Follow-up survey of students

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- The follow-up survey is only for students in treatment schools with household-level intervention.

- The follow-up survey must happen after both the baseline survey of students and the video sessions with elders have taken place.

Module 0: Identifying information

Q1. Who in this students' household was invited to the video session?

Choice (select one):

- Male elder
- Female elder

Q2. What is the relation of the invited person to the student?

Choice (select one):

- Father
- Mother
- Grandfather
- Grandmother
- Uncle
- Aunt
- Older brother
- Older sister
- Brother in law
- Sister in law
- Other relatives: please specify

Module 1: Forward-looking expectations (5 min)

Introduction (Enumerators should read out to subjects):

Earlier we asked you a few questions about your knowledge on how to look after a farm and knowledge of how to use new farming practices. We also asked you a few questions about your ability to grow cassava.

One year from now, we will ask you questions about farming that are just as difficult. We will also measure the performance of the school garden. We want to measure how much you think you will learn from now until next year. Therefore, we will ask you to give your best guesses about your ability next year. Please feel free to answer in any way you want. Like I said, there are no right or wrong answers!

We are asking these questions to 1000 students like you. The 50 students who have the best predictions will each win a prize of 2000 LD. We will give out this prize when we come back to the schools next year.

Questions:

Q1. In an earlier survey we asked you 10 questions about how to look after farms. You guessed that you can answer […] questions correctly. 1 year from now, how many questions do you think you can answer correctly in a test that is just as difficult?

Numeric answer: range = 0-10

Enumerator instructions: After the subject gives the number, ask the following probe: "Based on your answer, you think that, 1 year from now, you will score [higher/the same/lower] in the test. Is that correct?" If the subject says no, allow him/her to revise the answer to Q1.

Q2. In an earlier survey we asked you 10 questions about new farming practices (the test with the pictures). You guessed that you can answer […] questions correctly. 1 year from now, how many questions do you think you can answer correctly in a test with similar difficulty?

Numeric answer: range = 0-10

Enumerator instructions: After the subject gives the number, ask the following probe: "Based on your answer, you think that, 1 year from now, you will score [higher/the same/lower] in the test. Is that correct?" If the subject says no, allow him/her to revise the answer to Q2.

Q3a. In an earlier survey we asked you about the amount of produce that you can harvest from growing cassava. You guessed that you can harvest at most […] tubers from 1 plant after growing cassava for 9-10 months. If you start planting cassava 1 year from now, what is the highest number of tubers that you can harvest from 1 plant?

Numeric answer: range = 0-15

Include visual aids

Enumerator instructions: After the subject gives the number, ask the following probe: "Based on your answer, you think that, 1 year from now, you can harvest [more/the same number of/less] cassava tubers. Is that correct?" If the subject says no, allow him/her to revise the answer to Q3a.

Q3b. You guessed that you can harvest […] tubers from 4 plants after growing cassava for 9-10 months. If you start planting cassava 1 year from now, how many tubers do you think you can harvest from 4 plants?

Numeric answer: 0-60

Include visual aids

Enumerator instructions: After the subject gives the number, ask the following TWO probes:

Probe 1: "Based on your answer, you think that, 1 year from now, you can grow [more/the same number of/less] cassava tubers. Is that correct?" If the subject says no, allow him/her to revise the answer to Q3b.

Probe 2: "Based on your answer, you think that, 1 year from now, you can grow [more/the same number of/less] cassava tubers [than/as/than] an adult farmer in your community. Is that correct?" If the subject says no, remind the subject about his/her answer to baseline survey Module 6 Q2b and allow him/her to revise the answer to Q3b.

Module 2a: "Revelation" treatment (10 min)

Note:

This module is applicable only for students whose corresponding elders have at least one upward adjustment in Module 9 of the baseline survey of elders. Skip this module for those who do not.

<u>Module 2a: "Reveal + Nudge" treatment</u>

Introduction (Enumerators should read out loud to subjects):

The questions we just asked you, show us how much you think you will learn in farming from now until next year. We asked the same questions to [response to Module 0 Q2]. [He/She] will also win the same amount of prize money if [he/she] answered the most questions correctly. Here are [his/her] answers.

Instructions for enumerators:

Each household head completes a total of 6 questions about the current and future performance of their children. Read the revelation message only if [response to Module 0 Q2] assigns a higher score on the question about the future performance of the student than the current performance of the student.

For each of the 6 questions:

- Read the revelation message that reveals that [response to Module 0 Q2] expects students to be improving in a year.
- Announce the specific changes in scores.

After going through all questions, read the encouragement message (regardless of whether the revelation messages are read).

Questions answered by elders:

Q1. [Student's score on questions about how to look after farms]

Revelation message:

[Response to Module 0 Q2] thinks that you will score higher on questions about how to look after farms next year than your current score.

Announce specific changes:

Specifically, [response to Module 0 Q2] thinks that out of 10 questions, you will score [...] points higher!

Q2. [Student's score on questions about new farming practices]

Revelation message:

[Response to Module 0 Q2] thinks that you will score higher on questions about new farming practices next year than you current score.

Announce specific changes:

Specifically, [response to Module 0 Q2] thinks that out of 10 questions, you will score [...] points higher!

Q3a. [The number of cassava tubers that the student can harvest from 4 plants]

[Response to Module 0 Q2] thinks that if you start growing cassava next year, you can harvest more tubers than if you start growing cassava now.

Specifically, [response to Module 0 Q2] thinks that you will harvest [...] more tubers from 4 cassava plants if you start growing next year than if you start growing now!

Q3b.[The number of cassava tubers that the student can harvest from 4 plants, relative to an adult farmer]

Revelation message:

[Response to Module 0 Q2] thinks that if you start growing cassava next year, you can harvest more tubers than an adult farmer.

Announce specific changes:

Specifically, [response to Module 0 Q3] thinks that you will harvest [?] more tubers from 4 cassava plants than an adult farmer!

Q4. [Perception of agriculture as a job]

[Response to Module 0 Q2] thinks that you will be thinking more positively about agriculture next year than you are now.

Specifically, [response to Module 0 Q2] thinks that you will be more likely to select agriculture to be the first choice of job after finishing school.

Q5. [Perception of the student's ability to be self-sufficient]

[Response to Module 0 Q2] thinks that you will be more able to take care of yourself next year than you are now.

Specifically, [response to Module 0 Q2] thinks that you will be more likely to pay all your school fees using the money earned from farming.

Q6. [Perception of the student's commitment to farming]

Revelation message:

[Response to Module 0 Q2] thinks that you will be more committed to farming than you are now.

Announce specific changes:

Specifically, [response to Module 0 Q2] thinks that you will be less likely to leave your farms not taken care of at some point of the agricultural season.

Encouragement message (Enumerators should read out to subjects):

You are a student of [name of school].

The 4-H agricultural education program is currently happening in [name of school].

We encourage you to talk to your household members about any new knowledge that you have learnt through the program.

A very good first step would be to talk to [Response to Module 0 Q2].

Module 2b: "No revelation" treatment (5 min)

Encouragement message (Enumerators should read out to subjects):

You are a student of [name of school].

The 4-H agricultural education program is currently happening in [name of school].

We encourage you to talk to your household members about any new knowledge that you have learnt through the program.

A very good first step would be to talk to [Response to Module 0 Q3].

Module 3: Follow-up questions (5 min)

Tasks:

This module of the survey asks students about (i) real-stake decisions and (ii) their perceptions about social norms in their community. The real-stake decisions capture (a) whether students think elders expect them to be learning valuable knowledge ; and (b) whether students are confident in teaching their elders (as opposed to some action that does not depend upon elders' response).

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The questions on social norms serve to check if the treatments in Module 2 actually change students' perception of social norms **(as an alternative to our preferred explanation)**. For instance, after the treatments, students might think elders in the community (rather than just elders in their households) in general are more permissive of students teaching their elders.

Questions:

Q1. We will ask you questions again sometime between October to December this year, after the rainy season. We will pay you to thank you for your participation in the survey. How would you like us to pay you?

Select one:

- A fixed payment of 1000 LD
- A payment of 3000 LD, but ONLY if your [Response to Module 0 Q2] answers at least 6 out of 10 questions correctly on a test on new farming practices. This test will be just as difficult as the test you made earlier this week, but it will include different questions than now.

Q2. Consider the following statement.

"It is disrespectful for youth to teach older people farming practices."

You may or may not agree with the statement. Now imagine 10 adult farmers that you talk with outside your family. How many farmers do you think would agree with the statement?

Numeric answer: range = 0-10

Q3. Consider the following statement.

"When choosing what crops to grow and how to plant crops, youth should always follow the advice of older people."

You may or may not agree with the statement. Now imagine 10 adult farmers that you talk with outside your family. How many farmers do you think would agree with the statement?

Numeric answer: range = 0-10

Module 4: Intended farming decisions (10 min)

Questions:

Q1. Will you look after a farm on your own in this rainy season?

Select one: Yes/No

Q2. What crops will you plant? *(Applicable if response to Q1 is yes.)*

Select multiple:

- Corn/Maize
- Cassava
- Eddoes
- Ginger
- Onions
- Upland rice
- Lowland rice
- Sweet potatoes
- Yams
- Beans, peas and nuts
- Bitterballs
- Cabbage
- Collard greens
- Cucumber
- Eggplant
- Lettuce
- Okra
- Pepper
- Tomatoes
- Fruits
- Cocoa
- Coconuts
- Coffee
- Cotton
- Palm oil
- Rubber
- Sugar cane
- Tobacco
- Other: please specify

Q3a. Will you sell your crops? *(Applicable if response to Q1 is yes.)*

Select one: Yes/No

Q3b. Which crops will you sell? *(Applicable if response to Q3a is yes.)*

Select multiple (do not read out options):

- Corn/Maize

- Cassava
- Eddoes
- Ginger
- Onions
- Upland rice
- Lowland rice
- Sweet potatoes
- Yams
- Beans, peas and nuts
- Bitterballs
- Cabbage
- Collard greens
- Cucumber
- Eggplant
- Lettuce
- Okra
- Pepper
- Tomatoes
- Fruits
- Cocoa
- Coconuts
- Coffee
- Cotton
- Palm oil
- Rubber
- Sugar cane
- Tobacco
- Other: please specify

Q4. Will you look after at least one farm that is not a backyard garden?

Select one: Yes/No

Q5. Where will your farm(s) be located?

Select multiple:

- Upland
- Lowland
- Both upland and lowland

Q6. Do you think you can get help from someone in the following areas?

(a) Finding farmland in the community.
(b) Finding people to work on my farms.
(c) Finding money to buy seeds.
(d) Finding someone to look after my farms when I am not free.
(e) Building a relationship with the town chief and the respected old people in the community to get help in farms.

Select one: Yes/No

Q7. From whom will you get help?

Select multiple:

- Father
- Mother
- Grandfather
- Grandmother
- Uncle
- Aunt
- Brother
- Sister
- Brother in law
- Sister in law
- Lineage head
- Quarter chief
- Town chief
- Town elders
- Other: please specify

Module 5: Purpose of study (1 min)

Q1. What do you think is the goal of this study? Please use one sentence only.

Text

END OF SURVEY