

Final report

# Impacts of the pandemic on vulnerable households in Bangladesh

---

Emily Beam  
Sohini Chaparala  
Shashwat Chatterji  
Priya Mukherjee

March 2021

When citing this paper, please  
use the title and the following  
reference number:  
S-20130-BGD-1



DIRECTED BY



FUNDED BY



# Impacts of the Pandemic on Vulnerable Households in Bangladesh

Prepared for “COVID-19 Bangladesh: Strategies and resource gaps among vulnerable households”

## FINAL REPORT

Innovations for Poverty Action Bangladesh

Dhaka, March 2021

### PRELIMINARY FINDINGS

Emily Beam

Sohini Chaparala

Shashwat Chatterji

Priya Mukherjee

# Contents

Acknowledgement .....	4
Executive Summary .....	5
Introduction .....	8
Evaluation setting .....	8
Evaluation Partners .....	8
Background .....	9
Research Design .....	11
Sample Selection.....	12
Data Collection .....	13
Survey Instrument Design .....	13
Field Work and Response Rates.....	14
Descriptive Tables and Figures .....	18
Household Demographics and Migration.....	18
Economic Impact .....	20
Coping strategies and assistance .....	26
Food Security.....	27
Mental Health.....	29
Child Discipline and Abuse .....	34
Decision making and intimate partner violence .....	36
Household Assets .....	39
Children's Education and Time Use.....	39
Qualitative Survey .....	47
Key Policy Findings.....	48
Lessons Learned .....	49
References .....	51
Appendix.....	53
A. Survey instruments – Round 1 .....	53
B. Survey instruments – Round 2.....	77

# List of Tables

Table 1: Response summary .....	16
Table 2: Reasons for non-response .....	17
Table 3: Distribution of sample across regions .....	18
Table 4: Household composition .....	18
Table 5: Reasons for leaving/joining the household.....	19

Table 6: Household migration .....	19
Table 7: Reasons for migration .....	20
Table 8: Average number of adults and children in household typically working for pay.....	20
Table 9: Primary and secondary household earners.....	21
Table 10: Primary earners pre-closures and in past 30 days, R1 survey.....	21
Table 11: Secondary earners pre-closures and in past 30 days, R1 survey .....	22
Table 12: Respondents' employment and earnings .....	23
Table 13: Respondents' occupation, conditional on working in past 7 days.....	23
Table 14: Fathers' employment and earnings .....	24
Table 15: Fathers' occupations, conditional on working in past 7 days .....	25
Table 16: Change in earnings since closures .....	26
Table 17: Coping mechanisms for essential expenses over the past 30 days .....	26
Table 18: Food security of respondents and children .....	27
Table 19: Distribution of PHQ-9 and GAD-7 responses, pooling all mothers from R1 and R2.....	30
Table 20: Distribution of PHQ-9 and GAD-7 responses of panel mothers.....	30
Table 21: Distribution of PHQ-9 and GAD-7 responses among fathers; N=1349 .....	33
Table 22: Corrective and abusive behaviours used for children, past 30 days, pooled respondents .....	34
Table 23: Corrective and abusive behaviours for children, past 30 days, panel respondents (N=1018).....	35
Table 24: Disagreements and intimate partner violence, pooled mothers .....	37
Table 25: Disagreements and intimate partner violence, panel mothers (N=746).....	38
Table 26: Household assets.....	39
Table 27: Last grade completed and age, by gender.....	40
Table 28: Educational activity of boys and girls since closures .....	41
Table 29: Mean hours spent on activity in past week .....	43
Table 30: Occurrence of mental health symptoms in child in the past two weeks .....	44
Table 31: Likelihood of returning to school, by prior enrolment status .....	46

## List of Figures

Figure 1. Timeline of research activities.....	12
Figure 2: Cumulative attempts over time .....	17
Figure 3: Distribution of UCEP school catchment areas included in sample.....	18
Figure 4: Distribution of primary household earners over time .....	22
Figure 5: Distribution of secondary household earners over time.....	22
Figure 6: Mean number of days in the past week when meals were skipped .....	28
Figure 7: Mean number of days in the past week when meals were skipped, panel respondents and children.....	28
Figure 8: Number of days in the past week when child skipped a meal.....	29
Figure 9: Number of days in the past week when respondent skipped a meal.....	29
Figure 10: Share of panel mothers reporting a symptom of depression at least sometimes; N=946 .....	31
Figure 11: Share of panel mothers reporting a symptom of anxiety at least sometimes; N=946 .....	32
Figure 12: Distribution of PHQ-9 depression scores, pooled mothers; N=3770 .....	33
Figure 13: Distribution of PHQ-9 depression scores, panel mothers; N=946 .....	33
Figure 14: Distribution of PHQ-9 depression scores, mothers and fathers in R2.....	34
Figure 15: Occurrence of any physical corrective action on any children.....	35
Figure 16: Occurrence of any physical corrective action on any children, panel respondents (N=1021) .....	36
Figure 17: Decision making at home; changes since closures or last spoken.....	37
Figure 18: Experience of intimate partner violence, R1 and R2 mothers .....	37

Figure 19: Reported change in frequency of intimate partner violence .....	39
Figure 20: Grade completed by age and gender .....	40
Figure 21: Source of assistance with education over past month, among children receiving at least some assistance ..	42
Figure 22: Share of children who spent non-zero hours on activity .....	43
Figure 23: Respondent's highest-grade aspirations for sons .....	44
Figure 24: Respondent's highest-grade aspirations for daughters .....	45
Figure 25: Expected age at marriage of child, by gender .....	45
Figure 26: Likelihood of returning to school.....	46

## Abbreviations

BDT – Bangladesh Taka  
 CATI – Computer-assisted telephone interview  
 FCDO – Foreign, Commonwealth & Development Office (UK)  
 GAD – Generalised Anxiety Disorder  
 IGC – International Growth Centre  
 IPA – Innovations for Poverty Action  
 IPV – Intimate partner violence  
 NGO – Non-governmental organization  
 PHQ – Patient Health Questionnaire  
 R1 – First round of phone surveys in July 2020  
 R2 - Second round of phone surveys in December,2020  
 RMG – Ready-made garment  
 UCEP - Underprivileged Children’s Education Programme  
 USD – United States Dollar

## ACKNOWLEDGEMENT

This study was supported by the Foreign, Commonwealth & Development Office (FCDO) and by the International Growth Centre (IGC).

We thank the IGC team—Giles Jones-Dickinson, Jess Clark and Margie Anderson—for their research and programme support. We thank Marziana Mahfuz Nandita, Economic Adviser, FCDO for timely comments that improved the study and report. We thank Didarul Anam Choudhary and Morsheda Parvin from UCEP Bangladesh for their cooperation and partnership.

We thank our team of enumerators and supervisors who diligently collected data in spite of the challenges of the lockdown. We also thank our colleagues from Innovations for Poverty Action—Proma Saha, Rubait Rahman, Mahir Labib Choudhary, Zaima Promy, and Anika Mujib—who were instrumental in planning and smoothly executing the data collection and reporting.

## EXECUTIVE SUMMARY

The COVID-19 pandemic is an unprecedented global challenge that has touched nearly every aspect of daily life. As a low-income country with strong ties to the global economy, Bangladesh is especially susceptible to the negative economic impacts of the pandemic. And impacts are unlikely to be evenly distributed – poorer households, especially in those with members working in the sizable garment sector, may be most directly affected by these economic shocks and also have fewer resources to cope with the challenges over the past year.

In order to understand the real-time impact of the pandemic on vulnerable households across Bangladesh, Innovations for Poverty Action (IPA), in partnership with the Underprivileged Children's Education Programme (UCEP), conducted a two rounds of surveys with parents across Bangladesh in July and December 2020. These are parents who had intended to enrol their children in a remedial education program, ROLLS, developed and run by UCEP. The ROLLS program targets youth who have not yet completed a grade 4 education. Consequently, the families it serves have relatively low socio-economic status (SES). The purpose of these surveys was to learn how households have fared during the pandemic, particularly in the aftermath of the initial economic lockdowns.

These surveys complement a growing body of research documenting the impacts of the Covid-19 on households across low-income countries. Two particular strengths of this study are the focus on multiple dimensions of household well-being and the timing of these surveys; by speaking with households both several months and nearly one year after the beginning of the pandemic, we can observe which impacts have persisted after the general economic lockdown from March through May ended.

In the first round of surveys (conducted in July and August 2020) funded by FCDO, IPA contacted approximately 2,700 households and ultimately surveyed 1,816 of these. The International Growth Center (IGC) funded a subsequent survey round conducted in December 2020 in which we attempted to reach almost 4,000 households and surveyed 2,265. For this round, we recontacted members of the round 1 sample, and we invited new households with slightly older children, those who had intended to enroll a child in grades 5 through 8 at a UCEP school for the 2020 academic year. We also conducted in-depth qualitative interviews with 30 households.

We interviewed both mothers and fathers of UCEP's targeted children in each survey round. The mothers' survey asked for detailed information about the households' sources of income, any recent migration, receipt of economic assistance, food security, education activities of children, treatment of children, as well as the psychological wellbeing of the mothers and whether they had faced intimate partner violence at home. The surveys conducted with fathers asked about earnings and economic wellbeing. In the second round we also measure fathers' psychological wellbeing.

Our first-round survey results highlight several key findings:

1. Households have faced **significant economic hardships** due to the pandemic. More than three-quarters of mothers (77%) and nearly all fathers (90%) in our study reported a drop in earnings since the pandemic began.
2. The pandemic has **jeopardized food security among vulnerable households**. Over 90% of households in our study reported eating less preferred foods, and nearly the same number reported reducing meals or meal sizes.
3. These changes have been accompanied by **changes in women's decision-making power** and **increased their reported incidence of intimate partner violence**. While 40% of mothers report having less decision-making ability relative to before the closures, another 14% report having more decision-making power. Nearly 40% also report facing more violent or abusive behavior from their husbands. In qualitative interviews, women cite husbands' job loss and increased stress due to financial hardships as drivers of increased discord.

4. Women report **symptoms of depression and anxiety** at high rates. Two-thirds of mothers report at least mild depression, based on their responses to the PHQ-9 inventory, while one-third report symptoms consistent with moderate, moderately severe, or severe depression.<sup>1</sup> This hardship has not been confined to the households we interviewed; women reported feeling that both they and others in their community were stressed due to economic hardships and uncertainties brought about by the pandemic.

Across these outcomes, we see similar patterns persist in the second survey round.

5. **By December 2020, economic hardship has slightly lessened.** Specifically, fewer households are relying on less preferred foods or reducing the size or frequency of meals (from 92% and 87% to 75% and 59%, respectively).
6. **Households' coping strategies have shifted as well.** While only 6% had recently borrowed money from a microfinance institution or NGO to cope in July and August, 17% had by December. Households were less likely to use savings (perhaps because they had already been depleted) or to receive assistance from extended family members, but they were more likely to be looking for additional ways to find money.
7. Despite a reduction in economic stress, we see **self-reported mental health worsening** among mothers surveyed in both July and December 2020. Comparing depressive symptoms reported by mothers *and* fathers, we see that **mothers self-report depressive symptoms at much higher rates than fathers**: the average PHQ-9 score for mothers is 8 (mild depression), while the mean for fathers is 3 (none/minimal depression)

In this second round, we also collected information on children's educational activities and mothers' aspirations.

8. Although school closures persisted countrywide, **most children (79%) had done some form of educational activity at home.** However, in qualitative surveys, the poorest households reported being much more worried about the health of their children than about their ability to continue with educational activities
9. Currently, students spend an **average of 11 hours per week on education**, and **more than half received some form of tutoring** in the past month. Students were most likely to receive help from family members or tutoring from neighbors. **Extremely few were using television or online resources** to support their education (4% and 2%, respectively), and in qualitative surveys, most mothers described multiple barriers to continuing remote education for their children, including not being able to afford at-home investments that were needed for remote learning.
10. Among respondent households, **girls were more likely to be engaged in educational activities than boys**, though it should be kept in mind that households in this study could be differentially more likely to value girl's education, as they were selected because they had planned to enrol a child in a UCEP school, which strives for an equal gender balance in its enrolment.
11. **Most parents report that their children will "definitely" return to school** when they re-open, and these rates are higher for girls (82%) than for boys (75%). While parents have long-run educational aspirations for their sons, boys are more likely to have taken on extra work to support their families during this crisis.

In sum, we find that significant economic hardships, including food insecurity, have persisted well after the lockdowns lifted, which highlights the **need for continued assistance** for vulnerable households. Despite these stressors, education has remained a priority for parents, although there is substantial variation in whether families can provide instruction or afford tutoring. **Policymakers should anticipate not only substantial learning losses, but a likely expansion in inequality of these losses, given the heterogeneous supports available to students.** As schools re-open, developing and implementing remedial programs to **target these learning gaps without discouraging or overwhelming students and parents** will be essential.

---

<sup>1</sup> Here, we are pooling across both survey rounds.



So long as schools remain closed or only partially open, **low-tech remote learning supports** for students and/or families would be critical. Continued economic hardship may also pose a **challenge for the return to in-person schooling, particularly among boys** who have been working to help support their families. **Supporting school outreach efforts and exploring ways to reduce the opportunity cost of schooling** may be beneficial.

While the pandemic appears to have harmed women's mental health and increased intimate partner violence, the extent of distress experienced highlights that the crises in both domains have deep, pre-pandemic origins. During the current pandemic, and in preparation for the future, **strengthening systems to support women's mental health and reduce intimate partner violence** could have far-reaching impacts.

## INTRODUCTION

The COVID-19 pandemic is an unprecedented global challenge that has affected the health and livelihood of billions worldwide. Citizens of low-income countries have been affected by the pandemic in nearly all areas of life, and the impacts have been particularly challenging for those with limited access to social safety nets. Bangladesh is especially susceptible to the negative economic impacts of the pandemic due to its strong ties to the global economy, and these negative demand shocks are likely to persist throughout and after the pandemic.

In order to understand the real-time impact of the pandemic on vulnerable households across Bangladesh, Innovations for Poverty Action, in partnership with the Underprivileged Children's Education Programme (UCEP), conducted a two-round survey across Bangladesh in July and December 2020.

This study originated from an earlier FCDO-funded study that was designed to measure the impact of UCEP's remedial education program during the 2020 academic year. However, the Covid-19 school closures made the continuation of classes, and therefore the evaluation, impossible. The needs of households that are current or potential clients of UCEP's schools have also changed drastically since the beginning of the pandemic. Recognizing the sweeping changes in the economy and lives of households and children in this context, we pivoted our study design to answer questions that are pertinent to the current situation and that will provide useful and timely insights to stakeholders and policymakers alike.

During the first round of surveys, we conducted detailed surveys with current and potential clients of UCEP, consisting of low-income households, many of whom have children who are at risk of not returning to school after the pandemic. In this first round, we collected information on the current economic wellbeing of households, and we measured the welfare of women and children in terms of their food security, mental health, and experience of domestic violence. We interviewed mothers as well as fathers in the household, and we describe our methodology and findings below.

With financial support from the International Growth Centre, we conducted a second round of surveys in December 2020. We attempted to resurvey the first-round sample, which we supplemented by recruiting new families that did or intended to enrol slightly older children in a UCEP school. This second round repeated many of the same modules as the first, but it focuses more on children's educational activities and parents' aspirations and expectations for their children's schooling in the short and longer term.

In this report, we discuss findings from the first and second rounds of the survey. These two survey waves provide a detailed look into households' well-being at two distinct points in the pandemic. Additionally, we use the panel of respondents interviewed in both rounds to examine changes over time. We complement this analysis with findings from a qualitative survey with 30 mothers conducted in December 2020, which provides a more detailed look into the well-being of parents and how their lives have changed since the onset of Covid-19.

## EVALUATION SETTING

### Evaluation Partners

#### **UCEP**

UCEP Bangladesh is a non-governmental organization that provides subsidized remedial and vocational training programs to low-income youth who have dropped out of school or are at risk of doing so. It works with adolescents and adults, and it prioritizes the rights of Bangladesh's women, children and adolescence from poor and deprived families.

## **FCDO**

The Foreign, Commonwealth and Development Office (FCDO), then Department for International Development, is a department of the Government of the United Kingdom, which pursue national interests and projects the UK as a force for good in the world. They promote the interests of British citizens, safeguard the UK's security, defend the UK's values, reduce poverty and tackle global challenges with their international partners. The FCDO in Bangladesh commissions projects and development research in education, health, poverty alleviation, gender equality etc.

## **IGC**

The International Growth Centre (IGC) aims to promote sustainable growth in developing countries by providing demand-led policy advice based on frontier research. The IGC directs a global network of world-leading researchers and in-country teams in Africa and South Asia and works closely with partner governments to generate high-quality research and policy advice on key growth challenges. Based at LSE and in partnership with the University of Oxford, the IGC is majority funded by the UK Foreign, Commonwealth and Development Office (FCDO).

## **IPA**

Innovations for Poverty Action (IPA) is a non-profit research and policy organization that specializes in the successful design and implementation of impact evaluations of development interventions using randomized controlled trials. IPA's global network of country programs offers supportive infrastructure and established relationships with key stakeholders including expert researchers. To date, IPA has impacted over 50 million people through more than 830 evaluation in over 50 countries. IPA Bangladesh was established in 2010 as an IPA country office and currently has 43 full-time staff and a pool of more than 500 field officers. IPAB has completed 27 large-scale evaluations thus far, with 29 more ongoing and more than 25 in the pipeline.

## **Background**

The first known cases of Covid-19 were reported in Bangladesh on 8<sup>th</sup> March 2020, and country-wide closures were declared on 23<sup>rd</sup> March. The domestic slowdown due to the closures, and a decline in exports (particularly of ready-made garments) have had a devastating impact on its economy (Siddiquee and Faruk 2020). The shutdown of shops and the global decline in consumer demand have caused the global brands that Bangladesh ready-made garment (RMG) industry depends upon to cut orders running into \$3.7 billion as of June 26, according to one estimate (Preetha and Islam 2020). This also affects the financial sector, which has significant exposure to industry, particularly RMGs (Amit 2020). Bangladesh also has around 10 million workers overseas, and closures in their countries of residence and the drop in oil prices will likely greatly reduce remittances the country will receive during this period. Overall, the country's growth rate fell from 8.4% in 2019 to just 0.5% in 2020 (UN DESA 2021)

The research response to the Covid-19 pandemic has been swift, and a wave of new studies have examined the impact of the Covid-19 pandemic on the lives of individuals worldwide. In this discussion, we provide a brief overview of what researchers have already learned in four key domains central to this study: children's education, economic wellbeing and food security, mental health, and intimate partner violence.

### **A. Children's education**

The school and university closures resulting from the Covid-19 pandemic have caused severe disruption in education, with UNICEF estimating an impact on 1.6 billion students worldwide, or 91% of all students (UNICEF 2020). Bangladesh announced the closure of all schools on March 17, 2020, which remains in effect as of January 2021. In August, the government announced cancellation of the public examinations for this academic year - PEC

examinations (Grade 5), JSC examinations (Grade 8) and the HSC examinations. For the remaining Grades 6, 7, 9, the government announced in September that internal evaluations were to be used for promotion to the next grade. For this academic year starting January 2021, the government has indicated that educational institutions may be partially reopened in February.

Existing evidence suggests that the school closures are likely to lead to learning losses and higher drop-out rates, which may have long-lasting effects on their employment and earnings prospects. In the wake of school closures in Sierra Leone as a result of the Ebola pandemic, school enrolment fell precipitously among young girls (Bandiera, et al. 2020). missing school hours reduces the skill growth of students, and also increases the time parents need to spend in childcare and ensuring home education. Staying at home increases social isolation for children, which may have consequences on their mental health. The closures also coincided with the yearly summative assessment window in most countries, which resulted in them being postponed or cancelled, thus preventing an important measurement of academic progress. The effects are more severe for disadvantaged communities, and have interrupted learning, compromised food security and childcare, and consequently had a major economic cost. As distance learning becomes the primary alternative to classroom education, unequal access to technology and other resources necessary may exacerbate gaps in learning caused by economic disadvantages. Many households also depended on schools for free or discounted meals for their children, and for them, coupled with the loss of income, the closures have disrupted food security. As the lockdown continues, drop-out rates might increase, and children may also be forced into child labour.

In Bangladesh, early research suggests that the closures have reduced educational investment, although evidence on the extent of this reduction has been more mixed. One study of poor children in rural and slum areas found that study time was 80% lower in May 2020 relative to the few months before the closures (Asadullah 2020). However, another survey of adolescents found that nearly all students were studying and receiving support from their families (Baird, et al. 2020). Both studies found that the use of educational technology, such as watching government-broadcast lessons on Sangsad TV or accessing remote lessons on the internet, has been low.

## **B. Economic wellbeing and food security**

The Covid-19 pandemic led to large and immediate employment and earnings losses across Bangladesh (Genoni, et al. 2020). The authors of this study found that in Dhaka and Chittagong, 80% of wage earners and nearly all employers reported lower than usual earnings around May 2020. Relative to men, women experienced relatively greater rates of job loss, which in turn could affect their bargaining power at home.

These economic losses can translate to increased food insecurity. Genoni et al (2020) find that in general, poor and vulnerable households report reducing food consumption as a primary strategy to cope with income shocks. Recent surveys indicate that the pandemic is indeed negatively affecting food security. According to a rapid response survey conducted by the Power and Participation Research Centre (PPRC) and the Institute for Governance and Development (BIGD), over 40% of vulnerable households reported reducing food consumption during the pandemic (Rahman, et al. 2020). Similar impacts on food security, as well as negative impacts on income, have been found in another recent survey in Bangladesh (Ahmed, et al. 2020).

## **C. Mental health**

The stress imposed by worsening economic conditions and health concerns, coupled with increased isolation from closures, has been associated with documented reductions in mental health across contexts worldwide (Wang et al. 2020). Relatively poor children in rural Bangladesh reported worse mental health across multiple dimensions as

of May 2020 relative to the months before the pandemic (Asadullah 2020). The GAGE survey found that while the incidence of moderate to severe depressive symptoms was low in adolescents, 80% of those surveyed said that household stress had increased, and 75% said that they were at least “moderately scared” about Covid-19 (Baird, et al. 2020).

## **D. Violence against women and children**

A growing body of evidence has found that the Covid-19 pandemic has led to a rise in violence against women and children (Peterman and O'Donnell, COVID-19 and Violence against Women and Children: A Second Research Roundup 2020), what the United Nations has termed a “Shadow Pandemic” (United Nations Women 2020). Turbulent episodes caused by economic hardship, natural disasters, or conflict have been known to be linked with corresponding increases in gender-based violence, as well as the mistreatment of children. These dynamics are likely to be present in the Bangladeshi context as well. The lockdowns themselves may have exacerbated women's and children's risk of violence as well. In India, the lockdowns lead to a 0.47 standard deviation increase in domestic violence complaints in areas with the strictest lockdown measures relative to those with the least strict (Ravindran and Shah 2020).

# **Research Design**

## **Research methodology and key questions**

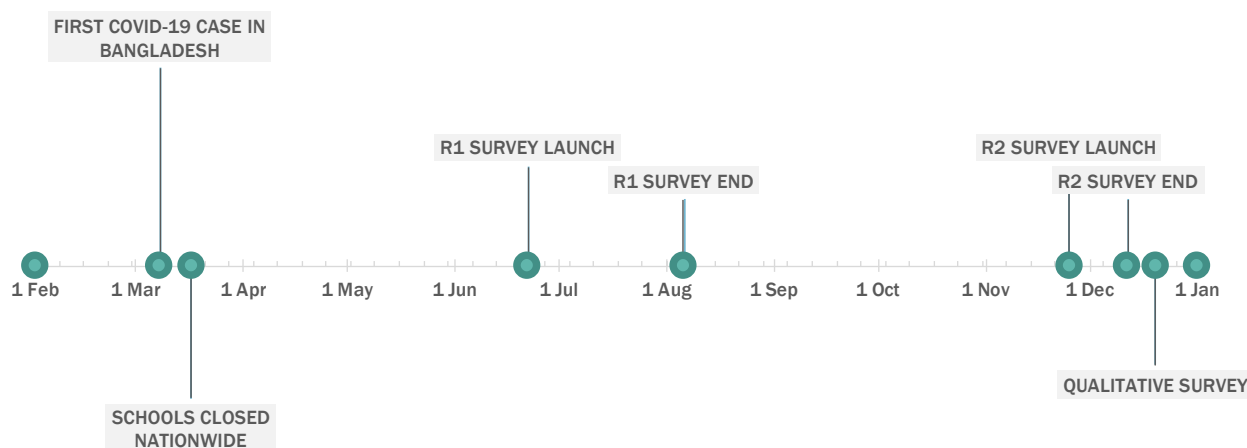
This study emerged from an initial partnership between UCEP, FDCO, and IPA that launched a study to evaluate the impact of UCEP's flagship ROLLS program, an accelerated remedial education program for youth who have not yet completed a grade 4 education. The baseline survey for this study was ongoing when the Covid-19 pandemic triggered a countrywide lockdown and subsequent closure of school, necessitating a halt to the project. In light of the challenges that the pandemic has posed for the households in the original study, the research team pivoted to collect evidence on the impact of closures on these vulnerable households in the UCEP sample. The research team worked with UCEP to understand their need for evidence and implemented two rounds of phone surveys that address the following research questions<sup>2</sup>:

1. What is the real-time impact of COVID-19 on vulnerable households' food security, income, education, and physical and mental health?
  - o How are impacts different for women and men within the household?
2. What is the willingness to pay for education or skills training programs, such as those provided by UCEP?

In July 2020, IPA conducted the first round of quantitative surveys, which focused on households' food security, income, and well-being. In December 2020, IPA conducted a second round of quantitative surveys along with a series of qualitative surveys. Figure 1 shows the timeline of research activities.

---

<sup>2</sup> The revised research questions initially approved by FDCO included analysis of differential impacts between urban and rural areas. However, the study population all lives in urban and semi-urban areas, so this question cannot be effectively answered. In addition, this study initially intended to examine the impact on particular employment sectors. While this study is suited to assess well-being of households who work in different sectors, it cannot speak directly to the broader macroeconomic impacts, so we removed this as well.



**Figure 1. Timeline of research activities**

Both rounds of the survey consisted of two parts: a “main” survey, for which we targeted the mother of the school-age child who had intended to enrol or did enrol in a UCEP school. When the mother could not be reached, we instead surveyed the child’s father or another family member. We also contacted the child’s father separately for a short “fathers” survey that focuses on his employment status and earnings during the pandemic.

## Sample Selection

IPA selected respondents from the pool of households who lived in the catchment areas of UCEP schools, had at least one school-age child and had demonstrated interest in enrolling their children in a UCEP school for the 2020 school year. In late 2019, IPA collaborated with UCEP schools to launch an enrolment campaign for their basic and lower secondary programs. Specifically, IPA and UCEP recruited students for an accelerated remedial education program (ROLLS), which covers grades I through IV content in one academic year, and also for grades V through VII. IPA compiled a master list of interested students based on students recruited during the campaign (the campaign survey) and students who enrolled directly with the UCEP schools.

There was a total of 4617 students in the master list from these schools, with some duplication of students records from school lists and from IPA’s campaign efforts. IPA conducted an in-person baseline survey with 1,478 students beginning 6<sup>th</sup> March 2020, focusing on the students with available contact details first and then searching for those students without any contact information, until the survey was halted on 20<sup>th</sup> March 2020 due to the pandemic. When the team pivoted to Covid-19 response phone surveys, we restricted this master-list sample to those with at least one valid contact number. Duplicate student records, resulting from multiple sources of data and multiple eligible children in a household, were dropped when sampling and when identified during the phone surveys.

The resulting total sample for the Round 1 (R1) phone survey in July 2020, was 2714 households across 24 UCEP school catchment areas in Chittagong, Dhaka North, Dhaka South, Gazipur, Khulna, Rajshahi, Rangpur, and Sylhet. 46% of these students were recruited from IPA’s final campaign while 54% were from potential student lists in school registers. Only 21% of the final sample of 2714 students were formally enrolled in UCEP schools (as matched with school records in February), and they attended just 20 days of school before the lockdown was announced in March.

The second round of phone surveys in December 2020 targeted both consented and inaccessible (phone not received, phone switched off etc.) households from Round 1, supplemented with 1691 students in grades 5 through 8. The

resulting Round 2 (R2) sample was 3955 households; 57% had a child eligible for the ROLLS category and 43% had children in higher grades.

The qualitative survey sample comes from a randomly selected sub-sample of household from the completed R2 surveys, stratifying on children's grade, educational activity and parents' educational aspirations.

## DATA COLLECTION

### Survey Instrument Design

See Appendix A for a copy of the full R1 Main and Fathers surveys and Appendix B for a copy of the R2 Main and Fathers survey. We elicited the following measures in each survey round:

#### Round 1

##### Main Survey (primarily mothers):

1. Resources spent and reasons for migration.
2. Reasons for individuals leaving or joining household.
3. Household earners, impact of closures
4. Employment and earnings, impact of closures
5. Meals missed.
6. Means of assistance used.
7. Mental health
8. Attitudes towards children
9. Household decisions taken by mother, changes.
10. Intimate partner violence, changes.

**Fathers Survey:** Employment and earnings, impact of closures

#### Round 2

##### Main Survey (primarily mothers):

1. Household earners
2. Employment and earnings, impact of closures
3. Meals being missed, smaller meals.
4. Means of assistance used.
5. Mental health
6. Attitudes towards children
7. Household decisions taken by mother, changes.
8. Intimate partner violence, changes.
9. Child by child education and time use

**Fathers Survey:** Employment and earnings, mental health

We conducted qualitative surveys with mothers in 30 households to explore the credit constraints that households face and the types of education they would be interested in for their children. Additionally, this survey allows us to understand more deeply other challenges faced by mothers and their communities more generally. We integrate the results of this survey alongside the quantitative results to provide a more complete picture of how Covid-19 has affected households, with a particular emphasis on schooling and skills training decisions for low-income households.

All surveys were administered over the phone in Bangla. The instruments, approved by the Institutional Review Board (IRB), were translated from English to Bangla. Prior to launching each phone survey, the instrument was rigorously piloted with a smaller, experienced team to inform survey durations, improve translation and ensure clear communication of question intent. IPA then programmed the survey instrument using SurveyCTO, a data collection software. The software's computer-assisted telephone interviewing (CATI) functionality, allowing calls to be made and tracked from within the application, was used for both survey rounds. The software automatically recorded five 1-minute audio selections in both rounds and these recordings were audited for quality purposes, as detailed in the next section.

Completed surveys remained encrypted as soon as surveyors finished an interview. Once transferred from the SurveyCTO server to IPA computers, all files were encrypted using Boxcryptor. Only persons with IRB approval to handle

data with Personally Identifying Information (PII) could view PII. For the round of qualitative surveys, a protected Google sheet, with no identifying information, was used to record data elicited in a recorded, in-depth interview.

## Field Work and Response Rates

### Field staff recruitment & training

**Round 1:** The R1 data collection team consisted of 21 female enumerators: 16 for the Main survey and 5 for the Fathers survey. A team of one field manager and two supervisors oversaw data collection activities, and two back-checkers and one audio auditor ensured that the data was of high quality. The enumerators were recruited based on their experience as well as ability to speak certain dialects of the target respondents, particularly Sylhet, Chittagonian, and Noakhali. The total sample of 2714 was assigned randomly to enumerators, although enumerators with specific dialect skills were assigned with respondents from those corresponding regions. Two enumerators left the team during the course of the survey.

Supervisor and enumerator training took place for 4 days between 14<sup>th</sup> June to 25<sup>th</sup> June 2020 on Zoom. A refresher training was held on 1<sup>st</sup> July 2020 to discuss the revised survey protocol, revised data sending protocol and tracking section. Also, short meetings took place every second day during data collection for performance improvement.

In this and the subsequent round, the training comprised of discussions on the phone survey protocol, Zoom meeting protocol, detailed section-wise questionnaire discussion, communication plan, data-sending protocols etc. The team arranged question-answer sessions and practice sessions, including additional practice on accurate data entry, to identify and address any issues or concerns and to monitor the enumerators' performance. Mock surveys were conducted towards the end of training, and each enumerator was debriefed on specific issues.

**Round 2:** The R2 data collection team was structured similarly, with 23 female enumerators for the Main survey and 14 enumerators for the Fathers survey. Nearly two-thirds of enumerators (13, or 62%) had worked on R1. The supervisory team consisted of one field manager and three supervisors (two for the Main survey and one for the Fathers survey). One audio auditor reviewed recorded audio excerpts. Similar to R1, the target sample of 3955 households was, after aligning dialect skills, randomly assigned across enumerators.

The Main survey team trained for 4 days between 2<sup>nd</sup> and 8<sup>th</sup> November 2020. Before launching the Main survey on 15<sup>th</sup> November 2020, a final training was held. A refresher training was held on 20<sup>th</sup> November 2020, which mainly focused on the survey experience of the enumerators, data quality, productivity, and some minor questionnaire adjustments. Also, short meetings took place every week of the phone survey for performance improvement. The Fathers survey team was trained for 2 days between 22-23 November 2020 and the survey launched on 24<sup>th</sup> November.

**Qualitative survey:** 3 experienced female enumerators were recruited to conduct 30 qualitative surveys, which were recorded through a third-party application. The training was conducted for 2 days from 13-14 December 2020 and the interviews administered between 17-21 December 2020. Two encoders listened to audio recordings and encoded responses onto a Google sheet from 19-25 December 2020.



## Quality control

The following measures ensured that survey progress was closely monitored and that the collected data was of high quality:

- (1) **High-frequency checks:** IPA conducted high-frequency checks to identify collection issues in real time. These included measures of enumerators' performance, time taken per survey, enumerator productivity, survey result, outliers, missing values, and other specified values. If any unusual figure appeared, the enumerator was contacted immediately to find out the reason behind the unusual pattern. If any enumerator took longer than the usual survey duration, her survey data was checked, she was contacted, and remedial steps were taken. If any unusual value was noticed in the collected data, the enumerator was contacted to double check. If any common issues arose, they were addressed in the refresher training and debriefs. The enumerators also kept notes to support data scrutiny and later cleaning.
- (2) **Back checks:** In R1, a team of back checkers called 10% of the households surveyed and asked a several selected questions from the original survey. The responses to these questions were then compared to the original responses. In R2, back-check surveys was replaced by more intensive audio audits.
- (3) **Audio audits:** Up to five minutes of survey audio was recorded, and the location of these checks varied by survey. For each date of the survey, one audio auditor listened to 10-12 of the random audio recordings to assess how individual enumerators asked questions and interpreted responses, and also to understand the respondent's comprehension, comfort, etc. The auditors recorded their assessment, which was frequently reviewed by the Field Manager in conjunction with data from back-checks and high-frequency checks.
- (4) **Progress tracking:** IPA staff built a dashboard for the surveys which pulled real-time data from the server in round 1, and in round 2, a tracking sheet was generated to track the field progress and performance of the enumerators. The dashboard or tracking sheet mainly provided an overview of signify the daily outcome, productivity, response rate and the enumerator's performances.

## Recruitment protocols

In both rounds (R1 and R2), surveyors prioritized reaching the mother of the target student for the **Mothers (or "Main") survey**. If the mother was unavailable, enumerators attempted to survey the father. If neither the mother nor father were available, enumerators tried to survey another family member who was responsible for the child and could provide information properly. In R1, 92% of respondents to the Main survey were mothers, 4% fathers and 4% other family members, mostly the child's grandmother. In R2, 90% of Main survey respondents were mothers, 5% fathers and 5% other family members, again, mostly grandmothers along with some sisters and aunts.

We attempted to reach the household again within 1-2 weeks for the short **Fathers (or "Mini") survey** with the help of more contact numbers elicited during the Main survey targeting process. For example, in R1, for the father survey, there were two main phone numbers provided to the enumerators, one of the father's and the other a back-up, usually the mother's. A total of 4 days was spent attempting to reach the respondent(father) in round 1 survey, and the enumerators attempted to reach the father by calling the father's number twice a day for the first two days, then for the next two days they tried the back-up number. In R2, we attempted for only 2 days. Whereas in R1, all households were targeted for the Fathers survey, in R2, only the households where the mother had completed the Main survey were targeted. Consequently, the response rate on the Fathers survey in R1 was 51% compared to 67% in R2. For the **Qualitative survey**, enumerators attempted households that were strategically sampled from the sample, stratifying on child's grade and educational activity and parent's aspirations, until they completed 30 interviews of mothers of target students.

Initially, surveyors started working from 9AM to 6PM. Later on, this was changed to allow flexible calls based on respondent availability to maximize response rates. In R1, surveyors attempted each number twice a day for an average of 3 consecutive days before closing a case as “No one picked up” or “Phone number no longer valid” in R1. In R2, we reduced attempts to 2 consecutive days in R2 because we found that any attempts after the fourth were largely ineffective. Although useful for in-depth response analysis, the attempt variable was not recorded properly in the electronic survey forms or tracking sheets, a lesson for future rounds.

## Survey Timeline and Response

The Main surveys took an average of 36 minutes in R1 and 37 minutes in R2. The Fathers survey took an average of 12 minutes in R1 and 17 minutes in R2.

As Table 1 shows, in R1, the Main survey response rate was 67%, yielding a sample of 1816, and mothers comprised 92% of respondents. We surveyed 1393 fathers, yielding a response rate of 51%. In R2, the Main survey response rate was 58%, yielding a sample of 3955, of which 90% were mothers. The Fathers survey response rate, conditional on completing a Main survey and having available contact information, was 67%, yielding a sample of 1360.

In the Main survey, 1082 households, or 48% of the 2264 households sampled for both rounds, successfully completed both R1 and R2 surveys. In sum, 560 fathers (25% of those sampled for both rounds) responded to both R1 and R2 Fathers surveys. These constitute the panel samples for the respective Main and Fathers surveys.

**Table 1: Response summary**

	Round 1		Round 2	
	N	%	N	%
<b>MAIN SURVEY</b>				
Attempted	2714		3955	
Consented	1816	66.9%	2263	57.2%
Mother responded	1675	61.7%	2029	51.3%
Father responded	75	2.8%	123	3.1%
Other responded	66	2.4%	111	2.8%
<b>FATHERS SURVEY</b>				
Attempted	2714		2030	
Consented	1393	51.3%	1360	67.0%

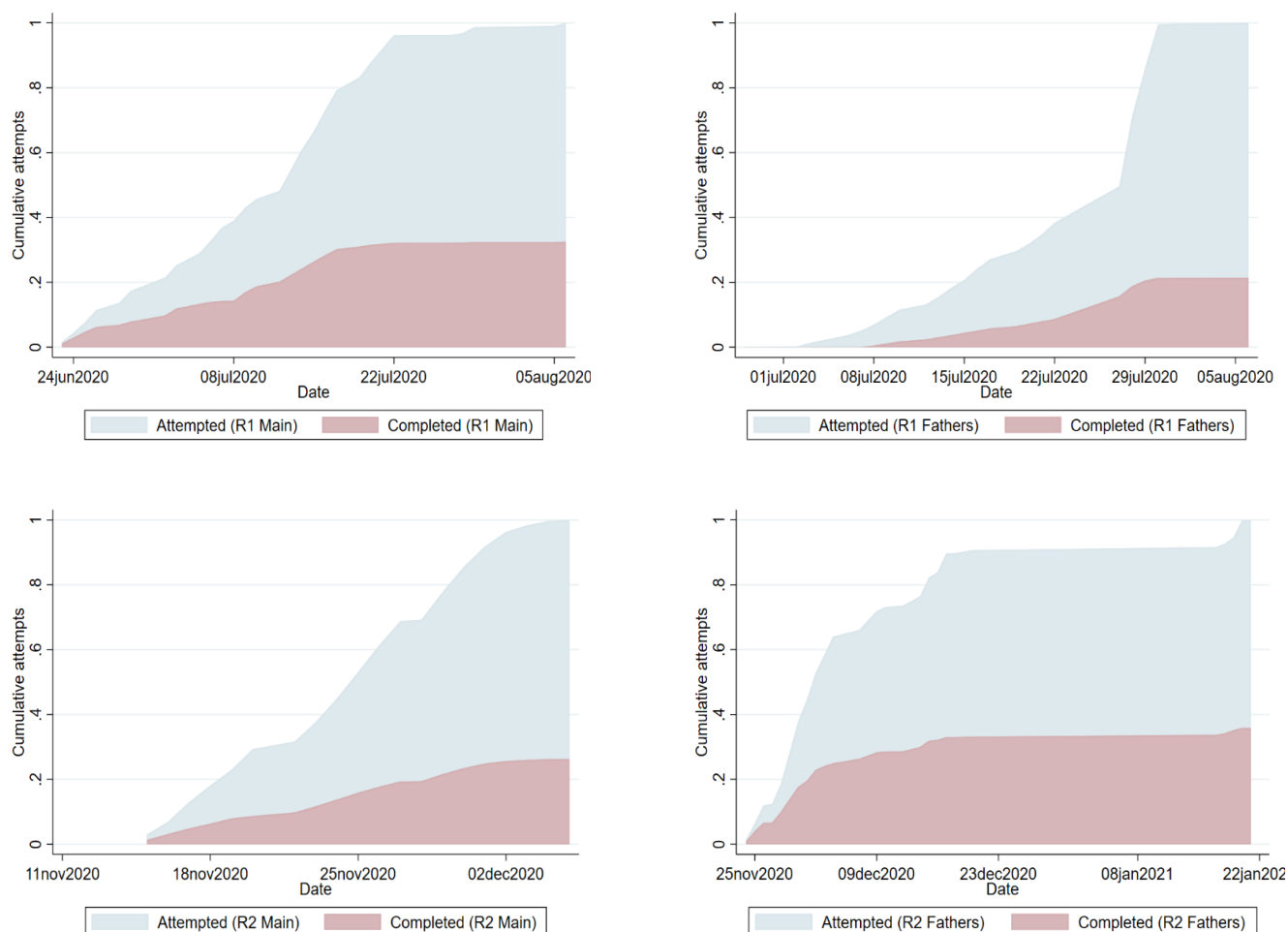
Phone numbers were no longer valid for almost 20% of total cases, which was the primary source of non-response, and this issue persisted in R2. In R2, respondents seemed to be busier, as nearly 20% of the non-responses were because people did not answer the call. In R2, it was especially hard to schedule a time for the fathers to talk - the share of fathers that we contacted but could not find a suitable time to interview in R2 was 16%. Once consented, about 2-5% terminated the surveys early, primarily because they were busy and did not have time or they just did not want to continue. Although in R1, 20% of those who terminated the survey early felt offended at the survey questions, this reduced to about 9% in R2.

**Table 2: Reasons for non-response**

	Main Survey		Fathers Survey	
	Round 1	Round 2	Round 1	Round 2
<b>N</b>	<b>898</b>	<b>1690</b>	<b>1321</b>	<b>670</b>
Phone number invalid	58.2%	57.9%	57.5%	22.5%
Wrong household	20.3%	7.3%	10.5%	3.3%
Refusal to talk	8.0%	11.3%	6.2%	5.2%
No answer	6.0%	18.9%	9.0%	21.2%
Duplicate	4.3%	1.7%	0.8%	0.0%
Could not reach target household	2.6%	1.7%	2.7%	0.0%
Unable to schedule	0.6%	1.1%	13.4%	47.8%

Figure 2 shows the cumulative attempts and cumulative successful attempts for the two surveys over time. In R1, a total of 5547 attempts lead to 1816 successes in the Main survey, while in the Fathers survey, 1393 successes took 6471 attempts. In R2, 6882 attempts lead to 2265 successes and 2935 attempts lead to 1360 successes.

**Figure 2: Cumulative attempts over time**

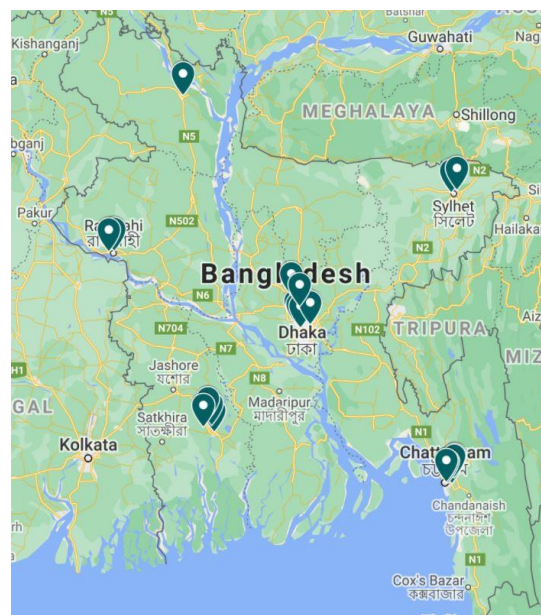


## Geographic distribution of respondents

Figure 3 shows the locations of the UCEP school catchment areas that form our sampling area. Sample households primarily live in the urban and semi-urban areas in these regions. About half are from Chittagong and Dhaka regions (Table 3).

**Table 3: Distribution of sample across regions**

	Round 1	Round 2	Total
Chittagong	25.2%	19.2%	21.6%
Dhaka North	16.8%	17.5%	17.2%
Dhaka South	13.4%	11.2%	12.1%
Gazipur	8.6%	6.0%	7.0%
Khulna	18.0%	21.5%	20.1%
Rajshahi	7.5%	8.7%	8.2%
Rangpur	5.9%	10.5%	8.7%
Sylhet	4.6%	5.4%	5.1%



**Figure 3: Distribution of UCEP school catchment areas included in sample**

## DESCRIPTIVE TABLES AND FIGURES

The following section describes the sample and summarises the responses by survey module. For modules asked in both rounds, we include data from the R2 survey. For some measures, changes have been compared for the panel respondents, who we successfully followed up.

## Household Demographics and Migration

Table 4 describes the composition of people in the household by age in our sample in R1. The average household has 5 members, with an average of 2.5 under the age of 18.

**Table 4: Household composition**

	Mean
Household size	5.15
Persons less than age 5	0.38
Persons between ages 5-17	2.15
Persons between ages 18-59	2.38
Persons between ages 60 and older	0.24
Anyone joined/left household in last 30 days (%)	3.7%
Persons joined (of those who reported a joining)	1.67
Persons left (of those who reported a leaving)	1.75

\* Note: N=1808; 8 respondents terminated the survey before this section

Only 4% reported that any members left or joined the household in the past 30 days. As Table 5, shows, the primary reasons someone left a respondent's household was to reduce expenses or for issues related to caring for family member. Caring for family members, along with visiting temporarily, were primary reasons for members joining respondents' households.

**Table 5: Reasons for leaving/joining the household**

	Left	Joined
Number of observations (N)	48	22
<i>Percent of responses</i>		
To reduce expenses because someone in my household lost their income	31.3%	9.1%
To have family help in caring for my children	22.9%	36.4%
To care for ill or elderly family members	20.8%	22.7%
For me or someone in my household to look for work	16.7%	13.6%
To reduce the chance people in my household get Covid-19	14.6%	0.0%
Visit/lockdown holiday	12.5%	22.7%
To avoid spreading Covid-19 to others	10.4%	0.0%
To financially support family members outside my household	6.3%	4.6%
Death	6.3%	0.0%
Marriage	4.2%	4.6%

## Migration

In R1, in the wake of the lockdown, we asked about the household's recent migration or plans for migration. Table 6 shows that about 6% of respondents reported that their household had moved since February 2020, with an additional 3% planning to move in the next month. On an average, those who moved spent 2000 Bangladesh taka (approximately USD\$24) during travel.

**Table 6: Household migration**

Migration	Mean	N
Household moved since February 2020 (%)	5.6%	1809
Household plans to move in next 30 days (%)	2.8%	1809
Time it took to travel, of those who moved (hours)	20.9	101
Cost of travel, of those who moved (BDT)	2062	101

As Table 7 shows, migration mainly happened as means to reduce expenses. Having or providing help in caring for elders and children and avoiding family members catching Covid-19 were also significant reasons.

**Table 7: Reasons for migration**

	<b>A Lot</b>	<b>A Little</b>	<b>Not at All</b>
To reduce expenses because someone in my household lost their income	48.0%	16.4%	35.5%
To have family help in caring for my children	25.7%	19.7%	54.6%
To care for ill or elderly family members	24.3%	15.8%	59.9%
To reduce the chance people in my household get Covid-19	23.0%	10.5%	66.4%
For me or someone in my household to look for work	11.8%	11.2%	77.0%
To avoid spreading Covid-19 to others	8.6%	7.2%	84.2%
To financially support family members outside my household	3.9%	15.8%	80.3%
Marriage	2.0%	0.7%	97.4%

*\*Note: Sample restricted to those who moved (N=101)*

## Economic Impact

Multiple studies have shown that the Covid-19 pandemic has created large, negative income and employment shocks for families across Bangladesh (Genoni et al., 2020; Ahmed et al, 2020). For the vulnerable households in this study, we find large reductions in the likelihood of employment persisting through July and into December 2020, although there has been some recovery by the end of the year.

### Household employment

Table 8 shows that the number of adults and children working fell after the closures. Specifically, the average number of adults who typically did any work for pay fell from 1.6 to 1.1, and this difference is statistically significant at the one-percent level. 10% of the households reported that they had children who typically did any work for pay. The average number of children in the households who typically did any work for pay pre-closures was 0.11, which fell to 0.07 over the past seven days

**Table 8: Average number of adults and children in household typically working for pay**

	<b>Mean</b>
Prior to the closures, no. of adults who typically did any work for pay	1.55
<u>In the past 7 days</u> , no. of adults who did any work for pay	1.07***
Prior to the closures, no. of children who typically did any work for pay	0.11
<u>In the past 7 days</u> , no. of children who did any work for pay	0.07***

*Note: N=1809.*

### Household earners

Table 9 shows how the distribution of primary and secondary household earners changed since the closures (R1) and in the month preceding the interview (R1 and R2). Prior the pandemic, nearly all households had a primary earner (99%). The father was the primary earner in 71% of households and the mother or another household member was a primary earner in 15% and 14% of households, respectively. Approximately half of households had a secondary earner, who was usually the mother or another household member. After the closures, however, 11% of households reported they had no earners, and the share of mothers as primary earners remained relatively flat. Among secondary earners, two-thirds of households no longer had a secondary earner in the household. Three months later, in R2, about 96% of the households again had a primary earner, the father in 71% of cases whereas the lack of a secondary earner remained high at 62% of households.

**Table 9: Primary and secondary household earners**

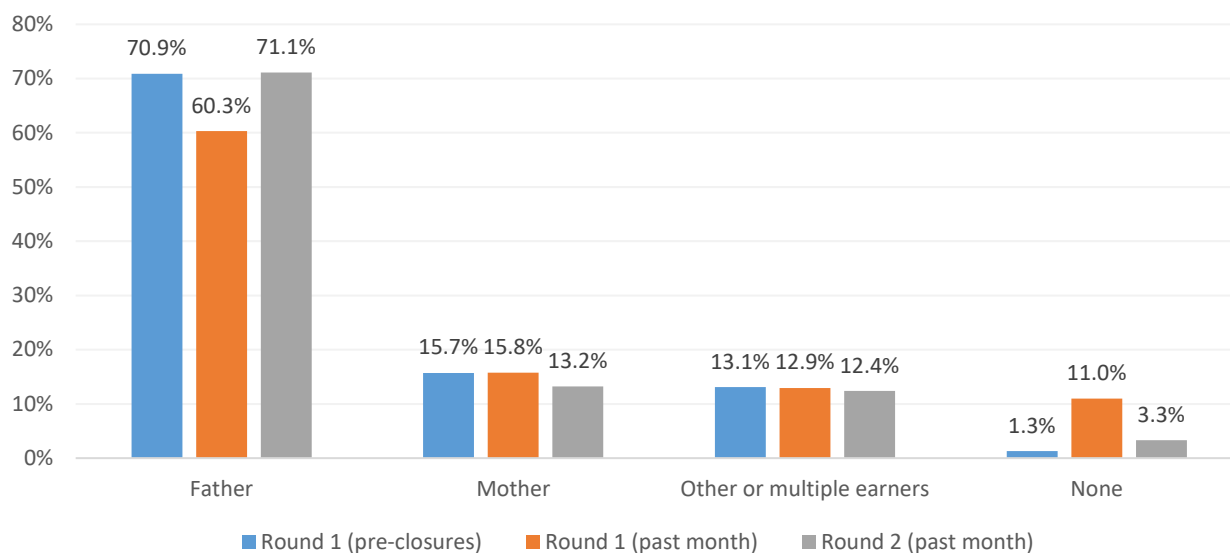
Earners in Household	Round 1		Round 2	
	Primary Earner	Secondary Earner	Primary Earner	Secondary Earner
<b>Prior to Closures</b>				
<b>N</b>	<b>1809</b>	<b>1809</b>		
Father	70.1%	10.6%		
Mother	15.0%	26.0%		
Other or multiple earners	14.3%	18.1%		
None	0.6%	45.3%		
<b>Past 30 days</b>				
<b>N</b>	<b>1809</b>	<b>1809</b>	<b>2232</b>	<b>2232</b>
Father	60.3%	7.8%	71.1%	6.0%
Mother	15.8%	13.0%	13.2%	17.4%
Other or multiple earners	12.9%	12.4%	12.4%	14.2%
None	11.0%	66.8%	3.3%	62.4%
Household had earner	89.0%	33.2%	96.7%	37.6%
Earner changed in last 30 days	18.6%	24.9%		

Table 10 shows in more detail how the identity of the primary earner shifted after the closures. At least 18% of households experienced a change in the identity of the primary earner: 8% experienced a switch from one family member to another, and 10% switched from one earner to no earners. In December 2020, though, as the lockdown has relaxed, fathers are driving the return of primary earnings for the household (Figure 4).

**Table 10: Primary earners pre-closures and in past 30 days, R1 survey**

Prior-to-closures	Past 30 days				Total
	Father	Mother	Other	None	
<b>Father</b>	58.3%	3.5%	1.1%	7.2%	<b>70.1%</b>
<b>Mother</b>	1.1%	11.7%	0.4%	1.9%	<b>15.0%</b>
<b>Other or multiple earners</b>	0.9%	0.6%	11.4%	1.3%	<b>14.3%</b>
<b>None</b>	0.0%	0.0%	0.0%	0.6%	<b>0.6%</b>
<b>Number of primary earners prior to closures</b>	<b>60.3%</b>	<b>15.8%</b>	<b>12.9%</b>	<b>11.0%</b>	<b>100.0%</b>

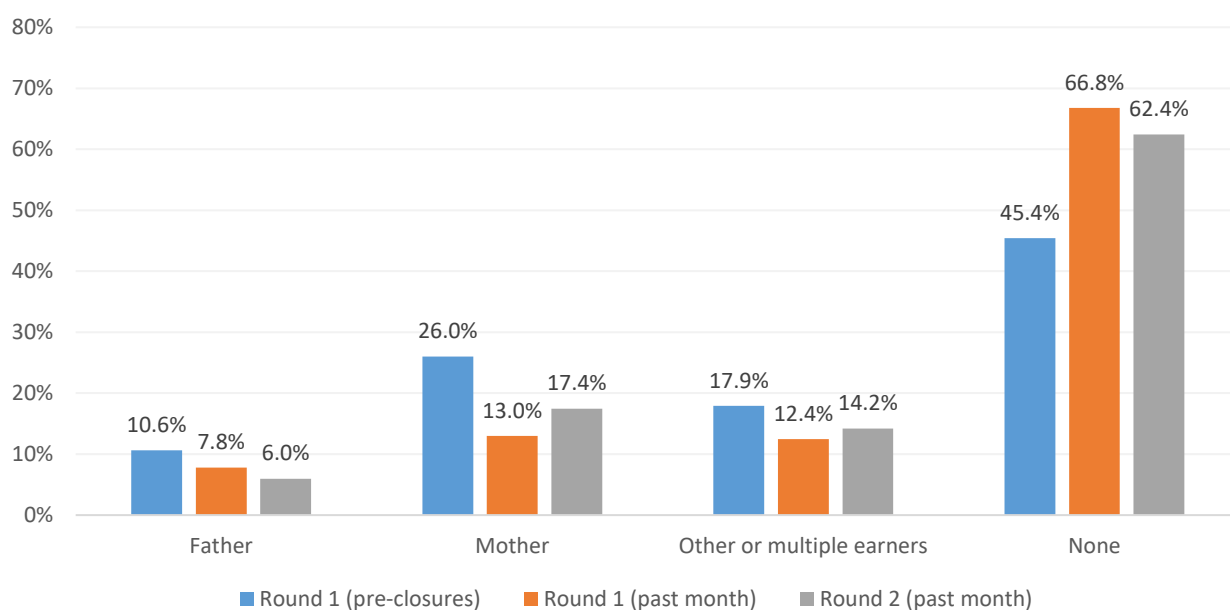
The extent of changes is even greater for secondary earners, as Table 11 shows. Prior to the closures, 55% of all households had a secondary earner, who was usually the mother (26% overall, 48% of all secondary earners). Over the past 30 days, only 33% of households had a secondary earner. At least 25% of households experienced a change in the identity of the secondary earner: 3% experienced a switch from one family member to another, and 22% switched from one secondary earner to no secondary earner. As the lockdown has relaxed, mothers are driving the return of secondary household earnings, although employment has not returned to pre-closure levels (Figure 5).



**Figure 4: Distribution of primary household earners over time**

**Table 11: Secondary earners pre-closures and in past 30 days, R1 survey**

Prior-to-closures	Past 30 days				Total
	Father	Mother	Other	None	
<b>Father</b>	6.4%	0.2%	0.2%	3.8%	<b>10.6%</b>
<b>Mother</b>	0.9%	12.4%	0.6%	12.1%	<b>26.0%</b>
<b>Other or multiple earners</b>	0.4%	0.2%	11.6%	5.9%	<b>18.1%</b>
<b>None</b>	0.0%	0.1%	0.2%	45.0%	<b>45.3%</b>
<b>Number of secondary earners prior to closures</b>	<b>7.8%</b>	<b>13.0%</b>	<b>12.4%</b>	<b>66.8%</b>	<b>100.0%</b>



**Figure 5: Distribution of secondary household earners over time**



## Respondents' employment and earnings

Table 12 summarizes the employment characteristics of the respondents of the Main survey. 45% had worked since February 2020, but only 32% had worked in the past week in July. Among those who had worked since February 2020, 76% were earning less compared prior to the Covid-19 pandemic. On average, respondents spent about 4 days over the past week at home in July. In R2, 40% overall had worked in the past week, of whom 77% were working for wages, up from 71% in R1. Mean monthly earnings of those who reported working in the week prior to the survey, was ₳4047 in July, which was 13% higher at ₳4562 in December, a difference that is statistically significant only at the ten-percent level.

**Table 12: Respondents' employment and earnings**

	Round 1		Round 2	
	Mean/%	N	Mean/%	N
Mean days stayed at home, past 7 days	4.04	1747	-	
Worked since February 2020	45.0%	1747	-	
Worked in last 7 days	31.8%	1747	39.9%	2231
Of those who worked in the past 7 days		555		890
Work for wages (%)	71.4%		76.7%	
Mean monthly wages in past 30 days (BDT)	4876	365	-	
Work for non-wage earnings (%)	28.6%		23.0%	
Mean monthly non-wage earnings in past 30 days (BDT)	1988	147	-	
Mean monthly earnings in past 30 days (BDT)	4047*	512	4562	859
Spouse worked for wages or profit (%)			77.3%	2216
Mean monthly earnings in past 30 days - Spouse (BDT)	-	-	7719	1533
Mean monthly earnings prior to closures - Spouse (BDT)	-	-	10540	1655

*Note: Some respondents reported earnings on a weekly or daily basis. We multiplied weekly earnings by 4 and multiplied daily earnings by 25 to generate a monthly measure.*

Table 13 lists occupations of the respondents, who reported working in the past 7 days in R1 (July) and R2 (December). In R1, about 34% of respondents work in factories, followed by 32% working as domestic help. While 34% reported factory work in July, only 23% reported factory jobs in December. Women increasingly reported retailing goods and services and taking up daily labour jobs.

**Table 13: Respondents' occupation, conditional on working in past 7 days**

	Round 1	Round 2
Factory line worker	33.7%	22.7%
Domestic help	32.3%	32.9%
Trade/business	8.1%	6.7%
Hawker	9.4%	13.5%
Semi-skilled construction worker	3.1%	3.1%
Skilled work	2.0%	3.5%
Day labourer	1.8%	5.6%

Cook	1.4%	2.5%
Rickshaw puller (motorised or non-motorised)	1.4%	0.7%
Farming and allied activities	1.3%	3.4%
Taxi/auto/van	1.3%	1.8%
Unskilled construction labourer	0.2%	0.8%
Cargo services	0.9%	0.2%
Begging	0.7%	0.6%
Miner	0.2%	0.0%
Religious officiant	0.2%	0.4%
Other (non-classified)	2.2%	1.7%
<b>N</b>	<b>555</b>	<b>890</b>

## Fathers' employment and earnings

Among fathers, Table 14 shows that nearly all (96%) had worked since February 2020, but only 75% worked in the past week in July. Nearly all (90%) were earning less compared to pre-Covid times. Average non-wage earnings in the past month were actually negative, at -564 BDT. Regardless of earning status, men were asked their mean weekly income in February and in the past week; weekly income fell by 62% from an average of ₹3360 BDT to ₹1276 BDT. Relative to mothers, fathers were much less likely to report they had stayed at home most days; on average, they reported not leaving home only 1.2 days over the past week. Mean monthly earnings of those who reported working in the past week was ₹3468 in July, and this was more than twice as high, at ₹8694 in among R2 respondents in December.

**Table 14: Fathers' employment and earnings**

	Round 1		Round 2	
	Mean/%	N	Mean/%	N
Mean days stayed at home, past 7 days	1.24	1393	-	
Worked since February 2020	95.8%	1391	-	
Worked in last 7 days	74.9%	1391	87.6%	1360
Of those who worked in the past 7 days		1042		1192
Work for wages (%)	48.6%		44.5%	
Mean monthly wages (BDT)	7525	476	-	
Work for non-wage earnings (%)	51.4%		55.4%	
Mean monthly non-wage earnings (BDT)	-564	479	-	
Mean monthly earnings in past 30 days (BDT)	3468*	9555	8694	1178
Mean weekly income in February (BDT)	3360	1376		
Mean weekly income in past week (BDT)	1276	1380		
Spouse worked for wages or profit (%)			31.5%	1358
Mean monthly earnings in past 30 days - Spouse (BDT)	-	-	3230	412
Mean monthly earnings prior to closures - Spouse (BDT)	-	-	5896	518

\*Some respondents reported earnings on a weekly or daily basis. We multiplied weekly earnings by 4 and multiplied daily earnings by 25 to generate a monthly measure.

Table 15 shows the distribution of fathers' occupations among those currently working. The most common occupations are driving (either autorickshaws, taxis, or vans); operating a trade or business of their own; working as a semi-skilled construction worker; and pulling a rickshaw. In R2, the share of fathers working as construction workers and day labourers is higher than in R1. The share of respondents in both the Main and Fathers survey engaging in farming activities increased substantially between the two rounds.

**Table 15: Fathers' occupations, conditional on working in past 7 days**

Occupation	Fathers Survey	
	Round 1	Round 2
Taxi/auto/van	15.1%	15.1%
Trade/business	14.4%	14.0%
Semi-skilled construction worker	13.1%	19.0%
Rickshaw puller (motorised or non-motorised)	12.4%	10.0%
Day labourer	8.4%	11.3%
Factory line worker	8.5%	4.7%
Hawker	9.9%	8.2%
Unskilled construction labourer	3.9%	1.4%
Skilled work	3.6%	3.6%
Cargo services	3.0%	3.2%
Watchman/Guard/Caretaker	2.6%	2.0%
Cook	1.5%	2.3%
Farming and allied activities	1.6%	3.4%
Domestic help	0.6%	1.3%
Begging	0.6%	0.1%
Religious officiant	0.2%	0.3%
Other (not classified)	0.5%	0.4%
<b>N</b>	<b>1042</b>	<b>1192</b>

## Change in earnings

Table 16 illustrates changes in earnings of respondents and fathers over time. Overall, the share that they were earning less now relative to before the pandemic fell from 77% to 61% for Main survey respondents and from 90% to 70% for Fathers survey respondents, though these differences should be interpreted with some caution because they represent a different set of respondents. Among those respondents interviewed in both R1 and R2, 52% of Main survey respondents said that they were earning less in December than when we last spoke to them in July, as did 74% of Fathers survey respondents. Only 11 to 12% of those respondents reported that they were earning more in December than they were in July 2020.

**Table 16: Change in earnings since closures**

	Since closures		Since we last spoke
	R1	R2	R2
<b>Respondents</b>	<b>786</b>	<b>568</b>	<b>656</b>
Earning more	4.1%	11.6%	12.0%
Earning same	19.1%	26.9%	36.3%
Earning less	76.8%	61.4%	51.7%
<b>Fathers</b>	<b>1346</b>	<b>654</b>	<b>685</b>
Earning more	1.5%	11.5%	11.2%
Earning same	8.4%	18.2%	14.5%
Earning less	90.1%	70.3%	74.3%

*Note: Sample restricted to respondents who reported having ever worked.*

## Coping strategies and assistance

*"My husband's income reduced due to Corona. We had to take a loan from one of our relatives to manage the household. Also, some days my child cried [for more delicious food], but we couldn't afford that."*

Table 17 shows that respondents have relied on multiple coping mechanisms to deal with the Covid-19 crisis, both during lockdown and more recently. Nearly all respondents relied on less preferred and less expensive food (92%) and reduced number or size of meals (88%) over the past 30 days in July (R1), and by December, the share fell to 75% and 58%, respectively. Nearly three-fifths of respondents borrowed money or food from friends or family, and one-third drew down from their own savings, which reduced to less than one-fifth in R2. Government assistance reached 20% of respondent households in R1 while barely 2% households received government assistance in R2. Assistance from NGOs was also markedly reduced by December. Assistance from extended families was more likely to come from the wife's side of the family than from the husband's side. Approximately 19% and 14% of households received assistance from the wife's side of the family in R1 and R2, respectively, compared with 8% and 5% from the husband's side. More households reported borrowing from a microfinance institution or NGO in December relative to July, as these organisations have resumed operations. Not that because there are differences in the composition of the R1 and R2 samples, some of these differences could be driven, at least in part, by differences in household characteristics.

**Table 17: Coping mechanisms for essential expenses over the past 30 days**

	Round 1	Round 2
Rely on less preferred and less expensive food	91.8%	74.7%
Reduce the number or size of meals for some household members	87.4%	58.5%
Borrow money/food from friends or family	57.3%	58.3%
Use cash or bank savings	33.3%	14.0%
Skip making a required payment on a loan (NOT taking advantage of govt programs to delay)	19.8%	13.1%
Receive assistance from the government	19.1%	1.6%
Receive assistance from extended family (wife's side), excluding loans	18.5%	13.7%
Receive assistance from an NGO or independent agency	17.9%	2.3%
Borrow from moneylender	13.9%	10.9%

Look for ways to earn additional money (e.g. work more hours, do an occasional job, etc.)	11.3%	17.3%
Sell assets (including livestock)	9.7%	6.8%
Receive assistance from extended family (husband's side), excluding loans	8.4%	5.0%
Borrow from microfinance/NGO	6.2%	16.6%
None of the above	1.5%	8.8%
<b>N</b>	<b>1810</b>	<b>2180</b>

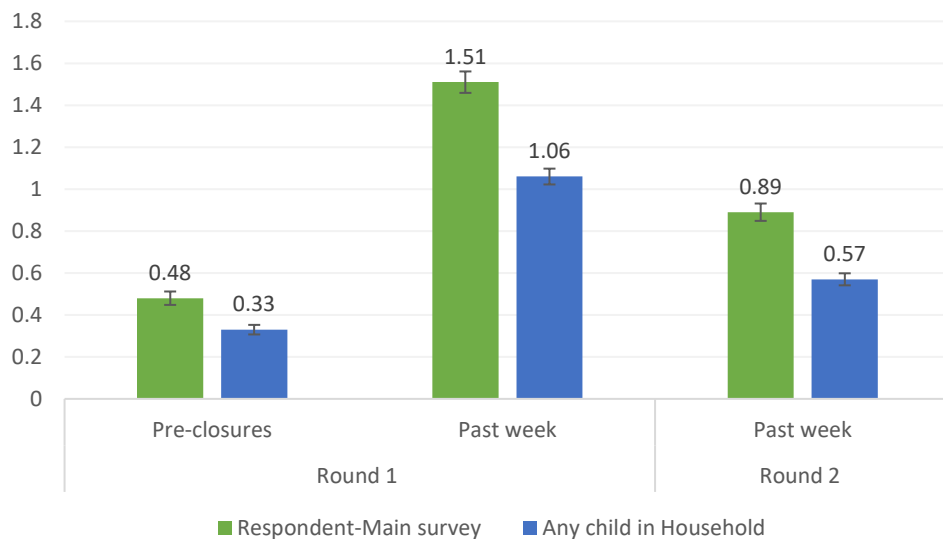
*Note: Each item is a means used by respondents over the past 30 days to "pay for food, healthcare, or other expenses."*

## Food Security

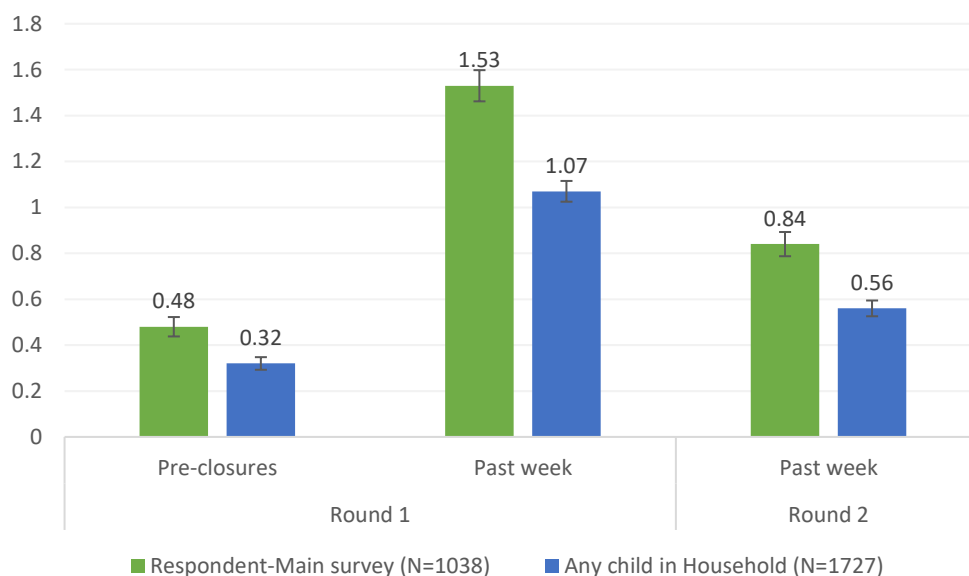
The immediate reduction in food security in the first few months of the Covid-19 pandemic food by Rahman et al (2020) and Ahmed et al (2020), is also present among the vulnerable households in this study. We also find evidence of persistent food insecurity throughout the rest of 2020. As first seen in Table 17, the Covid-19 pandemic has led households to reduce the quality and quantity of food consumption to cope with the economic impact of the pandemic. In general, respondents, primarily mothers, prioritized their children's meals over their own. Table 18 show that on average, the number of days in a week when children were not able to eat all meals increased from an average of 0.3 days to 1.1 days since the closures. Among R2 respondents, it was an average of 0.6 days in December, though this may reflect both an increase in food security as well as differences in the sample. For adults, the figure rose from 0.5 to 1.5 during closures and was an average of 0.9 days in December. For both adult caregivers and children, the average has not returned to pre-closure levels (Figure 6).

**Table 18: Food security of respondents and children**

<b>Food Security (N=1805)</b>	<b>Mean</b>
<u>Prior to the school closures</u> , number of days in a typical week when children were not able to eat all meals	0.34
<u>In the past 7 days</u> , number of days when children were not able to eat all meals	1.06***
<u>Prior to the school closures</u> , number of days in a typical week when the respondent was not able to eat all meals	0.48
<u>In the past 7 days</u> , number of days when the respondent was not able to eat all meals	1.51***

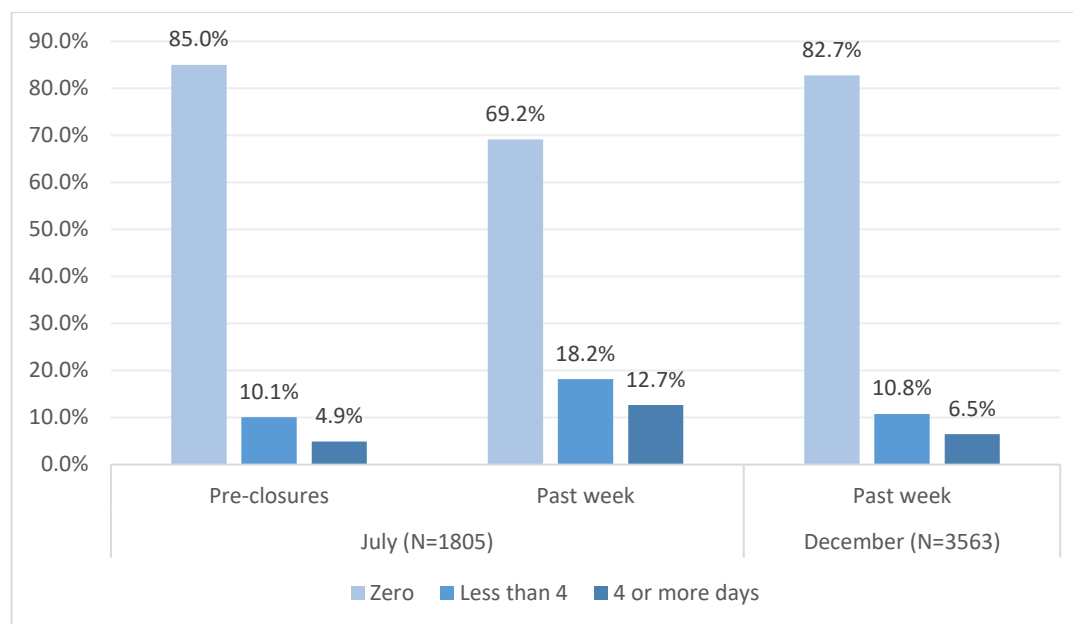


**Figure 6: Mean number of days in the past week when meals were skipped**



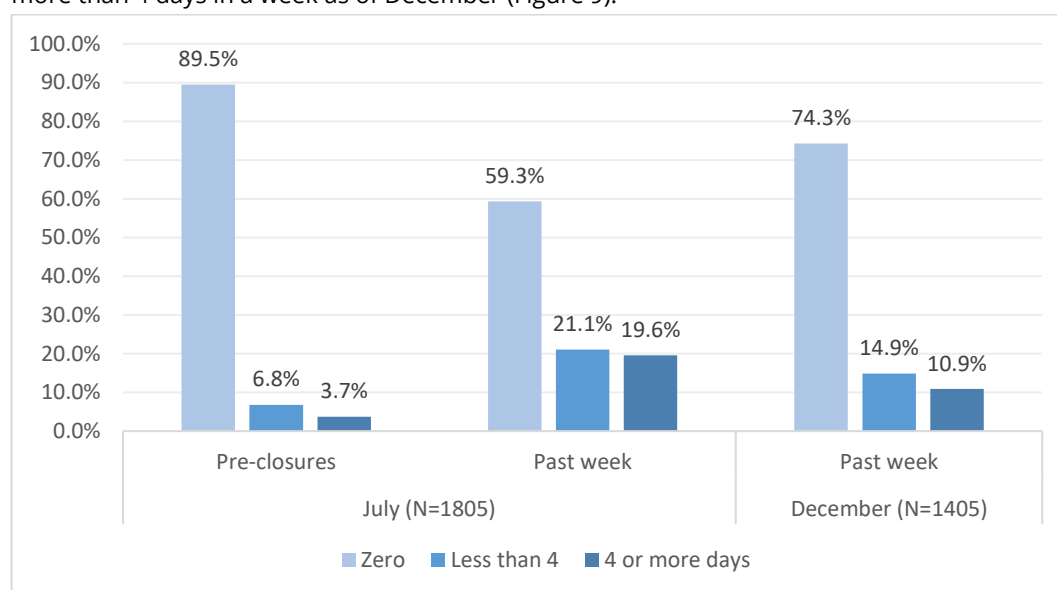
**Figure 7: Mean number of days in the past week when meals were skipped, panel respondents and children**

Prior to the closures, children did not typically skip any meals in 85% of households, but that rate had fallen to 70% in R1. Among the R2 sample, it is 83%. The share of households where children skipped meals during at least 4 days in a week rose from 4% to 13% in R1 and was 6% in R2.



**Figure 8: Number of days in the past week when child skipped a meal**

As already seen earlier, the impact of closures on food security was higher for adult respondents, with only 60% of respondents reporting zero days of skipping meals compared to 90% pre-closures; this has now improved to 74%. Roughly 20% households reported skipping meals more than 4 days in a week in July, while 11% report skipping meals more than 4 days in a week as of December (Figure 9).



**Figure 9: Number of days in the past week when respondent skipped a meal**

## Mental Health

Recent studies have documented worsening mental health among children (Asadullah 2020) and adolescents (Baird, et al. 2020) in Bangladesh since the onset of the pandemic. We anticipate that mothers' mental health is also likely to be impacted, given the increase in economic and food insecurity we observe, along with the stresses it imposes on them and the members of their families. We assess mothers' risk of depression and anxiety by relying on two standardized questionnaires: the PHQ-9 for depression (Kroenke, Spitzer and Williams 2001) and two questions from the GAD-7 on

anxiety (Spitzer, Kroenke and Williams 2006). Respondents i.e., mothers answered whether they experienced each symptom on a 4-point scale of “not at all” to “nearly every day.” Table 19 shows that a high share of respondents reports at least some symptoms of depression, 74% report that they are experiencing some regular symptoms of anxiety, and 32% report they are experiencing anxiety more than half of days. Nearly one-half of respondents report having thoughts of hurting themselves in some way.

**Table 19: Distribution of PHQ-9 and GAD-7 responses, pooling all mothers from R1 and R2**

	Not at all	Several days	More than half of days	Nearly everyday
<b>Depression (PHQ-9)</b>				
Little interest or pleasure in doing things	38.3%	44.4%	5.7%	11.6%
Feeling down, depressed, or hopeless	31.9%	43.7%	4.8%	19.6%
Trouble falling or staying asleep, or sleeping too much	42.3%	35.6%	5.4%	16.7%
Feeling tired or having little energy	29.7%	48.4%	6.4%	15.5%
Poor appetite or overeating	53.0%	35.2%	4.4%	7.4%
Feeling bad about yourself — or that you are a failure or have let yourself or your family down	40.7%	38.6%	5.4%	15.4%
Trouble concentrating on things, such as watching television	50.0%	37.6%	4.1%	8.3%
Moving or speaking so slowly that other people could have noticed. Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	55.9%	34.0%	3.8%	6.2%
Thoughts that you would be better off dead or of hurting yourself in some way	53.4%	34.5%	2.8%	9.4%
<b>Anxiety (GAD-7)</b>				
Feeling nervous, anxious, or on edge	28.5%	41.4%	8.4%	21.7%
Not being able to stop or control worrying	43.1%	38.9%	6.0%	12.0%
Some anxiety	73.7%	3808		
More than half days anxiety	32.4%			

Note: Sample pools R1 and R2 respondents, with non-missing value on each symptoms; N=3823

Table 20 illustrates the change reported symptoms among the panel of respondents surveyed in both R1 and R2. Figure 10 shows an increase in occurrence of many symptoms between R1 and R2, especially a change in eating and sleeping habits. Symptoms of anxiety remain relatively high in R2 (Figure 11).

**Table 20: Distribution of PHQ-9 and GAD-7 responses of panel mothers**

	Not at all		Several days		More than half of days		Nearly everyday	
	R1	R2	R1	R2	R1	R2	R1	R2
<b>Depression (PHQ)</b>								
Little interest or pleasure in doing things	42.3%	30.7%	43.5%	50.3%	4.8%	6.5%	9.5%	12.5%
Feeling down, depressed, or hopeless	28.9%	31.3%	43.4%	47.8%	3.7%	4.9%	24.1%	16.0%
Trouble falling or staying asleep, or sleeping too much	46.8%	33.9%	36.4%	38.8%	3.6%	6.1%	13.3%	21.2%
Feeling tired or having little energy	32.3%	23.5%	50.4%	50.6%	4.7%	7.2%	12.6%	18.8%
Poor appetite or overeating	62.7%	42.2%	28.2%	44.3%	3.6%	4.5%	5.5%	9.0%

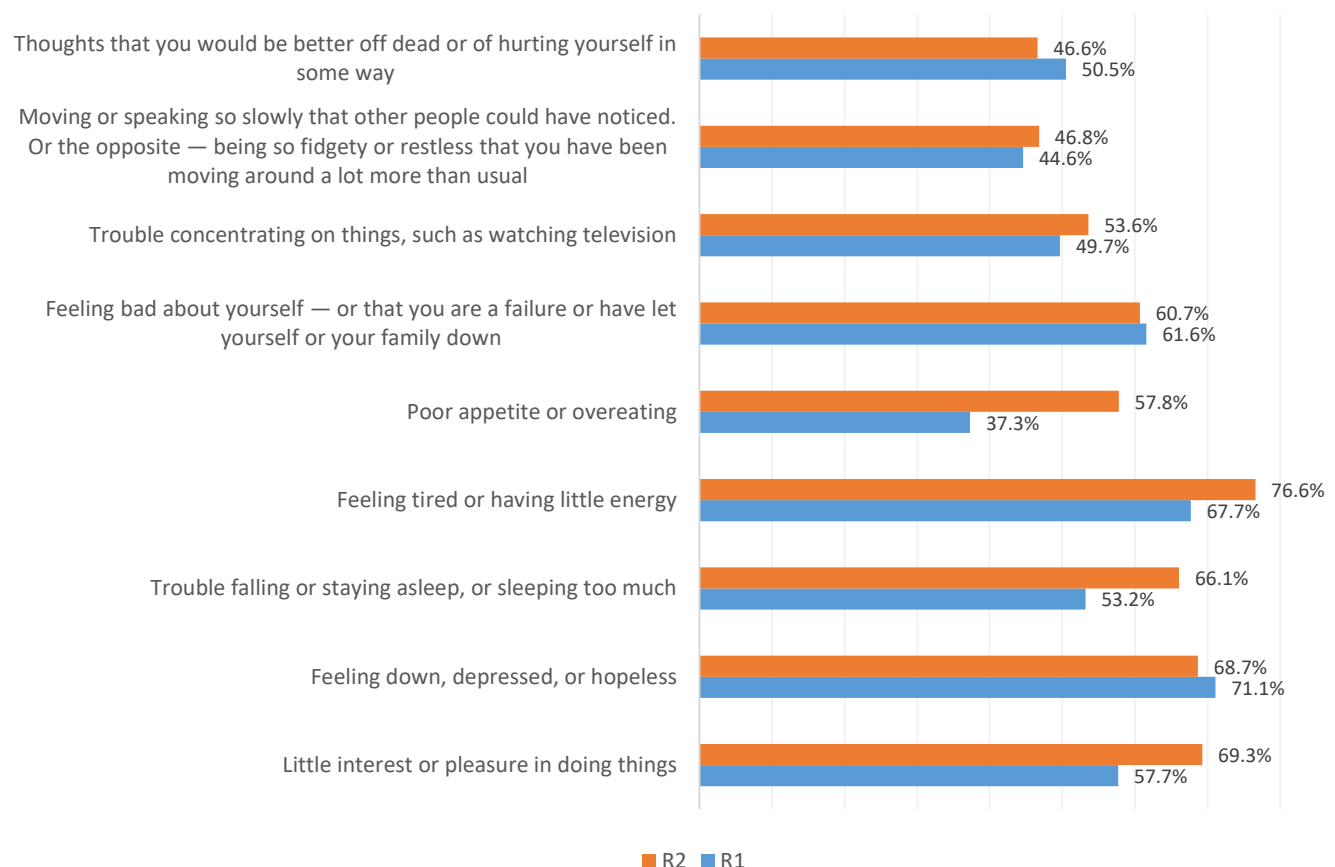


Feeling bad about yourself — or that you are a failure or have let yourself or your family down	38.4%	39.3%	40.2%	38.9%	4.9%	6.8%	16.5%	15.1%
Trouble concentrating on things, such as watching television	50.3%	46.4%	38.1%	41.0%	3.5%	4.4%	8.1%	8.1%
Moving or speaking so slowly that other people could have noticed. Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	55.4%	53.2%	35.6%	35.8%	3.2%	4.5%	5.9%	6.5%
Thoughts that you would be better off dead or of hurting yourself in some way	49.5%	53.4%	39.4%	34.1%	2.4%	3.1%	8.7%	9.4%

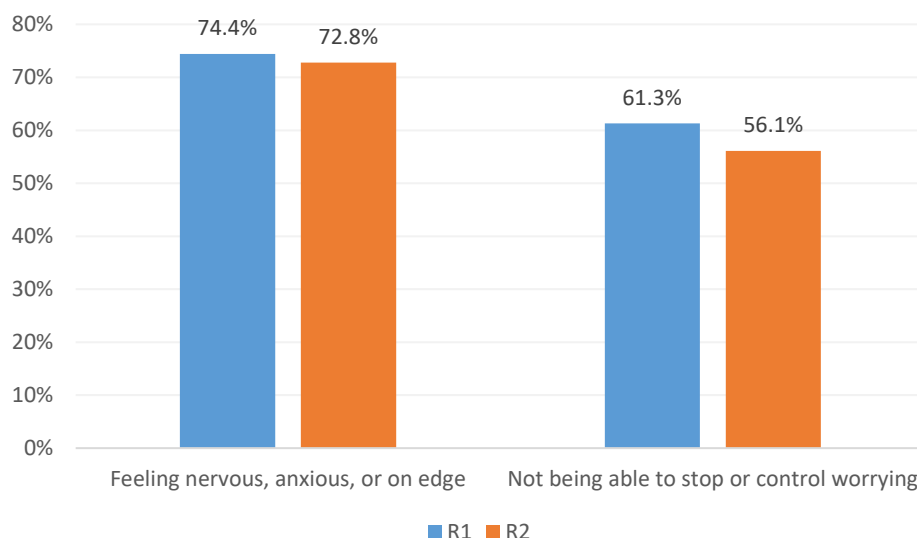
#### **Anxiety (GAD)**

Feeling nervous, anxious, or on edge	25.6%	27.2%	45.9%	40.9%	9.1%	8.4%	19.5%	23.6%
Not being able to stop or control worrying	38.7%	43.9%	42.0%	38.7%	7.1%	6.1%	12.2%	11.3%

*Note: Sample restricted to 946 mothers we surveyed in both rounds.*

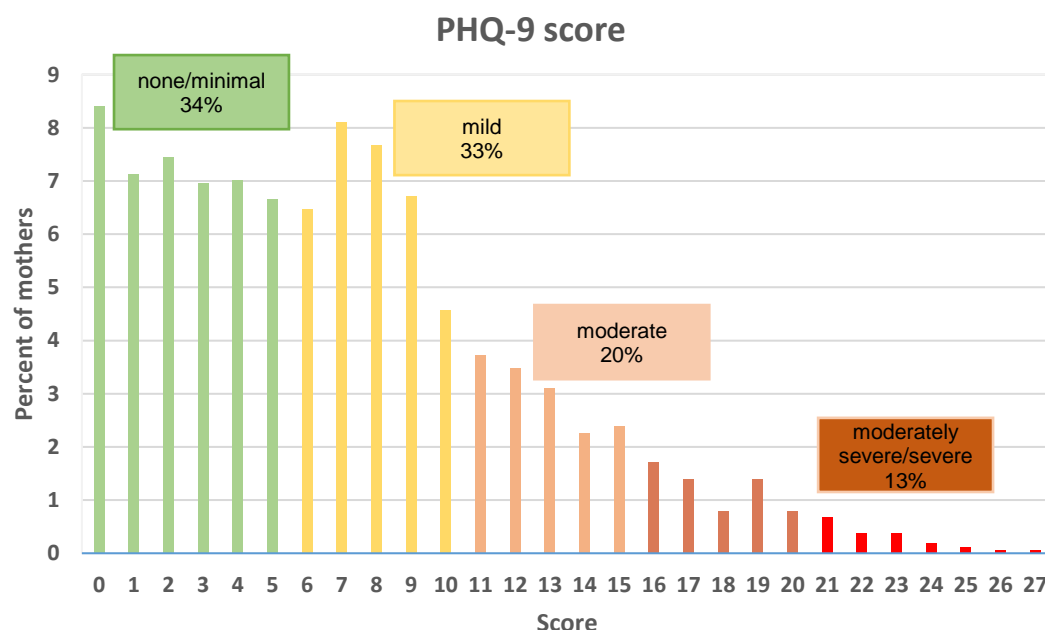


**Figure 10: Share of panel mothers reporting a symptom of depression at least sometimes; N=946**



**Figure 11: Share of panel mothers reporting a symptom of anxiety at least sometimes; N=946**

We sum the depression indicators to calculate a PHQ-9 score for each respondent. An aggregate score of 0-4 means “no depression”, 5-9 is “mild depression,” 10-14 is “moderate depression,” 15-19 is “moderately severe depression,” and 20-27 means “severe depression”.<sup>3</sup> Figure 12 shows that nearly two-thirds of respondents, overall, are experiencing at least mild depressive symptoms and 33% are experiencing at least moderate symptoms. There are higher reports of moderate to severe symptoms in R2—an increase to 38% from 27% in R1. The average PHQ-9 score of mothers significantly increased from 7.3 in R1 to 8.1 in R2.

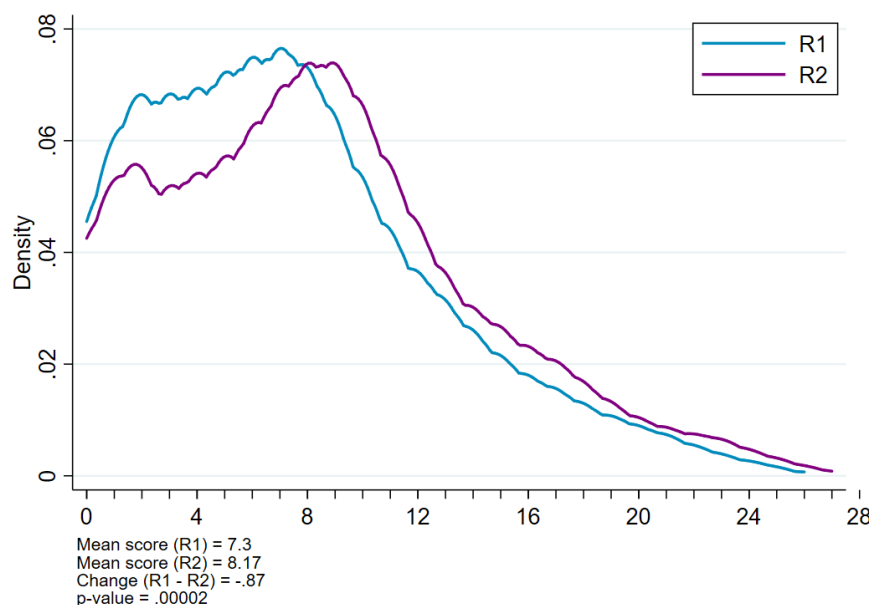


*Note: Sample includes the pool of respondents from R1 and R2 (N=3770); the score is calculated only when all responses are non-missing.*

<sup>3</sup> We provided contact information for a local mental health helpline to respondents with PHQ-9 scores above 9.

**Figure 12: Distribution of PHQ-9 depression scores, pooled mothers; N=3770**

Among the panel of mothers interviewed in R1 and R2, already observed symptom-wise in Figure 10, their average PHQ-9 score is 8.2 in R2, 12% significantly higher than the average of 7.3 in R1 (Figure 13).



**Figure 13: Distribution of PHQ-9 depression scores, panel mothers; N=946**

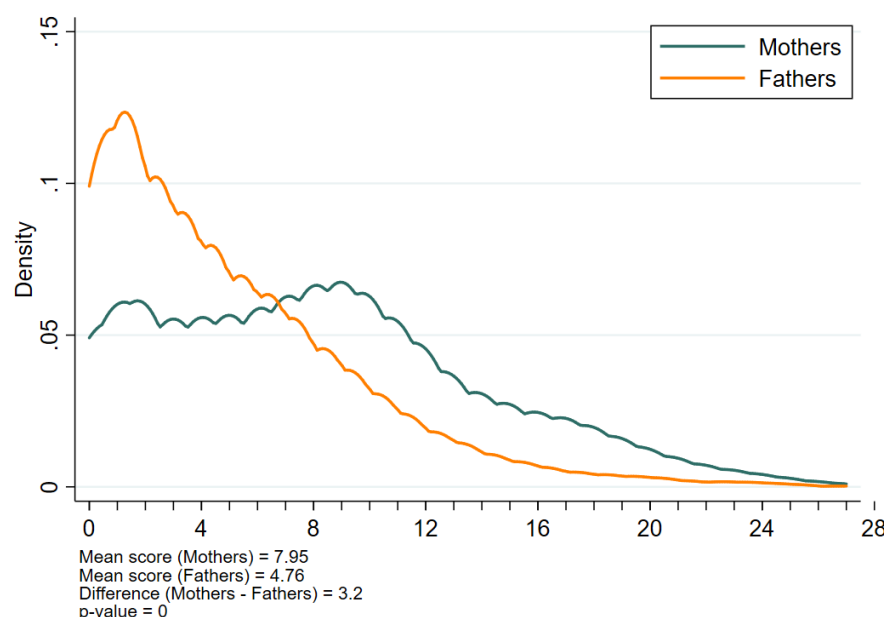
In the December R2 survey, we also asked fathers about their own mental health. Table 21 shows the distribution of responses. As with the mothers, fathers report symptoms of “feeling tired” and “feeling nervous” most often, and at least half the father respondents reported experiencing these symptoms on several days.

**Table 21: Distribution of PHQ-9 and GAD-7 responses among fathers; N=1349**

	Not at all	Several days	More than half the days	Nearly everyday
<b>Depression (PHQ-9)</b>				
Little interest or pleasure in doing things	68.7%	23.5%	3.7%	4.1%
Feeling down, depressed, or hopeless	51.7%	35.3%	6.1%	6.8%
Trouble falling or staying asleep, or sleeping too much	58.4%	28.1%	6.1%	7.4%
Feeling tired or having little energy	48.6%	38.7%	6.5%	6.2%
Poor appetite or overeating	64.6%	27.6%	3.9%	3.9%
Feeling bad about yourself — or that you are a failure or have let yourself or your family down	52.7%	31.6%	6.7%	9.0%
Trouble concentrating on things, such as watching television	68.7%	23.0%	4.8%	3.5%
Moving or speaking so slowly that other people could have noticed. Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	70.9%	23.1%	2.8%	3.3%
Thoughts that you would be better off dead or of hurting yourself in some way	78.7%	16.4%	2.2%	2.7%
<b>Anxiety (GAD-7)</b>				
Feeling nervous, anxious, or on edge	40.6%	37.9%	8.3%	13.2%

Not being able to stop or control worrying	64.1%	27.1%	3.6%	5.2%
Some anxiety	61.9%	1348		
More than half days anxiety	23.1%			

While the average PHQ score of mothers was 7.9, falling in the 'mild' depressive range, the mean PHQ-9 score for fathers was 4.8, falling in the 'none/minimal' range. The difference of 3.2 points on the score is statistically significant, implying that mothers were experiencing significantly higher depressive symptoms than fathers, as Figure 14 shows.



**Figure 14: Distribution of PHQ-9 depression scores, mothers and fathers in R2**

## Child Discipline and Abuse

Because the additional stress of the Covid-19 pandemic may affect how parents interact with their children, we ask respondents about corrective and abusive behaviours used toward their children. Table 22 shows the self-reported frequency of six corrective behaviours with children. We find that 66% respondents reported using at least some physical violence against their children in the past 30 days, and 29% reported severely beating them at least rarely.

**Table 22: Corrective and abusive behaviours used for children, past 30 days, pooled respondents**

	Never	Rarely	Sometimes	Often
Took away privileges, forbade something s/he liked or did not allow her/him to leave the house.	27.9%	11.2%	29.7%	31.3%
Explained why her/his behaviour was wrong.	16.5%	9.6%	37.2%	36.8%
Shook, spanked, hit, or slapped him/her.	39.4%	20.8%	33.2%	6.6%
Shouted, yelled at, or screamed at him/her, or called him/her dumb, lazy or another name like that.	30.8%	16.1%	39.9%	13.2%
Gave him/her something else to do.	30.2%	13.1%	35.0%	21.8%
Beat him/her severely.	72.2%	17.8%	8.4%	1.6%

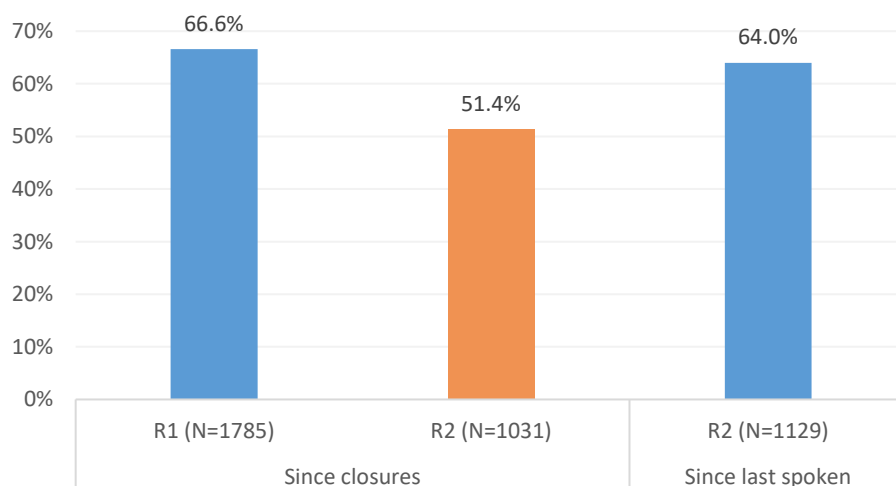
\*Pooled R1 and R2 samples, includes all non-missing respondents; N=3939

Among the panel of respondents, there is a general reduction in corrective behaviours used for children in R2. Specifically, fewer households reporting using these disciplining behaviours “often,” but they continue to happen “sometimes.”

**Table 23: Corrective and abusive behaviours for children, past 30 days, panel respondents (N=1018)**

	Never		Rarely		Sometimes		Often	
	R1	R2	R1	R2	R1	R2	R1	R2
Took away privileges, forbade something s/he liked or did not allow her/him to leave the house.	17.0%	33.0%	7.5%	13.7%	32.6%	30.6%	42.9%	22.8%
Explained why her/his behaviour was wrong.	9.2%	19.3%	5.0%	14.0%	36.3%	40.9%	49.5%	25.9%
Shook, spanked, hit, or slapped him/her.	33.7%	36.9%	20.7%	21.1%	37.7%	34.8%	8.0%	7.2%
Shouted, yelled at, or screamed at him/her, or called him/her dumb, lazy or another name like that.	29.6%	28.7%	14.6%	16.6%	39.1%	42.2%	16.7%	12.6%
Gave him/her something else to do.	18.1%	36.3%	10.3%	15.0%	38.7%	35.4%	33.0%	13.3%
Beat him/her severely.	71.2%	69.5%	17.9%	20.6%	8.9%	8.4%	2.0%	1.6%

As Figure 15 illustrates, the proportion of households that report taking any physical action toward a child is significantly lower in R2, for the entire sample, by almost 9 percentage points. Panel respondents report about 3 percentage points lower occurrence of physical abuse, although this reduction is not statistically significant (Figure 16).



**Figure 15: Occurrence of any physical corrective action on any children**

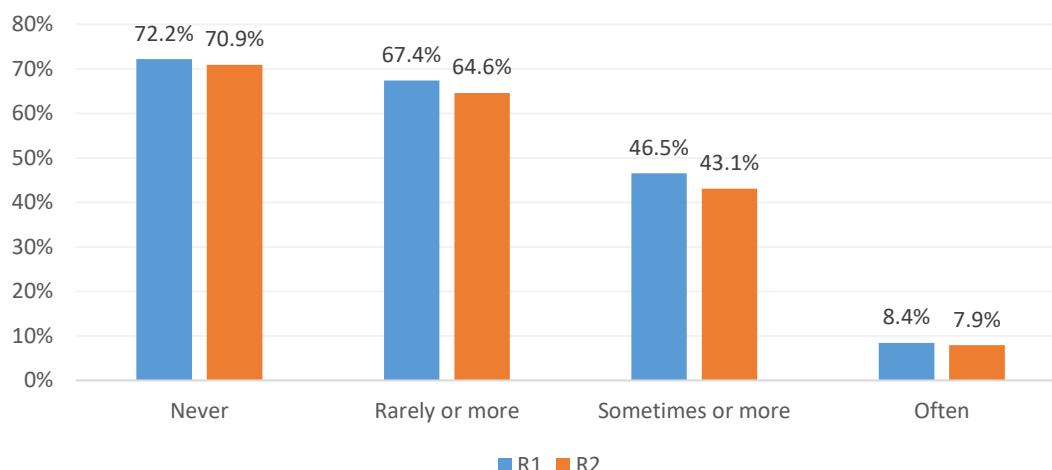


Figure 16: Occurrence of any physical corrective action on any children, panel respondents (N=1021)

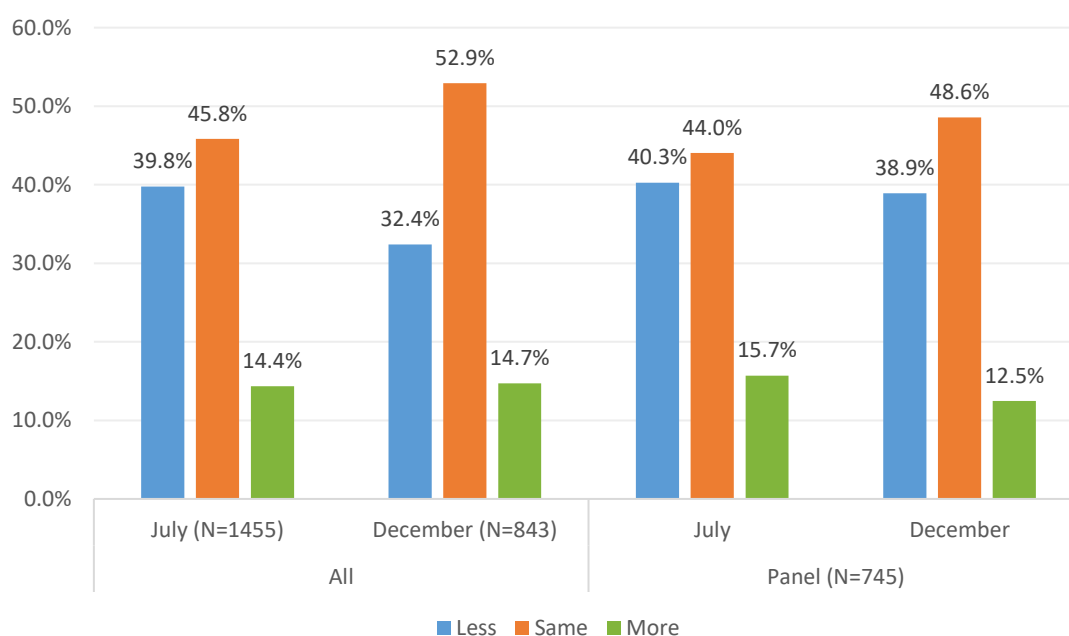
## Decision making and intimate partner violence

---

*"When I had a job before, I could do anything I want.  
But now my husband is the only earner, I have to listen to him."*

---

The stress of the pandemic coupled with the change in earnings for mothers and fathers in the household may affect women's bargaining power and risk of intimate partner violence. Figure 17 shows that roughly half of women experienced a change in their household decision-making power in R1: 40% report making fewer household decisions in R1 since the closures while 14% report making more decisions. Among new R2 respondents, 32% report making fewer decisions since the closures, and 15% report making more decisions. Among those surveyed in both R1 and R2, 38% report making fewer household decisions in December relative to July.



**Figure 17: Decision making at home; changes since closures or last spoken**

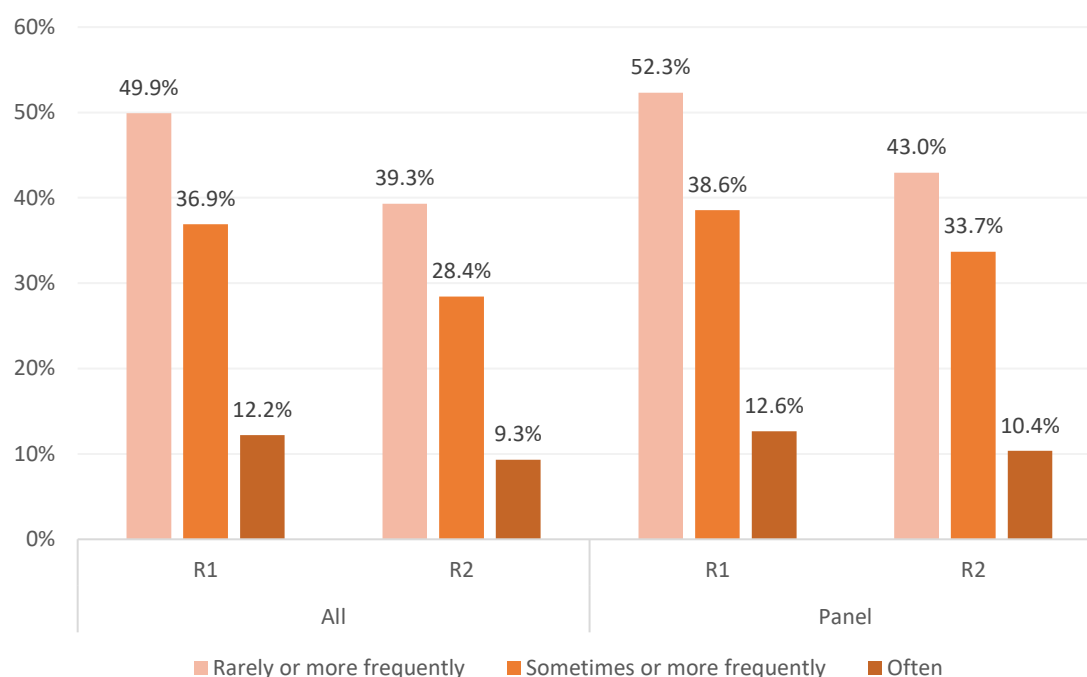
We ask respondents to report their experience of intimate partner violence across a range of measures. These measures were drawn from the GAGE survey, which has been implemented in multiple waves among young women in Bangladesh<sup>4</sup>. Before proceeding, the enumerators introduced the nature of this section and asked the respondent to move to a place where she would not be overheard. We provided contact information for a domestic violence hotline to any respondent who indicated they have experienced any form of violence in the past 30 days. Further discussion of precautions to field these questions are provide in later sections.

---

*"Since lockdown, we moved to the village with our in-laws.  
After coming here, I have to follow their decision and even my husband dominates me a lot."*

---

Figure 18 shows that half of respondents reported experiencing some form of partner abuse in the past 30 days in R1, as did 40% in R2. In R2, 12% reported that at least one behaviour occurred "often," while 9% reported the same in R2. Among the panel sample of respondents, there has been a general reduction in the likelihood of experiencing IPV between July and December 2020. Table 24 shows the distribution of responses by individual inventory item, while Table 25 shows how these inventory items changed between July and December among the panel of respondents.



**Figure 18: Experience of intimate partner violence, R1 and R2 mothers**

**Table 24: Disagreements and intimate partner violence, pooled mothers**

	Never	Rarely	Sometimes	Often
How often would you say you argue with your partner?	43.3%	17.5%	29.7%	9.5%

<sup>4</sup> The GAGE questions were, in turn, drawn from the International Men and Gender Equality Survey (IMAGES). We excluded items that may be affected by the pandemic directly, such as whether their partner allowed them to leave the house, and we combined some individual items into composite items for conciseness.

Has your male spouse/partner ever taken your money or possessions against your will?	90.8%	3.6%	4.2%	1.4%
Has your male partner ever refused to give you money for essential household food purchases?	83.7%	4.9%	7.5%	3.8%
Has your male partner ever kept money from his earnings for personal use when he knew you were finding it hard to pay for your personal expenses or household needs?	88.6%	3.5%	4.4%	3.5%
Has your male spouse/partner ever insulted you or made you feel bad about yourself?	75.7%	7.3%	12.6%	4.5%
Has your male spouse/partner ever done things to scare or intimidate you, for example by the way he looked at you, or by yelling and smashing things?	83.3%	5.5%	7.8%	3.4%
Has your male spouse/partner ever belittled or humiliated you in front of other people?	84.0%	5.4%	7.7%	2.9%
Has your male spouse/partner hurt people you care about as a way or hurting you or damaged things of importance to you	92.4%	3.1%	3.4%	1.1%
Has a male spouse partner ever slapped you, hit you with a fist, thrown something at you that could hurt you, pushed or shoved you, or physically hurt you in any other way?	86.0%	6.3%	5.6%	2.1%
Has your male spouse/partner ever forced you to have sex or do something sexual when you did not want to?	88.6%	3.8%	5.9%	1.7%

Note: Sample includes pooled R1 and R2 samples, includes all non-missing respondents; N=3167

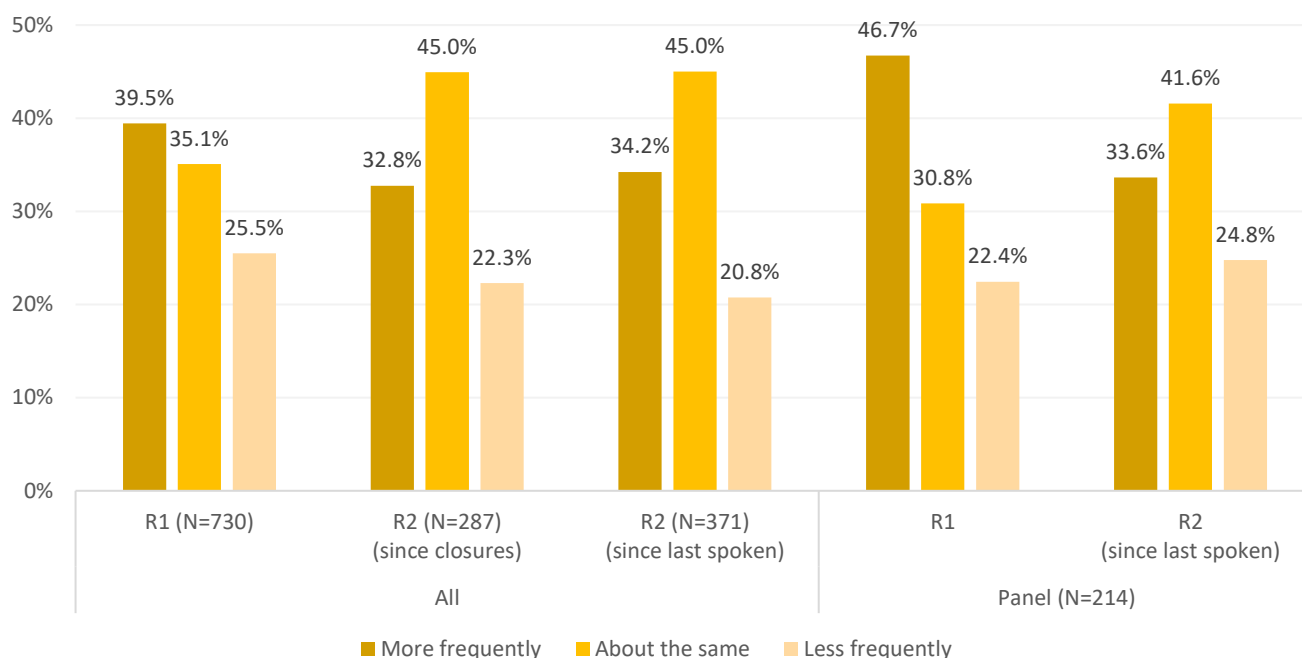
**Table 25: Disagreements and intimate partner violence, panel mothers (N=746)**

	Never		Rarely		Sometimes		Often	
	R1	R2	R1	R2	R1	R2	R1	R2
How often would you say you argue with your partner?	36.6%	45.1%	17.7%	16.9%	35.5%	28.9%	10.3%	9.1%
Has your male spouse/partner ever taken your money or possessions against your will?	90.1%	90.9%	4.0%	2.7%	3.6%	5.4%	2.3%	1.1%
Has your male partner ever refused to give you money for essential household food purchases?	80.6%	84.5%	5.4%	5.2%	9.7%	7.2%	4.4%	3.1%
Has your male partner ever kept money from his earnings for personal use when he knew you were finding it hard to pay for your personal expenses or household needs?	88.0%	87.1%	3.9%	4.1%	4.9%	5.3%	3.3%	3.5%
Has your male spouse/partner ever insulted you or made you feel bad about yourself?	70.8%	75.9%	8.5%	7.3%	14.4%	14.1%	6.3%	2.7%
Has your male spouse/partner ever done things to scare or intimidate you, for example by the way he looked at you, or by yelling and smashing things?	80.1%	84.9%	5.7%	3.5%	9.3%	8.6%	5.0%	3.0%
Has your male spouse/partner ever belittled or humiliated you in front of other people?	82.6%	83.3%	5.7%	4.3%	7.4%	9.8%	4.3%	2.6%
Has your male spouse/partner hurt people you care about as a way or hurting you or damaged things of importance to you	92.1%	90.6%	2.0%	4.0%	4.0%	4.6%	1.9%	0.8%
Has a male spouse partner ever slapped you, hit you with a fist, thrown something at you that could hurt you, pushed or shoved you, or physically hurt you in any other way?	82.4%	88.0%	7.9%	5.0%	7.0%	5.4%	2.7%	1.6%
Has your male spouse/partner ever forced you to have sex or do something sexual when you did not want to?	88.9%	86.2%	2.4%	5.3%	6.1%	7.5%	2.6%	1.1%

Finally, for those who reported experiencing abuse, we asked how the frequency of these incidents had changed since the closures (Figure 19). Roughly 40% say that the incidents are now more frequent, while 25% say they are less frequent relative to the closures. Among the R2 sample, 33% respondents report more frequent occurrences while 22% say they



are less frequently. There is a similar pattern of occurrence for the panel respondents, 45% of whom report the frequency has remained the same since we last spoke to them.



**Figure 19: Reported change in frequency of intimate partner violence**

## Household Assets

Among R1 respondents, 34% had at least one smartphone in their household, and 66% had a television (Table 26). Among female respondents, 55% owned their own phone, but only 20% owned a phone that currently had a balance on it, essential for making outgoing calls or texts.

**Table 26: Household assets**

	Share
Household has smartphone	33.9%
Female respondent has personal phone	55.4%
Female respondent's personal phone has balance	19.5%
Household has television	66.0%

*\*Note: Sample includes R1 respondents (N=1781)*

## Children's Education and Time Use

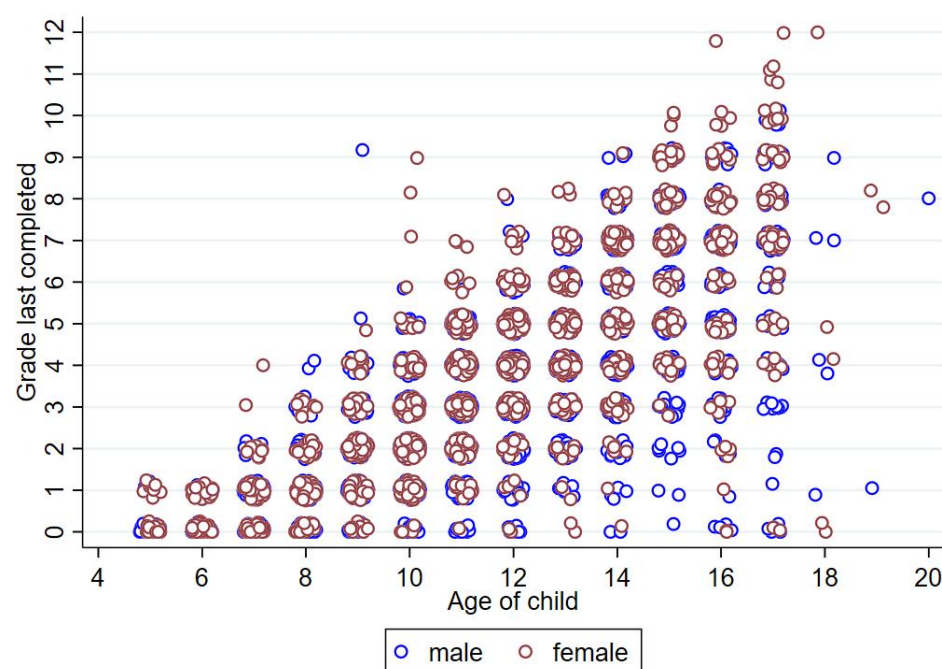
*"My children suffered the most due to Corona as ... everything is closed. They couldn't study properly as no one was there to help them. The time they have lost this year is really precious for their careers."*

In December 2020, the education module focused on up to two children in the household aged 5-17 years. We first asked about the target child that the respondent initially intended to enrol in a UCEP school in late 2019. The second child was chosen at random from among the remaining eligible children in the household.

Overall, 40% of respondents reported one eligible child and 60% reported two or more eligible children, resulting in a total sample of 3642 children. Table 27 shows the distribution of grades and ages by gender. Slightly more than half of the sample (52%) were boys, with an average age of 11.8 years. The average age among female children was comparable at 11.7 years. Less than 10% of the sample had not completed any grade, and more than two-thirds of the children had completed Grade 4 or lower.

**Table 27: Last grade completed and age, by gender**

Last grade completed by child	Boys	Mean age (boys)	Girls	Mean age (girls)
No education	10.4%	8.0	8.4%	7.5
Grade 1	12.2%	9.4	10.9%	8.3
Grade 2	14.1%	10.8	12.3%	10.2
Grade 3	15.3%	11.7	14.6%	11.1
Grade 4	16.7%	12.6	16.6%	12.3
Grade 5	14.4%	13.3	14.6%	13.0
Grade 6	6.1%	13.9	5.9%	13.5
Grade 7	6.0%	15.2	8.7%	14.7
Grade 8	2.9%	15.4	4.5%	15.5
Grade 9	1.5%	15.7	2.3%	15.7
Grade 10	0.4%	17.0	0.8%	16.2
Grade 11	0.0%	.	0.2%	17.0
Grade 12	0.0%	.	0.2%	17.0
<b>N</b>	<b>1879</b>		<b>1723</b>	



**Figure 20: Grade completed by age and gender**

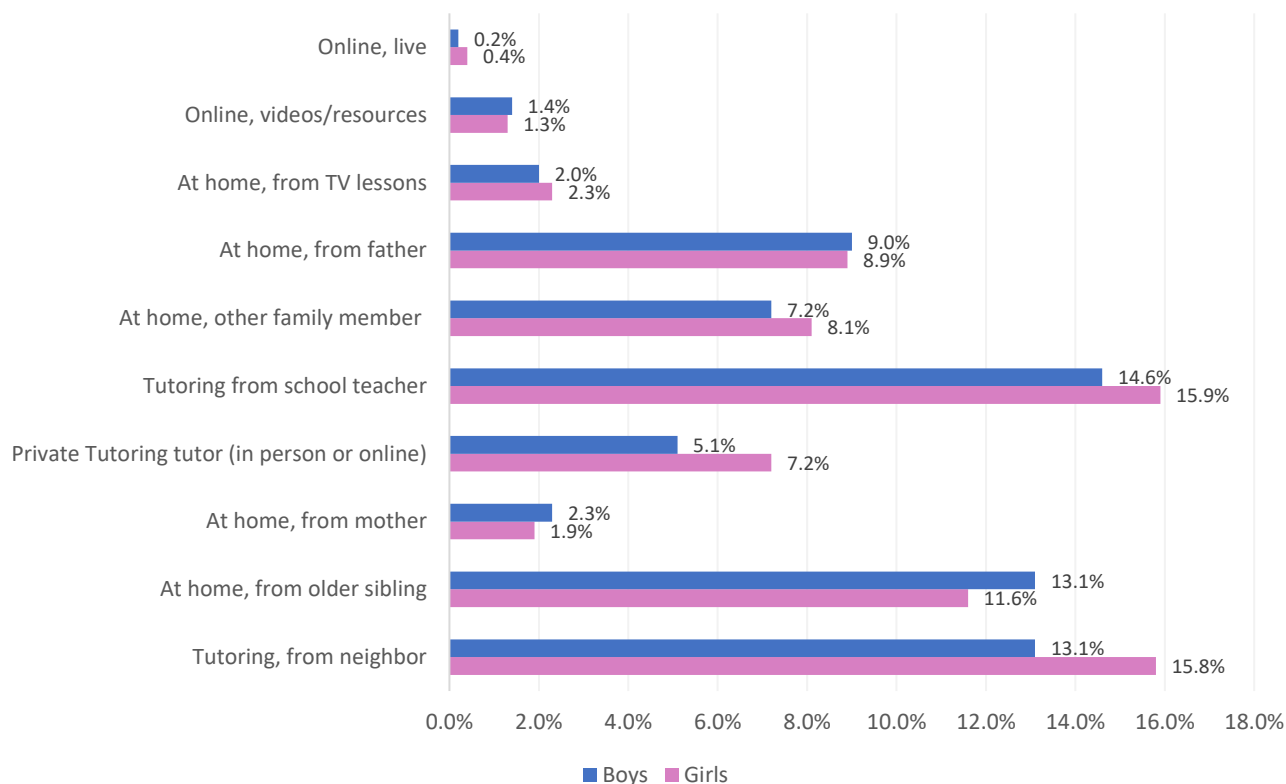
## Educational activity

Table 28 describes the educational activities of the children on average. Most children (88%) had been enrolled in schools prior to the closures, and girls were 3.5 percentage points more likely to have been enrolled than boys. Since the closures 79% of children engaged in any educational activities, and girls are more likely to have done so than boys. Children, on average, spent 4.8 days in the past week on any educational activity, averaging a total time of 11 hours in the week. This roughly translates to about 2 hours of educational work per day spent. Girls also spent an average of 0.7 days and 2 hours more than boys on educational activities in the past week. Only 54% of children received any tuition or lessons in the past month, more girls than boys, and this difference is statistically significant at the ten-percent level.

**Table 28: Educational activity of boys and girls since closures**

	Total		Boys		Girls		Boys - Girls
	Mean/%	N	Mean/%	N	Mean/%	N	
Age	11.7	3627	11.8	1901	11.7	1726	0.1
Grade last completed	3.6	3602	3.4	1879	3.8	1723	-0.4***
Enrolled in school prior to the closures in late March	87.8%	3624	86.1%	1899	89.6%	1725	-3.5%**
Done any educational activities since the school closures	79.0%	3621	75.4%	1897	83.1%	1724	-7.7%**
Days in past week spent on any educational activity	4.8	3245	4.5	1685	5.2	1560	-0.7***
Total hours in past week spent on any educational activity	11.0	3242	10.1	1684	12.2	1558	-2.0***
Receiving tuition or lessons of any kind in past month	54.2%	3614	52.7%	1894	55.9%	1720	-3.1%*

Figure 21 shows that being tutored by a neighbour or receiving lessons from the child's mother or an older sibling were the most common ways of receiving help with educational activities. About 14% receive lessons from their schoolteacher. Only about 3% of children report taking lessons online, whether live or pre-recorded, while about 4% are watching lessons being aired on television. There seems to be no significant difference between boys and girls on access to online resources or on private tutoring, conditional on receiving at least some educational assistance.



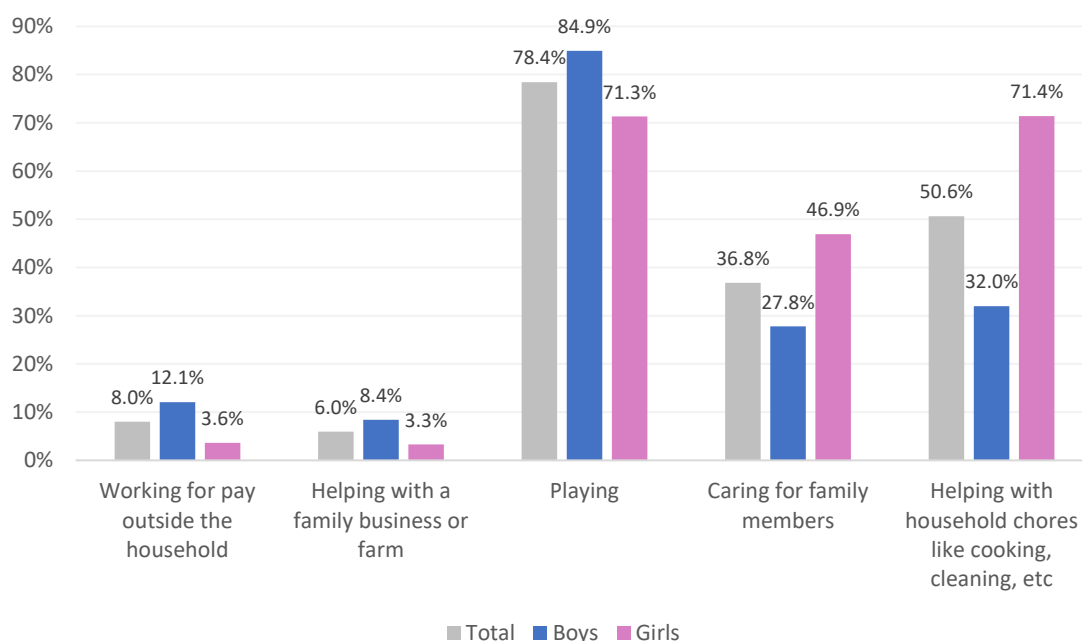
\*Boys=1894, Girls=1720

**Figure 21: Source of assistance with education over past month, among children receiving at least some assistance**

## Time use

Figure 22 shows how children are spending their time in December 2020 by plotting the share of children who spent any time hours on each activity over the past week. 86% of children were reportedly playing, with a mean of 18 hours in the week, conditional on playing. 8% of children were working for pay outside the household, and among those who worked, they did so for a mean of 40 hours in the past week.

Table 29 shows that there are significant differences in the way boys and girls spent their time in the past week. The first panel shows that among the five activities listed, boys spend the most time playing (13.9 hours) and working for pay outside the household (5.1 hours), while girls spend the most time playing (9.3 hours) and helping with household chores (7.4 hours) and caring for family members (5.6 hours). Among those who spent non-zero hours on an activity, a mean of 19 hours were spent helping on the family business, with boys spending roughly twice as much time as girls. Girls spent 33% more time caring for family members than boys did, spending a mean of 11 hours weekly. They helped with household chores for an average 10 hours in the week, spending 63% more hours on average than boys who contributed at least some help.



**Figure 22: Share of children who spent non-zero hours on activity**

**Table 29: Mean hours spent on activity in past week**

	Total		Boys		Girls		Boys-Girls
	Mean	N	Mean	N	Mean	N	
Working for pay outside the household	3.2	3596	5.1	1881	1.1	1715	3.93***
Helping with a family business or farm	1.2	3593	1.9	1880	0.4	1713	1.50***
Playing	11.7	3525	13.9	1841	9.3	1684	4.58***
Caring for family members	4.0	3539	2.5	1862	5.6	1677	-3.15***
Helping with household chores	4.5	3525	2.0	1858	7.4	1667	-5.36***
<b>Conditional on non-zero hours</b>							
Working for pay outside the household	39.9	289	42.1	227	31.7	62	10.36*
Helping with a family business or farm	19.3	215	22.3	158	11.2	57	11.01***
Playing	14.9	2764	16.4	1563	13.1	1201	3.3***
Caring for family members	10.8	1304	8.9	517	12.0	787	-3.08***
Helping with household chores	9.0	1784	6.3	594	10.3	1190	-4.02***

## Mental health of children

We asked respondents if each child had been experiencing symptoms of depression and anxiety, and about 30% children appear to experience either symptom at least several days per week (Table 30). There is no significant difference, by gender, in the distribution of frequency of the symptoms.

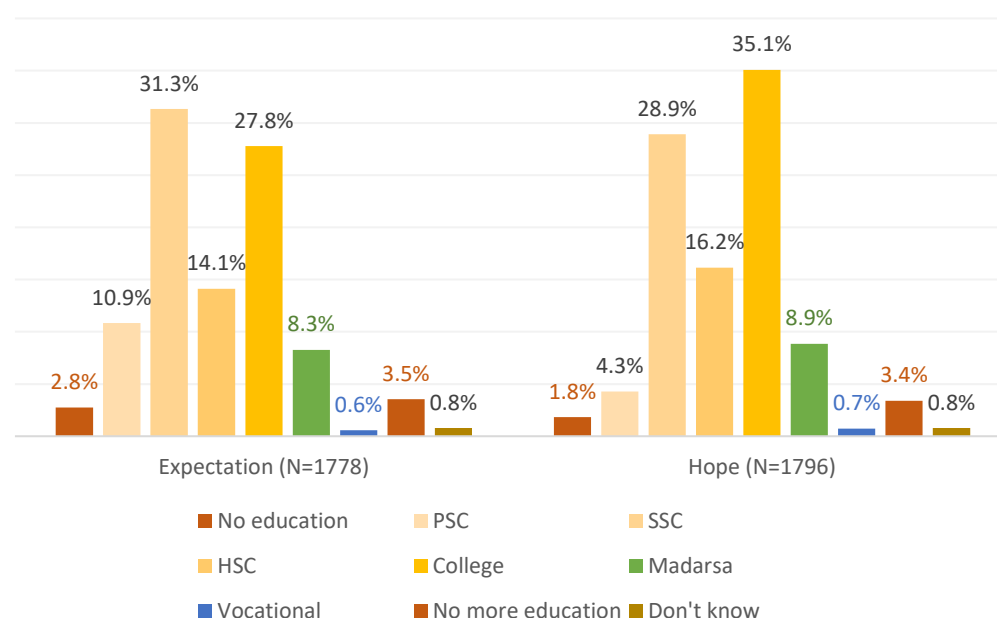
**Table 30: Occurrence of mental health symptoms in child in the past two weeks**

	Nervous/Anxious		Disinterested	
	Boys	Girls	Boys	Girls
Not at all	72.2%	71.6%	73.4%	68.4%
Several days	21.3%	21.2%	20.9%	25.3%
More than half of the days	2.1%	2.8%	1.8%	2.4%
Nearly every day	4.5%	4.4%	3.9%	3.9%
<b>N</b>	<b>1857</b>	<b>1682</b>	<b>1867</b>	<b>1685</b>

## Respondents' aspirations for their children

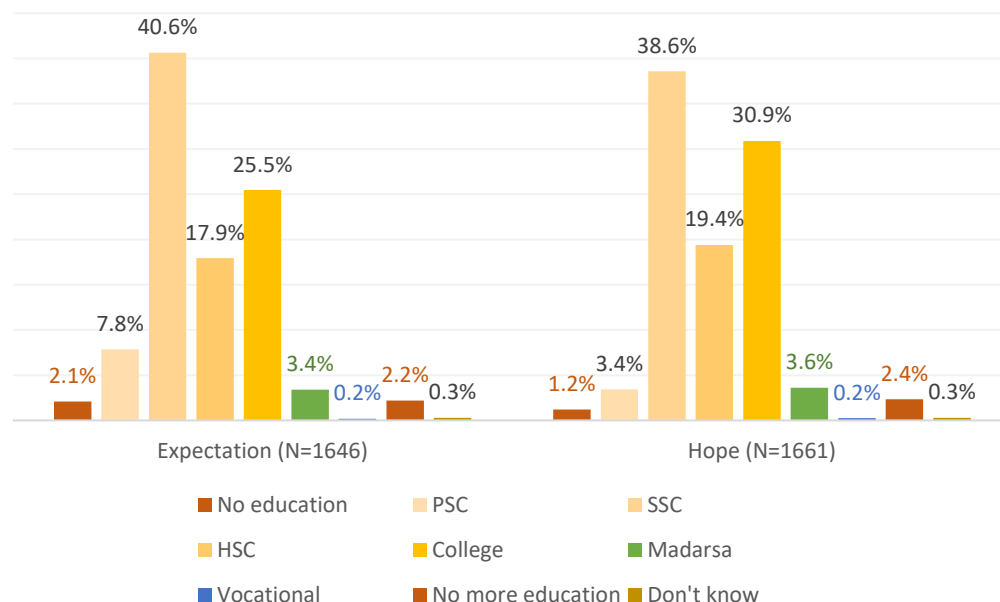
*"Though we married off our elder daughter, we are trying to educate our younger daughter. Since our income is unstable right now, my son is also working, he doesn't go to school."*

Because Covid-19 pandemic has strained vulnerable households across multiple dimension, parents' hopes and expectations for their children may be affected. In December 2020, we asked parents about the highest education level that they *hoped* for their child and the highest education level that they *expected* of their child. To avoid order effects, we randomised which question was asked first. Because of reports that the pandemic may have increased teenage marriage rates, we also asked parents' expectation about the age that their children would marry. These questions were somewhat challenging for respondents to answer, and enumerators spent additional time ensuring that respondents understood the question. Figure 23 shows that among respondents, one-third hope that their sons will complete college or university and, to quote some respondents, work "in a big office." However, they expect, on average, that their child will complete Grade 10 or SSC.



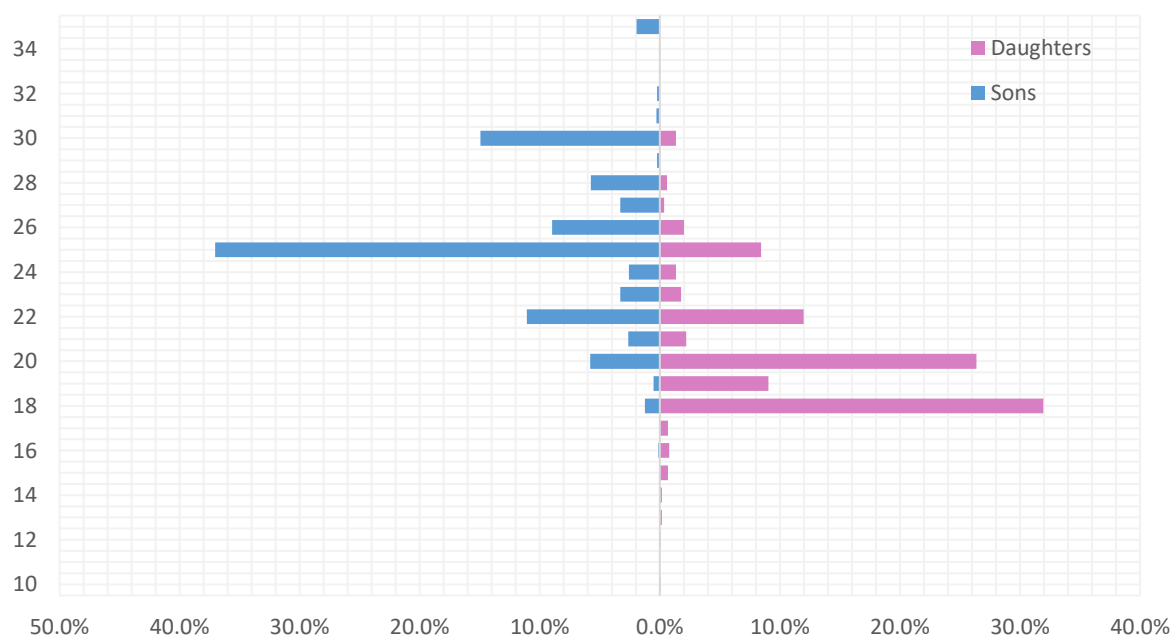
**Figure 23: Respondent's highest-grade aspirations for sons**

Parents' aspirations for their daughters are lower than their sons; they are more likely to hope their daughters complete SSC (Grade 10), and the difference between hopes and expectations is smaller. This is consistent with qualitative interviews in which several respondents said that they expected their daughters to marry and leave their household after completing SSC or HSC.



**Figure 24: Respondent's highest-grade aspirations for daughters**

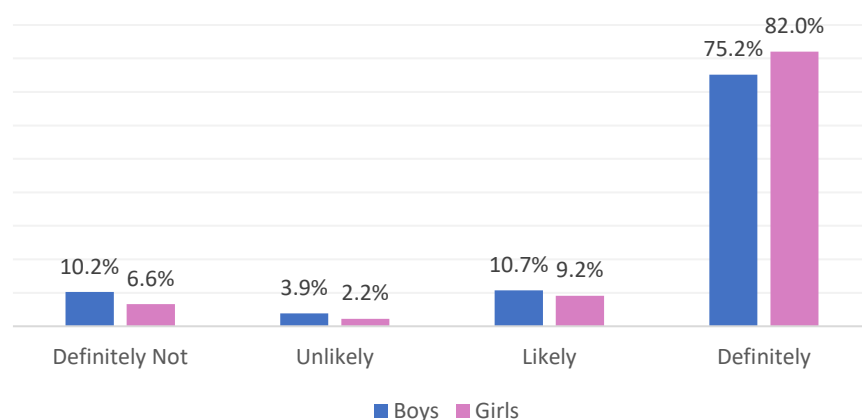
The mean expected age at marriage for sons is 25.4 years, more than five years higher than the expected marriage age for daughters (20.3 years). As Figure 25 illustrates, 32% of respondents expected their daughters to get married at the age of 18, while 37% of them expect their sons to get married at the age of 25.



**Figure 25: Expected age at marriage of child, by gender**

## Parents' expectations about the return to school

Figure 26 shows that about 78% of respondents report that their child will definitely return to school when they reopen. Parents are more likely to say that their daughters will definitely return than their sons, with a difference of 7.2 percentage points. This difference is consistent with qualitative interviews, in which parents reported that their sons were less likely to return to school because they were instead needed to work and bolster the impacted household earnings and/or because they were not interested in academics.



Note: Boys=1901, Girls=1726

**Figure 26: Likelihood of returning to school**

Table 31 shows that about two-thirds of boys who were not enrolled earlier are still unlikely to return to school, while the remaining one-third, 45% girls and 33% boys, are at least “likely” to return to school. About 4% of those enrolled in March are not likely returning to school, and this is slightly higher for boys. Overall, 11% of boys and 9% of girls who were enrolled earlier are now not definitive about returning to school. Our qualitative interviews support this, with some respondents reporting that the economic impact of closures have led them to send their sons work for additional household earnings, leading them to dropping out of school.

**Table 31: Likelihood of returning to school, by prior enrolment status**

	Definitely Not	Unlikely	Likely	Definitely	N
<b>Girls</b>					
Not enrolled	46.9%	7.8%	12.3%	33.0%	179
Enrolled	1.9%	1.6%	8.8%	87.7%	1546
<b>Boys</b>					
Not enrolled	56.4%	11.0%	9.9%	22.7%	264
Enrolled	2.6%	2.8%	10.9%	83.7%	1635



## QUALITATIVE SURVEY

To complement our quantitative surveys and gain a deeper understanding of the information collected through them, we further interviewed 30 mothers of children in our sample. Specifically, we asked questions that were more open ended, to better understand children's educational activities and challenges faced, along with parents' own attitudes and investments towards their children's education during the pandemic. We also asked mothers about specific challenges that women have been facing since the pandemic began.

### Educational Activities and Investments

**On continuing education during the lockdown:** Most mothers report that continuing education during the school closures has been very challenging. Reasons cited often include not having access to resources like a TV or a smartphone to access remote learning, and not having an adult or tutor to help with lessons. Some mothers who do have a phone or a TV reported that it was still difficult for children to follow online classes without the help of an adult.

**On education spending:** Most mothers report facing significant financial hardships but report being willing to pay non-zero (up to 50 or 100 Taka) monthly fees for classes for their children. Only the very poorest families stated that they simply would not be able to afford education for their children; for those parents, they were more focused on keeping up the general health and wellbeing of family members.

**On differences in educational investment between children:** Mothers often reported having to choose which child's education to continue to invest in due to the financial constraints induced by the pandemic. This was often an older boy in the household. On the other hand, some families reported being compelled to send the older male child to work, to help with the family's expenses.

### Non-academic behaviours and challenges for children

In qualitative interviews, no mothers reported significant effects on children's behaviours, and they said that they saw no indication that their children were depressed. They did report, however, that children were feeling very bored and occasionally lonely due to the lockdown.

### Impacts of the lockdowns and the pandemic on women

Among women who reported an increase in arguments with their spouse, they cite job loss (and therefore him spending more time at home) as the main driver. Some women also cited the increased stress due to financial hardships as a reason for discord at home.

### Other challenges

Most respondents reported that their community was suffering due to the pandemic. Specifically, they referred to financial hardship as well as uncertainties about the future. Several mothers felt worried about the future of their children.

## KEY POLICY FINDINGS

Across two round of surveys among vulnerable households in Bangladesh, we find that the negative economic impacts of the Covid-19 pandemic have persisted at least six months after the lifting of the general economic lockdown at the end of May 2020. Collectively, these findings point to several areas of need for vulnerable households, particularly in the area of education, mental health, and gender-based violence.

- Significant economic hardships, including food insecurity, have persisted after the lifting of economic lockdowns. Men have been more likely to return to work than women. This persistent negative economic impact highlights the **need for continued assistance** for vulnerable households, which may also have cross-cutting benefits on other dimensions of household wellbeing.
- Despite the multiple financial challenges and stressors imposed by the pandemic on families, education has remained a priority for parents, and most secondary-level students are continuing to study even in the 10<sup>th</sup> month of school closures. However, students' ability to be supported depends on their family's available resources for tutoring or the ability of family members to provide instruction or assistance. Policymakers should anticipate not only substantial learning losses, but a likely expansion in inequality of these losses, given the heterogeneous supports available to students. Parents are motivated to continue their children's education, but they have little confidence in their children's academic ability. As schools re-open, developing and implementing remedial programs to **target these learning gaps without discouraging or overwhelming students and parents** will be essential.
- So long as schools remain closed or only partially open, **low-tech remote learning supports** for students and/or their families would be critical. While cell phone penetration is generally high across Bangladesh, access to internet and TV is not sufficient to ensure regular access to a broad range of families. Continued economic hardship may also pose a **challenge for the return to in-person schooling, particularly among boys** who have been working to help support their families. **Supporting school outreach efforts and exploring ways to reduce the opportunity cost of schooling** may be beneficial.
- While the pandemic appears to have harmed women's mental health and increased intimate partner violence, the extent of distress experienced highlights that the crises in both domains have deep, pre-pandemic origins. During the current pandemic, and in preparation for the future, **strengthening systems to support women's mental health and reduce intimate partner violence** could have far-reaching impacts. In the context of the pandemic, expanding violence first-response systems and training health care workers to address violence against women may be particularly important (Peterman, Potts, et al. 2020). In the longer run, governments and NGOs could consider longer-term, evidence-based initiatives such as treating depression through psychotherapy (Baranov, Bhalotra, et al. 2020). Additionally, an expansion of anti-poverty programs may not only increase economic security, but also may reduce women's stress and risk of IPV (Baranov, Cameron, et al. 2021, Kim, et al. 2007).

## LESSONS LEARNED

Prior to the Covid-19 pandemic, relatively little was known about how to effectively implement phone surveys in low-income countries, particularly with vulnerable households who may face greater resource and time constraints. In this section, we discuss general lessons learned that we hope may have broader applications for future research.

### Sampling

As previously detailed in the sample selection section, the largest challenge in sampling was the high share of numbers that were no longer valid. In Bangladesh's telecom market, providers often introduce new schemes that provide advantages over those available previously. People are receptive to the new offerings, and often change numbers to take advantage of the new benefits. In the lag between us recording the contact details and actually contacting the respondent, many households may have changed numbers, which may explain to some extent why we were not able to reach more than 30% of our sample. The field manager recommended reducing this lag as much as possible, and updating numbers before successive survey rounds, if possible, through fieldwork. Additionally, because of the survey's reliance on hard-copy enrolment lists, the potential for duplicate numbers and families was high, and accounting for this possibility in the sample selection process is essential. Additionally, because some families enrolled multiple children it was important to have protocols for enumerators who encountered respondents that had already been surveyed because they were linked to two children.

### Instrument design and programming

The SurveyCTO case management functionality was useful for tracking calls and routing enumerators through multiple numbers. Because of the high turnover of numbers, it was useful to collect additional numbers in the Main survey to try to reach fathers for the Fathers survey, and then to update the database with these numbers. Programming the tracking section to be both robust and easy to use was a tricky process, leading to multiple intricate dependencies within the SurveyCTO programming. It went through several rounds of testing and reprogramming.

Two-way audio recording in SurveyCTO, though ideal for quality checks, has some restrictions. To make it possible, we needed to ensure that all recruited enumerators had devices running Android versions between 4.4 and 7 and had installed the latest beta version of the software on their devices, which was only possible by directly downloading and installing the .apk file from their website. In general, it may be safer for researchers to assume that only the enumerator's side of the conversation is guaranteed to be recorded, and to plan data quality protocols around that limitation.

Recording respondents' occupations was important to understanding the variation in economic impacts, and a lot of time was spent mapping and piloting the occupation codes. The final code list had 24 categories, with a final 25<sup>th</sup> added later. During training, the research team made sure enumerators were comfortable with sorting occupations according to these codes. This was very advantageous later, with less than 2% of Main survey responses and 3% of Fathers survey responses requiring recoding. One effective strategy to balance time constraints with data quality was to ask enumerators to only code the occupation during the survey, but then to ask them to manually type in the respondents' occupation immediately after the survey concluded.

### Fieldwork

Although the survey questionnaire translated well in the field, a few issues were picked up in the first few days of surveying. Holding a one-day training session with the enumerators after the first few days of surveying was a useful

way to address these issues quickly and uniformly. The fact that Bengali has separate words for maternal and paternal grandparents was causing some issue, since the translated version only had the words for the paternal set.

Our survey joined a group of studies measuring the impact of consent wording on respondents' willingness to participate. Respondents were randomly selected to receive an introduction script that stated the survey would help researchers, policymakers, or the government. In several instances, the enumerators reported people being irritated when the government was mentioned, stating frustration over promises not fulfilled, and in certain cases refusing to continue.

Fathers were less likely to be available, typically due to work and/or because of other reasons, such as living outside of the household. The Fathers survey was short, but due to the lower response rates, the enumerators had to make 60-70 call attempts per day. The difficulty, they reported, was keeping track of these calls, and making sure the correct protocol was followed for each of them. Added to this was the problem with numbers being changed previously mentioned. We fed in the mother's numbers from the Main survey to work around this, so that if possible, the father could be reached through the Main survey number.

Our survey had sensitive sections about mental health and IPV, which had been placed towards the end of the questionnaire. We began the section by gently introducing its nature and asking the respondents to move to a place where they would not be overheard, if possible. Our enumerators reported that because of the rapport they were able to build with the respondents over the course of the survey, most respondents felt comfortable giving frank responses to these questions. Some respondents also appreciated being provided with the mental health and domestic violence helpline numbers, and enthusiastically noted them down.

The field team highlighted many respondents were very appreciative of the fact that the enumerators had called them and asked about their health, employment, security during a time of crisis, some extending invitations for a meal once the lockdowns were lifted.

## REFERENCES

- Ahmed, Firoz, Asad Islam, Debayan Pakrashi, Tabassum Rahman, and Abu Siddique. 2020. "Determinants and Dynamics of Food Insecurity During COVID-19." CDES Policy Brief.
- Amit, Sajid. 2020. "Coronavirus and Impact on the Bangladesh Economy: Assessing the Damage of the Black Swan of 2020." *Asia-Pacific Journal Japan Focus* 18 (15-9).
- Asadullah, Niaz. 2020. *COVID-19, Schooling and Learning*. <https://bigd.bracu.ac.bd/publications/webinar-deck-covid-19-schooling-and-learning/>, BRAC Institute of Governance and Development.
- Baird, Sarah, Jennifer Seager, Shwetlena Sabarwal, Silvia Guglielmi, and Maheen Sultan. 2020. *Adolescence in the Time of Covid-19: Evidence from Bangladesh*. Policy Brief, <https://www.gage.odi.org/wp-content/uploads/2020/11/Adolescence-in-the-time-of-COVID19-Evidence-form-Bangladesh.pdf>: South Asian Gender Innovation Lab.
- Bandiera, Oriana, Niklas Buehren, Markus Goldstein, Imran Rasul, and Andrea Smurra. 2020. "Do School Closures During an Epidemic have Persistent Effects? Evidence from Sierra Leone in the Time of Ebola." Working Paper, [https://www.homepages.ucl.ac.uk/~uctpimr/research/ELA\\_SL.pdf](https://www.homepages.ucl.ac.uk/~uctpimr/research/ELA_SL.pdf).
- Baranov, Victoria, Lisa Cameron, Diana Contreras Suarez, and Claire Thibout. 2021. "Theoretical Underpinnings and Meta-analysis of the Effects of Cash Transfers on Intimate Partner Violence in Low- and Middle-Income Countries." *The Journal of Development Studies* 57 (1): 1-25.
- Baranov, Victoria, Sonia Bhalotra, Pietro Biroli, and Joanna Maselko. 2020. "Maternal Depression, Women's Empowerment, and Parental Investment: Evidence from a Randomized Controlled Trial." *American Economic Review* 110 (3): 824-59.
- Burgess, Simon, and Hans Henrik Sievertsen. 2020. "Schools, skills, and learning: The impact of COVID-19 on education." *VoxEU*. 1 April. <https://voxeu.org/article/impact-covid-19-education>.
- Genoni, Maria Eugenia, Afsana Iffat Khan, Nandini Krishnan, Nethra Palaniswamy, and Wameq Raza. 2020. *Losing Livelihoods: The Labor Market Impacts of COVID-19 in Bangladesh*. <https://openknowledge.worldbank.org/handle/10986/34449>, Washington, D.C.: The World Bank.
- International Monetary Fund. 2020. "Helping Bangladesh Recover from COVID-19." *IMF Country Focus*. 11 June. Accessed December 22, 2020. <https://www.imf.org/en/News/Articles/2020/06/11/na-06122020-helping-bangladesh-recover-from-covid-19>.
- Kim, Julia C, Charlotte H Watts, James R Hargreaves, Luceth X Ndhlovu, Godfrey Phetla, Linda A Morison, Joanna Busza, John D H Porter, and Paul Pronyk. 2007. "Understanding the Impact of a Microfinance-Based Intervention on Women's Empowerment and the Reduction of Intimate Partner Violence in South Africa." *American Journal of Public Health* 94: 1794-1802.
- Kroenke, Kurt, Robert L. Spitzer, and Janet BW Williams. 2001. "The PHQ-9: validity of a brief depression severity measure." *Journal of General Internal Medicine* 16 (9): 606-613.
- Peterman, Amber, Alina Potts, Megan O'Donnell, Kelly Thompson, Niyati Shah, Sabine Oertelt-Prigione, and Nicole van Gelder. 2020. *Pandemics and Violence Against Women and Children*. Center for Global Development, Working Paper.
- Peterman, Amber, and Megan O'Donnell. 2020. "COVID-19 and Violence against Women and Children: A Second Research Roundup." CGD Note.
- Peterman, Amber, and Megan O'Donnell. December 2020. *COVID-19 and Violence against Women and Children: A Third Research Round Up for the 16 Days of Activism*. CGD Note, Center for Global Development.
- Preetha, Sushmita S., and Zyma Islam. 2020. "Is foul play the new normal?" *The Daily Star*, 26 June.
- Rahman, Hossain Zillur, Narayan Das, Imran Matin, Mohammad Abdul Wazed, Shakil Ahmed, Nusrat Jahan, and Umama Zillur. 2020. *Livelihoods, Coping and Support During COVID-19 Crisis*. Dhaka: Brac Institute of Governance and

- Development. <https://bigd.bracu.ac.bd/wp-content/uploads/2020/06/PPRC-BIGD-Final-April-Survey-Report.pdf>.
- Ravindran, Saravana, and Manisha Shah. 2020. *Unintended Consequences of Lockdowns: COVID-19 and the Shadow Pandemic*. National Bureau of Economic Research Working Paper No. 27562.
- Siddiquee, Muhammad Shahadat Hossain, and Avinno Faruk. 2020. *COVID-19's Impact on Bangladesh Economy*. Macroeconomics Series 01, BRAC Institute of Governance and Development.
- Spitzer, Robert L., Kurt Kroenke, and Janet BW Williams. 2006. "A brief measure for assessing generalized anxiety disorder: the GAD-7." *Archives of Internal Medicine* 166 (10): 1092-1097.
- UN DESA. 2021. *World Economic Situation and Prospects 2021*. United Nations Department of Economic and Social Affairs.
- UNESCO. n.d. "Adverse consequences of school closures." *UNESCO*. Accessed December 22, 2020. <https://en.unesco.org/covid19/educationresponse/consequences>.
- UNICEF. 2020. "COVID-19 may push millions more children into child labour – ILO and UNICEF." *UNICEF*. June. <https://www.unicef.org/press-releases/covid-19-may-push-millions-more-children-child-labour-ilo-and-unicef>.
- . 2020. "Keeping the world's children learning through COVID-19." *UNICEF*. 20 April. <https://www.unicef.org/coronavirus/keeping-worlds-children-learning-through-covid-19>.
- United Nations Women. 2020. *COVID-19 and Ending Violence Against Women and Girls*. United Nations.
- Walker. 2020. "Imperial College report on global impact of COVID-19." <https://www.imperial.ac.uk/media/imperial-college/medicine/sph/ide/gida-fellowships/Imperial-College-COVID19-Global-Impact-26-03-2020.pdf>.

## APPENDIX

### A. Survey instruments – Round 1

#### Main Survey (Round 1)

SECTION TR: TRACKING SHEET (SECTION TR)		
<b>ID01</b>	Date of interview ( <i>dd/mm/yy</i> ):	[ ][ ]/[ ][ ]/[ ][ ]
<b>ID02</b>	Start time ( <i>hh:mm</i> ; 24-hour clock):	[ ][ ] : [ ][ ]
<b>ID03</b>	Supervisor ID/Name (First Middle Last)	[ ][ ] _____
<b>ID04</b>	Interviewer ID/Name (First Middle Last)	[ ][ ] _____
<b>ID05</b>	Which phone do you want to call?	1 Phone 1 2 Phone 2 3 Phone 3 4 Phone 4 5 Phone 5 6 Phone 6 7 The last number provided by the last receiver>> ID05.1
<b>ID05.1</b>	If ID05=7 Specify the number	
<b>Call</b>		
<b>TR01</b>	[ <b>Enumerator</b> ] Was the call answered?	1 Answered 2 Not answered>> TR07 (9A)
<b>TR01n</b>	Hi, my name is _____. I'm calling from IPA, a US-based non-profit in Dhaka. We're conducting a study to help researchers learn how Covid is affecting households,	
<b>TR01n</b>	Hi, my name is _____. I'm calling from IPA, a US-based non-profit in Dhaka. We're conducting a study to help your government learn how Covid is affecting households,	
<b>TR01n</b>	Hi, my name is _____. I'm calling from IPA, a US-based non-profit in Dhaka. We're conducting a study to help policymakers learn how Covid is affecting households,	

<b>TR01.1</b>	<p>Could I speak to &lt;&lt;stu_mother&gt;&gt;, mother of &lt;&lt;stu_name&gt;&gt;?</p> <p>[If not available] TR01.2 Could you give us her personal number? We can call back later also and wish to know her availability in the next 2 weeks.</p> <p>Hint: These are some information of the student for the person's better understanding Student information Student's Name: &lt;&lt;stu_name&gt;&gt; Student's Mother's name: &lt;&lt;stu_mother&gt;&gt; Student's Father's name: &lt;&lt;stu_father&gt;&gt;</p>	<p>1 Mother picked up/ Yes, you can speak with her now on this phone &gt;&gt; TR06n 2 Yes, you can speak with her at a later time on this phone &gt;&gt; TR07 (5A) 3 Yes, you can speak with her on another phone &gt;&gt; TR03.1 4 No, she will not be available during survey period/not present in household, but another member available &gt;&gt;TR04. 5 Unsure or doesn't know who mother is &gt;&gt; TR02</p>
<b>TR02.</b>	[If No] Do you know <<stu_mother>> or <<stu_father>>, mother and father of <<stu_name>> and residents of <<stu_village>>?	<p>1 Yes 0 No &gt;&gt; [7A:Wrong household] &gt;&gt;TR07</p>
<b>TR03.1</b>	If TR03=3, Can you provide us any number in which we can get \${stu_mother}?	<p>1 Yes&gt;&gt; TR03.2 0 No, I cannot share&gt;&gt; TR07 (4A) -99 Don't know</p>
<b>TR03.2</b>	specify the mobile number	
<b>Call</b>		
<b>TR03.3</b>	[ <b>Enumerator</b> ] Was the call answered?	<p>1 Answered 2 Not answered&gt;&gt; TR07 (9A)</p>
<b>TR01n</b>	<i>See above</i>	
<b>TR03.4</b>	<p>Could I speak to &lt;&lt;stu_mother&gt;&gt;, mother of &lt;&lt;stu_name&gt;&gt;?</p> <p>[If not available] TR03.4.1 Could you give us her personal number? We can call back later also and wish to know her availability in the next 2 weeks.</p> <p>Hint: These are some information of the student for the person's better understanding Student information Student's Name: &lt;&lt;stu_name&gt;&gt; Student's Mother's name: &lt;&lt;stu_mother&gt;&gt; Student's Father's name: &lt;&lt;stu_father&gt;&gt;</p>	<p>1 Mother picked up/ Yes, you can speak with her now on this phone &gt;&gt; TR06n 2 Yes, you can speak with her at a later time on this phone &gt;&gt; TR07 (5A) 3 Yes, you can speak with her on another phone &gt;&gt; TR03.6 4 No, she will not be available during survey period/not present in household, but another member available &gt;&gt;TR04. 5 Unsure or doesn't know who mother is &gt;&gt; TR03.5</p>
<b>TR03.5</b>	[If No] Do you know <<stu_mother>> or <<stu_father>>, mother and father of <<stu_name>> and residents of <<stu_village>>?	<p>1 Yes 0 No &gt;&gt; [7A:Wrong household] &gt;&gt;TR07</p>
<b>TR03.6</b>	If TR03=3, Can you provide us any number in which we can get \${stu_mother}?	<p>1 Yes&gt;&gt; TR03.7 0 No, I cannot share&gt;&gt; TR07 (4A) -99 Don't know</p>



<b>TR03.7</b>	specify the mobile number Hint: Enumerator: Choose option TR07 (6A)	
<b>TR04</b>	<b>If TR01.1=4 or TR03.4 = 4</b> If mother is not available, can I speak to \${stu_father}, father of \${stu_name}?	1 Yes, you can speak with him now on this phone >>TR06n 2 Yes, you can speak with him at a later time on this phone>>TR07 (5A) 3 Yes, you can speak with him on another phone>>TR4.1 4 No, he will not be available during survey period/not present in household, but another member available >> TR05
<b>TR04.1</b>	If TR04=3, Can you provide us any number in which we can get \${stu_father}?	1 Yes>> TR04.2 0 No, I cannot share>> TR07 (4A) -99 Don't know
<b>TR04.2</b>	specify the mobile number	
<b>Call</b>		
<b>TR04.2.1</b>	<b>[Enumerator]</b> Was the call answered?	1 Answered 2 Not answered>> TR07 (9A)
<b>TR01n</b>	<i>See above</i>	<u><b>Note for father</b></u>
<b>TR04.3</b>	Could I speak to <<stu_father>>, father of <<stu_name>>?  [If not available] TR04.3.1 Could you give us <b>his</b> personal number? We can call back later also and wish to know <b>his</b> availability in the next 2 weeks.  Hint: These are some information of the student for the person's better understanding Student information Student's Name: <<stu_name>> Student's Mother's name: <<stu_mother>> Student's Father's name: <<stu_father>>	1 Father picked up/ Yes, you can speak with him now on this phone >> TR06n 2 Yes, you can speak with him at a later time on this phone>>> TR07 (5A) 3 Yes, you can speak with him on another phone >> TR04.4 4 No, he will not be available during survey period/not present in household, but another member available >>TR04. 5 Unsure or doesn't know who father is >> TR04.3.1
<b>TR04.4</b>	[If No] Do you know <<stu_mother>> or <<stu_father>>, mother and father of <<stu_name>> and residents of <<stu_village>>?	1 Yes 0 No >> [7A:Wrong household] >>TR07
<b>TR04.4.1</b>	If TR04=3, Can you provide us any number in which we can get \${stu_father}?	1 Yes>> TR04.5 0 No, I cannot share>> TR07 (4A) -99 Don't know
<b>TR04.5</b>	specify the mobile number Hint: Enumerator: Choose option TR07 (6A)	_____ - >> <b>TR07 (6A)</b>
<b>TR05</b>	[If both mother and father are not available] Would you be willing to answer some questions now on their behalf?	1 Yes >>TR06n 0 No >>TR07 (8A)

<p><b>TR06n</b></p>	<p>Good morning /afternoon!</p> <p>My name is \${enumname}. I am calling from Innovations for Poverty Action, a U.S-based research organization that tries to find ways to solve problems faced by poor households. We would like to talk to you about how the novel Corona virus COVID-19 has affected you and members of your household. This study involves research, which is different from routine care or programming, because we are trying to learn about certain things rather than only providing services.</p> <p>I would like to invite you to participate in this discussion because someone in your family was interested in enrolling in UCEP during this school year. We will ask you some questions about your family's work, spending, schooling, and health. Your answers are important to help researchers understand people's needs during this difficult time. Participation is completely voluntary, and you can refuse to participate in this discussion, stop the discussion at any time or skip any questions that make you feel uncomfortable without any fear of repercussion.</p> <p>This conversation will last about 20 minutes. As researchers we cannot provide direct benefits to you, but we will pay you 50 BDT for your participation. We do not anticipate any risks from participation in this research. We will keep your information confidential to the extent possible, and information that identifies you or your family will be protected to prevent third parties from accessing it. We will always use a code to identify you, and only the research team will have access to your real name. Your name will not be disclosed at any time in this research or in the products that are derived from it. We hope to record part of your interview for quality assurance. If you do not want to be recorded, you can participate without this component.</p> <p>You can ask me any questions that you have about the study.</p> <p>If you want to contact us later, feel free to contact Mr. Alamgir Kabir, Senior Operations Manager, Innovations for Poverty Action, Phone +8801712121221.</p> <p>You may also contact IPA's Institutional Review Board at <a href="mailto:humansubjects@poverty-action.org">humansubjects@poverty-action.org</a>.</p> <p>If you agree to participate in this study, please say "I agree to participate." You can take the time you need to decide.</p>
---------------------	--

<p><b>TR06n</b></p>	<p>Good morning /afternoon!</p> <p>My name is \${enumname}. I am calling from Innovations for Poverty Action, a U.S.-based research organization that tries to find ways to solve problems faced by poor households. We would like to talk to you about how the novel Corona virus COVID-19 has affected you and members of your household. This study involves research, which is different from routine care or programming, because we are trying to learn about certain things rather than only providing services.</p> <p>I would like to invite you to participate in this discussion because someone in your family was interested in enrolling in UCEP during this school year. We will ask you some questions about your family's work, spending, schooling, and health. Your answers are important to help your government understand people's needs during this difficult time. Participation is completely voluntary, and you can refuse to participate in this discussion, stop the discussion at any time or skip any questions that make you feel uncomfortable without any fear of repercussion.</p> <p>This conversation will last about 20 minutes. As researchers we cannot provide direct benefits to you, but we will pay you 50 BDT for your participation. We do not anticipate any risks from participation in this research. We will keep your information confidential to the extent possible, and information that identifies you or your family will be protected to prevent third parties from accessing it. We will always use a code to identify you, and only the research team will have access to your real name. Your name will not be disclosed at any time in this research or in the products that are derived from it. We hope to record part of your interview for quality assurance. If you do not want to be recorded, you can participate without this component.</p> <p>You can ask me any questions that you have about the study.</p> <p>If you want to contact us later, feel free to contact Mr. Alamgir Kabir, Senior Operations Manager, Innovations for Poverty Action, Phone +8801712121221.</p> <p>You may also contact IPA's Institutional Review Board at <a href="mailto:humansubjects@poverty-action.org">humansubjects@poverty-action.org</a>.</p> <p>If you agree to participate in this study, please say "I agree to participate." You can take the time you need to decide.</p>
---------------------	---

<b>TR06n</b>	<p>Good morning /afternoon!</p> <p>My name is \${enumname}. I am calling from Innovations for Poverty Action, a U.S.-based research organization that tries to find ways to solve problems faced by poor households. We would like to talk to you about how the novel Corona virus COVID-19 has affected you and members of your household. This study involves research, which is different from routine care or programming, because we are trying to learn about certain things rather than only providing services.</p> <p>I would like to invite you to participate in this discussion because someone in your family was interested in enrolling in UCEP during this school year. We will ask you some questions about your family's work, spending, schooling, and health. Your answers are important to help policymakers understand people's needs during this difficult time. Participation is completely voluntary, and you can refuse to participate in this discussion, stop the discussion at any time or skip any questions that make you feel uncomfortable without any fear of repercussion.</p> <p>This conversation will last about 20 minutes. As researchers we cannot provide direct benefits to you, but we will pay you 50 BDT for your participation. We do not anticipate any risks from participation in this research. We will keep your information confidential to the extent possible, and information that identifies you or your family will be protected to prevent third parties from accessing it. We will always use a code to identify you, and only the research team will have access to your real name. Your name will not be disclosed at any time in this research or in the products that are derived from it. We hope to record part of your interview for quality assurance. If you do not want to be recorded, you can participate without this component.</p> <p>You can ask me any questions that you have about the study.</p> <p>If you want to contact us later, feel free to contact Mr. Alamgir Kabir, Senior Operations Manager, Innovations for Poverty Action, Phone +8801712121221.</p> <p>You may also contact IPA's Institutional Review Board at <a href="mailto:humansubjects@poverty-action.org">humansubjects@poverty-action.org</a>.</p> <p>If you agree to participate in this study, please say "I agree to participate." You can take the time you need to decide.</p>	
<b>TR06.1</b>	Do you agree to participate in this study?	1 Yes 0 No
<b>TR06.2</b>	Do you agree have brief segments of our discussion audio recorded?	1 Yes 0 No
<b>TR06.3</b>	May we contact you again in about 3 months to complete another survey?	1 Yes 0 No

<b>TR07</b>	Result of HH Search: What was the response?	1 A: Correct respondent: mother 2 A: Correct household: father 3 A: Correct household: other 4 A: Correct household: don't know/refused to provide mother's or father's number 5 A: Reschedule: respondent available at a later time 6 A: Reschedule: offered mother's/father's number at a later time 7 A: Doesn't know mother/father; wrong household 8 A: Refusal 9 NA: No one picked up the phone 10 NA: Phone number no longer valid 11 A: Correct household: child's parents already surveyed 12 A: Correct household: The respondent hung up the phone
	<b>Respondent information for this survey</b>	
<b>TR11.1</b>	Name	
<b>TR11.2</b>	Sex	0. Male 1. Female
<b>TR11.3</b>	Relationship with child	1 Child/ Student's Brother 2 Child/ Student's Sister 3 Child/ Student's Grandfather 4 Child/ Student's Grandmother 5 Child/ Student's Uncle 6 Child/ Student's Aunt 7 Child/ Student's Brother-in-law 8 Child/ Student's Sister-in-law -96 Other, specify
<b>TR11.4</b>	What is your marital status?	1 Married, spouse present in HH 2 Married, spouse absent in HH 3 Cohabiting/domestic partner 4 Divorced 5 Widowed 6 Never married 7 Separated
<b>Check01</b>	Enumerator: Does the respondent seem attentive to you or distracted so far? Give your best estimate.	1 Very attentive 2 Somewhat attentive 3 Somewhat distracted 4 Very distracted
<b>SECTION BH: HOUSEHOLD</b>		
<b>MIGRATION</b>		
<b>BH01</b>	Have you moved since February 2020?	1 Yes >> <b>BH03</b> 0 No >> <b>BH02</b>
<b>BH02</b>	Do you plan to move in the next 30 days?	1 Yes 0 No
<b>BH03</b>	How long did it take you to travel?	1 Days 2 Hours

<b>BH03.1</b>	How long did it take you to travel? (days)	
<b>BH03.2</b>	How long did it take you to travel? (hours)	
<b>BH04</b>	About how much money did you spend to travel?	Taka
<b>BH05</b>	[IF BH-1 = YES or BH-2 = YES] Where?	BH05.1 Region Codes [ ][ ] BH05.2 Upazila Codes [ ][ ]
<b>BH06n</b>	Please think about why you migrated and then tell us whether this reason was very important (A lot), slightly important (A little) or not important (Not at all)	
<b>BH06.1</b>	For me or someone in my household to look for work	1 Not at all 2 A little 3 A lot
<b>BH06.2</b>	To reduce expenses because someone in my household lost their income	
<b>BH06.3</b>	To financially support family members outside my household	
<b>BH06.4</b>	To have family help in caring for my children	
<b>BH06.5</b>	To reduce the chance people in my household get Covid-19	
<b>BH06.6</b>	To avoid spreading Covid-19 to others	
<b>BH06.7</b>	To care for ill or elderly family members	
<b>BH06.8</b>	Marriage	
<b>BH07note</b>	<b>READ:</b> Now we are going to ask you some questions about your household. By a household we mean a person or group of persons: who are related or unrelated; who live together in the same dwelling unit; who acknowledge one adult male or female as the head of household; who share the same living arrangements; who share food; and who are considered as one unit.	
<b>BH07</b>	How many people less than 5 years old are in this household?	[ ][ ]
<b>BH08</b>	How many people are in this household ages 5-17?	[ ][ ]
<b>BH09</b>	How many people are in this household ages 18 to 59?	[ ][ ]
<b>BH10</b>	How many people are in this household ages 60 or older?	[ ][ ]
<b>BH11</b>	Have any members joined or left your household in the past 30 days?	1 Yes 0 No >> <b>BH12</b>
<b>BH11a</b>	How many left?	[ ][ ]
<b>BH11b</b>	How many joined?	[ ][ ]

BH11c	<p>[IF BH08a &gt; 0 ] Why did they leave?</p> <p><b>Do not prompt, multiple responses allowed.</b></p>	<p>1 For me or someone in my household to look for work</p> <p>2 To reduce expenses because someone in my household lost their income</p> <p>3 To financially support family members outside my household</p> <p>4 To have family help in caring for my children</p> <p>5 To reduce the chance people in my household get Covid-19</p> <p>6 To avoid spreading Covid-19 to others</p> <p>7 To care for ill or elderly family members</p> <p>8 Marriage</p> <p>-96 Other, specify</p>
BH11d	<p>[IF BH08b &gt; 0 ] Why did they join?</p> <p><b>Do not prompt, multiple responses allowed.</b></p>	<p>1 For me or someone in my household to look for work</p> <p>2 To reduce expenses because someone in my household lost their income</p> <p>3 To financially support family members outside my household</p> <p>4 To have family help in caring for my children</p> <p>5 To reduce the chance people in my household get Covid-19</p> <p>6 To avoid spreading Covid-19 to others</p> <p>7 To care for ill or elderly family members</p> <p>8 Marriage</p> <p>-96 Other, specify</p>
<b>WORK</b>		
BH12	Prior to the closures, how many members age 18 or older in your household typically did any work for pay?	_ _  members
BH13	<u>In the past 7 days</u> , how many members age 18 or older did any work for pay?	_ _  members
BH14	Prior to the closures, how many members younger than age 18 in your household typically did any work for pay?	_ _  members
BH15	<u>In the past 7 days</u> , how many members younger than age 18 in your household did any work for pay?	_ _  members
BH16	Prior to the closures, who was the primary earner in your household?	<p>1 Primary earner was in household &gt;&gt;BH17</p> <p>2 Primary earner was NOT in household (migrant) &gt;&gt; BH17</p> <p>3 No earners for this household &gt;&gt; BH18</p>

<b>BH17</b>	Relationship of the person to child	1 Child/ Student's Mother 2 Child/ Student's Father 3 Child/ Student's Brother 4 Child/ Student's Sister 5 Child/ Student's Grandfather 6 Child/ Student's Grandmother 7 Child/ Student's Uncle 8 Child/ Student's Aunt 9 Child/ Student's Brother-in-law 10 Child/ Student's Sister-in-law -96 Other, specify
<b>BH18</b>	<b>[If BH16 == 1   BH16 == 2] BH18.1</b> In the past 30 days, was that person still the primary earner? <b>[If BH16 == 3] BH18.2</b> In the past 30 days, were there still no primary earner in the household?	1 Yes 0 No >>BH19
<b>BH19</b>	Over the past 30 days, who was the primary earner?	1 Primary earner was in household >>BH19b 2 Primary earner was NOT in household (migrant) >> BH19b 3 No earners for this household >> BH20
<b>BH19b</b>	Relationship of the person to child	1 Child/ Student's Mother 2 Child/ Student's Father 3 Child/ Student's Brother 4 Child/ Student's Sister 5 Child/ Student's Grandfather 6 Child/ Student's Grandmother 7 Child/ Student's Uncle 8 Child/ Student's Aunt 9 Child/ Student's Brother-in-law 10 Child/ Student's Sister-in-law -96 Other, specify
<b>BH20</b>	Prior to the closures, who was the secondary earner in your household, if any?	1 Secondary earner was in household >>BH21 2 Secondary earner was NOT in household (migrant) >> BH21 3 No secondary earners for this household >> BH22
<b>BH21</b>	Relationship of the person to child	1 Child/ Student's Mother 2 Child/ Student's Father 3 Child/ Student's Brother 4 Child/ Student's Sister 5 Child/ Student's Grandfather 6 Child/ Student's Grandmother 7 Child/ Student's Uncle 8 Child/ Student's Aunt 9 Child/ Student's Brother-in-law 10 Child/ Student's Sister-in-law -96 Other, specify



<b>BH22</b>	<b>[If BH20 == 1   BH20 == 2] BH22.1</b> In the past 30 days, was that person still the secondary earner? <b>[If BH20 ==3] BH22.2</b> In the past 30 days, were there still no secondary earner in the household?	1 Yes 0 No >> <b>BH23</b>
<b>BH23</b>	Over the past 30 days, who was the secondary earner in your household?	1 Secondary earner was in household >> <b>BH23b</b> 2 Secondary earner was NOT in household (migrant) >> <b>BH23b</b> 3 No secondary earners for this household >> <b>NEXT SECTION</b>
<b>BH23b</b>	Relationship of the person to child	1 Child/ Student's Mother 2 Child/ Student's Father 3 Child/ Student's Brother 4 Child/ Student's Sister 5 Child/ Student's Grandfather 6 Child/ Student's Grandmother 7 Child/ Student's Uncle 8 Child/ Student's Aunt 9 Child/ Student's Brother-in-law 10 Child/ Student's Sister-in-law -96 Other, specify
<b>CS</b>	Enumerator: Do you want to continue the survey?	1 Yes>> Next section 0 No>> C02a
<b>SECTION EC: ECONOMIC IMPACT OF COVID-19</b>		
<b>Ask first for respondent. If respondent is married/cohabiting, ask for his/her spouse.</b>		
<b>EI01</b>	<u>In the past 7 days</u> , for how many days have <b>you</b> stayed at home all day, without going out at all and without receiving any visits?	____ days -99 Don't know
<b>EI02</b>	<u>From February 2020 till today</u> , have <b>you</b> worked for remuneration for at least one hour? By "work for remuneration " we mean any activities you undertook for remuneration, including daily labour, working for wages or in-kind, or working on your own account or running a business, including an agricultural business. (Hint: Enumerator: If the respondent is confused about the timeline, refer him/ her 'around the time of language movement')	1 Yes >> <b>EI04</b> 0 No >> <b>END OF SECTION</b> -97 Refused >> <b>END OF SECTION</b> -99 Don't know >> <b>END OF SECTION</b>
<b>EI04</b>	<u>In the past 7 days</u> , have <b>you</b> worked for remuneration for at least one hour? By "work for remuneration " we mean any activities you undertook for remuneration, including daily labour, working for wages or in-kind, or working on your own account or running a business, including an agricultural business.	1 Yes >> EI07 0 No >> EI06 -97 Refused >> EI07 -99 Don't know >>EI07

<b>EI06</b>	If EI04=0 only, Why are <b>you</b> no longer working for remuneration? ( <b>Do not suggest</b> ) (Multiple answers allowed)	1 Employer closed permanently 2 Employer closed temporarily 3 Closed own business permanently 4 Closed own business temporarily 5 Caring for family 6 Sickness 7 Moved away 8 No jobs are available <b>9 Vacation</b> -96 Other, specify -97 Refused -99 Don't know
<b>EI07</b>	Please describe very briefly the activities in <b>your</b> main job <b>prior to the closures</b>	Occupation Codes  _ _ _
<b>EI08</b>	Which of the following statements best describes <b>your</b> main job?	1: <b>I work for wages</b> or payment (either in cash or in kind) for a company, the government or any other individual. 2: <b>I do not work for wages</b> , but rather work on my own account or in a business enterprise or farm belonging to me or someone else in my household, for example, as a farmer, trader, shop-keeper, barber, dressmaker, carpenter, or taxi driver
<b>Wage employees only (EI08=1)</b>		
<b>EI09</b>	If EI02=1, What was your salary/wage or typical earnings from your main occupation <u>over the past month</u> ?	_ _ _ _ _ _ _  BDT >> <b>EI15</b> -99 Don't know -97 Refusal
<b>EI010</b>	If EI02=1, How often did you receive this amount <u>over the past month</u> ?	1 Monthly 2 Weekly 3 Daily
<b>Self-employed only (EI08=2)</b>		
<b>EI012</b>	If EI02=1, Could you tell me what was <b>your</b> profit or loss from this farm/enterprise/business <u>over the past month</u> ?	_ _ _ _ _ _ _  BDT >> <b>EI15</b> -99 Don't know -97 Refusal
<b>EI013</b>	If EI02=1, How often did you receive this amount <u>over the past month</u> ?	1 Monthly 2 Weekly 3 Daily
<b>EI015</b>	If EI02=1, Think back to the typical month prior to the closures. Would you say <b>you</b> are earning more, about the same, or less now than you were before?	1 More 2 About the same 3 Less -99 Don't know

<b>Check02</b>	Enumerator: Does the respondent seem attentive to you or distracted so far? Give your best estimate.	1 Very attentive 2 Somewhat attentive 3 Somewhat distracted 4 Very distracted
<b>CS</b>	Enumerator: Do you want to continue the survey?	1 Yes>> Next section 0 No>> C02a
<b>SECTION AS: ASSISTANCE</b>		
I'd like to ask you about any transfers or assistance you might have received in the <u>last 30 days</u> .		
<b>AS01</b>	Did you do any of the following over the last 30 days to pay for food, healthcare, or other expenses? <b>[Read each item]</b>	1 Look for ways to earn additional money (e.g. work more hours, do an occasional job, etc.) 2 Borrow money/food from friends or family 3 Borrow from moneylender 4 Borrow from microfinance/NGO 5 Receive assistance from extended family (husband's side), excluding loans 6 Receive assistance from extended family (wife's side), excluding loans 7 Receive assistance from the government 8 Receive assistance from an NGO <b>or independent agency</b> 9 Reduce the number or size of meals for some household members 10 Rely on less preferred and less expensive food 11 Use cash or bank savings 12 Sell assets (including livestock) 13 Skip making a required payment on a loan (NOT taking advantage of govt programs to delay) 14 None of these
<b>Check02</b>	Enumerator: Does the respondent seem attentive to you or distracted so far? Give your best estimate.	1 Very attentive 2 Somewhat attentive 3 Somewhat distracted 4 Very distracted
<b>CS</b>	Enumerator: Do you want to continue the survey?	1 Yes>> Next section 0 No>> C02a
<b>SECTION FS: FOOD SECURITY</b>		
<b>FS01</b>	<b><u>Prior to the school closures</u></b> , in February 2020, how many days in a typical week would you say any children in this household were not able to eat all meals?	..... Days -99 Don't know
<b>FS01.1</b>	<b><u>In the past 7 days</u></b> , how many days would you say any children in this household were not able to eat all meals?	..... Days -99 Don't know
<b>FS02</b>	<b><u>Prior to the school closures, in February 2020</u></b> , how many days <b>in a typical week</b> would you say that you were not able to eat all meals?	..... Days -99 Don't know
<b>FS02.1</b>	<b><u>In the past 7 days</u></b> , how many days would you say you were not able to eat all meals?	..... Days -99 Don't know

<b>Check02</b>	Enumerator: Does the respondent seem attentive to you or distracted so far? Give your best estimate.	1 Very attentive 2 Somewhat attentive 3 Somewhat distracted 4 Very distracted
<b>CS</b>	Enumerator: Do you want to continue the survey?	1 Yes>> Next section 0 No>> C02a
<b>SECTION SM: COVID-19 SYMPTOMS &amp; OVERALL HEALTH</b>		
<b><i>Patient Health Questionnaire (PHQ-9) and (PHQ-4)</i></b>		
Over the LAST TWO WEEKS, how often have you been bothered by the following problems?		0 Not at all 1 Sometimes 2 More than half of the days 3 Nearly every day -97 Refused -99 Don't know
<b>SM02.1</b>	Little interest or pleasure in doing things	
<b>SM02.2</b>	Feeling down, depressed, or hopeless	
<b>SM02.3</b>	Trouble falling or staying asleep, or sleeping too much	
<b>SM02.4</b>	Feeling tired or having little energy	
<b>SM02.5</b>	Poor appetite or overeating	
<b>SM02.6</b>	Feeling bad about yourself — or that you are a failure or have let yourself or your family down	
<b>SM02.7</b>	Trouble concentrating on things, such as watching television	
<b>SM02.8</b>	Moving or speaking so slowly that other people could have noticed. Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	
<b>SM02.9</b>	Thoughts that you would be better off dead or of hurting yourself in some way	
<b>SM02.10</b>	Feeling nervous, anxious, or on edge	0 Not at all 1 Several days 2 More than half of the days 3 Nearly every day -97 Refused -99 Don't know
<b>SM02.11</b>	Not being able to stop or control worrying	
<b>CS</b>	Enumerator: Do you want to continue the survey?	1 Yes>> Next section 0 No>> C02a
<b>SECTION GC - Gender and Child</b>		
<b>I will now ask you a few questions about your children's activities during the school closures (ages 5-17)</b>		
Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with any children in your household in the past 30 days.		
For any children living in your home, in the <b>past 30 days</b> , have you or anyone else in your household [item] ?		
<b>GC01.1</b>	Took away privileges, forbade something s/he liked or did not allow her/him to leave the house.	1 Never 2 Rarely 3 Sometimes 4 Often -97 Refused -99 Don't know
<b>GC01.2</b>	Explained why her/his behaviour was wrong.	
<b>GC01.3</b>	Shook, spanked, hit, or slapped him/her.	
<b>GC01.4</b>	Shouted, yelled at, or screamed at him/her, or called him/her dumb, lazy or another name like that.	
<b>GC01.5</b>	Gave him/her something else to do.	

<b>GC01.6</b>	Beat him/her severely.	
<b>If respondent is male or if female but unmarried, &gt;&gt; next section</b>		
<b>GC02</b>	Would you say you are able to make fewer, the same, or more decisions about the household now relative to before the closures?	1 Less 2 Same 3 More
<b>GC03n</b>	<p>The next set of questions asks about things that may have happened to you with your current spouse/partner in the last 30 days. Generally, when two people are in a relationship, they share good and bad moments. We don't need explanations, and you can answer with simple one-word answers, either "never, rarely, sometimes, or often." You can also skip any questions that make you feel uncomfortable.</p> <p>Remember that everything you tell me will be kept confidential and used only for research purposes. You may want to find a quiet place to answer these questions.</p>	
<b>GC03</b>	Are you in a quiet place where you are unlikely to be overheard?	1 Yes 0 No -97 Refused -99 Don't know
<b>GC04</b>	How often would you say you argue with your partner? Would you say you argue NEVER, RARELY, SOMETIMES or OFTEN?	1 Never 2 Rarely 3 Sometimes 4 Often -97 Refused -99 Don't know
<b>GC04.1</b>	Has your male spouse/partner ever taken your money or possessions against your will?	
<b>GC04.2</b>	Has your male partner ever refused to give you money for essential household food purchases?	
<b>GC04.3</b>	Has your male partner ever kept money from his earnings for personal use when he knew you were finding it hard to pay for your personal expenses or household needs?	
<b>GC04.4</b>	Has your male spouse/partner ever insulted you or made you feel bad about yourself?	
<b>GC04.5</b>	Has your male spouse/partner ever done things to scare or intimidate you, for example by the way he looked at you, or by yelling and smashing things?	
<b>GC04.6</b>	Has your male spouse/partner ever belittled or humiliated you in front of other people?	
<b>GC04.7</b>	Has your male spouse/partner hurt people you care about as a way or hurting you or damaged things of importance to you	
<b>GC04.8</b>	Has a male spouse partner ever slapped you, hit you with a fist, thrown something at you that could hurt	

	you, pushed or shoved you, or physically hurt you in any other way?	
<b>GC04.9</b>	Has your male spouse/partner ever forced you to have sex or do something sexual when you did not want to?	
<b>GC05</b>	[IF ANY GC04.1-GC04.9= 2, 3, OR 4] Since the closures, would you say these things have happened more frequently, about the same, or less frequently than prior to the closures?	
<b>Concluding questions</b>		
<b>C01a</b>	Can you provide us the number of \${stu_father}, father of \${stu_name}? We will contact the father at a later time for a short survey. Enumerator: Put '9999999999' if he/she cannot provide the number	.....
<b>C01b</b>	Could you provide us with another phone number in case we cannot reach you at this number? Enumerator: Put '9999999999' if he/she cannot provide the number	.....
<b>C01c</b>	What is the name of the person at that number?	(name)
<b>C01d</b>	What is their relationship to the child?	1 Child/ Student's Mother 2 Child/ Student's Father 3 Child/ Student's Brother 4 Child/ Student's Sister 5 Child/ Student's Grandfather 6 Child/ Student's Grandmother 7 Child/ Student's Uncle 8 Child/ Student's Aunt 9 Child/ Student's Brother-in-law 10 Child/ Student's Sister-in-law -96 Other, specify
<b>C01e</b>	Does anyone in your household own a smartphone?	1 Yes 0 No -97 Refused -99 Don't know
<b>C01f</b>	[If R is female] Do you have a phone for your own personal use?	1 Yes 0 No >> C01h
<b>C01g</b>	Does your phone currently have balance on it?	1 Yes 0 No -97 Refused -99 Don't know
<b>C01h</b>	Do you have a television in your household?	1 Yes 0 No
<b>C02a</b>	Did the respondent terminate the survey early?	1 Yes>>C02b 0 No
<b>C02b</b>	Why did the respondent terminate the survey early?	1 Temporary stop only. Wishes to continue survey at a later time 2 Tired

		3 Too busy / doesn't have time 4 Offended at question 5 Suspicious of enumerator or survey intent 6 Does not feel like continuing survey -96 Other (specify) -99 Don't know
<b>LQ01</b>	C02a=1, Enumerator: Please specify the last question answered by the respondent	_____
<b>C02c</b>	If TR07=8, Why did the respondent refuse?	1 Tired 2 Too busy / doesn't have time 3 Suspicious of enumerator or survey intent 4 Not interested -96 Other (specify) -99 Don't know
<b>C03</b>	Please type in the main occupation of the respondent as reported by the respondent and noted in your book.	_____
<b>S01</b>	What is the status of the case?	1 Open 2 Closed

### Father Survey (Round 1)

SECTION TR: TRACKING SHEET (SECTION TR)		
<b>ID01</b>	Date of interview (dd/mm/yy):	[ ]/[ ]/[ ]
<b>ID02</b>	Start time (hh:mm; 24-hour clock):	[ ] : [ ]
<b>ID03</b>	Supervisor ID/Name (First Middle Last)	[ ] _____
<b>ID04</b>	Interviewer ID/Name (First Middle Last)	[ ] _____
<b>ID05.1</b>	Note: Call <stu_father>, father of the student at <number> (Father's phone number will be preloaded here)	Phone Number [ ]
<b>ID05.2</b>	Is the father's number reachable?	1 Yes>>ID05.4 0 No >> ID05.3
<b>ID05.3</b>	Note: Call \${stu_mother}, mother of \${stu_name} at \${othermember_no} if father's number didn't work.	Phone Number [ ]
<b>Call</b>		
<b>ID05.4</b>	Enumerator: Select the phone number called	1. \${stu_father}: \${father_no} 2. \${stu_mother}: \${othermember_no} 3. None of the above
<b>TR01.1</b>	[Enumerator] Was the call answered?	1 Answered>>TR01n 2 Not answered>>TR05 (7NA)
<b>TR01n</b>	Hi, my name is _____. I'm calling from IPA, a US-based non-profit in Dhaka. We're conducting a study to help researchers learn how Covid is affecting households,	
<b>TR01n</b>	Hi, my name is _____. I'm calling from IPA, a US-based non-profit in Dhaka. We're conducting a study to help your government learn how Covid is affecting households,	

<b>TR01n</b>	Hi, my name is _____. I'm calling from IPA, a US-based non-profit in Dhaka. We're conducting a study to help policymakers learn how Covid is affecting households,	
<b>TR02.</b>	<p>Can I speak to &lt;&lt;stu_father&gt;&gt;, father of &lt;&lt;stu_name&gt;&gt;?</p> <p>Hint: These are some information of the student for the person's better understanding Student information Student's Name: &lt;&lt;stu_name&gt;&gt; Student's Mother's name: &lt;&lt;stu_mother&gt;&gt; Student's Father's name: &lt;&lt;stu_father&gt;&gt;</p>	<p>1 Father picked up/ Yes, you can speak with him now on this phone &gt;&gt; &gt;TR03n 2 Yes, you can speak with him at a later time on this phone&gt;&gt;&gt; TR05 (3A) 3 Yes, you can speak with him on another phone &gt;&gt; TR02.1 4 No, he will not be available during survey period/not present in household &gt;&gt;TR05 (9 A) 5 Unsure or doesn't know who father is &gt;&gt; TR02.2</p>
<b>TR02.1</b>	<p>Could you give us his personal number? We can call back later also and wish to know his availability in the next 2 weeks.</p> <p>Hint: These are some information of the student for the person's better understanding Student information Student's Name: &lt;&lt;stu_name&gt;&gt; Student's Mother's name: &lt;&lt;stu_mother&gt;&gt; Student's Father's name: &lt;&lt;stu_father&gt;&gt;</p>	<p>1 Yes&gt;&gt; TR02.4 0 No &gt;&gt;TR05 (2A)</p>
<b>TR02.2</b>	[If No] Do you know <<stu_mother>> or <<stu_father>>, mother and father of <<stu_name>> and residents of <<stu_village>>?	<p>1 Yes 0 No &gt;&gt; [5A:Wrong household] &gt;&gt;TR05</p>
<b>TR02.3</b>	Can you provide us any number in which we can get \${stu_father}?	<p>1 Yes&gt;&gt; TR02.4 0 No, I cannot share&gt;&gt; TR05 (2A) -99 Don't know&gt;&gt; TR05 (2A)</p>
<b>TR02.4</b>	specify the mobile number	
<b>Call</b>		
<b>TR01.2</b>	[Enumerator] Was the call answered?	<p>1 Answered&gt;&gt;TR01n 2 Not answered&gt;&gt;TR05 (7NA)</p>
<b>TR01n</b>	See above	
<b>TR03</b>	<p>Can I speak to &lt;&lt;stu_father&gt;&gt;, father of &lt;&lt;stu_name&gt;&gt;?</p> <p>Hint: These are some information of the student for the person's better understanding Student information Student's Name: &lt;&lt;stu_name&gt;&gt; Student's Mother's name: &lt;&lt;stu_mother&gt;&gt; Student's Father's name: &lt;&lt;stu_father&gt;&gt;</p>	<p>1 Father picked up/ Yes, you can speak with him now on this phone/ father died, the caretaker of the child can talk &gt;&gt; &gt;TR03n 2 Yes, you can speak with him at a later time on this phone&gt;&gt;&gt; TR05 (3A) 3 Yes, you can speak with him on another phone &gt;&gt; TR03.1 4 No, father / caretaker of the child will not be available during survey period/not present in household &gt;&gt;TR05 (9 A) 5 Unsure or doesn't know who father is &gt;&gt; TR02.2</p>



<b>TR03.1</b>	specify the mobile number	_____ >> TR05 (4A)
<b>TR03n</b>	<p>Good morning /afternoon!</p> <p>My name is \${enumname}. I am calling from Innovations for Poverty Action, a U.S.-based research organization that tries to find ways to solve problems faced by poor households. We would like to ask some questions about your employment. This study involves research, which is different from routine care or programming, because we are trying to learn about certain things rather than only providing services.</p> <p>I would like to invite you to participate in this discussion because someone in your family was interested in enrolling in UCEP during this school year. He/ she participated in a survey from which we have collected your contact information. Your answers are important to help researchers understand people's needs during this difficult time. Participation is completely voluntary, and you can refuse to participate in this discussion, stop the discussion at any time or skip any questions that make you feel uncomfortable without any fear of repercussion.</p> <p>This conversation will last about 5-7 minutes. As researchers we cannot provide direct benefits to you, but we will pay you 20 BDT for your participation. We do not anticipate any risks from participation in this research. We will keep your information confidential to the extent possible, and information that identifies you or your family will be protected to prevent third parties from accessing it. We will always use a code to identify you, and only the research team will have access to your real name. Your name will not be disclosed at any time in this research or in the products that are derived from it. We hope to record part of your interview for quality assurance. If you do not want to be recorded, you can participate without this component.</p> <p>You can ask me any questions that you have about the study.</p> <p>If you want to contact us later, feel free to contact Mr. Alamgir Kabir, Senior Operations Manager, Innovations for Poverty Action, Phone +8801712121221.</p> <p>You may also contact IPA's Institutional Review Board at <a href="mailto:humansubjects@poverty-action.org">humansubjects@poverty-action.org</a>.</p> <p>If you agree to participate in this study, please say "I agree to participate." You can take the time you need to decide.</p>	

<b>TR03n</b>	<p>Good morning /afternoon!</p> <p>My name is \${enumname}. I am calling from Innovations for Poverty Action, a U.S.-based research organization that tries to find ways to solve problems faced by poor households. We would like to ask some questions about your employment. This study involves research, which is different from routine care or programming, because we are trying to learn about certain things rather than only providing services. I would like to invite you to participate in this discussion because someone in your family was interested in enrolling in UCEP during this school year. He/ she participated in a survey from which we have collected your contact information. Your answers are important to help your government understand people's needs during this difficult time. Participation is completely voluntary, and you can refuse to participate in this discussion, stop the discussion at any time or skip any questions that make you feel uncomfortable without any fear of repercussion.</p> <p>This conversation will last about 5-7 minutes. As researchers we cannot provide direct benefits to you, but we will pay you 20 BDT for your participation. We do not anticipate any risks from participation in this research. We will keep your information confidential to the extent possible, and information that identifies you or your family will be protected to prevent third parties from accessing it. We will always use a code to identify you, and only the research team will have access to your real name. Your name will not be disclosed at any time in this research or in the products that are derived from it. We hope to record part of your interview for quality assurance. If you do not want to be recorded, you can participate without this component.</p> <p>You can ask me any questions that you have about the study.</p> <p>If you want to contact us later, feel free to contact Mr. Alamgir Kabir, Senior Operations Manager, Innovations for Poverty Action, Phone +8801712121221.</p> <p>You may also contact IPA's Institutional Review Board at <a href="mailto:humansubjects@poverty-action.org">humansubjects@poverty-action.org</a>.</p> <p>If you agree to participate in this study, please say "I agree to participate." You can take the time you need to decide.</p>
--------------	---

<b>TR03n</b>	<p>Good morning /afternoon!</p> <p>My name is \${enumname}. I am calling from Innovations for Poverty Action, a U.S-based research organization that tries to find ways to solve problems faced by poor households. We would like to ask some questions about your employment. This study involves research, which is different from routine care or programming, because we are trying to learn about certain things rather than only providing services. I would like to invite you to participate in this discussion because someone in your family was interested in enrolling in UCEP during this school year. He/ she participated in a survey from which we have collected your contact information. Your answers are important to help policymakers understand people's needs during this difficult time. Participation is completely voluntary, and you can refuse to participate in this discussion, stop the discussion at any time or skip any questions that make you feel uncomfortable without any fear of repercussion.</p> <p>This conversation will last about 5-7 minutes. As researchers we cannot provide direct benefits to you, but we will pay you 20 BDT for your participation. We do not anticipate any risks from participation in this research. We will keep your information confidential to the extent possible, and information that identifies you or your family will be protected to prevent third parties from accessing it. We will always use a code to identify you, and only the research team will have access to your real name. Your name will not be disclosed at any time in this research or in the products that are derived from it. We hope to record part of your interview for quality assurance. If you do not want to be recorded, you can participate without this component.</p> <p>You can ask me any questions that you have about the study.</p> <p>If you want to contact us later, feel free to contact Mr. Alamgir Kabir, Senior Operations Manager, Innovations for Poverty Action, Phone +8801712121221.</p> <p>You may also contact IPA's Institutional Review Board at <a href="mailto:humansubjects@poverty-action.org">humansubjects@poverty-action.org</a>.</p> <p>If you agree to participate in this study, please say "I agree to participate." You can take the time you need to decide.</p>		
<b>TR04.1</b>	<table border="1"> <tr> <td>Do you agree to participate in this study?</td> <td></td> </tr> </table>	Do you agree to participate in this study?	
Do you agree to participate in this study?			
<b>TR04.2</b>	<table border="1"> <tr> <td>Do you agree to have brief segments of our discussion audio recorded?</td> <td> 1 Yes  0 No </td> </tr> </table>	Do you agree to have brief segments of our discussion audio recorded?	1 Yes 0 No
Do you agree to have brief segments of our discussion audio recorded?	1 Yes 0 No		
<b>TR04.3</b>	<table border="1"> <tr> <td>May we contact you again in about 3 months to complete another survey?</td> <td> 1 Yes  0 No </td> </tr> </table>	May we contact you again in about 3 months to complete another survey?	1 Yes 0 No
May we contact you again in about 3 months to complete another survey?	1 Yes 0 No		

<b>TR05</b>	Result of HH Search: What was the response?	1 A: Correct household: father/ caretaker of the child 2 A: Correct household: don't know/ refused to provide father's number 3 A: Reschedule: respondent available at a later time 4 A: Reschedule: offered father's number at a later time 5 A: Doesn't know father; Wrong household 6 A: Refusal 7 NA: No one picked up the phone 8 NA: Phone number no longer valid 9 A: Correct household: father/ caretaker of the child is not available 10 A: Correct household: child's father/ caretaker already surveyed 11 A: Correct household: The respondent hung up the phone
-------------	---	---

#### SECTION EC: ECONOMIC IMPACT OF COVID-19

**Ask first for respondent. If respondent is married/cohabiting, ask for his/her spouse.**

<b>EI01</b>	In the past 7 days, for how many days have <b>you</b> stayed at home all day, without going out at all and without receiving any visits?	_ _ _  days -99 Don't know
<b>LS04</b>	In a typical week in February 2020, what was your total weekly income in \${currency}?	_ _ _ _ _ _  BDT -99 Don't know -97 Refusal
<b>LS05</b>	Last week, what was your total weekly income in \${currency}?	_ _ _ _ _ _  BDT -99 Don't know -97 Refusal
<b>EI02</b>	From February 2020 till today, have <b>you</b> worked for remuneration for at least one hour? By "work for remuneration " we mean any activities you undertook for remuneration, including daily labour, working for wages or in-kind, or working on your own account or running a business, including an agricultural business. (Hint: Enumerator: If the respondent is confused about the timeline, refer him/ her 'around the time of language movement')	1 Yes >> <b>EI04</b> 0 No >> <b>END OF SECTION</b> -97 Refused >> <b>END OF SECTION</b> -99 Don't know >> <b>END OF SECTION</b>
<b>EI04</b>	In the past 7 days, have <b>you</b> worked for remuneration for at least one hour? By "work for remuneration " we mean any activities you undertook for remuneration, including daily labour, working for wages or in-kind, or working on your own account or running a business, including an agricultural business.	1 Yes >> EI07 0 No >> EI06 -97 Refused >> EI07 -99 Don't know >>EI07

<b>EI06</b>	If EI04=0 only, Why are <b>you</b> no longer working for remuneration? ( <b>Do not suggest</b> ) (Multiple answers allowed)	1 Employer closed permanently 2 Employer closed temporarily 3 Closed own business permanently 4 Closed own business temporarily 5 Caring for family 6 Sickness 7 Moved away 8 No jobs are available <b>9 Vacation</b> -96 Other, specify -97 Refused -99 Don't know
<b>EI07</b>	Please describe very briefly the activities in <b>your</b> main job <b>prior to the closures</b>	Occupation Codes <input type="text"/>
<b>EI08</b>	Which of the following statements best describes <b>your</b> main job?	1: <b>I work for wages</b> or payment (either in cash or in kind) for a company, the government or any other individual. 2: <b>I do not work for wages</b> , but rather work on my own account or in a business enterprise or farm belonging to me or someone else in my household, for example, as a farmer, trader, shop-keeper, barber, dressmaker, carpenter, or taxi driver
<b>Wage employees only (EI08=1)</b>		
<b>EI09</b>	If EI02=1, What was your salary/wage or typical earnings from your main occupation <u>over the past month</u> ?	<input type="text"/> BDT >> <b>EI15</b> -99 Don't know -97 Refusal
<b>EI10</b>	If EI02=1, How often did you receive this amount <u>over the past month</u> ?	1 Monthly 2 Weekly 3 Daily
<b>Self-employed only (EI08=2)</b>		
<b>EI12</b>	If EI02=1, Could you tell me what was <b>your</b> profit or loss from this farm/enterprise/business <u>over the past month</u> ?	<input type="text"/> BDT >> <b>EI15</b> -99 Don't know -97 Refusal

<b>EI13</b>	If EI02=1, How often did you receive this amount <u>over the past month</u> ?	1 Monthly 2 Weekly 3 Daily
<b>EI15</b>	If EI02=1, Think back to the typical month prior to the closures. Would you say <b>you</b> are earning more, about the same, or less now than you were before?	1 More 2 About the same 3 Less -99 Don't know
<b>Check02</b>	Enumerator: Does the respondent seem attentive to you or distracted so far? Give your best estimate.	1 Very attentive 2 Somewhat attentive 3 Somewhat distracted 4 Very distracted
<b>CONCLUSION</b>		
<b>C02a</b>	Did the respondent terminate the survey early?	1 Yes>>C02b 0 No
<b>C02b</b>	Why did the respondent terminate the survey early?	1 Temporary stop only. Wishes to continue survey at a later time 2 Tired 3 Too busy / doesn't have time 4 Offended at question 5 Suspicious of enumerator or survey intent 6 Does not feel like continuing survey -96 Other (specify) -99 Don't know
<b>LQ01</b>	C02a=1, Enumerator: Please specify the last question answered by the respondent	_____
<b>C02c</b>	If TR05=6, Why did the respondent refuse?	1 Tired 2 Too busy / doesn't have time 3 Suspicious of enumerator or survey intent 4 Not interested -96 Other (specify) -99 Don't know
<b>C03</b>	Please type in the main occupation of the respondent as reported by the respondent and noted in your book.	_____

## B. Survey instruments – Round 2

### Main Survey (Round 2)

SECTION TR: TRACKING SHEET (SECTION TR)		
SI	Question	Options
ID01	Date of interview (dd/mm/yy):	[ ][ ]/[ ][ ]/[ ][ ]
ID02	Start time (hh:mm; 24-hour clock):	[ ][ ] : [ ][ ]
ID03	Supervisor ID/Name (First Middle Last)	[ ][ ] _____
ID04	Interviewer ID/Name (First Middle Last)	[ ][ ] _____
ID05	Which phone do you want to call?	1 Phone 1 2 Phone 2 3 Phone 3 4 Phone 4 5 Phone 5 6 Phone 6 7 The last number provided by the last receiver>> ID05.1
ID05.1	If ID05=7 Specify the number	
Call		
TR01	[Enumerator] Was the call answered?	1 Answered 2 Not answered>> TR07 (9A)
TR01n	Hi, my name is _____. I'm calling from IPA, a US-based non-profit in Dhaka. We're conducting a study to help researchers learn how Covid is affecting households,	
TR01.1	Could I speak to <<stu_mother>>, mother of <<stu_name>>?  [If not available] Could you give us her personal number? We can call back later also and wish to know her availability in the next 2 weeks.  Hint: These are some information of the student for the person's better understanding Student information Student's Name: <<stu_name>> Student's Mother's name: <<stu_mother>> Student's Father's name: <<stu_father>>	1 <b>Mother picked up/</b> Yes, you can speak with her now on this phone >> TR06n 2 Yes, you can speak with her at a later time on this phone >> TR07 (5A) 3 Yes, you can speak with her on another phone >> TR03.1 4 No, she will not be available during survey period/not present in household, but another member available >>TR04. 5 Unsure or doesn't know who mother is >> TR02
TR02.	[If No] Do you know <<stu_mother>> or <<stu_father>>, mother and father of <<stu_name>> and residents of <<stu_village>>?	1 Yes 0 No >> [7A:Wrong household] >>TR07
TR03.1	If TR03=3, Can you provide us any number in which we can get \${stu_mother}?	1 Yes>> TR03.2 0 No, I cannot share>> TR07 (4A) -99 Don't know
TR03.2	specify the mobile number	
Call		

TR03.3	[Enumerator] Was the call answered?	1 Answered 2 Not answered>> TR07 (9A)
TR01n	See above	
TR03.4	<p>Could I speak to &lt;&lt;stu_mother&gt;&gt;, mother of &lt;&lt;stu_name&gt;&gt;?</p> <p>[If not available] Could you give us her personal number? We can call back later also and wish to know her availability in the next 2 weeks.</p> <p>Hint: These are some information of the student for the person's better understanding Student information Student's Name: &lt;&lt;stu_name&gt;&gt; Student's Mother's name: &lt;&lt;stu_mother&gt;&gt; Student's Father's name: &lt;&lt;stu_father&gt;&gt;</p>	<p>1 <b>Mother picked up/</b> Yes, you can speak with her now on this phone &gt;&gt; TR06n 2 Yes, you can speak with her at a later time on this phone &gt;&gt; TR07 (5A) 3 Yes, you can speak with her on another phone &gt;&gt; <b>TR03.6</b> 4 No, she will not be available during survey period/not present in household, but another member available &gt;&gt;TR04. 5 Unsure or doesn't know who mother is &gt;&gt; TR03.5</p>
TR03.5	[If No] Do you know <<stu_mother>> or <<stu_father>>, mother and father of <<stu_name>> and residents of <<stu_village>>?	1 Yes 0 No >> [7A:Wrong household] >>TR07
TR03.6	If TR03=3, Can you provide us any number in which we can get \${stu_mother}?	1 Yes>> TR03.7 2 I can share at a later time >> TR07 (6A) 0 No, I cannot share>> TR07 (4A) -99 Don't know
TR03.7	(If TR03.6=1) specify the mobile number	
TR04	If TR01.1=4 or TR03.4 = 4 If mother is not available, can I speak to \${stu_father}, father of \${stu_name}?	<p>1 Yes, you can speak with him now on this phone &gt;&gt;TR06n 2 Yes, you can speak with him at a later time on this phone&gt;&gt;TR07 (5A) 3 Yes, you can speak with him on another phone&gt;&gt;TR4.1 4 No, he will not be available during survey period/not present in household, but another member available &gt;&gt; TR05</p>
TR04.1	If TR04=3, Can you provide us any number in which we can get \${stu_father}?	1 Yes>> TR04.2 2 I can share at a later time >> TR07 (6A) 0 No, I cannot share>> TR07 (4A) -99 Don't know
TR04.2	specify the mobile number	
Call		
TR04.2.1	[Enumerator] Was the call answered?	1 Answered 2 Not answered>> TR07 (9A)
TR01n	See above	<u>Note for father</u>



TR04.3	<p>Could I speak to &lt;&lt;stu_father&gt;&gt;, father of &lt;&lt;stu_name&gt;&gt;?</p> <p>[If not available] Could you give us <b>his</b> personal number? We can call back later also and wish to know <b>his</b> availability in the next 2 weeks.</p> <p>Hint: These are some information of the student for the person's better understanding  Student information  Student's Name: &lt;&lt;stu_name&gt;&gt;  Student's Mother's name: &lt;&lt;stu_mother&gt;&gt;  Student's Father's name: &lt;&lt;stu_father&gt;&gt;</p>	<p>1 <b>Father picked up/</b> Yes, you can speak with him now on this phone &gt;&gt; <b>TR06n</b>  2 Yes, you can speak with him at a later time on this phone&gt;&gt;&gt; TR07 (5A)  3 Yes, you can speak with him on another phone &gt;&gt; <b>TR04.4</b>  4 No, he will not be available during survey period/not present in household, but another member available &gt;&gt;TR04.  5 Unsure or doesn't know who father is &gt;&gt; TR04.3.1</p>
TR04.3.1	[If No] Do you know <<stu_mother>> or <<stu_father>>, mother and father of <<stu_name>> and residents of <<stu_village>>?	<p>1 Yes  0 No &gt;&gt; [7A:Wrong household] &gt;&gt;TR07</p>
TR04.4	If TR04=3, Can you provide us any number in which we can get \${stu_father}?	<p>1 Yes&gt;&gt; TR04.5  2 I can share at a later time &gt;&gt; TR07 (6A)  0 No, I cannot share&gt;&gt; TR07 (4A)  -99 Don't know</p>
TR04.5	specify the mobile number	_____ - >> <b>TR07 (6A)</b>
TR05.2	[If both mother and father are not available] Would you be willing to answer some questions now on their behalf?	<p>1 Yes &gt;&gt;TR06n  0 No &gt;&gt;TR07 (8A)</p>
TR06n	<p>Good morning /afternoon!</p> <p>My name is \${enumname}. I am calling from Innovations for Poverty Action, a U.S-based research organization that tries to find ways to solve problems faced by poor households. We would like to talk to you about how the novel Corona virus COVID-19 has affected you and members of your household. This study involves research, which is different from routine care or programming, because we are trying to learn about certain things rather than only providing services.</p> <p>I would like to invite you to participate in this discussion because someone in your family was interested in enrolling in UCEP during this school year. We will ask you some questions about your family's work, spending, schooling, and health. Your answers are important <b>to help researchers understand</b> people's needs during this difficult time. Participation is completely voluntary, and you can refuse to participate in this discussion, stop the discussion at any time or skip any questions that make you feel uncomfortable without any fear of repercussion.</p> <p>This conversation will last about 20 minutes. As researchers we cannot provide direct benefits to you, but we will pay you 50 BDT for your participation. We do not anticipate any risks from participation in this research. We will keep your information confidential to the extent possible, and information that identifies you or your family will be protected to prevent third parties from accessing it. We will always use a code to identify you, and only the research team will have access to your real name. Your name will not be disclosed at any time in this research or in the products that are derived from it. We hope to record part of your interview for quality assurance. If you do not want to be recorded, you can participate without this component.</p> <p>You can ask me any questions that you have about the study.</p> <p>If you want to contact us later, feel free to contact Mr. Alamgir Kabir, Senior Operations Manager, Innovations for Poverty Action, Phone +8801712121221.</p> <p>You may also contact IPA's Institutional Review Board at humansubjects@poverty-action.org.</p> <p>If you agree to participate in this study, please say "I agree to participate." You can take the time you need to decide.</p>	
TR06.1	Do you agree to participate in this study?	<p>1 Yes  0 No</p>

TR06.2	Do you agree have brief segments of our discussion audio recorded?	1 Yes 0 No
TR06.3	May we contact you again in about 3 months to complete another survey?	1 Yes 0 No
TR11.5	Were you or any member of your household interviewed this month by us?	1 Yes 2 No -99 Don't Know
TR07	Result of HH Search: What was the response?	1 A: Correct respondent: mother 2 A: Correct household: father 3 A: Correct household: other 4 A: Correct household: don't know/refused to provide mother's or father's number 5 A: Reschedule: respondent available at a later time 6 A: Reschedule: offered mother's/father's number at a later time 7 A: Doesn't know mother/father; wrong household 8 A: Refusal 9 NA: No one picked up the phone 10 NA: Phone number no longer valid <b>11 A: Correct household: child's parents already surveyed</b> <b>12A: Correct household: The respondent hung up the phone</b>
	<b>Respondent information for this survey</b>	
TR11.1	Name	
TR11.2	Sex	0. Male 1. Female
TR11.3	Relationship with child	1 Child/ Student's Brother 2 Child/ Student's Sister 3 Child/ Student's Grandfather 4 Child/ Student's Grandmother 5 Child/ Student's Uncle 6 Child/ Student's Aunt 7 Child/ Student's Brother-in-law 8 Child/ Student's Sister-in-law 9 Child herself/himself -96 Other, specify
TR11.4	What is your marital status?	1 Married, spouse present in HH 2 Married, spouse absent in HH 3 Cohabiting/domestic partner 4 Divorced 5 Widowed 6 Never married 7 Separated
Check01	Enumerator: Does the respondent seem attentive to you or distracted so far? Give your best estimate.	1 Very attentive 2 Somewhat attentive 3 Somewhat distracted 4 Very distracted
<b>SECTION CR: CHILD ROSTER – SCHOOL (For all children in household between 5 to 17 years)</b>		
SI	Question	Options
<b>CR Child Roster (Complete if no baseline)</b>		
Note	In this module, I will ask you about your school-aged children	

Note	We will now ask about your child [ucep child name]	
CR03	[Name]'s Gender	1 Male 2 Female
CR04	[Name]'s Age	
CR05	[Name]'s Grade last completed	
CR06	Was {NAME} enrolled in school prior to the closures in late March?	1 Yes 0 No -97= Refused -99= Don't know
CR08	Has {NAME} done any educational activities since the school closures in late March?	"1=Yes 0= No >> CR07 -97= Refused -99= Don't know
CR09	Over the past 7 days, how many days did {NAME} do any educational activities?	_ _
CR10	Over the past 7 days, how many total hours did {NAME} spend on educational activities?	_ _
CR11	Has {NAME} been getting tuition or lessons of any kind from anyone in or outside of the household, in the past month?	1 Yes 0 No -97= Refused -99= Don't know
CR12	What type of lessons and from whom? (Do not list, Circle all that apply)	1. At home, from older sibling 2. At home, from mother 3. At home, from father 4. At home, other family member (grandparent, aunt/uncle) 5. Tutoring, from neighbor 6. Tutoring from schoolteacher 7. Private Tutoring tutor (in person or online) 8. At home, from TV lesson (Sangsad etc.) 9. Using online videos/resources (Sangsad, YouTube, Robi 10-minute school, FB) - nothing live 10. Attending online classes (not pre-recorded) -96. Other _____
CR07	In the past 7 days, how many <b>total</b> hours did {NAME} spend in the following activities?	
CR07.2	Working for pay outside the household	_ _
CR07.3	Helping with a family business or farm	_ _
CR07.4	Playing	_ _
CR07.5	Caring for family members	_ _
CR07.6	Helping with household chores like cooking, cleaning, etc.	_ _

CR07_7	Over the past two weeks, how often would you say {NAME} has felt nervous, anxious, or on edge?	0 Not at all 1 Several days 2 More than half of the days 3 Nearly every day -97 Refused -99 Don't know
CR07_8	Over the past two weeks, how often would you say {NAME} has had little interest or pleasure in doing things?	0 Not at all 1 Several days 2 More than half of the days 3 Nearly every day -97 Refused -99 Don't know
<b>Aspirations</b>		
<b>Version A</b>	<b>ver_A:</b> What level of education do you expect [Name] to complete?	1=No Education 2=Less than Grade 5 3=Grade 5 4=Grade 10 5=Grade 12 6=Graduation 7=Post Graduation 8= Madrasa (religious education) 9=Vocational education -96=Others (specify) -99 Don't know
	<b>ver_A.1:</b> You told me that you expect [Name] to complete his/her education up to {previous answer}. Now, tell me what you hope for. What level of education do you hope [Name] will complete?	1=No Education 2=Less than Grade 5 3=Grade 5 4=Grade 10 5=Grade 12 6=Graduation 7=Post Graduation 8= Madrasa (religious education) 9=Vocational education -96=Others (specify) -99 Don't know
<b>Version B</b>	<b>ver_B:</b> What level of education do you hope that [Name] will complete?	1=No Education 2=Less than Grade 5 3=Grade 5 4=Grade 10 5=Grade 12 6=Graduation 7=Post Graduation 8= Madrasa (religious education) 9=Vocational education -96=Others (specify) -99 Don't know

	ver_B.1: You told me that you hope [Name] will complete his/her education up to {previous answer}. Now, tell me what you expect. What level of education do you expect [Name] will complete?	1=No Education 2=Less than Grade 5 3=Grade 5 4=Grade 10 5=Grade 12 6=Graduation 7=Post Graduation 8= Madrasa (religious education) 9=Vocational education -96=Others (specify) -99 Don't know
MRD01	By what age do you think [Name] will get married?	... years -97 Refused -98 Already married -99 Don't know
FS01	<b>In the past 7 days</b> , how many days would you say {NAME} ate a smaller portion than was typically the case before the Pandemic?	..... Days -97= Refused -99= Don't know
FS02	<b>In the past 7 days</b> , how many days would you say {NAME} was not able to eat all meals?	..... Days -97= Refused -99= Don't know
SCH01	How likely do you think {NAME} will rejoin school after the closures are lifted?	1. Definitely not 2. Unlikely 3. Likely 4. Definitely
NCH	How many siblings within age (5-17) does \$Namechild have	_ _
CR02_1	please tell us the name of his/her [child's name]'s 2nd/3rd/4th.... sibling	
Note2	We will now ask about your child 2nd/3rd/4th.... oldest/youngest child name	
enumq01	Did the respondent take any help from someone else while responding to the questions in this section	1. Never 2. Few time 3 Many times 4 Always
<b>SECTION BH: HOUSEHOLD</b>		
<b>MIGRATION</b>		
<b>SI</b>	<b>Question</b>	<b>Options</b>
BH01	Over the past 30 days, who was the primary earner in the household?	1 Primary earner was in household 2 Primary earner was NOT in household (migrant) 3 No earners for this household >> BH03

BH02	Relationship of the person to child	1 Child/ Student's Mother 2 Child/ Student's Father 3 Child/ Student's Brother 4 Child/ Student's Sister 5 Child/ Student's Grandfather 6 Child/ Student's Grandmother 7 Child/ Student's Uncle 8 Child/ Student's Aunt 9 Child/ Student's Brother-in-law 10 Child/ Student's Sister-in-law <b>11Child itself</b> -96 Other, specify
BH03	Over the past 30 days, who was the secondary earner in your household?	1 Secondary earner was in household 2 Secondary earner was NOT in household (migrant) 3 No secondary earners for this household >> <b>NEXT SECTION</b>
BH04	Relationship of the person to child	1 Child/ Student's Mother 2 Child/ Student's Father 3 Child/ Student's Brother 4 Child/ Student's Sister 5 Child/ Student's Grandfather 6 Child/ Student's Grandmother 7 Child/ Student's Uncle 8 Child/ Student's Aunt 9 Child/ Student's Brother-in-law 10 Child/ Student's Sister-in-law <b>11Child itself</b> -96 Other, specify
<b>SECTION EC: ECONOMIC IMPACT OF COVID-19</b>		
<b>SI</b>	<b>Question</b>	<b>Options</b>
EI02	<u>In the past 7 days</u> , have <b>you</b> worked for remuneration for at least one hour? By "work for remuneration " we mean any activities you undertook for remuneration, including daily labor, working for wages or in-kind, or working on your own account or running a business, including an agricultural business.	<b>1 Yes &gt;&gt; EI04</b> <b>0 No &gt;&gt; EI03</b> <b>-97 Refused &gt;&gt; EI04</b> <b>-99 Don't know &gt;&gt;EI04</b>
EI03	If EI04=0 only, Why are <b>you</b> no longer working for remuneration? ( <b>Do not suggest</b> ) (Multiple answers allowed)	1 Employer closed permanently 2 Employer closed temporarily 3 Closed own business permanently 4 Closed own business temporarily 5 Caring for family 6 Sickness 7 Moved away 8 No jobs are available <b>9 Vacation</b> <b>10 I have never worked/do not earn (e.g., Housewife/unemployed)</b> -96 Other, specify -97 Refused -99 Don't know

EI04	<b>Enumerator: Do not read this out loud</b> <b>Please fill in the detail description of the respondent's main job</b>	Occupation Codes2  __ __
EI05	Which of the following statements best describes <b>your</b> main job?	1: <b>I work for wages</b> or payment (either in cash or in kind) for a company, the government or any other individual. 2: <b>I do not work for wages</b> , but rather work on my own account or in a business enterprise or farm belonging to me or someone else in my household, for example, as a farmer, trader, shop-keeper, barber, dressmaker, carpenter, or taxi driver 3: <b>I have never worked/do not earn (e.g., Housewife/unemployed)</b>
<b>Wage employees only (EI 06 IF EI05=1)</b>		
EI06	What was your salary/wage or typical earnings from your main occupation <u>over the past month</u> ?	__ __ __ __ __  BDT -99 Don't know -97 Refusal
<b>Self-employed only (EI 07 IF EI05=2)</b>		
EI07	Could you tell me what was <b>your</b> profit or loss from this farm/enterprise/business <u>over the past month</u> ? [Put negative value for loss.]	__ __ __ __ __  BDT -99 Don't know -97 Refusal
<b>To be asked to all</b>		
EI08	Think back to the typical month <b>since we last spoke (if already interviewed in R1) or since closures (if not already interviewed in R1)</b> . Would you say <b>you</b> are earning more, about the same, or less now than you were before?	1 More 2 About the same 3 Less 4 Never worked -97 Refusal -99 Don't know
EI09	Which of the following statements best describes <b>your spouse's</b> main job?	1: He/she <b>works for wages</b> or payment (either in cash or in kind) for a company, the government or any other individual. >> <b>EI09.1</b> 2: He/she <b>does not work for wages</b> , but rather works on his own account or in a business enterprise or farm belonging to him or someone else in my household, for example, as a farmer, trader, shop-keeper, barber, dressmaker, carpenter, or taxi driver >> <b>EI09.1</b> ; 3. He/she doesn't work now, but used to work before the Pandemic >> <b>EI09.2</b> , 4. He/she has not worked in over a year 5. <b>Spouse died/separated/divorced</b> -99 <b>Don't know</b>
EI09.1	What was your spouse's salary/wage or typical earnings from his main occupation <u>over the past month</u> ?	__ __ __ __ __  BDT -99 Don't know -97 Refusal
EI09.2	What was your spouse's salary/wage or typical earnings from his main occupation <u>before the Pandemic related closures</u> ?	__ __ __ __ __  BDT -99 Don't know -97 Refusal
Check02	Enumerator: Does the respondent seem attentive to you or distracted so far? Give your best estimate.	1 Very attentive 2 Somewhat attentive 3 Somewhat distracted 4 Very distracted
<b>SECTION FS: FOOD SECURITY</b>		

SI	Question	Options
FS01	<b>In the past 7 days</b> , how many days would you say you ate a smaller portion than was typically the case before the Pandemic?	..... Days -97= Refused -99= Don't know
FS02	<b>In the past 7 days</b> , how many days would you say you were not able to eat all meals?	..... Days -97= Refused -99= Don't know
Check02	Enumerator: Does the respondent seem attentive to you or distracted so far? Give your best estimate.	1 Very attentive 2 Somewhat attentive 3 Somewhat distracted 4 Very distracted
<b>SECTION AS: ASSISTANCE</b>		
SI	Question	Options
Enumerator read: I'd like to ask you about any transfers or assistance you might have received in the <b>last 30 days</b> .		
AS1	Did you do any of the following over the last 30 days to pay for food, healthcare, or other expenses? <b>[Read each item]</b>	1 Look for ways to earn additional money (e.g. work more hours, do an occasional job, etc.) 2 Borrow money/food from friends or family 3 Borrow from moneylender 4 Borrow from microfinance/NGO 5 Receive assistance from extended family (husband's side), excluding loans 6 Receive assistance from extended family (wife's side), excluding loans 7 Receive assistance from the government 8 Receive assistance from an NGO or <b>independent agency or high profiled persons</b> 9 Reduce the number or size of meals for some household members 10 Rely on less preferred and less expensive food 11 Use cash or bank savings 12 Sell assets (including livestock) 13 Skip making a required payment on a loan (NOT taking advantage of govt programs to delay) 14 None of these
Check02	Enumerator: Does the respondent seem attentive to you or distracted so far? Give your best estimate.	1 Very attentive 2 Somewhat attentive 3 Somewhat distracted 4 Very distracted
<b>SECTION SM: COVID-19 SYMPTOMS &amp; OVERALL HEALTH</b>		
SI	Question	Options
<b>Patient Health Questionnaire (PHQ-9) and (PHQ-4)</b>		
SM02	Over the LAST TWO WEEKS, how often have you been bothered by the following problems?	
SM02.1	Little interest or pleasure in doing things	0 Not at all 1 Several days 2 More than half of the days 3 Nearly every day -97 Refused -99 Don't know
SM02.2	Feeling down, depressed, or hopeless	
SM02.3	Trouble falling or staying asleep, or sleeping too much	
SM02.4	Feeling tired or having little energy	
SM02.5	Poor appetite or overeating	



SM02.6	Feeling bad about yourself — or that you are a failure or have let yourself or your family down	
SM02.7	Trouble concentrating on things, such as watching television	
SM02.8	Moving or speaking so slowly that other people could have noticed. Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	
SM02.9	Thoughts that you would be better off dead or of hurting yourself in some way	
SM02.10	Feeling nervous, anxious, or on edge	
SM02.11	Not being able to stop or control worrying	
SM03	[IF ANY ABOVE SM= 1,2, OR 3] Would you say these things have happened more frequently, about the same, or less frequently than <b>since we last spoke (if already interviewed in R1) or since closures (if not already interviewed in R1)?</b>	1 More Frequently 2 About the Same 3 Less Frequently -97 Refused -99 Don't know
<b>SECTION GC - Gender and Child</b>		
<b>SI</b>	<b>Question</b>	<b>Options</b>
<b>Enum_note</b>	Adults use certain ways to teach children the right behavior or to address a behaviour problem. I will read various methods that are used. Please tell me if you or anyone else in your household has used this method with any children in your household in the past 30 days.	
	For any children living in your home, in the <b>past 30 days</b> , have you or anyone else in your household [item] ?	
<b>GC01</b>		
<b>GC01.1</b>	Took away privileges, forbade something s/he liked or did not allow her/him to leave the house.	1 Never 2 Rarely 3 Sometimes 4 Often -97 Refused -99 Don't know
<b>GC01.2</b>	Explained why her/his behaviour was wrong.	
<b>GC01.3</b>	Shook, spanked, hit, or slapped him/her.	
<b>GC01.4</b>	Shouted, yelled at, or screamed at him/her, or called him/her dumb, lazy or another name like that.	
<b>GC01.5</b>	Gave him/her something else to do.	
<b>GC01.6</b>	Beat him/her severely.	
<b>If respondent is male or if female but unmarried, &gt;&gt; next section</b>		
<b>GC02</b>	Would you say you are able to make fewer, the same, or more decisions about the household now relative to before the closures?	1 Less 2 Same 3 More

<b>GC03n</b>	<p>The next set of questions asks about things that may have happened to you with your current spouse/partner in the last 30 days. Generally, when two people are in a relationship, they share good and bad moments. We don't need explanations, and you can answer with simple one-word answers, either "never, rarely, sometimes, or often." You can also skip any questions that make you feel uncomfortable.</p> <p>Remember that everything you tell me will be kept confidential and used only for research purposes. You may want to find a quiet place to answer these questions.</p>	
<b>GC03</b>	Are you in a quiet place where you are unlikely to be overheard?	1 Yes 0 No -97 Refused -99 Don't know
<b>GC04</b>	How often would you say you argue with your partner? Would you say you argue NEVER, RARELY, SOMETIMES or OFTEN?	1 Never 2 Rarely 3 Sometimes 4 Often -97 Refused -99 Don't know
<b>GC04.1</b>	Has your male spouse/partner ever taken your <b>money or possessions</b> against your will?	
<b>GC04.2</b>	Has your male partner ever refused to give you money for essential household food purchases?	
<b>GC04.3</b>	Has your male partner ever kept money from his earnings for personal use when he knew you were finding it hard to pay for your personal expenses or household needs?	
<b>GC04.4</b>	Has your male spouse/partner ever insulted you or made you feel bad about yourself?	
<b>GC04.5</b>	Has your male spouse/partner ever done things to scare or intimidate you, for example by the way he looked at you, or by yelling and smashing things?	
<b>GC04.6</b>	Has your male spouse/partner ever belittled or humiliated you in front of other people?	
<b>GC04.7</b>	Has your male spouse/partner hurt people you care about as a way or hurting you or damaged things of importance to you	
<b>GC04.8</b>	Has a male spouse partner ever slapped you, hit you with a fist, thrown something at you that could hurt you, pushed or shoved you, <b>or physically hurt you in any other way?</b>	
<b>GC04.9</b>	Has your male spouse/partner ever forced you to have sex or do something sexual when you did not want to?	
<b>GC05</b>	[IF ANY GC04.1-GC04.9= 2, 3, OR 4] <b>since we last spoke in August (if already interviewed in R1) or since closures (if not already interviewed in R1)</b> , would you say these things have happened more frequently, about the same, or less frequently than prior to the closures?	1 More Frequently 2 About the Same 3 Less Frequently -97 Refused -99 Don't know

INFORMATIONAL NOTE FOR WOMEN EXPERIENCING DOMESTIC VIOLENCE		
>> If any GC04.1-GC04.9 = 2 or 3 or 4		
<p><b>Enumerators read:</b> "Any behaviour in an intimate relationship that causes physical, psychological or sexual harm to those in the relationship, including acts of physical aggression, sexual coercion, psychological abuse and controlling behaviours is abuse. Bangladesh has a National Helpline for Violence against Women and Children that can help women experiencing abuse in their relationships. The helpline number is <b>109</b>. You can call can any time of day or night, and a counselor will answer and can refer you to services to help you. Their help is free and they will keep anything that you say private."</p>		
Check02	<p>Enumerator: Does the respondent seem attentive to you or distracted so far? Give your best estimate.</p>	<p>1 Very attentive 2 Somewhat attentive 3 Somewhat distracted 4 Very distracted</p>
CONCLUSION		
SI	Question	Options
C01a	<p>Can you provide us the number of \${stu_father}, father of \${stu_name}? We will contact the father at a later time for a short survey. Enumerator: Put '9999999999' if he/she cannot provide the number</p>	.....
C01b	<p>Could you provide us with another phone number in case we cannot reach you at this number? Enumerator: Put '9999999999' if he/she cannot provide the number</p>	.....
C01c	What is the name of the person at that number?	(name)
C01d	What is their relationship to the child?	<p>1 Child/ Student's Mother 2 Child/ Student's Father 3 Child/ Student's Brother 4 Child/ Student's Sister 5 Child/ Student's Grandfather 6 Child/ Student's Grandmother 7 Child/ Student's Uncle 8 Child/ Student's Aunt 9 Child/ Student's Brother-in-law 10 Child/ Student's Sister-in-law -96 Other, specify</p>
C01k	Is this the correct number for transferring phone load?	<p>1 Yes&gt;&gt;C01j 0 No</p>
C01j	Please provide us a phone number where you would prefer to receive 50 taka phone load for participating in our survey	
INFORMATIONAL NOTE FOR INDIVIDUALS EXPERIENCING DEPRESSION		
>> If PHQ-9 score > 9		

*Enumerators read: I would also like to tell you about the Kaan Pete Roi helpline, which is staffed by volunteers to provide confidential, compassionate, and open-minded listening to people experiencing despair, isolation, distress, and suicidal feelings. Would you like me to share their number with you?*

(do not record answer)  
 If yes, share appropriate number based on carrier:  
 GP: 01779554391 01779554392  
 Airtel: 01688709965 01688709966  
 Banglalink: 01985275286  
 Robi: 01852035634  
 Teletalk: 01517969150

END OF SURVEY

Enumerator read: "We have completed the survey. If you want to contact us later, feel free to contact Mr. Alamgir Kabir, Senior Operations Manager, Innovations for Poverty Action, Phone +8801712121221. You will get 50 taka load on your phone within 3 days. Thank you so much for your time!"

Section XX: Enumerators

C02a	Did the respondent terminate the survey early?	1 Yes>>C02b 0 No
C02b	Why did the respondent terminate the survey early?	1 Temporary stop only. Wishes to continue survey at a later time 2 Tired 3 Too busy / doesn't have time 4 Offended at question 5 Suspicious of enumerator or survey intent 6 Does not feel like continuing survey -96 Other (specify) -99 Don't know
LQ01	Enumerator: Please specify the last question answered by the respondent	_____
C02c	If TR07=8, Why did the respondent refuse?	1 Tired 2 Too busy / doesn't have time 3 Suspicious of enumerator or survey intent 4 Not interested -96 Other (specify) -99 Don't know
C03	Please type in the main occupation of the respondent as reported by the respondent and noted in your book. [Please, make sure to enter the same occupation as before]	_____
C04	Enumerator, please give your comment	_____

## Father Survey (Round 2)

SECTION TR: TRACKING SHEET (SECTION TR)		
SI	Question	Options
ID01	Date of interview (dd/mm/yy):	[ ][ ]/[ ][ ]/[ ][ ]
ID02	Start time (hh:mm; 24-hour clock):	[ ][ ]:[ ][ ]
ID03	Supervisor ID/Name (First Middle Last)	[ ][ ] _____
ID04	Interviewer ID/Name (First Middle Last)	[ ][ ] _____
ID05	Note: Call <stu_father>, father of the student at <number> (Father's phone number will be preloaded here)	Phone Number [ ][ ]
<b>Call</b>		
TR01.1	[Enumerator] Was the call answered?	1 Answered>>TR01n 2 Not answered>>TR05 (7NA)
TR01n	Hi, my name is _____. I'm calling from IPA, a US-based non-profit in Dhaka. We're conducting a study to help researchers learn how Covid is affecting households,	
TR02.	Can I speak to <<stu_father>>, father of <<stu_name>>?  Hint: These are some information of the student for the person's better understanding Student information Student's Name: <<stu_name>> Student's Mother's name: <<stu_mother>> Student's Father's name: <<stu_father>>	1 Father picked up/ Yes, you can speak with him now on this phone >> >TR03n 2 Yes, you can speak with him at a later time on this phone>>> TR05 (3A) 3 Yes, you can speak with him on another phone >> TR02.1 4 No, he will not be available during survey period/not present in household >>TR05 (9 A) 5 Unsure or doesn't know who father is >> TR02.2
TR02.1	Could you give us his personal number? We can call back later also and wish to know his availability in the next 2 weeks.  Hint: These are some information of the student for the person's better understanding Student information Student's Name: <<stu_name>> Student's Mother's name: <<stu_mother>> Student's Father's name: <<stu_father>>	1 Yes>> TR02.4 0 No >>TR05 (2A)
TR02.2	[If No] Do you know <<stu_mother>> or <<stu_father>>, mother and father of <<stu_name>> and residents of <<stu_village>>?	1 Yes 0 No >> [5A:Wrong household] >>TR05
TR02.3	Can you provide us any number in which we can get \${stu_father}?	1 Yes>> TR02.4 2 I can share later >> TR05 (4A) 0 No, I cannot share>> TR05 (2A) -99 Don't know>> TR05 (2A)
TR02.4	specify the mobile number	
<b>Call</b>		
TR01.2	[Enumerator] Was the call answered?	1 Answered>>TR01n 2 Not answered>>TR05 (7NA)
TR01n	See above	

TR03	<p>Can I speak to &lt;&lt;stu_father&gt;&gt;, father of &lt;&lt;stu_name&gt;&gt;?</p> <p>Hint: These are some information of the student for the person's better understanding</p> <p>Student information</p> <p>Student's Name: &lt;&lt;stu_name&gt;&gt;</p> <p>Student's Mother's name: &lt;&lt;stu_mother&gt;&gt;</p> <p>Student's Father's name: &lt;&lt;stu_father&gt;&gt;</p>	<p>1 Father picked up/ Yes, you can speak with him now on this phone &gt;&gt; &gt;TR03n</p> <p>2 Yes, you can speak with him at a later time on this phone&gt;&gt;&gt; TR05 (3A)</p> <p>3 Yes, you can speak with him on another phone &gt;&gt; TR03.1</p> <p>4 No, he will not be available during survey period/not present in household &gt;&gt;TR05 (9 A)</p> <p>5 Unsure or doesn't know who father is &gt;&gt; TR02.2</p>
TR03.1	Can you provide us any number in which we can get \${stu_father}?	<p>1 Yes&gt;&gt; TR03.2</p> <p>2 I can share later &gt;&gt; TR05 (4A)</p> <p>0 No, I cannot share&gt;&gt; TR05 (2A)</p> <p>-99 Don't know&gt;&gt; TR05 (2A)</p>
TR03.2	specify the mobile number	_____ >> TR05 (4A)
TR03n	<p>Good morning /afternoon!</p> <p>My name is \${enumname}. I am calling from Innovations for Poverty Action, a U.S-based research organization that tries to find ways to solve problems faced by poor households. We would like to ask some questions about your employment. This study involves research, which is different from routine care or programming, because we are trying to learn about certain things rather than only providing services.</p> <p>I would like to invite you to participate in this discussion because someone in your family was interested in enrolling in UCEP during this school year. He/ she participated in a survey from which we have collected your contact information. Your answers are important <b>to help researchers understand</b> people's needs during this difficult time. Participation is completely voluntary, and you can refuse to participate in this discussion, stop the discussion at any time or skip any questions that make you feel uncomfortable without any fear of repercussion.</p> <p>This conversation will last about 11-12 minutes. As researchers we cannot provide direct benefits to you, but we will pay you 20 BDT for your participation. We do not anticipate any risks from participation in this research. We will keep your information confidential to the extent possible, and information that identifies you or your family will be protected to prevent third parties from accessing it. We will always use a code to identify you, and only the research team will have access to your real name. Your name will not be disclosed at any time in this research or in the products that are derived from it. We hope to record part of your interview for quality assurance. If you do not want to be recorded, you can participate without this component.</p> <p>You can ask me any questions that you have about the study.</p> <p>If you want to contact us later, feel free to contact Mr. Alamgir Kabir, Senior Operations Manager, Innovations for Poverty Action, Phone +8801712121221.</p> <p>You may also contact IPA's Institutional Review Board at <a href="mailto:humansubjects@poverty-action.org">humansubjects@poverty-action.org</a>.</p> <p>If you agree to participate in this study, please say "I agree to participate." You can take the time you need to decide.</p>	
TR04.1	Do you agree to participate in this study?	<p>1 Yes</p> <p>0 No</p>
TR04.2	Do you agree to have brief segments of our discussion audio recorded?	<p>1 Yes</p> <p>0 No</p>
TR04.3	May we contact you again in about 3 months to complete another survey?	<p>1 Yes</p> <p>0 No</p>
TR04.4	Were you or any member of your household interviewed this month by us?	<p>1 Yes</p> <p>2 No</p> <p>-99 Don't Know</p>

TR05	Result of HH Search: What was the response?	1 A: Correct household: father 2 A: Correct household: don't know/ refused to provide father's number 3 A: Reschedule: respondent available at a later time 4 A: Reschedule: offered father's number at a later time 5 A: Doesn't know father; Wrong household 6 A: Refusal 7 NA: No one picked up the phone 8 NA: Phone number no longer valid 9 A: Correct household: father is not available 10 A: Correct household: child's father already surveyed
<b>SECTION EC: ECONOMIC IMPACT OF COVID-19</b>		
SI	Question	Options
EI02	In the <u>past 7 days</u> , have <b>you</b> worked for remuneration for at least one hour? By "work for remuneration " we mean any activities you undertook for remuneration, including daily labor, working for wages or in-kind, or working on your own account or running a business, including an agricultural business.	<b>1 Yes &gt;&gt; EI07</b> <b>0 No &gt;&gt; EI06</b> <b>-97 Refused &gt;&gt; EI07</b> <b>-99 Don't know &gt;&gt;EI07</b>
EI03	If EI04=0 only, Why are <b>you</b> no longer working for remuneration? ( <b>Do not suggest</b> ) (Multiple answers allowed)	1 Employer closed permanently 2 Employer closed temporarily 3 Closed own business permanently 4 Closed own business temporarily 5 Caring for family 6 Sickness 7 Moved away 8 No jobs are available 9 Vacation 10 I have never worked/do not earn (e.g., Housewife/unemployed) -96 Other, specify -97 Refused -99 Don't know
EI04	<b>Enumerator: Do not read this out loud</b> <b>Please fill in the detail description of the respondent's main job</b>	<b>Occupation Codes2  __ __ </b>
EI05	Which of the following statements best describes <b>your</b> main job?	1: <b>I work for wages</b> or payment (either in cash or in kind) for a company, the government or any other individual. 2: <b>I do not work for wages</b> , but rather work on my own account or in a business enterprise or farm belonging to me or someone else in my household, for example, as a farmer, trader, shop-keeper, barber, dressmaker, carpenter, or taxi driver 3 <b>I have never worked/do not earn (e.g., Housewife/unemployed)</b>
<b>Wage employees only (EI 05 IFEI04=1)</b>		
EI06	What was your salary/wage or typical earnings from your main occupation <u>over the past month</u> ?	__ __ __ __ __ __  BDT -99 Don't know -97 Refusal

Self-employed only (EI 06 IF EI04=2)		
EI07	Could you tell me what was <b>your</b> profit or loss from this farm/enterprise/business <u>over the past month</u> ?	_ _ _ _ _ _  BDT -99 Don't know -97 Refusal Enter negative value if loss
<b>To be asked to all</b>		
EI08	Think back to the typical month <b>since we last spoke (if already interviewed in R1) or since closures (if not already interviewed in R1)</b> . Would you say <b>you</b> are earning more, about the same, or less now than you were before?	1 More 2 About the same 3 Less 4 Never worked -97 Refusal -99 Don't know
EI09	Which of the following statements best describes <b>your spouse's</b> main job?	1: He/she <b>works for wages</b> or payment (either in cash or in kind) for a company, the government or any other individual. >> <b>EI09.1</b> 2: He/she <b>does not work for wages</b> , but rather works on his own account or in a business enterprise or farm belonging to him or someone else in my household, for example, as a farmer, trader, shop-keeper, barber, dressmaker, carpenter, or taxi driver >> <b>EI09.1</b> ; 3. He/she doesn't work now, but used to work before the Pandemic >> <b>EI09.2</b> , 4. He/she has not worked in over a year <b>5. Spouse died/separated/divorced</b> <b>-99 Don't know</b>
EI09.1	What was your spouse's salary/wage or typical earnings from his main occupation <u>over the past month</u> ?	_ _ _ _ _ _  BDT -99 Don't know -97 Refusal Enter negative value if loss in a business
EI09.2	What was your spouse's salary/wage or typical earnings from his main occupation <u>before the Pandemic related closures</u> ?	_ _ _ _ _ _  BDT -99 Don't know -97 Refusal Enter negative value if loss in a business
Check02	Enumerator: Does the respondent seem attentive to you or distracted so far? Give your best estimate.	1 Very attentive 2 Somewhat attentive 3 Somewhat distracted 4 Very distracted
<b>SECTION SM: COVID-19 SYMPTOMS &amp; OVERALL HEALTH</b>		
SI	Question	Options
<b>Patient Health Questionnaire (PHQ-9) and (PHQ-4)</b>		
SM02	Over the LAST TWO WEEKS, how often have you been bothered by the following problems?	
SM02.1	Little interest or pleasure in doing things	0 Not at all 1 Several days 2 More than half of the days 3 Nearly every day -97 Refused -99 Don't know
SM02.2	Feeling down, depressed, or hopeless	
SM02.3	Trouble falling or staying asleep, or sleeping too much	
SM02.4	Feeling tired or having little energy	
SM02.5	Poor appetite or overeating	
SM02.6	Feeling bad about yourself — or that you are a failure or have let yourself or your family down	



SM02.7	Trouble concentrating on things, such as watching television	
SM02.8	Moving or speaking so slowly that other people could have noticed. Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	
SM02.9	Thoughts that you would be better off dead or of hurting yourself in some way	
SM02.10	Feeling nervous, anxious, or on edge	
SM02.11	Not being able to stop or control worrying	
SM03	[IF ANY ABOVE SM= 1,2, OR 3] Would you say these things have happened more frequently, about the same, or less frequently than <b>since the closures?</b>	1 More Frequently 2 About the Same 3 Less Frequently -97 Refused -99 Don't know
<b>CONCLUSION</b>		
SI	Question	Options
<b>END OF SURVEY</b>		
C01k	Is this the correct number for transferring phone load?	1 Yes>>C01j 0 No
C01j	Please provide us a phone number where you would prefer to receive 50 taka phone load for participating in our survey	_____
<b>Enumerator read: "We have completed the survey. If you want to contact us later, feel free to contact Mr. Alamgir Kabir, Senior Operations Manager, Innovations for Poverty Action, Phone +8801712121221. You will get 20 taka load on your phone within 3 days. Thank you so much for your time!"</b>		
<b>Section XX: Enumerators</b>		
C02a	Did the respondent terminate the survey early?	1 Yes>>C02b 0 No
C02b	Why did the respondent terminate the survey early?	1 Temporary stop only. Wishes to continue survey at a later time 2 Tired 3 Too busy / doesn't have time 4 Offended at question 5 Suspicious of enumerator or survey intent 6 Does not feel like continuing survey -96 Other (specify) -99 Don't know
LQ01	Enumerator: Please specify the last question answered by the respondent	_____

C02c	If TR05=7, Why did the respondent refuse?	1 Tired 2 Too busy / doesn't have time 3 Suspicious of enumerator or survey intent 4 Not interested -96 Other (specify) -99 Don't know
C03	Please type in the main occupation of the respondent as reported by the respondent and noted in your book.	_____
C04	Enumerator, please give your comment	_____
<b>INFORMATIONAL NOTE FOR INDIVIDUALS EXPERIENCING DEPRESSION</b>		
>> If PHQ-9 score > 9		
<p><i><b>Enumerators read:</b> I would also like to tell you about the Kaan Pete Roi helpline, which is staffed by volunteers to provide confidential, compassionate, and open-minded listening to people experiencing despair, isolation, distress, and suicidal feelings. Would you like me to share their number with you?</i></p> <p style="text-align: center;"><i>do not record answer)</i></p> <p style="text-align: center;"><i>If yes, share appropriate number based on carrier:</i></p> <p style="text-align: center;">GP: 01779554391 01779554392</p> <p style="text-align: center;">Airtel: 01688709965 01688709966</p> <p style="text-align: center;">Banglalink: 01985275286</p> <p style="text-align: center;">Robi: 01852035634</p> <p style="text-align: center;">Teletalk: 01517969150</p>		

## Qualitative Survey (Round 2)

Serial	Question	Options
Intro_sc	Intro script: My name is .... I'm calling because we are taking time to speak with a few families we talked to previously to learn in more detail about their experiences over the past few months in light of the Covid-19 pandemic and school closures. I have some questions prepared to guide our discussion, but our main objective is to understand your perspectives and experiences. If a question reminds you of something, please feel free to share it. Our conversation will last for about one hour and we would like to send 70 Taka mobile recharge to you as gratitude. Can we start the survey?	
<b>Tracking</b>		
Respondent info		
I.1	Mobile number:	
I.2	Respondent's first name	
I.3	Relationship to child:	1=Child 2= Mother 3= Father -222= Other (specify)
I.4	Mother's first name:	
I.5	Father's first name:	

response	[Do not ask] What was the call response?	1= Yes, agreed to participate 2= Not received/phone off 3= Refused by respondent 4= Someone else refused to hand over the phone 5= Rescheduled 6= Not available during the survey period 7= Hung up the call before consent 8= Busy/disconnected, call later 9= Number is not valid anymore
Serial	Question	Options
Getting Started		
GS_1	To get started, can you tell me about how the pandemic has affected your family?	Open ended
GS_2	Has anyone in your family lost their work or livelihood?	1. Yes 0.No
Open ended	[If yes] How has your family coped?	Open ended
info_1	Respondent's Information from Main survey	Caseid
		Number of siblings
		Child_1_name
		Child_1_grade
		Child_2_name
		Child_2_grade
CH_note1	When you spoke to my colleague recently, you told me that you have { \$num } school-age children in your home, { \$name1 }, { \$name2 }, { \$name3 }, ... Is this information correct?	1 Correct 2 Incorrect --> make notes about correct information

CH_note2	And I have in my notes that [recall grade levels and whether last enrolled], is this information correct?	1 Correct 2 Incorrect --> make notes about correct information
Education Activities - Immediately after closures		
ChEd_Imm_note	I'd like to start by talking more about your children's schooling experiences since the school closures.	
CHED_Imm_1	In the first month after schools closed, say April 2020, what did your children's educational activities look like?	List some options, plus open-ended notes
CHED_Imm_2	Please, ask for each child	
CHED_Imm_2.1	(Ask for each child) Were their schools in touch with them?	Check if yes: [ . ] Child 1 [ ] Child 2 [ ] Child 3. _____ Notes
CHED_Imm_2.2	(Ask for each child) Did they provide materials, support?	Check if yes: [ . ] Child 1 [ ] Child 2 [ ] Child 3. _____ Notes
CHED_Imm_2.3	(Ask for each child) Did teachers contact students regularly or hold classes?	Check if yes: [ . ] Child 1 [ ] Child 2 [ ] Child 3. _____ Notes
CHED_Imm_2.4	[Ask for each child] In that first month, did anyone at home assist with your children's education?	Check if yes: [ . ] Child 1 [ ] Child 2 [ ] Child 3. _____ Notes
CHED_Imm_2.5	Who?	[list of HH member - check if helped anyone
CHED_Imm_2.6	What type of help did they provide?	List some options, plus open-ended note s

CHED_Imm_2.7	Did your children do any independent study?	Check if yes: [ <input type="checkbox"/> ] Child 1 [ <input type="checkbox"/> ] Child 2 [ <input type="checkbox"/> ] Child 3. _____ Notes
CHED_Imm_2.8	What activities did { \$name1 } do to study independently? Did s/he read a textbook, complete worksheets, watch videos, etc.?	Open ended
CHED_Imm_2.9	About how many hours per day?	Open ended
CHED_Imm_2.10	About how many days per week?	Open ended
Education Activities - 3 months into closures		
Ed_1.1	Now, think about 3 months into the closures, around July 2020, the time of {REFERENCE}. Were your children still engaging in the same sorts of activities as you just told me about?	Check if SAME: [ <input type="checkbox"/> ] Child 1 [ <input type="checkbox"/> ] Child 2 [ <input type="checkbox"/> ] Child 3. _____ Notes
Ed_1.2	Can you tell me more about that?	Open ended
Ed_1.3	What was different?	open ended
Ed_1.4	In terms of the differences, what do you think drove those changes?	open ended
Education Activities - Past 30 days		
Ed_2.1	Now, think about this past month. Were your children's educational activities the same as in July? What was different?	Check if SAME: [ <input type="checkbox"/> ] Child 1 [ <input type="checkbox"/> ] Child 2 [ <input type="checkbox"/> ] Child 3. _____ Notes
Ed_2.2	Can you tell me more about that?	Open ended

Ed_2.3	What was different?	open ended
Ed_2.4	In terms of the differences, what do you think drove those changes?	open ended
Ed_2.5	Can you describe your child's learning activities in a typical day over the past few weeks? Specifically, what learning materials s/he is using?	open ended
Ed_2.6	Over the past week, how many days have your children done any educational activities?	Child 1  __ __  Child 2  __ __  Child 3  __ __
Ed_2.7	Over the past week, how many total hours have your children has spent in any educational activities?	Child 1  __ __  Child 2  __ __  Child 3  __ __
Education Activities - Outreach		
C1.	<p>During this school closure, have you communicated with any of the following people about learning activities?</p> <p>C1a) School Teachers</p> <p>C1b) Tutors</p> <p>C1c) Cousins</p> <p>C1d) Friends</p> <p>[take a detail note- clarify who they have contacted and for what specific reason regarding study/who have helped the most and with what info, how independent are they to contact them, access to contact mediums etc.]</p>	<p>1=Yes</p> <p>0=No</p> <p>-999=Don't know</p> <p>-888= Refused</p>

C2.	(If Q1=yes to any) How often do you communicate with each of them? [for each person]	1=Almost every day 2= several times a week 3= Weekly 4= a few times a month 5=monthly 6=less than once a month
C3.	(If Q1=yes to any) How do you usually communicate? (Check all that apply)	1=Telephone 2= Mobile phone 3= Internet (WhatsApp= Messenger= Imo) 4= zoom/ skype/ google meet 5=They meet in person>>>Q.7 -222= Other; specify
C4.	(If Q1=yes to any) Whose device do you use when they communicate?	1=Own>>>>Q.6 2= Family member's>>>>Q.5 -222= Other >>>>Q.5 -999=Don't know -888= Refused
C5.	(If Q4 = family member's or others) Do you need to ask permission while using the device?	1=Yes 0= No -999=Don't know -888= Refused
C6.	(For each of the above in Q.3) Do you ever face difficulty using this technology?	1=Yes, sometimes 2= Yes, very often 0= No
C7.	(If Q6=1 or 2) What kind of difficulty do you usually face?	1=Internet Connectivity is poor 2= Internet is expensive 3= Call rate is expensive 4= Unavailability of the device 5= Call drop 6= Parents do not feel safe to use internet or any other devices on their child's hand 7= Do not know how to use

C8.	(If Q1=No) Why don't you communicate with any of them?	1=I don't need to communicate with them 2= They don't have any mobile/telephone to communicate 3= they do not live nearby 4= I am not motivated and not interested 5= We are not motivated or don't find it necessary 6= It won't affect if I do not study this year 7= I have to help at home or business
Education Activities - Overall		
ov_01	Overall, how would you say your children's educational activities are going since the closures?	open ended
ov_02	What is going well with your children's learning since the closures?	open ended
ov_03	In what areas, if any, have your children struggled with learning since the closures?	open ended
ov_04	[If mentions negative effects] How have you tried to help your children (reduce these negative effects)?	1= I try to provide instruction to my children 2= I supervise my children 3= I have bought electronic gadgets 4 = I search online for remote classes 5= I encourage my child to contact teachers 6 = Other [Open ended]



ov_05	What supports or resources would help your child's education most during this time of closures?	open ended
ov_06	What are the biggest challenges you as a parent face in supporting your child in remote learning?	open ended
ov_07	Is there anything else that would be useful for me to know about your children's educational activities since the closures?	open ended
Education Future		
SR2.	What is your best guess about when the schools will reopen for in-person instruction?	1= January-February 2021 2= Sometime next year 3= Only once a vaccine is available -999= Don't know > Q3 -888= Refused > Q3
SR2.a.	How sure are you?	1=very sure 2=moderately sure 3=not too sure
OE4.	Under which circumstances would you be willing to send your children	
OE4(a)	if schools were open today,	1=Will go 2=Will not go -888= Refused
OE4(b)	if schools were open today, and daily caseloads were 50% of what they are today,	
OE4(c)	if schools were open, and there were very few reported caseloads,	
OE4(d)	if schools were open and a vaccine was available	
	Once schools are open,	

OE2.	Do you expect your children will return to school when it re-opens?	Enter Yes/No: [ . ] Child 1 [ ] Child 2 [ ] Child 3. _____ Notes
OE3.	[If OE2=1] Why?	Open ended
OE1.a	[If QOE=] why not?	Open ended
OE2.	[If no to any children] Do you think your children will ever return to school?	Enter Yes/No [ . ] Child 1 [ ] Child 2 [ ] Child 3. _____ Notes
OE3.	Why or why not?	Open ended
OE5.	Is there anything that might make it difficult for your children return to school?	Open ended
OE6.	Can you tell me what you hope your children will do with their lives?	
OE7.	Has any of this changed since the pandemic?	
Education -WTP		
I.9	[if Q8> 1] Which child in grades 6-10 has their birthday coming up next? (enter details below) I.9.a. First name of the student: I.9.b. Age: I.9.c. Grade level:	

Z1	Suppose you were considering enrolling [Name] in the 2021 school year at a different nearby school, which is similar to the UCEP school. The fee is [0/50/100/150] ..... Taka per month (add the following text for the “0” case: “The school fee is covered by an NGO through a lottery! ”)	
Z1.1	Would you enroll [Name] in the school?	1=Yes 0=No Hints: record other thoughts - always let finish speaking, don't cut them off
Z1.2	This means that from [January,2021] to [December,2021], you will need to pay _____ Taka as monthly fee if your child attends the school [for the “0” case, SKIP THIS]. You could also pay yearly, or at any other frequency. What frequency would you choose?	1=Monthly 2=Every ‘X’ months (X=2 to 11 months) 3=Annually
Z2	Do you anticipate any barriers in your ability to pay for school for [Name]? For example, [list barriers, can pick multiple]	1= Cost 2=Time 3= Both Hints: record other thoughts - always let finish speaking, don't cut them off
	[SKIP for “0” case]	
Z2.1.1	Is the fee too expensive [SKIP for “0” case]	1=Yes 0=No
Z2.1.2	Then how much would you be able to pay?	Open Ended
Z2.1.3	If you were given a small loan that could be paid off in two years, would you enroll your child?	Open Ended

Z2.2.2	Child doesn't have enough time, or is busy with other activities	1=Yes 0=No
Z2.2.3	Then what activities is the child engaged in?	1= Housework 2= Job 3= Other reason [DESCRIBE]
Children's well-being		
WB_01	How would you describe your children's mental health these days?	Open ended
WB_02	Do any of your children frequently feel sad or down, or have low energy?	Open ended
WB_03	Do any of your children frequently feel anxious or nervous?	Open ended
WB_04	How do you think the pandemic has affected your children's emotional well-being overall?	Open ended
WB_05	Have you had to adjust how you interact with your children or discipline your children since the pandemic? In what ways?	Open ended
<p><i>For this survey, we are going to ask primarily on the child in your house that is in grades 6-10. If you have multiple children in grades 6-10, then pick the child whose birthday is soonest.</i></p>		
Section SR. School closing and remote education		
SR5.	[If parent] [if Q3 == YES] What learning activities do your child does when s/he study at home?	Open ended

SR6.	[If parent] [if Q3 == YES] Can you describe your child's learning activities in a typical day? Specifically, what learning materials s/he is using?	Open ended (Code afterwards: They study at home by themselves= One of us (parents) help to study at home= siblings or older neighbors help to study = We have hired a private tutor at home= They have sent to private tuition= Schools are taking online classes= Private tuitions are happening on online= They watch Konnect= Sangsad Tv online= offline classes = use printing materials from school = using educational software or games)
SR7.	[If parent] Have your child's school provided any learning materials, content, or instructions to support your education?	1=Yes 0=No -888= Refused
SR8.	(If Q7=Yes) What materials, content, and instruction?	Open ended Can't remember
SR9.	In what other ways have school closures affected your child's education?	Open ended
Section CD. Learning Challenges and Difficulties in remote learning:		
CD1.	Do you think you will forget lessons while schools are closed?	1=Yes 0=No -888=Refused
CD2.	What are the biggest challenges you face when learning remotely?	Open ended
CD3.	[Only for parent] What are the biggest challenges you as a parent face in supporting your child in remote learning?	Open ended
Section OE. Other education questions		
OE1.	What type of support would you want that would help and support your learning?[any kind of remote learning materials/scope]	Open ended
Gender/Life		

G1	Would you say you are able to make fewer, the same, or more decisions about the household now relative to before the closures?	1 Less 2 Same 3 More
G2	[if change] In what ways has the decisions you make changed since the closures?	Open ended
G3	[If change] Why do you think you are now making more/fewer decisions?	Open ended
G4	If both a husband and wife are earning, and if the wife loses her job, does she usually compromise more in household decision-making?	Open ended
G5	If both a husband and wife are earning, and if the husband loses his job, does he usually compromise more in household decision-making?	Open ended
G6	Would you change your answers to the above two questions if an extended family member lends money to the household from the wife's side? What about from the husband's side?	Open ended
G7	Do you feel like the relationship between you and your husband has been affected by the pandemic? In what ways?	Open ended
G8	Do you feel like relationships between other family members has been affected by the pandemic? In what ways?	Open ended
G9	Would you say that you and your partner argue more, less, or about the same since the pandemic?	1 Less 2 Same 3 More
G10	What worries you the most about the changes from the pandemic?	Open ended

G11	What gives you hope?	Open ended
Community		
note	Now, I'd like to ask you some general questions about members of your community	
Co_1	Starting with children's education, what would you say most people are doing for their children's education?	Open ended
Co_2	Do you think most families will send their children back to school once they re-open? Why might families choose not to?	Open ended
Co_3	Do you know of families who married their daughters earlier than expected since the closures?	Open ended
Co_4	Are families in your community experiencing income losses? How are they coping with these losses?	Open ended
Co_5	Is there anything else that would be good for me to know about how your community is doing during the pandemic?	Open ended
Thank_note	Thank you so much for your valuable time.	
VI. Section X. Enumerator Notes		
X1.	Were there any questions the respondent didn't understand?	1=Yes 0= No >>> Q.2
X1o.	please specify the question	_____
X2o.	please, give your comment	

The International Growth Centre (IGC) aims to promote sustainable growth in developing countries by providing demand-led policy advice based on frontier research.

Find out more about  
our work on our website  
[www.theigc.org](http://www.theigc.org)

---

For media or communications  
enquiries, please contact  
[mail@theigc.org](mailto:mail@theigc.org)

---

Subscribe to our newsletter and  
topic updates  
[www.theigc.org/newsletter-signup](http://www.theigc.org/newsletter-signup)

---

Follow us on Twitter  
[@the\\_igc](https://twitter.com/the_igc)

---

Contact us  
International Growth Centre,  
London School of Economic  
and Political Science, Houghton  
Street, London WC2A 2AE



DIRECTED BY



FUNDED BY



Designed by [soapbox.co.uk](http://soapbox.co.uk)