or decrease in remittances to the household	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
10	Cut off or decrease in government grants	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
11	Theft of household property	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
12	Destruction of household property	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
13	Inherited outstanding debt from deceased family member	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____
14	Other (specify _____)	1	2	8	9	A B C D E F G H I X W Y Z IF X CIRCLED, Other (specify) _____

SECTION G2. POSITIVE EVENTS

Now we would like to ask you about any good events your household may have experienced <b>IN THE LAST 12 MONTHS</b>					
<b>G103</b>	Did a [...] occur in this household in the last 12 months?	Yes	No	Don't Know	Refuse
<b>G103.1</b>	New regular job for a household member	1	2	8	9
<b>G103.2</b>	New or increased remittances	1	2	8	9
<b>G103.3</b>	New government grant/support	1	2	8	9
<b>G103.4</b>	Inheritance, large gift, lottery winnings	1	2	8	9
<b>G103.5</b>	Big payment from a firm	1	2	8	9
<b>G103.6</b>	Scholarship / bursary for children or adults in the household	1	2	8	9
<b>G103.7</b>	Other (specify)	1	2	8	9

# MODULE H: ACCESS TO HEALTH SERVICES, HIV PREVENTION, CARE AND SUPPORT

PLEASE RECORD THE LINE NUMBER OF THE RESPONDENT FOR THIS SECTION:

--	--	--

I am going to read out a list of items and services. Please tell me if you or anyone else in your household has received or accessed any of these items or services in the last 6 months.

	Yes			No			
	DK	2	8	DK	2	8	
H101.1 HIV test	1	2	8	H101.16 Free school supplies or a school uniform	1	2	8
	9				9		
H101.2 Farmer Field School	1	2	8	H101.17 Birth registration support	1	2	8
	9				9		
H101.3 Free Small Livestock	1	2	8	H101.18 Mosquito nets	1	2	8
	9				9		
H101.4 Free seed	1	2	8	H101.19 Information on child protection	1	2	8
	9				9		
H101.5 Nutritional advice in caring for your children	1	2	8	H101.20 Nutrition messaging for pregnant or lactating women	1	2	8
	9				9		
H101.6 Free food	1	2	8	H101.21 One Stop (GBV center)	1	2	8
	9				9		
H101.7 Information on how to prevent HIV and other sexually transmitted infections	1	2	8	H101.22 Information on sexual and reproductive health and rights	1	2	8
	9				9		
	1	2	8		1	2	8
	9				9		
H101.9 Training on Early Childhood Development	1	2	8	H101.24 Information on positive masculinity and gender equity	1	2	8
	9				9		
H101.10 Livelihood training/income generation	1	2	8	H101.25 Umugoroba w'ababyeyi (parental evenings)	1	2	8
	9				9		
H101.11 Community savings/lending group	1	2	8	H101.26 HIV treatment and care	1	2	8
	9				9		
H101.12 Life skills training	1	2	8	H101.27 Advice on childhood immunization	1	2	8
	9				9		
H101.13 Vocational training scholarships	1	2	8	H101.28 Positive parenting	1	2	8
	9				9		
H101.14 Workforce readiness training	1	2	8	H101.29 Growth monitoring for children	1	2	8
	9				9		
H101.15 Psychosocial support from a home visitor or social worker	1	2	8				
	9						

**H102** I have come to the end of my questions. Thank you for participating in this interview! Is there anything you would like to add or ask us?

**H103** DATE INTERVIEW COMPLETED (dd/mm/20yy) [\_\_ \_\_ / \_\_ \_\_ / 2 0 \_\_ \_\_]

**H104** TIME INTERVIEW COMPLETED (dd/mm/20yy) [\_\_\_\_ | \_\_\_\_ : \_\_\_\_ | \_\_\_\_  
—]

**H105** INTERVIEWER NOTES

**MEASURE Evaluation: Rwanda ISVP Impact Evaluation TWIYUBAKE, v1**

**Respondent: Integrated Savings and Lending Group Member**

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## MODULE A. HOUSEHOLD IDENTIFICATION SHEET

<b>A001</b>	PROVINCE	<input type="text"/>
<b>A002</b>	DISTRICT	<input type="text"/>
<b>A003</b>	SECTOR	<input type="text"/>
<b>A004</b>	CELL	<input type="text"/>
<b>A005</b>	VILLAGE	<input type="text"/>
<b>A006</b>	HOUSEHOLD IDENTIFICATION NUMBER	<input type="text"/>
<b>A008</b>	LINE NUMBER OF INTEGRATED SAVINGS AND LENDING GROUP MEMBER FROM HH ROSTER	<input type="text"/>



<b>C107</b>	What is the highest class level that you have attended in school? <b>SEE EDUCATION CODES ABOVE</b>	<input type="text"/>	<input type="text"/>
<b>C108</b>	What is the highest class level that you have completed? <b>SEE EDUCATION CODES ABOVE</b>	<input type="text"/>	<input type="text"/>

-- End of section --

## SECTION C2: PARTICIPATION IN AN INTEGRATED SAVINGS AND LENDING GROUP

<p>I have some questions about your and your household's participation in integrated savings and lending groups. To remind you, an Integrated Savings and Lending Group (ISLG) is a community-based and member-owned institutions composed a group of people who save together and take small loans from those savings. The activities of the group run in cycles of one year, after which the accumulated savings and the loan profits are distributed back to members. ISLG integrate financial education services for members.</p>	
<b>C201</b>	In what month and year did your household first join an integrated savings and lending group? ____ / _____ (mm/yyyy)
<b>C202</b>	For how long has your household participated in integrated savings and lending groups? <b>CHECK WITH PREVIOUS ANSWER</b>
	Less than one month 1 1-3 months 2 Between 3 months and 1 year 3 More than 1 year 4 Other, Specify: _____ 6
<b>C206</b>	How many different integrated savings and lending groups have members of your household been a member of? <input type="text"/>
<b>C207</b>	Has any member of your household ever been an official in any integrated savings and lending group? Yes 1 No 2=>C208 A

<p><b>C208</b></p>	<p>What official titles have your household members held?  <u>Probe:</u> Any others?  <b>PROBE WITH RESPONSE CATEGORIES IF NECESSARY.</b></p> <p><b>CIRCLE ALL MENTIONED</b></p>	<p>Chairperson A  Secretary B  Treasurer C  Money counter D  Other, X</p> <p>Specify: _____</p>
<p><b>C208 A</b></p>	<p>How many different integrated savings and lending groups are members of your household currently a member of?</p>	<p>[ ][ ]</p>
<p><b>C209</b></p>	<p>What is/are the name(s) of your household's current integrated savings and lending group (s)?</p>	
<p><b>C209 A</b></p>	<p><b>IF TWIYUBAKE GIVEN AS ANSWER TO C209, CIRCLE YES. OTHERWISE ASK:</b></p> <p>Are you or any member of your household currently a member of the Twiyubake integrated savings and lending group program?</p>	<p>YES 1  NO 2</p>
<p><b>C209 B</b></p>	<p><b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b></p> <p>In what month and year did any member of your household join your current integrated savings and lending group?</p>	<p>[ ][ ]/[ ][ ][ ][ ]  MM/YYYY</p>
<p><b>C210</b></p>	<p><b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b></p> <p>What project or organization helped to create your household's group?  <b>CIRCLE ALL THAT APPLY</b></p>	<p>DUHAMIC A  EPR B  YWCA C  AEE D  CARITAS E  FXB F  RSSP/LWH G  CARE H  PPMER Amajyambere mu I  cyaro J  CAPMER X  Other, Specify: _____ Y  Don't know</p>
<p><b>C211</b></p>	<p><b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b></p>	<p>[ ][ ][ ][ ][ ][ ]  RWF</p>

	What is the standard savings contribution to your household's current integrated savings and lending group at every meeting?		
<b>C212</b>	<b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b> What interest rate does your household's current group charge? <b>THIS SHOULD BE A PERCENTAGE.</b>	<input type="text"/> <input type="text"/>	%
<b>C213</b>	<b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b> Have you or any member of your household ever borrowed any money from your household's current integrated savings and lending group?	Yes No	1 2=>C219
<b>C214</b>	The last time you or any member of your household borrowed money from your household's current integrated savings and lending group, how much money did your household borrow?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	RWF
<b>C215</b>	How much was your household supposed to pay back (including interest?)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	RWF
<b>C216</b>	What did your household do with the money that was borrowed this last time? Anything else? <b>CIRCLE ALL MENTIONED.</b>		
	Purchased food for eating A Purchased food for selling B Purchased items (not food) to sell C D Purchased household items: such as: TV, radio, refrigerator, mobile phone E F Paid for medical care Paid for school fees/materials for children G Purchased livestock or poultry	Purchased seeds for planting H Purchased farm equipment I Purchased business equipment, such as: sewing machine J Home improvement: buying new roofing sheets, repairing house K Gave it to spouse or other relative L Repaid a debt M Paid funeral expenses N Paid wedding expenses O Other, Specify: _____ X	
<b>C217</b>	Has your household already repaid this loan in full?	Yes No	1 2
<b>C219</b>	<b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b>	Yes No	1

	Have you or any member of your household ever received a share-out from the integrated savings and lending group? Share-outs are savings distributed to integrated savings and lending group members at the end of the integrated savings and lending group cycle.		2=>C22 3							
<b>C220</b>	Since joining an integrated savings and lending group, how many share-outs have you or your household received?	One Two Three (or more)	1 2 3							
<b>C221</b>	Thinking about the last time your household received a share-out from integrated savings and lending group, how much did your household receive?	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> RWF								
<b>C222</b>	Thinking about the last time your household received a share-out from an integrated savings and lending group, what did your household do with the money? Anything else?  <b>CIRCLE ALL MENTIONED.</b>	Purchased food for eating	A							
		Purchased food for selling	B							
		Purchased items (not food) to sell	C							
		Purchased household items: such as: TV, radio, refrigerator, mobile phone	D							
		Paid for medical care	E							
		Paid for school fees/materials for children	F							
		Purchased livestock or poultry	G							
		Purchased seeds for planting	H							
		Purchased farm equipment	I							
		Purchased business equipment, such as: sewing machine	J							
		Home improvement: buying new roofing sheets, repairing house	K							
		Gave it to spouse or other relative	L							
		Repaid a debt	M							
		Paid funeral expenses	N							
Paid wedding expenses	O									
Other, Specify: _____	X									
<b>C223</b>	<b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK</b>	Yes No	1							

	<p><b>ABOUT THEIR MOST RECENT GROUP:</b></p> <p>Have you or any member of your household ever borrowed or received money from the integrated savings and lending group social fund?</p>		<p>2=&gt;<b>C225</b></p>
<p><b>C224</b></p>	<p>The last time you or any household member borrowed or received funds from the integrated savings and lending group social fund, what did your household do with this money? <b>CIRCLE ALL MENTIONED.</b></p>	<p>Purchased food for eating A</p> <p>Purchased food for selling B</p> <p>Purchased items (not food) to sell C</p> <p>Purchased household items: such as: TV, radio, refrigerator, mobile phone D</p> <p>Paid for medical care E</p> <p>Paid for school fees/materials for children F</p> <p>Purchased livestock or poultry G</p> <p>Purchased seeds for planting H</p> <p>Purchased farm equipment I</p> <p>Purchased business equipment, such as: sewing machine J</p> <p>Home improvement: buying new roofing sheets, repairing house K</p> <p>Gave it to my spouse or other relative L</p> <p>Repay a debt M</p> <p>Paid funeral expenses N</p> <p>Paid wedding expenses O</p> <p>Other, X</p> <p>Specify: _____</p>	
<p><b>C225</b></p>	<p><b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b></p> <p>Have you or any member of your household ever felt pressured to contribute money to the integrated savings and lending group savings when your household needed to spend the money on a household item?</p>	<p>Yes 1</p> <p>No 2</p>	

FILTER	IS THE INTEGRATED SAVINGS AND LENDING GROUP MEMBER THE SAME AS A CAREGIVER?	YES => CONTINUE NO => SKIP TO C227	
C226	We are interested in whether your participation in an integrated savings and lending group has affected the amount of time you have to spend with your children (including biological or non-biological). Would you say that your participation in an integrated savings and lending group has increased, decreased, or not changed the amount of time you have to spend with your children?	Increased time with children Decreased time with children About the same	1 2 3
C227	<b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b>  How often does your household's current integrated savings and lending group hold meetings?  <b>CIRCLE ONE RESPONSE ONLY.</b>	Weekly Monthly No set schedule Other, Specify: _____	1 2 3 6
C228	<b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b>  Did any household member attend the last integrated savings and lending group meeting?	Yes No	1 2
C229	<b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b>  Does your household's current integrated savings and lending group have a constitution?	Yes No Don't Know	1 2 8
C230	<b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b>  Does your household's current integrated savings and lending group discuss any of the following topics during group weekly/monthly meetings?  <b>READ THE OPTIONS AND CIRCLE ALL THAT APPLY.</b>	Family planning and/or birth spacing HIV/AIDS Adolescent sexual and reproductive health Nutrition	A B C D E

		Hygiene (e.g., safe water, handwashing, etc.)	F
		Child protection	G
		Gender-based violence	H
		Positive masculinity and gender equity	I
		Malaria prevention/treatment	J
		Livelihood training/income generation	K
		Workforce readiness training	L
		Life skills training	Y
		NONE OF THESE TOPICS	

--END OF SECTION

--END OF SECTION--

#### SECTION C4. ACCESS TO HEALTH SERVICES, HIV PREVENTION, CARE AND SUPPORT

C4 Filter	IS THE INTEGRATED SAVINGS AND LENDING GROUP MEMBER THE SAME AS THE RESPONDENT FOR SECTION H OF THE HOUSEHOLD QUESTIONNAIRE OR A CAREGIVER RESPONDENT?	<input type="checkbox"/> Yes <input type="checkbox"/> No	1 => C402 2 => C401
I am going to read out a list of items and services. Please tell me if <u>you or anyone else in your household</u> has received or accessed any of these items or services in the <u>last 6 months</u> .			
		Yes No DK Refused	Yes No DK Refused
C401	C401.1 HIV test	1 2 8 9	C401.16 Free school supplies or a school uniform 1 2 8 9
	C401.2 Farmer Field School	1 2 8 9	C401.17 Birth registration support 1 2 8 9
	C401.3 Free Small Livestock	1 2 8 9	C401.18 Mosquito nets 1 2 8 9

	C401.4 Free seed	1	2	8	9	C401.19 Information on child protection	1	2	8	9
	C401.5 Nutritional advice in caring for your children	1	2	8	9	C401.20 Nutrition messaging for pregnant or lactating women	1	2	8	9
	C401.6 Free food	1	2	8	9	C401.21 One Stop (GBV center)	1	2	8	9
	C401.7 Information on how to prevent HIV and other sexually transmitted infections	1	2	8	9	C401.22 Information on sexual and reproductive health and rights	1	2	8	9
	C401.	1	2	8	9		1	2	8	9
	C401.9 Training on Early Childhood Development	1	2	8	9	C401.24 Information on positive masculinity and gender equity	1	2	8	9
	C401.10 Livelihood training/income generation	1	2	8	9	C401.25 Umugoroba w'ababyeyi (parental evenings)	1	2	8	9
	C401.11 Community savings/lending group	1	2	8	9	C401.26 HIV treatment and care	1	2	8	9
	C401.12 Life skills training	1	2	8	9	C401.27 Advice on childhood immunization	1	2	8	9
	C401.13 Vocational training scholarships	1	2	8	9	C401.28 Positive parenting	1	2	8	9
	C401.14 Workforce readiness training	1	2	8	9	C401.29 Growth monitoring for children	1	2	8	9
	C401.15 Psychosocial support from a home visitor or social worker	1	2	8	9					

C402. I have come to the end of my questions. Thank you for participating in this interview! Is there anything you would like to add or ask us?



<b>C403</b>	DATE INTERVIEW COMPLETED (dd/mm/20yy)	[__ / __ / 2 0 __]
<b>C404</b>	TIME INTERVIEW COMPLETED (dd/mm/20yy)	[__   __ : __   __]
<b>C405</b>	INTERVIEWER NOTES	

**NEXT STEPS**

<b>C406</b>	<b>Is current integrated savings and lending group respondent the index youth (if 10-17 years old) according to your control sheet?</b>	Yes	1	<b>1=&gt;Continue with the Youth Survey</b>
		No	2	<b>2=&gt;Continue with next survey.</b>

## Respondent: Main Caregiver

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## MODULE A. HOUSEHOLD IDENTIFICATION SHEET

IRB Study Number | \_\_\_\_\_ |

<b>A001</b>	PROVINCE	<input type="text"/>
<b>A002</b>	DISTRICT	<input type="text"/> <input type="text"/>
<b>A003</b>	SECTOR	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>A004</b>	CELL	<input type="text"/> <input type="text"/>
<b>A005</b>	VILLAGE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>A006</b>	HOUSEHOLD IDENTIFICATION NUMBER	<input type="text"/> <input type="text"/>
<b>A008</b>	LINE NUMBER OF CAREGIVER FROM HH ROSTER	<input type="text"/> <input type="text"/> <input type="text"/>

## MODULE C: BACKGROUND INFORMATION ON CAREGIVER & HOUSEHOLD

I'm going to ask you some basic questions about yourself and your household.

EDUCATION CODES FOR C107 and C108.						
0=Pre-Primary	4= Primary 4	17=TVET1	11= Secondary	15= Secondary 5	21=University 1	25=Univ. 5 and above
1=Primary 1	5=Primary 5	18=TVET2	1	16= Secondary 6	22=University 2	77=None
2=Primary 2	6=Primary 6	19=TVET3	12= Secondary		23=University 3	88=Don't Know
3=Primary 3	7=Primary 7		2		24=University 4	
	8=Primary 8		13= Secondary			
			3			
			14= Secondary			
			4			

No.	Questions	Coding Categories													
<b>C101</b>	<b>Record sex of respondent</b>	Male Female Other _____ REFUSED	1 2 6 9												
<b>C102</b>	In what month and year were you born?	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> <tr> <td colspan="2" style="text-align: center;">MONTH</td> <td colspan="4" style="text-align: center;">YEAR</td> </tr> </table>							MONTH		YEAR				
MONTH		YEAR													
<b>C103</b>	How old were you at your last birthday?	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="padding-left: 10px;">AG</td> </tr> </table> IF AGE IS LESS THAN 16, SKIP TO C106			AG										
		AG													
<b>C104</b>	Do you have a national ID? IF YES, PLEASE FILL ON THE TRACKING DOCUMENT	Yes No Refused	1 2 9												
<b>C106</b>	Have you ever attended school?	Yes No Refuse	1 2 => C109 9 => C109												
<b>C107</b>	What is the highest class level that you have attended in school? <b>SEE EDUCATION CODES ABOVE</b>	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> </table>													

No.	Questions	Coding Categories			
<b>C108</b>	What is the highest class level that you have completed? <b>SEE EDUCATION CODES ABOVE</b>				<b>If Code 7 through 25 skip to C110</b>
<b>C109</b>	Now, I would like you to read this sentence to me. <b>Show card to respondent.</b> <b>If respondent cannot read whole sentence, probe:</b> Can you read part of the sentence?		Cannot read at all	1	
			Able to read only parts of sentence	2 3	
			Able to read whole sentence	4	
			No card with required language:		
			_____ (language)	5	
			Blind/visually impaired		
			Refused to read	9	
<b>C110</b>	Can you add and subtract numbers?		Yes	No	
			Refused		
				1 2	
				9	
<b>C111</b>	What is your current marital status?		Married	1	=> C113
			Cohabiting (but not married)	2	=> C113
			Never been married	3	
			Divorced or separated	4	
			Widowed	5	
			Refused	9	
<b>C112</b>	Are you in a relationship with someone you are not cohabitating with? (boyfriend/girlfriend)		Yes	No	Refused
			1	2	9
<b>C113</b>	IF MALE, SKIP TO C116 Are you currently pregnant?		Yes	No	Don't Know
			Refuse		YES => C116
			1	2	8
			9		
As you know, some people take up jobs for which they are paid in cash or kind. Others sell things, have a small business or work on the family farm or in the family business.					
<b>C116</b>	In the last 3 months, have you done any of these things or any other work?		Yes	No	Refused
			1	2	9
					1 =>C118

No.	Questions	Coding Categories			
C117	In the last 12 months, have you done any of these things or any other work?	1	2	9	2 => D101 9 => D101
C118	Do you usually work throughout the year, or do you work seasonally, or only once in a while?	Throughout the year Seasonally/part of the year Once in a while			1 2 3
C119	Are you paid in cash or kind for this work or are you not paid at all?	Cash only Cash and kind In kind only Not paid Refuse			1 2 3 4 9
C120	<p>What is your occupation, that is, what kind of work do you mainly do? Probe: Anything else?</p> <p>CIRCLE ALL MENTIONED.</p> <p>IF MORE THAN ONE MENTIONED: What is your primary occupation?</p> <p>What is your secondary occupation? That is, what kind of work do you do in addition to your main occupation?</p>	<p>Agricultural labourer Own farm labour Livestock herding Fishing Petty trade Trader Mining Brewing Handicraft Domestic help Carpenter</p> <p>ENTER LETTER OF PRIMARY OCCUPTION <input type="text"/></p> <p>ENTER LETTER OF SECONDARY OCCUPATION <input type="text"/></p>	<p>A B C D E F G H I J K</p>	<p>Construction (bricklayer) Traditional healer Mechanic Mill worker Seamstress/tailor/cloth repair Hairdresser/barber Charcoal maker Charcoal/firewood seller Unemployed Housewife Student Retired Unable to work due to illness/disability Other, Specify: _____</p>	<p>L M N O P Q R S 1 2 3 4 5 X</p>

--- END OF SECTION ---

SECTION D2. HIV/AIDS TEST RESULTS

Now I would like to ask you some questions about HIV tests.			
<b>D201</b>	I don't want to know the results, but have you ever been tested to see if you have the HIV virus?	Yes No Refused	1 2 => D205 9 => D205
<b>D202</b>	How many months ago was your most recent HIV test?	Months ago <input type="text"/> <input type="text"/> Two or more years	95
<b>D203</b>	Who influenced you to take your most recent HIV test? CIRCLE ALL MENTIONED	Spouse/partner Parent Other relative Neighbor/friend Community health worker Peer educator Case management volunteer Other: _____ Self/nobody	A B C D E F G X Y
<b>D204</b>	I don't want to know the results, but did you get the results of the test?	Yes No Don't Remember Refused	1 2 8 9
<b>D205</b>	Do you know of a place where people can go to get tested for the HIV virus?	Yes No Refused	1 2 9
<b>D206</b>	Should children age 12-14 be taught about using a condom to avoid getting HIV?	Yes No Refused	1 2 9

--- END OF SECTION ---

SECTION D3. NUTRITION KNOWLEDGE

Now I would like to ask you some questions about nutrition for children, and pregnant women.			
<b>D301</b>	How long should a baby receive nothing more than breastmilk (in total months)?	From birth to six months Less than six months More than six months	1 2 3 8

<p>[PROBE IF NECESSARY: Until what age is it recommended that a mother feeds nothing more than breastmilk?]</p>	<p>Don't know 9 Refuse</p>
<p>D302 When a baby or child is sick, should he or she be fed the same amount of food, less food or more food?</p>	<p>The same amount of food Less food than usual 1 2 More food than usual 3 6 Other: _____ 8 Don't know 9 Refuse</p>
<p>D304 What should we do to prevent undernutrition among infants <u>under 6 months</u> of age?  CIRCLE ALL MENTIONED</p>	<p>Breastfeed exclusively / give only breastmilk A Breastfeed on-demand/whenever the baby wants B C Go the health center/hospital and check that the child is growing X Y Other: _____ Z Don't know Refuse</p>
<p>D305 What should we do to prevent undernutrition among children <u>6-23 months</u> of age?  CIRCLE ALL MENTIONED</p>	<p>Go to the health center/hospital and check that the child is growing A Give more food B Feed frequently C D Give them attention during meals (e.g., talk to them, make meal times happy times, etc.) X Y Other: _____ Y Don't know Z Refuse</p>
<p>D306 There are key moments when you need to wash your hands to prevent germs from reaching food. What are these key moments?  CIRCLE ALL MENTIONED</p>	<p>After going to the toilet / latrine A B After cleaning the baby's bottom / changing a baby's nappy C D Before preparing / handling food E Before feeding a child / eating F After handling raw food X After handling garbage Y Z Other _____ Z Don't know Refuse</p>

<p>D307</p> <p>How should a pregnant woman eat in comparison with a non-pregnant woman to provide good nutrition to her baby and help him grow?</p> <p>CIRCLE ALL MENTIONED</p>	<p>Eat more food (more at each meal or more frequent meals) A</p> <p>Eat more protein-rich foods B</p> <p>Eat more iron-rich foods C</p> <p>Use iodized salt when preparing meals D</p> <p>Other _____ X</p> <p>Don't know Y</p> <p>Refuse Z</p>

# MODULE E: HOUSEHOLD QUESTIONS

## SECTION E1. EXPENSES

Now I have some questions about household expenses.			
<b>E10 1</b>	Did your household incur any food-related expenses in the last four weeks?	Yes No Don't Know Refuse	1 2 => E103 8 => E103 9 => E103
<b>E10 2</b>	Was your household able to pay for these expenses?	Yes No Don't Know Refuse	1 2 8 9
<b>E10 3</b>	Thinking about <u>the last time</u> you bought any food for eating or cooking, where did the money come from?  <b>DO NOT READ RESPONSES. RECORD ONE PRIMARY RESPONSE ONLY.</b>  <b>PROMPT IF NECESSARY:</b> maize meal, sugar, cooking oil	Current income (cash) Savings Loan Gift/given money Sold asset, specify _____ Other, specify: _____	1 2 3 4 5 6
<b>E10 4</b>	Did your household incur any school-related expenses in the last 12 months?	Yes No Don't Know Refuse	1 2=> E106 8=> E106 9=> E106
<b>E10 5</b>	Was your household able to pay for these expenses?	Yes No Don't Know Refuse	1 2 8 9

E10 6	Thinking about <u>the last time</u> you had to pay for any school-related expenses, where did the money come from?  <b>RECORD ONE PRIMARY RESPONSE ONLY.</b> <b>PROMPT IF NECESSARY:</b> fees, uniforms, books, other materials	Current income (cash) Savings Loan Gift/given money Sold asset, specify _____ Other, specify: _____ Not Applicable	1 2 3 4 5 6 7
E10 7	Did your household incur any major unexpected household expenses, such as a house repair or urgent medical treatment, in the last 12 months?	Yes No Don't Know Refuse	1 2=> E109 8=> E109 9=> E109
E10 8	Was your household able to pay for these expenses?	Yes No Don't Know Refuse	1 2 8 9
E10 9	Thinking about <u>the last time</u> you had to pay for a major <u>unexpected</u> household expense, such as a house repair, or urgent medical treatment, where did the money come from?  <b>RECORD ONE PRIMARY RESPONSE ONLY.</b>	Current income (cash) Savings Loan Gift/given money Sold Asset (Specify): _____ Other: _____	1 2 3 4 5 6

--- END OF SECTION ---

SECTION E2. FOOD SECURITY (FANTA, FTF Hunger Scale)

Now I have a few questions about food consumption in your household.			
E201	In the past <u>4 weeks</u> , was there ever <b><u>no food to eat of any kind</u></b> in your house because of lack of resources to get food?	Yes No Don't Know Refuse	1 2=> E203 8=> E203 9=> E203

E202	How many times did this happen? <b>READ OUT RESPONSES (DO NOT READ "DON'T KNOW" AND "REFUSE")</b>	Rarely (1-2 times in past 4 weeks) Sometimes (3-10 times in past 4 weeks) Often (more than 10 times in past 4 weeks) Don't Know Refuse	1 2 3 8 9
E203	In the past <u>4 weeks</u> , did you or any household member <b>go to sleep at night hungry</b> because there was not enough food?	Yes No Don't Know Refuse	1 2=> E205 8=> E205 9=> E205
E204	How many times did this happen? <b>READ OUT RESPONSES (DO NOT READ "DON'T KNOW" AND "REFUSE")</b>	Rarely (1-2 times in past 4 weeks) Sometimes (3-10 times in past 4 weeks) Often (more than 10 times in past 4 weeks) Don't Know Refuse	1 2 3 8 9
E205	In the past <u>4 weeks</u> , did you or any member of your household go <b>a whole day and night</b> without eating anything because there was not enough food?	Yes No Don't Know Refuse	1 2=> Section E3 8=> Section E3 9=> Section E3
E206	How many times did this happen? <b>READ OUT RESPONSES (DO NOT READ "DON'T KNOW" AND "REFUSE")</b>	Rarely (1-2 times in past 4 weeks) Sometimes (3-10 times in past 4 weeks) Often (more than 10 times in past 4 weeks) Don't Know Refuse	1 2 3 8 9

--- END OF SECTION ---

SECTION E3. GENDER ROLES AND DECISION-MAKING POWER

Now I have some questions about who makes decisions in your household.			
	<p><b>REFER BACK TO C119:</b>  <b>IF RESPONDENT IS PAID IN CASH (C119=1 OR 2)</b>  <b>PROCEED TO E301.</b></p> <p style="text-align: center;"><input type="checkbox"/> ↓</p>	<p><b>IF RESPONDENT IS PAID IN KIND ONLY, NOT PAID, REFUSED OR NOT WORKING (C119=3,4, 9 OR C117=2 OR 9)</b>  <b>SKIP TO FILTER FOR E302.</b></p> <p style="text-align: center;"><input type="checkbox"/> →</p>	
<b>E301</b>	<p>Who usually decides how the money that you earn will be used: you, your spouse/partner, you and your spouse/partner jointly, your parents, you and your parents jointly, or you, your parents and spouse/partner jointly, or someone else?</p>	<p style="text-align: right;">Respondent 1                      Spouse/Partner 2                      Respondent &amp; Spouse/Partner jointly 3                      Parents 4                      Respondent &amp; Parents jointly 5                      Respondent, Parents, &amp; Spouse/Partner jointly 6                      Other, Specify: 66</p> <p style="text-align: right;">_____</p>	
	<p><b>REFER BACK TO C111:</b>  <b>RESPONDENT IS CURRENTLY MARRIED/ COHABITATING (C111=1,2) PROCEED TO E302.</b></p> <p>COHABITING (C1 <input type="checkbox"/> ↓</p>	<p>RESPONDENT IS NOT CURRENTLY MARRIED/COHABITATING</p> <p>RESPONDENT CURRENTLY MARRIED/ (C111=3,4,5,9)  <b>SKIP TO E303.</b></p> <p style="text-align: center;"><input type="checkbox"/> →</p>	
<b>E302</b>	<p>Who usually decides how the money that your spouse/partner earns will be used: you, your spouse/partner, you and your spouse/partner jointly, your parents, you and your parents jointly, or you, your parents and spouse/partner jointly, or someone else?</p>	<p style="text-align: right;">Respondent 1                      Spouse/Partner 2                      Respondent &amp; Spouse/Partner jointly 3                      Parents 4                      Respondent &amp; Parents jointly 5                      Respondent, Parents, &amp; Spouse/Partner jointly 6                      66</p>	

		Other, Specify: _____	77
		Spouse/partner has no earnings	
<b>E303</b>	Who usually makes decisions about health care for yourself: you, your spouse/partner, you and your spouse/partner jointly, your parents, you and your parents jointly, or you, your parents and spouse/partner jointly, or someone else?	Respondent Spouse/Partner Respondent & Spouse/Partner jointly Parents Respondent & Parents jointly Respondent, Parents, & Spouse/Partner jointly Other, Specify: _____	1 2 3 4 5 6 66
<b>E304</b>	Who usually makes decisions on your child's healthcare: you, your spouse/partner, you and your spouse/partner jointly, your parents, you and your parents jointly, or you, your parents and spouse/partner jointly, or someone else?	Respondent Spouse/Partner Respondent & Spouse/Partner jointly Parents Respondent & Parents jointly Respondent, Parents, & Spouse/Partner jointly Other, Specify: _____	1 2 3 4 5 6 66
<b>E304a</b>	Who usually makes decisions about what your child eats: you, your spouse/partner, you and your spouse/partner jointly, your parents, you and your parents jointly, or you, your parents and spouse/partner jointly, or someone else?	Respondent Spouse/Partner Respondent & Spouse/Partner jointly Parents Respondent & Parents jointly Respondent, Parents, & Spouse/Partner jointly Other, Specify: _____	1 2 3 4 5 6 66
<b>E304b</b>	Who usually makes decisions about whether your child attends early childhood development services (ECD services): you, your spouse/partner, you and your spouse/partner jointly, your parents, you and	Respondent Spouse/Partner Respondent & Spouse/Partner jointly	1 2 3

	your parents jointly, or you, your parents and spouse/partner jointly, or someone else?	Parents 4 Respondent & Parents jointly 5 Respondent, Parents, & Spouse/Partner jointly 6 7 Caregiver has no children under 5 66 77 Other, Specify: 88 _____ No ECD services available Don't know about ECD services
E305	Who usually makes decisions about making major household purchases: you, your spouse/partner, you and your spouse/partner jointly, your parents, you and your parents jointly, or you, your parents and spouse/partner jointly, or someone else?	Respondent 1 Spouse/Partner 2 Respondent & Spouse/Partner jointly 3 4 Parents 5 Respondent & Parents jointly 6 Respondent, Parents, & Spouse/Partner jointly 66 Other, Specify: _____
E306	Who usually makes decisions about making purchases for daily household needs: you, your spouse/partner, you and your spouse/partner jointly, your parents, you and your parents jointly, or you, your parents and spouse/partner jointly, or someone else?	Respondent 1 Spouse/Partner 2 Respondent & Spouse/Partner jointly 3 4 Parents 5 Respondent & Parents jointly 6 Respondent, Parents, & Spouse/Partner jointly 66 Other, Specify: _____

**Enumerator:** It is important that you carry out the remainder of this module in a private room or private location away from other people so that others cannot hear the questions or her responses. If privacy is compromised during this module (for example, another family member enters the room), you should stop asking questions until privacy is re-established. In addition, if the participant becomes distraught or sad during these questions, you should pause and ask her if she is okay. Also ask if she would like to continue with the interview, to pause momentarily, skip these questions, or skip to the next section.

Filter: Only ask of selected female who is married/cohabitating

RESPONDENT IS SELECTED MARRIED/COHABITATING  
FEMALE CAREGIVER



RESPONDENT IS NOT THE  
SELECTED  
MARRIED/COHABITATING  
FEMALE CAREGIVER



E40

Now I would like to ask you questions about some important aspects of a woman's life. There is some risk in the following portion of this study. We will ask you some questions relating to your relationship with your husband/partner and any experience of physical violence. It is possible that you may feel sad or uncomfortable when talking to us about this topic. If you do feel sad or uncomfortable, you will be able to talk to me or to our project staff. You can also end your participation in the interview at any time. We will not share your responses with anyone else and nobody else in your household is being asked these same questions. However, there is still a risk that your family or your husband/partner could find out about the study that they may not agree with your participation in the study. Also, if you would like, I can give you contact information for groups that help women when they are having difficulties with their partners.

E309	In the last 12 months,(Does/did) your (last) husband/partner do any of the following things to you?	Yes	No	DK/Not Sure	Refuse	
		Partner Away				
E309.1	a) Slap you?	6	1	2	8	9
E309.2	b) Twist your arm or pull your hair?		1	2	8	9
E309.3	c) Push you, shake you, or throw something at you?		1	2	8	9
E309.4	d) Punch you with his fist or with something that could hurt you?		1	2	8	9
E309.5	e) Kick you, drag you or beat you up?		1	2	8	9
E309.6	f) Try to choke you or burn you on purpose?		1	2	8	9
E309.7	g) Threaten or attack you with a knife, gun, or any other weapon?		1	2	8	9
E309.8	h) Physically force you to have sexual intercourse with him even when you did not want to?		1	2	8	9
E309.9	i) Physically force you to perform any other sexual acts you did not want to?		1	2	8	9
E309.10	j) Force you with threats or in any other way to perform sexual acts you did not want to?		1	2	8	9

--END OF SECTION--

SECTION E4. CHILD PROTECTION

I would now like to ask you some questions about your opinions on child discipline.						
<b>E401</b>	In the home, do you think that hitting or beating a child is an appropriate means of discipline or control?	Always	Sometimes	Rarely	Never	DK
		Refuse				
		1	2	3	4	8
		9				
<b>E402</b>	At school, do you think that hitting or beating a child is an appropriate means of discipline or control ?	1	2	3	4	8
		9				

--- END OF SECTION ---

SECTION E5. ACCESS TO HEALTH SERVICES, HIV PREVENTION, CARE AND SUPPORT

CARGIVER IS DIFFERENT FROM RESPONDENT RESPONDENT TO SECTION TO SECTION H OF THE HOUSEHOLD QUESTIONNAIRE <input type="checkbox"/>		CAREGIVER IS THE SAME AS THE H OF THE HOUSEHOLD QUESTIONNAIRE <input type="checkbox"/> →								
		E504								
I am going to read out a list of items and services. Please tell me if <u>you or anyone else in your household</u> has received or accessed any of these items or services in the <u>last 6 months</u> .										
		Yes	No	DK		Yes	No	DK		
		Refused				Refused				
<b>E501</b>	E501.1 HIV test	1	2	8	9	E501.15 Psychosocial support from a home visitor or social worker	1	2	8	9
	E501.2 Farmer Field School	1	2	8	9	E501.16 Free school supplies or a school uniform	1	2	8	9
	E501.3 Free Small Livestock	1	2	8	9	E501.17 Birth registration support	1	2	8	9
	E501.4 Free seed	1	2	8	9	E501.18 Mosquito nets	1	2	8	9
	E501.5 Nutritional advice in caring for your children	1	2	8	9	E501.19 Information on child protection	1	2	8	9
	E501.6 Free food	1	2	8	9	E501.20 Nutrition messaging for pregnant or lactating women	1	2	8	9

E501.7 Information on how to prevent HIV and other sexually transmitted infections	1	2	8	9	E501.21 One Stop (GBV center)	1	2	8	9
	1	2	8	9	E501.22 Information on sexual and reproductive health and rights	1	2	8	9
E501.9 Training on Early Childhood Development	1	2	8	9		1	2	8	9
E501.10 Livelihood training/income generation	1	2	8	9	E501.24 Information on positive masculinity and gender equity	1	2	8	9
E501.11 Community savings/lending group	1	2	8	9	E501.25 Umugoroba w'ababyeyi (parental evenings)				
E501.12 Life skills training	1	2	8	9	E501.26 HIV treatment and care	1	2	8	9
E501.13 Vocational training scholarships	1	2	8	9	E501.27 Advice on childhood immunization	1	2	8	9
E501.14 Workforce readiness training	1	2	8	9	E501.28 Positive parenting	1	2	8	9
					E501.29 Growth monitoring for children	1	2	8	9

Now let's talk about health services.

<b>E504 E503_1</b>	How long does it take to reach the health facility that you usually visit for child health? a. Province: _____	<table border="1"> <tr> <td></td> <td></td> <td>:</td> <td></td> <td></td> </tr> </table> <p>Hours: minutes</p> <p>PROVIDER COMES TO MY RESIDENCE.....0000 -&gt; E506</p> <p>DO NOT/HAVE NOT USED SERVICE.....7777 →E506</p> <p>DON'T KNOW.....8888</p>			:		
		:					
<b>E505 E503_2</b>	How do you usually get there? CIRCLE ALL MENTIONED b. District: _____	<p>WALK.....A</p> <p>BICYCLE.....B</p> <p>MOTO.....C</p> <p>BUS.....D</p> <p>CAR/PRIVATE TAXI.....E</p> <p>OTHER.....X</p>					
<b>E506</b>	How long does it take to reach the health facility that you usually visit for routine child growth monitoring and nutritional services?	<table border="1"> <tr> <td></td> <td></td> <td>:</td> <td></td> <td></td> </tr> </table> <p>Hours: minutes</p> <p>PROVIDER COMES TO MY RESIDENCE.....0000 -&gt; E508</p> <p>DO NOT/HAVE NOT USED SERVICE.....7777 →E508</p> <p>DON'T KNOW.....8888</p>			:		
		:					
<b>E507</b>	How do you usually get there?	WALK.....A					

	CIRCLE ALL MENTIONED	BICYCLE.....B MOTO.....C BUS.....D CAR/PRIVATE TAXI.....E OTHER.....X					
<b>E508</b>	How long does it take to reach the health facility that you usually visit for HIV testing?	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">:</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <p>Hours: minutes</p> PROVIDER COMES TO MY RESIDENCE.....0000 -> E510 DO NOT/HAVE NOT USED SERVICE.....7777 →E510 DON'T KNOW.....8888			:		
		:					
<b>E509</b>	How do you usually get there?  CIRCLE ALL MENTIONED	WALK.....A BICYCLE.....B MOTO.....C BUS.....D CAR/PRIVATE TAXI.....E OTHER.....X					
<b>E510</b>		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">:</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table> DON'T KNOW.....8888			:		
		:					

--- END OF SECTION ---

I have come to the end of my questions about you and your household. I would now like to ask you some questions about your children. Let's start with [INITIALS]. **(Start with youngest child then move to the next oldest until the caregiver has answered questions about all 0 month – 17 year olds).**

# MODULE F: CHILDREN QUESTIONS

## SECTION F1. CHILD HEALTH & PROTECTION

ASK QUESTIONS OF ALL CHILDREN FOR WHOM THE CAREGIVER IS THE PRIMARY CAREGIVER. BASED ON THE CHILD'S AGE, ASK THE APPROPRIATE COLUMN OF QUESTIONS. START WITH THE YOUNGEST CHILD AND END WITH ELDEST CHILD. IF MORE THAN ONE CHILD IN THE SAME AGE BRACKET, YOU WILL NEED TO ADD ADDITIONAL QUESTIONNAIRE PAGE AND FILL THE APPROPRIATE COLUMN.

I am now going to ask you a few questions about [insert child's name].

No.	Question	Child (0-59 months)	Child (5-12 years)	Child (13-17 years)	SKIP
F101	RECORD / CONFIRM CHILD'S INITIALS				
F102	CHILD'S LINE NUMBER FROM HOUSEHOLD ROSTER	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	
F103	RECORD / CONFIRM CHILD'S SEX	Male 1 Female 2 Other _____ 6 Refuse 9	Male 1 Female 2 Other _____ 6 Refuse 9	Male 1 Female 2 Other _____ 6 Refuse 9	
F104	Was [INITIALS's] birth registered at the sector level?	Yes 1 No 2 Don't know 8 Refuse 9	Yes 1 No 2 Don't know 8 Refuse 9	Yes 1 No 2 Don't know 8 Refuse 9	
F105	Does [INITIALS] have a birth certificate?	Yes 1 No 2 Don't know 8 Refuse 9	Yes 1 No 2 Don't know 8 Refuse 9	Yes 1 No 2 Don't know 8 Refuse 9	2,8,9 => F107

F106	Could you please show me [INITIALS'S] birth certificate?	Seen/Confirmed 1 Not Seen/Not Confirmed 2	Seen/Confirmed 1 Not Seen/Not Confirmed 2	Seen/Confirmed 1 Not Seen/Not Confirmed 2
F107	In what month and year was [INITIALS] born? IF BIRTH CERTIFICATE IS AVAILABLE, THEN RECORD BIRTHDATE FROM BIRTH CERTIFICATE)  <b>IF UNKNOWN, ASK THE CAREGIVER TO ESTIMATE</b>	Month Year  <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Month Year  <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Month Year  <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
F108	Remind me, how old was [INITIALS] at their last birthday?  <b>CONFIRM WITH MONTH AND YEAR OF BIRTH IN F107 AND ADJUST IF NECESSARY. DO NOT LEAVE BLANK. IF UNKNOWN, ASK CAREGIVER TO ESTIMATE.</b>  <b>ONLY RECORD MONTHS IF CHILD IS &lt;1 year.</b>  <b>IF CHILD IS 0 MONTHS – 11 MONTHS OLD, ENTER 0 FOR YEAR AND PUT THE NUMBER OF MONTHS IN THE MONTHS FIELD.</b>	<input type="text"/> <input type="text"/> YEARS  <input type="text"/> <input type="text"/> MONTHS	<input type="text"/> <input type="text"/> YEARS	<input type="text"/> <input type="text"/> YEARS
F109	What is your relationship to [INITIALS]?  <b>SEE CODES BELOW</b>  <b>IF THE RELATIONSHIP IS NOT LISTED, USE CODE 66 AND THEN SPECIFY THE RELATIONSHIP</b>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

**CODES FOR F109: RELATIONSHIP OF MAIN CAREGIVER TO THE CHILDREN IN HOUSEHOLD**

01=Biological Mother	05=Sister	10=Grandfather	13=Self
02=Biological Father	06=Brother	11= Non-Family Member Female	66=Other, Specify
03=Step-Mother/ Foster Mother	07=Aunt	12= Non-Family Member Male	
04=Step-Father/Foster Father	08=Uncle		
	09=Grandmother		

Now I would like to ask you some questions about [INITIALS's] health.

No.	Question	Child (0-59 months)	Child (5-12 years)	Child (13-17 years)	SKIP
F111	Would you say that in general [INITIALS's] health is.....? <b>READ OUT RESPONSES</b>	Excellent 1	Excellent 1	Excellent 1	
		Very good 2	Very good 2	Very good 2	
		Good 3	Good 3	Good 3	
		Fair 4	Fair 4	Fair 4	
		Poor 5	Poor 5	Poor 5	
F112	In the last 2 weeks, has [INITIALS] been too sick to participate in daily activities?	Yes 1	Yes 1	Yes 1	
		No 2	No 2	No 2	
		Don't Know 8	Don't Know 8	Don't Know 8	
		Refuse 9	Refuse 9	Refuse 9	
F113	Does [INITIALS] have a disability that makes it difficult for him/her to participate in daily activities?	Yes 1	Yes 1	Yes 1	2,9 => F115
		No 2	No 2	No 2	
		Refuse 9	Refuse 9	Refuse 9	
F114	How would you describe [INITIALS's] disability?	Blind or partially blind 1	Blind or partially blind 1	Blind or partially blind 1	
		Deaf or partially deaf 2	Deaf or partially deaf 2	Deaf or partially deaf 2	
		Has difficulties learning 3	Has difficulties learning 3	Has difficulties learning 3	
		Physical 4	Physical 4	Physical 4	

		Other_____ 6	Other_____ 6	Other_____ 6	
<b>F115</b>	I don't want to know the results, but has [INITIALS] ever been tested to see if he/she has the HIV virus?	Yes 1 No 2 Don't Know 8 Refuse 9	Yes 1 No 2 Don't Know 8 Refuse 9	Yes 1 No 2 Don't Know 8 Refuse 9	<b>2,8,9=&gt; F117</b>
<b>F116</b>	I don't want to know the results, but do you know the result of [INITIALS's] test?	Yes 1 No 2 Don't Know 8 Refuse 9	Yes 1 No 2 Don't Know 8 Refuse 9	Yes 1 No 2 Don't Know 8 Refuse 9	

No.	Question	Child (0-59 months)				Child (5-12 years)				Child (13-17 years)	SKIP
	I am going to read out a list of items and services. Please tell me if [ <u>child's INITIALS</u> ] has received or accessed any of these items or services in the <u>last 6 months</u> .										
	<b>READ OUT SERVICES</b>										
<b>F117</b>	F117.1 (Psychosocial) counseling from a home visitor or social worker	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Refuse</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Refuse</b>	<b>Don't ask 13-17 years</b>	
	F117.2 Health care from a health professional	1	2	8	9	1	2	8	9		
	F117.3 School fees paid for by organization	1	2	8	9	1	2	8	9		
	F117.4 Free school supplies or a school uniform	1	2	8	9	1	2	8	9		
	F117.5 Vitamin A supplement from an organization	1	2	8	9	1	2	8	9		
	F117.6 Supplemental, emergency feeding	1	2	8	9	1	2	8	9		

<b>F118</b>	Has [INITIALS] had diarrhea in the last 2 weeks?	<b>Yes</b> 1	<b>No</b> 2	<b>Don't Know</b> 8	<b>Refuse</b> 9	<b>Don't ask 5-12 years</b>	<b>Don't ask 13-17 years</b>	<b>2,8,9=&gt; F123</b>
<b>F119</b>	Did you seek advice or treatment for the diarrhea from any source?	1	2	8	9	<b>Don't ask 5-12 years</b>	<b>Don't ask 13-17 years</b>	<b>2 =&gt;121 8,9 =&gt; 122</b>

<b>F120</b>	Where did you seek advice or treatment? Anywhere else? <b>CIRCLE ALL MENTIONED</b>	<b>Public sector</b>				<b>Don't ask 5-12 years</b>	<b>Don't ask 13-17 years</b>	All who answer this question => F122
		Referral Hospital			A			
		District Hospital			B			
		Health Center			C			
		Health Post			D			
		Outreach			E			
		Community Health Worker			F			
		Other public facility (specify): _____			G			
		<b>Private medical sector</b>						
		Polyclinic			H			
		Clinic			I			
		Dispensary			J			
		Pharmacy			K			
Other Private Medical Facility (specify): _____			L					
<b>Other source</b>								
Kiosk			M					
Traditional practitioner			N					
Church			O					

		Friend/Relative		P		
		Other (Specify) _____		X		
		F120.18 Don't Know		Y		
		F120.19 Refuse		Z		
<b>F122</b>	Was [INITIALS] given any of the following to drink at any time since he/she started having the diarrhea?					
		<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Refuse</b>	
	F122.1 A pre-packaged ORS (Oral Rehydration Solution) liquid?	1	2	8	9	<b>Don't ask 5-12 years</b>
	F122.2 A government-recommended homemade fluid?	1	2	8	9	<b>Don't ask 13-17 years</b>

No.	Question	Child (0-59 months)				Child (5-12 years)	Child (13-17 years)	SKIP
		Yes	No	Don't Know	Refuse			
<b>51</b>	Has [INITIALS] been ill with a fever at any time in the last 2 weeks?					<b>Don't ask 5-12 years</b>	<b>Don't ask 13-17 years</b>	<b>2,8,9=&gt; F201</b>
<b>52</b>								
<b>53</b>		1	2	8	9			
<b>54</b>								
<b>55</b>								
<b>56</b>								
<b>57</b>								
<b>58</b>								
<b>59</b>								
<b>F123</b>								
<b>F124</b>	Did you seek advice or treatment for the fever from any source?	1	2	8	9	<b>Don't ask 5-12 years</b>	<b>Don't ask 13-17 years</b>	<b>2 =&gt; F126 8,9 =&gt;F127</b>
<b>F125</b>	Where did you seek advice or treatment?	<b>Public sector</b>				<b>Don't ask 5-12 years</b>	<b>Don't ask 13-17 years</b>	<b>All who answer, skip to F127</b>
	Referral Hospital				A			
	Anywhere else?	District Hospital			B			

	<p><b>CIRCLE ALL MENTIONED</b></p>	<p>Health Center C</p> <p>Health Post D</p> <p>Outreach E</p> <p>Community Health Worker F</p> <p>Other public facility (specify): _____ G</p> <p><b>Private medical sector</b></p> <p>Polyclinic H</p> <p>Clinic I</p> <p>Dispensary J</p> <p>Pharmacy K</p> <p>Other Private Medical Facility L (specify): _____</p> <p><b>Other source</b></p> <p>Kiosk M</p> <p>Traditional practitioner N</p> <p>Church O</p> <p>Friend/Relative P</p> <p>Other (Specify) _____ X</p> <p>Don't Know Y</p> <p>Refuse Z</p>											
<b>F127</b>	At any time during the illness, did [INITIALS] take any drugs for the illness?	<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> <th>Don't Know</th> <th>Refuse</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>8</td> <td>9</td> </tr> </tbody> </table>	Yes	No	Don't Know	Refuse	1	2	8	9	<p><b>Don't ask</b></p> <p><b>5-12 years</b></p>	<p><b>Don't ask</b></p> <p><b>13-17 years</b></p>	
Yes	No	Don't Know	Refuse										
1	2	8	9										

SECTION F2. EARLY CHILDHOOD DEVELOPMENT

**INSTRUCTIONS TO INTERVIEWER/TABLET PROGRAMMER: ONLY ASK THIS SECTION OF 0 MONTH – 59 MONTH OLDS**

No.	Question	Child (0-59 months)	Child (5-12 years)	Child (13-17 years)	SKIP									
<b>F201</b>	I am interested in learning about the things that [INITIALS] plays with when he/she is at home.													
<b>F201</b> - 1	a) Does [INITIALS] play with: homemade toys (such as dolls, cars, or other toys made at home)?	<table border="0"> <tr> <td><b>Yes Know</b></td> <td><b>No Refuse</b></td> <td><b>Don't</b></td> </tr> <tr> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td></td> <td>9</td> <td></td> </tr> </table>	<b>Yes Know</b>	<b>No Refuse</b>	<b>Don't</b>	1	2	8		9		Don't ask 5-12 years	Don't ask 13-17 years	
<b>Yes Know</b>	<b>No Refuse</b>	<b>Don't</b>												
1	2	8												
	9													
<b>F201</b> - 2	b) Does [INITIALS] play with: toys from a shop or manufactured toys?	<table border="0"> <tr> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td></td> <td>9</td> <td></td> </tr> </table>	1	2	8		9		Don't ask 5-12 years	Don't ask 13-17 years				
1	2	8												
	9													
<b>F201</b> - 3	c) Does [INITIALS] play with: household objects (such as bowls or pots) or objects found outside (such as sticks, rocks, animal shells or leaves)?	<table border="0"> <tr> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td></td> <td>9</td> <td></td> </tr> </table>	1	2	8		9		Don't ask 5-12 years	Don't ask 13-17 years				
1	2	8												
	9													
<b>F202</b>	Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children. On how many days in the past week was [INITIALS] left alone for more than an hour? <b>IF NONE, ENTER 0. IF DON'T KNOW, ENTER 8</b>	<table border="0"> <tr> <td>NUMBER OF DAYS</td> <td><input type="text"/></td> </tr> </table>	NUMBER OF DAYS	<input type="text"/>	Don't ask 5-12 years	Don't ask 13-17 years								
NUMBER OF DAYS	<input type="text"/>													

<b>F203</b>	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with [[INITIALS]] :  <b>No Don't Know Refused</b>	<table border="0"> <tr> <td><b>Yes</b></td> </tr> </table>	<b>Yes</b>	Don't ask 5-12 years	Don't ask 13-17 years	
<b>Yes</b>						

<b>F203</b> - 1	a) Read books to or looked at picture books with [INITIALS]?	9	1	2	8	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F203</b> - 2	b) Told stories to [INITIALS]?	9	1	2	8			
<b>F203</b> - 3	c) Sang songs to [INITIALS] or with [INITIALS], including lullabies?	9	1	2	8			
<b>F203</b> - 4	d) Took [INITIALS] outside the home, compound, yard or enclosure?	9	1	2	8			
<b>F203</b> - 5	e) Played with [INITIALS]?	9	1	2	8			
<b>F203</b> - 6	f) Named, counted, or drew things to or with [INITIALS]?	9	1	2	8			

<b>F2</b>	<b>Check Age of Child (Age Filter)</b>								
	Child age 0, 1, or 2 year olds (0 to 35 months) ⇒ skip to next section (SECTION F3 : FOOD CONSUMPTION/NUTRITION).								
	Child age 36 to 59 months (3 & 4 year olds) ⇒ Continue with F205								
<b>N</b>	<b>Question</b>	<b>Child (0-59 months)</b>			<b>Child (5-12 years)</b>	<b>Child (13-17 years)</b>	<b>SKIP</b>		
<b>F2</b>	Does [INITIALS] attend any organized or early childhood education or development program, such as a private or government facility, including kindergarten, school center, playgroups , or community child care?	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	Don't ask	Don't ask	2,8,9 ⇒F207		
		8	1 9	2	5-12 years	13-17 years			
<b>F2</b>	Within the last seven days, about how many hours did [INITIALS] attend?	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> NUMBER OF HOURS					Don't ask	Don't ask	
					5-12 years	13-17 years			

	I would like to ask you some questions about the health and development of your child. Children do not all develop and learn at the same rate. For example, some walk earlier than others. These questions are related to several aspects of your child's development.							
F2	Can [INITIALS] identify or name at least ten letters of the alphabet?	Yes 1	No 2	Don't Know Refuse 8	9	Don't ask 5-12 years	Don't ask 13-17 years	
F2	Can [INITIALS] read at least four simple, popular words?	1	2	8	9	Don't ask 5-12 years	Don't ask 13-17 years	
F2	Does [INITIALS] know the name and recognize the symbol of all numbers from 1 to 10?	1	2	8	9	Don't ask 5-12 years	Don't ask 13-17 years	
F2	Can [INITIALS] pick up a small object with two fingers, like a stick or a rock from the ground?	1	2	8	9	Don't ask 5-12 years	Don't ask 13-17 years	
F2	Is [INITIALS] sometimes too sick to play?	1	2	8	9	Don't ask 5-12 years	Don't ask 13-17 years	
F2	Does [INITIALS] follow simple directions on how to do something correctly?	1	2	8	9	Don't ask 5-12 years	Don't ask 13-17 years	
F2	When given something to do, is [INITIALS] able to do it independently?	1	2	8	9	Don't ask 5-12 years	Don't ask 13-17 years	
F2	Does [INITIALS] get along well with other children?	1	2	8	9	Don't ask 5-12 years	Don't ask 13-17 years	
F2	Does [INITIALS] kick, bite, or hit other children or adults?	1	2	8	9	Don't ask 5-12 years	Don't ask 13-17 years	
F2	Does [INITIALS] get distracted easily?	1	2	8	9	Don't ask 5-12 years	Don't ask 13-17 years	

			5-12 years	13-17 years	
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--- END OF SECTION ---

SECTION F3. FOOD CONSUMPTION/NUTRITION

**INSTRUCTIONS TO INTERVIEWER/TABLET PROGRAMMER: ONLY ASK THIS SECTION OF 0 MONTH – 59 MONTH OLDS.**

No.	Question	Child (0-59 months)			Child (5-12 years)	Child (13-17 years)	SKIP
		Yes	No	Don't	Don't	Don't	
Next I would like to ask you about what [INITIALS] eats and drinks.							
<b>F301</b>	Has [INITIALS] ever been breastfed?	<b>Know</b> 1	<b>2</b> 9	<b>Refuse</b> 8	Don't ask 5-12 years	Don't ask 13-17 years	<b>2,8,9 =&gt; F303</b>
<b>F302</b>	Was [INITIALS] breastfed yesterday during the day or at night?	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F303</b>	Sometimes babies are fed breast milk in different ways, for example by spoon, cup, or bottle. This can happen when the mother cannot always be with her baby. Sometimes babies are breastfed by another woman or given breast milk from another woman by spoon, cup, bottle, or some other way. This can happen if a mother cannot breastfeed her own baby.  Did [INITIALS] consume breast milk in any of these ways yesterday during the day or at night?	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	

<p>Next I would like to ask you about some liquids that [INITIALS] may have had yesterday during the day or at night. I am interested in whether your child had the item I mention even if it was combined with other foods. [item from list]?:</p> <p><b>READ THE QUESTIONS BELOW. READ THE LIST OF LIQUIDS ONE BY ONE, STARTING WITH “PLAIN WATER”, AND MARK YES OR NO, ACCORDINGLY</b></p>														
N o.	Question	Child (0-59 months)	Child (5-12 years )	Child (13-17 years)	SKIP									
F3 0 4	Did [INITIALS] have any plain water?	<table border="1"> <tr> <td>Yes Know</td> <td>No</td> <td>Don't Refuse</td> </tr> <tr> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td></td> <td>9</td> <td></td> </tr> </table>	Yes Know	No	Don't Refuse	1	2	8		9		Don't ask 5-12 years	Don't ask 13-17 years	
Yes Know	No	Don't Refuse												
1	2	8												
	9													
F3 0 5	Did [INITIALS] have any infant formula (powdered or liquid infant formula)?	<table border="1"> <tr> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td></td> <td>9</td> <td></td> </tr> </table>	1	2	8		9		Don't ask 5-12 years	Don't ask 13-17 years	<b>2,8,9 =&gt;F307</b>			
1	2	8												
	9													
F3 0 6	How many times yesterday during the day or at night did [INITIALS] consume any formula? <b>IF DON'T KNOW, RECORD '88'</b>	<table border="1"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td colspan="2" style="text-align: center;">TIMES</td> </tr> </table>			TIMES		Don't ask 5-12 years	Don't ask 13-17 years						
TIMES														
F3 0 7	Did [INITIALS] have any milk such as tinned, powdered, or fresh animal milk?	<table border="1"> <tr> <td>Yes Know</td> <td>No</td> <td>Don't Refuse</td> </tr> <tr> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td></td> <td>9</td> <td></td> </tr> </table>	Yes Know	No	Don't Refuse	1	2	8		9		Don't ask 5-12 years	Don't ask 13-17 years	<b>2,8,9 =&gt;F309</b>
Yes Know	No	Don't Refuse												
1	2	8												
	9													
F3 0 8	How many times yesterday during the day or at night did [INITIALS] consume any milk? <b>IF DON'T KNOW, RECORD '88'</b>	<table border="1"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td colspan="2" style="text-align: center;">TIMES</td> </tr> </table>			TIMES		Don't ask 5-12 years	Don't ask 13-17 years						
TIMES														
F3 0 9	Did [INITIALS] have any juice or juice drinks?	<table border="1"> <tr> <td>Yes Know</td> <td>No</td> <td>Don't Refuse</td> </tr> <tr> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td></td> <td>9</td> <td></td> </tr> </table>	Yes Know	No	Don't Refuse	1	2	8		9		Don't ask 5-12 years	Don't ask 13-17 years	
Yes Know	No	Don't Refuse												
1	2	8												
	9													
F3 1 0	Did [INITIALS] have any clear broth?	<table border="1"> <tr> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td></td> <td>9</td> <td></td> </tr> </table>	1	2	8		9		Don't ask	Don't ask				
1	2	8												
	9													

			5-12 years	13-17 years			
<b>F3 1 1</b>	Did [INITIALS] have any yogurt?	1      2      8 9	Don't ask 5-12 years	Don't ask 13-17 years	<b>2,8,9 =&gt;F313</b>		
<b>F3 1 2</b>	How many times yesterday during the day or at night did [INITIALS] consume any yogurt? <b>IF DON'T KNOW, RECORD '88', IF REFUSED '99'.</b>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> </table> TIMES			Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 1 3</b>	Did [INITIALS] have any thin porridge?	<b>Yes    No    Don't</b> <b>Know   Refuse</b> 1      2      8 9	Don't ask 5-12 years	Don't ask 13-17 years			
<b>F3 1 4</b>	Did [INITIALS] have any other liquids?	1      2      8 9	Don't ask 5-12 years	Don't ask 13-17 years			

<p>Please describe everything that [INITIALS] ate yesterday during the day or night, whether at home or outside the home.</p> <p>A) Think about when [INITIALS] first woke up yesterday. Did [INITIALS] eat anything at that time?</p> <p>IF YES: Please tell me everything [INITIALS] ate at that time. PROBE: Anything else? UNTIL RESPONDENT SAYS NOTHING ELSE. THEN CONTINUE TO PART B).</p> <p>IF NO, CONTINUE TO PART B).</p> <p>B) What did [INITIALS] do after that? Did [INITIALS] eat anything at that time?</p> <p>IF YES: Please tell me everything [INITIALS] ate at that time. PROBE: Anything else? UNTIL RESPONDENT SAYS NOTHING ELSE.</p> <p>REPEAT QUESTION B) UNTIL THE RESPONDENT SAYS THE CHILD WENT TO SLEEP UNTIL THE NEXT DAY.</p> <p>IF RESPONDENT MENTIONS MIXED DISHES (<b>dishes containing more than one ingredient</b>), LIKE A RELISH OR PORRIDGE, PROBE:</p> <p>C) What ingredients were in that [mixed dish]? PROBE: Anything else? UNTIL RESPONDENT SAYS NOTHING ELSE</p> <p>AS THE RESPONDENT RECALLS FOODS, MARK RESPONSE BOX NEXT TO THE FOOD GROUP. IF THE FOOD IS NOT LISTED IN ANY OF THE FOOD GROUPS BELOW, ENTER THE FOOD IN THE BOX LABELED 'OTHER FOODS.' IF FOODS ARE USED IN SMALL AMOUNTS FOR SEASONING OR AS A CONDIMENT, INCLUDE THEM UNDER THE CONDIMENTS FOOD GROUP.</p> <p>ONCE THE RESPONDENT FINISHES RECALLING FOODS EATEN, READ EACH FOOD GROUP WHERE '1' WAS NOT ENTERED IN THE RESPONSE BOX, ASK THE FOLLOWING QUESTION AND ENTER '1' IF RESPONDENT SAYS YES, '2' IF NO, AND '8' IF DON'T KNOW:</p> <p>Yesterday, during the day or night, did [INITIALS] drink/eat any [food group items]?</p>							
N o.	Question				Child	Child	SKIP
		Child (0-59 months)			(5-12 years)	(13-17 years)	
F3 1 5	Any [BRAND NAME OF COMMERCIALY FORTIFIED BABY FOOD, E.G., Cerelac]?	Yes 1	No 2	Don't Know 8 9	Don't ask 5-12 years	Don't ask 13-17 years	
	Food made from grains, such as bread, rice, noodles, porridge, or [Bread, scone, maize meal, maize flour, millet, rice, sorghum, or any other food made from grains]?	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	

<b>F3 1 7</b>	Pumpkin, carrots, squash, orange or yellow sweet potatoes or [other local yellow/orange foods]?	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 1 8</b>	White potatoes, white yams, manioc, cassava [Cocoyams, irish potatoes, white sweet potatoes, white yams, cassava, or other local roots or tubers?]	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 1 9</b>	Any dark green leafy vegetables such as [amaranth, pumpkin leaves, Chinese cabbage, greens, kale, cassava leaves, or sweet potato leaves that are fresh?]	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 2 0</b>	Ripe mangoes, ripe papayas or guava	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 2 1</b>	Any other fruits or vegetables	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 2 2</b>	Any foods made from beans, peas, lentils, nuts, or seeds [groundnuts, soy, pigeon peas, cow peas]	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 2 4</b>	Liver, kidney, heart, or other organ meats	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 2 5</b>	Any meat, such as beef, pork, lamb, goat, chicken, or duck	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 2 6</b>	Eggs	1	2 9	8	Don't ask 5-12 years	Don't ask 13-17 years	

<b>F3 2 7</b>	Fresh or dried fish, shellfish, or seafood [crabs]	1 2 8 9	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 2 8</b>	Cheese, yogurt, or other milk products	1 2 8 9	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 2 9</b>	Any sugary foods such as chocolates, sweets, candies, pastries, cakes, or biscuits	1 2 8 9	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 3 0</b>	Condiments for flavor, such as chilies, spices, herbs, or fish powder	1 2 8 9	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 3 1</b>	Grubs, snails, or insects	1 2 8 9	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 3 2</b>	Any oil, fats, or butter, or foods made with any of these	1 2 8 9	Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 3 3</b>	<b>Other Foods &lt;list here&gt;</b>  _____		Don't ask 5-12 years	Don't ask 13-17 years	
	Check categories F315-F333: If all 'No' >> F334 If at least one 'Yes' or all 'Don't Know' >> F335		Don't ask 5-12 years	Don't ask 13-17 years	
<b>F3 3 4</b>	Did [INITIALS] eat any solid, semi-solid, or soft foods yesterday during the day or at night?  IF 'YES' PROBE: What kind of solid, semi-solid, or soft foods did [INITIALS] eat?	Yes 1 >> Probe what eaten and fill in yes for appropriate response in questions	Don't ask 5-12 years	Don't ask 13-17 years	

		F315- F334  No 2 >> End Module					
<b>F3 3 5</b>	How many times did [INITIALS] eat solid, semi-solid, or soft foods other than liquids yesterday during the day or at night?  <b>RECORD '88' IF DON'T KNOW</b>	<table border="1" style="margin: auto;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table> TIMES			Don't ask 5-12 years	Don't ask 13-17 years	

--- END OF SECTION ---

#### SECTION F4. ANTHROPOMETRY

**INSTRUCTIONS TO INTERVIEWER/TABLET PROGRAMMER: ONLY ASK THIS SECTION OF 0 MONTH – 59 MONTH OLDS.**

<b>N o.</b>	<b>Question</b>	<b>Child (0-59 months)</b>	<b>Child (5-12 years)</b>	<b>Child (13-17 years)</b>	<b>SKIP</b>		
<b>F4 0 1</b>	Did a health worker or community member visit your home and measure [child's INITIALS] arm during the last 12 months?	Yes    No    Don't Know Refuse  1      2            8 9	Don't ask 5-12 years	Don't ask 13-17 years	<b>2,8,9 - =&gt;F403</b>		
<b>F4 0 2</b>	How many times was [child's INITIALS] upper arm measured?	<table border="1" style="margin: auto;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table> Number of times			Don't ask 5-12 years	Don't ask 13-17 years	
<b>F4 0 3</b>	Did a health worker or community member visit your home and encourage you to take child to the health center to measure growth during the last 12 months?	Yes    No    Don't Know Refuse  1      2            8 9	Don't ask 5-12 years	Don't ask 13-17 years			

<b>F404</b>	Did you or someone else take child to the health center to measure growth during the last 12 months?	Yes 1	No 2	Don't Know Refuse 8 9	Don't ask 5-12 years	Don't ask 13-17 years	<b>2,8,9=&gt; F406</b>
<b>F405</b>	How many times was child taken to health center for growth monitoring in past 12 months?	<input type="text"/> <input type="text"/> Number of times			Don't ask 5-12 years	Don't ask 13-17 years	
<b>F406</b>	We are almost finished! May I measure your child's arm? <b>FOR 0-59 MONTH OLDS, MEASURE MID-UPPER ARM CIRCUMFERENCE. DOCUMENT MEASUREMENTS.</b>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> CM			Don't ask 5-12 years	Don't ask 13-17 years	

--- END OF SECTION ---

SECTION F5. CHILD EDUCATION

ONLY ASK THIS SECTION FOR CHILDREN WHO ARE AT LEAST 5 YEARS OLD.

CLASS LEVEL CODES FOR F505, F509, and F510.						
0=Pre-Primary	4= Primary 4	17=TVET1	11= Secondary	15= Secondary 5	21=University 1	25=Univ. 5 and above
1=Primary 1	5=Primary 5	18=TVET2	1	16= Secondary 6	22=University 2	77=None
2=Primary 2	6=Primary 6	19=TVET3	12= Secondary		23=University 3	88=Don't Know
3=Primary 3			2		24=University 4	
			13= Secondary			
			3			
			14= Secondary			
			4			

N o.	Question	Child (0-59 months )	Child (5-12 years)	Child (13-17 years)	SKIP
<b>I now have some questions for you about [INITIALS's] schooling.</b>					

F501	Is [INITIALS] currently enrolled in school?	Don't ask 0-59 months	<table border="1"> <tr> <td>Yes Know</td> <td>No Refuse</td> <td>Don't Refuse</td> </tr> <tr> <td>1</td> <td>2 9</td> <td>8</td> </tr> </table>	Yes Know	No Refuse	Don't Refuse	1	2 9	8	<table border="1"> <tr> <td>Yes Don't Know Refuse</td> <td>No Refuse</td> </tr> <tr> <td>1</td> <td>2 9</td> <td>8</td> </tr> </table>	Yes Don't Know Refuse	No Refuse	1	2 9	8	If No: F506																					
Yes Know	No Refuse	Don't Refuse																																			
1	2 9	8																																			
Yes Don't Know Refuse	No Refuse																																				
1	2 9	8																																			
F502	Is [INITIALS's] school currently in session?	Don't ask 0-59 months	<table border="1"> <tr> <td>Yes Know</td> <td>No Refuse</td> <td>Don't Refuse</td> </tr> <tr> <td>1</td> <td>2 9</td> <td>8</td> </tr> </table>	Yes Know	No Refuse	Don't Refuse	1	2 9	8	<table border="1"> <tr> <td>Yes Don't Know Refuse</td> <td>No Refuse</td> </tr> <tr> <td>1</td> <td>2 9</td> <td>8</td> </tr> </table>	Yes Don't Know Refuse	No Refuse	1	2 9	8																						
Yes Know	No Refuse	Don't Refuse																																			
1	2 9	8																																			
Yes Don't Know Refuse	No Refuse																																				
1	2 9	8																																			
F503	During the last school week (or last school week when school was in session (not a testing week) in the current term), did [INITIALS] miss any school days for any reason?	Don't ask 0-59 months	<table border="1"> <tr> <td>Yes Know</td> <td>No Refuse</td> <td>Don't Refuse</td> </tr> <tr> <td>1</td> <td>2 9</td> <td>8</td> </tr> </table>	Yes Know	No Refuse	Don't Refuse	1	2 9	8	<table border="1"> <tr> <td>Yes Don't Know Refuse</td> <td>No Refuse</td> </tr> <tr> <td>1</td> <td>2 9</td> <td>8</td> </tr> </table>	Yes Don't Know Refuse	No Refuse	1	2 9	8	If No, DK,R F: F505																					
Yes Know	No Refuse	Don't Refuse																																			
1	2 9	8																																			
Yes Don't Know Refuse	No Refuse																																				
1	2 9	8																																			
F504	<p>Why did [INITIALS] miss school days during the last school week (or last school week when school was in session (not a testing week) in the current term)?</p> <p><b>DO NOT READ RESPONSES. CIRCLE ONE PRIMARY RESPONSE.</b></p>	Don't ask 0-59 months	<table border="1"> <tr> <td>No money for school fees, materials, transport</td> <td>1</td> </tr> <tr> <td>Child is too sick to attend school</td> <td>2</td> </tr> <tr> <td>School is too far away / no school near the home</td> <td>3</td> </tr> <tr> <td>Child has to work to help family</td> <td>4</td> </tr> <tr> <td>Child needs to care for sick household members</td> <td>5</td> </tr> <tr> <td>Child does not like school</td> <td>6</td> </tr> <tr> <td>Classes were cancelled</td> <td>7</td> </tr> <tr> <td>Other:</td> <td>66</td> </tr> </table>	No money for school fees, materials, transport	1	Child is too sick to attend school	2	School is too far away / no school near the home	3	Child has to work to help family	4	Child needs to care for sick household members	5	Child does not like school	6	Classes were cancelled	7	Other:	66	<table border="1"> <tr> <td>No money for school fees, materials, transport</td> <td>1</td> </tr> <tr> <td>Child is too sick to attend school</td> <td>2</td> </tr> <tr> <td>School is too far away / no school near the home</td> <td>3</td> </tr> <tr> <td>Child has to work to help family</td> <td>4</td> </tr> <tr> <td>Child needs to care for sick household members</td> <td>5</td> </tr> <tr> <td>Child does not like school</td> <td>6</td> </tr> <tr> <td>Classes were cancelled</td> <td>7</td> </tr> <tr> <td>Other:</td> <td>66</td> </tr> </table>	No money for school fees, materials, transport	1	Child is too sick to attend school	2	School is too far away / no school near the home	3	Child has to work to help family	4	Child needs to care for sick household members	5	Child does not like school	6	Classes were cancelled	7	Other:	66	
No money for school fees, materials, transport	1																																				
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Classes were cancelled	7																																				
Other:	66																																				

<b>F5 0 5</b>	In what class level is [INITIALS] currently enrolled? <b>SEE CLASS LEVEL CODES ABOVE.</b>	Don't ask 0-59 months	<table border="1" style="width: 50px; height: 30px;"> <tr> <td style="width: 25px;"></td> <td style="width: 25px;"></td> </tr> </table>			<table border="1" style="width: 50px; height: 30px;"> <tr> <td style="width: 25px;"></td> <td style="width: 25px;"></td> </tr> </table>			<b>AIIF5 08</b>

N o.	Question	Child (0-59 months )	Child (5-12 years)	Child (13-17 years)	SKIP
<b>F5 06</b>	Why is [INITIALS] not enrolled in school during the current term?  <b>DO NOT READ RESPONSES. CIRCLE ONE PRIMARY RESPONSE.</b>	Don't ask 0-59 months	No money for school fees, materials, transport 1  Child is too sick to attend school 2  School is too far away / no school near the home 3  Child has to work to help family 4  Child needs to care for sick household members 5  Child does not like school 6  Classes were cancelled 7  Child is/was too young to attend school 8  Other: 6 _____ 6	No money for school fees, materials, transport 1  Child is too sick to attend school 2  School is too far away / no school near the home 3  Child has to work to help family 4  Child needs to care for sick household members 5  Child does not like school 6  Classes were cancelled 7  _____ 8  Other: 6 _____ 6	
<b>F5 07</b>	Has [INITIALS] ever attended school?	Don't ask 0-59 months	Yes 1 No 2 Don't Know 8	Yes 1 No 2 Don't Know 8	<b>2,8,9 =&gt;F5 13</b>

			Refuse 9	Refuse 9	
<b>F5 08</b>	Was [INITIALS] enrolled in school <u>during the previous school year (2016)</u> ?	Don't ask 0-59 months	Yes 1 No 2 Don't Know 8 Refuse 9	Yes 1 No 2 Don't Know 8 Refuse 9	<b>2,8,9 =&gt;F5 12</b>
<b>F5 09</b>	What class level was [INITIALS] enrolled in <u>during the previous school year (2015)</u> ? <b>SEE CLASS LEVEL CODES ABOVE.</b>	Don't ask 0-59 months	<input type="text"/>	<input type="text"/>	
<b>F5 10</b>	During the last school week (or last school week when school was in session (not a testing week) in the previous school term (2016), did [INITIALS] miss any school days for any reason?	Don't ask 0-59 months	Yes 1 No 2 Don't Know 8 Refuse 9	Yes 1 No 2 Don't Know 8 Refuse 9	<b>2,8,9 =&gt;F5 12</b>
<b>F5 11</b>	Why did [INITIALS] miss school days during the last school week (or last school week when school was in session (not a testing week) in the previous school term (2016))?  <b>DO NOT READ RESPONSES. CIRCLE ONE PRIMARY RESPONSE.</b>	Don't ask 0-59 months	1 No money for school fees, materials, transport 2 Child is too sick to attend school 3 School is too far away / no school near the home 4 Child has to work to help family 5 Child needs to care for sick household members 6 Child does not like school 7 Classes were cancelled 6 Other: _____ 6	1 No money for school fees, materials, transport 2 Child is too sick to attend school 3 School is too far away / no school near the home 4 Child has to work to help family 5 Child needs to care for sick household members 6 Child does not like school 7 Classes were cancelled 6 Other: _____ 6	

<b>F5 12</b>	What is the highest class level that [INITIALS] has completed? <b>SEE CLASS LEVEL CODES ABOVE.</b>	Don't ask 0-59 months	<input type="text"/>	<input type="text"/>	
<b>F5 11 3</b>	CHECK THE CHILD'S AGE IN F108. IF AGED 5-9, SKIP TO F511. IF AGED 10-17, ASK: Has [INITIALS] received a scholarship for Technical and Vocational Education and Training (TVET)?	Don't ask 0-59 months	Yes 1 No 2 Don't Know 8 Refuse 9	Yes 1 No 2 Don't Know 8 Refuse 9	

<b>F514</b>	I have come to the end of my questions. Thank you for participating in this interview! Is there anything you would like to add or ask us?	
<b>F515</b>	DATE INTERVIEW COMPLETED (dd/mm/20yy)	[__ / __ / 20 __ ]
<b>F516</b>	TIME INTERVIEW COMPLETED (dd/mm/20yy)	[__ : __ : __ ]
<b>F517</b>	INTERVIEWER NOTES	

--END OF SECTION --

**NEXT STEPS**

<b>F518</b>	Is current Caregiver respondent the ISLG respondent according to your control sheet?	Yes 1 No 2	<b>Continue with ISLG Questionnaire for Caregiver</b>  <b>End interview with Caregiver and begin next survey</b>
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## MODULE A. HOUSEHOLD IDENTIFICATION SHEET

IRB Study Number | \_\_\_\_\_ |

<b>A001</b>	PROVINCE	<input type="text"/>
<b>A002</b>	DISTRICT	<input type="text"/> <input type="text"/>
<b>A003</b>	SECTOR	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>A004</b>	CELL	<input type="text"/> <input type="text"/>
<b>A005</b>	VILLAGE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>A006</b>	HOUSEHOLD IDENTIFICATION NUMBER	<input type="text"/> <input type="text"/>
<b>A008</b>	LINE NUMBER OF YOUTH FROM HH ROSTER	<input type="text"/> <input type="text"/> <input type="text"/>

## MODULE C. BACKGROUND INFORMATION

Let's start out by you telling me a little about yourself.

No.	Questions	Coding Categories	SKIP
<b>C101</b>	<b>Record / Confirm Child's Sex</b>	Male 1 Female 2 Other 6 <hr/> (SPECIFY) 9 REFUSED	
<b>C102</b>	IF THE YOUTH IS THE SAME AS A CAREGIVER AND/OR ISLG MEMBER, VERIFY MONTH AND YEAR OF BIRTH AND RECORD DATA HERE  In what month and year were you born? (I IF BIRTH CERTIFICATE WAS	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="text"/><input type="text"/>                          MONTH                     </div> <div style="text-align: center;"> <input type="text"/><input type="text"/><input type="text"/><input type="text"/>                          YEAR                     </div> </div>	

	SEEN DURING CAREGIVER SURVEY, RECORD MONTH AND YEAR FROM CAREGIVER SURVEY F107 for youth 10-17). <b>IF UNKNOWN, ASK YOUTH TO ESTIMATE</b>																												
<b>C103</b>	<p><b>Record / Confirm Youth's Age-</b> IF THE YOUTH IS THE SAME AS A CAREGIVER AND/OR ISLG MEMBER, VERIFY AGE AND RECORD DATA HERE</p> <p>Remind me, how old were you at your last birthday?</p> <p><b>CONFIRM WITH MONTH AND YEAR BORN IN C102 AND ADJUST IF NECESSARY. DO NOT LEAVE BLANK.</b></p> <p><b>IF UNKNOWN, ASK YOUTH TO ESTIMATE</b></p>	<table border="1" style="margin: auto;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table> <p>AGE</p>																											
<p><b>A PRIMARY CAREGIVER IS DEFINED AS A PERSON WHO IS RESPONSIBLE FOR FEEDING, CLOTHING, AND CARE FOR A CHILD. IT SHOULD NOT BE THE PERSON WHO SOLELY PROVIDES FINANCIAL SUPPORT, UNLESS THAT PERSON IS ALSO THE ONE RESPONSIBLE AS NOTED HERE. IT DOES NOT NEED TO BE THE MOTHER OR FATHER OR HEAD OF HOUSEHOLD.</b></p>																													
<b>C104</b>	<p>Who is your primary caregiver?</p> <p><b>DO NO READ RESPONSES. RECORD ONE PRIMARY RESPONSE ONLY.</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: right;">Mother (biological)</td><td style="text-align: right;">1</td></tr> <tr><td style="text-align: right;">Father (biological)</td><td style="text-align: right;">2</td></tr> <tr><td style="text-align: right;">Step-mother and/or foster mother</td><td style="text-align: right;">3</td></tr> <tr><td style="text-align: right;">Step-father and/or foster father</td><td style="text-align: right;">4</td></tr> <tr><td style="text-align: right;">Sister</td><td style="text-align: right;">5</td></tr> <tr><td style="text-align: right;">Brother</td><td style="text-align: right;">6</td></tr> <tr><td style="text-align: right;">Aunt</td><td style="text-align: right;">7</td></tr> <tr><td style="text-align: right;">Uncle</td><td style="text-align: right;">8</td></tr> <tr><td style="text-align: right;">Grandmother</td><td style="text-align: right;">9</td></tr> <tr><td style="text-align: right;">Grandfather</td><td style="text-align: right;">10</td></tr> <tr><td style="text-align: right;">Non-family member (female)</td><td style="text-align: right;">11</td></tr> <tr><td style="text-align: right;">Non-family member (male)</td><td style="text-align: right;">12</td></tr> <tr><td style="text-align: right;">No one/self</td><td style="text-align: right;">13</td></tr> </table>	Mother (biological)	1	Father (biological)	2	Step-mother and/or foster mother	3	Step-father and/or foster father	4	Sister	5	Brother	6	Aunt	7	Uncle	8	Grandmother	9	Grandfather	10	Non-family member (female)	11	Non-family member (male)	12	No one/self	13	
Mother (biological)	1																												
Father (biological)	2																												
Step-mother and/or foster mother	3																												
Step-father and/or foster father	4																												
Sister	5																												
Brother	6																												
Aunt	7																												
Uncle	8																												
Grandmother	9																												
Grandfather	10																												
Non-family member (female)	11																												
Non-family member (male)	12																												
No one/self	13																												

		Other: _____ 66	
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--- END OF SECTION ---

## MODULE D. INDIVIDUAL YOUTH SURVEY (10-17 years)

### SECTION D1. CHORES & WORK

No.	Questions	Coding Categories	SKIP
<b>D101</b>	Do you sometimes do <u>household or farm chores</u> for your own family, or care for a member of your household?	Yes 1 No 2 Don't Know 8 Refuse 9	<b>2=&gt;D104</b> <b>8=&gt;D104</b> <b>9=&gt;D104</b>
<b>D102</b>	What household or farm chores do you usually do for your family? Anything else? <b>CIRCLE ALL MENTIONED</b>	Prepare food A Fetch water B Clean house/toilets C Wash clothes, blankets D Take care of children E Take care of adult household members F	Plant/tend /harvest crops G Feed, care for animals H Other _____ X — Y Don't Know Z Refuse
<b>D103</b>	About how much time do you spend per day doing household or farm chores for your family?	Less than 1 hour 1 1-2 hours 2 3-4 hours 3 More than 4 hours / most of the day 4 5 It depends / it is different everyday	
<b>D104</b>	(Apart from these chores,) do you sometimes do <u>other work</u> outside your home?	Yes 1 No 2	<b>2=&gt; D109</b>

No.	Questions	Coding Categories	SKIP
<b>D105</b>	<p>What kinds of other work do you sometimes do (that is not a household or farm chore for your own family)? Anything else?</p> <p>PROBE WITH RESPONSE CATEGORIES IF NECESSARY.</p> <p>CIRCLE ALL MENTIONED.</p>	Sell/hawk goods while walking A	Livestock herding K
		Sell food at market B	Own farm labour L
		Household chores for <u>other</u> families C	Petty trade (Small shop) M
		Farm chores for <u>other</u> families D	Trader (Buy/sell in large quantities, sell to petty traders) N
		Help out in shop E	Mining O
		Construction F	Firewood/charcoal P
		Sewing G	Brewing Q
		Mechanic H	Handicraft R
		Clerk, Delivery, Administrative I	Fishing S
		Agricultural labourer J	Other: _____ X

No.	Questions	Coding Categories	SKIP
<b>D106</b>	<p>How often do you do other work (that is not household/farm chores for your own family)? Would you say....?</p> <p>READ RESPONSE CATEGORIES</p>	Every day / most days 1	<b>1=&gt;D107</b>
		Several times a week 2	<b>All others: D108</b>
		Once a week 3	
		Once in a while 4	
<b>D107</b>	<p>About how much time do you spend per day doing this work?</p>	Less than 1 hour 1	
		1-2 hours 2	
		3-4 hours 3	
		More than 4 hours 4	
		It depends / it is different everyday 5	
<b>D108</b>	<p>Have you ever received money for any of the work that you do?</p>	Yes 1	
		No 2	

No.	Questions	Coding Categories	SKIP
<b>D109</b>	What [else] do you do to get money?  CIRCLE ALL MENTIONED IF WORK MENTIONED, RETURN TO D105-D109	Nothing Y Begging A Other: X  _____ -	
<b>Filter</b>	CHECK ANSWERS TO D108 AND D109: RESPONDENT GETS MONEY SOMEHOW (D108=1 OR D109=A,X) <input type="checkbox"/> ↓ RESPONDENT DOES NOT GET MONEY (D108=2 AND D109=Y) D111 <input type="checkbox"/> →		
<b>D110</b>	What do you do with the money you get?  Anything else?  <b>CIRCLE ALL MENTIONED</b>	Give to parents / guardians A Pay for my school expenses B Pay for school expenses of others C Buy food for myself D Buy alcohol E Buy other things for myself F Save it G Other: X _____ Y Don't Know Z Refuse	
<b>D111</b>	In the last 6 months, have you begun new paid work outside the home? This may include self-employment.	Yes No Refuse	1 2 => D201 9=> D201
<b>D112</b>	Is this job an improvement over your previous job?  <b>IMPROVEMENT IS BASED ON THE PARTICIPANT'S PERCEPTION</b>	Yes 1 No 2 Did not have job previously 3 Don't Know 8 Refuse 9	

--- END OF SECTION ---

SECTION D3. HEALTH, SUPPORT AND PROTECTION

**Enumerator:** It is important that you carry out the remainder of this module in a private room or private location away from other people so that others cannot hear the questions or the youth’s responses. If privacy is compromised during this module (for example, another family member enters the room), you should stop asking questions until privacy is re-established. In addition, if the participant becomes distraught or sad during these questions, you should pause and ask he/she if he/she is okay. Also ask if he/she would like to continue with the interview, to pause momentarily, skip these questions, or skip to the next section.

Now I have a few questions about your health and wellbeing. I’m going to ask you a few questions about people in your life. Please respond yes or no. We are not asking for names of people.

No.	Question	Coding Category
D301	Do you have someone in your life to turn to for suggestions about how to deal with a personal problem?	Yes No 1 2
D302	Do you have someone in your life to help with daily chores if you were sick?	1 2
D303	Do you have someone in your life that shows you love and affection?	1 2
D304	Do you have someone in your life to do something enjoyable with?	1 2

--- END OF SECTION ---

SECTION D4. HIV/AIDS KNOWLEDGE, ATTITUDES & SEXUAL BEHAVIOR

*We are nearly done. I have a few short questions on a disease called HIV/AIDS.*

No.	Question	Coding Categories
D401	Has anyone ever talked to you or taught you about how children grow and develop?  <b>PROMPT: HOW CHILDREN’S BODIES CHANGE OVER TIME (PUBERTY CHANGES)</b>	Yes 1 No 2=>D403

<b>D402</b>	Who talked to you about how children grow and develop? Anyone else? <b>CIRCLE ALL MENTIONED</b>	Mother(biological or foster) Father (biological or foster) Grandparent Aunt Uncle Sister	A B C D E F	Brother Friend Neighbor Teacher Other: _____ Don't Know Refuse	G H I J X Y Z
<b>D403</b>	Has anyone ever talked to you or taught you about sex or sexual behavior?			Yes 1 No 2=>D405	
<b>D404</b>	Who talked to you about sex or sexual behavior? Anyone else? <b>CIRCLE ALL MENTIONED</b>	Mother(biological or foster) Father (biological or foster) Grandparent Aunt Uncle Sister	A B C D E F	Brother Friend Neighbor Teacher Other: ____ Don't Know Refuse	G H I J X Y Z
<b>D405</b>	Have you ever heard of an illness called HIV or AIDS?			Yes 1 No 2 => D419	
<b>D406</b>	Has anyone ever talked to you or taught you about HIV or AIDS?			Yes 1 No 2 => D408	
<b>D407</b>	Who talked to you about HIV or AIDS? Anyone else? <b>CIRCLE ALL MENTIONED</b>	Mother(biological or foster) Father (biological or foster) Grandparent Aunt Uncle Sister	A B C D E F	Brother Friend Neighbor Teacher Other: ____ Don't Know Refuse	G H I J X Y Z
<b>D408</b>	HIV is the virus that leads to AIDS. Can people reduce their chances of getting the HIV by having just one uninfected sex partner who has no other sex partners?			Yes No DK/Not Sure Refuse 1 2 8 9	

<b>D409</b>	Can people reduce their chance of getting HIV by using a condom every time they have sex?	1 9	2	8
<b>D410</b>	Is it possible for a healthy-looking person to have HIV?	1 9	2	8
<b>D411</b>	Can people get HIV from mosquito bites?	1 9	2	8
<b>D412</b>	Can people get the HIV virus by sharing food with someone who has HIV?	1 9	2	8
<b>D413</b>	Can HIV be transmitted from a mother to her baby:	Yes	No	DK/Not Sure Refuse
<b>D413.1</b>	a) During pregnancy?	1	2 9	8
<b>D413.2</b>	b) During delivery?	1	2 9	8
<b>D413.3</b>	c) By breastfeeding?	1	2 9	8
I have a few more questions about HIV. If you don't want to answer, that is all right.				
<b>D414</b>	<u>I don't want to know the results</u> , but have <i>you</i> ever been tested to see if you have HIV?	Yes	No	DK/Not Sure
		Refuse		1 2 8 9 <b>If 2,8,9 =&gt;D418</b>
<b>D415</b>	How many months ago was your most recent HIV test?	Months ago <input type="text"/> <input type="text"/> <i>Two or more years</i> 95		

D416	Who influenced you to take your most recent HIV test?  CIRCLE ALL MENTIONED	Spouse/partner Parent Other relative Neighbor/friend Community health worker Peer educator Case management volunteer Other: _____ Self/nobody	A B C D E F G X Y
D417	I don't want to know the results but did you get the results of your test?	Yes No DK/Not Sure Refuse	1 2 8 9
D418	Do you know of a place where people can go to get an HIV test?	1      2      8 9	
<p>My next few questions relate to sex. These questions may be awkward to answer. If you do not wish to answer, you do not have too. Please just say PASS. If you do choose to answer, please be as honest as you can. The information you provide will help us to improve our programs to meet the needs of children like you. Everything that you tell me will be held strictly confidential.</p>			
D419	How old were you when you had sexual intercourse for the very first time?  <b>For the purposes of this survey, 'sexual intercourse' is when a male puts his penis inside of a female's vagina or inside of someone's anus.</b>  <b>IF RESPONDENT CANNOT RECALL, ASK THEM TO ESTIMATE.</b>	<div style="text-align: center;"> <input type="text"/> <input type="text"/> AGE         </div> NEVER HAD SEXUAL INTERCOURSE...00 ->D436  Refused..99 → D424	
D420	When was the last time you had sexual intercourse?	DAYS AGO.....[ ][ ] WEEKS AGO.....[ ][ ] MONTHS AGO.....[ ][ ] YEARS AGO.....[ ][ ]→D422	

	<p>IF LESS THAN 12 MONTHS, ANSWER MUST BE RECORDED IN DAYS, WEEKS OR MONTHS.</p> <p>IF 12 MONTHS (ONE YEAR) OR MORE, ANSWER MUST BE RECORDED IN YEARS.</p>	REFUSED...999→D422								
<b>D421</b>	<p>In total, with how many different people have you had sexual intercourse in the last 12 months?</p> <p>IF NON-NUMERIC ANSWER, . . . PROBE TO GET AN ESTIMATE.</p> <p>IF NUMBER OF PARTNERS IS DON'T KNOW . . . .88</p> <p>95 OR MORE, WRITE '95'.</p> <p><b>IF REFUSED, RECORD 99.</b></p>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-right: 5px;"></div> <div style="margin-left: 10px;"> <p>NUMBER OF SEXUAL PARTNERS</p> </div> </div>								
<b>D422</b>	<p>The last time you had sexual intercourse, was a condom used?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Yes</th> <th style="width: 25%;">No</th> <th style="width: 25%;">DK/Not Sure</th> <th style="width: 25%;">Refuse</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> </tr> </tbody> </table>	Yes	No	DK/Not Sure	Refuse	1	2	8	9
Yes	No	DK/Not Sure	Refuse							
1	2	8	9							
<b>D423</b>	<p>What was your relationship to this person with whom you had sexual intercourse?</p> <p>If "BOYFRIEND"/"GIRLFRIEND": Were you living together as if married? If yes, choose "2" and if no, choose "3"</p>	<p>HUSBAND/WIFE..... . . . . . 1</p> <p>LIVE-IN PARTNER . . . . . 2</p> <p>BOYFRIEND/GIRLFRIEND NOT living with ReSPONDENT . . . . . 3</p> <p>Casual ACQUAINTANCE . . . . . 4</p> <p>PROSTITUTE . . . . . 5</p> <p>OTHER _____ 6</p> <p>(SPECIFY)</p>								
<p>THE FOLLOWING QUESTIONS ARE ABOUT PREGNANCIES AND BIRTHS OF CHILDREN WHO ARE BIOLOGICALLY RELATED TO THE RESPONDENT. THE FIRST STEP IS TO DETERMINE IF YOU HAVE FILLED A CAREGIVER QUESTIONNAIRE FOR THIS RESPONDENT. IF YOU HAVE FILLED A CAREGIVER</p>										

<p>QUESTIONNAIRE, THEN YOU WILL NEED TO CHECK THE ANSWERS IN QUESTION F110 FOR ALL CHILDREN FOR WHOM THE RESPONDENT IS THE PRIMARY CAREGIVER TO SEE IF THE RESPONDENT IS THE BIOLOGICAL MOTHER/FATHER TO ANY CHLD. THEN FOLLOW THE INSTRUCTIONS AS LISTED.</p>									
<p><b>D424</b></p> <p>FEMALE, OTHER, REFUSED C101 &amp; NO CAREGIVER SURVEY <b>OR</b> FEMALE, OTHER, REFUSED C101 &amp; CAREGIVER SURVEY WITH NO CHILDREN THAT HAVE F110=01</p> <p style="text-align: center;"> <input type="checkbox"/>  ↓ </p>	<p>FEMALE, OTHER, REFUSED C101 &amp; CAREGIVER SURVEY WITH AT LEAST ONE CHILD THAT HAS F110=01 =&gt; D426</p> <p>MALE &amp; CAREGIVER SURVEY WITH AT LEAST ONE CHILD THAT HAS F110=02 =&gt; D431</p> <p>MALE &amp; NO CAREGIVER SURVEY <b>OR</b> MALE &amp; CAREGIVER SURVEY WITH NO CHILDREN THAT HAVE F110=02 =&gt; D430</p>								
<p><b>D425</b></p> <p>Have you ever been pregnant?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Don't Know</td> <td style="text-align: center;">Refuse</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> </tr> </table> <p style="text-align: center;"><b>If 2=&gt; D432; If 8,9 =&gt; D428</b></p>	Yes	No	Don't Know	Refuse	1	2	8	9
Yes	No	Don't Know	Refuse						
1	2	8	9						
<p><b>D426</b></p> <p>How old were you the first time you became pregnant?</p> <p><b>IF DON'T KNOW, RECORD 88.</b></p> <p><b>IF REFUSED, RECORD 99.</b></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 40px;"> <input style="width: 30px; height: 20px;" type="text"/> </td> <td style="text-align: center; width: 40px;"> <input style="width: 30px; height: 20px;" type="text"/> </td> <td style="text-align: center;">AGE</td> </tr> </table>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	AGE					
<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	AGE							
<p><b>D427</b></p> <p>FEMALE, OTHER, REFUSED C101 &amp; NO CAREGIVER SURVEY <b>OR</b> FEMALE, OTHER, REFUSED C101 &amp; CAREGIVER SURVEY WITH NO CHILDREN THAT HAVE F110=01</p> <p style="text-align: center;"> <input type="checkbox"/>  ↓ </p>	<p>FEMALE, OTHER, REFUSED C101 &amp; CAREGIVER SURVEY WITH AT LEAST ONE CHILD WITH F110=01=&gt; D429</p>								
<p><b>D428</b></p> <p>Have you ever given birth?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">Refuse</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">9</td> </tr> </table> <p style="text-align: right;"><b>If 1 =&gt; D429</b></p> <p style="text-align: right;"><b>If 2,8,9=&gt;D432</b></p>	Yes	No	Refuse	1	2	9		
Yes	No	Refuse							
1	2	9							
<p><b>D429</b></p> <p>How old were you when you first gave birth?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 40px;"> <input style="width: 30px; height: 20px;" type="text"/> </td> <td style="text-align: center; width: 40px;"> <input style="width: 30px; height: 20px;" type="text"/> </td> <td style="text-align: center;">AGE</td> </tr> </table> <p style="text-align: right;"><b>All skip to D432</b></p>	<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	AGE					
<input style="width: 30px; height: 20px;" type="text"/>	<input style="width: 30px; height: 20px;" type="text"/>	AGE							

<b>D430</b>	Have you ever fathered any children with any woman?	Yes 1	No 2	Don't Know 8	Refuse 9	If 2,8,9 => D432
<b>D431</b>	How old were you when your (first) child was born?	<input type="text"/> <input type="text"/>		AGE		
<b>D432</b>	FEMALE, OTHER, REFUSED C101 & NO CAREGIVER SURVEY  <input type="text"/> ↓	MALE OR FEMALE, OTHER, REFUSED C101 & CAREGIVER SURVEY <input type="text"/> → D436				
<b>D433</b>	Are you currently pregnant?	Yes 1	No 2	Don't Know 8	Refuse 9	
<b>D436</b>	FOR THOSE YOUTH WHO HAVE EITHER A CAREGIVER OR ISLG MEMBER QRE, VERIFY CURRENT MARITAL STATUS AND RECORD HERE  What is your <u>current</u> marital status?	Married 1 Cohabiting (but not married) 2 =>D438 Never been married 3 Divorced or separated 4 =>D439 Widowed 5 Refused 9 =>D439				
<b>D437</b>	How old were you when you first got married?	<input type="text"/> <input type="text"/>		AGE		
<b>D438</b>	How old were you when you first started cohabitating?	<input type="text"/> <input type="text"/>		AGE		
<b>D439</b>	Do you know of a place where a person can get condoms?	Yes 1	No 2	DK/Not Sure 8	Refuse 9	If 2,8,9 => D501

<b>D440</b>	Where is that?  Any other place? PROBE to identify each type of source.  CIRCLE ALL MENTIONED	<b>Public sector</b>			
		Referral Hospital	A	Pharmacy	K
		District Hospital	B	Family Planning Clinic	L
		Health Center	C	Other Private Medical Facility, specify _____	M
		Health Post	D		
		Outreach	E	<b>Other source</b>	
		Community Health Worker	F	Kiosk	N
		Other public facility, specify _____		Traditional birth attendant	O
			G	Friend/Relative	P
		<b>Private medical sector</b>		Church	Q
		Polyclinic	H	Other, specify _____	X
		Clinic	I	Refuse	Z
Dispensary	J				

--- END OF SECTION ---

## SECTION D5. GENDER NORMS

	<b>Interviewer script: <i>We would now like to ask you some questions about relationships between men and women. For each statement, please tell us if you agree a lot, somewhat agree, or do not agree at all with the statement.</i></b>	<b>Agree a lot</b>	<b>Somewhat agree</b>	<b>Do not agree at all</b>
	<b><i>Violence Domain</i></b>			
D501	There are times when a woman deserves to be beaten.			
D502	A woman should tolerate violence to keep her family together.			
D503	A wife who earns more than her husband provokes violence.			
	<b><i>Sexuality</i></b>			
D504	Men are always ready to have sex.			
D505	Men need sex more than women do.			
D506	You don't talk about sex, you just do it.			
	<b><i>Masculinities</i></b>			
D507	A man is less of a man if he earns less than his wife.			

D508	To be a man, you need to be tough.			
D509	Men should be embarrassed if unable to get an erection.			
D509A	If someone insults me, I will defend my reputation, with force if I have to			
	<b><i>Reproductive Health</i></b>			
D510	It is a woman's responsibility to avoid getting pregnant.			
D511	Men should be outraged if their wives/partners ask them to use a condom.			
	<b><i>Gender roles</i></b>			
D512	Changing diapers, giving a bath, and feeding kids is the mother's responsibility.			
D513	A woman's most important role is taking care of her home and family.			
D514	A man should have the final word about decisions in his home.			

SECTION D6. ACCESS TO HEATH SERVICES, HIV PREVENTION, CARE & SUPPORT

We have arrived at the last section of the questionnaire. We are almost finished. Thank you very much for your participation so far.

Filter: IS THE YOUTH THE SAME AS THE RESPONDENT TO THE HOUSEHOLD SURVEY, A CAREGIVER OR ISLG MEMBER?

NO YES  D602  →

I am going to read out a list of items and services. Please tell me if you or anyone else in your household has received or accessed any of these items or services in the last 6 months.

	Yes	No	DK	Refused		Yes	No	DK	Refused	
D601	D601.1 HIV test	1	2	8	9	D601.16 Free school supplies or a school uniform	1	2	8	9
	D601.2 Farmer Field School	1	2	8	9	D601.17 Birth registration support	1	2	8	9
	D601.3 Free Small Livestock	1	2	8	9	D601.18 Mosquito nets	1	2	8	9
	D601.4 Free seed	1	2	8	9	D601.19 Information on child protection	1	2	8	9
	D601.5 Nutritional advice in caring for your children	1	2	8	9	D601.20 Nutrition messaging for pregnant or lactating women	1	2	8	9
	D601.6 Free food	1	2	8	9	D601.21 One Stop (GBV center)	1	2	8	9
	D601.7 Information on how to prevent HIV and other sexually transmitted infections	1	2	8	9	D601.22 Information on sexual and reproductive health and rights	1	2	8	9
	D601.9 Training on Early Childhood Development	1	2	8	9	D601.24 Information on positive masculinity and gender equity	1	2	8	9
	D601.10 Livelihood training/income generation	1	2	8	9	D601.25 Umugoroba w'ababyeyi (parental evenings)	1	2	8	9
	D601.11 Community savings/lending group	1	2	8	9	D601.26 HIV treatment and care	1	2	8	9
	D601.12 Life skills training	1	2	8	9	D601.27 Advice on childhood immunization	1	2	8	9
	D601.13 Vocational training scholarships	1	2	8	9	D601.28 Positive parenting	1	2	8	9
	D601.14 Workforce readiness training	1	2	8	9	D601.29 Growth monitoring for children	1	2	8	9
	D601.15 Psychosocial support from a home visitor or social worker	1	2	8	9					

--- END OF SECTION ---

**D602.** I have come to the end of my questions. Thank you for participating in this interview! Is there anything you would like to add or ask us?

<b>D603</b>	DATE INTERVIEW COMPLETED (dd/mm/20yy)	[__ / __ / 2 0 __]
<b>D604</b>	TIME INTERVIEW COMPLETED (dd/mm/20yy)	[__   __ : __   __]
<b>D605</b>	INTERVIEWER NOTES	

## APPENDIX H. STUDY TEAM

### University of Rwanda Staff

**Sabine F. Musange, MD, MSc** is a Lecturer at the University of Rwanda-School of Public Health. Her research interest areas include operational research, program evaluations in maternal and child health, health policy and financing. For the past 9 years, she has been teaching at the School of Public Health and working closely with the Ministry of Health and different development partners in developing, implementing and evaluating health interventions/programs in Rwanda. Dr Musange obtained her Medical Degree from the School of Medicine at the University of Rwanda, and her Masters in Sciences in International Health Policy and Management at the Heller School for Social Policy and Management from Brandeis University. She is currently doing her PhD in Global Health-Implementation Sciences at the University of Washington.

**Vedaste Ndahindwa, MD, MSc** is a Lecturer at the University of Rwanda, College of Medicine and Health Sciences, School of Public Health. With 9 years' experience as a public health specialist, he has strong interest in Biostatistics, Epidemiology, Nutrition, Clinical Research, Evaluations, Demography and GIS. He has been the Director of Medical Research Unit and the Coordinator of the National Health Research Committee in the Medical Research Center Division (RBC) for one year and a half. He has worked on several research projects and he has a good experience in study design and protocol development. Recently, he was part of the SPH and WB team that evaluated the impact of financial incentives to CHWs on health outcomes, where the cooperatives were part of the assessment. Dr Vedaste holds a degree in Medicine from the University of Rwanda and a Master's degree in Biostatistics from Catholic University of Louvain, Belgium. Dr Vedaste has expertise in data management and data analysis using many statistical packages and software.

**Ndagijimana Albert, MPH, MSc** is an Assistant Lecturer at the University of Rwanda, College of Medicine and Health Sciences, School of Public Health. At the University of Rwanda, College of Medicine and Health Sciences School of Public Health, he is involved in different activities: teaching (strategic problem solving, leadership, governance and management of health services, public health emergencies and disasters, introduction to one health, etc), research and community activities since 2013. He participates in capacity building workshop for other institutions especially in facilitating workshops on research and publications. Albert's areas of interest include maternal and child health, HIV prevention, disaster management and one health approach research. He is also involved in different activities for the past two years including community services, where he is involved in strengthening resilient capacities of people from floods and landslides prone area as well as DRC refugees about the effects of these disasters. He is also an expert in conducting program evaluation (operations research) such Imbuto Foundation Adolescent sexual and reproductive health program, Rwanda family planning and reproductive health commodities and services assessment. He is good at designing and implementing impact evaluations. He has a strong experience in coordinating field works as he is familiar to the whole country relief and health services infrastructures. Albert is expert in monitoring and evaluation of health programs with a long experience in a district hospital for six years. He speaks English, French and Kinyarwanda.

### MEASURE Evaluation Staff

**Jessica A. Fehringer, PhD, MHS**, is the activity lead and principal investigator for the Rwanda evaluation. Dr. Fehringer is responsible for oversight of gender-related research activities as well as for leading several evaluation and research projects in S. Asia and sub-Saharan Africa. She has a PhD from Johns Hopkins

University School of Public Health in Population, Family, and Reproductive Health and a Masters in Health Sciences in International Health, with a focus on Social and Behavioral Interventions, from the Johns Hopkins University School of Public Health. She has worked in international public health, with a focus on the empowerment of marginalized groups, for over 15 years. She has designed and carried out qualitative and quantitative research and evaluation in South and Southeast Asia, South America, and sub-Saharan Africa on a number empowerment and health topics, including the influence of relationship power dynamics on HIV prevention and treatment and gender-based violence. She most recently designed and implemented a quasi-experimental mixed methods evaluation examining the MNCH/FP and health service impacts of integrating gender and social inclusion into capacity building with local health facility committees in Nepal; and acted as gender advisor and qualitative lead for the design and survey implementation of a mixed methods quasi-experimental evaluation examining the gender dimensions of impacts of ground nut value chain interventions in Zambia.

**Lisa Parker, PhD** is the OVC Specialist for the Rwanda evaluation. She has more than 15 years of experience working in the fields of public health, monitoring and evaluation (M&E), and international development with a focus on HIV/AIDS, sexual and reproductive health, household economic strengthening, and vulnerable children. Dr. Parker's doctoral dissertation aimed to help develop and evaluate a pilot Positive Prevention program for Youth Living with HIV/AIDS ages 15–24 in the Democratic Republic of the Congo. Dr. Parker has experience in both quantitative and qualitative research as well as social and behavioral intervention development, adaptation, implementation, and evaluation primarily in sub-Saharan Africa. Currently a Monitoring and Evaluation Technical Advisor at MEASURE Evaluation/Futures Group, she oversees a large portfolio of OVC M&E capacity-building programs in Nigeria and Cameroon. In this role she is responsible for providing technical support to stakeholders to develop M&E systems, guidelines for host country OVC programs, and aids in the collection and use of OVC data and information. She has extensive experience living, working, and conducting research in Sub-Saharan Africa including in Burkina Faso, Cameroon, Cote d'Ivoire, The DRC, Malawi, Niger, Nigeria, and South Africa. Lisa is fluent in both English and French.

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