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CAMBODIA SCHOOL-TO-WORK TRANSITION SURVEY 2012

Field Operations Manual

**National Institute of Statistics,
Ministry of Planning**

**In collaboration with
International Labour Organization (ILO)**

Phnom Penh, July 2012

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CHAPTER 1

INTRODUCTION

1.1 Background

It is a recognized fact that youth employment is a precondition for poverty eradication and sustainable development. Across regions, data reveals that young people suffer higher unemployment levels and their job quality is lower than other age groups. The failure to find decent employment for young people tends to have lasting effects on occupational patterns and incomes over their life course.

Identifying the nature and extent of the youth employment challenge at the country level is a prerequisite to formulating evidence-based integrated policy and programmatic interventions. With detailed information on where blockages exist that prevent sufficient job creation to absorb the cohorts of young labour market entrants, Governments will be better prepared to design effective policy responses. Facilitating an improved school-to-work transition (or work to school transition for youth previously engaged in child labour) is a precondition to helping young people overcome the difficulties in finding and maintaining decent jobs.

1.2 Why focus on youth employment?

The Youth unemployment and situations in which young people give up on the job search or work under inadequate conditions incur costs to the economy, to society and to the individual and their family. A lack of decent work, if experienced at an early age, threatens to compromise a person's future employment prospects and frequently leads to unsuitable labour behaviour patterns that last a lifetime. There is a demonstrated link between youth unemployment and social exclusion. An inability to find employment creates a sense of uselessness and idleness among young people that can lead to increased crime, mental health problems, violence, conflicts and drug taking. The most obvious gains then, in making the most of the productive potential of youth and ensuring the availability of decent employment opportunities for youth, are the personal gains to the young people themselves.

The second obvious gain to recapturing the productive potential of underutilized youth is an economic one. Idleness among youth can come at great costs. They are not contributing to the economic welfare of the country – quite the contrary. The loss of income among the younger generation translates into a lack of savings as well as a loss of aggregate demand. Some youth who are unable to earn their own income have to be financially supported by the family, leaving less for spending and investments at the household level. Societies lose their investment in education. Governments fail to receive contributions to social security systems and are forced to increase spending on remedial services, including on crime or drug use prevention efforts and on unemployment benefits in the countries where they exist. All this is a threat to the growth and development potential of economies. Focusing on youth, therefore, makes sense to a country from a cost-benefit point of view. Young people might lack experience but they tend to be highly motivated and capable of offering new ideas or insights. They are the drivers of economic development in a country. Foregoing this potential is an economic waste.

Defining the school-to-work transition is a matter worthy of careful consideration since it is the definition that determines the interpretation. Most studies define the transition as the length of time between the exit from education (either upon graduation or early exit without completion) to the first entry into stable employment. But exactly what is meant by “stable employment”? The definition of the term and the subsequent measurement of the transition vary from study to study and from country to country. Some studies take as the end point the first moment of employment in any job and others apply qualitative elements such as first stable job (measured by contract type).

The ILO SWTS was designed in a way that applies a stricter definition of “stable employment” than is typically used in the genre. By starting from the premise that a person has not “transited” until settled in a job that meets a very basic criteria of “decency”, namely a permanency that can provide the worker with a sense of security (e.g. a permanent contract), or a job that the worker feels personally satisfied with, the ILO is introducing a new quality element to the standard definition of school-to-work transition.

1.3 Objectives of SWTS

Current restrictions in labour market information have led to a situation in which the question of why the school-to-work transitions of young people today are a long and difficult process has not yet been satisfactorily answered. At the same time, the goal of improving the transitions of youth is among the policy priorities of a growing number of countries. In response to this obvious information gap, the ILO developed the School-to-Work Transition Survey (SWTS). The SWTS is composed of two surveys: one for young people and the other for enterprises.¹ The two-pronged approach allows us to generate a large pool of data on the characteristics and labour market attachments of young people as well as on the enterprises that could absorb them. The data in itself is not unique, although it tends to be more comprehensive than a typical labour force survey. What is unique about the SWTS is 1) the development of indicators that define the stages of transition and the quality of transition and 2) the application of “decent work” as a concept to be integrated into the analytical framework built around the SWTS.

The analytical frameworks associated with the SWTS allow the user to first assess the characteristics of youth who are still in school, employed or self-employed, unemployed or outside of the labour force for reasons other than full-time study. Then survey results are used to estimate: 1) the number of young people who have completed their transition into stable or satisfactory employment 2) those who are still in transition; and 3) the number of young people who have not yet made the transition either because they remain in school or are outside of the labour market with no plans to work in the future.

The SWTS serves a number of purposes. First, it detects the individual characteristics of young people that determine labour market disadvantage. This, in turn, is instrumental to the development of policy response to prevent the emergence of risk factors, as well as measures to remedy those factors that negatively affect the transition to decent work. Second, it identifies the features of youth labour demand, which help determine mismatches that can be addressed by policy interventions. Third, in countries where the labour market information system is not developed, it serves as an instrument to generate reliable data for policy-making and for monitoring progress towards the achievement of MDG1. In countries with a

¹ This Field Manual is for the household survey of young people.

reasonably developed labour market information system, the survey helps to shed light on areas usually not captured by household-based surveys, such as youth conditions of work, wages and earnings, engagement in the informal economy, access to financial products and difficulties experienced by young people in running their business. Finally, it provides information to governments, the social partners and the donor community on the youth employment areas that require urgent attention.

1.4 Confidentiality of information

This survey is covering a sample of 2,560 households spread out in ten capital/provinces namely Phnom Penh, Banteay Meanchey, Battambang, Kampong Cham, Kampot, Koh Kong, Prey Veng, Preah Sihanouk, Siem Reap and Takeo. They are being selected using methods of random sampling, so that every household has a chance of being selected. In the selected households, information will be collected **on each youth household member aged 15 to 29 years**. It is important to realize that, although the data is being collected from individual households, the information will be combined with that from other sample households. As a result, it will not be possible to identify individual households when the results of the survey are published. **It is important to emphasize to everyone that the individual information from each household will be kept strictly confidential**, and will not be used for any other purpose than for the compilation of statistics.

1.5 Rights and obligations

According to the Statistics Law, Article 22 stated “Staff and employees working in the National Institute of Statistics of the Ministry of Planning and statistical units in ministries and other institutions of the Royal Government, as well as the designated statistical officers of these organizations shall ensure confidentiality of all individual information obtained from respondents, except under special circumstances with the consent of the Minister of Planning. The information collected under this Law is to be used only for statistical purposes.”

Article 23, “A statistical officer of the Ministry of Planning or any other ministry or institution of the Royal Government shall have the right to enter, with the consent of the owner or resident, for the purposes of statistical data collection: a) a dwelling or place of residence, including a home or any part of any other premises that is separately occupied, and b) any other premises.

Article 24, “A designated statistical officer of the Ministry of Planning or any other ministry or institution of the Royal Government must present his or her letter of assignment and official identity card to respondents, and shall behave in a professional and polite manner in making suitable interviews, in accordance with local custom and public order.”

Article 25, “Respondents must provide accurate, complete and timely information to a designated statistical officer of the Ministry of Planning or any other ministry or institution of the Royal Government.”

1.6 Penalties

Article 26 in the Statistics Law stated “Government employees and designated statistical officers of the National Institute of Statistics and statistical units in ministries or institutions of Royal Government who violate Article 22 of this Law will be subject to imprisonment for a period of 1 month (one month) to 6 months (six months) or a fine of 50,000 Riels (fifty thousand Riels) to 200,000 Riels (two hundred thousand Riels), or both.”

Article 27, “Government employees and designated statistical officers of the National Institute of Statistics and statistical units in ministries or institutions of Royal Government who violate Article 23 of this Law will be subject to imprisonment for a period of 1 day (one day) to 6 days (six days) or a fine of 10,000 Riels (ten thousand Riels) to 50,000 Riels (fifty thousand Riels), or both.”

Article 28, “For any respondent, who knowingly violates Article 25 of this Law, the following penalties shall apply: a) Any individual, or the head of a household, will be subject to a fine of 10,000 Riels (ten thousand Riels) to 50,000 Riels (fifty thousand Riels). b) Any manager, director or responsible employee in a company, establishment or any other organization, will be subject to imprisonment for a period of 1 month (one month) to 6 months (six months) or will be subject to a fine of 1,000,000 Riels (one million Riels) to 4,000,000 Riels (four million Riels), or both.”

Article 29, “Any individual who deliberately and without legal justification prevents or prohibits statistical activities conducted by the National Institute of Statistics, Ministries, or other government institutions under the provisions of this Law, will be subject to imprisonment for a period of 7 days (seven days) to 1 month (one month) or a fine of 600,000 Riels (six hundred thousand Riels) to 1,500,000 Riels (one million five hundred thousand Riels), or both.”

1.7 Survey organization and implementation

Before the training of enumerators and supervisors can begin, each enumerator and supervisor has to be clear about his/her responsibility and to whom and when s/he will report. In general, four enumerators work under the responsibility of one supervisor.

The supervisor is responsible for facilitating the work of the enumerators and assuring the quality and accuracy of the information they collect. He/she is supposed to control the field activity, meeting regularly with the enumerators to discuss and find a solution to any problems they might have. The supervisor is also responsible for initiating contact with the local authorities to inform them about the purpose of the survey and fieldwork and to try and obtain their assistance in order to facilitate field implementation.

The enumerators are responsible for interviewing households and collecting information in line with this manual and the training that they have received. The following offers a basic ‘check list’ of activities to be conducted by enumerators before, during and after field implementation:

Before field implementation:

- Participate in training and make sure you understand each of the survey questions and how the overall survey questionnaire should be implemented

- Make sure that you have available:
 - a list of addresses of all the households you are supposed to interview,
 - enough questionnaires for the households you will be interviewing,
 - an Enumerators Manual,
 - a map of the area(s) where you will be conducting interviews.

During field implementation:

- Try to visit households at a time when household members, especially persons who aged from 15 to 29 years, can be expected to be at home.
- At the start of each visit, introduce yourself to the household, explain the purpose of the survey and obtain their consent before continuing. Make every effort to convince the household to complete the questionnaire; however, if all the household members are not available, make an appointment for a follow-up visit.
- Try to make a positive ‘first impression’ to create confidence with the household.
- Before proceeding to Sections of the questionnaire, fill in all the necessary information on the questionnaire cover page.
- After completing the cover page, begin Section B of the questionnaire by writing full name of a household member who aged 15 to 29 years. Then go on to obtain the required information for that person.
- Read each question exactly as it appears in the questionnaire. If a respondent does not understand a question, only then rephrase the question in a simpler way, and give the respondent time to think about his or her response.
- Never suggest any answer option to a respondent.
- In case the household has more than one member who aged 15 to 29 years, the interview must do for each of them. After finishing interviewing for the first eligible member, the second interview must be made for the second eligible member, and subsequence, by using separated individual questionnaire.
- At the end of your first day in the field, meet with your supervisor to discuss any problem(s) you encountered and look for solutions in order to avoid any repetition of them in the coming days.

After field implementation (before leaving the area where you interviewed):

- Make sure you have interviewed all the households on your list. Check again to make sure that the questionnaire cover pages have been completed correctly.

1.8 Key concepts and definitions

Defining the school-to-work transition is a matter worthy of careful consideration since it is the definition that determines the interpretation. Most studies define the transition as the length of time between the exit from education (either upon graduation or early exit without completion) to the first entry into stable employment. But exactly what is meant by “stable employment”? The definition of the term and the subsequent measurement of the transition vary from study to study and from country to country. Some studies take as the end point the first moment of employment in any job and others apply qualitative elements such as first stable job (measured by contract type).

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has not “transited” until settled in a job that meets a very basic criteria of “decency”, namely a permanency that can provide the worker with a sense of security (e.g. a permanent contract), or a job that the worker feels personally satisfied with, the ILO is introducing a new quality element to the standard definition of school-to-work transition.

A quick reference to the most commonly encountered concepts in the SWTS questionnaire is described below.

Household

A household consists of one or more persons who usually share their living quarters and their main meals. These are the two requirements for a person to count as a member of a household. Traditionally, the household is defined as those persons who “*live together and eat out of the same cooking pot*”.

There are therefore two main possibilities:

- (a) A single person living alone
- (b) A group of persons (related or otherwise) who live and eat as one unit.

Economic activity

This concept is at the heart of a School-to-Work Transition Survey (SWTS). A clear understanding of the concept and boundary of economic activity is a fundamental requirement for the correct application of the definitions of the economically active population, employment and unemployment in a SWTS. The exact boundary between economic and non-economic activities is a matter of convention, but unless a precise dividing line is drawn, the statistical treatment of many situations encountered in practice remains ambiguous and will raise questions about the reliability of the resulting statistics.

The concept of economic activity used for this survey is the one adopted by the Thirteenth International Conference of Labour Statisticians. It is defined broadly in terms of the production of goods and services as set forth in the System of National Accounts (SNA). Persons are considered economically active if (and only if) they contribute or are available to contribute to the production of goods and services falling within the SNA production boundary.

The SNA production boundary includes production of all services by market enterprises, government and non-profit institutions (religious institutions and charities). It is important to note, however, that it excludes the production of almost all services for own final consumption within the same household. An important exception is domestic and personal services produced by employing paid domestic staff, which *is* included within the SNA production boundary.

In everyday language the word “activity” usually covers both economic activity and non-economic activity, but in this questionnaire most of the questions relate to economic activity or what is sometimes referred to in the questionnaire as “work”. In the ILO definition of economic activity, production for home consumption is not counted as “work”, unless some of the output is sold. The SWTS is following this definition. Youth who are economically inactive will answer to Section F or Section G, depending if they are studying or not. **Every youth who is currently economically active will skip both Sections F and G.**

Current economic activity

The word “current” here means during the last week. Here, the last week refers to the most recent week. Since the survey is spread over several weeks, the reference week may well be different for different youth, depending on when they are interviewed. It is essential that the informant clearly understands the 7-day reference period to which the “last week” refers.

Employment, unemployment and underemployment

Persons engaged in economic activities for a specified time period are said to be employed. An ***employed*** person may not actually be working during the reference week because of temporary reasons like illness, annual leave, shortage of raw materials, off-season, etc., but so long as the person has a job attachment or an enterprise that continues to exist, he/she is considered to be employed. Therefore, employed persons fall into two categories:

- (a) Those working during the reference week
- (b) Those not working during the reference week but with an attachment to a job or with an enterprise that continues to exist.

Persons in category (b) should have a formal attachment to their work, i.e. there must be a definite expectation that they will go back to their work after the temporary period of absence due to illness, leave, etc. is over, or have an enterprise that continues to exist. Note that for the latter, contributing family workers who are absent from work are not employed, as they do not have an enterprise. Similarly, some own-account workers such as itinerant street traders are not considered as employed if they are absent from work.

According to the definitions followed in this survey, a person is considered to be employed if he/she has worked even for as little as one hour during the reference week.

Employment is of two kinds: paid employment and self-employment. Persons working on paid jobs are in paid employment and constitute employees who earn wages, salaries, commission, tips, etc. in cash or kind. Persons working on their own or in household enterprises for profit or family gain, are in self-employment, and they may be employers, own-account workers, members of producers’ cooperatives, or contributing family workers, as defined later.

The employed group will also include some people whom one can regard as ***underemployed***. There are a number of reasons why people might be underemployed, and why they might want to switch to other work or find additional work. It is possible that they feel they are not working enough hours per week and they would like to work more hours (known as “time-related underemployment”). Or they may feel they are not earning enough, and want to increase their income. Or they may feel that their present work does not properly use the skills that they have acquired. (These latter two possibilities are referred to as “inadequate employment”). In the SWTS we are trying to cast the net wide and consider all sorts of underemployment and inadequate employment. We also try to find out what steps, if any, the person has taken to find alternative work.

The ***unemployed*** are those who are not engaged in any kind of work or economic activity, be it paid employment or self-employment, but who are either seeking work or

are available for such work. There is a related category of those “*available for work though not actively seeking it*” which will also be captured in the relevant section.

The employed and the unemployed, taken together, constitute the ***currently economically active population*** (also known as the ***labour force***) and the remainder are described as “*not currently economically active*”.

Non-economic activity

Certain activities are not counted as productive, and therefore fall outside the production boundary. Examples of such activities are:

- (i) purely natural processes without any human involvement or direction, such as the unmanaged growth of fish stocks in international waters;
- (ii) basic human activities, such as eating, sleeping or taking exercise, that it is not possible for one person to perform on behalf of oneself;
- (iii) activities not producing any output, such as begging or theft (however, if the goods so acquired are resold, the re-selling is an economic activity).

The 1993 SNA also excludes the production of all services for own final consumption within the household. This means that the following activities, for example, are excluded, if they are provided by unpaid household members for the benefit of their household: cleaning, decorating and maintaining the dwelling occupied by the household, including small repairs; the cleaning, servicing and repair of household durables and other goods, including vehicles used for household purposes; preparing and serving meals for immediate consumption; the care, training and instruction of children; the care of sick, infirm or old people; and the transportation of household members. Please see the following table.

Illustrative set of economic and non-economic activities

Economic activities	Non-economic activities
<ul style="list-style-type: none"> • Working in wage jobs (Full time or part time) <ul style="list-style-type: none"> - Permanent or temporary - Casual or piecework - Including paid child minding and other paid domestic work - Paid in cash or kind (e.g. food/accommodation) • Having business activities <ul style="list-style-type: none"> - Large or small, agricultural or non-agricultural - Small shop/kiosk/street stall - Preparation/selling of juice, soft drinks - Taxi operator - Shoe cleaning/sewing business • Any activities on own or family farms for the purpose of production for sale including the following: <ul style="list-style-type: none"> - Weeding and planting crops - Harvesting crops - Keeping birds and other pests off crops • Transport of goods from the fields for storage or for sale • Fetching water and collecting firewood for sale • Fishing, collecting shells or seaweed for sale • Processing goods for sale <ul style="list-style-type: none"> - Mats, hats from natural or grown fibres - Furniture from natural timber - Butter/cheese and other products from milk - Oil from oil seeds/fruit - Dressmaking • House or farm building/construction <ul style="list-style-type: none"> - Fence/enclosure/storage construction - Road/irrigation construction - House construction/additions <p>Do not count those below</p> <ul style="list-style-type: none"> • Any activities on own or family farms for the purpose of production for home consumption including the following: <ul style="list-style-type: none"> - Planting crops - Harvesting crops - Keeping birds and other pests off crops - Weeding • Fetching water and collecting firewood for domestic use • Fishing, collecting shells or seaweed solely for home consumption • Processing goods for home consumption <ul style="list-style-type: none"> - Mats, hats from natural or grown fibres - Furniture from natural timber - Butter/cheese and other products from milk - Oil from oil seeds/fruit - Preparation of charcoal - Dressmaking 	<ul style="list-style-type: none"> • Studying full time • All types of housework, including the following: <ul style="list-style-type: none"> - Unpaid child minding own or other children - Education/training of own children at home - Housecleaning and decorating exclusively for own household - Cooking/preparing meals for own household - Caring for the sick and aged (unpaid) - Repairs (minor) to own dwelling, etc. - Repair of own dwelling equipment and vehicles • Begging • Other types: persons doing no economic activity due to the following: <ul style="list-style-type: none"> - Retirement - Sickness - Disability - Living off investment, rental or pension income (no current activity to earn it)

CHAPTER 2

GENERAL RULES FOR INTERVIEWING

2.1. The duties of interviewers and supervisors

It is the duty of the field staff to visit every selected household and collect the required information. The interviewers are personally responsible for collecting the data, but they will be supported by their supervisors with whom they should consult if particular problems arise. The full cooperation of all selected households is essential. Throughout the data collection exercise, field staff must display the three P's: *politeness*, *patience* and *perseverance*.

The SWTS in Cambodia is being conducted by the National Institute of Statistics (NIS). The legal authority of the NIS to collect data is assured by the Statistics Law. Strictly speaking, there are penalties that can be applied to households in the case of non-compliance. However, do not threaten households with this action if they are reluctant to participate. Under no circumstances should the selected households be replaced by other households. ***Replacement households are not allowed.*** If, despite your very best efforts, a household (or some members of it) refuses to cooperate, that fact needs to be noted on the front of the questionnaire. You should immediately report to your supervisor the details of the situation.

You need to take care when dealing with individual households. You will find that most households are generally helpful to outsiders. But you need to be cautious when asking questions and recording the replies. You must remain entirely neutral during the interview. Do not attempt to prejudge what the responses will be, and do not express any surprise, approval or disapproval at the responses you receive. Always act in such a way as to show that you expect to receive friendly cooperation from your respondents. When you first arrive at the household, you should exchange proper greetings with the head of household or any other household member who receives you. Identify yourself to the head of household or other responsible household member, explain the purpose of the survey, and where necessary answer any queries household members may have at this stage. You then move forward into asking how many youth aged 15 to 29 are living in this household. The interview with each youth can start immediately if a young person is present. If one youth is missing, try to set up a second visit when this person will be there. Make sure you understand what the person's reply is to each question you ask before you write down their response. If there is any doubt, you should probe for more information, but do not ask leading questions which might divert the respondent in a particular direction.

2.2. Rules for interview

Getting accurate and complete information is the prime objective of a data gathering operation. As an interviewer, you can do this by being polite at all times but at the same time, being authoritative enough to win the trust and confidence of the respondent. A good impression of you counts much towards the success of the interview. Be guided by the following instructions.

1. Be presentable

Make a good impression by dressing appropriately and neatly. Some people judge

others by what they wear and may not open the door for someone who appears messy or untidy.

2. Introduce yourself and the survey

People will react to you differently. However, you must always remain cordial and polite. Try to smile always. Be prepared for all types of questions and give honest answers. Never argue or quarrel with the respondent. Try to maintain your composure even if the respondent seems irritated or indifferent due to the length of the questionnaire or for some other reason.

3. Be polite

Your introduction is important. As an introduction you may say the following:

“Good morning/afternoon, I am (your name), enumerator of the national institute of statistics, ministry of planning. Here is my identification card. We are currently conducting the School-to-Work Transition Survey in Cambodia, 2012 in the country under the sponsorship of the International Labour Organization (ILO). We would appreciate very much your answering the questions in this undertaking. Please be assured that all answers will be treated as strictly confidential.”

4. Explain the objectives of the survey

It is sometimes necessary to explain the objectives of the survey to gain cooperation from a person.

5. Read and follow instructions printed on the body of the questionnaire carefully

Some instructions are written either above the tables for entering data in the questionnaire or in parenthesis inside the column heads. The enumerator therefore must familiarise him/ herself with the questionnaire.

6. Ask all questions in the questionnaire

Never assume an answer. Ask a question even if you think you already know the answer to it. What you think may not be the right answer.

7. If you do not understand a question or a procedure, first consult this manual and then ask your supervisor for further clarification, if necessary.

8. Probe if a person's answer is not satisfactory

Do not accept an unsatisfactory answer. If the person's answer is not satisfactory, you should probe for more information. You can also do any of the following:

- a) *Repeat the question.* Asking the question several times sometimes helps the respondent in providing information which he/she needs to recall from memory.
- b) *Explain the concept if necessary.* There may be some technical or difficult words that need to be explained in simple terms.
- c) *Ask for an estimate, if appropriate.* If the respondent cannot recall, for example, the birthday and age of his/her mother, try to ask for an estimate to help the respondent calculate.

9. Thank the person for his cooperation.

Always try to leave the respondent with a good feeling toward the survey. Express your appreciation for the person's co-operation. For example, say:

"Thank you very much for your time in answering the questions."

10. After each interview, review all the different pages of the filled-up questionnaire for possible omissions of entries or for inconsistencies of responses. If you find omitted entries or inconsistencies of responses, please contact the household to correct.

2.3. How to ask questions

In asking the questions, observe the following rules:

1. Ask all questions, exactly as they are worded in the questionnaire. Changing the word can change the meaning of the question and, thereby, change the answer. The questions have been written carefully in order to obtain the exact information required for subsequent analysis. They have been tested extensively in the field. You should not paraphrase the question or try to make it clearer or easier to answer. If the respondent asks you for clarification, it is fine to provide additional information, but only that provided in this manual.
2. Unless otherwise instructed, ask the questions in the order that they are presented in the questionnaire. Do not skip any portion, section or questions in the questionnaire, unless you are clearly instructed to do so.
3. Do not read coded answers to respondents unless you are instructed to do so. The interviewer should attempt to find the response code which most appropriately fits the answer provided by the respondent. If no code fits, the interviewer should use the code for "Other" and specify the answer in the space nearby. Unless instructed to do so in this manual, the interviewer should **not** read or show the respondent the coded answers to questions and ask the respondent to choose one. The survey is designed to obtain information from the respondent; it is **not** designed to provide information to respondents. It is important that the interviewer is prepared to be a skilled listener to ensure that the survey succeeds in obtaining the correct information and perceptions of respondents. In exceptional situations, when the person interviewed seems to be unable to form an idea as to what kind of response is expected from him the interviewer can mention a few of the coded responses to give him/her some idea. But this is an exception to the rule.
4. Verify if all the pages of the questionnaire are accounted for. The page number is located on the upper right hand corner of each page.
5. Never ask a leading question, that is, one that suggests the answer desired by the interviewer. By asking a leading question, the respondent's mind is set into believing that the answer suggested by the question is the right one.

Example of a leading question is: "Are you 17 years old?"

The right question should be: "How old are you at your last birthday?"

6. Be absolutely **NEUTRAL** about the subject of the interview. Most people are naturally polite, particularly with visitors, and they tend to adopt the attitude that they think will please the visitor. Do not show any surprise, approval or disapproval about the answers given by the respondent. If the respondent asks for your opinion, you must not tell her/him what you think about these things yourself. Instead, you should explain that the purpose of the survey is to find out what the respondents think about these issues. You should not discuss your own views with the respondent until after the interview has been completed. Remember that although you are running the interview, and must be on top of the situations at all times, you are there to listen to what the respondent has to say in answer to the question posed. You must always strive to be a skilled listener and avoid trying to instruct or “lead” the respondent to give a particular answer.
7. Maintain the tempo of the interview. Avoid lengthy discussion of the questions with the respondents. If you receive what appear to be irrelevant or complicated answers do not break in too suddenly; listen carefully to what the respondent is saying and then lead him/her back to the original question.
8. Finish recording an answer before asking the next question.

2.4. How to record answers

1. Use a pencil in making entries in the SWTS questionnaire. Do not use any other coloured pencil or ball pen, because when an error is committed in entering responses the entry cannot be easily erased.
2. Use an eraser to completely erase a wrong entry made. Do not just write over the original entry.
3. Write legibly. Immediately after the interview go over the completed questionnaire to make sure all the answers are legible.
4. You must fill up the questionnaire during the actual interview. You must not write the answers on a separate piece of paper with the intention of transcribing the answers to the questionnaire at a later time. Nor should you count on your memory for filling in the answers once you have left the household.
5. Most of the items are provided with possible answers and their corresponding codes. Encircle or enter the code for the answer given, as the case may be.
6. Other items require write-in entries. Enter the specific answer to the question. Be concise but clear.
7. Write an (*) for all entries which may appear doubtful/vague to the editor and which have corresponding explanations or remarks at the bottom of the page.
8. Do not change any answer unless the respondent is asked with the question again.
9. Fill in the certification portion on the cover page of the SWTS questionnaire only after the interview has commenced. Write the date when the questionnaire was finalised or when the interview was completed.

10. The supervisor should sign the certification portion on the cover page only after he/she has actually reviewed the completed SWTS questionnaire. The review of forms can be done during field inspection or in the office when the forms are already submitted.

2.5. Some general instructions for completing questionnaires

This is a very important Section of this manual. Interviewers must adhere at all times to the instructions contained in this section.

1. Special interviewer instructions appear on the questionnaire in certain cases. They are for the benefit of the interviewer only and should not be read out to the respondent. In some cases, these instructions ask the interviewer to skip over a set of questions and proceed to a following question, based on a response obtained. For example, the instruction “if C.9 =1 → TO GO C.10” means that if the response of question C.9 is code 1, the interviewer should skip to question C.10.

Be careful to follow the sequence of the questions as they are set out. **It is especially important to follow the skip instructions when they apply since some questions and/or sections only apply to certain people.** All the skip instructions are clearly indicated in the questionnaire. Sometimes they apply only to particular codes, in which case the skip arrow is shown alongside the code. Sometimes they apply to the question as a whole (they apply whatever answer is given to the question), in which case the skip arrow is shown alongside the entire list of codes or is placed after the question. You need to understand and follow them correctly. Any mistake in this regard will create confusion in editing and processing the data, and might mean that valuable information is lost.

2. Unless otherwise indicated, the blank spaces provided for responses to questions are to be filled in with simple numbers (such as month, year, number of hours, amount in Riels, etc.). Enter the number without writing the unit of measurement. For example, if the question asks for number of hours, write “012” and not “012 hours”.

Some important special cases of numeric answers are as follows:

Use Arabic numerals 1, 2, 3, ..., 9 and 0 for writing all numbers. Do not use Khmer numerals or any other numerals used in Cambodia.

(Riel): When the questionnaire asks for any amount of money (Riels) as a response, an answer such as Riel 25,000 (twenty-five thousand Riels) must be written as 25,000, and not as 25. Similarly, a response of Riels 5,000,000 (5 million Riels) should be written as 5,000,000, not as 5,000 or 5.000

(Year): If the question asks for the year, for example, “Please approximate when you finished with your formal education/training”, the interviewer should enter four digits of the year and two digits of the month, unless otherwise instructed. For example, a response of year “2011” and month “March” would be entered as “03” for month and “11” for year.

3. After the respondent has answered, choose from the list of response codes the one that best fits the respondent’s answer and circle its code. In most cases, the response codes include one for “Other (specify)”. In such cases, circle the numeric code for other

provided and write a clear specification of the respondent's answer near or below its code. After the survey has been completed, at the time of data processing, these specifications may be used to develop additional codes.

4. A note about this manual: An attempt has been made to provide explanations and instructions for the completion of the questionnaire. Explanations are provided for questions that are complicated, or could be interpreted in more than one way. Where a question is presumed to be clear, based on pre-testing experience, no explanation is provided. In cases where interviewers need additional clarification of any of the questions, you should ask your supervisors.

2.6. How to check the completed questionnaire

After each interview, review the questionnaires immediately. This means going over the entries to see to it that they are legible, complete, reasonable, and consistent among themselves. Check all questionnaires before submitting them to the supervisor and before leaving the sample village. Even after probing if you still find the answer doubtful, accept the answer but write your observations/explanations to guide your supervisor in reviewing the questionnaire.

CHAPTER 3

CAMBODIA SCHOOL-TO WORK TRANSITION QUESTIONNAIRE

The fieldwork is expected to run for about 25 days. There will be eight field teams working on this survey. Each team consists of four interviewers and a supervisor. On average, each team covers about 20 Enumeration Areas (EAs) during the period of the fieldwork. Some teams may have slightly more than this number and others slightly less, depending on the nature of the area in which they are working. All teams should have a mix of urban and rural EAs to cover. It is expected that a team will be able to cover an EA in about one day; that includes an allowance for the time required to get to the EA, the time needed for listing and selecting the households, and the time required for interviewing the 16 households selected in each EA.

As already indicated, it is essential to interview and collect information from every sampled household, providing the fact that one youth aged 15 to 29 is living in this household. If a sampled household refuses to cooperate, try to find out the reason and try to remove the difficulty. For example, on the particular day you visit, the household (or one youth in the household) may be too busy to give any time for an interview. In that case, make an appointment for the next day. If you find out that all the young members of the household are away at the time of your visit, find out from another member of the household or from neighbours when they will be back and reschedule your visit. Do not give up too easily trying to gain the cooperation of every selected household. If it proves impossible to interview some members of the household aged 15 to 29 years, you should explain in detail on an individual non-response sheet why particular members of the household could not be interviewed.

You must interview each person individually about their work experiences. Many questions relate specifically to the perceptions, aspirations and personal history of the respondent. For this reason, the young person in the household must be interviewed directly even if this necessitates the scheduling of a second visit. We will not accept proxy responses, i.e. responses from another household member speaking on his/her behalf.

When doing the interviewing, you should ask the questions exactly as they appear on the questionnaire. You should not have any pre-conceived notions about what answers you are likely to expect. For example, a young person may be a full-time student, but that does not prevent him/her from participating in household economic activities. Remember the definition that if a person has participated in economic activities even for just one hour during the reference week, he/she should be considered to be economically active. Similarly, a housewife may also be economically active besides doing household chores. Ask everybody the questions, as they are set out in the questionnaire, and allow their activity status to emerge through their replies to the questions. Detailed guidance on the meaning of different economic activity concepts is given in earlier Section 1.

You have to know the concepts and definitions of this survey very thoroughly in order to apply them correctly in particular situations. The concepts and definitions are presented in Section 1, but special situations may arise in the field. If you are in any doubt, discuss the matter with your supervisor. Do not hesitate to record some additional information in the margins of the questionnaire, to describe any particular situation that arises and how you dealt with it.

You will be provided with maps of each of the selected EAs that you are expected to cover, and the boundaries will be clearly marked. You need to acquaint yourself with these boundaries, so that you know exactly which households fall inside the EA. The boundaries will normally follow easily identifiable features such as rivers, streams, roads, tracks and footpaths.

Before you can start using your map in the field, it is important that you align the map correctly with the features on the ground. For example there may be a road on the ground where you are already standing. The map should be aligned in the correct direction of the road so that the road on the ground and the road on the map both point in the same direction.

The SWTS questionnaire requires very careful study, since some of the questions use terminology that you may not be familiar with. In particular, some of the terms in a SWTS have a slightly different technical meaning from the way in which they are used in everyday speech.

If you make any mistakes on the questionnaire, cross them out with your pencil and write the correct answer. If you want to give additional information and there is not enough space available, write in the margin.

The Cambodia School-to-Work Transition questionnaire consists of seven sections:

- A. Reference details (cover page)
- B. Personal, family and household information
- C. Formal education/training, activity history and aspirations
- D. Young workers
- E. Unemployed young
- F. Youth in education
- G. Youth not in the labour force

Section A. Reference details (Cover page)

Identification Particulars

The interviewer has to fill in certain information in Identification Particulars section on the cover page of each questionnaire before the interview. Before administering the questionnaire, check that the following information has been filled in on the cover page (this information will be obtained from the NIS):

- A.1 Capital/Province** – Write down the name of the Capital/Province where the sample Enumeration Area (EA) is located, in the space provided. Enter the 2-digit Province code in the boxes provided.
- A.2 District/Khan/City** – Write down the name of the District/Khan/City where the sample EA is located, in the space provided and enter the 2-digit District/Khan/City code in the boxes provided.
- A.3 Commune/Sangkat** – Write down the name of the Commune/Sangkat where the sample EA is located, in the space provided and enter the 2-digit Commune/ Sangkat code in the boxes provided.
- A.4 Village/Mondul** – Write down the name of the Village/Mondol in the space provided and enter the 2-digit Village/Mondol code in the boxes provided.
- A.5 Enumeration Area (EA)** – Write down the serial number of sample EA in the boxes provided, using the classification information provided to you.
- A.6 Area Code (Urban = 1, Rural = 2)** – Write code 1 for urban and code 2 for rural in the box provided, using the classification information provided to you.
- A.7 Structure Number** – Write down 9 codes from the listing sheet (3 codes for building, 3 codes for housing and 3 codes for household) in the boxes provided.
- A.8 Sample Reference Number** – Write serial number of sample household from the listing sheet in the boxes provided.
- A.9 Name of Household Head** – Write name of the household head in the space provided.
- A.10 Total Household Members** – Write total number of the household members in the space provided.
- A.11 Total Eligible Members** – Write total number of the household members who aged 15 to 29 years in the space provided.
- A.12 Total household members who completed an individual questionnaire** – Write total number of the household members who completed an individual questionnaire in the space provided.

Only the interviewers trained in completing the SWTS questionnaire should complete it. You must write carefully in pencil, since coding staff in the office need to be able to read your writing. **Start each individual on a separate questionnaire.** You should have one questionnaire per youth. If you have two or three (or more) eligible youths in the household, use two, three (or more) SWTS questionnaires.

Interview Control

The interviewer has to complete the following items in Interview Control section on the cover page at the time of the interview:

Visits

Below there is space for you to record details of each visit that you made to the household. Ideally you should complete all interviews in one visit, but in some cases this will not be possible, and you will have to return for a second or third visit. It is important that you record clearly the timing and the outcome of the interviews at each visit.

1. Date of first visit to the household (day/month/year)
Time of first visit to the household (hour/minute)
2. Date of next visit to the household (day/month/year)
Time of next visit to the household (hour/minute)

Interview results

Mark ✓ in a suitable box for an interview result. This part will be done after visiting a household or interviewing an eligible youth.

1. Completed (fully responding)
2. Partly completed
3. Non-contact
4. Refused
5. Temporarily absent, inadequate informant
6. Vacant, demolished dwelling, change of status
7. Listing error
8. Other reasons (specify)

Interviewer's Comments (if any problems encountered)

Interviewer has to write any comments in this space when he/she encountered any problems or difficulties during interviewing or in the field operation, after finishing interviewing.

Supervisor's Comment

Supervisor has to write any comments in this space when he/she encountered any problems during the field operation.

Field Staff

After checking the completed questionnaire, **the interviewer and supervisor** will complete the following additional items in Field Staff section of the cover page:

1. **Interviewer's date completed, name and signature** – As soon as the field operation in the EA is finished, the interviewer should write his/her name, sign and enter the numeric equivalent of the inclusive date in the blank provided respectively.
2. **Supervisor's date completed, name and signature** – The supervisor is expected to check the completed questionnaire submitted to him/her by the interviewer. He/she should check the completed questionnaire to see if proper recording procedures have been followed and to ensure that no eligible members of household have been forgotten. As soon as the completed questionnaires for the EA have been reviewed and deemed satisfactory by the supervisor, he/she should enter his/her name, sign and enter the numeric equivalent of the inclusive date in the blank provided respectively.
3. **Data coding officer's date completed, name and signature** – As soon as the editing and coding operation is finished, the coding staff should enter his/her name, sign and enter the numeric equivalent of the inclusive date in the blank provided respectively.
4. **Data entry officer's date completed, name and signature** – As soon as the data entry operation is finished, the data entry staff should enter his/her name, sign and enter the numeric equivalent of the inclusive date in the blank provided respectively.

Section B. Personal, family and household information

B.1 Full Name of respondent

Enter full name of the respondent who aged 15 to 29 years in this household.

B.2 and B.3 Age and date of birth at last birthday

Only youth aged 15 to 29 are responding to this survey, therefore, the age you entered has to be in **between 15 and 29**. If the person is younger or older, the person shall not respond and you should stop and proceed to another household member aged 15 to 29, if one is present. The age is a very important piece of information, and you must do your best to get an accurate estimate of each person's age in case the person does not know exactly. Do not leave the question blank. An approximate answer is better than no answer.

If the respondent fails to recall an individual's date of birth, you might suggest that the respondent refer to a legal document and inquire whether or not this information could reflect the individual's true date of birth. If the respondent still fails to recall, ask if the animal sign of the Buddhist/Cambodian calendar is known. If the animal sign is known, then convert into the Western date (Gregorian date). If the respondent does not know the animal sign, try to ask him/her to remember the age in uncertain cases by comparing or matching it to any historical event. Sometimes the respondent apparently remembers that, he/she/other household member was born in coincidence with the event (occur at the same time).

B.4 Sex

Even though this information can seem obvious with the name of the person, do not leave it blank since this is vital information for the survey.

B.5, B.6 and B.7 Migration

These three questions are focusing on the migration of the person. Even a migration from one county (or district) to another should be recorded. Be careful, only persons who have NOT always lived in the current administration area in **B.5** are responding to **B.6** and **B.7**. **Important:** in **B.6** and **B.7**, you will find the option "another country" and "other reasons" as possible answer (always the last one proposed in the list of possible answers). Please specify in the margin what is the country or the reason. You should write for example "Germany" for **B.6** in case the person moved from Germany. In general, always try to specify when this option is written and try to be as specific as possible in the answer recorded.

B.8 Nationality

Accept the response you receive and do not question it even though you would "feel" that the respondent is coming from another country. Where a person has two nationalities, you should ask them to choose the main one, but note that if the nationality of the current country is one of them, that will take priority over any others.

B.9 Relationship to head of household

It shows the relationship of the respondent to the head of household. If the person is the head of household, code 1 should be circled.

B.10 Marital Status

If the person is single and has never been married, or if the person is engaged to be married but not married yet, use the skip pattern to move to question **B.13**.

B.11 and B.12 Age of first marriage and activity of the spouse

Only persons who have been married should answer these two questions. In **B.11**, make sure that the age of the first marriage is lower or equal to the age of the respondent (**B.2**). In **B.12**, ask what the spouse is currently doing (main activity) and circle the most relevant answer. Circle code of “Not applicable” in case of persons who have been separated, divorced and widowed.

B.13 Children

Specify the number of children in the space allocated if the answer is “Yes” (code 1). If the question is raised from the respondent about whether to include children that they have had that are no longer living, you should reply that for the purpose of this survey we are interested in currently living children only.

Financial situation

B.14, B.15, B.16 and B.17 Financial situation

These four questions are related to the financial situation. It is important to know how the respondent feels about his/her financial situation. Accept the response and do not question even if you think the financial situation of the household is different from the one mentioned. In **B.15** and **B.16**, multiple answers are possible. Please make sure to specify the details in the margin if the respondent answers “Other” (Code 99 in **B.15**, **B.16** and **B.17**).

Health problems

B.18, B.19, B.20, B.21, B.22 and B.23 Health problems

These questions attempt to get some measure of whether each person has some physical or mental health problems. Such a problem is likely to put the person at greater risk than the general youth population of experiencing restrictions in performing specific tasks or participating in daily activities, which may obviously affect the person’s ability to work.

Parents

B.24 and B.25 Father

These two questions ask some details about the father of the respondent. We first want to know in **B.24** the highest level of education of the father and then the occupation in **B.25**. In **B.25**, please enter as much details as possible as the data coder will need to provide an ISCO code based on what you have been recorded. In case the father is retired or dead, please note the main activity he was doing during his working life. In case the father is not known, please code “Do not know” (Code 8) in **B.24** and leave **B.25** blank.

B.26 and B.27 Mother

Same questions regarding the mother of the respondent.

Section C. Formal education/training, activity history and aspirations

This section is absolutely essential as it is the one where we will record the economic activity (ies) of the respondent in the past. At the end of this section, we will also determine if the respondent should go to section D or section E.

C.1 Attended school/training programme

This simple question is very important. If the person has never attended any type of education (school or training programme), you will circle “No” (code 2) and skip to question C.5. If the respondent has already attended any kind of school/training programme, you will circle “Yes” (code 1) and continue to the next question.

C.2 Currently attending school/training programme

The goal of the question is to know if the respondent is still attending school or training programme. If it is the case, after circling code 1, you should ask him/her the next question. If the school/training programme is over, it is important to know if the education was completed (code 2 and then skip to question C.7) or if the respondent left before completion (code 3 and then skip to question C.6).

C.3 Current level of studying/learning

In C.3, if the respondent is currently studying in the educational system, the correct answer between code 1 and code 6 should be circled and then the skip pattern should be followed to C.23. If the respondent is doing an apprenticeship or an internship in a formal or informal enterprise, code 7 or 8 should be circled and you should then ask C.4.

Current education level of apprentices/interns

C.4 Current level of formal education/training

The goal of the question is to know the level of education of apprentices/interns. You must then use the skip pattern to question C.23.

Persons who never started education/training

C.5 Reason for never starting education/training

Be careful, only respondent who answered “No” (code 2) in question C.1 should respond to that question. The aim of the question is to collect detailed information on why some people have never attended education/training. In case the answer is “Other”, please circle code 99 and specify in the margin the reason. After any answer in C.5, please follow the skip pattern to question C.16a.

Persons who ended their education/training

C.6 Reason for stopping education/training

You must be careful, only persons answering code 3 in question C.2 are responding to this question. We would like to find out why the respondent ended the education/training programme before it was completed.

C.7 Highest level of completed education/training

We aim to find here the highest level of education/training completed and persons answered code 2 in question C.2.

C.8 Approximate end of formal education/training

This question is absolutely essential. Leave to the respondent a little bit of time for him/her to think when he/she ended his/her formal education or training. For some youth, it might have been already 10 or even 15 years ago and therefore they will need some time to remember the approximate date. In case someone tells you that he/she does not remember, please try to approximate the answer with him/her. You can start by asking simple probing questions such as “Was it a long time ago? How old were you more or less?”. Again, the answer to this question is essential as the following table (C.9 to C.15) cannot be completed without an approximate date in C.8. Once the answer in C.8 is completed, please copy the “Year” and “Month” to Line 1 “Beginning Date” in the following table. The date someone ended his/her education is also the date he/she will start to do something else.

Table C.9 to C.15

We want to capture here the various activities that the young respondent has been doing from the end of his/her education until his/her current job. An example is shown just after. Each activity corresponds to one line. Please make sure not to record the current activity. Once the current activity is reached, there is no end date after **C.9** and you can move to **C.23**. **In the following example, activity 6 is the current activity and is therefore not completed after C.9.** The ending date of an activity and the starting date of the next one should be the same (or just the month after for the new activity). In case the respondent does not remember exactly, you can approximate with him but always enter a starting date and an ending date for an activity in order for the table to be consistent.

Activity Number	Beginning Date (Year/Month)		C.9 - Which of the following activities best corresponds to what you were doing ? 1= Work for wage/salary with an employer (full- or part-time) 2= Self-employed 3= Work as unpaid family member (work for family gain) 4= Engaged in an apprenticeship/ internship 5= Available and actively looking for work 6= Engaged in training 7= Engaged in home duties (including child care) 8= Did not work or seek work for other reasons than home duties (disability, etc.)	And on what date did you stop doing that and start your next job or other activity? (Year /Month) IMPORTANT: IF NOT ENDED AND THIS IS CURRENT JOB/STATUS, GO TO C.23 IF C.9 = 1-4, GO TO C.10 (NEXT QUESTION) IF C.9 = 5-8, GO TO NEXT ACTIVITY AFTER RECORDING ENDING DATE		C.10 - Were you currently employed on the basis of? 1= A written agreement 2= An oral agreement 3 = No contract (self-employed...) → GO TO C.14	C.11 - Was your contract or agreement of? 1= Unlimited duration, → GO TO C.14 2= Limited duration	C.12 - Why was your contract or agreement of limited duration? 1= On the job training, internship 2= Probation period 3= Seasonal work 4= Occasional/ daily work 5= Work as replacement/ substitute 6= Public employment programme 7= Specific service or task 8= Chain contract 99= Other reason	C.13 - What was the duration of your contract or agreement? 1= Less than 12 months 2= 12 months to < 36 months 3= 36 months or more	C.14 - To what extent were you satisfied with the job? 1= Very satisfied 2= Somewhat satisfied 3= Somewhat unsatisfied 4= Very unsatisfied	C.15 - Which of the following best describes why you stopped that job? 1= Left for better job 2= Dismissed/let go 3= Left because unhappy with workplace 4= Temporary job ended 5= Health reasons 6= Left to have baby 7= Look after family 8= Moved area 9= Started education/ training/apprenticeship programme 99= Other reason
1	2008	07	5	2008	12						
2	2008	12	1	2008	06	1	2	7	1	2	4
3	2009	06	6	2009	10						
4	2009	10	2	2010		3				2	1
5	2010	05	1	2011		1	1			2	8
6	2011	01	2								
7											
8											
9											
10											

GO TO C.23 WHEN REACHING CURRENT JOB/ACTIVITY

Persons who never started education/training

Questions C.16 to C.22 are for youth who never started education/training. Please make sure that respondent to this section are only persons who have answered question C.5.

C.16a First activity

As the respondent to this section has never started their education or their training, it is important to identify what has been their first economic activity in life. You will need to report the code of this activity in the first line of the following table under question C.16.

C.16b Start date

We want to know when this first activity started. Please make sure that the date is reasonable (the first activity cannot be when the person was 2 years old for example). Report this date in the following table as the starting date of activity 1.

C.16c Ending date

We want to know when this first activity ended. Report this date in the following table as the ending date of activity 1.

You can now start filling the table corresponding to questions **C.16 to C.22**. Please make sure once you reach the current activity not to fill the ending date (it is the current activity and therefore there is no ending date) and to **move directly to C.26** following the skip pattern at the bottom of the table.

Work/study combination

C.23, C24 and C.25 Work/Study combination

The aim of these questions is to know if the young respondent has been working during his/her study. In **C.23**, in case the respondent answers “No” (code 4) please follow the skip pattern to question **C.25**. All the respondents should go to **C.26** after answering **C.25**.

Main goal in life

C.26 Important goal in life

Interviewers: everyone should answer this question. There is **NO** skip pattern that avoids this question. Only one answer is possible. The respondent is likely to be tempted by more than one answer but should be prompted to select only the most important goal for him/her.

Working criteria

These three questions C.27, C.28 and C.29, are critical. We are trying to collect information on all types of “work” performed last week (that is, from Monday up until the most recent Sunday). The definition of what we mean by “work” may differ from what you or your respondent thinks of as work, so it is important that you are absolutely clear about the definition used in this survey. The table above (see **Non-economic activity**) gives you many examples of what does and does not count. You can see that work includes not just the obvious work done for wages, but many other activities as well: for instance, all sorts of

agricultural activities, and producing home-made goods for sale. However, various other unpaid activities, such as fetching water and collecting firewood, are only counted as work if the water or firewood is sold. **If the person answers “yes” to any part of question C.27, then they are considered to be currently working.**

C.27 Activities last week

Ask the question as it stands, then ask the respondent each of the questions from (a) to (g). Notes have been added to some of these questions to clarify what is covered by the question. Help your respondent to reach the correct answers to each question.

If the person did some work last week i.e. any answer “Yes” (code 1) in C.27, you should skip to the next section (Section D), question D.1. If ALL answers to C.27 are “No” (code 2) ask question C.28.

C.28 Job attachment

Question C.28 applies if the respondent had answered “No” (code 2) to all the parts of C.27. The question is needed, because there may be some people who did not work last week but who had an attachment to a paid job or to a business. (It is important to note that people who are waiting to take up a new job do not count as having a job attachment; they should be counted as unemployed and coded ‘No’ in C.28). If a person answers “No” (code 2) to C.28, you skip to Section E (question E.1).

C.29 Reasons for absent from work

If the person did have an attachment (code 1) in C.28, you should then find out the reason the respondent was absent from work. It is important to note that people who are not working because it is off-season or a slack period (code 13) should follow the skip pattern to section E question E.1. After any other answer (code 1 to 12), you should skip to the next section (Section D), question D.1.

Section D. Young workers

Personal work details

D.1 Type of work done

The activity we are looking for here is the one in which the person worked the longest number of hours during the reference week. In the space “Occupational title”, you should write down the name of the activity the respondent was doing.

D.2 Work description

Here you should ask the respondent to describe the main duties assigned to their job. The information you provide will be used by data coders to assign a detailed occupational code (ISCO) to the activity, so it is vital that you give enough information about the work to make it possible to do this occupation coding. For example, if the respondent says he/she is a teacher, you should inquire further as to what type of teacher-primary school, vocational school, subject matter taught, language, etc. This coding will be based on the responses given to D.1 and D.2.

Details of business or place of work

D.3 Sector of economic activity (Type of industry, business, service or activity carried out at the place of work)

You should describe the industry or branch of economic activity in which the work is carried out. If the work is carried out in an establishment, it would be helpful to record the name and location of the establishment. This will help the data coders at head office to assign the correct detailed code for sector of economic activity.

Examples of Industry or branch of economic activities:

Agriculture, forestry and fishing

Mining and Quarrying

Manufacturing

Electricity, gas steam and air conditioning supply

Water supply, sewerage, waste management and remediation activities

Construction

Wholesale and retail trade. Repair of motor vehicles and motorcycles

Transportation and storage

Accommodation (hotel) and food service activities

Information and communication

Financial and insurance activities

Real estate activities

Professional, scientific and technical activities

Administrative and support service activities

Public administration and defense, social security

Education

Human health and social activities

Arts, entertainment and recreation

Other service activities

Activities of households as employers; goods and services producing activities of households for their own use

Activities of extra-territorial organizations or bodies

D.4 Main goods or services produced

Here you should mention the main goods or products produced or service rendered at the place of work. Once again, write as much details as possible as the data coders will need all the information in D.3 and D.4 to assign an ISIC Code.

Interviewer: do not try to write the ISCO or ISIC codes under D.2 and D.4.

D.5 Business/farm/activity registration

It is used to find out whether the working place is registered with the relevant government entity. This is a very useful piece of information for us, in helping to determine what type of establishment the person is working in. If the person has started the process of registration, but it is not yet complete, use “In the process of becoming registered” (code 2).

D.6 Number of workers employed

This question asks for information about how many people work in the business/enterprise/farm/activity.

Employment status

D.7 Employment status

This is a particularly important question which you must answer very carefully. It asks about the person’s status in employment in their activity. The various codes can be defined as follows:

- 1. Employee (working for someone else for pay in cash or in kind)** – These are jobs with a written or oral contract which gives the person a basic pay (in cash or in kind) that is not directly dependent on the revenue of the unit in which they work. (Note: this contrasts with “self-employment”, where the remuneration is directly dependent on the profits).
- 2. Employer (employing one or more employees)** – The respondent works on his/her own account or with partners. He/she holds a “self-employment” type of job but he/she has engaged employees to work for him/her on a continuous basis.
- 3. Own-account worker (not employing any employee)** – The respondent works for his/her own account or with partners. He/she holds a “self-employment” type of job but **does not engage** employees to work for him/her on a continuous basis. He/she may, however, engage some persons from time to time to help them on specific activities, but not on a regular basis.
- 4. Members of producers’ cooperatives** – The respondent holds a “self-employment” type of job in a cooperative producing goods and services. Each member of the cooperative takes part on an equal footing with other members in determining the organization of production, sales, etc. (Note: Employees of producers’ cooperatives should not be coded to this group.)
- 5. Helping without pay in the business or farm of another household/family member (Contributing family workers)** – The respondent holds a “self-employment” type of job in a market-oriented establishment operated by a related person (usually a person living in the same household) who cannot be regarded as

a partner, because their degree of commitment to the operation of the establishment is not at a level comparable to that of the head of the establishment.

- 6. Other (SPECIFY)** – Make sure when the respondent responds “Other” (code 6) that it does not correspond to one of the category above. All type of workers can normally match with one of the six categories above. In case you really cannot find any match, specify employment status details in the margin.

Interviewer: make sure to follow the right skip pattern after question D.7.

Only code 1 goes to the next question (D.8).

If the code is 2, 3 or 4, you will have to go to D.21.

If the code is 5, you will have to go to D.31.

If the code is 6, you will have to go to D.32.

Wage & salaried workers (employees)

D.8, D.9, D.10 and D.11 Type of contract

These four questions ask about the type of contract signed by the respondent with the employer. In **D.8** we want to know if it is a “Written contract” (code 1) or an “Oral agreement” (code 2). In **D.9** we aim to know if the contract is of “Unlimited duration” (code 1 and then skip pattern to question D.12) or “Limited duration” (code 2 and then move to the next question, D.10). In **D.10**, we wish to know the reason of the limited duration (please use the margin to specify in case “Other Reason” (code 99) is selected). Finally, in **D.11** we aim to know the duration of the contract.

D.12 Perception of the contract arrangement

We aim to know here if the respondent is satisfied (codes 1 to 5) or not (codes 6 to 10) with the contract arrangement. In case codes 5 or 10 are selected, please specify in the margin.

D.13 Employment benefits

You must complete here with the respondent the full list of the employment benefits (14 possible benefits from A to N). Please circle one answer per benefit (i.e. one circle per line). In case the respondent does not know if he/she has access to one benefit, please circle code 3 (“Do not know”).

D.14, D.15, D.16, D.17, D.18 and D.19 Wages and salaries

In these six questions, we aim to know (or at least to get an idea) the wages and salaries of the respondent. In **D.14**, we want to know the amount the person received the last time he/she was paid. If the person knows the amount in cash, you can enter it directly and then go to next question D.15. If the person receives only payment in kind, please circle code 2 and move to D.20. If the person does not know (code 3) or if the person refuses to answer (code 4), circle the appropriate code and go to D.17. In **D.15**, we wish to know if the amount entered in D.14 is before (code 1) or after tax deduction (code 2). If there was no deduction made, circle code 3 and go to question D.18. If the person does not know, circle code 4 and go to question D.17. In **D.16**, we want to know the amount of the tax deduction. If the person knows the answer, enter the amount in cash. If the person does not know (code 2) or refuses to tell (code 3) circle the appropriate code. After any answer in D.16, use the skip pattern to

D.18. Persons answering **D.17** are respondent who did not know or who refuse to tell the amount of their wages or salaries. We aim to approximate the value in D.17 (codes 1 to 4). Persons who really have no idea and cannot approximate (code 5) or persons who keep refusing (code 6) will go to D.20. Other respondent shall go to D.18. In **D.18**, we want to know what period is covered by the payment. This is really important, please specify the period in the margin if the respondent answers “Other” (code 99). Finally, in **D.19**, we want to approximate the number of hours worked during the period mentioned in D.18. It might be complicated to know the exact number of hours (especially if the period covered is a month) but please **try to approximate with the respondent** as this is a very important question.

D.20 Gender gap

We aim to know here if the person feels that women have equal, less or more opportunities than men in the job of the respondent. This is the perception of the respondent. Do not question their response. **Please follow the skip pattern after question D.20 and go to D.32.**

Self-employed workers

D.21 Help in your economic activity

You can have more than one answer here. An employer can have for example 6 paid employees and 2 interns. However, “No help, working alone” (code 4) cannot be associated with any other answer.

D.22 Choice to be self-employed

In case the answer of the respondent is “Other” (code 99), please specify in the margin.

D.23 Main source of funding to start the current activity

You must record only the main source even if the person might have had two sources of funding. Be careful to circle only one code.

D.24 Cover of expenses

As in D.23, please be careful to record only the main way the respondent is covering his/her expenses.

D.25, D.26, D.27, D.28 and D.29 Earnings of the self-employed

In these five questions, the aim is to collect the earnings for the self-employed. Because accounting procedures are so different in different businesses, a month has been used as the standard period. In **D.25**, you should record the total sales (turnover) from the activity in the last month. In **D.26**, you must record the total expenses of the respondent to run his activity last month. In **D.27**, we aim to know the net profit which is basically D.25 minus D.26 (total sales minus total expenses). You must check that the total announced by the respondent is correct. If he/she announces something different than the value of **D.25 minus D.26**, double check with him. In the end, **D.27 has to be equal to D.25 minus D.26**. In **D.28**, we want to know if any product(s) coming from the activity was/were used by the

respondent or his/her household. If it is the case (code 1), ask then **D.29** in order to know the value of this/these product(s). If it is not the case (code 2), move straight to D.30.

D.30 Most important problem in the activity

Make sure that the respondent selects only the most important one (one answer only) even if he/she is facing more than one problem in the list. In case the answer is “Other” (code 99), please specify in the margin. **Please follow the skip pattern after D.30 and go to question D.32.**

Contributing family workers

D.31 Reason to work in a family establishment

You must check that only respondent who answered code 5 in D.7 are coming and responding to **D.31**. The respondent should select the most appropriate answer. In case the answer is “Other” (code 99), please specify in the margin the reason.

Perception

D.32 Relevance of education/training

This is the perception of the respondent about the education/training qualifications are relevant in performing his/her present job. As always, do not question his/her answer and just circle the appropriate code.

Time related underemployment & other inadequate employment situations

D.33, D.34, D.35 and D.36 Time-related underemployment

In these four questions, we aim to know if the respondent can be considered as time-related underemployed in his/her main job. In **D.33**, we want to know the number of hours actually worked in the last 7 days. If the person is not sure, try to count with him/her by measuring the number of hours worked each day in the last 7 days. In case the answer is 0 (the person was temporary absent from work), go directly to D.37. Otherwise, please go to the next question. In **D.34**, we wish to know if the person would have liked to work more hours. If the answer is “No” (code 2), go directly to D.37 (the person will not be counted as underemployed). If the answer is “Yes” (code 1), go to the next question. In **D.35**, we aim to know the number of additional hours the respondent could have worked last week. Finally, in **D.36**, we want to know how the respondent would have liked to increase his/her working hours.

D.37 Satisfaction with the main job

This relatively simple question is **extremely important** for the analytical part of the School-to-Work Transition Survey. Please make sure to record it correctly.

D.38 Willing to change current employment situation

If the answer is “No” (code 2), please follow the skip pattern to D.42. If the answer is “Yes” (code 1), move to the next question.

D.39 Main reason to change current employment

Please make sure to circle only one answer here even if the respondent would like to tick more than one. We are only interested in the main reason to change.

D.40 and D.41 Looking for work

In **D.40**, we aim to know if the respondent was looking for a job to replace the current one. In **D.41**, we want to know if the respondent was looking for extra work in addition to the current one.

Future prospects

D.42, D.43, D.44, D.45 and D.46 Future prospects

In these five questions, we try to look at the future of the respondent in terms of work. In **D.42**, we aim to know how likely he/she is going to be able to keep his /her main job. In case the answer is “Very likely” (code 1), please move directly to D.44. For any other answer, go the next question, **D.43**, where we want to know if the uncertainty bothers the respondent. In **D.44**, we are looking at the geographical mobility of the respondent. In **D.45**, we want to know if the person would like to continue his/her education/training in the future. If the answer is “Yes” (code 1), move to the next question. Otherwise you should go directly to D.47. In **D.46**, we aim to know the highest level of education the respondent expects to attain.

D.47 and D.48 Trade union

In **D.47**, we want to know if the youth respondent is a member of a trade union. If it is the case (code 1), follow the skip pattern directly to D.49. If it's not the case (code 2), we want to know why in **D.48**. Please use the margin to specify in case the respondent answers “Other” (code 99) in D.48.

Training in current activity

D.49, D.50, D.51 and D.52 Training in current activity

In these four questions, we are looking at the training the person has undertaken in his/her current activity. In **D.49**, we aim to know if the person has received any training for his/her current activity in the last 12 months. Interviewer: be careful, if the answer is “Yes, currently in apprenticeship/internship” (**code 1**), this is the **end of the interview**. In case the answer is “Yes (non-apprenticeship/internship)” (code 2), please go to next question. In case the answer is “No” (code 3), follow the skip pattern directly to D.53. In **D.50**, we aim to know the field of the training. In case the answer is “Other” (code 99), please use the margin to specify. In **D.51**, we want to know how long was/is the training. Finally in **D.52**, we want to know who paid/pays for the training. In case more than one institution/person is paying, please circle the main financial contributor.

Job search

D.53, D.54, D.55, D.56, D.57, D.58, D.59, D.60 and D.61 Job search

In the last nine questions of section D, we aim to look in details at the job search of the respondent before he/she got his current activity. First, in **D.53**, we want to know how the

respondent got his/her current job. Do not hesitate to specify in the margin in case the answer is “Other” (code 99). In **D.54**, we look at the assistance the respondent received from an employment office, if any. In **D.55**, we want to know how long the person was available and actively looking for work before finding the current one (basically how long was the person unemployed before his/her current activity). In **D.56**, we aim to know to how many jobs he/she applied to in the 12 months before starting current job and the number of interviews in **D.57**. In case the person is not sure, an approximation is fine (and always better than leaving blank!). In **D.58**, we want to know if the person ever refused a job. In case the answer is “No” (code 2), go directly to D.60. In **D.59**, we want to know why he/she refused. In **D.60**, we want to know if there is a minimum level of income below which the respondent would not accept a job. In case the answer is “Yes” (code 1), please specify the amount. Finally, in **D.61**, we want to know what the respondent considers as the main obstacle in finding a job (please circle only 1 answer).

After circling the answer in D.61, this is the end of the interview. Please move to next respondent with a new questionnaire.

Section E. Unemployed young

This section collects information on those who were unemployed or inactive during the reference week. Only people who answered “No” to all the questions in C.27 and coded 2 in C.28 or had code 13 in C.29 will be asked the questions in this section.

Seeking work criteria

E.1 Look for work

We aim to know if the person looked for work (or tried to establish his/her own business) during the last 30 days. If the person did not (code 3), please follow the skip pattern to E.3a. If the person did look (or try to establish his/her own business), please go to the next question.

E.2 Steps taken

Here we want to know the steps taken by the youth respondent to find work. In case the answer is “Other” (code 10), please specify the steps taken in the margin. In case the respondent is not able to mention any step, please circle 99 and go to the next question. For any other answer, please follow the skip pattern and go to E.12.

E.3 Job or business to start at a later date

In **E.3a**, we want to know if the reason the young respondent was not looking for a job was because he/she already knows that he/she will start one at a later date. If it is the case, please circle code 1 and follow the skip pattern to E.12. Otherwise, circle 2 and go to **E.3b**. There we aim to know if the youth respondent was not looking for a job because he/she has taken all the steps to start a business at a later date. If it is the case, circle code 1 (“Yes”) and follow the skip pattern to E.12. Otherwise code 2 and go to the next question.

E.4 Willing to work

In this question, we aim to know if the respondent is willing to work. If the answer is “Yes”, please circle code 1 and go to the next question. If the answer is “No”, please circle code 2 and follow the skip pattern to E.15.

E.5 Main reason for not seeking work

You must read the full list in order for the respondent to pick the most appropriate answer. If he/she responds any answer with code 7 to 11, it implies some discouragement and you should then move to the next question, E.6. In case the answer chosen is in between codes 1 and 5 or code 99 (“Other reason”), please follow the skip pattern to E.13.

E.6 Seeking work in the last 12 months

We aim to know if the person looked for work (or tried to establish his/her own business) during the longer period – the last **12 months** (and not during the last 30 days like in E.1).

E.7 Usual activities during a day

We aim to know how the youth respondent usually spent his time last week during a typical day. Multiple answers are possible and please specify in the margin in case the answer is “Other” (code 99).

E.8 Main source of financial resources

The respondent might have more than one answer to this question but we aim to know only the main source of financial resources. In case he/she selects “Other” (code 99), please specify in the margin.

E.9 Future prospects for employment

This is a perception question. Just circle how the respondent feels about his/her future prospects of employment and go to next question.

E.10 Feelings about himself/herself

Again, this is a perception question. Just read the question and circle how the respondent feels and go to next question.

E.11 Support from government

In **E.11a**, we aim to know if the youth respondent feels the government could do more for him/her to find a future employment. This is again a perception question. In **E.11b**, we want to know if the respondent could suggest any actions that could be taken by the government. This is an open question, please write the answer and follow the skip pattern to E.13. In case the respondent has no suggestion, just leave blank and go to E.13.

Length of job search

E.12 Length of job search

We aim to know how long the respondent has been without work and actively looking for work. If the person does not remember exactly, try to get an approximate length and circle the correct code. Approximations are always better than no answer!

Availability criteria

E.13 Availability to work

We would like to know if during the last week the youth respondent could have started a job if one had been offered to him/her. In more general terms, we want to know if the person is fully available to work. If the answer is “Yes”, circle code 1 and follow the skip pattern to E.16. If the answer is “No”, circle code 2 and go to the next question, E.14.

E.14 Main reason for not being available for work

Once you have read the full list of answers, please make sure that the respondent only selects the main reason. If it is because he/she is “Attending education/training” (code 1), please follow the skip pattern to Section F question F.1. For any other answer, please follow the skip pattern to section G question G.1.

E.15 Main reason for not willing to work

Once you have read the full list of answers, please make sure that the respondent only selects the main reason. If it is because he/she is “Attending education/training” (code 1), please follow the skip pattern to Section F question F.1. For any other answer, please follow the skip pattern to section G question G.1.

Details of job search

E.16 Type of work looked for

Make sure that only respondents who answered “Yes” (code 1) in E.13 are answering this question. Interviewer, please note as much details as possible in the allocated space as the data coder will have to record the appropriate ISCO code based on the description you recorded.

E.17 Who to work for

We aim to know who the youth respondent would like to work for. He /she might want to answer to more than one option. Please select only the main one.

E.18 and E.19 Jobs refused

In **E.18**, we want to know if the person ever refused a job. In case the answer is “No” (code 2), go directly to E.20. In **E.19**, we want to know why he/she refused.

E.20 Minimum level of income

We want to know if there is a minimum level of income below which the respondent would not accept a job. In case the answer is “Yes” (code 1), please specify the amount.

E.21 and E.22 Assistance from employment office/government

In **E.21**, we wish to know if the respondent has been receiving any advice/help/assistance from an employment office in the last 12 months. It can be a public or a private employment office. In **E.22**, we want to know if he/she has been receiving any financial help from the government in the last 12 months.

E.23 and E.24 Job applications and interviews

In **E.23**, we look to the number of jobs the respondent applied to in the last 12 months. In **E.24**, we look at the number of interviews he/she has been to. In case the person is not sure, approximations are fine (and always better than leaving blank).

E.25 Move to find work

We aim to know if the youth respondent would be ready to move geographically to find work. Except if he/she answers “No” (code 1), multiple answers are possible.

E.26 Main obstacle

We want to know what the respondent considers as the main obstacle in finding a job (please circle only 1 answer). Please specify in the margin in case the answer selected is “Other” (code 99).

E.27 Relevance of education/training

This is a question about perception. We are interested to know if the person feels that his/her education is useful in getting a job. In case the respondent never had any education, please circle “Do not know” (code 4).

E.28 Helpful training to find a job

This is again a question about perception. We are interested to know if the person thinks some training would be useful for him/her to find a job. Only select the most helpful training according to the respondent.

E.29 and E.30 Future education

In **E.29**, we want to know if the person would like to continue his/her education/training in the future. If the answer is “Yes” (code 1), move to the next question, E.30. Otherwise (codes 2 or 3) this is the end of the interview. In **E.30**, we aim to know the highest level of education the respondent expects to attain in the future.

After circling the answer in E.30, this is the end of the interview. Please move to next respondent with a new questionnaire.

Section F. Youth in education

F.1 Plans after education

We aim to know what the youth respondent wishes to do after completing his/her current education programme. In case the answer is “Other” (code 99), please specify in the margin.

F.2 Break in education

We wish to know if the person has ever stopped his/her education in the past (to work or look for work) before re-entering the education/school system. In case the answer is “No”, please follow the skip pattern to F.4.

F.3 Reasons to re-enter

We want to know why the person chose to re-enter the education system. Please circle only the main reason.

F.4 Level of education expected to complete

We aim to know the highest level of education the respondent expects to complete. Please specify in the margin in case he/she answer “Other” (code 99). After circling codes 1 or 99, please follow the skip pattern to F.6. For any other answer, please go to the next question.

F.5 Field studied

We are looking for the field that the respondent is studying (or is expected to study).

F.6 Type of work later

Here, we would like to know the type of work that the youth respondent would like to do later. Please note as much details as possible in the allocated space as the data coder will have to record the appropriate ISCO code based on the description you recorded.

F.7 Who to work for

We aim to know who (type of enterprise) the youth respondent would like to work for in the future. He /she might want to answer to more than one option. Please select only the main one.

After circling the answer in F.7, this is the end of the interview. Please move to next respondent with a new questionnaire.

Section G. Youth not in the labour force

G.1 Willing to work

In this question, we aim to know if the respondent is willing to work in the future.

G.2 and G.3 Future education

In **G.2**, we want to know if the person would like to continue his/her education/training in the future. If the answer is “Yes” (code 1), move to the next question G.3. Otherwise (codes 2 or 3) this is the end of the interview. In **G.3**, we aim to know the highest level of education the respondent expects to attain in the future. Please specify in the margin in case he/she answers “Other” (code 99).

After circling the answer in G.3, this is the end of the interview. Please move to next respondent with a new questionnaire.

At the end of the interview

Before leaving the household, check to make sure that you have filled in the questionnaire accurately and completely. In particular, verify that your handwriting is legible so that it can be easily read in the head office, and that all questions and filters have been followed correctly.

After the interview is completed for all eligible household members, fill in the rest of the details of the **Section A (Reference details)**. This includes the time the interview ended (you may even have had to carry over some of the interview to the next day). Also show the total number of household members at the top right of the page, and the number of eligible members (aged 15 to 29 years). You should record the outcome of the interview in the box “Interviewer’s comments” if there were any specific problems. After carefully checking the questionnaire for completeness, you should record your name, sign and date the questionnaire in the box at the bottom, and then pass the questionnaire to your supervisor for further checking.

Finish interviewing
Thank you very much for the best cooperation!

APPENDIX

Questionnaire

Cambodia School-to-Work Transition

Survey 2012

ACKNOWLEDGMENTS

A Reference Details

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B Personal, family and household information

- B.1 Full name of respondent _____
- B.2 Age in years at last birthday
- B.3 Date of birth if known (day/month/year)
- B.4 Sex
- | | | |
|-------------|---|--|
| Male..... | 1 | |
| Female..... | 2 | |
- B.5 Have you always lived in this administrative area?
- | | | |
|----------|---|-------------|
| Yes..... | 1 | |
| No..... | 2 | ⇒ GO TO B.8 |
- B.6 Describe the administrative area that you resided in previously:
- | | | |
|------------------------|---|--|
| Rural area..... | 1 | |
| Small town..... | 2 | |
| Metropolitan area..... | 3 | |
| Large city..... | 4 | |
| Another country..... | 5 | |
- B.7 What was the main reason for moving to your current residence?
- | | | |
|---|----|--|
| To accompany family..... | 1 | |
| For education/training..... | 2 | |
| To work/for employment-related reasons..... | 3 | |
| Other reasons (SPECIFY)..... | 99 | |
- B.8 Are you a national of Cambodia
- | | | |
|-------------------------------------|---|--|
| By birth..... | 1 | |
| By naturalization..... | 2 | |
| From another country (SPECIFY)..... | 3 | |
- B.9 What is your relationship to the head of the household?
- | | | |
|---------------------|---|--|
| Head..... | 1 | |
| Spouse/partner..... | 2 | |
| Son/daughter..... | 3 | |
| Brother/sister..... | 4 | |
| Parent..... | 5 | |
| Other relative..... | 6 | |
| Not related..... | 7 | |

- B.10 What is your current marital status?
- | | | | |
|----------------------------|---|---|------------|
| Single/Never married..... | 1 | ⇒ | GO TO B.13 |
| Engaged to be married..... | 2 | ⇒ | GO TO B.13 |
| Married..... | 3 | | |
| Separated/divorced..... | 4 | | |
| Widowed..... | 5 | | |

- B.11 At what age were you first married?

- B.12 What does your spouse currently do? (Choose the most relevant activity)
- | | |
|--|---|
| Attend education/training..... | 1 |
| Available and actively looking for work..... | 2 |
| Work for salary/wage with an employer..... | 3 |
| Work as unpaid family member..... | 4 |
| Work as self-employed/own-account worker..... | 5 |
| Engaged in home duties (including child care)..... | 6 |
| Unable to work owing to sickness or disability..... | 7 |
| Not applicable (in case of separated/divorced/widowed) | 8 |

- B.13 Do you have any children (currently living)?
- | | | |
|----------|---------------|---|
| Yes..... | 1 - How many? | <input type="text"/> <input type="text"/> |
| No..... | 2 | |

Financial situation

- B.14 How would you describe your household's overall financial situation?
- | | |
|----------------------------------|---|
| Well off..... | 1 |
| Fairly well off..... | 2 |
| Around the national average..... | 3 |
| Fairly poor..... | 4 |
| Poor..... | 5 |
- B.15 What financial services do you personally use? (Multiple answers are possible)
- | | | | |
|--|----|---|------------|
| None..... | 1 | ⇒ | GO TO B.17 |
| Business loans..... | 2 | | |
| Emergency loans..... | 3 | | |
| Consumption loans..... | 4 | | |
| Savings..... | 5 | | |
| Insurance..... | 6 | | |
| Remittances/money transfer services..... | 7 | | |
| Other service (SPECIFY)..... | 99 | | |

B.16	Who provides you with financial services/ what are your main sources of financial services? (Multiple answers are possible)	
	Bank.....	1
	Insurance company.....	2
	Microfinance Institution (including cooperatives).....	3
	Money transfer operators (Money Gram, Western Union, etc...).....	4
	Informal financial operators (money lenders, pawn shops...).....	5
	Friends and relatives.....	6
	Other service (SPECIFY).....	99
B.17	How are you covering unforeseen expenses?	
	No need to cover them.....	1
	Savings.....	2
	Take a loan.....	3
	(Micro) Insurance.....	4
	Unemployment benefits, pension or social security schemes.....	5
	Sacrifice on expenses (Ex.: food, housing, health, education)...	6
	Work extra to earn more income.....	7
	Sell my assets.....	8
	Other service (SPECIFY).....	99

Health problems

B.18	Do you have any difficulty in seeing, even if wearing glasses?	
	No, no difficulty.....	1
	Yes, some difficulty.....	2
	Yes, a lot of difficulty.....	3
	Cannot do it at all.....	4
B.19	Do you have difficulty in hearing, even if using a hearing aid?	
	No, no difficulty.....	1
	Yes, some difficulty.....	2
	Yes, a lot of difficulty.....	3
	Cannot do it at all.....	4
B.20	Do you have any difficulty in walking or climbing steps?	
	No, no difficulty.....	1
	Yes, some difficulty.....	2
	Yes, a lot of difficulty.....	3
	Cannot do it at all.....	4
B.21	Do you have any difficulty in remembering or concentrating?	
	No, no difficulty.....	1
	Yes, some difficulty.....	2
	Yes, a lot of difficulty.....	3
	Cannot do it at all.....	4

- B.22 Do you have any difficulty (with self-care such as) washing all over or dressing?
- | | |
|-------------------------------|---|
| No, no difficulty..... | 1 |
| Yes, some difficulty..... | 2 |
| Yes, a lot of difficulty..... | 3 |
| Cannot do it at all..... | 4 |
- B.23 Do you have any difficulty communicating (for example understanding others or others)
- | | |
|-------------------------------|---|
| No, no difficulty..... | 1 |
| Yes, some difficulty..... | 2 |
| Yes, a lot of difficulty..... | 3 |
| Cannot do it at all..... | 4 |

Parents

- B.24 What is the highest level of formal education that your father has successfully completed?
- | | |
|---|----|
| None..... | 1 |
| Elementary education..... | 2 |
| Vocational school (secondary)..... | 3 |
| Secondary school..... | 4 |
| Vocational school (post-secondary)..... | 5 |
| University..... | 6 |
| Post-graduate studies..... | 7 |
| Do not know..... | 8 |
| Other (SPECIFY)..... | 99 |

- B.25 What kind of work does/did your father usually do?

(Occupational title - Short description of the main tasks or duties – If the person does not know his/her father, leave blank)

[Data Coders: Please Note ISCO Code here based on answer B.25]

ISCO Code

- B.26 What is the highest level of formal education that your mother has successfully completed?
- | | |
|---|----|
| None..... | 1 |
| Elementary education..... | 2 |
| Vocational school (secondary)..... | 3 |
| Secondary school..... | 4 |
| Vocational school (post-secondary)..... | 5 |
| University..... | 6 |
| Post-graduate studies..... | 7 |
| Do not know..... | 8 |
| Other (SPECIFY)..... | 99 |

- B.27 What kind of work does/did your mother usually do?

(Occupational title - Short description of the main tasks or duties – If the person does not know his/her mother, leave blank)

[Data Coders: Please Note ISCO Code here based on answer B.27]

ISCO Code

GO TO SECTION C

C Formal education/training, activity history and aspirations

- C.1 Have you ever attended school/training programme?
- | | | |
|----------|---|-------------|
| Yes..... | 1 | |
| No..... | 2 | ⇒ GO TO C.5 |
-
- C.2 Are you currently attending school/training programme?
- | | | |
|--|---|-------------|
| Yes..... | 1 | |
| No, I have completed my education..... | 2 | ⇒ GO TO C.7 |
| No, I left before graduation or completion of training programme | 3 | ⇒ GO TO C.6 |
-
- C.3 At what level are you currently studying/learning?
- | | | |
|---|---|--------------|
| I am currently studying... | | |
| at elementary level (primary)..... | 1 | } GO TO C.23 |
| at vocational school (secondary)..... | 2 | |
| at secondary level..... | 3 | |
| at vocational school (post-secondary)..... | 4 | |
| at university..... | 5 | |
| at post-graduate, post-doctoral level..... | 6 | |
| I am currently learning... | | |
| in a formal apprenticeship/internship contract..... | 7 | |
| in an informal apprenticeship/internship..... | 8 | |

Current education level of apprentices/interns

- C.4 What is your current level of formal education/training?
- | | | |
|---|---|--------------|
| None..... | 1 | } GO TO C.23 |
| Elementary level (primary)..... | 2 | |
| Vocational school (secondary)..... | 3 | |
| Secondary level..... | 4 | |
| Vocational school (post-secondary)..... | 5 | |
| University..... | 6 | |
| Post-graduate, post-doctoral level..... | 7 | |

Persons who never started education/training

- C.5 What was the main reason for never starting your education/training?
- | | | |
|--|----|---------------|
| Not interested in education/training..... | 1 | } GO TO C.16a |
| Wanted to start working..... | 2 | |
| To get married..... | 3 | |
| Parents did not want me to continue/start schooling..... | 4 | |
| Economic reasons (could not afford/too poor/needed to earn money to support family)..... | 5 | |
| No school nearby..... | 6 | |
| Other (SPECIFY)..... | 99 | |

Persons who ended their education/training

C.6	What was the main reason for stopping your education/training?	
	Failed examinations.....	1
	Not interested in education/training.....	2
	Wanted to start working.....	3
	To get married.....	4
	Parents did not want me to continue/start schooling.....	5
	Economic reasons (could not afford/too poor/needed to earn money to support family).....	6
	No school nearby.....	7
	Other (PRECISER).....	99

C.7	What is your highest level of completed formal education/training?	
	Elementary level (primary).....	1
	Vocational school (secondary).....	2
	Secondary level.....	3
	Vocational school (post-secondary).....	4
	University.....	5
	Post-graduate, post-doctoral level.....	6
	Uncompleted elementary level.....	7

C.8	Please approximate when you finished with your formal education/training:	
	ENTER DATE: <input type="text"/> <input type="text"/> <input type="text"/> Month <input type="text"/> <input type="text"/> <input type="text"/> Year	

[INTERVIEWERS: READ THE FOLLOWING FOR RESPONDENTS WHO HAVE COMPLETED C.8]

INTRO (READ OUT): I'm going to ask you to tell me more about your full history of economic activities. What we are interested in are your labour market-related activities such as paid or unpaid work, looking for work, or other activities such as time spent at home or looking after your family. As we need to get as complete a picture as possible, I'd like you to tell me about any spells you may have had in or out of paid employment. Please do not include periods of activity that are less than 3 months in time. Approximations are fine.

Activity Number	Beginning Date (Year/Month)		C.9 - Which of the following activities best corresponds to what you were doing ? 1= Work for wage/salary with an employer (full- or part-time) 2= Self-employed 3= Work as unpaid family member (work for family gain) 4= Engaged in an apprenticeship/ internship 5= Available and actively looking for work 6= Engaged in training 7= Engaged in home duties (including child care) 8= Did not work or seek work for other reasons than home duties (disability, etc.)	And on what date did you stop doing that and start your next job or other activity? (Year /Month) IMPORTANT: IF NOT ENDED AND THIS IS CURRENT JOB/STATUS, GO TO C.23 IF C.9 = 1-4, GO TO C.10 (NEXT QUESTION) IF C.9 = 5-8, GO TO NEXT ACTIVITY AFTER RECORDING ENDING DATE	C.10 - Were you currently employed on the basis of? 1= A written agreement 2= An oral agreement 3 = No contract (self-employed...) → GO TO C.14	C.11 - Was your contract or agreement of? 1= Unlimited duration, → GO TO C.14 2= Limited duration	C.12 - Why was your contract or agreement of limited duration? 1= On the job training, internship 2= Probation period 3= Seasonal work 4= Occasional/ daily work 5= Work as replacement/ substitute 6= Public employment programme 7= Specific service or task 8= Chain contract 99= Other reason	C.13 - What was the duration of your contract or agreement? 1= Less than 12 months 2= 12 months to < 36 months 3= 36 months or more	C.14 - To what extent were you satisfied with the job? 1= Very satisfied 2= Somewhat satisfied 3= Somewhat unsatisfied 4= Very unsatisfied	C.15 - Which of the following best describes why you stopped that job? 1= Left for better job 2= Dismissed/let go 3= Left because unhappy with workplace 4= Temporary job ended 5= Health reasons 6= Left to have baby 7= Look after family 8= Moved area 9= Started education/ training/apprenticeship programme 99= Other reason
1	Year (as C.8)	Month (as C.8)	First activity after formal education/training	Year	Month					GO TO NEXT ACTIVITY
2	Year	Month		Year	Month					GO TO NEXT ACTIVITY
3	Year	Month		Year	Month					GO TO NEXT ACTIVITY
4	Year	Month		Year	Month					GO TO NEXT ACTIVITY
5	Year	Month		Year	Month					GO TO NEXT ACTIVITY
6	Year	Month		Year	Month					GO TO NEXT ACTIVITY
7	Year	Month		Year	Month					GO TO NEXT ACTIVITY
8	Year	Month		Year	Month					GO TO NEXT ACTIVITY
9	Year	Month		Year	Month					GO TO NEXT ACTIVITY
10	Year	Month								

GO TO C.23 WHEN REACHING CURRENT JOB/ACTIVITY

Persons who never started education/training

[INTERVIEWERS: READ THE FOLLOWING FOR RESPONDENTS WHO ARRIVE TO C.16a]

INTRO (READ OUT): I'm going to ask you to tell me more about your full history of economic activities. What we are interesting in are your labour market-related activities such as paid or unpaid work, looking for work, or other activities such as time spent at home or looking after your family. As we need to get as complete a picture as possible, I'd like you to tell me about any spells you may have had in or out of paid employment. Please do not include periods of activity that are less than 3 months in time. Approximations are fine.

C.16a I am going to show you a list of activities. Thinking back, can you identify which of the following was your first experience during the period that you might otherwise have been in school


- | | |
|--|---|
| Work for wage/salary with an employer (full- or part-time)..... | 1 |
| Self-employed..... | 2 |
| Work as unpaid family member (work for family gain)..... | 3 |
| Engaged in an apprenticeship/internship..... | 4 |
| Available and actively looking for work..... | 5 |
| Engaged in training..... | 6 |
| Engaged in home duties (including child care)..... | 7 |
| Did not work or seek work for other reasons than home duties (disability, etc.)..... | 8 |

C.16b And on what date did you start doing that activity?

ENTER DATE: Month Year

C.16c When did you stop doing that and start your next job or other activity?

ENTER DATE: Month Year

Not ended, this is current job/status  GO TO C.26 (after recording the first line in the following grid)

[**INTERVIEWERS:** START FILLING THE FOLLOWING GRID WITH THE COLLECTED INFORMATION IN THE FIRST LINE (ACTIVITY NUMBER 1) - IF C.16 = 1-4, GO TO C.17 (NEXT QUESTION) - IF C.16 = 5-8, GO TO NEXT ACTIVITY AFTER RECORDING ENDING DATE.]

Activity Number	Beginning Date (Year/Month)		C.16 - Which of the following activities best corresponds to what you were doing ? 1= Work for wage/salary with an Employer (full- or part-time) 2= Self-employed 3= Work as unpaid family member (work for family gain) 4= Engaged in an apprenticeship/ internship 5= Available and actively looking for work 6= Engaged in training 7= Engaged in home duties (including child care) 8= Did not work or seek work for other reasons than home duties (disability, etc.)	And on what date did you stop doing that and start your next job or other activity? (Year /Month) IMPORTANT: IF NOT ENDED AND THIS IS CURRENT JOB/STATUS, GO TO C.26 IF C.9 = 1-4, GO TO C.17 (NEXT QUESTION) IF C.9 = 5-8, GO TO NEXT ACTIVITY AFTER RECORDING ENDING DATE	C.17 - Were you currently employed on the basis of? 1= A written agreement 2= An oral agreement 3 = No contract (self-employed...) → GO TO C.21	C.18 - Was your contract or agreement of? 1= Unlimited duration, → GO TO C.21 2= Limited duration	C.19 - Why was your contract or agreement of limited duration? 1= On the job training, internship 2= Probation period 3= Seasonal work 4= Occasional/ daily work 5= Work as replacement/ substitute 6= Public employment programme 7= Specific service or task 8= Chain contract 99= Other reason	C.20 - What was the duration of your contract or agreement? 1= Less than 12 months 2= 12 months to < 36 months 3= 36 months or more	C.21 - To what extent were you satisfied with the job? 1= Very satisfied 2= Somewhat satisfied 3= Somewhat unsatisfied 4= Very unsatisfied	C.22 - Which of the following best describes why you stopped that job? 1= Left for better job 2= Dismissed/let go 3= Left because unhappy with workplace 4= Temporary job ended 5= Health reasons 6= Left to have baby 7= Look after family 8= Moved area 9= Started education/ training/apprenticeship programme 99= Other reason
1	Year (=C.16b)	Month (=C.16b)	First activity (as collected in C.16a)	Year (=C.16c)	Month (=C.16c)					GO TO NEXT ACTIVITY
2	Year	Month		Year	Month					GO TO NEXT ACTIVITY
3	Year	Month		Year	Month					GO TO NEXT ACTIVITY
4	Year	Month		Year	Month					GO TO NEXT ACTIVITY
5	Year	Month		Year	Month					GO TO NEXT ACTIVITY
6	Year	Month		Year	Month					GO TO NEXT ACTIVITY
7	Year	Month		Year	Month					GO TO NEXT ACTIVITY
8	Year	Month		Year	Month					GO TO NEXT ACTIVITY
9	Year	Month		Year	Month					GO TO NEXT ACTIVITY
10	Year	Month								

GO TO C.26 WHEN REACHING CURRENT JOB/ACTIVITY

Work/study combination

- C.23 Did you ever work while you studied (not including apprenticeship)?
- | | |
|---|---|
| Yes, during the school season..... | 1 |
| Yes, outside the school season (summer break, holidays...)..... | 2 |
| Yes, during and outside the school season..... | 3 |
| No..... | 4 |
- ⇒ GO TO C.25

- C.24 What was your primary motivation in working while studying? (Multiple answers are possible)
- | | |
|---|---|
| To earn money..... | 1 |
| To help the family..... | 2 |
| To gain work experience/build up a curriculum vitae..... | 3 |
| To make connections that could lead to future employment..... | 4 |

- C.25 Did you have 1 (or more) internship(s)/apprenticeship(s) with an employer as part of your education?
- | | |
|----------|---|
| Yes..... | 1 |
| No..... | 2 |

Main goal in life

- C.26 Could you please tell me the most important goal in your life? (Select one)
- | | |
|---------------------------------------|---|
| Being successful in work..... | 1 |
| Making a contribution to society..... | 2 |
| Having lots of money..... | 3 |
| Having a good family life..... | 4 |

Working criteria

C.27 During last week, did you do any of the following activities, even if only for one hour?

(a) Run or do any kind of business, big or small, for yourself or with one or more partners?
[Examples: Selling things, making things for sale, guarding cars, hairdressing, daycare business, taxi or other transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining, etc.]

Yes..... 1

No..... 2

(b) Do any work for a wage, salary, commission or any payment in kind (including apprenticeship/internship but excluding domestic work)?
[Examples: A regular job, contract, casual or piece work for pay, work in exchange for food or housing]

Yes..... 1

No..... 2

(c) Do any work as a domestic worker for a wage, salary or any payment in kind?

Yes..... 1

No..... 2

(d) Help, without being paid, in any kind of business run by your household?
[Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.]

Yes..... 1

No..... 2

(e) Do any work on your own (or your household's) plot, farm, food garden, or help in growing farm produce for sale or in looking after animals intended for sale?
[Examples: Ploughing, harvesting, looking after livestock]

Yes..... 1

No..... 2

(f) Do any construction or major repair work on your own farm plot or business?

Yes..... 1

No..... 2




(g) Catch any fish, prawns, shells, wild animals or other food for sale?

Yes..... 1

No..... 2

If any answer to C.27 is Yes (code 1) GO TO D.1

If ALL answers to C.27 are No (code 2) ASK C.28

- C.28 Even though you did not do any of these activities last week, did you have a job, business or other economic or farming activity that you are paid for and will definitely return to?
- Yes..... 1
- No..... 2  **GO TO E.1**
-
- C.29 What was the main reason that you were absent from your job or business last week?
- | | | | |
|---|----|--|------------------|
| Own illness, injury..... | 1 |  | GO TO D.1 |
| Pregnancy..... | 2 | | |
| Disability..... | 3 | | |
| Holiday, vacation..... | 4 | | |
| Personal, family responsibilities..... | 5 | | |
| Education leave or training (outside the place of work)..... | 6 | | |
| Strike..... | 7 | | |
| Temporary lay-off (with formal job attachment)..... | 8 | | |
| Lock-out..... | 9 | | |
| Reduction in economic activity..... | 10 | | |
| Temporary disorganization, suspension of work (bad weather, mechanical, electrical breakdown, shortage of raw materials, fuel, etc.)..... | 11 | | |
| Other involuntary (economic) reason..... | 12 | | |
| Slack period, off season..... | 13 |  GO TO E.1 | |

D Young workers

Personal work details

- D.1 What kind of work do you usually do in the job/activity that you had last week?
[Examples: street seller, subsistence farmer, primary school teacher, registered nurse, domestic worker, truck driver]

(Occupational title)

- D.2 What are your main tasks or duties?

(Short description of the main tasks or duties)

[Data Coders: Please Note ISCO Code here based on answers D.1 and D.2]

ISCO Code

Details of business or place of work

- D.3 What kind of industry, business, service or activity is carried out at your place of work?
[Examples: Write the main industry, economic activity, product or service of the person's employer or company (e.g. supermarket, police service). If self-employed, write the activity of the person (e.g. subsistence farming, fishing). If paid domestic work in private household, write Domestic Service]

- D.4 What are the main goods or services produced at your place of work or its main functions?
[Examples: selling fish, raising cattle, teaching children, caring for the sick]

[Data Coders: Please Note ISIC Code here based on answers D.3 and D.4]

ISIC Code

- D.5 Was your business/farm/activity (or the one where you worked) registered at the [RELEVANT GOVERNMENT ENTITY]?

Yes.....	1
In the process of becoming registered.....	2
No.....	3
Do not know.....	4

- D.6 How many workers are employed in your business/farm/activity?

Less than 5 workers.....	1
Between 5 and 9 workers.....	2
Between 10 and 19 workers.....	3
Between 20 and 49 workers.....	4
Between 50 and 499 workers.....	5
Above 500 workers.....	6

Employment status

- D.7 In your job/activity, are you:
- | | | | |
|---|---|---|------------|
| Employee (working for someone else for pay in cash or in kind)..... | 1 | } | GO TO D.21 |
| Employer (employing one or more employees)..... | 2 | | |
| Own-account worker (not employing any employee)..... | 3 | | |
| Member of a producers' cooperative..... | 4 | | |
| Helping without pay in the business or farm of another household/family member..... | 5 | ⇒ | GO TO D.31 |
| Other (SPECIFY)..... | 6 | ⇒ | GO TO D.32 |

Wage & salaried workers (employees)

- D.8 Are you currently employed on the basis of?
- | | |
|-------------------------|---|
| A written contract..... | 1 |
| An oral agreement..... | 2 |
- D.9 Is your contract or agreement of?
- | | | | |
|-------------------------|---|---|------------|
| Unlimited duration..... | 1 | ⇒ | GO TO D.12 |
| Limited duration..... | 2 | | |
- D.10 Why is your contract or agreement of limited duration?
- | | |
|---------------------------------------|----|
| On the job training, internship..... | 1 |
| Probation period..... | 2 |
| Seasonal work..... | 3 |
| Occasional/daily work..... | 4 |
| Work as a replacement/substitute..... | 5 |
| Public employment programme..... | 6 |
| Specific service or task..... | 7 |
| Chain contract..... | 8 |
| Other reason (SPECIFY)..... | 99 |
- D.11 What is the duration of your contract or agreement?
- | | |
|---------------------------------------|---|
| Less than 12 months..... | 1 |
| 12 months to less than 36 months..... | 2 |
| 36 months or more..... | 3 |

D.12 Please select which of the following best describes your perception of the contract arrangement (select one only):

I am satisfied with my contract situation because:

- | | |
|---|---|
| It gives me the job security I need..... | 1 |
| It gives me the flexibility that I need..... | 2 |
| The wage is high enough that I do not care about the terms of the contract..... | 3 |
| It provides me with an opportunity for personal/career development (e.g. through training)..... | 4 |
| Other reason (SPECIFY)..... | 5 |

I am not satisfied with my contract situation because:

- | | |
|--|----|
| It does not give me the job security that I need..... | 6 |
| It does not give me the flexibility that I need..... | 7 |
| I do not get the same benefits as other employees..... | 8 |
| It does not lead to personal/career development..... | 9 |
| Other reason (SPECIFY)..... | 10 |

D.13 In your current job, can you benefit from the following services?

	Yes	No	Do not know
A Transport or transport allowance	1	2	3
B Meals or meal allowance	1	2	3
C Annual paid leave (holiday time)	1	2	3
D Paid sick leave	1	2	3
E Pension/old age insurance	1	2	3
F Severance/end of service payment	1	2	3
G Overtime pay	1	2	3
H Medical insurance coverage	1	2	3
I Bonus/reward for good performance	1	2	3
J Social security contribution	1	2	3
K Educational or training courses	1	2	3
L Occupational safety/protective equipment or clothing	1	2	3
M Childcare facilities	1	2	3
N Maternity/paternity leave	1	2	3

D.14 The last time you were paid in your main job, how much did you receive in wages and salaries?

[Wages and salaries comprise regular payment for time worked and work done, pay for overtime, shift-work, commissions, tips, cash allowances, regular cash bonuses and gratuities, and remuneration for time not worked.]

Paid in cash (enter amount in Riels)

(Add the value of payments in kind)

- | | | | |
|------------------------|---|---|------------|
| Paid in kind only..... | 1 | ➡ | GO TO D.20 |
| Do not know..... | 2 | ➡ | GO TO D.17 |
| Refused..... | 3 | ➡ | GO TO D.17 |

- D.15 Was this amount before or after any deductions for taxes and/or social security contributions?
- | | | |
|-------------------------|---|--------------|
| Before deductions..... | 1 | |
| After deductions..... | 2 | |
| No deductions made..... | 3 | ⇒ GO TO D.18 |
| Do not know..... | 4 | ⇒ GO TO D.17 |
- D.16 Approximately how much was deducted from your pay for taxes and/or social security contributions the last time you were paid?
- | | | |
|--------------------------------------|---------------|--------------|
| Paid in cash (enter amount in Riels) | _ _ _ _ _ _ _ | } GO TO D.18 |
| Do not know..... | 2 | |
| Refused..... | 3 | |
- D.17 Even though you may not recall the exact amount, would you say that the last time you were paid in your main job, you earned (before any deductions for taxes and/or social security contributions)?
- | | | |
|---|---|--------------|
| Less than 200,000 Riels..... | 1 | |
| 200,000 to less than 400,000 Riels..... | 2 | |
| 400,000 to less than 600,000 Riels..... | 3 | |
| 600,000 Riels or more..... | 4 | |
| Do not know..... | 5 | ⇒ GO TO D.20 |
| Refused..... | 6 | ⇒ GO TO D.20 |
- D.18 What period did this payment cover?
- | | |
|----------------------|----|
| One day..... | 1 |
| One week..... | 2 |
| Two weeks..... | 3 |
| One month..... | 4 |
| Other (SPECIFY)..... | 99 |
- D.19 Approximately how many hours did you work in your main job during that period?
- Number of hours |_|_|_|
- D.20 In your current job, do you feel that a woman has equal opportunities to a man for being promoted or being successful?
- | | | |
|--|---|--------------|
| Greater opportunities for men..... | 1 | } GO TO D.32 |
| Equal opportunities for women and men..... | 2 | |
| Greater opportunities for women..... | 3 | |

Self-employed workers

- D.21 In the last 7 days, did you have anyone helping you in your economic activity?
- | | |
|--|---|
| Paid employees (including family)..... | 1 |
| How many? <input type="text"/> <input type="text"/> <input type="text"/> | |
| Unpaid family members..... | 2 |
| How many? <input type="text"/> <input type="text"/> <input type="text"/> | |
| Apprentices/Interns..... | 3 |
| How many? <input type="text"/> <input type="text"/> <input type="text"/> | |
| No help, working alone..... | 4 |
- D.22 Why did you choose to be self-employed rather than to work for someone else (as a wage and salaried worker)?
- | | |
|--|----|
| Could not find a wage or salary job..... | 1 |
| Greater independence | 2 |
| More flexible hours of work..... | 3 |
| Higher income level..... | 4 |
| Required by the family..... | 5 |
| Other (SPECIFY)..... | 99 |
- D.23 What was your main source of funding for starting your current activity?
- | | |
|---|---|
| No money needed..... | 1 |
| Own savings..... | 2 |
| Money from family or friends..... | 3 |
| Loan from microfinance institutions (including cooperative)..... | 4 |
| Loan from bank..... | 5 |
| Loan from an informal financial operator (money lender, pawn shop, saving collector)..... | 6 |
| Loan/assistance from government institution..... | 7 |
| Loan/assistance from NGO, donor project, etc..... | 8 |
| Remittances from abroad..... | 9 |
- D.24 How do you cover the expenses required for your working capital (for maintaining your activity)?
- | | |
|---|---|
| No money needed..... | 1 |
| Money from family or friends..... | 2 |
| Loan from a bank..... | 3 |
| Loan from Microfinance institutions (including cooperative)..... | 4 |
| Loan from informal financial operator (money lenders, pawn shops, ROSCAs, saving collectors)..... | 5 |
| Loan/Assistance from government institution..... | 6 |
| Loan/Assistance from NGO, donor project, etc..... | 7 |
| Credit from customer/middlemen, agent/supplier..... | 8 |

D.25 Last month, how much were the total sales/turnover from your main activity?

Enter amount in Riels

D.26 To run your main activity, last month, about how much did you spend on expenses such as rent, electricity, water, purchase of raw materials, salaries, etc?

Enter amount in Riels

D.27 To confirm, last month your net profit from your main activity was about...

Enter amount in Riels

[Interviewer: SUBTRACT D.26 from D.25 and write total in D.27. READ the total to respondent to confirm amount.]

D.28 Last month, did you take any products from your main activity for you or your household's own use?

Yes..... 1
No..... 2 → GO TO D.30

D.29 If you had to purchase those products, how much do you think it would have cost you?

Enter amount in Riels

D.30 What is the most important problem you face in engaging in your economic activity?

Insufficient financial resources.....	1	} GO TO D.32
Insufficient quality of staff.....	2	
Insufficient (personal) business expertise.....	3	
Legal regulations.....	4	
Shortages in raw materials (breakdowns in the supply chain)....	5	
Labour shortage.....	6	
Political uncertainties.....	7	
Access to technology.....	8	
Product development.....	9	
Competition in the market.....	10	
Other (SPECIFY).....	99	

Contributing family workers

D.31 Why do you work in a family establishment?

Could not find a wage or salary job.....	1
Required by the family.....	2
Learning the family business.....	3
Other (SPECIFY).....	99

Perception

- D.32 Do you feel your education/training qualifications are relevant in performing your present job?
- | | |
|--|---|
| Yes, they are relevant..... | 1 |
| No, I feel overqualified..... | 2 |
| No, I experience gaps in my knowledge and skills / need additional training..... | 3 |

Time related underemployment & other inadequate employment situations

- D.33 In the last 7 days, how many hours did you actually work at your main job (including overtime but excluding commuting time and meal breaks, etc.)?

--	--	--	--

["0" IF DID NOT WORK LAST WEEK DUE TO TEMPORARY ABSENCE ➡ GO TO D.37]

- D.34 In the last 7 days, would you have liked to work more hours than you actually worked provided the extra hours had been paid?

Yes.....	1	
No.....	2	➡ GO TO D.37

- D.35 How many additional hours could you have worked last week?

--	--	--	--

- D.36 How would you have liked to increase your working hours?

Increase number of hours in current job/activity.....	1
Take an additional job/activity.....	2
Replace current job/activity with another one with more hours.	3

- D.37 To what extent are you satisfied with your main job?

Very satisfied.....	1
Somewhat satisfied.....	2
Somewhat unsatisfied.....	3
Very unsatisfied.....	4

- D.38 Would you like to change your current employment situation?

Yes.....	1	
No.....	2	➡ GO TO D.42

- D.39 What is the main reason why you want to change your current employment situation?
- | | |
|---|---|
| Present job is temporary..... | 1 |
| Fear of losing the present job..... | 2 |
| To work more hours paid at your current rate..... | 3 |
| To have a higher pay per hour..... | 4 |
| To work less hours with a reduction in pay | 5 |
| To use better your qualifications/skills..... | 6 |
| To have more convenient working time, shorter commuting time..... | 7 |
| To improve working conditions | 8 |
- D.40 During the last four weeks, did you look for another job/activity to replace your current one?
- | | |
|----------|---|
| Yes..... | 1 |
| No..... | 2 |
- D.41 During the last four weeks, did you look for extra work in addition to your current job/activity?
- | | |
|----------|---|
| Yes..... | 1 |
| No..... | 2 |

Future prospects

- D.42 Thinking about the next 12 months, how likely do you believe it is that you will be able to keep your main job if you want to?
- | | | |
|------------------------------|----|--------------|
| Very likely..... | 1 | ⇒ GO TO D.44 |
| Likely, but not certain..... | 2 | |
| Not likely..... | 3 | |
| Do not know..... | 99 | |
- D.43 Does the uncertainty of the situation bother you?
- | | |
|----------|---|
| Yes..... | 1 |
| No..... | 2 |
- D.44 Would you consider moving to find other work? (Multiple answers are possible)
- | | |
|---|----|
| No..... | 1 |
| Would move to capital city..... | 2 |
| Would move to a town/city (other than capital city) | 3 |
| Would move to a rural area..... | 4 |
| Would move to another country..... | 5 |
| Do not know..... | 99 |
- D.45 Do you plan to continue your education/training in the future?
- | | | |
|----------------------|---|--------------|
| Yes..... | 1 | |
| No..... | 2 | ⇒ GO TO D.47 |
| Do not know yet..... | 3 | ⇒ GO TO D.47 |

- D.46 What is the highest level of education/training you expect to attain?
- | | |
|--|----|
| Elementary education..... | 1 |
| Vocational education (secondary)..... | 2 |
| Secondary education..... | 3 |
| Vocational education (post-secondary)..... | 4 |
| University..... | 5 |
| Post-graduate studies..... | 6 |
| Other (SPECIFY)..... | 99 |
- D.47 In your current job, are you a member of a trade union or another association of workers?
- | | | |
|----------|---|--------------|
| Yes..... | 1 | ⇒ GO TO D.49 |
| No..... | 2 | |
- D.48 Why not?
- | | |
|--|----|
| Have a negative view of trade unionism..... | 1 |
| Not aware of any unions to join in my workplace..... | 2 |
| It is discouraged by my employer..... | 3 |
| Not sure what a union can do to help me..... | 4 |
| Never been approached to join..... | 5 |
| Never considered joining..... | 6 |
| Do not have time..... | 7 |
| Not interested in public affairs..... | 8 |
| Too expensive..... | 9 |
| Other (SPECIFY)..... | 99 |

Training in current activity

- D.49 Have you received any training for your current activity in the last 12 months?
- | | | |
|---|---|------------------|
| Yes, currently in apprenticeship/internship | 1 | END OF INTERVIEW |
| Yes (non-apprenticeship/internship)..... | 2 | |
| No..... | 3 | ⇒ GO TO D.53 |
- D.50 What was/is the main field of training (Choose the main one)
- | | |
|--|----|
| Vocational (skills upgrading in your own field of specialization)..... | 1 |
| Business development/entrepreneurship training..... | 2 |
| Foreign language training..... | 3 |
| IT training..... | 4 |
| Accounting/book-keeping..... | 5 |
| Health and safety..... | 6 |
| Compliance with procedures or regulations..... | 7 |
| Other (SPECIFY)..... | 99 |

D.51	How long was/is the training?	
	Up to 8 hours.....	1
	From 9 to 40 hours.....	2
	From 41 to 80 hours.....	3
	From 81 to 160 hours.....	4
	More than 160 hours.....	5
D.52	Who paid/pays for the training?	
	Yourself/your family.....	1
	Your employer.....	2
	Government.....	3
	International organization.....	4
	Other (SPECIFY).....	99

The job search

D.53	How did you get your present job?	
	Registered at an employment center.....	1
	Placed/answered job advertisement(s).....	2
	Inquired directly at factories, farms, markets, shops, or other workplaces.....	3
	Took a test or interview.....	4
	Asked friends, relatives, acquaintances.....	5
	Waited on the street to be recruited for casual work	6
	Sought financial assistance to look for work or start a business..	7
	Looked for land, building, equipment, machinery to start own business or farming.....	8
	Applied for permit or license to start a business.....	9
	Other (SPECIFY).....	99
D.54	What kind of assistance did you receive from an employment office?	
	None.....	1
	Advice on how to search for a job.....	2
	Information on vacancies.....	3
	Guidance on education and training opportunities.....	4
	Placement in education or training programmes.....	5
	Other (SPECIFY).....	99
D.55	How long were you available and actively looking for work before finding your current job (or establishing your current business)?	
	Less than a week.....	1
	1 week to less than 1 month.....	2
	1 month to less than 3 months.....	3
	3 to less than 6 months.....	4
	6 months to less than 1 year.....	5
	1 year to less than 2 years.....	6
	2 years or more.....	7

D.56 In the 12 months before starting your current job, how many jobs did you apply for?

D.57 In the 12 months before starting your current job, how many interviews did you go to?

D.58 Have you ever refused a job that was offered to you?

- | | | |
|----------|---|--------------|
| Yes..... | 1 | |
| No..... | 2 | ⇒ GO TO D.60 |

D.59 Why did you refuse? (Select the main reason)

- | | |
|--|----|
| Wages offered were too low..... | 1 |
| Work was not interesting..... | 2 |
| Location was not convenient..... | 3 |
| Work would not match my level of qualifications..... | 4 |
| Work would require too few hours..... | 5 |
| Work would require too many hours..... | 6 |
| Family did not approve of the job offered..... | 7 |
| Waiting for a better job offer..... | 8 |
| There was no contract length offered or contract length was too short..... | 9 |
| Saw no possibilities for advancement..... | 10 |

D.60 Was there a minimum level of income per month below which you would not accept a job?

- | | |
|---|---|
| Yes..... | 1 |
| How many? <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | |
| No..... | 2 |

D.61 What would you say was the main obstacle in finding a job?

- | | |
|--|----|
| Saw no obstacle..... | 1 |
| Requirements for job were higher than education/training received..... | 2 |
| Not enough work experience..... | 3 |
| Not enough jobs available..... | 4 |
| Considered too young..... | 5 |
| Being male/female..... | 6 |
| Discriminatory prejudices..... | 7 |
| Low wages in available jobs..... | 8 |
| Poor working conditions in available jobs..... | 9 |
| Did not know how or where to seek work..... | 10 |
| Other (SPECIFY)..... | 99 |

END OF INTERVIEW

E Unemployed youth

Seeking work criteria

- E.1 Did you look for work or try to start an own business during the last 30 days?
- | | | |
|---|---|--------------|
| Yes – Looked for work..... | 1 | |
| Yes – Tried to establish my own business..... | 2 | |
| No..... | 3 | ⇒ GO TO E.3a |
-
- E.2 What steps did you take to find work?
- | | | |
|---|----|--------------|
| Registered at an employment center..... | 1 | } GO TO E.12 |
| Placed/answered job advertisement(s)..... | 2 | |
| Inquired directly at factories, farms, markets, shops, or other workplaces..... | 3 | |
| Took a test or interview..... | 4 | |
| Asked friends, relatives, acquaintances..... | 5 | |
| Waited on the street to be recruited for casual work | 6 | |
| Sought financial assistance to look for work or start a business.. | 7 | |
| Looked for land, building, equipment, machinery to start own business or farming..... | 8 | |
| Applied for permit or license to start a business..... | 9 | |
| Other (SPECIFY)..... | 10 | |
| No method..... | 99 | |
-
- E.3a Was this because you have already found a job to start at a later date?
- | | | |
|----------|---|--------------|
| Yes..... | 1 | ⇒ GO TO E.12 |
| No..... | 2 | |
-
- E.3b Was this because you have undertaken all necessary steps to start a business at a later date?
- | | | |
|----------|---|--------------|
| Yes..... | 1 | ⇒ GO TO E.12 |
| No..... | 2 | |
-
- E.4 Last week, would you have liked to work if there had been an opportunity to work?
- | | | |
|----------|---|--------------|
| Yes..... | 1 | |
| No..... | 2 | ⇒ GO TO E.15 |
-
- E.5 What is the main reason you did not seek work or try to start a business during the last 30 days?
- | | | |
|---|----|--------------|
| Was waiting for the results of a vacancy competition or an interview..... | 1 | } GO TO E.13 |
| Awaiting the season for work..... | 2 | |
| Education leave or training..... | 3 | |
| Personal family responsibilities..... | 4 | |
| Pregnancy..... | 5 | |
| Own illness, injury or disability..... | 6 | |
| Do not know how or where to seek work..... | 7 | |
| Unable to find work for his/her skills..... | 8 | |
| Had looked for job(s) before but had not found any..... | 9 | |
| Too young to find a job..... | 10 | |
| No jobs available in the area/district..... | 11 | |
| Other reason (SPECIFY)..... | 99 | ⇒ GO TO E.13 |

- E.6 During the last 12 months, did you do anything to look for work or to start a business?
- | | |
|----------|---|
| Yes..... | 1 |
| No..... | 2 |
- E.7 On a typical day last week, how did you (mainly) spend your time? (Multiple answers are possible)
- | | |
|---|----|
| Meet friends, go dancing, go out to drink, to eat..... | 1 |
| Help with household chores..... | 2 |
| Play on computer (computer games, surfing the internet, Social networking)..... | 3 |
| Watch TV..... | 4 |
| Listen to music..... | 5 |
| Read..... | 6 |
| Go shopping..... | 7 |
| Go to the cinema, theatre or concerts..... | 8 |
| Go for a walk, a bike ride, sport..... | 9 |
| Other (SPECIFY)..... | 99 |
- E.8 Last week, what was the main source of your financial resources?
- | | |
|--------------------------|----|
| My own family..... | 1 |
| My spouse..... | 2 |
| Own savings..... | 3 |
| Government benefits..... | 4 |
| Loans..... | 5 |
| Other (SPECIFY)..... | 99 |
- E.9 In general terms, how do you feel about your future prospects for employment?
- | | |
|----------------------|---|
| Mostly positive..... | 1 |
| Mostly negative..... | 2 |
- E.10 Has an inability to find work affected how you feel about yourself?
- | | |
|----------|---|
| Yes..... | 1 |
| No..... | 2 |
- E.11a Do you think the Government can do more to help your chances of finding future employment?
- | | |
|----------|---|
| Yes..... | 1 |
| No..... | 2 |
- E.11b What actions do you think might help?

(Description of the actions)

⇒ GO TO E.13

Length of job search

E.12 For how long have you been without work and actively looking for a job?

Less than a week.....	1
1 week to less than 1 month.....	2
1 month to less than 3 months.....	3
3 months to less than 6 months.....	4
6 months to less than 1 year.....	5
1 year to less than 2 years.....	6
2 years or more.....	7

Availability criteria

E.13 Last week, could you have started to work if a job had been offered to you?

Yes.....	1	⇒ GO TO E.16
No.....	2	

E.14 What was the main reason why you were not available for work last week?

Attending education/training.....	1	⇒ GO TO F.1
Family responsibilities or housework.....	2	} GO TO G.1
Pregnancy.....	3	
Illness, injury or disability.....	4	
Too young to work.....	5	
No desire to work.....	6	
Off-season.....	7	
Other reason (SPECIFY).....	99	

E.15 What was the main reason why you did not want to work last week?

Attending education/training.....	1	⇒ GO TO F.1
Family responsibilities or housework.....	2	} GO TO G.1
Pregnancy.....	3	
Illness, injury or disability.....	4	
Too young to work.....	5	
No desire to work.....	6	
Off-season.....	7	
Other reason (SPECIFY).....	99	

Details of job search

E.16 What type of work are you looking for (or could you have started)?

(Occupational title - Short description of the main tasks or duties)

[Data Coders: Please Note ISCO Code here based on answer E.16]

ISCO Code

E.17 Who would you like to work for?

- | | |
|---|---|
| Myself (own business/farm)..... | 1 |
| Work for the government/public sector..... | 2 |
| Work for a private company..... | 3 |
| Work for an international or non-profit organization..... | 4 |
| Work for family business/farm..... | 5 |

E.18 Have you ever refused a job that was offered to you?

- | | |
|----------|-------------------|
| Yes..... | 1 |
| No..... | 2 ➡ GO TO E.20 |

E.19 Why did you refuse? (Select the main reason)

- | | |
|--|----|
| Wages offered were too low..... | 1 |
| Work was not interesting..... | 2 |
| Location was not convenient..... | 3 |
| Work would not match my level of qualifications..... | 4 |
| Work would require too few hours..... | 5 |
| Work would require too many hours..... | 6 |
| Family did not approve of the job offered..... | 7 |
| Waiting for a better job offer..... | 8 |
| There was no contract length offered or contract length was too short..... | 9 |
| Saw no possibilities for advancement..... | 10 |

E.20 Is there a minimum level of income per month below which you would not accept a job?

- | | |
|--|---|
| Yes..... | 1 |
| How much? <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Riels | |
| No..... | 2 |

E.21 In the last 12 months, have you received any advice/help/assistance from an employment office?

- | | |
|---|----|
| None..... | 1 |
| Advice on how to search for job (Ex: guidance on a CV.....) | 2 |
| Information on vacancies..... | 3 |
| Guidance on education and training opportunities..... | 4 |
| Placement at education/training programmes..... | 5 |
| Other (SPECIFY)..... | 99 |

- E.22 In the last 12 months, have you received any financial assistance from the government?
- | | |
|----------|---|
| Yes..... | 1 |
| No..... | 2 |
- E.23 In the last 12 months, how many jobs have you applied for (if any)?
- E.24 In the last 12 months, how many interviews have you been to (if any)?
- E.25 Would you consider moving to find work? (Multiple answers are possible)
- | | |
|--|---|
| No..... | 1 |
| Moving to capital city..... | 2 |
| Moving to a town/city (other than capital city)..... | 3 |
| Moving to a rural area..... | 4 |
| Moving to another country..... | 5 |
- E.26 What has been the main obstacle in finding a good job?
- | | |
|--|----|
| Requirements for job were higher than education/training received..... | 1 |
| Not enough work experience..... | 2 |
| Not enough jobs available..... | 3 |
| Considered too young..... | 4 |
| Being male/female..... | 5 |
| Discriminatory prejudices (for example, disability, religion, race, appearance, family situation, etc.)..... | 6 |
| Low wages in available jobs..... | 7 |
| Poor working conditions in available jobs..... | 8 |
| Did not know how or where to seek work..... | 9 |
| Other (SPECIFY)..... | 99 |
- E.27 Do you feel the education/training you received in the past is useful in getting a job?
- | | |
|----------------------|---|
| Very useful..... | 1 |
| Somewhat useful..... | 2 |
| Not useful..... | 3 |
| Do not know..... | 4 |
- E.28 What kind of training do you think would be most helpful in finding a job?
- | | |
|---|----|
| Completion of vocational training (secondary)..... | 1 |
| Completion of secondary education..... | 2 |
| Completion of vocational training (post-secondary)..... | 3 |
| Completion of university..... | 4 |
| Apprenticeship with an employer..... | 5 |
| Entrepreneurship training to start own business..... | 6 |
| Computer and IT training..... | 7 |
| Foreign language..... | 8 |
| Other (SPECIFY)..... | 99 |

- E.29 Do you plan to continue your education/training at a later stage?
- | | | |
|----------------------|---|-------------------------|
| Yes..... | 1 | |
| No..... | 2 | END OF INTERVIEW |
| Do not know yet..... | 3 | END OF INTERVIEW |
-
- E.30 What is the highest level of education/training you expect to attain?
- | | |
|--|----|
| Elementary education..... | 1 |
| Vocational education (secondary)..... | 2 |
| Secondary education..... | 3 |
| Vocational education (post-secondary)..... | 4 |
| University..... | 5 |
| Post-graduate studies..... | 6 |
| Other (SPECIFY)..... | 99 |

END OF INTERVIEW

F Youth in education

- F.1 What do you plan to do after completing your current education programme?
- | | | |
|---|----|--|
| Look for a job..... | 1 | |
| Start own business..... | 2 | |
| Stay at home..... | 3 | |
| Immediately go for further education/training/apprenticeship... | 4 | |
| Other (SPECIFY)..... | 99 | |
-
- F.2 Did you ever stop your education to work or look for work full-time and then re-enter school at a later date?
- | | | |
|----------|---|-------------|
| Yes..... | 1 | |
| No..... | 2 | ⇒ GO TO F.4 |
-
- F.3 Why did you choose to re-enter the education system?
- | | | |
|--|---|--|
| Could not find suitable work..... | 1 | |
| Needed different education or training in order to change my career..... | 2 | |
| Was not sure what I wanted to do yet..... | 3 | |
| Finally had sufficient money to pay for education..... | 4 | |
| Not ready to face the “working” world yet..... | 5 | |
-
- F.4 What is the highest level of education you expect to complete?
- | | | |
|--|----|-------------|
| Elementary education..... | 1 | ⇒ GO TO F.6 |
| Vocational education (secondary)..... | 2 | |
| Secondary education..... | 3 | |
| Vocational education (post-secondary)..... | 4 | |
| University..... | 5 | |
| Post-graduate studies..... | 6 | |
| Other (SPECIFY)..... | 99 | ⇒ GO TO F.6 |
-
- F.5 What field are you studying or would you like to study?
- | | | |
|--|---|--|
| General Programmes..... | 1 | |
| Education..... | 2 | |
| Humanities and Arts..... | 3 | |
| Social Sciences, Business and Law..... | 4 | |
| Science, Mathematics and Computing..... | 5 | |
| Engineering, Manufacturing and Construction..... | 6 | |
| Agriculture and Veterinary..... | 7 | |
| Health and Welfare..... | 8 | |
| Services..... | 9 | |

F.6 Ideally, what type of work would you like to do?

(Occupational title - Short description of the main tasks or duties)

[Data Coders: Please Note ISCO Code here based on answer F.6]

ISCO Code

F.7 Ideally, who would you like to work for?

- | | |
|---|---|
| Myself (own business/farm)..... | 1 |
| Work for the government/public sector..... | 2 |
| Work for a private company..... | 3 |
| Work for an international or non-profit organization..... | 4 |
| Work for family business/farm..... | 5 |
| Do not wish to work..... | 6 |

END OF INTERVIEW

G Youth not in the labour force

- | | | | |
|-----|---|----|------------------|
| G.1 | Do you want to work in the future? | | |
| | Yes..... | 1 | |
| | No..... | 2 | |
| | | | |
| G.2 | Do you want to continue your education/training in the future? | | |
| | Yes..... | 1 | |
| | No..... | 2 | END OF INTERVIEW |
| | Do not know yet..... | 3 | END OF INTERVIEW |
| | | | |
| G.3 | What is the highest level of education/training you expect to attain? | | |
| | Elementary education..... | 1 | |
| | Vocational education (secondary)..... | 2 | |
| | Secondary education..... | 3 | |
| | Vocational education (post-secondary)..... | 4 | |
| | University..... | 5 | |
| | Post-graduate studies..... | 6 | |
| | Other (SPECIFY)..... | 99 | |

END OF INTERVIEW