



# 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 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

**Jessica Fehringer**, PhD, MHS, MEASURE Evaluation, Team Leader;  
**Lisa Parker**, PhD, MEASURE Evaluation; **Gustavo Angeles**, PhD, MEASURE  
Evaluation; **Aimee Benson**, MA, MEASURE Evaluation; **Chris B. Agala**, PhD,  
MEASURE Evaluation; **Sabine Musange**, MPH, University of Rwanda; **Albert  
Ndagijimana**, MPH, University of Rwanda; **Vedaste Ndahindwa**, University of  
Rwanda; **Veronica Caridad Varela**, MPH, MEASURE Evaluation

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**MEASURE** Evaluation  
University of North Carolina at Chapel Hill  
123 W. Franklin Street, Suite 330  
Chapel Hill, NC 27516 USA  
Phone: +1 919-445-9350 | [measure@unc.edu](mailto:measure@unc.edu)  
[www.measureevaluation.org](http://www.measureevaluation.org)

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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 (PLHAs), out-of-school youth, very poor or female-headed households, and orphans and vulnerable children (OVCs) 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
Population Characteristics (% except where noted)						
HH						
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 <sup>+</sup>		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	
Caregiver characteristics						
Marital status		1,444		1,327		1,213
Married	38.9 <sup>*</sup>		38.6 <sup>*</sup>		46.1	
Cohabiting	12.9 <sup>*</sup>		11.3 <sup>**</sup>		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*+		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 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+		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	
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
Child Protection						
Caregivers who agreed that harsh physical punishment is an appropriate means of discipline	46.3**	1444	36.8	1,327	39.5	1,213
Intimate Partner Violence						
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
HH Decision Making						
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	
Youth Attitudes Towards Gender						
Attitudes towards gender among youth (mean, composite GEM score)	16.0	464	15.1	390	15.6	379
Health Service Use						
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	
Youth HIV/AIDS Knowledge and Prevention Behaviors						
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
Early Childhood Development						
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

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

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

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

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

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

<sup>+++</sup>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

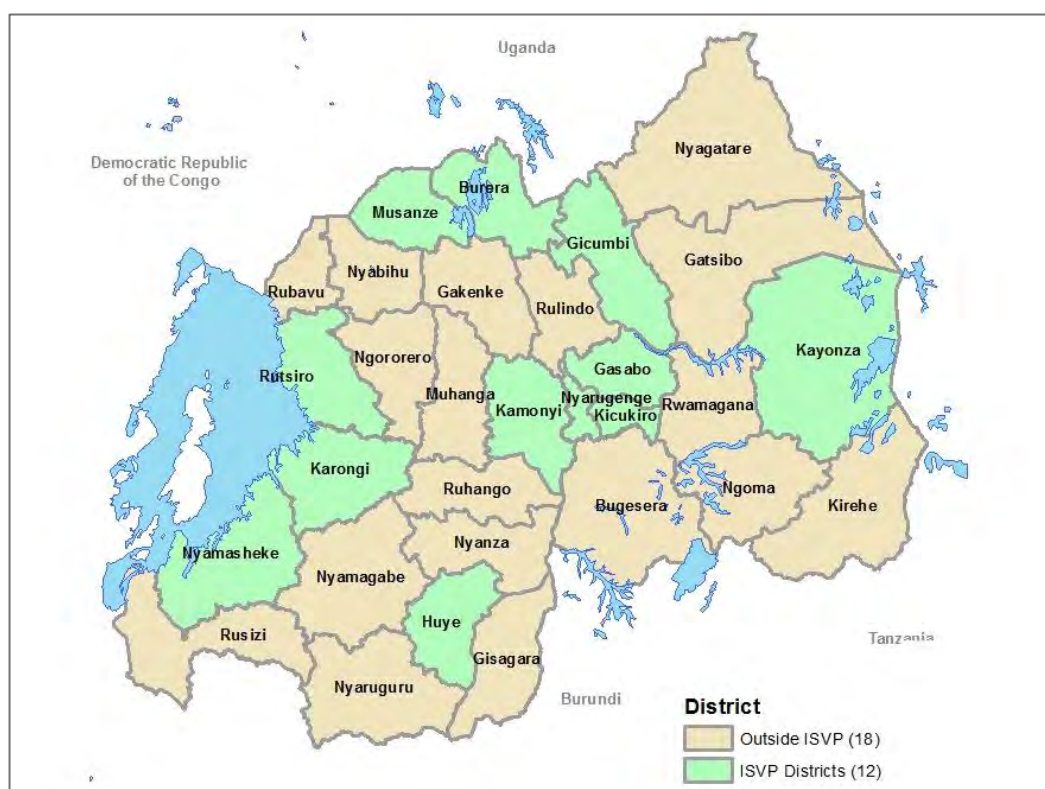
emergency funds. Financial education for the ISLG members teaches money management skills, such as savings, debt management, budgeting, bank services, and financial negotiation. The development of micro and small enterprises and cooperatives is promoted to ISLG members who receive instructional materials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

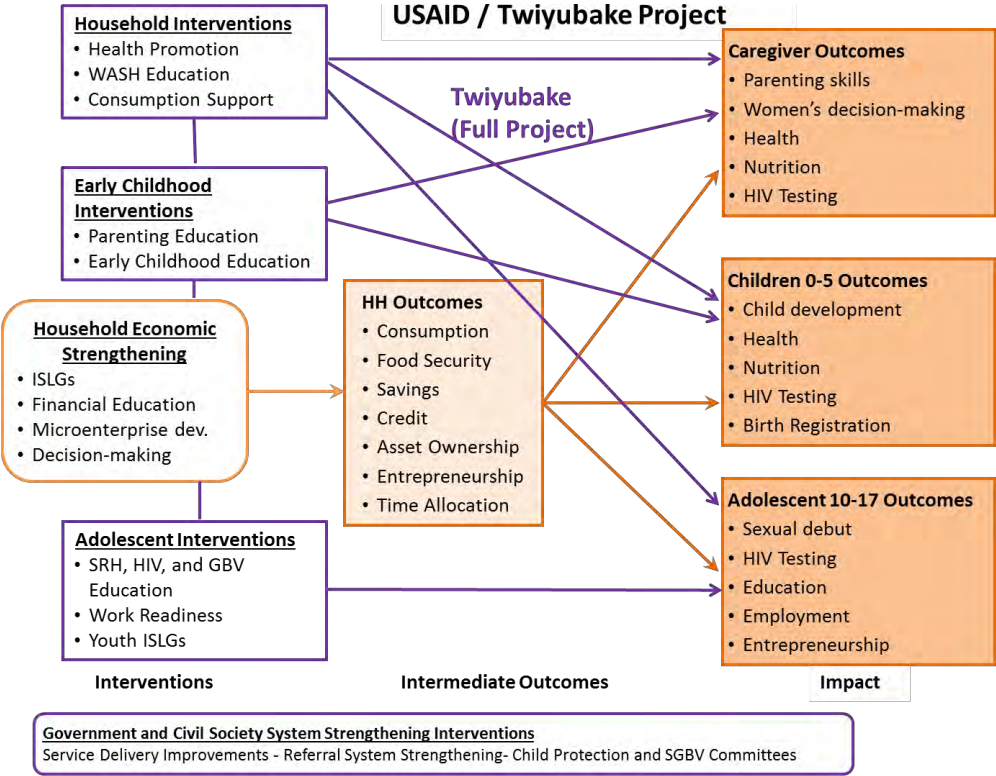
The ISVP theory of change (Figure 2) is grounded in the assumption that health, economic empowerment, and education are intertwined, and that these factors must be comprehensively addressed to both reduce the risk and mitigate the impact of HIV/AIDS and other adverse health outcomes. Household economic 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
N	3,534 <sup>†*</sup>	4,332	7,866	3,181	3,644	6,825	2,914	3,315	6,229	9,629	11,291

F: female; M: male

<sup>†</sup>Versus control (p<0.05)

<sup>\*</sup>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
Household headship, %			
Male	55.2	52.7	67.6
Female	44.8*	47.3*	32.4
Household size, %			
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
Mean household size	5.5*+	5.2	5.0
Households with orphans <18 years old, %			
Double orphans	4.6	2.8	1.2
Single orphans	24.9	23.6	17.1
Any orphan	28.7	26.3	18.1
N	1,428	1,309	1,216

\*Versus control (p<0.01)

+Versus HES-only (p<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
N	1,428	1,309	1,216

No statistically significant differences between groups.

Table 9. Household characteristics: utilities, communication, location

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

\*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
Improved, not shared facility, %			
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
Shared facility <sup>1</sup> , %			
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
Nonimproved facility, %			
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
Any improved, not shared facility, %	17.0 <sup>+</sup>	12.6	13.3
Nu	1,428	1,309	1,216
<sup>1</sup> Facilities that would be considered improved if they were not shared by two or more households.			

<sup>+</sup>versus control, p<0.01

<sup>\*</sup>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
N	1,428	1,309	1,216

<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	
Full ISVP	60.7	62.7	58.5	1,444
HES-only	64.5	64.8	64.5	1,327
Control	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
Sex										
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
Study group										
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
Working status, %			
Paid occupation	73.2	76.5	73.8
Unpaid occupation	10.5	12.9	15.5
No occupation	15.8* <sup>+</sup>	9.5	9.7
Missing	0.5	1.1	1.0
N	1,428	1,309	1,216

\*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
Sex, %				
Male	4.6	3.6	5.1	4.8
Female	95.4	96.4	94.9	95.2
N	1,444	1,327	1,213	3,984

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
Mean age	47.8	44.3	44.4	44.3	43.7	43.7	49.4	41.2	41.6
Median age	50	43	43	41	43	43	47	39	39
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
N	53	1,391	1,444	54	1,273	1,327	63	1,150	1,213

\*Versus control, p&lt;0.05

\*\*Versus control, p&lt;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
N	53	1,391	1,444	54	1,273	1,327	63	1,150	1,213

\*Versus control, p&lt;0.05

\*\*Versus control, p&lt;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
Employment <sup>1</sup> status, %									
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
N	53	1,391	1,444	54	1,273	1,327	63	1,150	1,213

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
Sex, %			
Male	54.0	53.2	50.3
Female	46.0	46.8	49.7
N	1,100	1,162	719

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
Age, years, %									
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
N	547	553	1,100	601	561	1,162	361	358	719

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
Primary caregiver, %									
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
N	547	553	1,100	601	561	1,162	361	358	719

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
Age, years, %									
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
Mean age	48.5	46.1	46.8	47.6	44.6	45.3	(40.0)	42.3	41.8
Median age	47	45	45	47	44	44	(36)	40	39
N <sup>1</sup>	394	1,003	1,397	280	1,001	1,281	42	185	227

<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
Ever attended school, %									
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
Highest level of education completed, %									
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
N <sup>1</sup>	394	1,003	1,397	280	1,001	1,281	42	185	227

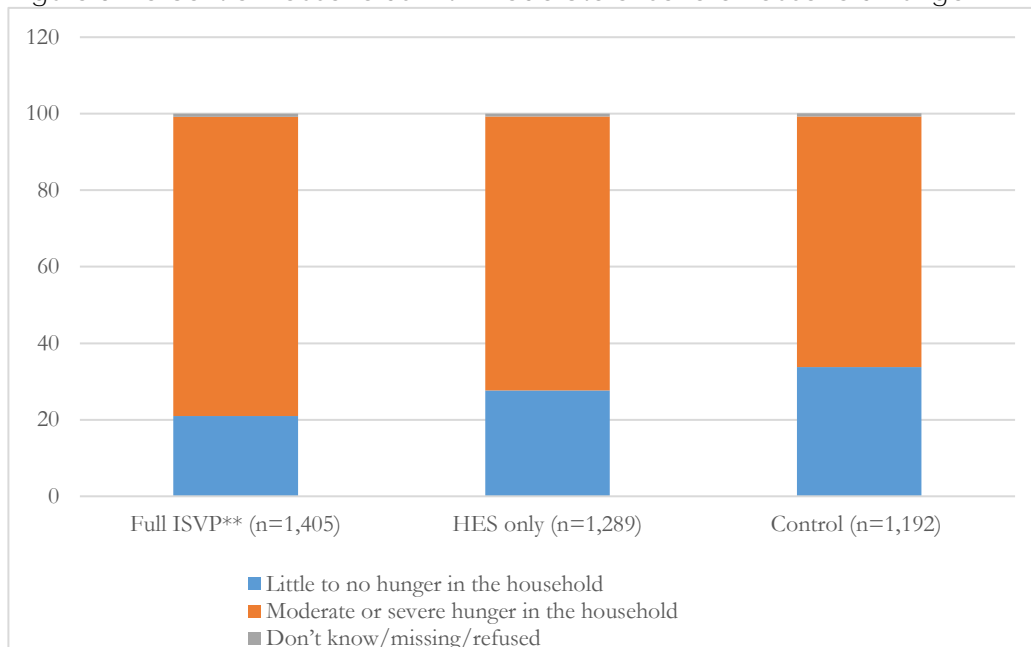
Parentheses indicate = 25–49

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
Total	73.8	1,298

No statistically significant differences between groups

Table 26. Household farm tools and agricultural assets

	Full ISVP	HES-only	Control	Total
Farm tools, %				
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
Own any farm tool <sup>1</sup>	98.1	97.3	97.3	97.4
Livestock, %				
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
Own any livestock	58.0	57.0	61.4	60.3
N	1,428	1,309	1,216	3,953

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
Anyone in household owned or cultivated a plot of land in past 12 months, %				
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
N	1,428	1,309	1,216	3,953
Among those who owned or cultivated a plot, total area of all plots in acres <sup>1</sup>				
Range	0.1-123.5	0.1-168	0.1-95	0.1-168
Median	3.7	3.0	4.0	3.7
N	1,001	873	850	2,724
<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
N	1,428	1,309	1,216

\*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
Households with savings, %				
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
N	1,428	1,309	1,216	3,953
Types of savings institutions <sup>1</sup> , %				
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
N	1,428	1,309	1,216	3,953
Among those with savings at a bank, mean and median amount in RWF in current savings				
Mean	-	-	-	(19,237)

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

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

<sup>+</sup>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

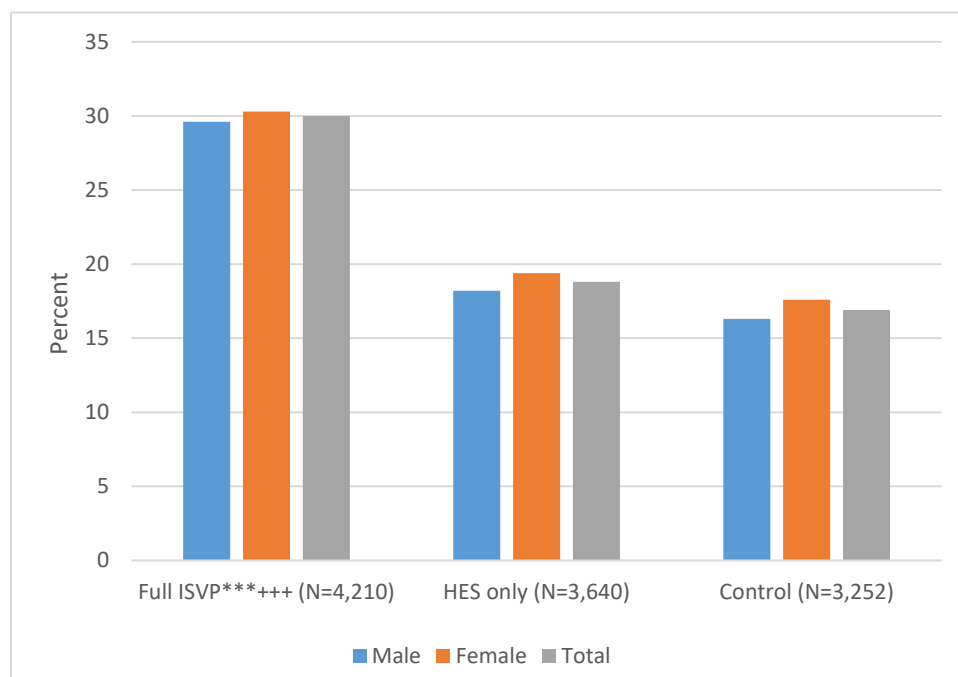
Characteristics	Full ISVP			HES-only			Control		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
In last 6 months, began new paid work, %									
Yes	0.3	0.4	0.3	0.9	0.7	0.8	0.0	1.0	0.5
No	99.7	99.5	99.6	99.1	99.3	99.2	100.0	98.6	99.3
N	547	553	1,100	601	561	1,162	361	358	719

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
Age group, years						
<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
Total (all age groups)	30.0	4,210*	18.8	3,640	16.9	3,252

\*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
Sex of child						
Male	2.3	346	5.4	345	1.8	327
Female	3.9	400	6.4	340	3.0	323
Total	3.1	746	5.9	685*	2.4	650
Age groups, months						
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
Total	3.1	746	5.9	685*	2.4	650

<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				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	Breastfed children, n	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>														
Age, months, %														
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
Sex, %														
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
Total	14.9	12.9**	3.2**	316	1.9	17.2	6.6	0.3	430	45.6	16.1	9.4	1.6**	746
<b>HES-only</b>														
Age, months, %														
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
Sex, %														
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
Total	19.1	19.8	10.0	286	3.0	16.0	4.6	0.1*	399	42.6	17.2	10.8	4.1	685
<b>Control</b>														
Age, months, %														
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
Sex, %														
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
Total	16.0	23.4	7.7	278	4.1	18.0	7.2	1.5	372	45.2	17.2	14.2	4.1	650

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.

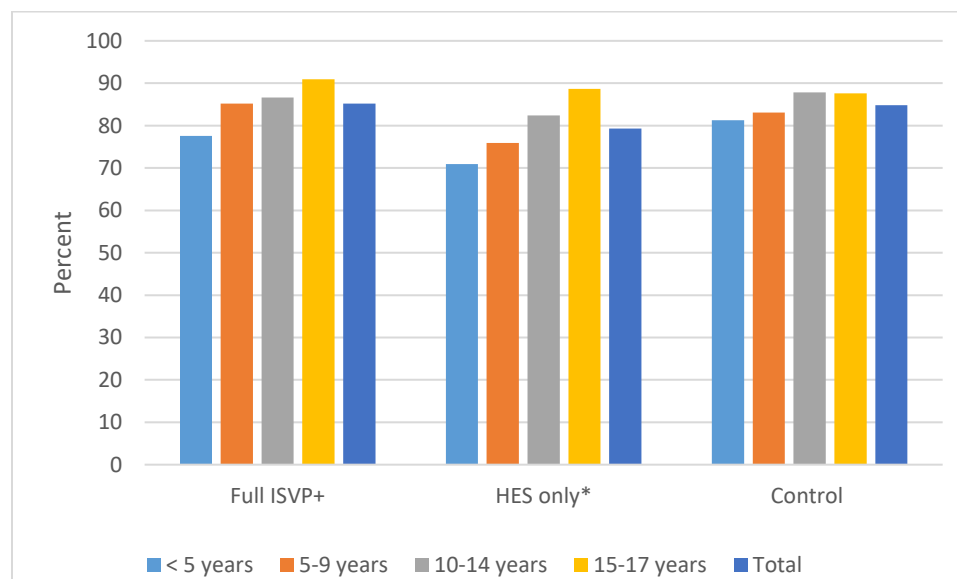
Table 35. Characteristics of children too sick to participate in daily activities in the past two weeks

Characteristics	Full ISVP		HES-only		Control	
	Yes	N	Yes	N	Yes	N
Sex, %						
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
Total	22.2	4,210	21.4	3,640	18.6	3,252
Age group, years, %						
<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
Total	22.2	4,210	21.4	3,640	18.6	3,252

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,  $p < 0.05$

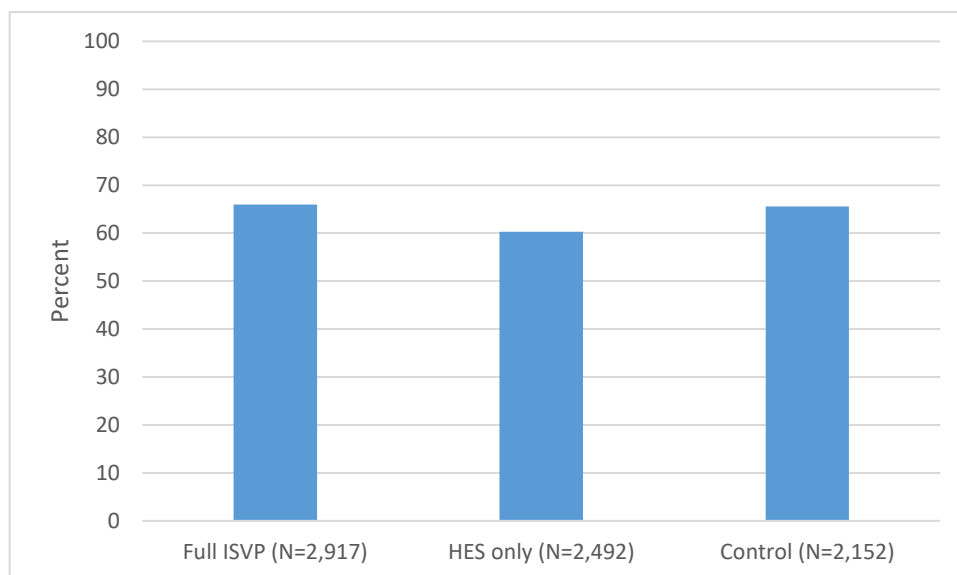
^Versus control,  $p < 0.05$

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
Main reasons for missing school, %			
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
Number	693	503	471

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
Reasons for not being enrolled, %			
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
N	223	406	313

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
Sex of child, %						
Male	61.0	1,652	53.6	1,478	61.7	1,277
Female	67.2	1,733-	58.2	1,425	59.6	1,253
Total	64.1	3,385+	55.8	2,903	60.7	2,530
Age group, years, % <sup>1</sup>						
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
Total	64.1	3,385+	55.8	2,903	60.7	2,530
Age group, years, % <sup>2</sup>						
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
Total	64.1	3,385+	55.8	2,903	60.7	2,530

+Versus HES-only,  $p < 0.01$

-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
Sex						
Male	90.0	1,119	84.1	963	86.9	828
Female	90.4	1,192	83.5	998	91.0	870
Total	90.2	2,311	83.8	1,961	89.0	1,698

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
School progression, %									
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
N	613	637	1250	542	558	1,100	490	480	970

<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
Total	22.5	1,250	12.7	1,100	19.4	970
<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
Total	22.5	1,250 <sup>+</sup>	12.7	1,100	19.4	970

<sup>+</sup>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
Total	17.7	1,250	9.6	1,100	16.1	970
<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
Total	17.7	1,250 <sup>+</sup>	9.6	1,100 <sup>*</sup>	16.1	970

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

<sup>+</sup>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 ( $p<0.05$ ).

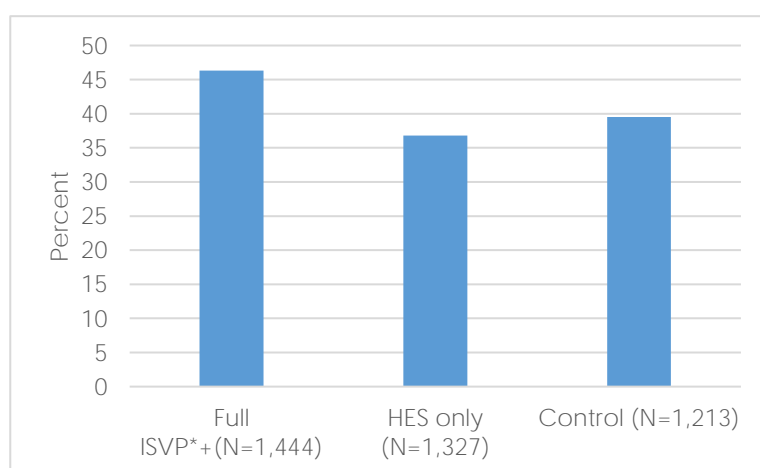
Table 43. Youth ages 13–17 years enrolled in and regularly attended secondary school

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

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
Total	92.7	94.8	95.8	91.6	87.7	92.7	77.9	1.7	1,391
<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
Total	92.7	94.8	95.8	91.6	87.7	92.7	77.9	1.7	1,391
<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
Total	92.7	94.8	95.8	91.6	87.7	92.7	77.9 <sup>+</sup>	1.7	1,391

<sup>+</sup>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
Age groups, years, %									
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
Total	93.5	96.6	97.3	96.4	89.9	93.5	84.3	0.5	1,273
Employment status, %									
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
Total	93.5	96.6	97.3	96.4	89.9	93.5	84.3	0.5	1,273
Highest level of education attained, %									
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
Total	93.5*	96.6*	97.3*	96.4*	89.9	93.5	84.3*	0.5	1,273

<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
Total	90.4	93.4	94.2	93.8	85.9	92.6	76.7	1.9	1,150
<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
Total	90.4	93.4	94.2	93.8	85.9	92.6	76.7	1.9	1,150
<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
Total	90.4	93.4	94.2	93.8	85.9	92.6	76.7	1.9	1,150

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
Married women who received cash earnings for employment, %	73.5	70.0	70.7
N	789	700	737
Person who decided how wife's cash earnings were used %			
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
Total	100.0	100.0	100.0
N	584	477	518

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)

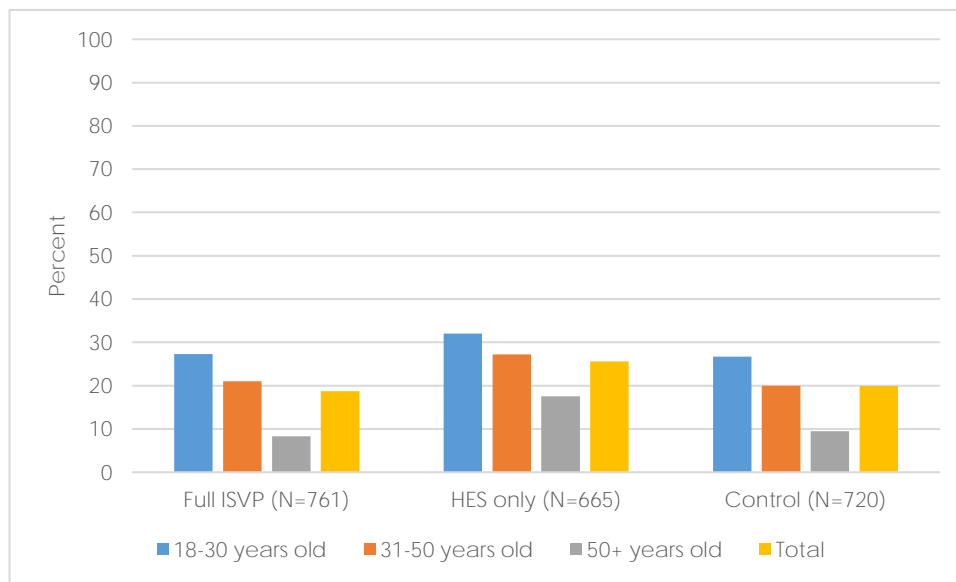
	Full ISVP	HES-only	Control
Married women whose husbands received cash earnings, %	98.3	99.1	99.1
N	789	700	737
Person who decided how husband's cash earnings were used, %			
Mainly wife	18.3	17.6	14.2
Wife and husband jointly	59.3	60.6	63.0
Mainly husband	20.9	19.8	21.7
Other	1.4	2.0	1.0
N	782	694	727

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 experience of 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
Age groups, years, %	Yes	Yes	Yes
18–30	23.7	25.8	20.1
31–50	14.9	21.9	14.8
50+	7.1	16.0	6.2
Highest level of education attained, %			
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>
Total	14.0	21.0	14.6
N	761	665	720

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%) that 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, samples 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
Age groups, years, %	Yes	Yes	Yes
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>
Highest level of education attained, %			
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>
Total	10.7	11.8	9.7
N	761	665	720

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
Number of decisions made solely or jointly, %			
0–3	27.3	25.7	28.7
4–5	20.8	28.4	16.0
6	17.1	24.9	19.7
N	761	665	720

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*
Primarily decision maker			
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
N	562	450	504

\*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**
Primary decision maker for how to spend <b>husband's</b> cash earnings			
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
N	754	661	711

\*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
Completed GEM scale, %									
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
N	313	311	624	330	335	665	206	210	416
Among those who completed GEM questions, those who <b>'agreed a lot'</b> with the following statements, %									
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>									
Mean	15.7	16.3	16.0	15.0	15.3	15.1	15.7	15.5	15.6
Median	15	16	15	15	15	15	16	15	16
N	232	232	464	195	195	390	190	189	379

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
GEM score bands			
Low	27.4	34.8	30.0
Moderate	47.7	49.5	53.7
High	24.9	15.8	16.3
N	464	390	379

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
GEM score bands						
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
N	114	350	52	338	19	360

<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>
GEM score levels <sup>2</sup>									
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	–
N	410	47	7	308	79	3	283	89	7

<sup>1</sup>N <25

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

Parentheses 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
Sex						
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
Age group, months						
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
Total	71.1	825	60.9	737	66.9	722
N	586		490		473	

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
Age group, months															
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
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
N	198	213	83	82		151	139	102	83		165	165	70	67	

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
Fever within past 2 weeks	28.7	825	24.3	737	23.7	722
Sought treatment						
Sex						
Male	73.9	111	68.7	87	76.4	88
Female	70.9	109	53.7	78	76.1	95
Total	72.5	220	60.8	165	76.3	183
Age group, months						
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
Total	72.5	220	60.8	165	76.3	183
N	164		112		136	

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
Sought treatment						
Sex						
Male	82.7	74	48.1	53	70.6	64
Female	68.3	69	(36.8)	40	(68.8)	42
Total	75.3	143 <sup>+</sup>	42.8	93 <sup>**</sup>	69.9	106
Age group, months						
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
Total	75.3	143 <sup>+</sup>	42.8	93 <sup>**</sup>	69.9	106

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

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

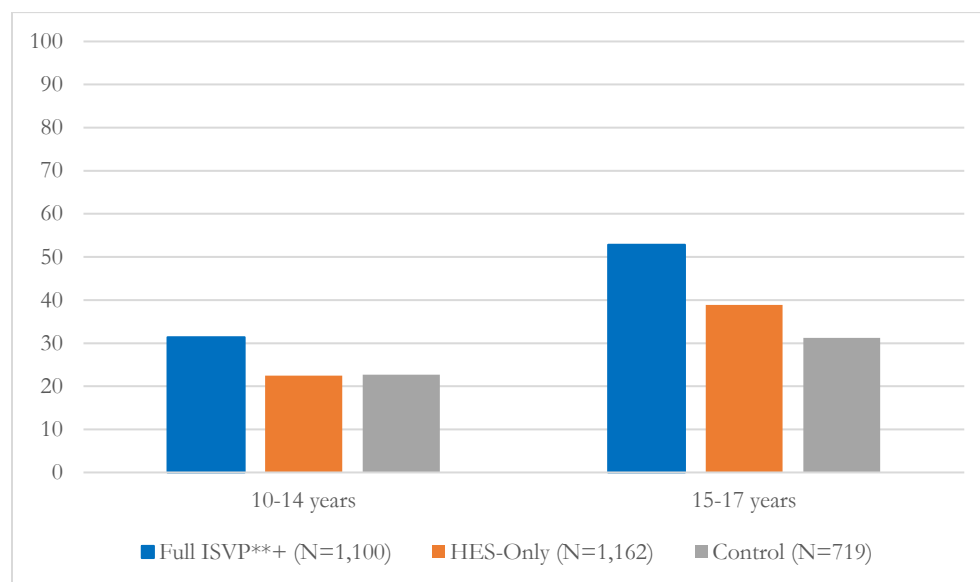
<sup>\*\*\*</sup>Versus control, p<0.001

<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
Total	18.7	20.0	19.3	17.3	11.4	14.6	12.1	9.0	10.6
N	547	553	1100	601	561	1162	361	358	719

\*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
Sex						
Male	84.9	53	84.9	54	65.8	63
Female	90.1	1,391	79.7	1,273	80.4	1,150
Total	89.9	1,444 <sup>+</sup>	79.9	1,327	79.7	1,213
Age groups, years						
<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
Total	89.9	1,444 <sup>+</sup>	79.9	1,327	79.7	1,213

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

<sup>2</sup>N <25

<sup>+</sup>versus control,  $p < 0.01$

<sup>+</sup>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
Sex, %			
Male	55.6	45.7	25.3
Female	63.5	42.3	40.7
Age groups, years, %			
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
Total	63.1 <sup>+</sup>	42.4	39.9
N	1,444	1,327	1,213

<sup>+</sup>Versus HES-only,  $p < 0.0001$

<sup>+</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
Sex						
Male	81.2	413	79.8	444	81.2	260
Female	75.3	413	74.8	423	78.5	263
Total	78.5	826	77.4	867	79.9	523
Age group, years						
10–14	73.6	554	69.8	552	72.6	307
15–17	86.9	272	87.4	315	89.4	216
Total	78.5	826	77.4	867	79.9	523

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
N	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)	–
N	39	44	12

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
Sex						
Male	30.7	178	15.3	181	13.4	154
Female	45.5	186	11.5	177	9.7	141
Total	38.2	364*	13.6	358	11.6	295
Age group, months						
36–47	23.8	184	10.9	184	4.5	156
48–59	51.4	180	16.6	174	19.3	139
Total	38.2	364*	13.6	358	11.6	295

\*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
Sex						
Male	30.6	381	33.2	376	30.4	368
Female	36.4	444	30.8	361	34.1	354
Total	33.7	825	32	737	32.3	722
Age group, months						
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
Total	33.7	825	32	737	32.3	722

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	
Sex											
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
Total	80.5	15.0	24.6	34.5	80.8	48.0	26.8	53.4	19.4	0.4	1,444

<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	
Sex											
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
Total	75.6	15.4	26.1	38.5	81.6	52.3	22.3	58.2	19.3	0.3	1,327

<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	
Sex											
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
Total	80.3	10.7	29.3	33.7	81.2	45.7	25.1	56.8	17.8	0.3	1,213

<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
N	1,428	1,309	1,216

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)

Figure 10. Map of study group assignments

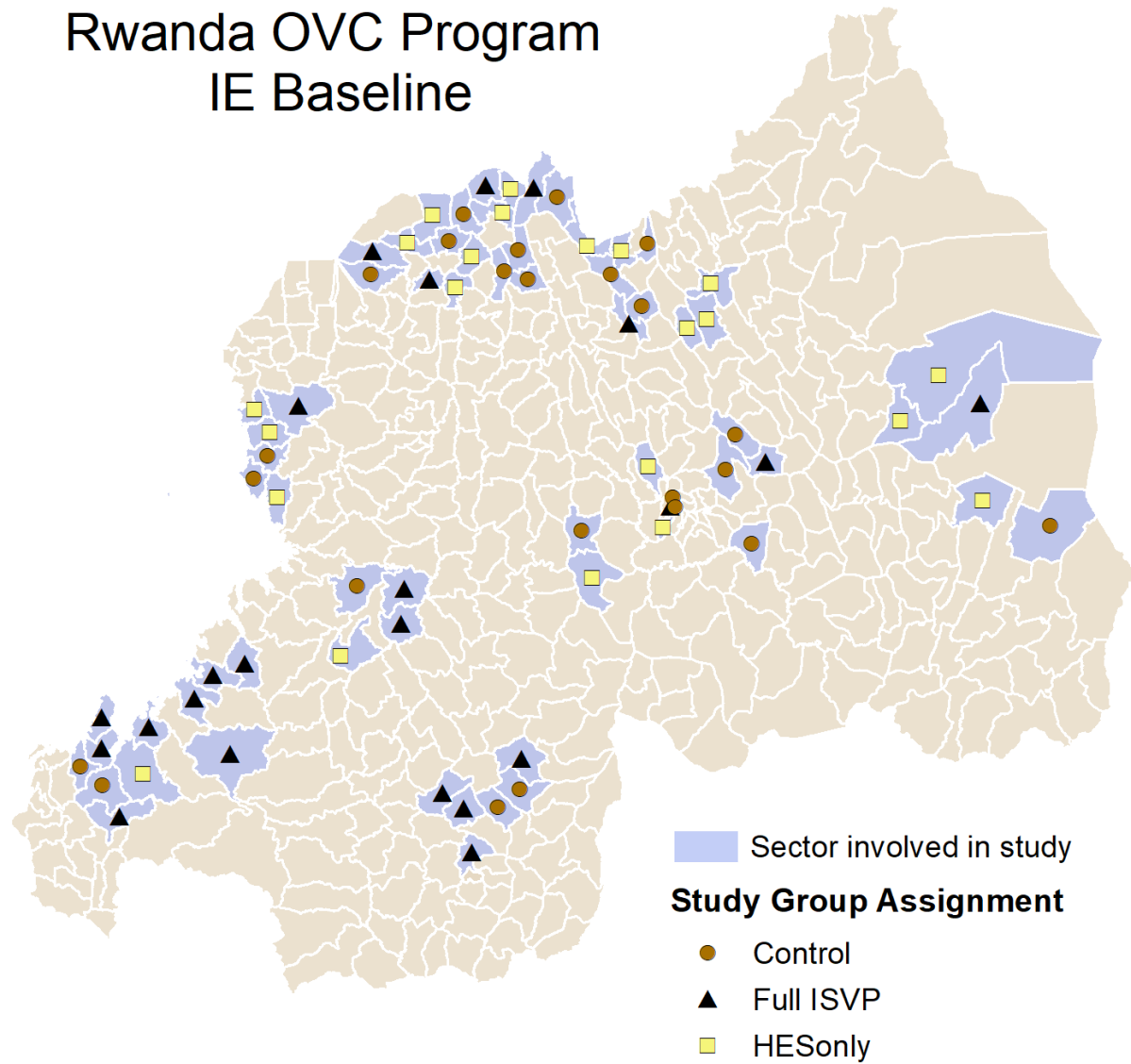


Table 74. Study sectors and study group assignments

Province ID	Province	District ID	District	Sector ID	Sector	Study arm assignment
4	Northern Province	44	Burera	4403	Cyanika	Full ISVP
4	Northern Province	44	Burera	4410	Kinyababa	Full ISVP
1	Kigali City	12	Gasabo	1203	Gikomero	Full ISVP
4	Northern Province	45	Gicumbi	4509	Miyove	Full ISVP
2	Southern Province	24	Huye	2402	Huye	Full ISVP
2	Southern Province	24	Huye	2404	Kigoma	Full ISVP
2	Southern Province	24	Huye	2405	Kinazi	Full ISVP
2	Southern Province	24	Huye	2413	Simbi	Full ISVP
3	Western Province	31	Karongi	3106	Murambi	Full ISVP
3	Western Province	31	Karongi	3107	Murundi	Full ISVP
5	Eastern Province	54	Kayonza	5401	Gahini	Full ISVP
4	Northern Province	43	Musanze	4309	Muko	Full ISVP
4	Northern Province	43	Musanze	4315	Shingiro	Full ISVP
3	Western Province	37	Nyamasheke	3703	Cyato	Full ISVP
3	Western Province	37	Nyamasheke	3705	Kagano	Full ISVP
3	Western Province	37	Nyamasheke	3708	Karengera	Full ISVP
3	Western Province	37	Nyamasheke	3709	Kirimbi	Full ISVP
3	Western Province	37	Nyamasheke	3710	Macuba	Full ISVP
3	Western Province	37	Nyamasheke	3711	Mahembe	Full ISVP
3	Western Province	37	Nyamasheke	3712	Nyabitekeri	Full ISVP
3	Western Province	37	Nyamasheke	3715	Shangi	Full ISVP
1	Kigali City	11	Nyarugenge	1101	Gitega	Full ISVP
3	Western Province	32	Rutsiro	3211	Nyabirasi	Full ISVP
4	Northern Province	44	Burera	4401	Bungwe	HES-only
4	Northern Province	44	Burera	4408	Kagogo	HES-only
4	Northern Province	44	Burera	4413	Rugarama	HES-only
1	Kigali City	12	Gasabo	1206	Jali	HES-only
4	Northern Province	45	Gicumbi	4502	Bwisige	HES-only
4	Northern Province	45	Gicumbi	4506	Kageyo	HES-only

Province ID	Province	District ID	District	Sector ID	Sector	Study arm assignment
4	Northern Province	45	Gicumbi	4516	Rukomo	HES-only
2	Southern Province	28	Kamonyi	2808	Nyamiyaga	HES-only
3	Western Province	31	Karongi	3111	Ruganda	HES-only
5	Eastern Province	54	Kayonza	5406	Murundi	HES-only
5	Eastern Province	54	Kayonza	5410	Rukara	HES-only
5	Eastern Province	54	Kayonza	5412	Rwinkwavu	HES-only
4	Northern Province	43	Musanze	4303	Gacaca	HES-only
4	Northern Province	43	Musanze	4310	Musanze	HES-only
4	Northern Province	43	Musanze	4312	Nyange	HES-only
4	Northern Province	43	Musanze	4314	Rwaza	HES-only
3	Western Province	37	Nyamasheke	3701	Bushekeri	HES-only
1	Kigali City	11	Nyarugenge	1108	Nyamirambo	HES-only
3	Western Province	32	Rutsiro	3203	Kigeyo	HES-only
3	Western Province	32	Rutsiro	3204	Kivumu	HES-only
3	Western Province	32	Rutsiro	3208	Musasa	HES-only
4	Northern Province	44	Burera	4402	Butaro	Control
4	Northern Province	44	Burera	4405	Gahunga	Control
4	Northern Province	44	Burera	4406	Gatebe	Control
4	Northern Province	44	Burera	4407	Gitovu	Control
4	Northern Province	44	Burera	4414	Rugengabari	Control
1	Kigali City	12	Gasabo	1201	Bumbogo	Control
1	Kigali City	12	Gasabo	1215	Rutungu	Control
4	Northern Province	45	Gicumbi	4504	Cyumba	Control
4	Northern Province	45	Gicumbi	4514	Nyankenke	Control
2	Southern Province	24	Huye	2410	Ruhashya	Control
2	Southern Province	24	Huye	2411	Rusatira	Control
2	Southern Province	28	Kamonyi	2801	Gacurabwenge	Control
3	Western Province	31	Karongi	3110	Rugabano	Control
5	Eastern Province	54	Kayonza	5408	Ndego	Control
1	Kigali City	13	Kicukiro	1308	Masaka	Control
4	Northern Province	43	Musanze	4302	Cyuve	Control

Province ID	Province	District ID	District	Sector ID	Sector	Study arm assignment
4	Northern Province	43	Musanze	4304	Gashaki	Control
4	Northern Province	43	Musanze	4305	Gataraga	Control
3	Western Province	37	Nyamasheke	3702	Bushenge	Control
3	Western Province	37	Nyamasheke	3714	Ruharambuga	Control
1	Kigali City	11	Nyarugenge	1106	Muhima	Control
1	Kigali City	11	Nyarugenge	1109	Nyarugenge	Control
3	Western Province	32	Rutsiro	3201	Boneza	Control
3	Western Province	32	Rutsiro	3209	Mushonyi	Control
4	Northern Province	44	Burera	4411	Kivuye	HES-only

## APPENDIX C. ADDITIONAL RESULTS

Table 75. 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
Youth questionnaire outcome, %						
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
N	1,241	134	1,146	253	689	147

\*Within group differences,  $p < 0.01$

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

Table 76. 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
Sex						
Male	79.1	381	79.5	376	82.9	368
Female	84.4	444	79.3	361	80.2	354
Total	81.9	825	79.4	737	81.6	722
Age group, months						
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
Total	81.9	825	79.4	737	81.6	722

Table 77. 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
Sex	Yes	N	Yes	N	Yes	N
Male	12.1	379	14.0	376	11.6	368
Female	16.7	444	13.5	361	15.5	353
Total	14.5	823	13.8	737	13.5	721
Age group, months						
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
Total	14.5	823	13.8	737	13.5	721

Table 78. 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
Sex	Yes	N	Yes	N	Yes	N
Male	32.3	379	36.6	376	31.3	368
Female	33.2	444	34.6	361	33.1	353
Total	32.8	823	35.6	737	32.2	721
Age group, months						
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
Total	32.8	823	35.6	737	32.2	721

Table 79. 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
Sex						
Male	54.1	379	53.4	376	61.2	368
Female	63.5	444	58.3	361	60.8	353
Total	59.0	823	55.8	737	61	721
Age group, months						
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
Total	59.0	823	55.8	737	61.0	721

Table 80. 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
Sex						
Male	61.5	379	60.7	376	60.5	368
Female	65.4	444	60.0	361	62.5	353
Total	63.6	823	60.4	737	61.5	721
Age group, months						
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
Total	63.6	823	60.4	737	61.5	721

Table 81. 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
Sex						
Male	71.2	379	67.7	376	70.1	368
Female	73.1	444	71.3	361	73.4	353
Total	72.2	823	69.5	737	71.7	721
Age group, months						
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
Total	72.2	823	69.5	737	71.7	721

Table 82. 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
Sex						
Male	18.1	379	24.6	376	20.4	368
Female	24.8	444	25.5	361	22.2	353
Total	21.6	823	25.0	737	21.3	721
Age group, months						
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
Total	21.6	823	25.0	737	21.3	721

Table 83. Characteristics of children with a birth certificate

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
Sex						
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
Total	10.1	4,210	10.5	3,640	6.2	3,252
Age group, years						
<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
Total	10.1	4,210	10.5	3,640	6.2	3,252

Table 84. Characteristics of children with a birth certificate observed by the interviewer

Characteristics	Full ISVP		HES-only		Control	
	Yes, %	N	Yes, %	N	Yes, %	N
Sex						
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
Total	1.1	4,210 <sup>+</sup>	1.4	3,640 <sup>*</sup>	0.1	3,252
Age group, years						
<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
Total	1.1	4,210 <sup>+</sup>	1.4	3640 <sup>*</sup>	0.1	3,252

<sup>+</sup>full ISVP significantly lower than HES-only ( $p < 0.01$ )

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

Table 85. 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
Sex						
Male	31.6	381	22.8	376	23.1	368
Female	26.1	444	25.8	361	24.4	354
Total	28.7	825	24.3	737	23.7	722
Age group, years						
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
Total	28.7	825	24.3	737	23.7	722
N	220		165		183	

Table 86. 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
Sex						
Male	19.5	381	14.0	376	19.1	368
Female	19.0	444	12.8	361	12.0	354
Total	19.3	825	13.4	737	15.6	722
Age group, months						
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
Total	19.3	825	13.4	737	15.6	722
N			93		106	

No statistically significant differences for totals between groups

Table 87. Educational progress of children during the last year

Educational levels	Full ISVP			HES-only			Control		
	Male, %	Female, %	N	Male, %	Female, %	N	Male, %	Female, %	N
Educational progress									
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
Total			2,203			1,807			1,585

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

TVET, technical and vocational education and training

Table 88. 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
N	2,917	2,492	2,152

Table 89. 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
Sex						
Male	29.7	53	26.8	54	25.3	63
Female	47.1	1,391	37.2	1,273	40.3	1,150
Total	46.3	1,444* <sup>+</sup>	36.8	1,327	39.5	1,213
Age group, years						
<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
Total	46.3	1,444* <sup>+</sup>	36.8	1,327	39.5	1,213

\*versus control,  $p < 0.05$

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

<sup>1</sup>N < 25

Table 90. 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
Sex									
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
Total	19.3	80.7	1,100	14.6	85.4	1,162	10.6	89.4	719
Age group, years									
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
Total	19.3	80.7	1,100*	14.6	85.4	1,162	10.6	89.4	719

\*versus control,  $p < 0.05$

## APPENDIX D. SUMMARY OF BALANCE TEST RESULTS

Table 91. Summary of balance test results

Indicator, % (unless otherwise noted)	Full ISVP	N1	HES-only	N2	Control	N3
<b>Population Characteristics</b>						
Household						
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	
<b>Children's caregiver arrangements and orphanhood</b>		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	
Caregiver characteristics						
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	
Youth						
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	
ISLG Member						
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	
Economic Status						
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
Child Health and Nutrition Status						
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
Education						
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
Child Protection						
Caregivers who agreed that harsh physical punishment is an appropriate means of discipline	46.3*+	1444	36.8	1,327	39.5	1,213
Intimate Partner Violence						
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
Household Decision Making						
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	
Youth Attitudes Towards Gender						
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	
Health Service Use						
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	63.1***+	1444	42.4	1327	39.9	1213
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	
Youth HIV/AIDS Knowledge and Prevention Behaviors						
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
Early Childhood Development						
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

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

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

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

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

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

<sup>+++</sup>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

MEASURE Evaluation Phase IV

**Impact Evaluation Protocol:  
Rwanda's Improved Services for Vulnerable  
Populations (ISVP) Project**

**May 8, 2017**

Rwanda

**Carolina Population Center**

University of North Carolina at Chapel Hill

400 Meadowmont Village Circle, 3<sup>rd</sup> Floor

Chapel Hill, NC 27517 USA

TEL: 919-445-9350 FAX: 919-445-9353

<http://www.cpc.unc.edu/measure>



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## Summary of Study

*Study Purpose:* MEASURE Evaluation, with support from USAID/Rwanda, and in collaboration with the National University of Rwanda, College of Medicine and Health Sciences and School of Public Health (NUR-CMHS/SPH) (baseline) and Incisive Africa (endline), is conducting an outcome and impact evaluation through a baseline survey of the Improved Services for Vulnerable Populations (ISVP) Project, which is led by Global Communities (GC) along with local non-governmental organizations (NGOs), Rwandan civil society organizations (CSOs) and the Ministries of Health (MOH) and Gender and Family Promotion (MIGEPROF). The ISVP Project will be implemented in 12 districts in Rwanda with high HIV prevalence and in 75 sectors within those districts. The evaluation, which will begin with a baseline survey in April 2017, will examine changes in key outcomes in terms of health, education, social services, nutrition, food security and economic stability before and after the implementation of the interventions implemented by the ISVP Project.

*Study Participants:* The baseline survey will be conducted with beneficiary households in intervention areas; and with households with children on the Most Vulnerable Children (MVC) list produced by the National Commission for Children (NCC). It will include the head of household, primary care givers of children under 18 years of age, members of integrated savings and lending groups (ISLG), and youth in 1,500 households in 23 sectors receiving the full package of ISVP Project interventions, in 22 sectors receiving only household economic strengthening (HES) interventions, and in 24 control sectors.

*Study Procedures:* Households will be chosen for participation in the survey using a two-stage random selection procedure based on program beneficiary lists and the MVC lists. There will be a four survey instruments administered: household questionnaire, caregiver questionnaire, youth questionnaire and a ISLG questionnaire. The chosen households will be visited by data collectors who will interview household residents using hand-held computer tablets. The data from the tablets will be transferred directly to the Carolina Population Center at UNC via secure FTP for analysis.

# 1. Background

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## *1.1. Evaluation Purpose*

USAID/Rwanda requested MEASURE Evaluation to conduct an impact evaluation of the improved Services for Vulnerable Populations (ISVP) project, known locally as the Twiyubake Program. The overall goal of the ISVP Project is to strengthen the capacity of target populations and communities to improve their health, nutrition and wellbeing, especially orphans and vulnerable children (OVC), people living with HIV/AIDS (PLHA), and economically vulnerable families.<sup>3</sup> The project will link PLHA, OVC and other vulnerable families to basic health care, as well as to support services that mitigate the impact of HIV disease, including services that promote or support economic empowerment, education, and legal protection. A key component of the ISVP project will be the implementation of household economic strengthening (HES) approaches aimed at providing the necessary support to stabilize and strengthen poor families. The project builds upon USAID/Rwanda's support to the Government of Rwanda (GOR) and civil society partners to improve access to health and social services for vulnerable populations and thus enable them to live productive lives. The ISVP project began in March 2015 and will be implemented over five years.

The impact evaluation will assess the extent to which selected HES interventions compared to implementation of the full range of ISVP services (i.e. HES and related project services), improve the health, nutrition and well-being of the target population. The evaluation will determine the relative contribution of HES strengthening efforts to achieve the project's objectives and goals. The results of the impact evaluation will contribute to the evidence base on support to vulnerable populations and their families in the area of HES and inform policy formation and subsequent program designs beyond the ISVP project.

## *1.2. Government of Rwanda (GOR) and USAID Response*

The GOR has enacted social policies and implemented programs aimed at improving the lives and protection of vulnerable populations, in particular PLHAs, OVCs and their families. Multiple government institutions and non-governmental organizations implement programs aimed at improving health, education, employment, local governance and legal protection for these target populations. USAID/Rwanda, in collaboration with the GOR has implemented a broad range of programs aimed at tackling the health and development challenges facing PLHAs, OVCs, out of school youth, and very poor households. USAID projects have focused on improving the access of individuals, households and communities to a network of services in health, education, social services, nutrition, food security, and economic stability to enable them to live productive lives.

The ISVP project is one project, designed with the support of the Ministry of Health (MOH) and the Ministry of Gender and Family Promotion (MIGEPROF), which will contribute to the achievement of USAID/Rwanda's Mission-level results:

- **Increased capacities of families and communities to provide better care for vulnerable individuals;**

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<sup>3</sup> Global Communities. Annual Work Plan: Improved Services for Vulnerable Populations Program, COP 14/15. Apr 2015

- Improved household and community care and support practices for vulnerable populations, especially children; and
- Increased access to education and social services for vulnerable populations.

A key component of the ISVP project will be HES activities to provide the necessary support to stabilize and strengthen poor families and decrease family economic vulnerability. The immediate objective of these activities is to improve resilience and purchasing power so that families can afford to consistently feed, educate, and care for their children, even in the face of potential shocks like illness, disability, or death of a key breadwinner in the household.

Understanding the effect that HES activities have in improving the economic strength of participating households and the subsequent impact of this strength on health and education outcomes of target populations, will contribute to the evidence base for improved policy and HES program design efforts in the future.<sup>4</sup>

### ***1.3.Improved Services for Vulnerable Populations (ISVP) Project & Targeting***

The ISVP Project will be implemented in 12 districts in Rwanda (see Figure 1) and 75 sectors within these 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 75 sectors were then selected based on a mapping of other USAID-funded projects with orphans and vulnerable children – those with little or no USAID investment were selected.

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<sup>4</sup>Gash, Megan and Odell, Kathleen. *The Evidence-Based Story of Savings Groups: A Synthesis of Seven Randomized Control Trials*. The SEEP Network, Sept 2013. Available at: [www.seepnetwork.org](http://www.seepnetwork.org).



**Figure 1. ISVP implementation districts**

Within a target community, households are solicited for participation based on their status as a vulnerable household. The primary method of identifying eligible households to participate in ISVP will be based on the Most Vulnerable Children (MVC) lists developed by the National Commission for Children (NCC). Services directed towards OVCs and PLHAs act as additional entry point to target vulnerable households in an integrated manner. Local service providers will refer clients to ISVP for potential participation in the program. Working in partnership with the GOR, local authorities, international and local NGOs, and civil society organizations (CSOs), ISVP will link PLHA, OVC and other vulnerable families to a network of services in health, education, social services, nutrition, food security, and economic stability.<sup>5</sup>

#### ***1.4.ISVP Project Implementation Plan***

To reach the target of 50,000 households, Twiyubake will contract with local Rwandan partner organizations (RPOs) who are already operational (RPO level 1) or who are emerging community service providers (RPO level 2) to enroll and support three household cohorts from 75 Sectors:

1. Cohort 1: 12,000 HHs enrolled in year 1,
2. Cohort 2: an additional 18,000 HHs in year 2 and
3. Cohort 3: an additional 20,000 HHs in year 3 (Figure 2).

---

<sup>5</sup> With the recent endorsement by the GOR, a national nutrition intervention will be implemented by multiple donors across all sectors. ISVP will be responsible for nutrition activities in all full ISVP sectors and 8 HES-only sectors. The remaining 45 sectors targeted by ISVP will receive nutrition programming from other donors. 32 additional, un-programmed (by ISVP) sectors, will receive nutrition programming from other USAID partners.

For each cohort, the initial 2-3 months will be devoted to identifying and enrolling eligible beneficiaries who will be offered services and supported for two or more years (depending on household resiliency index(HRI) assessment) and then will “graduate” from the program.<sup>6</sup>

<b>HH=Households</b>	<b>FY 2016 (Apr. 2016- Sept. 2016)</b>	<b>FY 2017 (Oct 2016- Sept. 2017)</b>	<b>FY 2018 (Oct 2017- Sept. 2018)</b>	<b>FY 2019 (Oct 2018- Sept. 2019)</b>	
<b>Cohort 1: 12,000 HHs</b>  <b>Cohort enrolled in January- April 2016</b>	<b>Full ISVP: 7,000 new HHs</b>  <b>HES Only: 5,000 new HHs</b>  <b>Cohort graduates in Jul-Sep 2018</b>				<b>Cumulative 50,000 households will benefit from ISVP</b>
<b>Cohort 2: 18,000 HHs</b>  <b>Cohort enrolled in Apr-June 2016</b>	<b>Full ISVP: 18,000 new HHs</b>  <b>Cohort 2 graduates in Oct-Dec 2018</b>				
<b>Cohort 3: 20,000 HHs</b>  <b>Cohort enrolled in June-Aug 2017</b>		<b>Full ISVP: 20,000 new HHs</b>  <b>Cohort 3 graduates in June-Jul 2019</b>			
<b>Total # Sectors</b>	<b>67</b>	<b>75</b>	<b>75</b>	<b>53</b>	

<sup>6</sup>In addition to these sectors, 25 sectors in 3 districts will receive ‘nutrition only’ services in line with the approach to support full coverage of Community Based Nutrition Programming (CBNP) across these three districts.

\*\*May 9, 2017: this revised figure is being confirmed with Global Communities

<sup>6</sup> Households’ capacity to graduate will be based on the HRI assessment. It is estimated that households will have the capacity to graduate after two years of receiving program services. However, some household members, depending on their specific needs, may continue to receive program services even after their household has graduated at the two year point.

**Figure 2. Twiyubake implementation cycle**

## 2. Study Aims and Objectives

### *2.1 Aims*

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. This study will examine whether HES activities alone, or a more comprehensive package of additional social support and referrals, lead to better economic resilience and improvements in health and education among children from the most vulnerable households.

### *2.2 Research Objectives*

The impact evaluation's objectives are to answer the following research questions:

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

## 3. Study Methods

### *3.1 Evaluation Study Description*

Using a randomized control trial design, administrative sectors will be assigned to study arms receiving different intervention packages. Baseline survey data from a panel of households and individuals from each study arm will be collected in 2017 and resurveyed at endline in late 2018.

### *3.2 Evaluation Study Design*

We propose a prospective, randomized controlled trial, using a difference-in-differences (DID) estimation strategy with fixed effects modeling to evaluate the impact on economic, health and education outcomes, of:

- a. Full-ISVP program vs. HES-only program
- b. Full-ISVP vs. Control
- c. HES-only program vs. Control

Two rounds of population-based survey data collection are proposed. Baseline data collection is planned for April-May 2017, to record household economic status during the most vulnerable period for many families.

Endline data collection will be repeated during late 2018 to facilitate comparisons in economic vulnerability from baseline to endline.

<b>Impact Evaluation of Rwanda Twiyubake Project</b>					
	<b>FY 2016</b> (Apr. 2016- Sept. 2016)	<b>FY 2017</b> (Oct 2016- Sept. 2017)	<b>FY 2018</b> (Oct 2017- Sept. 2018)	<b>FY 2019</b> (Oct 2018- Sept. 2019)	
<b>HH=Households</b>					
<b>Cohort 1: 12,000 HHs</b>  <b>Cohort enrolled in January- April 2016</b>	<b>Full ISVP: 7,000 new HHs</b>  <b>HES Only: 5,000 new HHs</b>  <b>Cohort graduates in Jul-Sep 2018</b>				<b>Cumulative 50,000 households will benefit from ISVP</b>
<b>Cohort 2: 18,000 HHs</b>  <b>Cohort enrolled in Apr-June 2016</b>	<b>Full ISVP: 18,000 new HHs</b>  <b>Cohort 2 graduates in Oct-Dec 2018</b>				
<b>Cohort 3: 20,000 HHs</b>  <b>Cohort enrolled in June-Aug 2017</b>		<b>Full ISVP: 20,000 new HHs</b>  <b>Cohort 3 graduates in June-Jul 2019</b>			

**Figure 3. Evaluation Design of Rwanda Twiyubake Project**

The cross-sectional survey at baseline in 2017 will sample households from enrolled beneficiary lists in intervention sectors. The control group will be randomly sampled from households eligible for the program but living in sectors assigned to the control arm. Households surveyed at baseline will be tracked and surveyed at endline in 2018.

Since we will randomize the sectors to different study arms, in theory we could conduct a post-intervention survey only and estimate program impact by measuring the difference in means between the intervention and control groups. However, there are advantages to a DID model worth pursuing. First, including a baseline survey will allow us to test the validity of the random assignment, that is, to examine whether the randomization process produced comparable or balanced groups across all study arms. Second, 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. Lastly, if despite our efforts the random assignment is inadequate, then the use of a DID model will allow us to control for pre-intervention observed differences across groups

and for fixed unobserved characteristics at the community level to improve the estimation of program impact.

At endline, we will also conduct key informant interviews with District level officials and ISVP program staff to try to assess whether there have been any significant changes in the study areas over time that may have affected implementation of the intervention and/or outcomes relevant to the evaluation.

### **3.3 Study Sites**

Please see Appendix A for the list of sectors and study arm assignments.

### **3.4 Study Population**

The study population will include:

- Economically vulnerable households as identified through a list of the "Most Vulnerable Children (MVC) <sup>7</sup>," from the MVC database, which is developed by the National Commission for Children; this list is then validated in community meetings; and
- OVC and PLHAs identified by health service providers as coming from vulnerable households that would benefit from participation.<sup>8</sup>

Households on MVC list will be eligible and encouraged to participate by ISVP. In a given area, if the number of children on the MVC list is greater than the target number of beneficiaries for that area, ISVP will prioritize children based on guidelines from the NCC, including a vulnerability assessment procedure carried out with local leaders.

Within each selected household, the following members will be selected for the study: 1) all eligible primary caretakers of children; 2) the primary ISLG member (in the program arms); 2) one randomly selected 10-17 year old.

### **3.5 ISVP Project Description (Intervention Description)**

ISVP or Twiyubake is a 5-year, USAID-funded project awarded to Global Communities in partnership with AVSI, Partners in Health, and Plan, as well as local Rwandan partner organizations. The overarching project goal 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 on the most vulnerable populations. Vulnerable populations are defined as OVCs, PLHAs, including members of the household

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<sup>7</sup> The list is developed by NCC by targeting households exclusively in Ubudehe 1 and 2 and then collecting additional information to better understand their specific vulnerabilities (based on questions to identify whether or not they are enrolled in school, disabilities, chronic illness, indication of malnutrition, orphan status, child headed household, psychosocial distress, involvement in child labor etc).

<sup>8</sup> Note that the evaluation study team only has a list of program beneficiaries as of July 2016 and this list will not note how the beneficiaries were made eligible for the program; that is, the study team will not know whether beneficiaries were referred to the program from health service providers or whether they were eligible based on having children on the MVC list.

caring for these two groups, very poor households, especially female and widow-headed households, and out of school youth.

Twiyubake aims to assist 50,000 households (including 250,000 children, youth and adults) by reducing economic vulnerability and empowering families to make investments to meet the unique needs of young children and adolescents. The project, led by Global Communities, will focus on knowledge-based skills development that enhances households' capacity (knowledge, opportunities, and resources) to mitigate the impact of HIV/AIDS. In so doing, the Twiyubake project will address four intermediate results (IR):

IR 1: Increased capacity of families and communities to provide healthy, nurturing, and engaging environments for vulnerable children <5;

IR 2: Family economic vulnerability decreased;

IR 3: Increased knowledge, attitudes, skills, aspirations and confidence of adolescents transitioning to adulthood; and

IR 4: Increased capacity of communities to provide essential preventative and protective services to vulnerable families and children.

### ***ISVP Project Strategy***

The foundation of the Twiyubake strategy is four core household economic strengthening (HES) interventions: 1) integrated savings and lending groups (ISLGs); 2) financial education; 3) micro and small 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 will be promoted to ISLG members who will receive instructional materials on basic market analysis and resources during their first year as a savings group. In subsequent years, groups will be able to access additional services such as training and business advisory services through a fee-for-service model. Twiyubake will subsidize the costs for individuals and groups to access these services, with subsidies decreasing over time as the cooperatives or enterprises grow and their capacity to pay for these services increases. Lastly, participatory and adult learning techniques will be used to teach members a curriculum to improve relationships within families (e.g., couples communication, parent-child interactions, and intimate partner violence).

Established ISLGs create a platform on which to layer other interventions to reinforce positive parenting practices and strengthen family decision-making in the best interests of children. Sometimes known as “savings plus,” this approach takes advantage of the regular meetings, shared aspirations, and group dynamics of a locally-formed savings and lending group to explore other relevant topics and issues including health, nutrition and agriculture, life skills, parenting education, and referrals.<sup>9</sup> Building on the four core HES

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<sup>9</sup>Gash, Megan, Odell, Kathleen. *The Evidence-Based Story of Savings Groups: A Synthesis of Seven Randomized Control Trials*. The SEEP Network, Sept 2013. Available at: [www.seepnetwork.org](http://www.seepnetwork.org).

interventions and specifically layering on the ISLG platform, Twiyubake is implementing and/or promoting a number of additional activities. Using a case management approach, Twiyubake will work with families to identify economic, health, and education needs, then promote or refer to services as appropriate. Some of the specific individual and household interventions include:

- Consumption Support (or household grants) –ISVP will provide time-limited consumption support to the poorest households who require immediate financial assistance to meet basic needs, including incremental costs related to accessing basic education and health insurance. Households receiving support will simultaneously take the next step on the economic strengthening pathway by enrolling in an ISLG.
- Farmer field schools (FFS) - ISVP will encourage households to form Farmer Field Schools led by trained volunteers. FFSs provide the opportunity for participants to test and adopt improved agricultural production techniques and new fortified crops in order to increase incomes and improve household nutrition.
- Health Promotion and Referrals – promotion of HIV testing and counseling for all ages; referrals and assistance to receive treatment among PLHA; nutrition screening, counseling and referrals; WASH education; family planning and male involvement advocacy.
- Early Childhood Development – parenting education on early childhood development; promotion of ECD centers and playgroups.
- Sexual and reproductive health and gender-based violence education and referrals for adolescents.
- Youth-centered ISLGs and work readiness activities for out-of-school adolescents.
- Education support packages – households with school-age children will receive a one-time disbursement of materials to support schoolwork, such as a lamp and writing materials.

Additional work by Twiyubake through local partners will include working alongside government agencies to improve health service delivery and referrals, strengthen child protection, and support locally-formed gender-based violence committees to combat violence in the home and the community.

### ***3.6 Main Exposures, Confounders and other Design Challenges, and Outcomes***

#### *Theory of Change*

As noted above, the foundation of the Twiyubake strategy is the HES interventions, in particular the ISLGs which create a platform on which to layer other interventions (Figure 4). The core HES activities help households budget, save, and target their consumption to benefit the health and educational wellbeing of the household members. The additional wrap-around services reach a few different audiences using a case management approach to match needs with services. The household interventions are designed to improve general household welfare including hygiene practices and use of health services. Early childhood interventions work with parents on parenting skills and encouragement to monitor and strengthen early

development. Adolescent interventions focus on health education, work readiness and youth-centered ISLGs. The underlying theory of change posits that economic strength enables households to act on the advice and referrals received to better the health and education of their children.

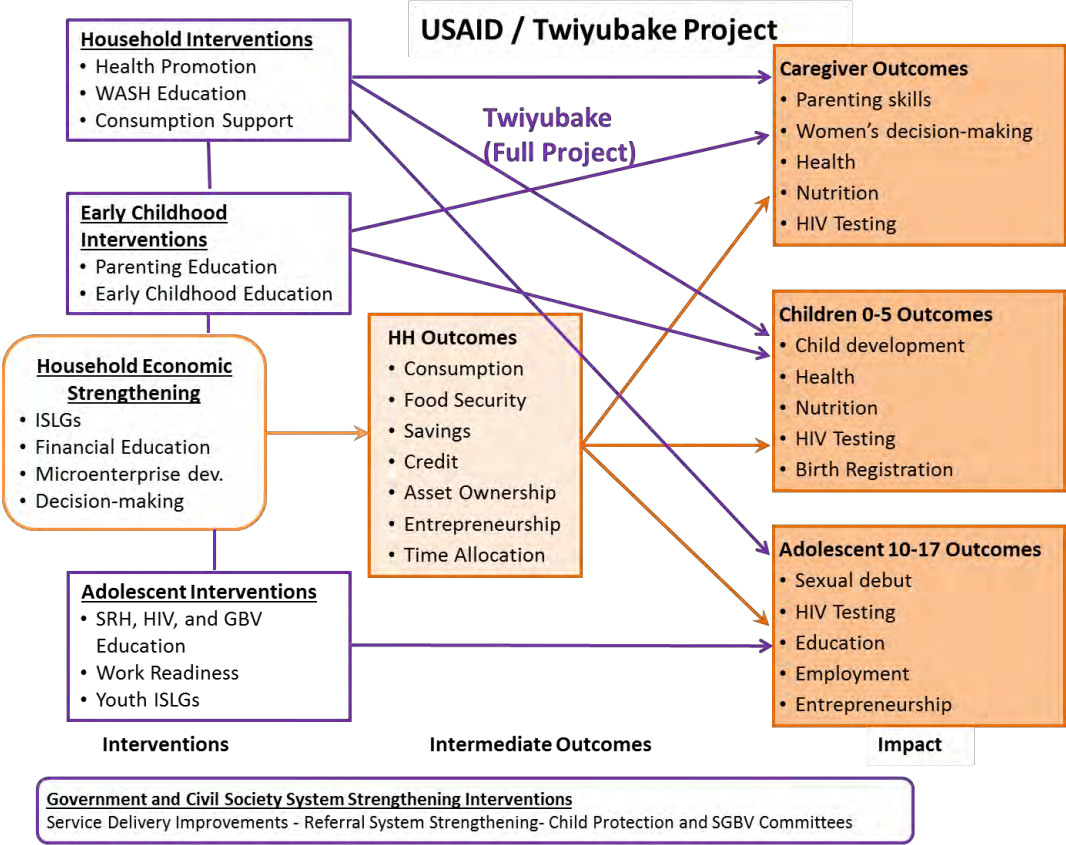


Figure 4. Causal pathways for Twiyubake project

*Confounding and Other Design Challenges*

*Selection Bias and Confounding:* The risk of selection bias and confounding due to unobserved heterogeneity across the study arms will be minimized by the random assignment of sectors to study arms. Random assignment of sectors prior to program implementation provides the best opportunity to achieve balanced arms at the community level, removing the selection bias by sector. There remains the potential for selective participation on behalf of the eligible population targeted. Some families, approximately 7-8% as seen in Higa Ubeho,<sup>10</sup> may decline 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 will vary between the two intervention arms (Full ISVP and HES-Only) because program promotion will center on ISLG participation and enrollment will require beneficiaries to join an ISLG. Only after beneficiary enrollment will the Full ISVP wrap-around services be offered to beneficiary. Regarding the control population, we will not be able to identify the possible 7-8% of the eligible population who would have declined participation had they been offered the program because we are not offering them the opportunity

10 Personal communication with Global Communities, June 2015.

to enroll. If at baseline the study arms are unbalanced, then we will control for observable factors in the final analysis.

*Spillover Effects:* Randomization at the sector-level should help to reduce potential spillover effects across study arms given the geographic and administrative separation of arms. Many of the system-level interventions promoted in the Full ISVP program may implicate the entire sector, for example improvements to the health system and referral systems. Each sector has a health center which will benefit from these referral system improvements sector-wide and beneficiaries will most often be seeking services within their own sectors. There are a few systems that are targeted at the district-level for improvements including hospitals and one-stop centers for gender-based violence prevention and mitigation. These district-level improvements may be available to survey respondents from any study arm.

*Contamination:* The effect of other interventions should be small as random allocation minimizes the risk of differential coverage of other interventions in intervention and control areas. For example, Global Communities under the former project Higa Ubeho, developed a gender equity education curriculum which has been adopted for national scale-up by a leading national women's group.

Randomization theoretically should distribute the influence of those activities uniformly across the entire study population, assuming the program is homogeneously rolled out. We will monitor other interventions through collection of programmatic data from ISVP partners and sector stakeholders. Data at the household level will also be collected on participation in ISVP activities as well as in other economic strengthening, health and nutrition, agriculture, or education programs/activities in their communities.

*Risk of Attrition:* The DID with fixed effects strategy requires pre- and post-intervention measures from the same beneficiary families. Once enrolled in the program, the expectation is that beneficiaries will receive program services for approximately 18 months, representing the typical life cycle of the HES curriculum. After completing a cycle, the household will graduate from the program but will ideally remain active in their ISLG. A 5-8% dropout rate from HES activities is anticipated given the experience of Higa Ubeho<sup>11</sup>. Oversampling at baseline will account for this expected dropout.

*Heterogeneity of Impact:* Differences in baseline household characteristics such as wealth, family size, and the gender and education of the household head, as well as differences between communities, such as HIV prevalence, chronic malnutrition rates, or education access, may lead to heterogeneous impacts of the ISVP and HES interventions. We will examine the level of heterogeneity of the study sample on the dimensions mentioned above and will study whether the relative impact of the Full ISVP and HES-Only interventions vary by those characteristics. In particular, we will examine whether the impact varies by household consumption, gender, and age of ISLG participant. For individual level outcomes, such as diet diversity, use of health services, school attendance, etc., we will examine if program impact varies by the gender of the child and/or the gender of the ISLG participant.

It is important to note that while we know which sectors will be offered the interventions, we have very limited information on the characteristics of the study population. This limits our ability to sample based on

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<sup>11</sup> Ibid.

different characteristics of the population. Efforts to measure heterogeneous impacts would require inflating the sample to enable appropriate statistical testing, which would have significant implications for the budget of the evaluation. Instead, we will collect data on individual and household characteristics which will allow for the inclusion of interaction terms in our models to look at the differential effects across households, sectors, and type of intervention, but will not power the sample size on these effects.

*Gender:* The caregiver survey and ISLG participant survey will include questions to help us understand the decision-making process regarding household expenditures and food consumption within a family vis-à-vis gender. This will enable us to determine if the relative impact of the Full-ISVP arm (versus the other arms) varies by the sex of the child, sex of ISLG participant, and the sex of the household head. The caregiver survey, for one randomly selected female caregiver participant per household, will look at experience of intimate partner violence (IPV); some economic empowerment programs with women have found increased IPV to be a negative unanticipated outcome. The caregiver survey will also include questions on household decision-making dynamics within the household.

*Risks to the impact evaluation:* As with any study, there are risks that may threaten the impact evaluation and the credibility of the results. Non-compliance with the program or evaluation design is one potential threat. It is important, therefore, that the assignment of the sectors to study arms is done randomly, that the treatment status of the study arms is maintained with no change during the duration of the evaluation, and that the interventions are implemented according to plan in all arms. The advantage of maintaining these conditions is that they provide a more robust evaluation design and high credibility to the evaluation results.

Failure of the randomization is a potential threat. We propose the DID model to serve as the best means to control for selection bias resulting from failed randomization. Balance testing will be done at baseline to determine whether the random assignment was successful and to identify variables essential to control for in the final impact analysis. We will be sure to include other USAID programs in the area in the balance testing.

#### *Outcome Measures -- Incl. OVC Outcome Monitoring*

##### *Evaluation Indicators*

The project objective of poverty alleviation with informed economic decision-making leading to improved household health and education outcomes can be defined and measured in a number of ways. To answer the specific research questions posed by this impact evaluation, a number of primary key outcomes will be measured along with secondary outcomes that will provide additional insight into effects of the program along the causal pathway. The primary project outcomes cover three substantive areas: economic strengthening or resilience, health, and education.

We propose one key impact evaluation indicator with a corresponding cost-effectiveness measure (the additional cost of the ISVP approach for each unit improvement in the outcome) for each of the three areas as follows. Study sample size calculations are based on indicators 1 and 2.

1. *Economic Strengthening*: Percent of households with moderate or severe household hunger – hunger scale created by FANTA and used in the USAID/Feed the Future project.<sup>12</sup>
2. *Education*: Percent of 13-17 year olds with regular school attendance – binary indicator for no missed days during last week of instruction.
3. *Health*: Percent of children 0-17 whose caregiver knows the child’s HIV status.

Additional secondary outcomes to be collected and analyzed (disaggregated by sex, as applicable) include:

- Household consumption patterns
  - Absolute and proportion of expenditures used for food, education, health services;
  - Percent of households with increased savings or productive asset ownership ;
- Economic outcomes – individual
  - Percent of youth reporting new or improved paid employment within the past six months;
- Household decision-making and gender-related attitudes and behaviors
  - Percent of female caregivers who report joint, sole or partner-only household decision-making power for various decisions (e.g. seeking healthcare for children, major household purchases, etc.);
  - Percent of female caregivers reporting experience of intimate partner violence within the previous 12 months;
- Use of health and social services
  - Percent of children 0-59 months receiving routine growth monitoring and nutrition services;
  - Among children 0-59 months with fever in the last two weeks, percent for whom advice or treatment was sought at a health facility/provider;
  - Among children 0-59 months with diarrhea in the last two weeks, percent for whom advice or treatment was sought at a health facility/provider;
  - Percent of children 0-17 for whom caregivers report birth was registered at the sector level;
  - Percent of 10-17 year olds reporting having had an HIV test;
  - Percent of caregivers reporting having had an HIV test;
  - Percent of caregivers reporting use of a modern family planning method;
- Nutrition knowledge and behavior
  - Percent of 6-59 months olds who meet minimum dietary diversity – defined as consuming from four or more food groups in the past 24 hours;
  - Mean score among caregivers on a test of nutrition;
- Youth HIV Knowledge and reproductive health
  - Percentage of 10-17 year olds who correctly identify ways of preventing HIV;
  - Percentage of 10-17 year olds reporting using a condom with their partner the last time they had sex;
- Early childhood development
  - Percent of children 36-59 months old who are attending an early childhood education program;
  - Percent of children 0-59 months old with whom an adult has engaged in four or more activities to promote learning and school readiness in the last 3 days;

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<sup>12</sup> Ballard, Terri; Coates, Jennifer; Swindale, Anne; and Deitchler, Megan. *Household Hunger Scale: Indicator Definition and Measurement Guide*. Washington, DC: Food and Nutrition Technical Assistance II Project, FHI 360. Aug 2011.

- Education
  - Percent of school aged children who progressed in school from previous year;
  - Percent of school aged children with regular school attendance – binary indicator for no missed days during last week of instruction;
  - Percent of youth graduating from primary school and returning to secondary school.

#### *OVC Outcome Monitoring*

In response to the new PEPFAR outcome monitoring requirements for OVC programs,<sup>13</sup> collection of the nine Essential Indicators for outcome monitoring will be embedded in the impact evaluation data collection tools. See Appendix B for a complete list of these nine indicators. Due to MER reporting deadlines, once complete data is available, the evaluation team will process these indicators first and report them to the Mission before the baseline report is drafted.

## 4. Selection of Study Population

### ***4.1 Inclusion Criteria***

The population under study is households exclusively in Ubudehe 1 and 2 categories, identified as MVC, by the NCC, and OVC that would benefit from participation in ISVP Project interventions. Within each selected household we will interview: 1) all eligible caretakers; 2) the primary ISLG member (in the program arms), and; 3) one randomly selected 10-17 year old. It is possible the eligible caretakers, ISLG members and or the youth may be the same person. Households in the target areas will be chosen through a random selection design.

### ***4.3 Exclusion Criteria***

There are no exclusion criteria for the program area – any household on the program beneficiary list as of July 2016 can be sampled for the evaluation. For the control area, any households not identified as having a child from the MVC list are excluded.

### ***4.3 Sampling Frame and Design***

In order to capture accurately program impact we must select samples of sufficient size to achieve the key 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. The key indicators were:

- Indicator 1: Percent of 13-17 year olds with regular school attendance;
- Indicator 2: Percent of households with moderate or severe hunger.

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13 Collecting PEPFAR MER Essential Survey Indicators: a supplement to the orphans and vulnerable children survey tools. MEASURE Evaluation, 2014.

In Table 1 we indicate the sampling goals for each of these key indicators. For instance, the goal is to be able to detect a difference in the population value for indicator 1 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 1. Sampling Goals**

Indicator	Study Population		
	Full ISVP	HES Only	Control
Indicator 1	28.1	20	13
Indicator 2	24.9	33.6	43

Assuming power equal to 0.8 and alpha equal to 0.05, to achieve the sampling goals requires a sample of around 1,380 households in each domain (Full ISVP, HES Only and control) 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 8 percent, we would therefore have to select 1500 households in each domain at baseline. We thus must select an overall sample of 4500 households at baseline.

Following Fleiss, Levin and Paik (2003)<sup>14</sup> 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

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

<sup>14</sup> Fleiss, J. L., B. Levin, and M. C. Paik. (2003). *Statistical Methods for Rates and Proportions*. 3rd ed. New York: Wiley.

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>15</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 include an anticipated design effect (or 2 for indicator 1 and 3 for indicator 2), the number of 13-17 year olds we expect to find per household (0.7) and the baseline household non-response rate (0.965050733). Making such key parameter assumptions is somewhat challenging in a society such as Rwanda, where fertility levels are in flux. We regard these sampling parameter assumptions as conservative ones based on projections off of observed values for them through the 2010 Rwanda DHS (e.g. the response rate was actually based on the lowest response rate experienced across the three DHS surveys from 2005 to 2010).

Below the sector the administrative units are cells and then villages. We will sample directly from the full list of villages across the sectors assigned to each domain (i.e. villages would serve as primary sampling units within each domain). The village list will have a size measure (the number of households per village) that inform sampling. Selection will then be based on stratification of villages into large and small villages according to the number of households in them. In full ISVP and HES-only arms, we will then select all beneficiary households in each village based on the ISVP/HES beneficiary lists as of July 2016 for those villages. In the control arm, we will sample from the MVC list; we will similarly stratify villages into large and small villages according to the number of households and select villages based on this; we will verify/update the MVC list for each selected control village with local village leaders. We will then interview all original MVC list households located; and take a random sample from the additional households identified by village leaders as being Ubedehe level 1 or 2. Within each selected household in all three arms we will interview: 1) all eligible caretakers; 2) the primary ISLG members in the program arms; and, 2) a randomly selected 10-17 year old.

#### **4.4 Randomization**

Our study area was parsed into different domains. This was accomplished via randomization. Specifically, a draw from the uniform distribution was made for each of the 99 sectors in the study area. They were then assigned to domains/study arms per their rank according to their draw from the uniform distribution. For each domain, the final number of assigned sectors was:

1. Full ISVP program (23 sectors)
2. HES-Only activities (22 sectors)
3. Controls (24 sectors)

The remaining 30 sectors are available to ISVP for additional programming in future years. See Appendix A for the list of sectors and study arm assignments.

## **5. Study Procedures**

### **5.1 Procedures at Enrollment**

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<sup>15</sup> In other words,  $r$  defines the ratio of the two sample sizes:  $r = n_2/n_1$ .

Data will be collected through in-person interviews with participant responses recorded on hand-held computer tablets. Data collectors will be trained on how to administer the surveys as well as on human subjects' protection.

## 5.2 Follow-up

Households surveyed at baseline will be surveyed again at endline in 2018. The same survey modules will be administered at endline.

## 5.3 Measurement of Exposures and Confounders through Survey Instruments

Four key questionnaires will be used for the household and individual data collection. The survey and consent forms were created in English and translated into Kinyarwanda. The questionnaires and what they information they collect is as follows:

*Household Questionnaire:* To be administered to the primary caregiver, with assistance from others in household as needed, at time of interview. It is designed to capture demographic and socio-economic characteristics of the household, including the household roster, household consumption, savings and loans, housing characteristics, information on household member participation in social or development programs.

*Caregiver Questionnaire:* To be administered to the primary caregivers of children/youth under 18 years of age. Tool is designed to record demographic characteristics of the caregiver, health status of caregiver, household decision-making and own use of services. Additional questions about the caregiver's children include health and well-being of children <10 years including education, recent illness, disabilities, early childhood development, psychosocial well-being, and food consumption. For female caregivers, the tool also covers experience of intimate partner violence.

*Youth Questionnaire:* To be administered to children/youth ages 10-17. Tool collects individual information on education, employment, chores, disabilities, psychosocial well-being, sexual and reproductive knowledge, and use of services.

*ISLG Questionnaire:* To be administered to the main household member participating in a local savings and lending group. Tool covers group participation.

## 5.4 Measurement of Outcomes

**Please see section 3.6 for the outcomes to be measured.**

## 5.5 Sample Size

To achieve the sampling goals stated in section 4.3 requires a sample of around 1,380 households in each domain (Full ISVP, HES Only and control) 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 8 percent, we would therefore have to select 1500 households in each domain at baseline, for a total sample size of 4500 households at baseline.

## 5.6 Data Management and Security

Data collection for the quantitative component will be done through the use of Windows-based tablets equipped with CSPro software. There will be 9 supervisors who will supervise teams of 6 enumerators<sup>16</sup>.

Enumerators will enter interview data directly into the tablets. Supervisors will check each interview for completeness and consistency.

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

The de-identified survey data will be stored on a secure server at UNC. Identifiers will be in a separate file linkable only to the survey data through a study-assigned household ID #; this file with identifiers will be housed on a secure server at the National University of Rwanda. To ensure data protection and confidentiality across the study, all partners will sign a data use agreement and will have committed to using reasonable data protection measures, as outlined in the agreement, to protect the data. When data collection is complete, tablets will be returned to MEASURE Evaluation, checked for completeness of data delivery, and cleared of all survey data.

### ***5.7 Proposed Analysis and Dissemination***

Analysis of the data will be completed using quantitative methods. Quantitative methods will be used to compare data on key outcome indicators in the full ISVP Project intervention areas to that in the HES-Only intervention areas and to Control areas. The data collected will act as the baseline in order to measure the rate of change in the key outcome indicators at the end of the ISVP Project. More details on baseline analysis are as follows:

1. Before data collection begins, a final questionnaire is developed. A computer assisted personal interviews (CAPI) data inputting program for tablets is then developed. The purpose of this program is to serve as a platform for inputting the answer to questions provided by survey respondents, and to create a data frame that will rapidly generate data sets well aligned around the likely general analysis requirements for the survey.
2. Before fieldwork can begin, data collection staff are recruited and trained. This is an involved process the purpose of which is to insure the thorough collection of accurate information from respondents, but for present purposes (the analysis plan) is to insure that, where necessary, interviewers understand the analytical purpose of the instruments they will collect (i.e. the "big picture" from the analysis standpoint). This will help to insure there are not interpretational issues at the point of interview in terms of the indicators to be collected.
3. During the data collection process, a tabulation plan will be developed for the baseline report. As tables designs are finalized, programming will begin to generate the tables once data is ready for analysis. This programming will be conducted in STATA. The purpose of the programs will be to create a framework of programs that can rapidly and automatically generate the tables and for which changes (e.g. changes to the standardized categories for a background characteristic such as education) can be rapidly and easily implemented across tables. A program based approach insures

much higher table accuracy (compared with cell by cell entry) and allows for much more rapid adjustment to changes (by way of regeneration of tables reflecting those new changes).

4. Before data collection is complete, data quality reports will come in from the field on a regular basis. The timeliness (i.e. near instantaneous) flow of quality information for the data being collected is a major benefit of tablet based CAPI. Since the CAPI data inputting program will be a system control type program, it will not allow for failure to enter information for any instrument subject to answer (i.e. the valid skip process). Moreover, it should catch inconsistent answers across comparable instruments. The focus of data quality analysis will be insuring plausible patterns for answers, examination of evidence of heaping (as in to avoid valid skips), differential patterns across teams and interviewers, etc. The field reports will also form the basis for key sampling information for weight calculation, which the data processing team will develop in partnership with the sampler.
5. Once data collection is complete final auditing and editing is conducted.
6. The data is then handed over to the sampler. The sampler will calculate probability weights and standardized wealth/expenditures/socioeconomic status measures (i.e. wealth measures to be used for tabulation analysis toward formal reports, to insure consistency of measures of wealth/expenditures/socioeconomic status across the tables of the formal tabulation plan for baseline reporting.
7. Once the sampling work is done an analysis sample is ready. This will involve running tabulation programs, inspection of tables, and possible further programming and re-running as interesting patterns and results become apparent.
8. Once the initial phase of tabulation is done, draft tables will be reviewed by key stakeholders. Their feedback and recommendations will inform further reprogramming and regeneration of tables.
9. Once a final set of tables is complete, writing of a baseline report can commence around those tables.

Dissemination of the baseline results are planned for August/September 2017. A dissemination webinar will be held and attended by USAID/Rwanda, ISVP partners, and other invited stakeholders. Presentations by MEASURE Evaluation and National University of Rwanda will include an overview of the IE protocol and baseline results, followed by discussion of how the results can be used to inform project planning. An in-person dissemination meeting is anticipated following completion of the full study in 2018.

## 6. Ethical Considerations

### 6.1 Confidentiality

The study will need to obtain informed consent from all participants. Special population considerations will be necessary for adolescents – parental/caretaker consent will be required in addition to the consent of the adolescent him/herself – and for female caregivers (for administration of the questions on intimate partner violence (IPV)). For the latter, the team will follow the World Health Organization (2001) ethical and safety recommendations for research on IPV. Precautions include:

- Names of respondents are not disclosed and are excluded from all data sets.
- Instruction is built into the survey module requiring the interviewer to continue the interview only if privacy is confirmed. If privacy cannot be obtained, the interviewer must skip the IPV module and explain in tablet what happened.
- At the start of the IPV module, the respondent is read a statement to inform her that the following set of questions are personal and will explore different facets of a woman's life. The statement also

assures that her answers are confidential and will not be shared beyond the study team. This statement is in addition to the informed consent already obtained at the start of the interview.

- Special training is 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 is to be administered the IPV module questions. In households with more than one woman eligible for the caregiver survey, the woman administered the module will be randomly selected by the tablet. Interviewing only one woman per household for IPV questions minimizes possible security breaches due to other household members knowing that information on IPV was shared.
- Information on local organizations that provide services/referrals related to IPV is given to any respondent who asks the interviewer for help.

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

## ***6.2. Informed Consent***

The study will need to obtain informed consent from all participants.

## ***6.3 Ethical Approval***

Human subject review of the complete study protocol and data collection instruments from the Rwanda National Ethics Committee (RNEC) and UNC-Chapel Hill Institutional Review Board will be obtained prior to data collection. In addition, the team will obtain a survey visa from the National Institute of Statistics Rwanda (NISR).

# **7. Logistics**

## ***7.1 Distribution of Responsibility***

The evaluation, including data collection and analysis, will be conducted by MEASURE Evaluation and the National University of Rwanda, College of Medicine and Health Sciences, School of Public Health (NUR-CMHS/SPH). The Evaluation Team includes national and international development specialists from MEASURE Evaluation and NUR/CMHS/SPH who have substantial knowledge and experience in (1) evaluation design and implementation, (2) HIV program implementation, including PLHA and OVC programs, and M&E, (3) quantitative methodologies; (4) data analysis and use; and (5) detailed knowledge of Rwanda's public health sector, PLHAs, OVC, HIV/AIDS, FP and SRH, ECD program implementation, relevant governmental and non-governmental institutions. Key personnel for this study include the overall study principal investigator and activity lead, the local principal investigator (from UR-CMHS/SPH), an OVC M&E advisor, a senior evaluation advisor and a sampling specialist.

USAID/Rwanda staff will provide feedback on the evaluation design to ensure that the information they need for future planning and implementation of PLHA, OVC and other vulnerable populations programs will be produced. Implementing Partners such as Global Communities and the RPOs will be consulted to

inform the evaluation design in terms of how the full package of ISVP services and HES services are scaled-up.

National counterparts such as the MOH and MIGEPROF will be consulted to gain a greater understanding of the context of PLHAs, OVC and programs aimed at other vulnerable populations in Rwanda.

## 7.2 Staffing plan and bios

Name	Role/Title	Technical/Managerial Focus
<b>National University of Rwanda-based Advisors</b>		
Sabine F. Musange	Lecturer; Health Policy, economics and Management Department	Local Principal Investigator and Activity Lead
Vedaste Ndahindwa	Lecturer; Epidemiology and Biostatistics Department	Co-Investigator, Sampling strategy, data management and quality
Ina R. Kalisa	Lecturer; Health Policy, economics and Management Department	Co-investigator, Data consolidation and Reporting
Albert Ndagijimana	Assistant Lecturer; Epidemiology and Biostatistics Department	Co-Investigator, Field coordinator
<b>MEASURE Evaluation-based Advisors</b>		
Jessica Fehringer	Gender Portfolio Manager	Principal Investigator and Activity Lead
Lisa Parker	OVC M&E Technical Advisor	Co-Principal Investigator, OVC Specialist
Gustavo Angeles	Senior Technical Advisor for Evaluation	Advisor for Evaluation Design, Cash Transfer
Gabriela Escudero	Research Associate	Management
Peter Lance	Statistician	Sampling design and data analysis
Aimee Benson	Programmer	Tablet programming and data management
Lisa Marie Albert	Graduate Research Assistance (GRA)	Assist in all areas of the IE
Stacie Gobin	Health Economist	Lead for cost-effectiveness component
TBD	Data Analyst	Data analysis and report writing

### National University of Rwanda-based Advisors

**Sabine F. Musange, MD, MSc** is a Lecturer at the University of Rwanda-School of Public Health. She is the principal investigator and the project focal point on behalf of the Rwandan evaluation team. Her responsibilities for this project include overall coordination of in-country evaluation activities. 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. In this evaluation, Dr Vedaste will be involved in study design, methods, design and piloting of survey tools and data management, quality and analysis.

**Kalisa R. Ina, MD, Msc**, is one of the University of Rwanda's research team members for the Impact Evaluation of the ISVP project in Rwanda. Her main responsibilities for this work include data consolidation and reporting. She is a medical doctor with a Master in Health Policy and Management from the Universite Libre de Bruxelles School of Public Health. She has gained teaching and research experience working since 2006 with the School of Public Health-College of Medicine and Health Sciences at the University of Rwanda as a faculty member and researcher. Over the course of that time, the scope of her work has transitioned from junior to middle-level academic staff and from serving as co-investigator on small research project or consultancies to directing large research project focusing mainly on health financing and policy (sector wide approach, community-based health insurance and performance based financing). Her most recent large research project as a Co-PI is the Impact Evaluation of the Community Performance Based Financing in Rwanda.

**Ndagijimana Albert, MPH, MSc** is an Assistant Lecturer at the University of Rwanda, College of Medicine and Health Sciences, School of Public Health. He will principally be in charge of coordinating fieldwork activities. 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 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. He has a good record in publications for the only two years in academia, with four scientific papers.

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-based Advisors**

**Jessica A. Fehringer, PhD, MHS**, is the MEASURE Evaluation activity lead and principal investigator for the Rwanda evaluation. Her responsibilities for this work include overall development and implementation of the evaluation design, collaboration with the local research partner, and coordination with USAID/Rwanda and the ISVP activity. 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 the baseline for 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 baseline 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. In this role her responsibilities include development of the evaluation design with particular expertise contributing to choice of key indicators, choice of survey populations, and survey tool design. 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 contributed to the development of the MEASURE Evaluation Child, Caregiver, and Household Well-being Survey Tools and the Collecting PEPFAR Monitoring, Evaluation and Reporting (MER) Essential Survey Indicators: A Supplement to the OVC Survey Tool Kit, and led the pilot of the survey tools in Nigeria. She is also responsible for designing operations research and evaluation studies, including acting as Principal Investigator for the HIVCore qualitative retrospective evaluation of a community savings group intervention for OVC in Haiti. Dr. Parker provides technical support to the child protection and M&E teams within the Health Policy Project in Haiti. 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.

**Gustavo Angeles, PhD** is the Senior Evaluation Advisor for the Rwanda evaluation. His responsibilities for this work include development of the evaluation design with particular expertise contributing to RCT rigor, sampling strategies, and cost-effectiveness considerations. He is a health economist and faculty member of UNC's Gillings School of Public Health, and a Fellow at the Carolina Population Center. He has over 20 years of experience on evaluation of health and social development programs in Latin America, Africa and Asia and is currently Senior Evaluation Advisor of MEASURE Evaluation where he leads the impact evaluation of USAID/Guatemala Western Highland Integrated Program, and co-leads impact evaluations of two health programs in Bangladesh. He also participates as instructor on a number of training and capacity building activities on impact evaluation conducted in Mexico, South Africa, India, and Nepal. With UNICEF and 3ie funding, he is currently co-investigator for the impact evaluations of Malawi's Social Cash Transfer Program and Zimbabwe's Harmonized Social Cash Transfer Program. Also in Malawi, Dr. Angeles co-leads the USAID-funded impact evaluation of the Feed the Future's Integrated Nutrition and Value Chain (INVC) program. He has ample expertise in social cash transfer programs from his current work in Malawi and Zimbabwe, and the mid-term evaluation of Mexico's *PROGRESA/Oportunidades* program he led as Executive Director of the Center for Evaluation Research and Survey in Mexico's National Institute of Public Health (INSP) in 2010-2011. Dr. Angeles worked on impact evaluations of Mexico's Secretary of Social Development cash transfers to the elderly and childcare support to poor working mothers programs, both with 3ie funding. He served as Deputy Director of MEASURE Evaluation (2000-2010), providing strategic and technical advice to USAID on evaluation and capacity building. In that role, he was technical lead of health program evaluations in Bangladesh, Tanzania, Indonesia, Nicaragua, Paraguay, Mexico, Ecuador, and Peru. Additional research includes measurement and estimation methods for impact evaluations of health programs.

**Gabriela Escudero, MPH** is a Research Associate providing technical support for the Rwanda evaluation. Her primary responsibilities for this work include protocol development including literature reviews and program document reviews to assure that design decisions are informed by recent research and activities proposed; budget development; logistics planning and any subcontracting solicitation processes. Gabriela Escudero has worked in the field of public health for 20 years in more than a dozen countries, most recently as a research associate under the MEASURE Evaluation Phase III project providing technical assistance in monitoring and evaluation to the Bangladesh Ministry of Health and Family Welfare's Health, Population and Nutrition Sector-wide Development Program. Ms. Escudero has supported personnel from Ministries of

Health, USAID, and NGOs in multiple countries in Central America, Africa, and South East Asia to develop monitoring and evaluation plans, implement evaluation activities related to reproductive health and HIV/AIDS, and coordinated health survey planning, data collection and analysis. Ms. Escudero is fluent in English, French, Portuguese, and Spanish.

**Peter M. Lance**, PhD is an economist. He will be responsible for calculating final sample sizes required to meet power requirements for the evaluation design, drawing of the sample, calculation of sampling weights, and baseline survey data analysis. Dr. Lance earned his PhD in Economics from the University of North Carolina at Chapel Hill with a focus on health, econometrics and economic development. Since earning his PhD, Dr. Lance's work has focused on program impact evaluation, modelling of health behaviors and outcomes and survey sampling. He has served as a sampling expert and analyst at all phases of many surveys. His work has involved China, India, Thailand, Bangladesh, Nigeria, Senegal, Kenya and Indonesia.

**Stacie Gobin, MPH.** Stacie Gobin is a health economist with particular expertise in cost-effectiveness analysis and behavioral economic modeling within public health. She will lead the CEA portion of the evaluation. She has experience in conducting various applied economic evaluations including cost-effectiveness analyses of interventions in low- and middle-income countries. Stacie previously served as the lead health economist for the Pan-African Malaria Vector Research Consortium and the London School of Tropical Medicine's Department of Disease Control in Tanzania. She has additional experience working on the USAID TRAction and ASSIST projects and in management consulting.

**Aimee Benson**, will lead tablet programming and all data management processes for the tablets during the design and baseline phases. Aimee M. Benson is a data processing specialist with over 15 years' experience in developing both PAPI and CAPI data capture systems and training and supporting field personnel in their use. She has led capacity building workshops in data management and analysis. She has worked in US and international contexts, including Malawi, China, Bangladesh, the Caribbean, Zambia, India, Nigeria, Kenya and Senegal. Ms. Benson holds a Master's degree in Experimental Psychology from Duke University.

**Lisa Marie Albert**, MS (NCSU), MPH (UNC), is a PhD Candidate in Epidemiology at University of North Carolina and a MEASURE Evaluation Fellow. Her research interests are in HIV prevention, orphans and vulnerable children and reproductive health. Prior to starting at UNC, she worked in South Africa as Monitoring and Evaluation Manager for HPTN 068, a clinical trial studying the effects of cash transfer for the prevention of HIV in young women. With over 14 years of SAS programming experience, Lisa has provided analysis for various global health research projects funded by NIH, USAID, UNICEF and CDC. Lisa dovetails her research interests with documentary photography and innovative research methods such as Photovoice, enabling vulnerable individuals and communities to voice their stories through imagery and video. She hopes that her research will contribute to the prevention of HIV and that her documentary work will provide an advocacy platform for human rights issues.

**Data Analyst (TBD).** S/he will clean data, produce tables, assist with report writing.

7.2. Timeline for Baseline; updated May 9, 2017\*

Tasks/Timeline	2017											
	Ja	Fe	Ma	Ap	Ma	Ju	Jl	Au	Se	Oc	No	De
<b>Survey 1 Implementation</b>												
Finalize government approvals	■											
Finalize instruments, consent, and data collection plan		■	■									
Edit programs and re-test tablets			■	■								
Pre-test survey instruments (UR/SPH)			■									
HH Listing			■	■								
Refresher training for data collectors			■									
Trip: Train and Data Collection			■									
Collect data				■	■	■						
Process tablet data, clean, add weights					■	■	■					
Data analysis								■	■	■		
Draft baseline report									■	■		
Review by stakeholders and revise										■	■	
Dissemination webinar											■	
<b>Monitoring:</b> routine review of project procedures										■		
Quarterly update discussions with ISVP Program		■			■			■			■	

\*Pending confirmation from data analysts

MEASURE Evaluation is a MEASURE project funded by the U.S. Agency for International Development (USAID) under the terms of Leader with Associates Cooperative Agreement GHA-A-00-08-00003-00. Views expressed in this report do not necessarily reflect the views of USAID or the U.S. government.

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## 9. Appendices

### Appendix A - Study Sectors and Assignments (Confidential)

No.	Level 2 Indicators	Rationale for Inclusion in MER Indicator Set
NC.1	Percent of children whose primary caregiver knows the child's HIV status	If a child's HIV status is unknown to their caregiver, the child will not have access to life-saving care, treatment and support interventions.
CW.1	Percent of children <5 years of age who are undernourished	Nutrition is a critical factor in reducing infant mortality and builds a strong foundation for a child's health, growth and development.
CW.4	Percent of children too sick to participate in daily activities	PEPFAR OVC programs support critical linkages to health services and treatment, aiming to reduce the number of sick children and improve functional well-being.
CW.9	Percent of children who have a birth certificate	Ensuring children access to basic legal rights, such as birth certificates, enables them to access other essential services and opportunities, including health, education, legal services, and legal employment when they grow older.
CW.11	Percent of children regularly attending school	Despite being important in its own right, efforts to keep children in school have positive impacts on HIV prevention.
CW.12	Percent of children who progressed in school during the last year	Studies in many countries have linked higher education levels with increased AIDS awareness and knowledge, higher rates of contraceptive use, and greater communication regarding HIV prevention among partners.
CW.13	Percent of children <5 years of age who recently engaged in stimulating activities with any household member over 15 years of age	Early childhood cognitive, social and physical stimulation is essential for promotion of long-term learning, growth, and health.
CW.14	Percent of caregivers who agree that harsh physical punishment is an appropriate means of discipline or control in the home or school <sup>1</sup>	Reducing harsh physical discipline, violence and abuse against children is a PEPFAR priority. Perceptions of physical discipline have been linked to actual use of physical discipline against children.
HW.2	Percent of households able to access money to pay for unexpected household expenses	The key goal of household economic strengthening programs is to improve household's resiliency to economic shocks, such as unexpected household expenses.

## Appendix B - PEPFAR Essential Indicators – Outcome Monitoring for OVC Programs

Source: Collecting PEPFAR MER Essential Survey Indicators: a supplement to the orphans and vulnerable children survey tools. MEASURE Evaluation, 2014.

Available at: <http://www.cpc.unc.edu/measure/publications/ms-14-90>

# APPENDIX F. DISCLOSURES OF CONFLICTS OF INTEREST

## Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	Jessica Fehringer
<b>Title</b>	Senior Technical Specialist - Evaluation and Gender
<b>Organization</b>	MEASURE Evaluation
<b>Evaluation Position?</b>	<input checked="" type="checkbox"/> Team Leader <input type="checkbox"/> Team member
<b>Evaluation Award Number (contract or other instrument)</b>	
<b>USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)</b>	Twiyubake, implemented by Global Communities
<b>I have real or potential conflicts of interest to disclose.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If yes answered above, I disclose the following facts:</b> <i>Real or potential conflicts of interest may include, but are not limited to:</i> <ol style="list-style-type: none"> <li>1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</li> <li>2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</li> <li>3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</li> <li>4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</li> <li>5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</li> <li>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</li> </ol>	

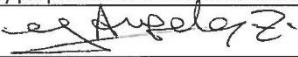
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

<b>Signature</b>	
<b>Date</b>	July 26 2018

Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	Gustavo Angeles
<b>Title</b>	Senior Evaluation Advisor
<b>Organization</b>	MEASURE Evaluation - UNC
<b>Evaluation Position?</b>	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
<b>Evaluation Award Number (contract or other instrument)</b>	
<b>USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)</b>	Twiyubake, implemented by Global Communities
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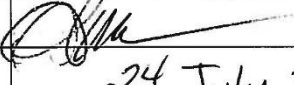
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<b>Signature</b>	
<b>Date</b>	7/16/2018

Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	Aimee Benson
<b>Title</b>	Data Specialist
<b>Organization</b>	MEASURE Evaluation
<b>Evaluation Position?</b>	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
<b>Evaluation Award Number (contract or other instrument)</b>	
<b>USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)</b>	Twiyubake, implemented by Global Communities
<b>I have real or potential conflicts of interest to disclose.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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<b>Signature</b>	
<b>Date</b>	24 July 2018

Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	Veronica Varela
<b>Title</b>	Research Associate
<b>Organization</b>	MEASURE Evaluation
<b>Evaluation Position?</b>	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
<b>Evaluation Award Number (contract or other instrument)</b>	
<b>USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)</b>	Twiyubake, implemented by Global Communities
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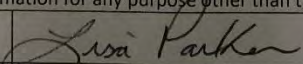
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<b>Signature</b>	<i>Veronica Varela</i>
<b>Date</b>	07/16/2018

Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	Lisa Parker
<b>Title</b>	Senior Technical Advisor
<b>Organization</b>	Palladium
<b>Evaluation Position?</b>	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
<b>Evaluation Award Number (contract or other instrument)</b>	
<b>USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)</b>	Twiyubake, implemented by Global Communities
<b>I have real or potential conflicts of interest to disclose.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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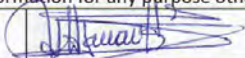
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<b>Signature</b>	
<b>Date</b>	7/19/2018

Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	Vedaste Ndahindwa
<b>Title</b>	
<b>Organization</b>	School of Public Health - University of Rwanda
<b>Evaluation Position?</b>	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
<b>Evaluation Award Number (contract or other instrument)</b>	
<b>USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)</b>	Twiyubake, implemented by Global Communities
<b>I have real or potential conflicts of interest to disclose.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p><b>If yes answered above, I disclose the following facts:</b></p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> <li>1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</li> <li>2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</li> <li>3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</li> <li>4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</li> <li>5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</li> <li>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</li> </ol>	

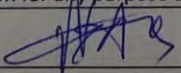
I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

<b>Signature</b>	
<b>Date</b>	July 25, 2018

Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	ALBERT NDAGIJIMANA
<b>Title</b>	ASSISTANT LECTURER
<b>Organization</b>	UNIVERSITY OF RWANDA, COLLEGE OF MEDICINE AND HEALTH SCIENCES, SCHOOL OF PUBLIC HEALTH
<b>Evaluation Position?</b>	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
<b>Evaluation Award Number (contract or other instrument)</b>	ME to fill
<b>USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)</b>	Twiyubake, implemented by Global Communities
<b>I have real or potential conflicts of interest to disclose.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p><b>If yes answered above, I disclose the following facts:</b></p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> <li>1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</li> <li>2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</li> <li>3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</li> <li>4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</li> <li>5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</li> <li>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</li> </ol>	

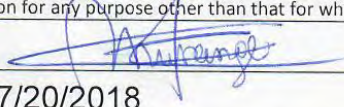
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<b>Signature</b>	
<b>Date</b>	16/07/2018

Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	Sabine Musange Furere
<b>Title</b>	Dr.
<b>Organization</b>	University of Rwanda- College of Medicine and Health Sciences- School of Public Health
<b>Evaluation Position?</b>	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
<b>Evaluation Award Number (contract or other instrument)</b>	
<b>USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)</b>	Twiyubake, implemented by Global Communities
<b>I have real or potential conflicts of interest to disclose.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If yes answered above, I disclose the following facts:</b> <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	

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<b>Signature</b>	
<b>Date</b>	07/20/2018

Disclosure of Conflict of Interest for USAID Evaluation Team Members

<b>Name</b>	CHRIS B. AGALA
<b>Title</b>	RESEARCH ASSOCIATE - ANALYST
<b>Organization</b>	UNC CHAPEL HILL CAROLINA POPULATION CENTER MEASURE EVALUATION
<b>Evaluation Position?</b>	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
<b>Evaluation Award Number (contract or other instrument)</b>	AID-OAA-L-14-00004
<b>USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)</b>	Twiyubake, implemented by Global Communities
<b>I have real or potential conflicts of interest to disclose.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p><b>If yes answered above, I disclose the following facts:</b></p> <p><i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <ol style="list-style-type: none"> <li>1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</li> <li>2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</li> <li>3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</li> <li>4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</li> <li>5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</li> <li>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</li> </ol>	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

<b>Signature</b>	CHRIS B. AGALA
<b>Date</b>	07/16/2018

# 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							
113.			__ __ 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>
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							
207.			__ __ 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>
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:  
**Read each age group**




Under 5 years	___ ___	18-59 years	___ ___
5-17 years	___ ___	60 years or older	___ ___

<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  __ __
	<b>Read each age group</b> 5-17 years  __ __	60 years or older  __ __

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>	 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>	 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>		
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
Stone with mud 22	Wood Planks / Shingles 35	

	Uncovered adobe 23		36		
	Plywood 24				
	Cardboard 25		Other(specify____) 66		
	Reused Wood 26				
	Mud bricks with cement (stucco) 27				
<b>D106. &lt;OBSERVE- DO NOT ASK &gt;</b>  Roof: The roof of the main dwelling is predominantly made of what material?	Natural Roofing:		Finished Roofing:		
	No roof 11		Metal sheets /iron 31		
	Thatch / Palm leaf / Leaf 12		Wood 32		
	Sod 13		Calamine / Cement Fiber 33		
	Rudimentary Roofing:		Ceramic Tiles 34		
	Rustic Mat / Plastic 21		Cement 35		
	Palm / Bamboo 22		Roofing Shingles 36		
	Wood Planks 23		Other(specify_____) 66		
	Cardboard 24				
	<b>D107. &lt;OBSERVE – DO NOT ASK &gt;</b>  Floor: The floor of the main dwelling is predominantly made of what material?	Natural Floor:		Finished Floor:	
Earth / Sand 11			Parquet or polished Wood 31		
Dung 12			Vinyl or Asphalt Strips 32		
Rudimentary Floor:			Ceramic Tiles 33		
Wood Planks 21			Cement 34		
Palm / Bamboo 22			Carpet 35		
			Other(specify_____) 66		
<b>D108. How many rooms in this household are used for sleeping?</b> <b>(DO NOT COUNT BATHROOMS, TOILETS, STOREROOMS, OR GARAGE)</b>			<table border="1" style="width: 50px; height: 20px; margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px;"></td> <td style="width: 25px;"></td> </tr> </table>		
<b>D109. Does your household have electricity?</b>	Yes	1	No 2 >>D111		

<b>D110.</b> What was the total cost of electricity for your household? Please specify over which time period.	<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: 50%;">Day</td> <td style="width: 50%; text-align: right;">1</td> </tr> <tr> <td>Week</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Month</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Year</td> <td style="text-align: right;">4</td> </tr> </table>	Day	1	Week	2	Month	3	Year	4		
RWF																																
Day	1																															
Week	2																															
Month	3																															
Year	4																															
<b>D111.</b> Is the cooking usually done in the dwelling, in a separate building, or outdoors?	<table style="width: 100%;"> <tr> <td style="width: 50%;">In the dwelling</td> <td style="width: 50%; text-align: right;">1</td> </tr> <tr> <td>In a separate building</td> <td style="text-align: right;">2</td> </tr> </table>	In the dwelling	1	In a separate building	2	<table style="width: 100%;"> <tr> <td style="width: 50%;">Outdoors</td> <td style="width: 50%; text-align: right;">3</td> </tr> <tr> <td>No food cooked in household</td> <td style="text-align: right;">4 =&gt; D113</td> </tr> <tr> <td>Other (specify__)</td> <td style="text-align: right;">6</td> </tr> </table>	Outdoors	3	No food cooked in household	4 => D113	Other (specify__)	6																				
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No food cooked in household	4 => D113																															
Other (specify__)	6																															
<b>D112.1</b> What is your main source of <u>cooking fuel</u> ?	<table style="width: 100%;"> <tr> <td style="width: 50%;">Electricity from EUCL</td> <td style="width: 50%; text-align: right;">1 =&gt;D113.1</td> </tr> <tr> <td>LPG/Natural gas</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Biogas</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Oil/Kerosene</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Charcoal</td> <td style="text-align: right;">5=&gt;D113.1</td> </tr> <tr> <td>Firewood</td> <td style="text-align: right;">6 =&gt;D113.1</td> </tr> <tr> <td>Straw/Shrubs/Grass</td> <td style="text-align: right;">7</td> </tr> <tr> <td>Agricultural Crop</td> <td style="text-align: right;">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: 50%;">Animal Dung</td> <td style="width: 50%; text-align: right;">9</td> </tr> <tr> <td>Crop Waste</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Solar Power</td> <td style="text-align: right;">11</td> </tr> <tr> <td>Biomass Pellets</td> <td style="text-align: right;">12</td> </tr> <tr> <td>Other(specify)</td> <td style="text-align: right;">66</td> </tr> <tr> <td>Don't Know</td> <td style="text-align: right;">88 =&gt;D113.1</td> </tr> <tr> <td>Refuse</td> <td style="text-align: right;">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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<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?	<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: right;">RWF</td> </tr> </table>												RWF																			
RWF																																
<b>D113.1</b> What is your main source of <u>lighting fuel</u> ?	<table style="width: 100%;"> <tr> <td style="width: 50%;">Electricity from EUCL</td> <td style="width: 50%; text-align: right;">1 =&gt;D114</td> </tr> <tr> <td>Biogas</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Generator</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Oil/Kerosene Lamp</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Firewood</td> <td style="text-align: right;">5 =&gt;D114</td> </tr> <tr> <td>Candle</td> <td style="text-align: right;">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: 50%;">Solar Panel</td> <td style="width: 50%; text-align: right;">7</td> </tr> <tr> <td>Batteries + Bulb</td> <td style="text-align: right;">8</td> </tr> <tr> <td>Other (specify____)</td> <td style="text-align: right;">66</td> </tr> <tr> <td>Don't Know</td> <td style="text-align: right;">88 =&gt;D114</td> </tr> <tr> <td>Refuse</td> <td style="text-align: right;">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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<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: 40px;"> <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: 40px;"> <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>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: 40px;"> <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>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: 150px;">Tube well or Borehole</td> <td style="text-align: right;">1</td> </tr> <tr> <td colspan="2">Piped Water:</td> </tr> <tr> <td style="padding-left: 40px;">Piped into dwelling</td> <td style="text-align: right;">2 =&gt; D120</td> </tr> <tr> <td style="padding-left: 40px;">Piped into plot/yard</td> <td style="text-align: right;">3 =&gt; D120</td> </tr> <tr> <td style="padding-left: 40px;">Public tap/standpipe</td> <td style="text-align: right;">4</td> </tr> <tr> <td colspan="2">Dug Well:</td> </tr> <tr> <td style="padding-left: 40px;">Protected well</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="padding-left: 40px;">Unprotected well</td> <td style="text-align: right;">6</td> </tr> <tr> <td colspan="2">Water from Spring:</td> </tr> <tr> <td style="padding-left: 40px;">Protected spring</td> <td style="text-align: right;">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: 150px;">Unprotected spring</td> <td style="text-align: right;">8</td> </tr> <tr> <td style="padding-left: 40px;">Rain water</td> <td style="text-align: right;">9</td> </tr> <tr> <td style="padding-left: 40px;">Tanker Truck</td> <td style="text-align: right;">10</td> </tr> <tr> <td style="padding-left: 40px;">Cart with small tank</td> <td style="text-align: right;">11</td> </tr> <tr> <td style="padding-left: 40px;">Surface water (dam, stream, irrigation)</td> <td style="text-align: right;">12</td> </tr> <tr> <td style="padding-left: 40px;">Bottled water</td> <td style="text-align: right;">13</td> </tr> <tr> <td style="padding-left: 40px;">Other (specify) _____</td> <td style="text-align: right;">66</td> </tr> <tr> <td style="padding-left: 40px;">Don't know</td> <td style="text-align: right;">88</td> </tr> <tr> <td style="padding-left: 40px;">Refuse</td> <td style="text-align: right;">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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<b>D119.</b> Where is the water source located?	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><td></td> </tr> </table> <p style="text-align: center;">RWF</p>								
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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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 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																																								

No, DK, Refuse skip to next transfer or E301

No, DK, Refuse skip to next transfer or E301

No, DK, Refuse skip to next transfer or E301

No, DK, Refuse skip to E301

E205 How much has been already repaid?

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RWF

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RWF

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RWF

SECTION E3. TRANSFERS RECEIVED NGO & GOVERNMENT

Now I'm going to ask you about money or gifts received from non-governmental organizations.

E301	Has anyone in your household received money, goods, or consumption support from Twiyubake in the last 12 months?	Yes 1 No 2 => E302c	DK 8 => E302c Refuse 9 => E302c										
E302	<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>E302a</b> Did your household receive the item from Twiyubake?</p> <p>Yes No DK Refuse</p>	<p><b>SKIP IF E302.1 = NO, DK, REFUSE</b></p> <p><b>E302b.</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>										
	E302.1 Cash Gifts	1 2 8 9	<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> <p>RWF</p>										
	E302.2 Gifts of food or other consumables	1 2 8 9	<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> <p>RWF</p>										
	E302.3 School Uniforms/ Bursary	1 2 8 9	<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> <p>RWF</p>										
E302.4 School books, materials, supplies	1 2 8 9	<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> <p>RWF</p>											
E302.5 Farming Assets, Tools, animals and other farm inputs	1 2 8 9	<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> <p>RWF</p>											

	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> RWF										
<b>E302c</b>	Has anyone in your household received money, goods, or consumption support from Gikuriro/Give Directly in the last 12 months?	Yes 1 No 2 => E303	DK 8 => 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> RWF											
<b>E303</b>	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? <b>* Probe for food transfers from organizations (ex: Church, Bank, Food Organization), loans from banks, loans from churches, etc.</b>	Yes 1 No 2=> E306	DK 8=> E306 Refuse 9=> E306										
<b>Instructions for E305.</b>  <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>  For each of the items:		<b>E304.</b> Did your household receive the item from organizations?  Yes    No    DK    Refuse	<b>SKIP IF E304 = NO, DK, REFUSE</b>  <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?										
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> RWF										
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> RWF										
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> RWF										
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> RWF										
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> RWF										
Now I'm going to ask you about money or gifts received from government or public sources.													



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="text"/> RWF

f) Supplier/employer	1	2	8	9	<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
g) Client	1	2	8	9	<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
h) Other (specify) _____	1	2	8	9	<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

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.
Account Line No.	ID of the person saving (From Roster)	Does [INITIAL] have a savings account?	What institution does [INITIAL] save with?	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 "INITIAL" participate in a tontine?	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?
		1=Yes 2=No If No =>>E408	See institution codes above				1=Yes 2=No If No =>next person		

RWF

RWF

RWF

RWF

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--- 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. 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>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			<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
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							

	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"/>
Guava	1029			<input type="text"/>		<input type="text"/>		<input type="text"/>
Orange, tangerine (local, imported)	1030			<input type="text"/>		<input type="text"/>		<input type="text"/>
Citron - Lemon	1031			<input type="text"/>		<input type="text"/>		<input type="text"/>
Passion Fruit	1032			<input type="text"/>		<input type="text"/>		<input type="text"/>
Plums	1033			<input type="text"/>		<input type="text"/>		<input type="text"/>
Apples	1034			<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>LEGUMES</b>								
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"/>
<b>VEGETABLES</b>								
Tomato	1042							

	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"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Onion	1043			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Garlic	1044			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Pepper	1045			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Pumpkin	1046			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Eggplant	1047			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Carrot	1048			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Leeks	1049			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Celery	1050			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Mushrooms	1051			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <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.	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
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. 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
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"/>
<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.	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? 1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>F107	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? 1=Yes, 2=No, 8=DK, 9=Refused. If 2,8,9 =>Next Item	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. 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
Coffee (local, imported)	1072			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Tea (local, imported)	1073			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Mineral water	1074			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Sorghum juice(Ubushera)	1075			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Banana juice and banana beer (like Ikakama/Inkashi)	1076			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <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 juices (local, imported–passion fruit, others)	1077			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Carbonated Soft Drinks	1078			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <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
Local sorghum beer(ikigage)	1079			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Commercial beer (local)	1080			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<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 alcoholic drinks (imported/commercial beer, wine, liquor)	1081			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<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>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"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<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 F2. NON-FOOD EXPENDITURES OVER PAST ONE MONTH (FOUR WEEKS)

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

One Month Recall	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"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Beauty/cosmetics products	213			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <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 personal care and hygiene (toothpaste and accessories, razor blades and shaving accessories, combs, deodorants)	214			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <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>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"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Photocopies/printing/scanner/other secretarial services	216			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Film and developing, passport photos	217			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Airtime (cell phone) cards/Me 2 you	218			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <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 phone, internet expenses	219			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Stationary (paper, staples, pen, pencil, etc..)	220			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Security services	221			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <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>TRANSPORTATION</b>						

One Month Recall	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
Repair, spare parts, maintenance of vehicles (including bicycles, motorcycle)	222			<input type="text"/>		<input type="text"/>	
Public transport by taxi, minibus, bus, including coaster, Other local transport (truck, boat, other)	223			<input type="text"/>		<input type="text"/>	
Transport by motorcycle/bicycle	224			<input type="text"/>		<input type="text"/>	
Fuel for transportation (Petrol, diesel)	226			<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"/>	
<b>BASIC PREVENTION AND MEDICINES</b>							
Pain relievers (Aspirin/Paracetamol/Hedex,...)	228			<input type="text"/>		<input type="text"/>	
Antimalarial drugs	229			<input type="text"/>		<input type="text"/>	
Worm medicine	230			<input type="text"/>		<input type="text"/>	
Condoms and contraceptive drugs, Other basic/preventive medicine (including iodine/alcohol)	231			<input type="text"/>		<input type="text"/>	

SECTION F3. NON-FOOD EXPENDITURES OVER PAST TWELVE MONTHS

<b><u>12 MONTH RECALL</u></b>	F301. Item code	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
<b>CLOTHING</b>						
Fabric (cloth; for men or women)	301			<input type="text"/>		<input type="text"/>
Wrap around cloth for women(Igitenge)	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"/>

<b><u>12 MONTH RECALL</u></b>	F301. Item code	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
Children's footwear	312			<input type="text"/>		<input type="text"/>
Men's accessories (ties, hats, belts, sunglasses, watches)	313			<input type="text"/>		<input type="text"/>
Women's accessories (scarves, hats, belts, sunglasses, jewelry, watches)	314			<input type="text"/>		<input type="text"/>
Clothing and shoe repairs	315			<input type="text"/>		<input type="text"/>
<b>PERSONAL BELONGINGS</b>						
Umbrellas, Cases (metal/wooden cases, suitcases) and bags (like travel bags and hand bags)	316			<input type="text"/>		<input type="text"/>
<b>HOUSEHOLD REPAIRS, FURNISHINGS &amp; APPLIANCES</b>						
Repairs (building repairs - supplies and labor, furniture repairs)	318			<input type="text"/>		<input type="text"/>
Mattresses	319			<input type="text"/>		<input type="text"/>
Floor coverings (rugs, carpets, mats)	320			<input type="text"/>		<input type="text"/>

<b><u>12 MONTH RECALL</u></b>	F301. Item code	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
Bedding	321			<input type="text"/>		<input type="text"/>
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>12 MONTH RECALL</b>	F301. Item code	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
<b>MEDICAL EXPENSES</b>						
Medical consultations (for any health problem, not giving birth)	332			<input type="text"/>		<input type="text"/>
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><u>12 MONTH RECALL</u></b>	F301. Item code	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
<b>MISCELLANEOUS</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"/>

<b><u>12 MONTH RECALL</u></b>	F301. Item code	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
Baptism, Religious Festivals	347			<input type="text"/>		<input type="text"/>
Death (including funerary articles like coffins)	348			<input type="text"/>		<input type="text"/>
Sacrifices, offerings, Other ceremonies (like child naming and graduation)	349			<input type="text"/>		<input type="text"/>
Other expenditures (specify)	351			<input type="text"/>		<input type="text"/>
<b>EDUCATION</b>						
Registration, school fees and tuition	352			<input type="text"/>		<input type="text"/>
Parent contributions to the school (to infrastructure, maintenance, others)	353			<input type="text"/>		<input type="text"/>
School uniforms and other sports uniforms	354			<input type="text"/>		<input type="text"/>
School books and supplies	355			<input type="text"/>		<input type="text"/>

<b>12 MONTH RECALL</b>	F301. Item code	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																																								
Transportation to and from school	356			<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> </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> </tr> </table>																				
Room and board	357			<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> </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> </tr> </table>																				
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> </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> </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? <b>IF DK RECORD 88888</b> <b>(LENGTH OF FIELD)</b> ____ 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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
Private motor vehicle or Minibus in running condition	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"/>

	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</b> <b>(LENGTH OF FIELD)</b>  _____RWF
ITEM	F401	F402	F403	F406	F407
(for home use only)					
Commercial motor vehicle in running condition	422		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	423		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Boat (for home use only)	424		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Living room suite (upholstered chair, sofa set)	425		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Bookcase	426		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Cupboard, drawers, bureau	427		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Lantern (paraffin)	428		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Desk	429		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <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
Clock	430		<input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>

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		F503.2		F504		F505.1		F505.2			
				Quantity		Unit				Quantity		Unit			
Yes	1	<input type="text"/>		<input type="text"/>		Acres	1	<input type="text"/>		<input type="text"/>		Acres	1		
No	2 ==> Next section (AGRICULTURAL ASSETS: F701)	<input type="text"/>		<input type="text"/>		Hectares	2	<input type="text"/>		<input type="text"/>		Hectares	2		
F506 [TENURE]				Number of Plots				F507 [USE]				Number of Plots			

SECTION F6. CULTIVATION

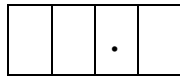
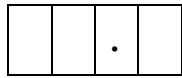
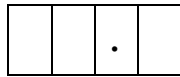
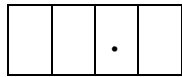
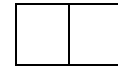
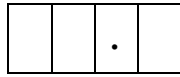
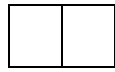
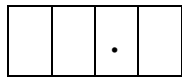
**CROP CODES FOR F601**

**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>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 F604 if F603.1 is 0</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>					



SECTION F7. AGRICULTURAL ASSETS

	F701. ITEM CODE	F702. Does your household currently own a [ITEM]?  Response Codes: Yes=1 , No=2, DK=8 ,Ref=9  2,8,9=>>Next item	F703. How many [ITEM]s does your household currently own?
Farm Tools	F701	F702	F703 Number
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"/>
<b>LIVESTOCK</b>	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? CIRCLE ALL THAT APPLY – CODES ABOVE
READ OUT EACH EVENT:		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				Yes			No		
	DK	2	8	DK	2	8		DK	2	8	DK	2	8
<b>H 10 1</b>	H101.1 HIV test	1	2	8	H101.16 Free school supplies or a school uniform	1	2	8					
	H101.2 Farmer Field School	1	2	8	H101.17 Birth registration support	1	2	8					
	H101.3 Free Small Livestock	1	2	8	H101.18 Mosquito nets	1	2	8					
	H101.4 Free seed	1	2	8	H101.19 Information on child protection	1	2	8					
	H101.5 Nutritional advice in caring for your children	1	2	8	H101.20 Nutrition messaging for pregnant or lactating women	1	2	8					
	H101.6 Free food	1	2	8	H101.21 One Stop (GBV center)	1	2	8					
	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					
	H101.9 Training on Early Childhood Development	1	2	8	H101.24 Information on positive masculinity and gender equity	1	2	8					
	H101.10 Livelihood training/income generation	1	2	8	H101.25 Umugoroba w'ababyeyi (parental evenings)	1	2	8					
	H101.11 Community savings/lending group	1	2	8	H101.26 HIV treatment and care	1	2	8					
	H101.12 Life skills training	1	2	8	H101.27 Advice on childhood immunization	1	2	8					
	H101.13 Vocational training scholarships	1	2	8	H101.28 Positive parenting	1	2	8					
	H101.14 Workforce readiness training	1	2	8	H101.29 Growth monitoring for children	1	2	8					
	H101.15 Psychosocial support from a home visitor or social worker	1	2	8									

**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

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

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

**MODULE A. HOUSEHOLD IDENTIFICATION SHEET**

<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 INTEGRATED SAVINGS AND LENDING GROUP MEMBER FROM HH ROSTER	<input type="text"/> <input type="text"/> <input type="text"/>

## MODULE C. INTEGRATED SAVINGS AND LENDING GROUP INDIVIDUAL QUESTIONS

IS THE INTEGRATED SAVINGS AND LENDING GROUP MEMBER THE SAME AS A CAREGIVER?	<input type="checkbox"/> Yes	1 => Fill C101 and copy/verify C102 and C103 from the CAREGIVER QRE. THEN Skip to C201  2 =>C101
	<input type="checkbox"/> No	

### SECTION C1. BACKGROUND INFORMATION

EDUCATION CODES FOR C107 AND C108.							
0=Pre-Primary	4= Primary 4	7=TVET1	11= Secondary 1	15= Secondary 5	21=University 1	25=Univ. 5 and above	
1=Primary 1	5=Primary 5	8=TVET2	12= Secondary 2	16= Secondary 6	22=University 2	77=None	
2=Primary 2	6=Primary 6	9=TVET3	13= Secondary 3		23=University 3	88=Don't Know	
3=Primary 3			14= Secondary 4		24=University 4		

I'm going to begin by asking you some basic questions about yourself.																			
<b>C101</b>	Record sex of respondent	<table> <tr> <td>Male</td> <td>1</td> </tr> <tr> <td>Female</td> <td>2</td> </tr> <tr> <td>Other _____</td> <td>6</td> </tr> <tr> <td>Refuse</td> <td>9</td> </tr> </table>	Male	1	Female	2	Other _____	6	Refuse	9									
Male	1																		
Female	2																		
Other _____	6																		
Refuse	9																		
<b>C102</b>	IF ISLG MEMBER IS A CAREGIVER, VERIFY MONTH/YEAR OF BIRTH FROM CAREGIVER AND RECORD HERE  In what month and year were you born?	<table> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> <td>YEAR</td> </tr> <tr> <td colspan="2">MONTH</td> <td colspan="6"></td> </tr> </table>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	YEAR	MONTH							
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	YEAR											
MONTH																			
<b>C103</b>	IF ISLG MEMBER IS A CAREGIVER, VERIFY AGE FROM CAREGIVER AND RECORD HERE  How old were you at your last birthday?	<table> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td>AGE</td> </tr> </table> <p>IF AGE IS LESS THAN 16 AND ISLG MEMBER IS NOT A CAREGIVER, SKIP TO C106</p>	<input type="text"/>	<input type="text"/>	AGE														
<input type="text"/>	<input type="text"/>	AGE																	
<b>FILTER</b>	IS THE INTEGRATED SAVINGS AND LENDING GROUP MEMBER THE SAME AS A CAREGIVER?	YES => SKIP TO C201 NO => CONTINUE																	
<b>C106</b>	Have you ever attended school?	<table> <tr> <td>Yes</td> <td>1</td> </tr> <tr> <td>No</td> <td>2=&gt;C201</td> </tr> <tr> <td>Refused</td> <td>9=&gt; C201</td> </tr> </table>	Yes	1	No	2=>C201	Refused	9=> C201											
Yes	1																		
No	2=>C201																		
Refused	9=> C201																		
<b>C107</b>	What is the highest class level that you have attended in school? <b>SEE EDUCATION CODES ABOVE</b>	<input type="text"/>																	

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

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

<b>C108</b>	What is the highest class level that you have completed? <b>SEE EDUCATION CODES ABOVE</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> </table>			

-- 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>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;">Less than one month</td> <td style="text-align: right;">1</td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">1-3 months</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">Between 3 months and 1 year</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">More than 1 year</td> <td style="text-align: right;">4</td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">Other, Specify: _____</td> <td style="text-align: right;">6</td> </tr> </table>	Less than one month	1	1-3 months	2	Between 3 months and 1 year	3	More than 1 year	4	Other, Specify: _____	6
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?	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%; height: 20px;"></td> </tr> </table>										
<b>C207</b>	Has any member of your household ever been an official in any integrated savings and lending group?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;">Yes</td> <td style="text-align: right;">1</td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">No</td> <td style="text-align: right;">2=&gt;C208 A</td> </tr> </table>	Yes	1	No	2=>C208 A						
Yes	1											
No	2=>C208 A											

C208	<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>
C208 A	<p>How many different integrated savings and lending groups are members of your household currently a member of?</p>	<p>[ ][ ]</p>
C209	<p>What is/are the name(s) of your household's current integrated savings and lending group (s)?</p>	
C209 A	<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>
C209 B	<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>
C210	<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>
C211	<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>	<p><b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b></p> <p>What interest rate does your household's current group charge?</p> <p><b>THIS SHOULD BE A PERCENTAGE.</b></p>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block; margin-left: 10px;"></div> %	
<b>C213</b>	<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 borrowed any money from your household's current integrated savings and lending group?</p>	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?	<div style="border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></div>	RWF
<b>C215</b>	How much was your household supposed to pay back (including interest?)	<div style="border: 1px solid black; width: 100px; height: 20px; display: inline-block;"></div>	RWF
<b>C216</b>	<p>What did your household do with the money that was borrowed this last time? Anything else? <b>CIRCLE ALL MENTIONED.</b></p>		
	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>	<p><b>IF C209A=YES, ASK THIS ABOUT TWIYUBAKE. IF C209A=NO, ASK ABOUT THEIR MOST RECENT GROUP:</b></p>	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>	

FILT R	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 | \_\_\_\_\_ |

A001	PROVINCE	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>										
A002	DISTRICT	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>										
A003	SECTOR	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>										
A004	CELL	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>										
A005	VILLAGE	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>										
A006	HOUSEHOLD IDENTIFICATION NUMBER	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>										
A008	LINE NUMBER OF CAREGIVER FROM HH ROSTER	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>										

## 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="text-align: right;">AG</td> </tr> </table> <p>IF AGE IS LESS THAN 16, SKIP TO C106</p>			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 Able to read whole sentence 3 No card with required language: _____ 5 (language) 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 Cohabiting (but not married) 2 Never been married 3 Divorced or separated 4 Widowed 5 Refused 9	=> C113 => C113
<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 1 2 8 9	YES => C116
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 Y 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?	1 6	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?	<p>WALK.....A</p>					

	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	<b>RECORD / CONFIRM CHILD'S INITIALS</b>				
F102	<b>CHILD'S LINE NUMBER FROM HOUSEHOLD ROSTER</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"/>	
F103	<b>RECORD / CONFIRM CHILD'S SEX</b>	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)  IF UNKNOWN, ASK THE CAREGIVER TO ESTIMATE	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?  CONFIRM WITH MONTH AND YEAR OF BIRTH IN F107 AND ADJUST IF NECESSARY. DO NOT LEAVE BLANK. IF UNKNOWN, ASK CAREGIVER TO ESTIMATE.  ONLY RECORD MONTHS IF CHILD IS <1 year.  IF CHILD IS 0 MONTHS – 11 MONTHS OLD, ENTER 0 FOR YEAR AND PUT THE NUMBER OF MONTHS IN THE MONTHS FIELD.	<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]?  SEE CODES BELOW  IF THE RELATIONSHIP IS NOT LISTED, USE CODE 66 AND THEN SPECIFY THE RELATIONSHIP	<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.....? READ OUT RESPONSES	Excellent 1 Very good 2 Good 3 Fair 4 Poor 5	Excellent 1 Very good 2 Good 3 Fair 4 Poor 5	Excellent 1 Very good 2 Good 3 Fair 4 Poor 5	
F112	In the last 2 weeks, has [INITIALS] been too sick to participate in daily activities?	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	
F113	Does [INITIALS] have a disability that makes it difficult for him/her to participate in daily activities?	Yes 1 No 2 Refuse 9	Yes 1 No 2 Refuse 9	Yes 1 No 2 Refuse 9	2,9 => F115
F114	How would you describe [INITIALS's] disability?	Blind or partially blind 1 Deaf or partially deaf 2 Has difficulties learning 3 Physical 4	Blind or partially blind 1 Deaf or partially deaf 2 Has difficulties learning 3 Physical 4	Blind or partially blind 1 Deaf or partially deaf 2 Has difficulties learning 3 Physical 4	

		Other_____ 6	Other_____ 6	Other_____ 6	
F115	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	2,8,9=> F117
F116	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> .										
	READ OUT SERVICES										
F117	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</b> 13-17 years	
	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		

F118	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>	2,8,9=> F123
F119	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>	2 =>121 8,9 => 122

F120	Where did you seek advice or treatment? Anywhere else? CIRCLE ALL MENTIONED	Public sector				<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					
		Private medical sector						
		Polyclinic	H					
		Clinic	I					
		Dispensary	J					
		Pharmacy	K					
		Other Private Medical Facility	L					
		(specify): _____						
Other source								
Kiosk	M							
Traditional practitioner	N							
Church	O							

		Friend/Relative		P		
		Other (Specify) _____		X		
		F120.18 Don't Know		Y		
		F120.19 Refuse		Z		
F122	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
		<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Refuse</b>			
51								
52								
53		1	2	8	9			
54								
55	Has [INITIALS] been ill with a fever at any time in the last 2 weeks?					<b>Don't ask</b> 5-12 years	<b>Don't ask</b> 13-17 years	2,8,9=> F201
56								
57								
58								
59								
F123								
F124	Did you seek advice or treatment for the fever from any source?	1	2	8	9	<b>Don't ask</b> 5-12 years	<b>Don't ask</b> 13-17 years	2 => F126 8,9 =>F127
F125	Where did you seek advice or treatment?	Public sector				<b>Don't ask</b> 5-12 years	<b>Don't ask</b> 13-17 years	
		Referral Hospital			A			

	<p>Anywhere else?</p> <p>CIRCLE ALL MENTIONED</p>	<p>District Hospital 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>Private medical sector</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>Other source</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>			<p>All who answer, skip to F127</p>								
F127	<p>At any time during the illness, did [INITIALS] take any drugs for the illness?</p>	<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>5-12 years</p>	<p><b>Don't ask</b></p> <p>13-17 years</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>	<b>Yes</b>	Don't ask 5-12 years	Don't ask 13-17 years

<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>								
	<b>Child age 0, 1, or 2 year olds (0 to 35 months) ⇒ skip to next section (SECTION F3 : FOOD CONSUMPTION/NUTRITION).</b>								
	<b>Child age 36 to 59 months (3 &amp; 4 year olds) ⇒ Continue with F205</b>								
<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?	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Refuse</b>	Don't ask 5-12 years	Don't ask 13-17 years
		1	2	8	9		
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>Refuse</b> 2 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><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td colspan="2">TIMES</td> </tr> </table>	<input type="text"/>	<input type="text"/>	TIMES		Don't ask 5-12 years	Don't ask 13-17 years						
<input type="text"/>	<input type="text"/>													
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><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td colspan="2">TIMES</td> </tr> </table>	<input type="text"/>	<input type="text"/>	TIMES		Don't ask 5-12 years	Don't ask 13-17 years						
<input type="text"/>	<input type="text"/>													
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: 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 Refuse 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"/>			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>					

<b>F501</b>	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</td> </tr> <tr> <td>1</td> <td>2 9</td> <td>8</td> </tr> </table>	Yes Know	No Refuse	Don't	1	2 9	8	<table border="1"> <tr> <td>Yes Don't Know Refuse</td> <td>No</td> </tr> <tr> <td>1</td> <td>2 9</td> </tr> </table>	Yes Don't Know Refuse	No	1	2 9	<b>If No: F506</b>																						
Yes Know	No Refuse	Don't																																			
1	2 9	8																																			
Yes Don't Know Refuse	No																																				
1	2 9																																				
<b>F502</b>	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</td> </tr> <tr> <td>1</td> <td>2 9</td> <td>8</td> </tr> </table>	Yes Know	No Refuse	Don't	1	2 9	8	<table border="1"> <tr> <td>Yes Don't Know Refuse</td> <td>No</td> </tr> <tr> <td>1</td> <td>2 9</td> </tr> </table>	Yes Don't Know Refuse	No	1	2 9																							
Yes Know	No Refuse	Don't																																			
1	2 9	8																																			
Yes Don't Know Refuse	No																																				
1	2 9																																				
<b>F503</b>	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</td> </tr> <tr> <td>1</td> <td>2 9</td> <td>8</td> </tr> </table>	Yes Know	No Refuse	Don't	1	2 9	8	<table border="1"> <tr> <td>Yes Don't Know Refuse</td> <td>No</td> </tr> <tr> <td>1</td> <td>2 9</td> </tr> </table>	Yes Don't Know Refuse	No	1	2 9	<b>If No, DK,R F: F505</b>																						
Yes Know	No Refuse	Don't																																			
1	2 9	8																																			
Yes Don't Know Refuse	No																																				
1	2 9																																				
<b>F504</b>	<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	
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<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: 40px; height: 20px; margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>			<table border="1" style="width: 40px; height: 20px; margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></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>2,8,9 =&gt;F5 13</b>
<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 | \_\_\_\_\_ |

A001	PROVINCE	<input type="text"/>
A002	DISTRICT	<input type="text"/> <input type="text"/>
A003	SECTOR	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
A004	CELL	<input type="text"/> <input type="text"/>
A005	VILLAGE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
A006	HOUSEHOLD IDENTIFICATION NUMBER	<input type="text"/> <input type="text"/>
A008	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
C101	<b>Record / Confirm Child's Sex</b>	Male 1 Female 2 Other 6 <hr/> (SPECIFY) 9 REFUSED	
C102	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: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></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
		Household chores for <u>other</u> families D	Petty trade (Small shop) N
		Farm chores for <u>other</u> families E	Trader (Buy/sell in large quantities, sell to petty traders)
		Help out in shop F	Trader (Buy/sell in large quantities, sell to petty traders)
		Construction G	Mining O
		Sewing H	Firewood/charcoal P
		Mechanic I	Brewing Q
		Clerk, Delivery, Administrative J	Handicraft R
		Agricultural labourer	Fishing S
			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 style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <span style="margin-left: 10px;">AGE</span> </div> <p>NEVER HAD SEXUAL INTERCOURSE...00 -&gt;D436</p> <p>Refused..99 → D424</p>	
D420	When was the last time you had sexual intercourse?	<p style="text-align: right;"> <b>DAYS AGO.....[ ][ ]</b>  <b>WEEKS AGO.....[ ][ ]</b>  <b>MONTHS AGO.....[ ][ ]</b>  <b>YEARS AGO.....[ ][ ]→D422</b> </p>	

	<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: 40px; margin-right: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; margin-right: 10px;"></div> <div style="text-align: left;"> <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="text-align: left; padding: 5px;">Yes</th> <th style="text-align: left; padding: 5px;">No</th> <th style="text-align: left; padding: 5px;">DK/Not Sure</th> <th style="text-align: left; padding: 5px;">Refuse</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">8</td> <td style="text-align: center; padding: 5px;">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>										

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><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> <div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid black;" type="checkbox"/>              ↓         </div>	<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> <tr> <td colspan="4" style="text-align: center;"><b>If 2=&gt; D432; If 8,9 =&gt; D428</b></td> </tr> </table>	Yes	No	Don't Know	Refuse	1	2	8	9	<b>If 2=&gt; D432; If 8,9 =&gt; D428</b>			
Yes	No	Don't Know	Refuse											
1	2	8	9											
<b>If 2=&gt; D432; If 8,9 =&gt; D428</b>														
<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>	<div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> <span style="margin-left: 20px;">AGE</span> </div>												
<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> <div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid black;" type="checkbox"/>              ↓         </div>	<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> <tr> <td colspan="3" style="text-align: right;"><b>If 1 =&gt; D429</b></td> </tr> <tr> <td colspan="3" style="text-align: right;"><b>If 2,8,9=&gt;D432</b></td> </tr> </table>	Yes	No	Refuse	1	2	9	<b>If 1 =&gt; D429</b>			<b>If 2,8,9=&gt;D432</b>		
Yes	No	Refuse												
1	2	9												
<b>If 1 =&gt; D429</b>														
<b>If 2,8,9=&gt;D432</b>														
<p><b>D429</b></p>	<p>How old were you when you first gave birth?</p>	<div style="text-align: center;"> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/> <span style="margin-left: 20px;">AGE</span> </div> <p style="text-align: right;"><b>All skip to D432</b></p>												

<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"/>		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"/>		AGE		
<b>D438</b>	How old were you when you first started cohabitating?	<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 <u>you or anyone else in your household</u> 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.

**Gustavo Angeles, PhD** is the Senior Evaluation Advisor for the Rwanda evaluation. He is a health economist and faculty member of UNC's Gillings School of Public Health, and a Fellow at the Carolina Population Center. He has over 20 years of experience on evaluation of health and social development programs in Latin America, Africa and Asia and is currently Senior Evaluation Advisor of MEASURE Evaluation where he leads the impact evaluation of USAID/Guatemala Western Highland Integrated Program, and co-leads impact evaluations of two health programs in Bangladesh. He also participates as instructor on a number of training and capacity building activities on impact evaluation conducted in Mexico, South Africa, India, and Nepal. With UNICEF and 3ie funding, he is currently co-investigator for the impact evaluations of Malawi's Social Cash Transfer Program and Zimbabwe's Harmonized Social Cash Transfer Program. Also in Malawi, Dr. Angeles co-leads the USAID-funded impact evaluation of the Feed the Future's Integrated Nutrition and Value Chain (INVC) program. He has ample expertise in social cash transfer programs from his current work in Malawi and Zimbabwe, and the mid-term evaluation of Mexico's *PROGRESA/Oportunidades* program he led as Executive Director of the Center for Evaluation Research and Survey in Mexico's National Institute of Public Health (INSP) in 2010-2011. Dr. Angeles worked on impact evaluations of Mexico's Secretary of Social Development cash transfers to the elderly and childcare support to poor working mothers programs, both with 3ie funding. He served as Deputy Director of MEASURE Evaluation (2000-2010), providing strategic and technical advice to USAID on evaluation and capacity building. In that role, he was technical lead of health program evaluations in Bangladesh, Tanzania, Indonesia, Nicaragua, Paraguay, Mexico, Ecuador, and Peru. Additional research includes measurement and estimation methods for impact evaluations of health programs.

**Aimee Benson, MS**, leads tablet programming and all data management processes for the tablets. Benson is a data processing specialist with over 15 years' experience in developing both PAPI and CAPI data capture systems and training and supporting field personnel in their use. She has led capacity building workshops in data management and analysis. She has worked in US and international contexts, including Malawi, China, Bangladesh, the Caribbean, Zambia, India, Nigeria, Kenya and Senegal. Ms. Benson holds a Master's degree in Experimental Psychology from Duke University.

**Chris Bernard Agala, PhD** is a Research Associate – with Research Analyst role at MEASURE Evaluation project based at the Carolina Population Center. He has over 13 years of experience working with non-profit and academic institutions, local communities, community- and local government leaders in research, intervention design, implementation and monitoring in public health areas including: HIV/AIDS and reproductive health, organizational network analysis and referrals, patient reported health outcomes, orphans and vulnerable children, health systems and development in Tanzania, Kenya, Malawi, Ethiopia, India and Cambodia. He earned his PhD in Health Policy and Management from The University of North Carolina at Chapel Hill's Gillings School of Global Public Health, his bachelor's degree in finance at Kenyatta University in Nairobi, Kenya and associates degree in computer science from Starehe Technical Training Institute in Nairobi, Kenya.

**Veronica Varela, MPH** is a Research Associate at MEASURE Evaluation. She received her MPH in Epidemiology and Maternal and Child Health from the University of South Florida. Ms. Varela has experience working in perinatal, child and sexual health epidemiology as well as community health assessments. Ms. Varela also has experience in quantitative data analysis using statistical methods such as generalized linear models, logistic regressions and survival analysis along with producing data visualization aids for reports and publications. Prior to coming to MEASURE Evaluation Ms. Varela worked domestically with various public health programs including the Florida Department of Health, March of Dimes and the Florida Birth Defects Surveillance Program.





**MEASURE** Evaluation

University of North Carolina at Chapel Hill  
123 W. Franklin Street, Suite 330  
Chapel Hill, NC 27516 USA  
Phone: +1 919-445-9350 | [measure@unc.edu](mailto:measure@unc.edu)  
[www.measureevaluation.org](http://www.measureevaluation.org)

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