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Young Lives Qualitative Fieldwork Guide

Round One (2007)

Laura Camfield, Gina Crivello and Martin Woodhead

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Laura Camfield, Gina Crivello and Martin Woodhead

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About Young Lives

Young Lives is an international study of childhood poverty tracking 12,000 children's lives over 15 years in 4 developing countries – Ethiopia, India (in the state of Andhra Pradesh), Peru and Vietnam. The pro-poor sample is drawn from 20 sites in each country, and includes two age cohorts (2,000 children who were born in 2001-02, and 1,000 children who were born in 1994-95 in each country). Three rounds of the household and child survey have been completed to date, in 2002 2006-07 and 2009, interspersed with a longitudinal qualitative survey in 2007, 2008 and 2010/11. Further rounds of the household survey are due in 2013 and 2016, with the fourth round of qualitative research in 2014.

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The authors

This Guide was written by Laura Camfield, Gina Crivello and Martin Woodhead from the Young Lives research team at the University of Oxford based on discussions and consultation with colleagues in our study countries – Yisak Tafere (Ethiopia), Uma Vennam (India), Patricia Ames (Peru) and Ton Nu Ai-Phuong (Vietnam). We also received extensive advice and guidance from Jo Boyden (Director of Young Lives) and Ginny Morrow (Institute of Education, University of London).

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Guide to the Reader

This document is a reproduction of a fieldwork guide produced collaboratively by an international team of researchers taking part in the Young Lives study. Young Lives is a long-term study of childhood poverty in four countries: Ethiopia, India (in the state of Andhra Pradesh), Peru and Vietnam.

The pro-poor sample is drawn from 20 sites in each country, and includes two age cohorts (2,000 children who were born in 2001-02, and 1,000 children who were born in 1994-95 in each country). Three rounds of the household and child survey have been completed to date, in 2002, 2006-07 and 2009, interspersed with a longitudinal qualitative survey in 2007, 2008 and 2010/11. Further rounds of the household survey are due in 2013 and 2016, with the fourth round of qualitative research in 2014

This document is the manual that guided the first of four planned rounds of data collection in 2007 as part of a longitudinal qualitative research design. The longitudinal qualitative study is tracking 50 children in each study country, using a case-study approach to document their changing life trajectories over time. The research guide for each round of research is available on the Young Lives website.

We share these documents for other researchers carrying out social research with children and young people in poverty to adapt, use and develop in their own work. We have tried to maintain as much of the original document as possible; this means that the language is directed towards field researchers working as part of Young Lives. Internally, we refer to the different rounds of data collection as 'Qual-1', 'Qual-2', and 'Qual-3', and these are the terms used in this document. A further document, the Young Lives *Longitudinal Qualitative Research: A Guide for Researchers*, provides background and an overview of the longitudinal qualitative research to date.

This document was drafted in early 2007 before we embarked upon the first round of our research. We have checked and updated it ready for publication in this format in early 2013.

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Related documents

Gina Crivello, Virginia Morrow and Emma Wilson (2013) *Young Lives Longitudinal Qualitative Research: A Guide for Researchers*, Technical Note 26, Oxford: Young Lives.

Laura Camfield, Gina Crivello and Martin Woodhead (2013a) *Young Lives Qualitative Fieldwork Guide: Round One (2007)*, Technical Note 27, Oxford: Young Lives.

Laura Camfield, Gina Crivello and Martin Woodhead (2013b) *Young Lives Qualitative Fieldwork Guide: Round Two (2008)*, Technical Note 28, Oxford: Young Lives.

Gina Crivello, Virginia Morrow and Natalia Streuli (2013) *Young Lives Qualitative Fieldwork Guide: Round Three (2010/11)*, Technical Note 29, Oxford: Young Lives.

1. Introduction

This planning document contains a selection of protocols for collecting qualitative information from children and adults participating in the Young Lives study. This packet of information informed and formed the basis of country-level research design and field manuals for data collection between August and December 2007 in the four participating Young Lives countries: Vietnam, Ethiopia, India, and Peru. The document contains the original protocols developed for the first round of qualitative research (Qual-1) which were subsequently adapted by each country team to reflect the specific themes and projects within each country. The protocols reflect the ideas among the Young Lives team at the time and serve as guides to data collection for Qual-1.

This planning document begins with an overview of the background to Qual-1, including the aims and specific research questions for this first round of data collection. The protocols for core and supplementary data-collection methods are then given. A more detailed account of the development and rationale and sources for each method can be found in the justification document (Young Lives Technical Note 26), which should be read in conjunction with this Guide.

1.1. Background to Qual-1 study

Young Lives is conducting the first round of qualitative data collection in 2007 as part of its ongoing longitudinal qualitative research focused on 200+ case-study children across our study countries: India (Andhra Pradesh), Ethiopia, Peru, and Vietnam. The major strength of the qualitative research is that it offers a unique opportunity to study the role of poverty in shaping children's biographies from within a life-course framework that is embedded within Young Lives longitudinal design. It complements other major data sources, notably household and child surveys and the school-based component (see www.younglives.org.uk).

The broad question guiding our longitudinal research is this:

How does poverty interact with other factors at individual, household, community, and inter-generational levels to shape children's life trajectories over time?

Qual-1 is designed to generate a variety of information about/with individual children participating in the wider Young Lives study. A mosaic of methods will be used to bring together different stakeholders' perspectives on childhood transitions and well-being – for example, children's caregivers, teachers, health professionals, and community authorities. Qual-1 will provide baseline information on the everyday lives, households, and community and service environments of case-study children, and one year later the second round of qualitative research (Qual-2) will document changes in these areas of children's lives.

1.2. Research focus for Qual-1

There are three overriding questions for the qualitative research, which should be sensitive to differences between children (for example, age, gender, socio-economic status, ethnic, linguistic or religious identity), and sensitive also to inter-generational differences (for example, in the perspectives of children and their caregivers):

1. What are the key transitions in children's lives, how are they experienced (particularly in relation to activities, relationships, identities, and well-being), and what influences these experiences?

2. How is children's well-being understood and evaluated by children, caregivers, and other stakeholders? What shapes these different understandings, and what causes them to change? What do children, caregivers, and other stakeholders identify as sources of and threats to well-being, and what protective processes can enable children to minimise these threats?
3. How do policies, programmes, and services shape children's transitions and well-being? What are the different stakeholder perspectives on these processes? What is the interplay between public, private, and not-for-profit sectors and communities within these processes?

The three questions break down into a number of specific questions that arose from conceptual analyses and literature reviews carried out by the Oxford-based members of the qualitative team between November 2006 and February 2007, and subsequent modification by the full qualitative team at the March 2007 workshop in Addis Ababa.

The specific questions are likely to be influenced by the following dynamics:

- intra-household dynamics such as gender, age, and sibling birth order (SBO);
- social norms and cultural child-rearing beliefs (e.g. about the value of play versus work, about how far girls can travel unaccompanied, what behaviours are considered appropriate for girls and boys to keep them safe and prepare them for a good future);
- children's environment (e.g. quality and accessibility of local services, access to local resources);
- availability of care for younger and less able household members, within both the household and the wider community as this impacts on a child's role (e.g. as carer);
- seasonal activities (e.g. harvest, festivals);
- common unexpected events which reduce material well-being ('shocks'): for example, untimely rains or flooding);
- children's personal characteristics and capacities (e.g. dis/ability, long-term health problems).

1.3. Themes to explore in Qual-1

Theme 1: Resources, choices, and transitions (including time use, service access, and service quality)

- a) What proportion of time are children spending on activities in the following categories:
 - education (early childhood programmes, primary schooling, as well as informal and extra-curricular activities on school premises, supplementary classes, and religious education, etc.)
 - use of other child-focused services (e.g. crèches)
 - paid labour, including 'piece work'
 - other contributions to household livelihoods, e.g. tending livestock
 - domestic chores
 - care for others
 - personal care (e.g. washing, eating)
 - sleep
 - play and recreation.

- b) What are the meanings given to these activities (for example, how far are children's contributions seen as 'work', or 'play', or 'learning'?) and what are the social contexts in which they are carried out (e.g. supervision, treatment, discipline)?
- c) Of the local services (health, education, social care, etc.) available to caregivers and children, which do they use or choose not to use, or feel unable to use, and why? How far have they used these services in the past and/or intend to use them in future, and what are their reasons?
- d) What are caregivers' (and service providers') feelings about the feasibility and value of using services, and what are their concerns (e.g. about quality) and suggestions for improving them?
 - e.g. Younger Cohort: what information do caregivers receive in advance of their child starting school, and what would they like to receive? How do they prepare children for starting school? What do they feel about the quality of the school that their child attends?
- e) What are children's feelings about the feasibility and value of using services, the quality of these services, and their history of using these services? What are their concerns, and what do they see as possible improvements?
 - e.g. Younger Cohort: what do children understand and feel about starting school, the challenges they face, and the help they receive?
- f) What do (i) children, (ii) care givers, and (iii) providers of local services for children perceive as the key transitions for children in each of the sites and the major 'gatekeepers' (opportunities and constraints, e.g. physical access to services) that shape these transitions?
- g) How do children feel about changes in their own lives and the lives of those who are close to them?
 - e.g. Older Cohort: how do children manage feelings of uncertainty or fear, and associated shifts in identity?
- h) What decisions do mothers/fathers/other key family members make about children's time use, transitions, and future? What is the balance of mother/father/other key family members in making decisions about children's lives?
 - How far and in what ways do children feel that they are able to make choices and decisions in aspects of their daily lives related, for example, to time use, transitions, and their future?
 - To what extent do children's perceptions of agency reflect their objective situation? What or who do they see as the main influences in their lives?
 - e.g. Older Cohort: how far do they feel able to influence decisions when leaving school, embarking on paid work, or getting married?
- i) What expectations do mothers/fathers/other key family members have about their children's future, and whose expectations have most influence over children's futures?
 - What expectations do children have about their future, and how is this mediated by caregivers' expectations of them (e.g. compared with other siblings) and by the availability of appropriate services (e.g. secondary schools, childcare for younger siblings)?

Theme 2: Risk, protective processes, and well-being (including resilience)

- a) How do principal caregivers conceptualise well-being and/or a good life, in relation to their 'wishes' and 'worries' for their children?
 - How do principal caregivers conceptualise ill-being and/or a bad life, in relation to their 'wishes' and 'worries' for their children?
 - What do caregivers see as the sources of their well-being?
 - What do they identify as the main markers of well-being/ill-being?
 - How do they rank these according to perceived impact, both now and in the future?
 - Do they feel that their perceptions differ from their children's? If so, how?
- b) How do children conceptualise well-being and/or a good life, in relation to their current lives and expected futures?
 - How do children conceptualise ill-being and/or a bad life, in relation to their current lives and expected futures?
 - What do children see as the sources of their well-being?
 - What do they identify as the main markers of well-being/ill-being?
 - How do they rank these according to perceived impact, both now and in the future?
 - Do they feel that their perceptions differ from their parents'? If so, how?
- c) What are children's worries and fears (i.e. perceived risks that affect their well-being) in the areas of (i) home, (ii) school, (iii) work and workplace, and (iv) community and environment?
 - About which events, periods, or life changes do children have most worries and fears? (Calendar and life course) Do these worries and fears relate to particular people or groups? (Seek details)
 - What do children perceive as the most important resources and strategies available to help them deal with these risks (e.g. personal qualities, material resources, social support from family/peers/others, professional or community programmes and services)?
 - How far do children feel able to seek support or help when faced with adversity and serious problems?
- d) What are caregivers' worries and fears for their children's well-being (i.e. perceived risks that affect well-being) in the areas of (i) home, (ii) school, (iii) work and workplace, and (iv) community and environment? About which events, periods, or life changes do caregivers have most worries and fears? (Calendar and life course) Do these worries and fears relate to particular people or groups? (Seek details)
 - What do caregivers perceive as the most important resources and strategies to help them (and their children) deal with these risks to children's well-being (e.g. personal qualities, material resources, social support from family/peers/others, professional or community programmes and services)?
 - How far do caregivers think they could be supported by appropriate service provision?

1.4. Preparing for Qual-1 field work

In 2006, several literature reviews were carried out by the research team in Oxford to strengthen the qualitative research questions and to identify a shortlist of potential methods to be used in the first round of qualitative research. A selection of methods was piloted in

2006 in Peru by an Oxford-based researcher and two Peruvian researchers with children who were not part of the Young Lives sample (see Johnston 2008a and 2008b). The aim was to test methods for use with children as an initial step in the development of a full research protocol. Four inter-related themes were investigated: children's time use, their well-being, their understandings of poverty, and their social worlds. The results of the pilot study in Peru led to the refinement of the qualitative research questions. In addition to the initial pilot study in Peru, each country team subsequently conducted a pilot study prior to main data collection.¹ These activities informed the development of this research guide, including a set of basic ethical principles for research with children in the study contexts (see Appendix 1. Memorandum of Understanding: Respecting children in research).

2. Interview guides

2.1. Younger Cohort interview

Aims

1. To follow up and build on the data gathered through children's group activities by means of informal in-depth work with case-study children.
2. To obtain detailed understanding of individual children's situation and perspectives – 'the child's world from the child's point of view'.
3. To use age-appropriate methods, in order to explore children's feelings, expectations, knowledge, and understanding about key Young Lives themes.

Major question areas

- What do children know about/feel about where they live, the work their parents do, the things they have at home, e.g. compared with others they know?
- What do they like to do most/least and why?
- Who are the important people in their lives?
- When/where/how do they experience well-being/ill-being (good/bad feelings or perceptions about their lives)? What do they worry about or feel scared of, and what/who do they think protects them?
- What do they see as important to their past? (For example, what were their happiest and unhappiest memories?)
- What do they expect is going to happen in their lives over the next year (or pick a date/event in the local calendar): any major changes expected?
- What are their recent experiences of and perspectives on key basic services, e.g. health care, early care, and education (such as pre-school), and primary school?
 - For children who are going to start primary school, what are their expectations in relation to starting school?

¹ For an overview of methods piloted to explore subjective well-being within Young Lives, see G. Crivello, L. Camfield, and M. Woodhead (2009). 'How can children tell us about their well-being? Exploring the potential of participatory research approaches within Young Lives', *Social Indicators Research*, 90: 51–72.

- For children who have already started school, what is it like being at school, and how does this reflect their hopes/fears about starting school?

Note: there is some flexibility built into this interview guide. You may choose to build the interview around a child-led tour of the child's home, neighbourhood, and/or pre-school, or to use some pictures taken in the community (e.g. of the neighbourhood, primary school, or pre-school) to use as a talking point concerning key services, etc.

It may not always work best to try to interview the child alone, which is very unnatural (and threatening) for many children. Therefore, a best friend or older sibling may also be present. Children's experiences and perspectives are constructed within key relationships and dialogues, and this may be the best context in which to conduct research with them.

The interviews should also be combined with *informal observations* of the child's home setting, relationships, activities, etc., including digital photographs (with appropriate consents). These observations should be recorded in field notes.

Interview guide: Younger Cohort children	
Opening conversation	Start off the interview session with casual conversation, explaining why you have asked to speak with him/her, how long the session might take, and the kinds of thing you plan to be doing together. Make sure the child understands that s/he can stop at any time and, for whatever reason, can skip any of the questions.
Last year/next year	<p>Note: the purpose of this section is to get children thinking and talking about the good and bad things they remember from the recent past and about some of the things they expect will happen in the near future.</p> <p>Try to create a reference point for a long stretch of time – up to a year. Perhaps start by asking the child how old they are now. Ask if they know their birth date. If they know their birth date, use their 'next birth date' as a reference point for the future, or (for example) 'when you turn 7'. Otherwise, identify a major holiday or seasonal period for this purpose.</p> <ul style="list-style-type: none"> • Tell me about some of the good things you remember about this (past) year (e.g. when you were 6)? What are some of the bad things? • Tell me what's going to happen (e.g. when you are 7 years old)?
Likes and dislikes	<ul style="list-style-type: none"> • What are the things you like to do most? • What are the things you like to do least? Why do you have to do these things?
School transitions	<p>Explain to the child that now you want to talk about school.</p> <p>Ask children who have not yet started school (either ask freely or in relation to transitions drawing):</p> <ul style="list-style-type: none"> • You are going to be starting school soon/next year? When you think about going to a new school, how do you feel? • Tell me about the new school. (Do you know what it's like?) • Have you been there? Why did you go? What did you see? • Do you know other children (e.g. brothers/sisters) who go there? What have they told you about it? • Besides children, who else has talked to you about going to school (e.g. teacher, parents)? • Why do children go to school? • Who makes children go to school? What would happen if you did not go? <p>Ask children who have <u>started school</u> (either ask freely or in relation to transitions drawing):</p> <ul style="list-style-type: none"> • When did you start school? Had you been to the school before (visiting? with a brother/sister?)? • Before you started school, did you have any ideas about what school was supposed to be like? • Tell me about how you felt when you first started? • Did anyone help you? Who? How? • Did you have any problems? Did anyone help you with this problem? Who? How? • What's it like being at school? (What do you like/dislike about it?) <p>Ask children who have <u>attended pre-school</u>:</p> <ul style="list-style-type: none"> • Before you went to primary school you used to go to pre-school, didn't you? Is there any difference between school and pre-school?

	<p>Ask all children:</p> <ul style="list-style-type: none"> • What is the teacher here like? • Tell me, why do children go to school? • What kinds of thing do you do (and learn)? • Why do you go to school? What would happen if you did not go? • Imagine there is a new girl who wants to start school in your classroom. What would you tell her about your school to make it easy for her when she comes?
<p>Well-being/ ill-being</p>	<p>If the questions below were not covered in the group activity, then follow up with individual children. If they were sufficiently covered in the group activity, move on to the next section.</p> <p>Note: if the child was part of a group well-being exercise, you may bring the drawing that was produced as a point of discussion. Alternatively, you may try using a well-being/ill-being drawing produced by one of the older girls or boys during their activity sessions. This guide also <i>includes some happy/sad images that may be used for this purpose (see last page).</i></p> <p>Referring to the relevant images, you may ask such questions as:</p> <ul style="list-style-type: none"> • How do you know this girl/boy is doing well? (Refer to well-being images) • How do you know this girl/boy is not doing well? (Refer to ill-being images) • What could make them better? • Have you ever felt like this girl/boy? (Refer to well-being images) • Have you ever felt like this girl/boy? (Refer to ill-being image) If yes: Why? What happened? What made you feel better? • How do you feel? Like this girl/boy or this girl/boy? (Point to well-being /ill-being images)
<p>Other basic services/ activities</p>	<p>We're almost done. I have a few more questions to ask you about where you go in your neighbourhood/community.</p> <p>I know you have been to/have not been to ... [pre-school, primary school].</p> <ul style="list-style-type: none"> • Where else do you go? • Have you ever been sick? • Did any one help you to get better? (Probe for use of informal/formal health services) • What do you remember about that place? • When your [caregiver] is not around, does any one else take care of you? Where do you go? • Where/when can you play?
<p>Child-led tour (optional)</p>	<p>Gauge the child's energy level and obtain parental approval.</p> <p>Note: ask the child if s/he would like to show you some of the places in his/her neighbourhood. Use this to get a sense of the child's daily activities and the places and people who represent risk and/or protection, etc. This activity may also be done with small groups of children.</p> <p>Take photographs directed by child/ren, when appropriate.</p>
<p>Closing conversation</p>	<p>Ask if the child has any questions or comments about any aspect of the interview or research. Thank them for taking time to speak with you and for sharing their views and experiences.</p>

2.2. Older Cohort interview

Aims

1. To follow up and build on the data gathered through children's group activities through informal in-depth work with case-study children.
2. To obtain detailed understanding of individual children's situation and perspectives – 'the child's world from the child's point of view'.
3. To use age-appropriate methods in order to explore children's feelings, expectations, knowledge and understanding about key Young Lives themes.

Major question areas

- What do they know about/feel about where they live, the work their parents (and they) do, the things they have at home, the school they attend?
- How do they feel that their experiences and opportunities compare with others in their household and community?
- What do they like to do most/least and why?
- Who are the important people in their lives?
- When/where/how do they experience well-being /ill-being (good/bad feelings or perceptions about their lives)? What do they worry about or feel scared of, and what/who do they think protects them?
- What do they see as important to their past? (For example, what are their happiest and unhappiest memories?)
- What do they expect is going to happen in their lives over the next year (or pick a date/event in the local calendar): any major changes expected in relation to family roles and relationships, school and/or work, peer relationships, marriage, etc., as appropriate?
- What are their recent experiences of transitions and perspectives on key basic services, e.g. health care, education?
 - For children who are going to start secondary school, what are their expectations in relation to starting secondary school?
 - For children who have already started secondary school, what is it like being at secondary school, and how does this reflect their hopes/fears about starting secondary school?
 - For children who are leaving or have left school, what are their expectations/experiences of leaving school, and how does this reflect their hopes/fears about leaving school?

Interview guide: Older Cohort children

Opening conversation

Start off the interview session with casual conversation by explaining why you have asked to speak with him/her, how long the session might take, and the kinds of things you plan to be doing together. Make sure that the child understands that s/he can stop at any time and, for whatever reason, can skip any of the questions.

'Daily lives' or discussion of time-use diary

Explain that you want to start off by talking about how the child spends his/her time, and the kinds of things s/he likes to do. If the child has already participated in a 'daily lives' group session, you can build on some of the key points of that discussion.

Or if you have given the child a time-use diary to record his/her daily activities, you can review it together and use it as a point of discussion. Diaries can be checked by the fieldworker every three days or so to ensure that they are being completed correctly and keep the children motivated.

Or if the child did not participate in a 'daily activities' group session, then you will have to ask about child's daily activities, using some of the following examples:

- Please, tell me what you do in a typical day, from when you get up in the morning until you go to sleep at night.

Probe for time spent and activities related to helping at home, attending school, working, and playing.

Ask all children:	
Focus on home	<ul style="list-style-type: none"> • What responsibilities do you have in the home/household? <ul style="list-style-type: none"> – Who shows you how to do the different things you have to do at home? – Does anyone help you with your chores? – Why do you have to do these things? – What do you like doing most? Least? Why? – Are you responsible for caring for any other household members? Who? What kinds of thing do you do for them? – Who do you spend the most time with at home?
Focus on school	<ul style="list-style-type: none"> • Do you go to school at the moment? Where do you go? • Why do children go to school? • Is it your decision to go to school? Who makes you go to school? • What happens if you don't go to school? • What do you do at school? What is your favourite thing about school? Least favourite thing? • How do you feel about your school? <ul style="list-style-type: none"> – Probe for what they think about the school buildings, teachers, activities, other pupils, etc. • Do you have any friends at school? Name one friend and say why you like him/her. • Are there certain children whom you avoid? Why? • Are there certain places at school/on your way to school that you avoid? Why? • What advice would you give a new student (say 'boy' or 'girl') in your class in order for them to have a good experience at school? • What advice would you give a child who you knew was having a hard time (e.g. being bullied)?
Focus on work	<ul style="list-style-type: none"> • Do you do any kind of paid or unpaid work at the moment? <ul style="list-style-type: none"> – Probe for type of work, location, duration, with whom, paid or unpaid, etc. • How do you feel about working? <ul style="list-style-type: none"> – Probe for what they think about their work environment, employer, activities, people they work with, etc. • What are the 'good things' about working? What are the 'bad things'? • Do you think children like you should be at work? Why? • Which is best for children like you: to go to school? ...to work full time? ... to combine work with school? <ul style="list-style-type: none"> – Explore reasons.
Focus on differences between children	<ul style="list-style-type: none"> • How does your life compare with others in your family/community? <ul style="list-style-type: none"> – Probe especially for intra-household differences in experiences related to gender, position in family, as well as caste/class. Focus on specific examples related to home, school choices and expectations, work demands and experiences, etc.
Focus on transitions	<p>Ask the child about specific transitions that he/she is experiencing around the time of interview, i.e. reflecting on the past six months and future six months:</p> <ul style="list-style-type: none"> • in relation to changing school, leaving school, work, family roles, other status/role changes linked to local understandings of their 'age and stage' as young men and women, including for some Young Lives children marriage and/becoming a parent. <p>Note: Life-course 'Draw-and-Tell' (see section xxx below) provides a framework for exploring transitions.</p>
Photo-elicitation (optional)	<p>At the beginning of the field work some children may be given a disposable camera (collected after a week) so that photos taken by the children can be used to discuss places and people that are important (Who is this? What's happening here? Why did you take this one? When you look at all the photos together, is there anything you've missed out? etc.).</p> <p>Reviewing the photos together may be a nice way to close the session and an opportunity to further explore the important people/places in the child's life and how these relate to the themes of risk and protective processes.</p>

Closing conversation

Ask if the child has any questions or comments about any aspect of the interview or research. Thank them for taking time to speak with you and for sharing their views and experiences.

If they did the optional photo-elicitation activity, be sure to leave them with a copy of the photos.

2.3. Younger Cohort caregiver interview (individual and group)

Aims

To elicit caregiver's perspectives on the following key questions in relation to their children:

- What are the children's services available to families with young children in the community, how frequently do you use them, and what is their quality? (Note that much basic data on this question are already available from the Round 2 Community Questionnaire and Household Questionnaire, and this data should be the starting point for further questioning within Qual-1.)
- What are children's main daily activities? Who makes decisions about how they spend their time, and what is considered valuable and useful, now and for their future?
- What are the important moments of change in children's lives (past/present/future)? Why are they important, when do they happen, and how do they relate to expectations for children's future?
- How is 'well-being' understood for younger Young Lives children (i.e. those aged 6 years)? What helps or prevents children from achieving 'well-being' in relation to specific areas of their lives (e.g. health, family, etc.)?

Suggested format

These questions will be explored through collective (i.e. group) interviews with caregivers of case-study children, followed by individual interviews with caregivers on specific issues related to the child. The balance between questions for collective interview versus individual interview can be adjusted according to the context. Collective interviews address some of the more general questions, and individual interviews follow up with individual caregivers to gather information related to specific case-study children. Depending on the dynamic of the group and time availability, the facilitator may decide to pursue some of the 'individual' questions in the group setting. A rough guide to the balance of 'collective' and 'individual' would be as follows.

Group interview – themes

- a) Services: Caregivers' views on the availability, access, quality, and adequacy of children's services in their community.
- b) Transitions (general): Caregivers' understanding of the important changes in their children's lives and how these relate to broad social expectations during childhood through to early adulthood.
- c) Understandings of child's well-being (general): Caregivers' views on what well-being means in relation to children around 6 years old in their community, as well as the major risks that they face in relation to wellbeing

Individual interview – themes

- a) Daily activities: Caregivers' views on case-study children's time use and daily activities, particularly in relation to expectations relating to school transitions and for future.
- b) Transitions (individual): Caregivers' understandings of the important changes in case-study child's life and in relation to expectations through to early adulthood.
- c) Transitions to school: Caregivers' views on case-study child's transition to school, particularly in relation to quality of teachers and school in community and specific expectations for case-study child.
- d) Understandings of child's well-being (individual): Caregivers' views on case-study child's well-being, the resources and protective processes that enhance their well-being, as well as the various risks that threaten their well-being.

Interview guide: Younger Cohort caregivers (group interview)

Note: the detailed questions below are a guide to the lines of questioning that will address key research questions. But they are not to be treated as an interview schedule and rigidly followed. The wording and order of questions can be adapted according to the context and the flow of discussion.

Opening conversation Make sure that the respondents know who you are by name and have basic information about Young Lives (provide a leaflet or postcard if available). Briefly explain why you are interested in talking to them and the main themes that you want to explore in the collective interview.

Note that core questions are listed, and suggested areas to probe further are indented.

Children's services

Availability

- What are the children's services available to families with young children in this community/neighbourhood?

Begin with this general question (building on questions already asked in Round 2 Household Questionnaire) to see which services are identified; then you can ask more specifically about different service sectors. For example:

- In education, you mentioned X and Y, are there any more?
- What are the health services available? (e.g. formal and 'traditional')
- Are there feeding programmes? Which ones?
- Are there child-protection services here?

Access and quality

- Which service do you think works best? Why?
- Which service do you think works least well? Why?
 - Which is the one that you use most?
 - Which is the one that you use least, and why?
 - Which are the ones you would never use, even though they are available, and why?
 - In general, what do you think about the services available here for children?
- What recommendations would you make to improve them?

Transitions – general

Now we want to talk about important moments of change in children's lives in this community.

- What are the important moments of change in children's lives, why are they important, and when do they happen?
- How do your expectations for your child's life compare with all of this?

Note: you might try using the life-course timeline to identify local understandings of major phases and transition points from infancy through to adulthood. You might use 'above the line' to indicate girls' timeline and 'below the line' to indicate boys'.

Understandings of child's well-being, risks, and protective processes (general)	<p>Note: try using the 'Well-being Exercise' adapted for adults. Follow the line of questioning:</p> <ul style="list-style-type: none"> • Think of a child you know who is the same age/sex as your child...who is 'doing well' ('having a good life'). How do you know they are doing well? etc. • And the same for a child who isn't doing well. <p>The aim is to lead to a discussion of the main signs (i.e. indicators) that a young child is doing well at this age. Probe in relation to key domains, for example:</p> <ul style="list-style-type: none"> • Physical health • Personal adjustment (e.g. anxiety/irritability, high self-esteem) • Ability to get along with others • Ability to do things expected of children like her/him (i.e. age, sex, etc.) • What does your child need in order to do well at this moment? Who provides for or can teach him/her these things? • Is this community a good place for your children to grow up? <ul style="list-style-type: none"> – How so? How would you like to change it?
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Interview guide: Younger Cohort caregivers (individual)

Opening conversation	<p>Make sure that the respondents know who you are by name and that they have basic information about Young Lives (provide a leaflet or postcard if available). Briefly explain why you are interested in talking to them and the main themes you want to explore in the interview.</p> <p>Note that core questions are listed, and suggested areas to probe further are indented.</p>
Daily activities (supplement with individual observation)	<ul style="list-style-type: none"> • Please, tell me what your child does in a typical day, from the time s/he wakes up in the morning until s/he goes to sleep at night. • Probe for time spent and activities related to: <ul style="list-style-type: none"> – Playing – Attending pre-school/school – Helping at home/outside the home • Probe for details and/or observe home/outside environment, care arrangements, daily schedules, etc. • Which do you see as the most important things for your child to be doing now (i.e. at 6 years old)? • Which do you see as the most useful for his/her future? Why? • What responsibilities does your child have in the home/household? <ul style="list-style-type: none"> – Who teaches her/him to do these things? Does s/he enjoy doing them? – Where does s/he like to spend her time? – Who does s/he spend most of her time with? – Who does s/he like to play with? – What are his/her favourite things to do? <p>Explore family dynamics</p> <ul style="list-style-type: none"> • Which siblings does the child play with? • Who is in charge of caring for him/her? (Does any one sibling take particular charge?) • What is his/her place within the family?
Transitions – individual interview	<p>Note: if following up with an individual interview, and the caregiver was part of a group session, review some of the key transitions identified (refer to the life-course timeline if appropriate).</p> <p>Focus on the past</p> <ul style="list-style-type: none"> • What have been the key moments of change for your child? • Who was involved, especially in making decisions? • Probe for good things that have happened in the child's life. <ul style="list-style-type: none"> – How has this been positive for your child? – Probe for difficult things that have happened in the child's life. – Are these things still affecting his/her present life, or likely to affect his/her future life?

- Who or what are responsible for these difficulties?
- Is it something that you are/were able to do anything about? (Was anyone else in the family able to help?)
- Who or what could be done to help? (Services, informal sources of support)
- How far is this help available to you? From where?

Transitions to school

Select appropriate version below depending on whether child has started school or not.

Version 1

For caregiver of Younger Cohort child who has not started primary school (with or without pre-school experience)

Your child is going to enter the first grade, correct?

- Do you think this is an important moment in your child's life? How so?
- What does a child need to be ready to enter the first grade?
 - Do you think you are able to support them? How so?
 - Who else is helping them? (Probe for information on other family or community members who support the child's development)
 - What more do you need in order to be able to support them in the way you want to?

Pre-school attendance

- Has your child been attending pre-school? (Establish reasons for attending/not attending by confirming details in household questionnaire)

If child has (ever) attended pre-school:

- Do you feel that pre-school has helped your child? How so?
 - What kind of pre-school is/was it?
 - Why choose this pre-school? (Ask this only when other types of pre-school are available in the community)
 - Have you benefited? How so?
 - What do you most value in a good pre-school?
 - Do you think that attending pre-school will help them as they enter first grade? How so (e.g. improve their thinking skills and ability to communicate)?
- How will your child's life change as s/he goes to primary school?
 - How will first grade be different for your child from life at pre-school?
 - Does this change affect you or other members of your family at all (in terms of transport, care arrangements, etc.)?

Or if child did not attend pre-school:

- Would you have liked your child to attend pre-school? Why?
 - Which one would you have liked him/her to attend? (Ask this only where more than one pre-school is available in community)
 - Do you think it helps children when they enter first grade? How?
- How will your child's life change as s/he goes to primary school?
 - Does this change affect you or other members of your family at all (in terms of transport, care arrangements, etc.)?

Ask all caregivers

- What makes a good first-grade teacher?
 - Probe in terms of expectations about discipline, relationship with children, teaching methods, e.g. communicating basic skills)
 - Which of these qualities do you feel is the most important?
- What do you think children should learn in their first year at primary school?
- How do you think your child will do/has been doing in the first grade? (Probe in terms of social relationships and adjustment, achievements)

Explore with caregiver expectations regarding their child's progress during early grades of school, for example issues to do with access, attendance, school costs, school quality, teacher attendance, quality of teaching, child's readiness, school practices for retention in grade, etc.

- When do you expect your child will leave school? (Note: this does not necessarily mean 'drop-out' before completion)
 - What would make them leave earlier? What are likely to be the reasons?

What could be done to help them stay in school?

Version 2

For caregiver of Younger Cohort child who has already started primary school

- Was starting primary school an important moment in your child's life? How so?
- What did your child need in order to be ready for first grade?
 - Were you able to support him/her? How so?
 - Do you feel that anyone else was helpful to him/her?
 - What more could have been done to help him/her at the start of first grade?
 - How did you feel when s/he started school?

Pre-school attendance

- Did your child attend pre-school? (Establish reasons for attending/not attending by confirming details in the quantitative household questionnaire)

If child has (ever) attended pre-school:

- Do you feel that pre-school has helped your child? How?
 - Have you benefited? How?
 - What do you most value in a good pre-school?
 - Do you think that attending pre-school helped them as they entered first grade? How? (e.g. improved their thinking skills and ability to communicate)
- How did your child's life change as s/he entered primary school (if at all)?
 - How was first grade different for your child from life at pre-school?
 - Did this change affect you or other members of your family at all (in terms of transport, care arrangements, etc.)?

Or If child did not attend pre-school:

- Would you have liked your child to attend pre-school? Why?
 - Do you think that attendance at pre-school helps children when they enter first grade? How?
- How did your child's life change when s/he went to primary school (if at all)?
 - Did this change affect you or other members of your family at all (in terms of transport, care arrangements, etc.)?
- What makes a good first-grade teacher?
 - (Probe in terms of expectations about discipline, relationship with children, teaching methods, e.g. communicating basic skills)
 - Which of these qualities do you feel is the most important?
- What do you think children should learn in their first year at primary school?
 - How do you think your child did/is doing in the first grade?
 - Probe for information about social relationships and adjustment, achievements.
 - Explore with caregiver expectations regarding their child's progress during early grades of school, for example issues to do with access, attendance, school costs, school quality, teacher attendance, quality of teaching, child's readiness, school practices for retention in grade, etc.
- When do you expect your child will leave school?
 - What would make them leave earlier? What are likely to be the reasons?
 - What could be done to help them stay in school?

School–family relationship	<ul style="list-style-type: none"> • Tell me about the school your child is attending/will attend? How is it? • Do you think that teachers provide enough information to parents? Are they willing to talk with parents? • How frequently do you speak with your child’s teacher? What do you talk about? • Do you think that parents should participate in school decisions that affect their children? How so?
Understandings of child’s well-being – individual interview	<p>Ask all caregivers:</p> <ul style="list-style-type: none"> • How do think <u>your child</u> is doing at this moment in her/his life? (Note: you may have covered this in a group activity; this may be an opportunity to probe further for details on individual case-study children, if not already picked up) <ul style="list-style-type: none"> – How is your child doing compared with other children in this family? Why? – How is your child doing compared with other children in this community whom you know? What are the reasons? – Does your child face any risks/difficulties? (Probe in relation to specific domains of life) <ul style="list-style-type: none"> – In relation to school? (if applicable) – In relation to getting along with others? – In relation to his/her health? – In other areas of his/her life? – Can anyone help them deal with these difficulties? How?
Focus on the future	<ul style="list-style-type: none"> • What are the key moments of change that you expect for NAME over the next 12 months? • What are the key moments of change that you expect for NAME over the next few years (in relation to education, migration, marriage, type of work, etc.)? • Do you have any concerns about your child’s current or future life? What are these concerns, and do you feel there is anything that can be done about them? • What would you like your child to do as an adult? Why? <ul style="list-style-type: none"> – What would s/he need to achieve this? – What does your child want to do? Why? – Where do you think he/she will be living as an adult? • Do you have anything to add (about your child’s life)?
Closing conversation	<p>Fieldworker, be sure to ask if the caregivers have any questions or comments about any aspect of the interview or research. Thank them for taking time to speak with you and for sharing their views and experiences.</p>

2.4. Older Cohort caregiver interview (individual and group)

Aims

To elicit caregiver’s perspectives on the following key questions in relation to their children:

- What are the children’s services available to families with children (around age 12) in the community, how frequently do you use them, and what is their quality? (Note that much basic data on this question are already available from the Round 2 Community Questionnaire and Household Questionnaire, and these data should be the starting point for further questioning within Qual-1)
- What are children’s main daily activities? Who makes decisions about how they spend their time, and what is considered valuable and useful, now and for their future?
- What are the important moments of change in children’s lives (past/present/future)? Why are they important, when do they happen, and how do they relate to expectations for children’s future?

- How is 'well-being' understood for older Young Lives children (i.e. aged 12 years old)? What helps or prevents children from achieving 'well-being' in relation to specific areas of their lives (e.g. health, family, etc.)?

Suggested format

These questions will be explored through collective (i.e. group) interviews with caregivers of case-study children, followed by individual interviews with caregivers on specific issues related to the child. The balance between questions for collective interview versus individual interview can be adjusted according to the context. Collective interviews address some of the more general questions, and individual interviews follow up with individual caregivers to gather information related to specific case-study children. Depending on the dynamic of the group and time availability, the facilitator may decide to pursue some of the 'individual' questions in the group setting. A rough guide to the balance of 'collective' and 'individual' questioning would be as follows.

Group interview – themes

- a) Services: Caregivers' views on the availability of, access to, and quality of services for families with children in their community.
- b) Transitions (general): Caregivers' understanding of the important changes in their children's lives and how these relate to broad social expectations during childhood through to early adulthood.
- c) Understandings of child's well-being (general): Caregivers' views on what well-being means in relation to children ~ 12 years old in their community, as well as the major risks that they face in relation to well-being.

Individual interview – themes

- a) Daily activities: Caregivers' views on case-study children's time-use and daily activities, particularly in relation to expectations about school and expected transitions.
- b) Transitions (individual): Caregivers' understandings of the important changes in case-study child's life and in relation to expectations through to early adulthood.
- c) Transitions to/from school (e.g. to full-time work): Caregivers' views on case-study child's transition to/from school, particularly in relation to quality of teachers and school in community and specific expectations for case-study child.
- d) Understandings of child's well-being (individual): Caregivers' views on case-study child's well-being, the resources and protective processes that enhance that well-being, as well as the various risks that threaten him/her.

Note: the detailed questions below are a guide to the lines of questioning that will address key research questions. But they are not to be treated as an interview schedule and rigidly followed. The wording of questions and the order can be varied according to context and to the flow of discussion.

Interview guide: Older Cohort caregivers (group interview)	
Opening conversation	<p>Make sure that the respondents know who you are by name and that they have basic information about Young Lives (provide a leaflet or postcard if available). Briefly explain why you are interested in talking to them, and the main themes that you want to explore in the collective interview.</p> <p>Note that core questions are listed, and suggested areas to probe further are indented.</p>
Children's services	<p>Availability</p> <ul style="list-style-type: none"> • What are the services available to families with children in this community/neighbourhood? <p>Begin with this general question (building on questions already asked in the Round 2 household survey questionnaire) to see which services are identified; then you can ask more specifically about different service sectors. For example:</p> <ul style="list-style-type: none"> • In education, you mentioned X and Y. Are there any more? • What are the health services available (i.e. formal and 'traditional')? • Are there feeding programmes? Which ones? • Are there child-protection services here? <p>Access and quality</p> <ul style="list-style-type: none"> • Which is the service that you think works best? Why? • Which is the service that works least well? Why? <ul style="list-style-type: none"> – Which is the one you use most? Why? – Which is the one you use least? Why? – Which are the ones you would never use, even though they are available, and why? – In general, what do you think about the services available here for children? • What recommendations would you make to improve them?
Transitions – general	<p>Now we want to talk about important moments of change in children's lives in this community.</p> <ul style="list-style-type: none"> • What are the important moments of change in children's lives, why are they important, and when do they happen? • How do your expectations for your child's life compare with all of this? <p>Note: you might try using the life-course timeline to identify local understandings of major phases and transition points from infancy through to adulthood. You might use 'above the line' to indicate girls' timeline and 'below the line' to indicate boys'</p>
Understandings of child's well-being, risks, and protective processes (general)	<p>Note: try using the 'Well-being Exercise' adapted for adults. Follow the line of questioning:</p> <ul style="list-style-type: none"> • Think of a child whom you know who is the same age/sex as your child...who is 'doing well' ('having a good life')...how do you know they are doing well? etc. • And the same for a child who isn't doing well. • The aim is to lead to a discussion of the main signs (i.e. indicators) that a child is doing well at this age. • Probe in relation to key domains, for example: <ul style="list-style-type: none"> – Physical health – Personal adjustment (e.g. anxiety/irritability, high self-esteem) – Ability to get along with others – Ability to do things expected of children like her/him (i.e. age, sex, etc.) • What does your child need in order to do well at this moment? Who provides for or can teach him/her these things? • Is this community a good place for your children to grow up? How so? How would you like to change it?
Closing conversation	<p>Ask if the caregivers have any questions or comments about any aspect of the interview or research. Thank them for taking time to speak with you and for sharing their views and experiences.</p>

Interview guide: Older Cohort caregivers (individual)

Opening conversation	<p>Make sure that the respondents know who you are by name and that they have basic information about Young Lives (provide a leaflet or postcard if available). Briefly explain why you are interested in talking to them, and the main themes that you want to explore in the interview.</p> <p>Note that core questions are listed, and suggested areas to probe further are indented.</p>
Daily activities (supplement with individual observation)	<ul style="list-style-type: none"> • Please, tell me what your child does in a typical day, from the time s/he wakes up until s/he goes to sleep. • Probe for time spent and activities related to: <ul style="list-style-type: none"> – Playing – Attending pre-school/school – Helping at home/outside the home • Probe for details and/or observe about home/outside environment, care arrangements, daily schedules, etc. • What responsibilities does your child have in the home/household? <ul style="list-style-type: none"> – Who teaches her/him to do these things? – Does s/he enjoy doing them? • Is s/he responsible for caring for any other household members (e.g. siblings, elderly persons) <ul style="list-style-type: none"> – Who does s/he spend most of his/her time with in the family? – (If there are siblings) How does s/he get along with her/his siblings?
Explore family dynamics	<ul style="list-style-type: none"> • Which siblings does the child play with? • Who is in charge of caring for him/her? (Does any one sibling take particular charge?) • Does s/he take care of anyone in the family? Who? In what way? • What is his/her place within the family? • Where does s/he like to spend most of her/his time? • With whom does s/he spend most of her/his time outside the family? <ul style="list-style-type: none"> – What kind of thing do they do together? • Does s/he talk about anyone at school? What does s/he say about them?
Focus on work	<ul style="list-style-type: none"> • Does your child work at the moment? What does s/he do? <ul style="list-style-type: none"> – Probe for type of work, location, duration, with whom, paid or unpaid, etc. – (If the child does not work, skip to the next section on 'Focus on the future') • Do you think it's good for your child to work? How so? <ul style="list-style-type: none"> – What are the disadvantages? – Does your child enjoy working? How so? – Did you work when you were her/his age? (What did you do? Did you enjoy it? Why?)
Focus on the future	<ul style="list-style-type: none"> • Which do you see as the most important things for your child to be doing now (i.e. at the age of 12)? • Which do you see as the most useful for his/her future?
Transitions – individual	<p>Note: if following up with individual interview and caregiver was part of a group session, review some of the key transitions identified (refer to the life-course timeline if appropriate).</p>
Focus on the past	<ul style="list-style-type: none"> • What have been the key moments of change for your child? • Who was involved, especially in making decisions? <ul style="list-style-type: none"> – Probe for good things that have happened in the child's life. – How has this been positive for your child? – Probe for difficult things that have happened in the child's life. – Are these things still affecting his/her present life or likely to affect his/her future life? – Who or what are responsible for these difficulties? – Is it something that you are/were able to do anything about? (Was anyone else in the family able to help?) – Who or what could be done to help (services, informal sources of support, etc.)? • How far is this help available to you? From where?

Transitions to school	<p>Establish the child's status in relation to school (i.e. attending primary, secondary, or never/no longer enrolled). Select appropriate version below: Version 3² for caregivers of children who have not yet started secondary school; Version 4 for caregivers of children who have already started secondary school; Version 5 for caregivers of children who have left school.</p>
Version 3	<p>For caregiver of Older Cohort child who has not yet started secondary school</p> <ul style="list-style-type: none"> • Do you think this is an important moment in your child's life? How so? • What does a child need to be ready to go to secondary school? <ul style="list-style-type: none"> – Do you think you are able to support them? How? – Who else is helping them? (Probe for details of other family or community members who support the child's development) – What more do you need in order to be able to support them in the way you want to? • What makes a good secondary-school teacher? <ul style="list-style-type: none"> – (Probe in terms of expectations about discipline, relationship with children, teaching methods, e.g. communicating basic skills) – Which of these qualities do you feel is the most important? • How will secondary school be different for your child from life at primary school? <ul style="list-style-type: none"> – What are the most important things your child learned in primary school? • What do you think a child should learn in secondary school? <ul style="list-style-type: none"> – How do you think your child will do in secondary school? (Probe in terms of social relationships and adjustment, achievements) • Do you have any worries about them attending secondary school? (Probe for sources of worry) • When do you expect your child will leave school? (Note: this does not necessarily mean 'drop-out' early) <ul style="list-style-type: none"> – What would make them leave earlier? What are likely to be the reasons? – What could be done to make it more likely that your child will stay in school?
Version 4	<p>For caregiver of Older Cohort child who has already started secondary school</p> <p>Your child has already started secondary school, correct?</p> <ul style="list-style-type: none"> • Was this an important moment in your child's life? How so? • What did your child need in order to be ready for secondary school? <ul style="list-style-type: none"> – Were you able to support him/her? How so? – Do you feel that anyone else was helpful to him/her? – What more could have been done to help him/her at the start of secondary school? – How did you feel when s/he started school? • What makes a good secondary-school teacher? <ul style="list-style-type: none"> – (Probe in terms of expectations about discipline methods, teaching methods, skills, teaching children basic skills, etc.) – Which of these teacher qualities do you feel is the most important? • How is secondary school different for your child from life at primary school? <ul style="list-style-type: none"> – Did your child learn important things in primary school that helped him/her to make the move into secondary school? • What do you think a child should learn in secondary school? <ul style="list-style-type: none"> – Has your child been learning these things? – How do you think your child is doing in secondary school? (Probe in terms of social relationships and adjustment, achievements) • Do you have any worries about them attending secondary school? (Probe for sources of worry) <ul style="list-style-type: none"> – What does your child tell you about his/her experiences at school/feelings about going to school? Do you think s/he enjoys school? – What if s/he told you s/he did not want to go to school any more? What would you tell him/her? (Has this happened?)

² Versions 1 and 2 will be found in the Interview Guide for Caregivers of Younger Cohort children (above).

	<ul style="list-style-type: none"> – Do you have other children who have already started/left school? What have their experiences been? What was your experience of school? • When do you expect your child will leave school? (Note: this does not necessarily mean ‘drop-out’ early) <ul style="list-style-type: none"> – Who will decide when your child finishes school? – What would make him/her leave earlier? What are likely to be the reasons? – What could be done to make it more likely that your child will stay in school?
Version 5	For caregiver of Older Cohort child who has left school
	<ul style="list-style-type: none"> • When did your child leave school? (At what age?) <ul style="list-style-type: none"> – What is the main reason why s/he left school? • Who decided that s/he should leave school? <ul style="list-style-type: none"> – Did s/he want to leave school? • Was this a good decision? <ul style="list-style-type: none"> – What were the good things about his/her attending school? What kinds of things did s/he learn? – If you would have liked him/her to stay in school longer, what could have been done to make that possible? • Is s/he happy with what s/he is doing now? • Are you happy with what s/he is doing now?
School–family relationship	<ul style="list-style-type: none"> • Tell me about the school your child is attending/will attend. How is it? • Do you think that teachers provide enough information to parents? Are they willing to talk with parents? • How frequently do you speak with your child’s teacher? What do you talk about? • Do you think that parents should participate in school decisions that affect your children? How?
Understandings of child’s well-being – individual	<ul style="list-style-type: none"> • How do think <u>your child</u> is doing at this moment in her/his life? <ul style="list-style-type: none"> – What does your child enjoy doing? – How is your child doing compared with other children in this family?³ What are the reasons? – How is your child doing compared with other children whom you know in this community? What are the reasons? • Are there any things that you feel are making your child’s life difficult? Why? (Note: try to probe for particular risks). For example: <ul style="list-style-type: none"> – In relation to school? (if applicable) – In relation to getting along with others? – In relation to his/her health? – In other areas of his/her life? • Can anyone help him/her deal with these difficulties? How so? (Note: try to probe for specific protective factors)
Focus on the future	<ul style="list-style-type: none"> • What are the key moments of change that you expect for NAME over the next 12 months? • What are the key moments of change that you expect for NAME over the next few years (in relation to education, migration, marriage, type of work, etc)? • Do you have any concerns about your child’s current or future life? What are these concerns, and do you feel that anything can be done about them? • What would you like your child to do as an adult? Why? <ul style="list-style-type: none"> – What would s/he need in order to achieve this? – What does your child want to do? Why? – Where do you think s/he will be living as an adult?
Closing conversation	Fieldworker, be sure to ask if the caregivers have any questions or comments about any aspect of the interview or research. Thank them for taking time to speak with you and for sharing their views and experiences.

3 Recognising different ways in which children may express well-being, or different expectations for well-being, according to a child’s age, sex, birth order, perceived abilities/disabilities/potential, i.e. not just general comments such as *better than, average, or not so well*.

2.5. Community perspectives: Group interview guide

Aims

1. To understand and explore community norms affecting children's transitions and well-being.
2. To identify the major risks that children face and how they try to cope with them.
3. To identify variations based on gender, age, birth order, family background, and generation.

Interview guide: Community perspectives

General principles: questions should be asked separately for girls and boys and should distinguish between expectations and experiences of children aged 6 and 12. Try to probe for other locally significant determinants of expectations and experiences, e.g. ethnicity and religion.

1. What does 'well-being of children' mean in the community?
 - For girls aged 6 to 7 / For boys aged 6 to 7?
 - For girls aged 12 to 13 / For boys aged 12 to 13?
2. What does 'bad life for children' mean in the community?
 - For girls aged 6 to 7 / For boys aged 6 to 7?
 - For girls aged 12 to 13 / For boys aged 12 to 13?
3. What risks (physical, social, psychological...) do children in the community face? How do the risks vary for girls/boys and younger/older children?
4. What are the key transitions (education, migration, marriage, work type ...) in children's lives in the community?
 - For girls aged 6 to 7 / For boys aged 6 to 7?
 - For girls aged 12 to 13 / For boys aged 12 to 13?
5. What are the community norms that govern their transitions?
 - At what age should boys/girls start and end school?
 - At what age should boys/girls marry?
 - At what age should boys/girls start work? What type of work?
6. How are children expected to spend their time (work, education, play, etc)?
 - Any difference according to the sex or age of the child? How?
 - Who decides how children spend their time in such a way?
 - What are the consequences (drop-out, punishment, forced marriage ...) for children who do not do what is expected of them?
7. Could you please add any related issues that we did not discuss?
8. What are your comments on the way the interview was carried out and on the research overall?

2.6. Interview guide: Pre-school teachers

Suggested format

This interview may be done on an individual (one-to-one) basis or with small groups of pre-school teachers responsible for classes attended by case-study children who are about to make the transition to school. Where Young Lives case-study children attend different types of pre-school, this may require separate interviews (individually, or with a group). These interviews are to be complemented by brief observation of the school/classroom environment.

NB. There is a separate interview guide for primary-school teachers covering the same areas.

Aims

To explore:

- pre-school teacher's perspectives on children's transition from home to school
- his/her views on readiness (whose responsibility?)
- how factors in home, school, and community affect children's transitions
- views on pre-school (and on different kinds of pre-schools in community)
- transition arrangements, including any links with primary school
- major reasons why children do well or badly in early grades (non-attendance, drop-out, low achievement, etc .)
- specific groups at greatest risk (e.g. girls versus boys, minority groups, disabled children)
- ways in which the pre-school/school system could be improved to help children progress in this community.

Interview guide: Pre-school teachers

Opening conversation Make sure the person being interviewed knows who you are by name and has basic information about Young Lives (provide a leaflet or postcard, if available). Briefly explain why you are interested in talking to her/him, and the main themes that you want to explore in the interview. Note that core questions are **bold** and *italicised*, and areas to probe further are indented.

Teacher's professional background

- How long have you been teaching (in general)?
- How long have you been teaching at this pre-school?
- How long have you been teaching these children (in case there is more than one classroom in the pre-school)?
- Probe for:
 - teaching qualifications, from where? (pre-school teacher training?)
 - place of study: locally, the capital city, etc?? In what type of institution (university, institute, etc.)?
 - reasons for teaching in LOCALITY? (by choice or assignment?)
 - ages/grades/subjects taught?

General – starting school

- What is the expected age for girls/boys in LOCALITY to start pre-school?
- What is the expected age for girls/boys in LOCALITY to start primary school?
- When they do not start school at this age, what are the reasons?
- Are there any groups of children who are not in school? What are the reasons?

Pre-school expectations

- What do you expect children to learn during pre-school?
- What do you believe your (classroom) children think about pre-school? And about primary school?
- How do you think they feel about going to school or pre-school? (i.e. happy?) Why? Are there differences among children? What?
- Do you talk to the children about primary school? What did you tell them?

Children's readiness

- What do children need in order to be ready for first grade in LOCALITY?
 - Probe for pre-school teacher's expectations of readiness – maturity, behaviour, obedience, language, cognitive abilities, etc.
- Would you say that children in LOCALITY are generally well prepared to start primary school? Pre-school? Explain why or why not.
 - Who helps them to prepare? (Probe for roles of parents, pre-school teacher, primary- school, etc.). What kind of preparation do they provide?
- Do you think that any particular groups of children are more or less ready for primary school? Pre-school? Why?
 - Probe for beliefs based on gender, minority status, etc.

	<ul style="list-style-type: none"> • What could be done to improve children's readiness? Do parents have a role? If so, what? Do teachers have a role? If so, what? Who else?
Children's transition experiences	<ul style="list-style-type: none"> • What do you think are the main worries/problems that children in LOCALITY have when they first start school? Why? <ul style="list-style-type: none"> – What do you think are the things that children look forward to when they start pre-school? And primary school? • What do you think helps children to have good experiences as they enter pre-school? And as they enter primary school?
Role of/links with primary school	<ul style="list-style-type: none"> • For this age group, what makes a good pre-school classroom? • For this age group, what makes a good pre-school teacher? (What are their characteristics?) • How is life in primary school different for children, compared with pre-school? • As a pre-school teacher do you collaborate at all with teachers at the primary school (probe for details)? How so? If not, would it be useful? How so?
Progress and problems	<ul style="list-style-type: none"> • What are some of the reasons why children make good progress in school? • Are any of your children not making good progress in school? <ul style="list-style-type: none"> – How do you know they are not doing so well (e.g. non-attendance; drop-out, etc.)? Probe for details – What are some of the reasons why they aren't doing so well? – Which children are at the greatest risk? (e.g. girls versus boys? minority language groups?) – What could help them to stay in primary school longer? • What about the children in your classroom? What do you expect will be their experiences, through to secondary school?
Specific – Young Lives case-study child(ren)	<p><i>If appropriate, invite specific comments about transition to school for case-study children, to find out:⁴</i></p> <ul style="list-style-type: none"> • pre-school teacher's expectations of individual children • expectations of the first days at school • child's readiness, adjustment to school life • child's progress and any problems (attendance, competing family demands, etc.) • risks of child's low achievement, early drop-out, etc. • ways in which child's prospects could be improved • teacher's relationship with and attitude to home and parents.
Closing conversation	Fieldworker, be sure to ask if the teacher has any questions or comments about any aspect of the interview or research. Thank them for taking time to speak with you.

2.7. Interview guide: Primary school teachers

It will be necessary to adapt questions and probes for different teachers, e.g. teacher of first-year primary class, teacher of last-year primary class, teacher of first-year secondary class, etc.

Suggested format

This interview may be done on an individual (one-to-one) basis or with small groups of primary-school teachers responsible for classes attended by case-study children (presently or in the future). Where Young Lives case-study children attend several primary schools, this may require separate interviews (individually, or as a group). These interviews are to be complemented by brief observation of the school/classroom environment.

⁴ Child-specific pre-school teachers' views can then be followed up at Qual-2.

Aims

To explore:

- teacher's perspectives on children's transition from home to primary school /pre-school to primary school
- his/her views on readiness (whose responsibility?)
- how factors in home, school, and community affect children's transitions
- views on pre-school (where available, and of different types of pre-school, when more than one type exists in community) and views on primary school
- transition arrangements, including any links with pre-school
- major perceived reasons why children do well or badly in early grades (non-attendance, drop-out, low achievement, etc .)
- specific groups at greatest risk (e.g. girls versus boys, minority groups, disabled children)
- ways in which the school system could be improved to help children progress in this community.

Interview guide: Primary school teachers	
Opening conversation	<p>Make sure that the person being interviewed knows who you are by name and has basic information about Young Lives (provide a leaflet or postcard, if available). Briefly explain why you are interested in talking to her/him and the main themes that you want to explore in the interview.</p> <p>Note that core questions are listed, and suggested areas to probe further are indented.</p>
Teacher's professional background	<ul style="list-style-type: none"> • How long have been teaching (in general)? • How long have you been teaching at this primary school? • How long have you been teaching the first grade? • What do you think about teaching first grade? <ul style="list-style-type: none"> – Probe for teaching qualifications, from where? (teacher training?); reasons for teaching in LOCALITY? (by choice or assignment?); grades/ subjects taught?
General – starting primary school	<ul style="list-style-type: none"> • What is the expected age for girls/boys in LOCALITY to start primary school? • When they do not start primary school at this age, what are the reasons? • Are there any groups of children who are not in primary school? What are the reasons?
Children's readiness	<ul style="list-style-type: none"> • What do children need in order to be ready for first grade in LOCALITY? <ul style="list-style-type: none"> – Probe for teacher's expectations of readiness – maturity, behaviour, obedience, language, cognitive abilities, etc. • Would you say that children in LOCALITY are generally well prepared to start primary school? Explain why or why not. <ul style="list-style-type: none"> – Who helps them to prepare? What kind of preparation do they provide? • Do you think that any particular groups of children are more or less ready for primary school? <ul style="list-style-type: none"> – Probe for beliefs based on gender, minority status, etc. • What could be done to improve children's readiness for primary school? <ul style="list-style-type: none"> – Do parents have a role? If so, what? Do teachers have a role? If so, what? Who else?
Children's transition experiences	<ul style="list-style-type: none"> • What could prevent or delay children from entering primary school? (e.g. lack of birth certificates, zoning rules/catchment areas). Probe for details. • What are the worries/problems that children in LOCALITY have when they first start primary school? • Is there anything that the primary school can do (or could do) to help children starting school to have good experiences?

First-grade expectations	<ul style="list-style-type: none"> • What do you expect children to learn during first grade? • For this age group, what makes a good first-grade classroom? • For this age group, what makes a good first-grade teacher? (What are their characteristics?)
Role of/links with pre-school (and other early childhood services as appropriate)	<ul style="list-style-type: none"> • What makes a good pre-school? How can it help children as they enter first grade (e.g. communication/social skills, cognitive skills, pre-academic skills)? • How is life in primary school different for children, compared with pre-school? (Talk about different types of pre-school if more than one type exists in community) • As a primary-school teacher, do you collaborate directly with the pre-school(s)? (Get details)
Progress and problems	<ul style="list-style-type: none"> • What are some of the reasons why children make good progress in school? • Are any of your children not making good progress in school? <ul style="list-style-type: none"> – How do you know that they are not making good progress (e.g. non-attendance; drop-out)? Probe for details. – What are some of the reasons why they aren't doing so well? – Which children are at greatest risk? (e.g. girls versus boys? minority language groups?) – What could help them stay in primary school longer? • What about the children in your classroom? What do you expect will happen to them over the next few years, through to secondary school?
Specific to Young Lives case-study child(ren)	<p><i>If appropriate, invite specific comment about transition to school for case-study children, to find out:</i>⁵</p> <ul style="list-style-type: none"> • teacher's knowledge of individual children • experience of first days at school • child's readiness for and adjustment to school life • child's progress and any problems (attendance, competing family demands, etc.) • risks of child's low achievement, early drop-out, etc. • ways in which child's prospects could be improved • teacher's relationship with and attitude to home and parents.
Closing conversation	<p>Fieldworker, be sure to ask if the teacher has any questions or comments about any aspect of the interview or research. Thank them for taking time to speak with you.</p>

⁵ Child-specific teachers' views can then be followed up at Qual-2.

3. Methods

3.1. Life-course draw-and-tell

Version: Older Cohort

Note: for the Older Cohort we have agreed that this will normally be part of an individual interview (or in pairs) in order to encourage in-depth exploration of personal biography, past, present, and future. Ideally, the same holds true for the Younger Cohort.

Life-course draw-and-tell will help us to gather information about what children remember as the important moments of their past (both happy and sad), and why these were memorable; how they feel about their current situation (i.e. subjective well-being); and their future expectations (the extent to which these are shared by their parents, what support/resources they would need to achieve these, and what could prevent them).

Step 1: Drawing the timeline

Provide the child with a pen or marker and a piece of paper for drawing. The paper should be folded in half. There are many ways to construct the timeline. Here are some options.

Option 1: provide a blank piece of paper and have the child build up the timeline on their own (i.e. draw a line representing the life course, draw in a baby (for birth) and age increments).

Option 2: provide a pre-drawn timeline with a baby drawn on the far left and an old person on the far right. Indicate five-year age increments up until around 30 years old (you may also draw stick figures of increasing size by each mark).

Note: As a general rule, it is best not to work with realistic or detailed images of babies/old people, but simple, neutral drawings, which give plenty of scope for children to share their personal/cultural understanding of what it means to be at a particular age/stage.

Once the basic structure of the timeline is explained and/or drawn, ask the child to indicate their current age (and to write in the age and draw a quick representation of themselves now).

Explain that everything before that point is the past, and everything after it is the future.

Ask the child to think about the past, when they were very young (for example, have them close their eyes and think for a minute).

Then, ask them to fill in the first half of their personal timeline with important and memorable events.

Tip: you can have them draw good experiences above the line and bad experiences below the line (or Older Cohort children may prefer to write something as well as draw).

Next, ask the child to think about the future.

Ask the child to fill in the major changes he/she thinks will happen in the future, with drawings and/or written notes as before. Prompt if necessary.

**Step 2:
Discussion**

Use the timeline to generate discussion, using the following probes if necessary, and adding to the timeline as necessary. By the end of the activity, aim to have a series of changes/stages/transitions/ events identified along the timeline.

Focus on the past

- What is a really happy thing that happened in the past? How old were you? What made it special?
- What is a really sad or challenging thing that happened in the past? How old were you? What made it sad or challenging? Who or what helped you to make it better?

Focus on the present

Ask the child to *indicate where s/he is now on the timeline (i.e. his or her current age)*.

Note: if the child participated in a group well-being exercise, remind the child about the discussion and what the group thought it means for a 12-year-old girl/boy to be doing well in the community.

Ask if s/he still agrees with the group. Or if s/he has a different idea.

Ask how s/he thinks she is doing these days in relation to this idea of what it means to be doing well. (Probe for details, especially when different domains are mentioned, e.g. school, health, family, etc.).

Focus on the future

Address the key moments of change that the child indicates on his/her future timeline: e.g. in relation to changing schools, leaving school, working, marrying, leaving home, etc. The next set of questions is designed to explore children's wishes for the future, the opportunities and constraints they face, the influence of family, etc. Then finally, explore their realistic expectations compared with those of other children of the same age, sex, etc.

- You are 12/13 now. What do you want to be doing during the next five years? (Why?)
- What will you need to make this happen? Who can help you? Do other girls/boys you know want to do this too? Has anyone else in your family done something like this?
- What do your family members want you to do? Do you agree with their expectations of you?
- What do you think is actually likely to happen to you? What do you think you will actually be doing? Can you tell me about the main reasons why this will happen? How will it be different for others?

(If capable, the child can plot a 'happiness' trajectory line above his or her previous experiences)

**Closing
conversation**

At the end, thank the child for participating and ask if s/he has any comments or questions to add.

3.2. Well-being exercise

Version: Younger and Older Cohorts (group activity, with individual follow-up)

What kind of information do we want to gather through the Well-being Exercise?

What children consider to be a good or bad life for children of the same age and sex, living in their community; sources of risk and protective processes.

Explain to the children why we're doing this activity, what it involves, and roughly how long it will take. The children will do two drawings, one representing 'ill-being' (a child for whom life is not going well) and ending with 'well-being' (a child for whom life is going well).

Step 1: Think about a child who is not doing well...

Note: It is important to build in some 'thinking time' before asking the children to begin to draw. You can say: Imagine a girl/boy (same sex as the group) who is about your age, of whom if you were asked 'Are they basically doing well?' you could say 'No, they're not doing very well at all'.

Tell them not to say the name of the child they have thought of, but to keep it to themselves.

Step 2: Drawing a child not doing well

Provide each child with a large piece of paper folded in two (with one left and one right side) – or two separate sheets of paper. Have the children write their names on the back in pencil; the researcher can replace the name with the CHILD ID. Ask the children to draw on the left side of the paper a scene/picture of the child for whom life is not going well.

Tip: use a sand timer to give the children 10 minutes to draw. Warn them after 5 minutes.

Step 3: Discussion of a child not doing well

In turn, ask each child to show their drawing to the group and explain what is going on in the picture.

Tip: In order to encourage the others to pay attention, make sure the child lifts up the drawing from the table and shows it to the group; or the facilitator may choose to hold the drawing while the child explains.

Tip: If they are shy and do not volunteer to present, you can put pieces of numbered paper in your hand and have them choose (to determine the order in which they will present).

Have each child describe their picture.

Ask:

In what ways is this child not doing well? (or How do you know that they are not doing well?)

Where is s/he? What is s/he doing? Who is s/he with? etc.

Optional: Tell them to write down *up to* four things on their paper. Alternatively, this can be done as a group towards the end of the exercise (see Step 7).

Step 4: Think about a child who is doing well...

Return to the circle and have the children close their eyes again. Then ask them to:

Think about a girl/boy (same sex as group) who is about your age of whom, if you were asked 'Are they basically doing well?', you could say 'Yes, they're doing well'.

Tell them not to say the name of the child they have thought of, but to keep it a secret in their head.

Step 5: Drawing a child doing well

Have each child draw on the right half of the paper a picture of the child they were thinking of who is doing well in life.

Tip: use a sand timer to give the children 10 minutes to draw. Warn them at 5 minutes.

Step 6: Discussion of child doing well	<p>In turn, ask each child to present their drawing and explain what is going on in the picture.</p> <p>Tip: If they are shy and do not volunteer to present, you can have them present in the reverse order that they presented their well-being drawings.</p> <p>Ask:</p> <p><i>In what ways is this child doing well? (or How do you know that they are doing well?).</i></p> <p><i>Phrasing has to be carefully used to avoid obtaining causal reasons why the child might be doing well.</i></p> <p>Optional: Tell them to write down <i>up to</i> four things on their paper. Alternatively, this can be done as a group towards the end of the exercise (see Step 7).</p> <p>(You may choose to carry on with either Step 7 or Step 8)</p>
Step 7 (optional): Ranking individual indicators	<p>If you had the children write well-being /ill-being indicators on their drawings, write each of their answers on separate index cards (pieces of paper), perhaps with well-being and ill-being indicators written on cards of two different colours.</p> <p>Or:</p> <p>If you did not ask the children to individually write down their well-being /ill-being indicators, you may choose to do this now as a group. As children volunteer their answers, write each on separate index cards (pieces of paper), perhaps with well-being and ill-being indicators written on cards of two different colours.</p> <p>As a group, have the children rank the most important indicators of well being and explain their reasoning.</p> <p>Have them do the same for the ill-being indicators, explaining their reasons for the order. Ask them what could improve the life of the child who has the worst life. Discuss.</p>
Step 8 (optional): Ranking the well-being and ill-being images	<p>Have scissors on hand to cut the paper in two, separating the well-being and ill-being images.</p> <p>On the floor (or table), use a string, chalk, or tape to create a vertical line.</p> <p>As a group, have the children rank their well-being images on the left ('Who has the best life? Why?') and their ill-being images on the right ('Who has the worst life? Why?').</p> <p>Ask them to explain why they ranked the images in the way they did. Ask them what could improve the life of the child who has the worst life. Discuss.</p> <p>Note-taker should record the ranking and take digital photos of ranking results, as well as individual drawings.</p>
Closing conversation	<p>At the end, thank the children for their participation and ask them if they have any comments or questions that they would like to add.</p>
Items needed:	<p>large sheets of individual paper, coloured pens; optional: scissors; tape/chalk/string.</p>

3.3. Community mapping

You may want to combine this with a child-led tour that allows a child or a small group of children to show the researcher the places that they like/dislike and consider safe/unsafe. The tour can be done before or after drawing. You may also want to use a digital camera to take photographs of the key places that the child points out during the tour, which may be later incorporated into the community map or a 'my/our community' book.

Version: Younger Cohort	
What kind of information do we want to gather through community mapping?	<ul style="list-style-type: none"> Children's views on the surrounding area, including the places/things that they like/dislike, and the places/things that make them feel safe/unsafe (i.e. places that feel protective or risky). Why? The map can also be used to ask questions about how children spend their time (what they do and where they go); how much choice they have over this; who do they do these activities with/ for; how they combine different activities; how activities differ at different times of year (e.g. harvest, holidays); and how they feel about these activities.
Opening conversation	Explain to the children why you are doing this activity, what it involves, and roughly how long it will take.
Step 1: Talking about the community	<p>Start an open discussion about the community, asking the children, for example, if they were all born there?</p> <p>If they all live in the same area, you can ask: If they think it's a big or small community? How many schools there are? If there's a church/mosque? And a hospital? Where do children play?</p> <p>If they do not live in the same area, ask about their different communities, and later have them draw individually or in small groups with co-residents.</p>
Step 2: Drawing the map	<p>After the children have spent a few minutes thinking and talking about the community, lay out a large sheet of paper for the whole group to gather around.</p> <p>Ask the group to fill this in to represent places/things in their community that they like and places/things that they don't like. This can be done either as one huge collective map (which requires some co-ordination to determine who draws what), or with individual children drawing their own versions of the community in their space on the paper. Individual children should be encouraged to draw in roads, rivers, and key places such as the school, their house, etc.</p> <p>Tip: if children are struggling to begin drawing, ask them to start by drawing their house. Then ask them if they have neighbours, and to draw their neighbours' houses, and so on.</p> <p>After several images have been drawn (try to limit drawing to 10 minutes), begin discussion, encouraging the children to continue drawing while discussing throughout the session.</p>
Step 3: Discussing the environment	<p>Ask each child in turn: What do you like about the area? What don't you like about the area? Ask them to add this to the drawing, if it is not already represented. When each child has responded,</p> <p>Ask:</p> <p>What places are you afraid of and what places worry you? (NB: fears and worries may relate to the person who lives there, rather than to the place itself)</p> <p>Have the children locate these on the map, and make a note of where they were.</p> <p>ASK: Where do you find help when you are afraid or worried?</p> <p>Have the children locate these on the map, and make a note of where they were.</p>

<p>Step 4: Describing activities that take place in this environment</p>	<p><i>Note: If you are not planning to do the 'Daily lives' activity with this group, you may use the map to discuss children's daily activities by having the children indicate the places where they go, the things they do, and the people they see throughout the day.</i></p> <p>Ask a volunteer to take the researcher through a typical day, referring to different places on the map where these activities take place.</p> <p>Ask all of the children to talk about the activities they like to do during a typical day and explain why. Also ask questions such as 'At what times of year is this done?', 'Who else does this?', 'Who never has to do this?', 'When did you learn how to do this?', 'Who taught you how to do this?', 'Do you do it with anyone else?', 'Do you get paid?', 'Can you choose not to do this?'</p> <p>Ask all the children to talk about what they like doing and where they go at weekends/holidays and explain why.</p>
<p>Closing conversation</p>	<p>At the end, thank the children for their participation and ask them if they have any questions or comments they would like to add.</p>
<p>Items needed:</p>	<p>large piece of paper, assorted markers (optional: digital camera for child-led tour; photograph album if creating a 'my community book').</p>

3.4. Home-observation guide

Purpose

The main purpose of the observation is to describe the home environments of Young Lives case-study children. The guide combines basic ratings with space for comments to explain scores. Comments should be as descriptive as possible, to enable someone who has not visited the home to get a sense of what it 'looks' and 'feels' like, and to record any significant social interaction that took place during the observation. Ratings are always subjective, and will only be a very rough indicator. The main purpose is to summarise your impression of the child's home environment as it compares with others in this community, and across Young Lives communities in your country. You should base ratings on criteria agreed in advance within your country team as relevant to your country context, and these criteria should be made explicit in reporting your observations. The home observation is not intended to be an inspection, and you should not ask to go into rooms to which you have not been invited. Detailed information on certain aspects of the home has already been collected in Rounds 1 and 2 of the household survey (e.g. materials used in walls and floors, and some key household assets).

Home observation
1. General information
Observer name and ID
Household ID
Date(s) of observation
Time(s) of observation
Persons present during observation (use name and relation to child); Spaces observed (e.g. living room, child's room, etc.)
Comments (general information)
2. Exterior
Comments (exterior)
3. Interior
Comments (overall interior condition)

4. Evidence of child-focused resources

- a) Materials for child care and play, whether commercial or natural (Describe)
- b) Books, magazines, or other text-based materials (Describe)
- c) Radio, TV, computer, etc.
- d) Any other education-relevant materials
- e) A table or similar area for the child to study (Describe; write n/a if not applicable)
- f) Comments (child-focused resources)

5. Activities and social interaction

What was the child mainly doing during observations? (Describe in detail where possible)

Who did the child interact with during observation? (Describe the nature of interaction)

6. Please rate the overall home (one rating to include interior, exterior, etc.), using the following rating system:

- 1= worse than most homes in this community;
- 2= like most other homes in this community;
- 3=better than most homes in this community.

Other comments on home observation:

3.5. Pre-school and school classroom observation guide

Purpose

The main purpose of the observation is to describe the pre-school and school environments in which Young Lives case-study children live, as a basis for in-country comparison. Your main observations will be of a classroom (s) attended by a Young Lives child. Notes should be as descriptive as possible, to enable someone who has not visited the school to get a sense of what it 'looks' and 'feels' like. Ratings of quality are always subjective and will inevitably be only a rough indicator. It might be best to discreetly fill in your ratings after the observation period is completed. The main purpose of such ratings is to give us very basic evidence of quality differences between, for example, pre-schools versus primary schools; government-run versus privately run schools; schools in rural versus urban areas; schools in poorest versus less poor sites. You should base ratings on criteria agreed in advance within your country team as relevant to your country context, and make them explicit in reporting your observations. Use the comment boxes to record descriptions and justify ratings. Please provide a rough sketch of the classroom and schoolyard, as well as photographs of the school exterior, and a classroom with children in lessons, where possible (obtain the teacher's consent at the beginning of observation). The secondary purpose is to be able to observe case-study children in their classroom environments. When such observations are possible, please include them in the report, with relevant Child ID numbers.

School Observation
1. General information
Observer name and ID
Community ID
Date(s) of observation
Time(s) of observation
Name of school; type of school (e.g. Government, private, grades covered)
Who was present during observation? (e.g. students, head teacher)
2. Classroom information
Year-group or grade of classroom observed (or age range of children)
Subject(s) taught during observation
Language of instruction
How many children were present in this classroom?
How many girls were present?
How many boys were present?

How old were the majority of students?
How many teachers or other adults were working with this class?
How did most children travel to school?
If observed: is there organised school transportation (e.g. bus)?
List the words that you think best describe the general tone of the classroom (e.g. well-organised, chaotic, noisy, regimented, informal, child-centred, strict, welcoming, etc.)
Other comments (classroom information)
3. Indoor classroom
Space: approximate size ('feet', 'metres', or other local measure) or relative size
Where do children sit?
Do children have assigned seats?
Is there enough space for each child to sit comfortably?
4. Educational materials
What educational materials appear to be available and in use (e.g. blackboard, computer, abacus, etc.)? (Describe)
What is the condition of the equipment?
Are textbooks shared or personal?
If shared, between how many students?
Are exercise books shared or personal?
Are educational materials age-appropriate?
5. Play materials
Describe evidence of play items in the classroom.
Are play materials age-appropriate?

6. Key visual displays and other displays

Produced by the children?

Provided by the teacher (e.g. national or regional flag, religious symbols, etc.)?

7. Teaching style

Which of the following best describes the teaching style in this classroom
(A= most formal and E = least formal):

- A Teacher controls class from front of classroom and does not interact with children at all (or only minimally)
- B Teacher mainly uses whole-class instruction, and children mainly reply to instructions/questions in unison
- C Teacher uses whole-class instruction as well as choosing individual children to answer questions or complete tasks
- D Teacher uses a mixture of class-based and group-based instruction, including responding to individual children's questions/comments.
- F Children mainly work individually and/or in small groups, and teacher moves around the room to assist and respond to questions.

Comments:

How does the teacher react when children answer correctly (if observed)?

How does the teacher react when children answer incorrectly (if observed)?

What discipline techniques does the teacher use (or threaten to use)?

What is the overall tone of teacher–student interaction?

What is the overall tone of child–child interaction?

Do the children appear to be happy and enjoying the lesson(s)?

Are children able to make individual choices about what they study, with whom, at what pace, etc.?

Does the school have a library?
If observed: approximately how many books?
Who can access the books?
8. Overall assessment of classroom (to be completed at the end of the observation period)
Rate the quality compared with other classrooms you have seen in similar areas. Provide comments to justify your rating: 1= poor, 2= good, 3= very good, 4= excellent
Physical resources (e.g. space available, condition, furniture) – score and comments:
Educational resources (books, learning equipment) – score and comments:
Teaching (teacher engagement with children) – score and comments:
Learning (children’s engagement with lesson(s) – score and comments:
Other comments:
9. Routines
What arrangements are made for children to eat during the school day?
Where do children eat their meal(s)?
Where is the nearest drinking water?
Where is the nearest toilet?
Is the toilet same-sex or shared?
Is the toilet sanitary?
Is there adequate supervision of children’s toilet use?

10. Schoolyard

External condition of school and surrounding space

Where do children eat their meal(s)?

Where do children play?

Is there outdoor play equipment? (Describe.)

Are play items age-appropriate?

10. Transitions

Is there any evidence of preparation for transitions from pre-school to primary, or between different grades/cycles?

Is there any evidence of communication between teachers and parents?

Please produce a rough sketch of the layout of the classroom and any key outdoor features, supported by photographs

Further reading

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- Camfield, Laura and Gina Crivello (2009) 'Editorial: special issue on "Qualitative Approaches to Researching Well-being and Quality of Life"', *Social Indicators Research* 90(1): 1-3.
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- Camfield, Laura, Natalia Streuli and Martin Woodhead (2008) *Children's Well-Being in Contexts of Poverty: Approaches to Research, Monitoring and Participation*, Technical Note 12, Oxford: Young Lives.
- Crivello, Gina, Laura Camfield and Catherine Porter (2010) 'Researching Children's Understandings of Poverty and Risk in Diverse Contexts', *Children & Society* 24(4): 255-60 (special Issue: Children, Poverty and Risk: Global Perspectives).
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- Crivello, Gina, Virginia Morrow and Emma Wilson (2013) *Young Lives Longitudinal Qualitative Research: A Guide for Researchers*, Technical Note 26, Oxford: Young Lives.
- Crivello, Gina, Pia Vogler and Martin Woodhead (2008) *Early Childhood Transitions Research: A Review of Concepts, Theory and Practice*, Working Papers in Early Childhood Development 48, The Hague: Bernard van Leer Foundation.
- Dornan Paul and Jo Boyden (2011) *Putting Children at the Centre of Poverty Debates*, Policy Brief 12, Oxford: Young Lives.
- Johnston, Joy (2008a) *Children's Perspectives on their Young Lives: Report on Methods for Sub-Studies Peru Pilot, April 2006*, Technical Note 10, Oxford: Young Lives.

Johnston, Joy (2008b) *Methods, Tools and Instruments for Use with Children*, Technical Note 11, Oxford: Young Lives.

Morrow, Virginia (2009) *The Ethics of Social Research with Children and Families in Young Lives*, Working Paper 53, Oxford: Young Lives.

Morrow, Virginia (2012) 'The Ethics of Social Research with Children and Families in Young Lives: Practical Experiences', in Jo Boyden and Michael Bourdillon (eds) *Childhood Poverty: Multidisciplinary Approaches*.

Tafere, Yisak, Workneh Abebe and Asham Assazenew (2009) *Young Lives Qualitative Research: Round 1 – Ethiopia*, Technical Note 19, Oxford: Young Lives.

van der Gaag, Nikki and Caroline Knowles (2009) *"Nothing is impossible for me": Stories from Young Lives Children*, Oxford: Young Lives.

van der Gaag, Nikki, Caroline Knowles and Kirrily Pells (2012) *Changing Lives in a Changing World: Young Lives Children Growing Up*, Oxford: Young Lives.

Vennam, Uma, and Anuradha Komanduri (2009) *Young Lives Qualitative Research: Round 1 – India*, Technical Note 21, Oxford: Young Lives.

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Appendix 1. Memorandum of Understanding: Respecting Children in Research

This Memorandum of Understanding was developed collaboratively among members of the qualitative research teams, following piloting and group discussions. These principles were developed for use in fieldworker training meetings and to inspire continual reflection throughout the research process.

Remember to seek informed consent for every activity, ideally audio-recording verbal consent. Continue to explain activities, so that people/parents can ask questions. Remember parents' refusal overrides children's agreement, and if parents agree and child refuses, child can't be included. Please record any reasons/speculations as to why parents or children refuse in the data gathering report.

Key principles: respecting children in research

Note: the form of wording below is directed to children, and may need to be adapted for different respondent groups. This is a protocol, to be translated into relevant languages using locally relevant examples and forms of expression. Ethical considerations are a critical part of planning field research and should be included in training and piloting agendas for discussion.

1. Introduce yourself

Be sensitive to local concerns about children (parental fears of child abduction, for example). Reassure people (parents, professionals, children) about any concerns relevant to the specific sites. The question about 'what's in it for us?' is inevitable, so it is best to tackle it head on: Young Lives is a research study... we are here to learn from you, but we cannot promise to improve your life.

2. Consent

You must explain the following to children/parents/carers/community members:

Who you are

For example, explain to children: *Young Lives is a study of children growing up in four countries, India, Peru, Vietnam and Ethiopia, taking place over 15 years. We are trying to find out about children's everyday lives: the things you do and the important people in your life, and how these things affect how you feel. Bits of what you say/write/draw will be used in reports that we write, which we hope will be helpful to local and national governments when making plans/planning services for children in the future.*

Archiving

The information that you give us will be stored on a computer. We are sharing the information that we collect now, and the information that we collected on our previous visits, with other trusted researchers (people like us) in Ethiopia/India/Peru/Vietnam and internationally. Take particular care not to raise expectations about the impact of the research. We are here to learn from you, but we cannot promise to improve your life.

Explain

- How long you will be in the community on this visit.
- What you are asking them to do, and how long it might take.
- Why you are asking them to undertake activities (whether talking individually, talking in groups, drawing, body-mapping, etc.).
- If you are doing group activities, and other adults are present, politely suggest they leave (if appropriate). For individual interviews, explain that if a child wants another person to be there, such as a sibling, friend or parent/carer, this is OK, but emphasise that you are interested in the child's answers.
- How the data (including photos and videos) might be used.

Anonymity

Data will be anonymous: e.g. *your name will not be used, so we can describe what you think without anyone knowing that it is you. We will also disguise the name of the community where you live.* If children want to put their name on material that they produce, let them do so, but disguise it before the materials are digitally photographed.

Confidentiality

e.g. *I will treat what you tell me as confidential. This means that what you say will be shared with other members of the research team, but I am not going to tell your family or anybody in the community what you tell me. Your name will not be used when we tell people what we have found.*

Child protection: *If you say something that makes me worried about your safety, I will talk to you about it first, then I may talk to my boss/supervisor.*

Explain to children/caregivers that they may opt out at any time: i.e. they may ask for all the data and information that they have given to be removed from the study records and destroyed at any point.

3. Respecting children in research

Emphasise that you are interested in children's descriptions in their own words, and that there are no right or wrong answers. They can leave an activity if they don't want to carry on. They don't have to answer all the questions or participate in all the activities.

Respect the fact that a child may be reluctant to speak about a sensitive topic. If you feel that children are reluctant to speak for any reason, move on to the next question. This is especially important in a group, so that they don't feel embarrassed in front of other children. Be sensitive to children's body language and tone of voice. Do not put words into their mouths, although you may need to probe, in which case avoid leading questions. Some examples of leading questions are: *School is good, isn't it? ... Health-care workers treat people in your community badly, don't they?* Use open questions, not closed questions that lead to yes/no answers. For example: *Tell me how you feel about school. ... How do health-care workers treat people in your community?*

Ask children for permission to make audio recordings, and explain why (If they ask, let them hear themselves for a short while). Ask children for permission to take photos/video, and for permission to photograph their drawings or other material that they produce. Leave their drawings with them to keep.

4. *Conduct in the field*

Be punctual and well organised, and listen. Keep appointments. Find the room, set out chairs and materials in advance. Turn off your mobile phone. Offer refreshments. Keep a flexible timetable and be prepared to have a break between activities, especially when children appear to be unmotivated or are struggling to focus on certain tasks.

As a representative of Young Lives, under no circumstances should you hit /strike a child, even if this is acceptable in local contexts. Do not speak to children in a rude or insulting way. Avoid raising your voice throughout the sessions. Rather than creating a school-like atmosphere where discipline is valued, try to create a place where children can communicate freely and spontaneously. Avoid guiding or directing children: for example, when drawing (e.g. by questioning their choice of colours, or shapes, etc.) or when discussing in groups (e.g. by contradicting them).

At the end of your visit, explain to the children what will happen next with the information that they have produced. (i.e. it will be taken back to local HQ, typed up, and then sent to the main HQ in Oxford). Ask them if they have any questions, and allow them time to prepare questions before you leave. If appropriate (i.e. if they seem comfortable and forthcoming), ask them how they experienced the activity, and include examples of this in your group report.

Thank the children for their participation. They do not need to thank you, nor should they be expected to. Allow children to say goodbye to you, if they wish to.

5. *Finally*

After field work, you must return all material (written, audio, visual) to the Lead Qualitative Researcher. Be sensitive to the possibility of inadvertently revealing personal information in the community (e.g. don't recycle paper in the community/locally; after typing your reports, manually shred your notes if necessary). You must respect confidentiality at all times, i.e. do not discuss data with people outside the team. Young Lives (country office) and Oxford HQ retain full responsibility for the use of Young Lives material.

I have read the instructions above and agree to them.

Signed:

Name:

Date:

Appendix 2. Sample timelines of activities with case-study children

Sample timeline of activities to build the case study of a 6-year-old boy			
Pre-field	Week 1	Week 2	Week 3
Obtain and review Community Profile and individual Child Profile (from Young Lives country data manager) [F1]	Community norms collective interview	Pre-school teacher interview	Primary-school teacher interview
	Child group activity: Well-being	Child group activity: Community mapping	Child individual interview based on transitions discussion, happy day/sad day, ending with child-led tour
	Fathers – Collective interview	Mother – Individual interview	
	<i>Fieldworker observation notes (throughout)</i>		

F1 Fieldworker 1; assigned to case-study child and responsible for main child and caregiver data collection

F2 Fieldworker 2; may carry out some of the community and service-provider interviews

Sample timeline of activities to build the case study of a 12-year-old girl			
Pre-field	Week 1	Week 2	Week 3
Obtain and review Community Profile and individual Child Profile (from Young Lives country data manager) [F1]	Child group activity: Well-being	Child group activity: Community Mapping	Primary-school teacher interview
	Photo-elicitation, Step 1: Child given disposable camera and instructions	Photo-elicitation, Step 2: Child takes pictures and returns camera	Photo-elicitation, Step 3: Discussion of photos with child
	Mothers – Collective interview	Mother – Individual interview	Child – Individual interview
		Community norms collective interview	
	<i>Fieldworker observation notes (throughout)</i>		

F1 Fieldworker 1; assigned to case-study child and responsible for main child and caregiver data collection

F2 Fieldworker 2; may carry out some of the community and service-provider interviews

Young Lives Qualitative Fieldwork Guide: Round One (2007)

Young Lives is a long-term study of childhood poverty in four developing countries: Ethiopia, India (in the state of Andhra Pradesh), Vietnam and Peru. We are challenging many of the assumptions made about children, both in terms of how they experience poverty and in terms of their roles and capacities as participants in research. We have involved children as young as age 5 in our qualitative research. We maintain that involving them in our research is both ethically and scientifically sound – especially since our research questions focus on the nature and dynamics of childhood poverty.

Too often, adult researchers look to adult respondents for all of the answers. It is also assumed that interventions aimed at the household will automatically benefit the children within them. But not all children are the same, and just as they may experience poverty differently from adults, there are also differences and disparities between groups of children. These are important principles guiding Young Lives research with children.

This fieldwork guide was produced collaboratively by an international team of researchers taking part in the Young Lives study. The manual guided the first of four planned rounds of data collection in 2007 as part of a longitudinal qualitative research design, woven between rounds of a quantitative household and child survey. The children who participate in this qualitative research were aged 5 to 6 and 12 to 13 at the time, and were recruited from the larger sample of Young Lives children whose lives we have been following since 2002. We plan to visit the same children, families and communities every few years to systematically document and explain changes in their lives.

Our qualitative research focuses on everyday experiences of poverty, not only the extreme cases. The various tools described in this guide were designed to encourage the participation of children from a range of backgrounds, along with members of their families and communities. The intention is for the tools to be used flexibly, with the potential for others to adapt them for differing age groups, contexts and research questions. Further information about the design and rationale of this research can be found on the Young Lives website, along with a 'Guide for Researchers' and guides for the second round (2008) and third round (2011) of qualitative research.



About Young Lives

Young Lives is an international study of childhood poverty, involving 12,000 children in 4 countries over 15 years. It is led by a team in the Department of International Development at the University of Oxford in association with research and policy partners in the 4 study countries: Ethiopia, India, Peru and Vietnam.

Through researching different aspects of children's lives, we seek to improve policies and programmes for children.

Young Lives Partners

Young Lives is coordinated by a small team based at the University of Oxford, led by Professor Jo Boyden.

- *Ethiopian Development Research Institute, Ethiopia*
- *Centre for Economic and Social Sciences, Andhra Pradesh, India*
- *Sri Padmavathi Mahila Visvavidyalayam (Women's University), Andhra Pradesh, India*
- *Grupo de Análisis para el Desarrollo (Group for the Analysis of Development), Peru*
- *Instituto de Investigación Nutricional (Institute for Nutrition Research), Peru*
- *Center for Analysis and Forecasting, Vietnamese Academy of Social Sciences, Vietnam*
- *General Statistics Office, Vietnam*
- *Child and Youth Studies Group (CREET), The Open University, UK*
- *Oxford Department of International Development (ODID), University of Oxford, UK*
- *Save the Children*

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