

# CHAPTER 1

## INTRODUCTION

Supervisors are responsible for a group of enumeration areas (EAs) and will directly supervise the enumerator assigned to these EAs. On the average, a supervisor will be assigned to supervise 3 to 6 enumerators.

This Supervisor's Manual has been prepared to guide you in the performance of your duties and functions. It is designed primarily to:

1. provide you sufficient background information on the nature of the survey operation; and
2. provide necessary information and instructions to you to solve most problems that they may encounter in the course of their work.

This manual includes sections that discuss:

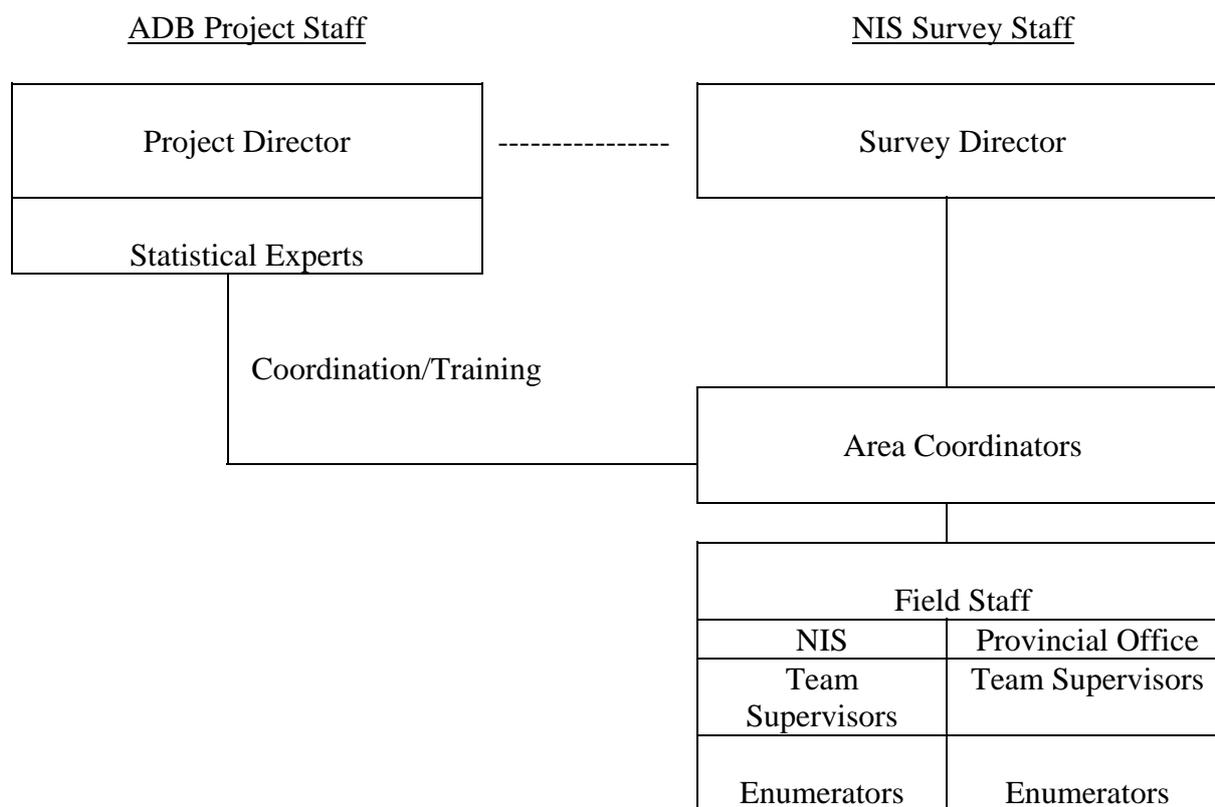
- (1) your role as a supervisor;
- (2) how to segment sample PSU/village; and
- (3) how to select sample households.

In addition to this Manual, you should also be familiar with the Enumerator's Manual which is the document that describes the ENs duties and gives detailed instructions on how enumeration will be carried out. During the actual operation of the SESC, these manuals will be the major source of reference for supervisors and ENs alike. Thus, you should carry these with you as you go about your work.

### 1.1 Survey Organization

The survey organizational structure is shown in the following diagram. The Senior Statistics Advisor functions as the Project Director and, together with the Statistical Experts, comprise the ADB project staff. They will be responsible for the survey and sampling design, data processing systems and programming, technical supervision of all phases of survey operations, training of field staff, analysis of survey results, and preparation of final reports.

### *Organizational Structure*



The Director of NIS functions as the Survey Director, and the six officers are designated as the area coordinators. The Survey Director will be responsible for the control and supervision of NIS Staff as well as the staff engaged from the Provincial Planning and Statistics Services who will function in the capacities of supervisors and enumerators.

The work of field enumerators will be supervised by field supervisors (1 field supervisor supervising the work of 3 to 6 enumerators), who will edit the completed questionnaires.

The middle level staff of NIS and Provincial Planning and Statistics Services will be engaged as supervisors. The success of the fieldwork will depend so much on the recruitment, training and deployment of NIS and provincial staff. The engagement of the provincial staff for field supervision and enumeration will make it possible to enjoin the active cooperation of commune and village workers for the survey.

## CHAPTER 2

### ROLE OF THE SESC SUPERVISOR

This chapter gives an overview of your role as supervisors in the survey operation and your basic duties and responsibilities.

In your respective areas of assignment, you are primarily concerned that the following are obtained:

1. a complete and accurate listing of households and buildings with housing units; and
2. a complete and accurate enumeration of all individuals found in the housing unit.

#### 2.1 Designation of Supervisors

Your designation as a supervisor authorizes you to represent the NIS with respect to SESC 1996 enumeration in the area to which you are assigned and to direct and supervise the survey operations thereat. As supervisor, you will be issued an identification card as an evidence of such authority. You should always carry with you this identification card and should be prepared to show it especially to a respondent seeking to verify your identity and authority.

#### 2.2 Basic Duties and Responsibilities of the Supervisor

As a supervisor, you are responsible for the successful and timely completion of the field operations in the area where you are assigned which may be a whole village or a segment of a big village. Following the principle of command responsibility, you are answerable for the inefficiencies and wrong doings of the people you supervise. To be effective, you must be a leader and be capable of propelling your subordinates to work for the attainment of the objectives of the survey. You must be ready to assist them in the performance of their duties. Your subordinates should be able to rely on you for the solution of the day-to-day problems of their work. To effectively carry out your duty as a supervisor, each of you will be assigned 3 to 6 Enumerators.

Your basic duties and responsibilities are listed below. In addition, you are expected to perform such duties that may be assigned by the Area Coordinators and Survey Director in connection with survey work.

- a. attend the training to gain an understanding of the concepts, definitions and procedures regarding the conduct of the SESC and to be familiar with the duties and responsibilities of your ENs;
- b. coordinate with the village leader on the enumeration of the sample villages;
- c. supervise closely the work of the ENs during listing and enumeration;

- d. identify the sample households which would respond to the questions in the SESC Form 2 (Household Questionnaire);
- e. verify the area coverage of your ENs;
- f. help solve problems encountered by your ENs;
- g. scrutinize the accomplished questionnaires submitted by your ENs for completeness, correctness and legibility of entries; and
- h. accomplish and/or submit the required forms and materials to the Area Coordinators and/or Survey Director within the prescribed period.

## **2.3 Specific Instructions to Supervisors**

### **2.3.1. Listing**

1. Enumerators under your supervision are assigned one sample village each to list. Sample villages with 350 or less households have to be completely enumerated. If the number of households greatly exceeds 300 or more than 350 households, the village has to be segmented by you before the enumerator proceeds with the listing. See Chapter 3 for instructions on segmenting.
2. Make sure that the enumerator follows the instructions set forth in the enumerator's manual.
3. Verify the entries in the Listing Sheets (SESC Form 1). Make sure that the buildings, housing and household serial numbers are consecutive. Also, check whether the number of household members are summed up correctly.
4. After verifying the listing done by your enumerator, fill in appropriate lines in the interview information.
5. Fill in the Sample Reference Number (SRN) for each household. Make sure that each household has a unique sample reference number; that is, no two or more households must be assigned the same sample reference number. Likewise, these numbers should appear in consecutive order.
6. Verify the sketch map prepared by the enumerator and ensure that a systematic listing has been done by him/her. Collect the maps together with the listing forms.

### **2.3.2. Enumeration of Sample Households**

1. As supervisor, you are tasked to assign sample reference numbers to households in the sample village or segment and to draw the sample households. Follow the instructions on drawing the sample households in Chapter 4.
2. Encircle the sample reference numbers of the sample households in the listing forms and return the listing forms to the enumerator.

3. Instruct the enumerators to administer SESC Form 2 (Household Questionnaire) to households whose corresponding sample reference numbers have been encircled.
4. From each sample village, choose at random one sample household and re-interview that household using the questionnaire filled-in by the enumerator. If you find any mistake, correct the mistake using a black pen and bring it to the enumerator's notice immediately. Write in the Remarks portion of the Interview Record the word "Re-interviewed".
5. Go through each questionnaire submitted by the enumerators. Ensure that instructions given in the Enumerator's Manuals were properly followed. If you find any mistake, you should bring it to the enumerator's attention and correct that mistake.
6. After reviewing the questionnaire, write your name, signature and date reviewed on the Interview Record. Also, place your remarks or observations if necessary.

## CHAPTER 3

### HOW TO SEGMENT SAMPLE PSU/VILLAGE

This chapter describes the procedures on how to segment large villages or those villages whose estimated number of households greatly exceeds 300 or more than 350 number of households.

#### **Description of the Procedure**

It is your responsibility to subdivide very large PSUs or those with household size of more than 350 into two or more segments. To do this, follow the procedures stated below:

1. After establishing contact with the village leader to explain the purpose of the survey and secure his cooperation, first, make the notional map of the village showing all recognizable physical features which might be later used to help locate the particular households that will be selected for interviewing. These would include roads, streets, lanes and pathways, rivers or streams, railway tracks, plus the location of schools, temples and other notable buildings.
2. Using the notional map, divide it into segments in such a way that (a) approximately the same number of dwellings (with at most 350 households) is contained in each segment and (b) clearly observable physical features delineate the boundaries of each segment. Note that at this point in the operation, the sketch map does not contain a sketch of the location of the households and so the determination of the segment size, in terms of dwellings, can only be based on an approximation of the number of dwellings. Note that a dwelling is distinguished from a household on the assumption that a dwelling may contain more than one household. In any case, the rough count of dwellings for the purpose of subdividing the map into segments does not have to be exact.
3. After the segments have been formulated on the notional map, number them and select one at random. Follow the following instructions in the selection of the sample segment:
  - a. Prepare pieces of papers of the same size.
  - b. Write the number of segments, one number in each sheet.
  - c. Roll the sheets of paper one by one.
  - d. Place the rolled pieces in a box.
  - e. Shake the box, and then draw a rolled sheet.
  - f. Note down the number written on the rolled sheet. This number will be your sample segment where your enumerator will conduct a complete canvass.
4. Keep a record of the original estimated number of households (IN THE ENTIRE PSU) and the actual number (IN THE SELECTED SEGMENT ONLY). This is

crucial, since both figures will be used in the analysis stage to make the survey estimates.

## CHAPTER 4

### HOW TO SELECT SAMPLE HOUSEHOLDS

#### 4.1 General Description of the Selection Procedure

It is *your responsibility to identify the sample households* which would respond to the questions in the Socio-Economic Survey Form No.2 (SESC Form No. 2) or the detailed questionnaire on the demographic and economic characteristics of household members and, household and housing particulars.

As soon as the listing of households in the sample village/PSU has been finished, you must assign sequentially to each household in the list, a Sample Reference Number which will be entered in the column labeled "Sample Reference Number" (Col. 10). Skip those lines with Household Serial Number (HSN) "7777" as this will be excluded in the selection of the sample households.

The *Sample Reference Number (SRN)* is a four-digit number which starts from "0001" for the first household in the list; "0002" for the next household; and so on until all households have been assigned a number. You must make sure that the numbers assigned are sequential and no number has been missed out. Moreover, it must also be ensured that households are assigned unique sample reference numbers; that is, no two or more households must be assigned the same sample reference number.

When the assignment of sample reference number has been done, you are now ready to proceed with the selection of sample households. The following steps will guide you in the proper sample selection:

1. Determine the sampling interval to be used.
2. Select the sample households systematically from the list of households in SESC Form No. 1 using a pre-determined random start per village/PSU.

#### 4.2 Detailed Instructions

##### *1. Determine the sampling interval to be used*

Using the actual count of the households,  $N^*$ , as determined from the listing operation, calculate the sampling interval, which is equal to  $N^*$  divided by 10 or 20 as the case maybe; that is,

$$F = N^*/10$$

where  $N^*$  = Number of households  
actually listed in the village/PSU

Round-off to the nearest integer if  $F$  is not an integer. Note that it is crucial to use the actual count of households rather than the original estimated number of households to ensure that exactly 10 or 20 households will be selected.

As an example, consider rural village 07, Kouk Tonloab, of district 02 in Banteay Meanchey province. The estimated number of households in this village is 136. Suppose that the listing operation shows the actual count to be 162 households. Then  $N^* = 162$ . Therefore, the sampling interval,  $F$ , is equal to 162 divided 10 (for Banteay Meanchey, 10 sample households will be selected from each village), or 16.2. Since the resulting  $F$  is not an integer, it should be rounded-off. Thus, your final sampling interval is equal to 16.

<b><math>F = 16</math></b>
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2. Select the sample households systematically from the list of households in SESC Form No. 1 using the pre-determined random start.

**Case 1:** The actual household count is similar to the original estimated number of households in the sample village/PSU, i. e.  $N = N^*$

- (a) Determine the random start in the village/PSU by referring to Appendix A. Note that the random start for each village has been generated through the use of a computer program.
- (b) Determine the first sample household by using the random start specified in Appendix A. Thus, ***the first sample household is the household whose Sample Reference Number*** (col. 10 of SESC Form 1-Listing Sheet) ***is equivalent to the random start.***

To illustrate, using the example above, that is, rural village 07, Kouk Tonloab, of district 02 in Banteay Meanchey province. Based on Appendix A, the random start for this village is equal to 9 and the hypothetical sampling interval is equal to 16 (See example in step 1.). Thus, the first sample household is the household whose Sample Reference Number (SRN) is 9.

<b><math>R = 9 = \text{Sample Reference No. (SRN) of the First Sample Household}</math></b>
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- (c) Determine the next sample household by adding the sampling interval,  $F$ , to the Sample Reference Number of the household first selected. The sum will yield the Sample Reference Number of the next sample household.

To illustrate using the above example, that is  $SRN = 9$  (sample reference number of the first sample household), and  $F = 16$ . To determine the next sample household, just add the sampling interval,  $F = 16$ , to the sample reference number of the household first selected,  $SRN = 9$ . Thus,  $9 + 16 = 25$ .

This means that the household whose sample reference number is 25 will be the next sample household. To continue the illustration, the following are the sample reference numbers of the 10 sample households in the rural village of Kouk Tonloab (07) of district 02 of Banteay Meanchey province.

9 → SRN of the 1st sample household  
 9 + 16 = 25 → SRN of the 2nd sample household  
 25 + 16 = 41 → SRN of the 3rd sample household  
 41 + 16 = 57 → SRN of the 4th sample household  
 57 + 16 = 73 → SRN of the 5th sample household  
 73 + 16 = 89 → SRN of the 6th sample household  
 89 + 16 = 105 → SRN of the 7th sample household  
 105 + 16 = 121 → SRN of the 8th sample household  
 121 + 16 = 137 → SRN of the 9th sample household  
 137 + 16 = 153 → SRN of the 10th sample household

- (d) Repeat the process until the numbers of sample households have been drawn.
- (e) If the sum of the immediately preceding sample reference number and of the sampling interval is greater than the total number of households listed in the village/PSU, subtract from the sum the total number of households. The difference gives the sample reference number of the sample household. Proceed as in the above until the desired number of sample households have been drawn.

As an example, consider village 10 (Ou Soea) of district 02 of Banteay Meanchey province. Based on Appendix A, the estimated number of households is 89 and the computer generated random start,  $R = 9$ . Since only 10 sample households will be selected in this village, then  $F = 89/10 = 8.9 = 9$ . Using these informations,  $R = 9$  and  $F = 9$ , then the sample reference numbers of the sample households are illustrated below:

9 → SRN of the 1st sample household  
 9 + 9 = 18 → SRN of the 2nd sample household  
 18 + 9 = 27 → SRN of the 3rd sample household  
 27 + 9 = 36 → SRN of the 4th sample household  
 36 + 9 = 45 → SRN of the 5th sample household  
 45 + 9 = 54 → SRN of the 6th sample household  
 54 + 9 = 63 → SRN of the 7th sample household  
 63 + 9 = 72 → SRN of the 8th sample household

$72 + 9 = 81$  → SRN of the 9th sample household

$81 + 9 = 90$  → SRN of the 10th sample household

Note that the Sample Reference Number (SRN) of the last or 10th sample household exceeds the estimated number of households in that village, 89. In this case, you should subtract 89 from 90 to get the Sample Reference Number (SRN) of the 10th sample household, that is,  $90 - 89 = 1$ . Thus, the SRN of the 10th sample household is **1**.

- (f) As a household is selected, encircle the Sample Reference Number (*Col. 10*) assigned to the household in the SESC Form No.1(Listing Sheet).

**Case 2:** The actual household count is different from the original estimated number of households in the sample village, i.e.  $N \neq N^*$ .

- (a) Determine the new random start using the following formula:

$$\text{New Random Start (R}^*) = \frac{(R) \times (N^*)}{N}$$

where

$R^*$  = the new random start

$R$  = random start generated by the machine

$N^*$  = actual household count

$N$  = original estimated household count

As an example, consider rural village 07, Kouk Tonloab, of district 02 in Banteay Meanchey province. The estimated number of households in this village is 136. Suppose that the listing operation shows the actual count to be 162 households. Then  $N^* = 162$ . The random start,  $R$ , for this village is 9. Therefore, the new random start,  $R^*$ , is equal to,

$$R^* = (9 \times 162) / 136 = 10.72 \approx 11$$

Note that the new random start,  $R^* = 11$  should be used instead of 9, the original random start in the determination of the sample households.

- (b) Follow steps b to f as in Case 1.

## CHAPTER 1 INTRODUCTION

This chapter introduces the Socio-Economic Survey of Cambodia (SESC) 1996 and explains its objectives. It also discusses some important aspects of the survey undertaking like the scope and coverage, sampling design and sample size.

### 1.1 Overview of the Survey

The Socio-Economic Survey of Cambodia (SESC) 1996 is a two-round sample survey of households in Cambodia to be conducted by the National Institute of Statistics (NIS) of the Ministry of Planning and sponsored by the Asian Development Bank (ADB) in collaboration with UNICEF, UNDP/CARERE and ILO. This survey is second in the series, the first SESC being conducted in four rounds beginning in October 1993 to September 1994 and funded by the UNDP and ADB.

The first round of the SESC 1996 will be conducted in May-June and the second round will be in November-December. The survey will entail listing and recording of the characteristics of each individual person in the sample households. It will gather data on the demographic, social and economic characteristics of the population as well as on household and housing characteristics. The information to be collected will be vital in making rational plans and programs for the country.

### 1.2 Objectives of the Socio-Economic Survey of Cambodia 1996

#### *General Objectives*

The SESC primarily aims to provide information needed for the country's reconstruction and rehabilitation programs. The data obtained will serve as bases in social and economic planning, multi-sectoral analysis and in deriving estimates for the national accounts.

#### *Specific Objectives*

Specifically, the survey aims to:

1. Gather data on demographic and social characteristics of the population such as its age-sex composition, marital status, literacy, educational attainment, migration and disability;
2. Derive information on the labour force and household economic activities;
3. Obtain data on nutritional and health status of children and mothers;

4. Obtain data on child labor;
5. Obtain information on access to basic services, landholdings, credit behaviour and other household characteristics;
6. Gather data on housing characteristics;

### 1.3 Confidentiality of Information

All information collected in this survey are strictly confidential and will be used for statistical purposes only. Information supplied by any person will not be used against him for taxation, investigation or for any legal purposes.

### 1.4 Scope and Coverage

The scope of the survey has to be wide enough to canvass the data required to meet the objectives set out earlier. A national sample of 9,000 households for the two rounds is deemed sufficient to provide reliable estimates at the subnational level.

The survey will cover both urban and rural areas of Cambodia. However, the coverage of the survey has to be restricted because of security problem in some parts of the country. Thus, only 21 of the 23 provinces will be covered in the survey. The excluded provinces are Preah Vihear and Oddar Meanchey. In addition, some districts, communes or villages from the included provinces have to be excluded, for the same reason cited above. The number of excluded villages by province is shown in Table 1.

For this survey, *Banteay Meanchey, Battambang, Kampong Thom, Pursat, Ratanakiri, Siem Reap, Svay Rieng, Phnom Penh, Other Urban (including provincial centers of Banteay Meanchey, Battambang, Kampong Thom, Pursat, Ratanakiri, Siem Reap, and Svay Rieng) and Other Rural* will constitute the *10 domains*. To come up with a more representative sample villages in the Other Rural domain, further stratification based on the density of the population was done. Other Rural domain was stratified into two with Koh Kong, Mondul Kiri and Stung Treng as the first sub-stratum and the rest of the rural villages of Kampong Cham, Kampong Chhnang, Kampong Speu, Kampot, Kratie, Prey Veng and Takeo provinces as the second sub-stratum.

Table 1. Number of Villages Excluded from the Survey Coverage

PROVINCE	NUMBER OF EXCLUDED VILLAGES		
	URBAN	RURAL	TOTAL
1. Banteay Meanchey	18	105	123
2. Battambang	-	100	100
3. Kampong Cham	-	131	131
4. Kampong Chhnang	-	92	92
5. Kampong Speu	-	429	429
6. Kampong Thom	-	99	99
7. Kampot	-	58	58
8. Kandal	-	7	7
9. Koh Kong	-	21	21
10. Kratie	3	26	29
11. Preah Vihear *	27	170	197
12. Pursat	4	118	122
13. Siem Reap	-	90	90
14. Stung Treng	-	3	3
15. Svay Rieng	-	27	27
16. Takeo	-	29	29
17. Oddar Meanchey*	21	67	88
TOTAL	73	1572	1645

\* Completely excluded from the frame

The survey was designed to cover all private households including one-person households in the sample frame. Excluded were persons who lived in institutional or collective households.

The scope of the survey with respect to items of information is as follows:

#### 1.4.1 Demographic Characteristics of Household Population

- a) Relationship to Household Head
- b) Age
- c) Sex
- d) Marital Status
- e) Disability
- f) Current School Attendance
- g) Highest Educational Attainment
- h) Literacy
- i) Migration

**1.4.2 Economic Characteristics of Household Population 5 Years and Over**

- a) Usual Activity in the Last 12 Months
- b) Current Activity Last Week (including number of hours worked)
- c) Persons Seeking Additional Work
- d) Nature and Status of Employment, and Kind of Industry in Primary Occupation
- e) Nature and Status of Employment, and Kind of Industry in Secondary Occupation
- f) Income Derived from Primary and Secondary Occupation, and Other Receipts in Cash or in Kind
- g) Reasons for not Being Available for Work

**1.4.3 Child Labour**

- a) School Attendance in the Past Week
- b) Reasons for Dropping Out or Not Attending School
- c) Main Reason for Working or Having a Job
- d) Age the Child Started to Work
- e) Place of Work
- f) Proportion of Child's Earnings Given to Household
- g) Illnesses, Injuries and Other Health Problems of Working Child
- h) Recruitment of Children to Work Elsewhere

**1.4.4 Health and Nutritional Status of Children and Mothers**

- a) Pregnancy and Tetanus Toxoid Vaccination
- b) Breastfeeding
- c) Child Immunization
- d) Diarrhoea Episode and Treatment
- e) Vitamin A Administration
- f) Weight, Height and Mid-Upper Arm Measurement
- g) Number and Sources of Injections Received by Households
- h) Salt Iodization
- i) Other Health Practices

**1.4.5 Housing and Other Household Particulars**

- a) Type of Building and Year the Building was Constructed

- b) Type of Construction Materials of Roof, Outer Walls and Floor
- c) Number of Rooms in the Housing Unit and Total Floor Area
- d) Tenure Status of Housing Unit
- e) Rent/Imputed Rent
- f) Household's Main Source of Drinking Water, Dishwashing and Handwashing
- g) Toilet facilities
- h) Type or Source of Lighting Used
- i) Type of Fuel Used for Cooking
- j) Ownership of Appliances and Other Equipment
- k) Access to Basic Services Such As Schools, Clinics/Hospitals and Road Passable by Car
- l) Landholdings (Tenure Status and Size of Land)
- m) Economic Activities Carried Out in the Household
- n) Household Expenditure
- o) Credit Behaviour of Households
- p) Accidents

### 1.5 Sampling Design

The SESC uses a stratified two-stage probability sampling technique with the following areas as *domain of analysis: Banteay Meanchey, Battambang, Kampong Thom, Pursat, Ratanak Kiri, Siem Reap, Svay Rieng, Phnom Penh, Other Urban, and Other Rural.*

For each survey round, 390 primary sampling units (PSU's) or a total of 780 PSU's (villages) for the two rounds will be selected using the linear systematic sampling with a random start method, with probability proportional to size. The number of households in the village will be used as the measure of size. These information are based on the population database compiled in the National Institute of Statistics, Ministry of Planning, and from several sources including a gazetteer of the Geographic Department, a village file constructed in 1993 by the United Nations Transitional Authority in Cambodia (UNTAC), population statistics of Battambang province constructed by the United Nations High Commissioner for Refugees (UNHCR), and supplemental population estimates supplied by the Ministry of Interior and the Municipality of Phnom Penh. The merger of these multiple sources constitutes the sampling frame for the Socio-Economic Survey of Cambodia (SESC) 1996.

The households constitute the secondary sampling units (SSUs). From each PSU, 10 or 20 households will be selected systematically with a random start. The method of selecting the samples is explained in the next section.

## 1.6. Sample Selection

### 1.6.1 First Stage Selection

The first stage of sample selection involved the drawing of sample villages from each stratum. Within each stratum, villages were arranged by geographic codes and the number of households for every village based on the sample frame records were cumulated. Sample villages were selected using the linear systematic sampling with random start method, with probability proportional to size (pps). The number of households in the village was used as the measure of size. Sample village selection was done through the use of a computer program.

### 1.6.2 Second Stage Selection

For each sample village (PSU), a field listing operation will be undertaken except for large villages. Large villages will be segmented first, comprising about 300 households or less based on the current household estimates by the commune or village leaders. A segment will then be chosen randomly in which a complete listing of households will be done. This will entail carrying out a complete canvass of the PSU in order to make a current and complete listing of households contained within. The procedure will involve creating a sketch map for the PSU where physical boundaries in the village and the location of each household will be sketched. Canvassing, on the other hand, will entail a systematic covering of the entire village following a prescribed path of travel in order to make sure that all housing units in which the households reside will be accounted for.

After the listing operation is completed, a fixed sample size of 10 households will be selected in each PSU for the following strata: Banteay Meanchey, Phnom Penh, Pursat, Siem Reap, Other Urban and Other Rural, while 20 households will be selected from each PSU for Battambang, Kampong Thom, Ratanakiri and Svay Rieng. The selection will be carried out using a circular systematic random sampling with a random start. The sampling interval will be equal to the current household estimates in the PSU divided by 10 or 20, as the case maybe.

## 2.5 Sample Size

The sampling strategy requires the selection of a total of 9,000 sample households from 780 sample villages for the two rounds. The number of villages (PSUs) and households (SSUs) to be sampled for each stratum are given in Table 2.

Table 2. Distribution of Sample Villages and Households by Stratum  
by Survey Round : 1996

STRATUM	FIRST ROUND		SECOND ROUND		TOTAL	
	Village	H'hold	Village	H'hold	Village	H'hold
ALL STRATA	390	4500	390	4500	780	9000

Banteay Meanchey	30	300	30	300	60	600
Battambang	20	400	20	400	40	800
Kampong Thom	20	400	20	400	40	800
Phnom Penh	60	600	60	600	120	1200
Pursat	30	300	30	300	60	600
Ratanak Kiri	15	300	15	300	30	600
Siem Reap	30	300	30	300	60	600
Svay Rieng	20	400	20	400	40	800
Other Urban	50	500	50	500	100	1000
Other Rural	100	1000	100	1000	200	2000
Koh Kong, Mondul Kiri, Stung Treng	15	150	15	150	30	300
Other Rural	85	850	85	850	170	1700

## CHAPTER 2 THE ROLE OF AN ENUMERATOR

The quality of the data greatly depends on the people who actually collect these data - the **ENUMERATORS**. Thus, your acceptance of the job as enumerator requires a **commitment** from you to ensure that all information you collect are correct and complete and are obtained strictly in accordance with the instructions explained in this manual and discussed during the training for enumerators.

As an enumerator, you play a major role in the undertaking of the survey. Your work requires tact in approaching people, attention to the smallest detail and a sense of responsibility to keep confidential all information about individuals and households that you obtain during enumeration. **Dedication** to your job is of prime importance.

This chapter details your role in the SESC and your specific duties and responsibilities as a SESC enumerator.

### 2.1 Designation of Enumerators

As an enumerator, you are required to undergo training and that you complete the enumeration work assigned to you. Also, you will be issued an identification card as a proof of your authority in relation to the conduct of the survey. Whenever you are at work, you should always wear your identification card. You may have to show this to the respondent as a proof of identification or to convince him/her to be interviewed.

### 2.2 Duties and Responsibilities of an Enumerator

As an enumerator, you are expected to do your job to the best of your ability. You must gather correct and precise information according to the instructions discussed in this manual. You should view data collection as involving the following important tasks:

1. **Asking** the questions **correctly** as discussed in this manual;
2. **Recording/noting** down **accurately** the response given to you; and
3. **Checking** each response to see to it that it is **reasonable** and **consistent** with every other response.

You must pay careful attention to each of these tasks. Your being able to do this will contribute to the success of this survey.

Your **basic duties as an enumerator** are as follows:

1. Prepare the sketch map of the enumeration area (EA);
2. List all housing units and households found in the EA using SESC Form 1 and submit accomplished forms to your supervisor;
3. Plot on the EA/block maps the relative location of buildings and household listed;
4. Enumerate correctly all households found in the EA using SESC Form 2 and submit the form to your supervisor;
5. Attend meetings set by the supervisor.

In order to fully carry out these basic duties, you should perform the following:

1. Attend the training for enumerators to gain understanding of the concepts, definitions and instructions regarding the conduct of the SESC.
2. Use the Enumerator's Manual as a guide and refer to it whenever doubts about the concepts or instructions arise.
3. Plan your travel route in advance to reduce unnecessary loss of time and callbacks.
4. Fill out the SESC forms completely and accurately.
5. Check your work for completeness, reasonableness, consistency, legibility, etc. If you find any omission or inconsistency which cannot be corrected using other information within the questionnaire, revisit the household to get the required information.
6. Complete your enumeration assignment.
7. Keep all information collected strictly confidential by not showing the accomplished forms to persons other than your supervisors and authorized NIS personnel.
8. Prepare, accomplish and submit as scheduled all pertinent documents, reports and forms to your duly designated supervisor.

### **2.3 Relationship with the Supervisor**

For a proper appreciation of your role as enumerator, you must also understand your relationship with your supervisor. In general, a supervisor is assigned to supervise enumerators during field operations. The major duties and responsibilities of a supervisor in relation to your work as enumerator are the following:

1. Your supervisor is responsible for ensuring that all the enumerators under him/her, do the listing and enumeration work satisfactory. He/she plans and organizes the work in his/her area of supervision and sees to it that everything is conducted efficiently and completely.
2. Your supervisor is required to check your work as enumeration proceeds to make sure that you have done your work correctly and have followed the standard procedures laid down by the NIS. You must show and submit your work to

- him/her and report to him/her the progress of your work as required. You must correct any error he/she points out in your work and avoid committing the same error again.
3. As part of his/her supervisory functions, your supervisor will visit the enumeration area assigned to you to check that you have completely covered your area. He/she will also reinterview some of the households you have interviewed to check whether the information you have obtained are valid.
  4. The supervisor will provide to you all the necessary field supplies such as questionnaires, field reporting forms, maps and sketches, etc. As soon as you complete the enumeration, you must return all unused supplies and materials to him/her. Otherwise, you will not be given clearance to collect your final service fee payment at the end of your work.
  5. The supervisor serves as a link between you and higher officials of the NIS. Just as he/she informs you of instructions from NIS officials, you must inform him/her of any problem or difficulty that you experience. Seek his/her advice on how to deal with problems in the field as often as needed.

## 2.4 Supplies and Materials

After training and prior to the start of enumeration, your supervisor will provide you with survey forms, administrative forms and supplies that you will need in the course of your work. As soon as you receive them, check that the materials allocated to you are correct.

The checklist below describes the SESC enumeration forms and supplies. You will learn about how they will be used and completed in the chapters that follow.

1. SESC Form 1 - Listing Sheet
2. SESC Form 2 - Household Questionnaire
3. SESC Form 3 - Appointment Slip
4. Enumerator's Manual
5. Identification Card
6. Enumerator's Kit containing the following supplies: pencil, eraser, pencil sharpener, long bond paper, stapler and staple wires, samples of salt, salt iodide packs, vitamin A capsules, vaccination card, MUAC tapes, weighing pants and piece of cloth
6. Weighing Scale
7. Measuring Board

You are supposed to return the Enumerator's Manual, your ID, weighing scale, measuring board and all unused forms and supplies upon completion of your assigned work.



## CHAPTER 3 GENERAL RULES FOR INTERVIEWING

For the SESC 1996, the households will be interviewed by a team of enumerators consisting of two persons. This is intended to reduce enumerator's as well as respondent burden. While one of the enumerators administers the first part of the questionnaire, the other enumerator can start setting up the weighing scale and the measuring board. Also, if both parents or any two *qualified* respondents are available, the enumerators can split the questionnaire and administer the two sets of questions to each respondent. The questionnaire is made up of modules so it will be easy to split the questionnaire. The interviewers must staple the split questionnaire right after the interview to avoid losing some pages of the form or mixing it with other questionnaires.

### 3.1 Rules for Interviewing

#### *Whom to Interview*

Interview any responsible member(s) who can provide accurate answers to the questions and who can give information for the household. The head of the household and/or the spouse would be the most qualified respondent(s). For the health module, the best respondent will be the mother.

#### *How to Conduct an Interview*

Getting an 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 interviewing techniques.

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. ***Be polite.***

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.

3. ***Introduce yourself and the survey.***

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

***"GOOD MORNING/AFTERNOON. WE ARE (YOU and YOUR TEAM MATE'S NAME) , ENUMERATORS OF THE NATIONAL INSTITUTE OF STATISTICS, MINISTRY OF PLANNING. HERE ARE OUR IDENTIFICATION CARDS. WE ARE CURRENTLY CONDUCTING THE SOCIO-ECONOMIC SURVEY 1996 IN THE COUNTRY UNDER THE SPONSORSHIP OF THE ASIAN DEVELOPMENT BANK IN COLLABORATION WITH UNICEF, UNDP/CARERE AND ILO. WE WOULD APPRECIATE VERY MUCH YOUR ANSWERING THE QUESTIONS IN THIS UNDERTAKING. PLEASE BE ASSURED THAT ALL YOUR ANSWERS WILL BE TREATED CONFIDENTIAL."***

4. ***Explain the objectives of the survey.***

Sometimes it is necessary to explain the objectives of the survey to gain cooperation from a person.

5. ***Read and follow instructions carefully.***

The instructions are written either on the topmost portion of the questionnaire or in parentheses inside the column heads. The enumerators therefore must familiarize him/her self with the questionnaire.

6. ***Ask all questions in the questionnaire.***

Never assume answers. Ask a question even if you think you already know the answer to it. What you think may not be the right answer. Read each question exactly as worded in the questionnaire.

7. ***Probe if a person's answer is not satisfactory.***

Do not settle for 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 questions 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.
  - d) *Pause to give the person time to think.* Do not hurry the respondent - give him/her time to think of the answer.
8. ***Thank the person for cooperating.***

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

**"THANK YOU VERY MUCH FOR YOUR TIME  
IN ANSWERING THE QUESTIONS"**

9. **After each interview, review all the different pages of the questionnaire for possible omissions of entries or for inconsistencies of responses.**

### ***How to Ask Questions***

In asking the questions, observe the following rules:

1. Ask all questions as they are worded in the questionnaire. Changing the word can change the meaning of the question and, thereby, change the answer.
2. Unless otherwise instructed, ask the questions in the order that they are presented in the questionnaire. Do not skip any portion, section or item in the questionnaire.

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.

3. 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 leading question: *"Are you the head of this household?"*

The right question should be: *"Who is the head of this household?"*

4. Do not interrupt the respondent unless necessary.
5. Finish recording an answer before asking the next question.

### **3.2 How to Record Answer in SESC Forms**

1. Use pencil in making entries into the SESC questionnaire. Do not use any other colored pencil or ballpen because when an error is committed in entering responses the entry cannot be easily erased.

2. Write legibly.
3. 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.
4. Most of the items are provided with possible answers and their corresponding codes. Encircle or enter the code for the answer given, as a case may be.
5. Other items require write-in entries. Enter the specific answer to the question. Be concise but clear.
6. Write an asterisk (\*) for all entries which may appear doubtful/vague to the editor and which have corresponding remarks written at the bottom of the page.
7. Use an eraser to completely erase a wrong entry made. DO NOT just write over the original entry.
8. Accomplish the certification portion of the SESC Forms only after the interview has been made. Write the date when the questionnaire was accomplished or when the interview was completed.
9. The supervisor should sign only in the certification portion after he/she had actually reviewed the accomplished SESC Form. The review of forms can be done during field inspection or in the office when the forms are already submitted.

### **3.3 How to Check the Completed Questionnaire**

After each interview, review the listing sheet and questionnaire immediately. This means going over the entries to see to it that they are legible, complete, reasonable, and consistent with each others. Even after probing you still find the answer doubtful, accept the answer but write remarks/explanations to guide your supervisor in reviewing the questionnaire.

## CHAPTER 4

### LISTING AND ENUMERATION PROCEDURES

This chapter describes the major SESC forms to be used during the field enumeration and gives a brief outline of the fieldwork procedures. Some of these topics are discussed in more detail in the succeeding chapters.

#### 4.1 SESC Forms

Listed below are the forms that you will use during the field enumeration. Specimen forms are shown in appendices B to D and copies of actual forms are included in your training kit.

**SESC Form 1**  
*Listing Sheet*

This is a sheet wherein you will list the buildings, housing units and households within an enumeration area (EA). You will also record other information pertaining to population of households.

**SESC Form 2**  
*Household Questionnaire*

This is the basic SESC questionnaire which you will use for interviewing and recording information about a household. This questionnaire will contain information on the following: demographic, social and economic characteristics of the population, household and housing characteristics.

**SESC Form 3**  
*Appointment Slip*

Use this form to set an appointment with the household head (or spouse) in case you were unable to interview anyone during the first visit. Indicate in the form the date and time of your next visit.

#### 4.2 Listing and Enumeration Procedures

Field data collection for the SESC consists of the following major activities :

1. *Mapping* - Drawing a sketch map of the EA (an entire village or a segment) taking into account the boundaries and physical features of the EA.
2. *Canvassing* - Door to door visit in the entire EA to look

for enumeration units (households) to be listed to ensure a complete coverage of the area.

- 3. *Listing* - Listing of the households using SESC Form 1.
- 4. *Plotting* - Indicating the listed buildings and households on the EA map using specified symbols.
- 5. *Enumeration* - Interviewing and accomplishing of SESC Form 2 for sample households in the EA.

## CHAPTER 5 ACCOMPLISHING SESC FORM 1

This chapter describes in detail the procedures for mapping and canvassing; and instructions for accomplishing SESC Form 1 (Listing Sheet).

During the listing operation, the enumerator assigned to canvass the EA will first prepare a sketch map of the entire village or segment. He/she will then systematically list buildings, housing units, households in the SESC Form 1.

### 5.1 How to Prepare the Sketch Map

You as enumerator will prepare a detailed map of the entire sample village or segment. This is to guide the interviewers later on to locate the sample households. Also, the sketch map will be important for administrative purposes.

The sample village has been determined using a computer program. You will be provided with information on the estimated number of households in the sampled village. It might also be helpful to meet the village or the commune leader before proceeding with the sketch map to get a better idea of the village.

Examine the estimated number of households for the sample PSU provided by the office (NIS). If the number is more or less 300, proceed with the listing. If it greatly exceeds 300, seek the advice of your supervisor for the segmentation of the village.

Follow these steps in preparing the sketch map:

1. Go around the village assigned to you and familiarize yourself with the area. Then, prepare an outline or sketch of the village or segment showing its general topographical details. It must clearly show the boundaries and permanent features and landmarks such as roads, hills, rivers, etc. (Refer to Appendix A for the cartographic symbols to be used.) Extra care should be given in drawing a sketch map of a segment. Its location within the village must be properly indicated.
2. Starting from a corner or any convenient point, go around the village systematically and draw the buildings and similar structures on the sketch map using the symbols provided in Appendix A.
3. Use a circle to show a building with one or more households residing in it. Indicate the first building visited by a circle with letter S and an arrow on top pointing to the direction taken by the enumerator in canvassing the area. Inside the circle, enter the building serial number and, under the circle in parentheses, the household serial number assigned to the household residing in the building. If more than one household reside in the building, enter the range of serial numbers assigned to the households listed in the building.

For example if the first building drawn in the map is occupied by three (3) households, the circle should have the building serial number "1" written inside it and, in parentheses, the numbers "1 - 3" representing the households listed as residing in the building.

S →

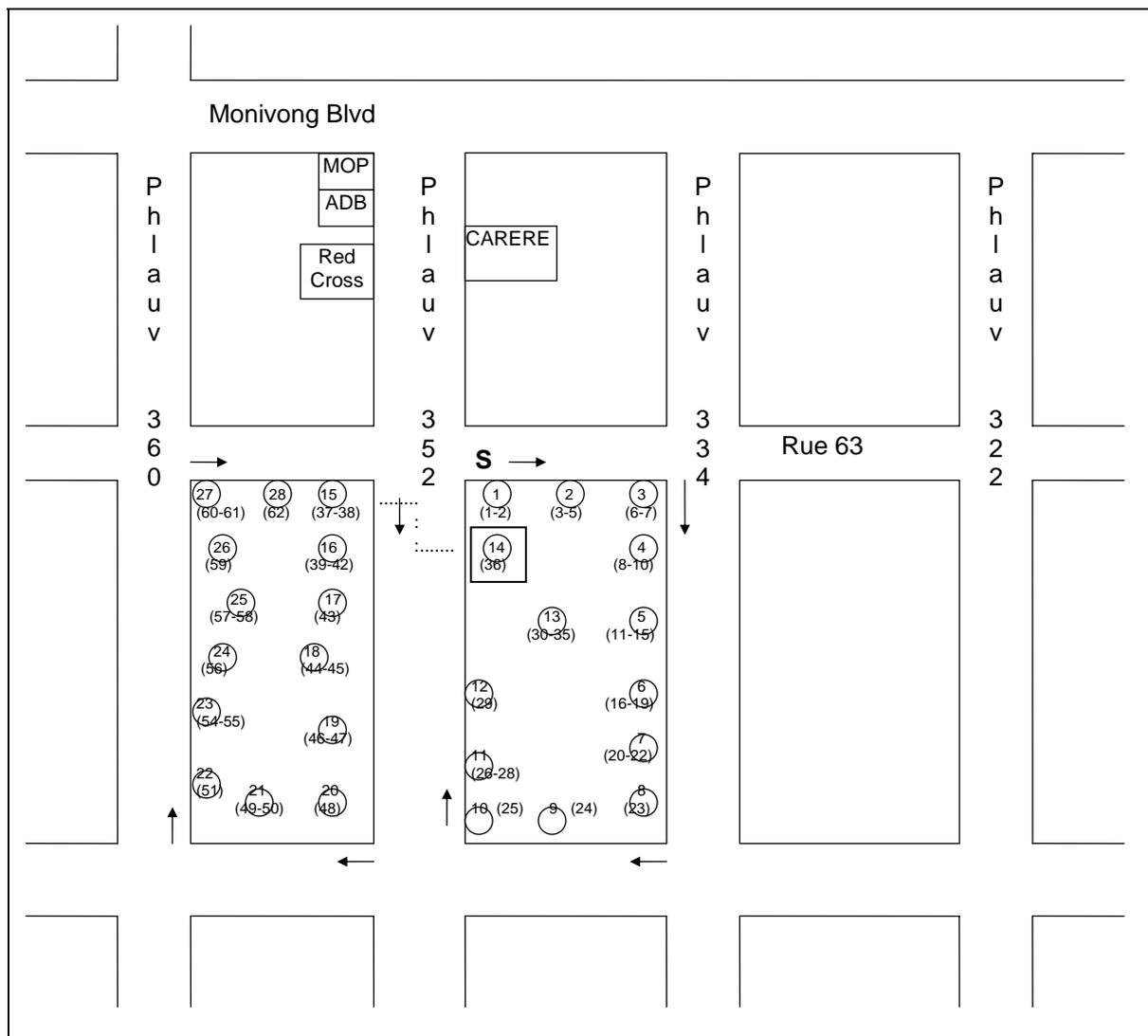
①

(1-3)

In densely populated village, not all the buildings need to be entered in the map to avoid cluttering. Thus, after drawing the first building, enter only every fifth building thereafter.

As much as possible, continue in the same direction until all households in the direction are listed. When a change in direction of canvass is made, indicate by an arrow the new direction taken.

 Visit every building or any structure in the area to make sure that all households in the area are included in the list. Be careful in the case of office, business building or construction sites as there may be households residing in the premises.



Submit the sketch map to the supervisor together with all the other materials used in listing households in the village/PSU. This would be needed by the interviewer in locating sample households that would be selected and assigned to him/her by the supervisor.

Follow the instructions below on how to list buildings and households in SESC Form 1.

**5.2. How to Fill Up SESC Form 1 (Listing Sheet)**

The listing or canvassing of households is done at the same time the detailed map is being prepared. That is, when you find out that a household or several households reside in the building or structure, you will first indicate the location of the building on the map as instructed in Section 5.1. Then you will enter the building, housing unit and

household serial numbers and other information required on the Listing Sheet. Take note that only buildings with households are to be listed in the Listing Sheet. Specific instructions on how to fill up this form are given below:

### 5.2.1. Identification Information

This portion is found in the cover page of the set of listing forms to be used for one EA. Your supervisor will provide you with the geographic identification of your EA. Make sure that the Identification Information portion of the form given be correctly and properly filled-up before you go to your assigned area.

- a. **Province** - Write the name of the province where the sample village is located. Enter the 2-digit province code in the corresponding code boxes.
- b. **District/Khan** - Write the name of the district/khan where the sample village is located and enter the 2-digit district/khan code in the corresponding code boxes.
- c. **Commune/Sangkat** - Write the name of the commune/sangkat where the sample village is located and enter the 2-digit commune/sangkat code in the corresponding code boxes.
- d. **Village/Mondol** - Write the name of the sample village and enter the 2-digit village code in the corresponding code boxes.
- e. **Urban/Rural** - Write the classification of the village (either urban or rural) provided to you and enter the 1-digit code in the corresponding code boxes.
- f. **Survey Round** - For the first survey round, Enter "1" in the box and for the second round enter "2".

### 5.2.2. Household Information

- i. **Page \_\_ of \_\_ Pages** - You have to number the listing sheets consecutively. If you have used 10 sheets for one EA, for example, you have to write on the first page "Page 1 of 10 Pages; on the second page, "Page 2 of 10 Pages" and so on.

The second blank should contain the total number of sheets used in listing all the households. This will be filled up only when the listing is finished. Make sure that all the sheets have been numbered and that the same number has been entered in the second blank. Make sure also that the last sheet have the same entry in the two blanks. As a check, count the number of sheets used to be sure that no sheet is missing.

You will be given an adequate number of listing sheets for each EA. Extra forms are also available with your supervisor. Request additional forms from your supervisor in case you run out of forms.

**Col. 1. Line Number** - The line number is the sequentially assigned number to each line or row used in the Household Information Section. Each sheet contains 15 rows with the 15th row intended for page totals. Each household must be listed in each row, and therefore each household in the EA will have a unique line number. The first row should be assigned a line number "1"; the second should be assigned "2" and so on. Note that the row intended for page totals should also be assigned a line number. Since there are 15 rows per page, the line number to be assigned for each page total should be a multiple of 15. This means that the page total for the first page is assigned line number 15; the second, 30; and so on.

**Col. 2. Building Serial Number** - The Building Serial Number is a four-digit identification number assigned sequentially to the buildings occupied by one or more households. The first building in the list must be assigned serial number "0001"; the second building is assigned the serial number "0002"; and so on. If there are more than one household occupying a particular building (that means the households are to be assigned the same building serial number), just put a ditto mark ("") on the second ( and third and so forth ...) households listed.

**Col. 3. Housing Unit Serial Number** - The Housing Unit Serial Number is a 4-digit number sequentially assigned to each of the housing units in the EA. Hence, the Housing Unit Serial Number assigned to the last housing unit in the area will be equivalent to the total number of occupied housing units in that area.

If there are many housing units in the building, list each housing unit separately starting from the ground floor and list contiguous housing units one after another in the same floor before going to the next higher floor. Different housing unit serial numbers must be assigned to different housing units in the building. Make sure that all housing units in one building are listed before proceeding to another building.

Households living in commercial/industrial/ agricultural buildings must also be assigned corresponding housing units pertaining to the living quarters they occupy within the building.

**Col. 4. Household Serial Number.** - The Household Serial Number is a four-digit sequentially assigned number to each household in the EA. The first household listed is assigned a household serial number "0001"; the second household is assigned the serial number "0002"; and so on until all households in the EA have been listed. The Household Serial Number of the last household listed is equivalent to the total number of households in the village or segment.

Before listing any of the household, the enumerator must first ascertain the number of households occupying the housing unit.

He must ask any adult person ***"How many households are residing in this housing unit?"*** and then follow it up by asking ***"Do you have a common arrangement for the preparation of meals?"***

As defined, a **household** is a social unit consisting of either (a) one person who makes provision for his or her own food or other essentials for living without combining with any other person, or (b) a group of persons living together who make common provision for food or other essentials for living. This group of persons may be related or unrelated or a combination of the two.

Several households residing in the same housing unit are to be listed separately and assigned different household serial numbers. Make sure that all the households occupying the same housing unit are listed before proceeding to list households in another housing unit.

Persons living in hotels, dormitories or similar places, known as institutional living quarters are not usually considered as forming a household. You have to be aware, however, of the possibility of households living in the premises of institutional living quarters.

If the living quarters or housing unit is occupied by foreigners, enter "7777" in column 4.

**Col. 5. Name of Household Head** - The *Head of Household* refers to the member of the household who is accepted and recognized by the other members as the head. **Do not always assume** that the father is the household head although in most households, he is accepted and recognized as such. But this is not always the case. So, make it a point to ask the respondent who the head of the household is.

**Col. 6. Address of the Household** - Enter the building or house number (i.e. the number assigned to the building by the government and not the building serial number assigned by the enumerator) if there is any, and the street number. In many cases, this corresponds to the postal address. In rural areas where there are no street pattern or house number, enter the postal address or any information that would help identify the building/premises.

**Cols. 7 - 9. Number of Household Members** - Following the definition of household, enter in Col. 7 the total number of persons comprising the household.

The entry here should be equal to the total for the entries in cols. 8 and 9. If there is inconsistency, ascertain where the error is and make the necessary correction.

**Col. 8. Male Household Members** - Enter the total number of male members of the household.

**Col. 9. Female Household Members** - Enter the total number of female members of the household.

**Cols. 10 - 11. OFFICE USE - NOT TO FILLED UP BY THE ENUMERATOR**

**Col. 10. Sample Reference Number** - This is to be filled up by the supervisor after the listing operation in the village/segment. Instructions on how to assign sample reference numbers are contained in the Supervisor's Manual.

**Col. 11. Remarks** - This column is to filled up by the office processor in accordance with the set of instructions to be given by the supervisor of the data processing staff.

**5.2.3. Interview Information**

- a. *Date of Listing* - Enter the numeric equivalent of the inclusive dates when the listing operation in the village/segment is undertaken. In the first space, enter the numeric equivalent of the day the listing operation started. Then enter the numeric equivalent of the month after the slash sign '/'. Enter the numeric equivalent of the day the listing operation in the village/PSU was finished in the space after the colon sign ':'. Enter the numeric equivalent of the month in the space after the first slash sign '/'.

Example: If the listing operation started on 9 June and was finished on 11 June, the entry must be as follows:

9/06/96 : 11/06/96

- b. *Date Reviewed* - Enter in similar manner as above the inclusive dates when the listing sheets for the village/segment was reviewed by the supervisor.
- c. *Interviewer's Name and Signature* - As soon as the listing operation in the village/segment is finished, print your name in the space labelled 'Name' and affix your signature in the space labelled 'Signature' below your printed name.
- d. *Supervisor's Name and Signature* - The supervisor is expected to go over the list of households submitted to him/her by the interviewer. He/She should visit the first ten (10) buildings in the list to see if proper listing procedures have been followed and to ensure that no households have been omitted. As soon as the listing sheets for the village/segment have been reviewed and deemed satisfactory by the supervisor, he/she should print his/her name in the space labelled 'Name' and affix his/her signature in the space labelled 'Signature' below his/her printed name.

- e. *Remarks* - Enter any unexpected or out of normal situations under which the listing operation has been conducted and the action taken by the enumerator in dealing with the situation. These remarks would be very necessary in the evaluation of the results of the operation.

**5.2.4 Data Processing Information - NOT TO BE FILLED UP**

## CHAPTER 6 HOW TO ACCOMPLISH SESC FORM 2 - HOUSEHOLD QUESTIONNAIRE

The questions that you will ask about each member of a qualified household during SESC enumeration are contained in SESC Form 2 or the Household Questionnaire. This questionnaire is a 21-page questionnaire on which you will record the answers given to you regarding the household and each household member.

### 6.1 Contents of SESC Form 2

SESC Form 2 is a 21-page questionnaire which when completed, will serve as the record containing the characteristics of the sample household and each of the household members. It has 3 main parts, namely:

- √ **Identification Information**
- √ **Control Data**
- √ **Questionnaire Items**

The *Questionnaire Items* are further divided into 4 parts, namely:

- ↳ Part II. Demographic and Economic Characteristics of Population
- ↳ Part III. For Children 5-17 Years Old (*Child Labour*)
- ↳ Part IV. Health Questions for Children Under 5 Years Old
- ↳ Part V. Household and Housing Particulars

### 6.2 General Instructions

- ❶ During the enumeration of your EA, you should bring with you sufficient number of SESC Form 2 for the day's use. Before starting out, you should already fill-in the information on province, district/khan, commune/sankat, village/mondol, urban/rural code, survey round number, sample reference number, name of household head, number of household members and address of the household in the *Geographic Information* portion of the form.
- ❷ In asking the questions in the *Questionnaire Items*, finish all questions in one part first before proceeding to the next part (Example: finish Part II first before asking the questions in Part III).
- ❸ In asking questions in Part II - Demographic and Economic Characteristics, **you have to complete Columns 2 and 3 first. Then, ask the succeeding questions one at a time for each household member.** Ask Column 18 to Column 69 for persons 5 years old and over; Column 70 for persons 10 years old and over, and Cols. 71 to 74 for females 15 to

45 years old. Draw a line across the columns where questions are not applicable to the household member. (Example: Cols. 71 to 74 are not applicable to a male member of the household. You should therefore draw a line across column 71 to column 74).

- ④ Ask the questions exactly in the form in which they appear in the questionnaire. Do not paraphrase the questions because paraphrasing them may change their meaning.
- ⑤ Do not prompt respondents by reading possible answers to them (unless you are told to do so). Find the response code which most appropriately fits the answer provided by the respondent.
- ⑥ Fill-out the *Interview Record* after each visit in the household.

### 6.3 Identification Information

This portion is found in the cover page of SESC Form 2 (Household Questionnaire). It consists of three parts, namely: Geographic Information, Interview Record and Data Processing Record.

#### 6.3.1 Geographic Information

The *Geographic Information* portion consists of ten (10) items, namely:

1. Province
2. District/Khan
3. Commune/Sangkat
4. Village/Mondol
5. Urban/Rural
6. Survey Round
7. Sample Reference Number
8. Name of Head of Household
9. Address/Location
10. Number of Household Members

You should complete these items for all SESC Form 2s that you expect to use in your assigned EA before going out to interview. The names and codes for these items should of course, be the same as what appears in SESC Form 1 (Listing Sheet) for your EA.

To guide you in filling up this portion, the following set of guidelines should be followed:

1. **Province** - Copy from the Identification Information portion of the SESC Form 1 used for the village/PSU the name and the code of the province where the household is found.
2. **District/Khan** - Copy from the Identification Information portion of the SESC Form 1 used for the village/PSU the name and the code of the district/Khan where the household is found.

3. **Commune/Sangkat** - Copy from the Identification Information portion of the SESC Form 1 used for the village/PSU the name and the code of the commune/sangkat where the household is found.
4. **Village/Mondol** - Copy from the Identification Information portion of the SESC Form 1 used for the village/PSU the name and the code of the village/mondol where the household is found.
5. **Urban/Rural** - Copy from the Identification Information portion of the SESC Form 1 used for the village/PSU the name and the classification and its corresponding code, of the village (urban or rural) where the household is found.
6. **Survey Round** - Copy from the Identification Information portion of the SESC Form 1 used for the village/PSU the numeric code assigned to the survey round.
7. **Sample Reference Number** - Copy from Column 10 (Sample Reference Number) of SESC Form 1 the assigned number to the household to be interviewed and enter it in the code boxes.
8. **Name of Head of Household** - Copy from Column 5 of SESC Form 1 (Name of Head of HH) the name entered for the household.
9. **Address** - Copy from Column 6 of SESC Form 1 (Address of the Household) the house number, name of the street and other information necessary for the identification of the physical location of the household.
10. **Number of Household Members** - Copy from Column 7 of SESC Form 1 (Total Number of Household Members) the total number of persons comprising the household. This number, however, may be changed later after the interview has been conducted and the number of members reported in the SESC Form 1 has been ascertained to be different. *Enclose the original entry in parentheses* and write the correct entry beside it.

### 6.3.2 Interview Record (To be filled up after the interview)

The *Interview Record* portion consists of three (3) items, namely:

1. Interviewer's Name, Signature, Date and Remarks (if any)
2. Supervisor's Name, Signature, Date and Remarks (if any)
3. Name(s) of Respondent(s)

You should sign this portion when you have successfully completed the interview and edited the questionnaire of the household or when you have done all you can to conduct the interview but still you did not succeed. When you sign this

portion, you are certifying that you strictly followed the enumeration procedures stated in this manual.

Print your name clearly on the space labeled "Name" for the interviewer and sign your name on the space labeled "Signature" below your printed name. Enter also the date you accomplished the questionnaire on the space labeled "Date". All questionnaires that you have accomplished should bear your name and your signature.

Your supervisor will also sign on this portion after he/she reviewed your work and found out that you have satisfactorily completed and edited the questionnaire. However, if your supervisor has found out that there are some information that are missing or when information appear to be incorrect or inconsistent with other entries, he/she will ask you to go back to the household to check the entries being questioned.

You should also enter the name of the respondent in the space provided for. However, in many cases the information asked in the questionnaire may be supplied by several members of the household. You must therefore enter all the names of the respondents in accordance with their participation in the interview; i.e., the person who provided the most information is listed first and the person contributing least, the last.

### **6.3.3 Data Processing Record**

The *Data Processing Record* portion consists of three (3) items, namely:

1. Data Entry
2. Key Verification
3. Modification

This portion is to be filled-up for office data processing.

## **6.4 Control Data**

### **6.4.1 Control Data**

Control data are administrative information gathered for purposes of understanding the condition surrounding the conduct of the interview. These information are necessary for formulating data editing procedures. But more importantly, these would serve as guide for future activities.

You are required to exert utmost efforts to interview completely the sampled household assigned to you.

The following will guide you in filling up this portion:

1. **Date** - There are two columns corresponding to each visit made to interview completely the sampled household. For the first visit made, enter in the first

two boxes the last two digit of the current year; in the next two boxes, the numeric equivalent of the current month; and in the last two boxes, the calendar date.

For the second visit, follow the same instructions in filling-up the code boxes.

2. **Interview Result** - Use this portion to record the result of each visit or attempt to interview the household. A visit may result in any of the following situations, depending on the availability and cooperation of the household:
  1. **Completed.** The interview is successfully finished.
  2. **Deferred due to no competent respondent.** There was no responsible member of the household present at the time of visit.
  3. **Deferred due to household is temporarily away.** The household is not at home at the time of visit.
  4. **Refused.** The household refused to be interviewed at the time of visit and could not be convinced to set an appointment for an interview in the future.
  5. **House is demolished/vacant.** The household moved-out/changed residence at the time of visit.
  6. **Others, Specify.** The household could not be interviewed for the reasons other than those given above.

If the interview is not successfully completed at the first visit for whatever reason, you must make arrangements for a call-back or return visit by setting an appointment using the Appointment Slip Form (SESC Form 3).

- 3.1 **Time Taken to reach this household from previous household** - For each visit made, enter in the box the number of minutes and the number of hours taken to travel between the immediately preceding household visited and the current household.
- 3.2 **Time Taken To Fill the Questionnaire** - For each visit, there are two layers of boxes. The upper layer refers to the time, in hour and minutes, when the interview for the visit was started and the lower layer refers to the time the interview for the visit was terminated/completed.

For the upper and lower layers respectively, enter in the two sets of two boxes labeled 'Hour' and 'Minute' the exact times of the day, in hour and minute, when the interview was started and terminated.

## 6.5 Questionnaire Items

The *Questionnaire Items* portion is consisted of 4 parts, namely:

1. Part II - Demographic and Economic Characteristics of the Household Population
2. Part III - Child Labour (For Children 5 - 17 Years Old)

3. Part IV - Health and Nutritional Status of Children Under 5 Years Old
4. Part V - Household and Housing Particulars

The list of questions comprising the SESC Household Questionnaire and the columns in which they appear are summarized below:

<b>A. PART II - DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS</b>
--

*ALL PERSONS*

2	<b>NAME OF HH MEMBERS</b>	Who are the persons usually residing in this household?
3	<b>RELATIONSHIP TO HH HEAD</b>	What is ___'s relationship to the household head?
4-6	<b>DATE OF BIRTH</b>	What is _____'s date of birth?
7	<b>CALENDAR USED</b>	What calendar are you using?
8	<b>AGE</b>	What is ___'s age as of his/her last birthday?
9	<b>SEX</b>	Is _____ male or female?
10	<b>DISABILITY</b>	Does _____ have major problems with his body, mind or behaviour that limits his/her participation in work, school or ordinary social life?
11	<b>DISABILITY</b>	What type of disability does ___ have?
12-13	<b>MIGRATION</b>	How long has ___ continuously stayed in this village?
14	<b>MIGRATION</b>	In which district and province did _____ previously reside?
16	<b>MIGRATION</b>	Was that place . . . 1 - Urban (Town/Provincial Centre/Khan) 2 - Rural (Countryside/District)
17	<b>MIGRATION</b>	What was the reason for _'s change of residence?

*FOR PERSONS 5 YEARS OLD & OVER*

18	<b>MIGRATION IN RELATION TO EMPLOYMENT</b>	In the past 12 months, did ___ move to any place outside this province for the purpose of temporary employment?
----	--	---

- 19 **MIGRATION IN RELATION TO EMPLOYMENT** In \_\_\_\_'s last move, where did \_\_\_\_\_ go to work?
- 21 **MIGRATION IN RELATION TO EMPLOYMENT** Where did \_\_\_\_\_ move from?
- 23 **MIGRATION IN RELATION TO EMPLOYMENT** How long did \_\_\_\_\_ work in that place?
- 24 **MIGRATION IN RELATION TO EMPLOYMENT** What was \_\_\_\_\_'s occupation in that place?
- 26 **CURRENT SCHOOL ATTENDANCE** Is \_\_\_\_ currently attending school/university/training or vocational institution?
- 27 **HIGHEST EDUCATIONAL ATTAINMENT** What is the highest grade/level completed by \_\_\_\_\_?
- 28 **LITERACY** Can \_\_\_\_ read and write a simple message in any language or dialect?
- 29 **USUAL ACTIVITY IN THE LAST 12 MONTHS** What was \_\_\_\_'s main activity in most of the past 12 months?
- 30 **USUAL ACTIVITY IN THE LAST 12 MONTHS** Even though \_\_\_\_ did not do any work, was he available and actively seeking work?
- 31 **NUMBER OF DAYS WORKED DURING THE PAST MONTH** How many days did \_\_\_\_ actually work during the past month?
- 32 **CURRENT ACTIVITY LAST WEEK** Did \_\_\_\_\_ do any work at all even only for one hour during the past week for pay or family gain or helped on own farm & in family business with or without pay?
- 33 **CURRENT ACTIVITY LAST WEEK** During the past week, did \_\_\_\_ do any of the ff: grow crops or vegetables, raise livestock or chicken, clean or till land, gather firewood, hunt, catch fish, weave cloth, basket or mat?
- 34 **WITH A JOB/EMPLOY-** Although \_\_\_\_ did not work, did he/she have a

	<b>MENT DURING THE PAST WEEK</b>	job or employment during the past week?
35	<b>PRIMARY OCCUPATION</b>	What was ___'s primary occupation during past week?
37	<b>PRIMARY OCCUPATION</b>	In what kind of economic activity or industry did ___ work during the past week?
39	<b>PRIMARY OCCUPATION</b>	What was the nature of ___'s employment?
40	<b>PRIMARY OCCUPATION</b>	What was ___'s status of employment?
41	<b>PRIMARY OCCUPATION</b>	How much is ___'s average monthly wages?
42	<b>PRIMARY OCCUPATION</b>	How much was ___'s bonus last year?
43	<b>PRIMARY OCCUPATION</b>	How much remuneration in kind did _____ receive last month for meals and other food items?
44	<b>PRIMARY OCCUPATION</b>	How much remuneration in kind did _____ receive last month for housing?
45	<b>PRIMARY OCCUPATION</b>	How much remuneration in kind did _____ receive last month for clothing?
46	<b>PRIMARY OCCUPATION</b>	How much remuneration in kind did _____ receive last month for medical care?
47	<b>PRIMARY OCCUPATION</b>	How much other remuneration in kind did _____ receive last month?
48	<b>PRIMARY OCCUPATION</b>	How much did _____ earn whether in cash or in kind from his/her business last month?
49	<b>PRIMARY OCCUPATION</b>	How much tips/commissions did _____ receive last month?
50	<b>SECONDARY OCCUPATION</b>	What was ___'s secondary occupation during the past week?
52	<b>SECONDARY OCCUPATION</b>	In what kind of economic activity or industry did ___ work during the past week?

- 
- 
- 54    **SECONDARY OCCUPA-  
TION**    What was the nature of \_\_\_'s employment?
- 55    **SECONDARY OCCUPA-  
TION**    What was \_\_\_'s status of employment?
- 56    **SECONDARY OCCUPA-  
TION**    How much is \_\_\_'s average monthly wages?
- 57    **SECONDARY OCCUPA-  
TION**    How much was \_\_\_'s bonus last year?
- 58    **SECONDARY OCCUPA-  
TION**    How much remuneration in kind did \_\_\_\_ receive last month for meals and other food items?
- 59    **SECONDARY OCCUPA-  
TION**    How much remuneration in kind did \_\_\_\_ receive last month for housing?
- 60    **SECONDARY OCCUPA-  
TION**    How much remuneration in kind did \_\_\_\_ receive last month for clothing?
- 61    **SECONDARY OCCUPA-  
TION**    How much remuneration in kind did \_\_\_\_ receive last month for medical care?
- 62    **SECONDARY OCCUPA-  
TION**    How much other remuneration in kind did \_\_\_\_ receive last month?
- 63    **SECONDARY OCCUPA-  
TION**    How much did \_\_\_\_ earn whether in cash or in kind from his/her business last month?
- 64    **SECONDARY OCCUPA-  
TION**    How much tips/commissions did \_\_\_\_ receive last month?
- 65    **HOURS WORKED  
LAST WEEK**    How many hours did \_\_\_ work during the past week?
- 66    **FOR WORKING  
PERSONS SEEKING  
ADD'L WORK**    Was \_\_\_ available for additional or alternative work during the past week?
- 67    **FOR WORKING  
PERSONS SEEKING  
ADD'L WORK**    Was \_\_\_ seeking additional or alternative work in the past week?
- 68    **FOR PERSONS NOT  
EMPLOYED AND  
WITHOUT JOB/  
EMPLOYMENT**    Was \_\_\_ available and actively seeking for work?

- 69 **FOR PERSONS NOT EMPLOYED AND WITHOUT JOB/EMPLOYMENT** Why was \_\_\_ not available and/or seeking for work?

***FOR PERSONS 10 YEARS OLD & OVER***

- 70 **MARITAL STATUS** What is \_\_\_'s marital status?

***FOR FEMALES 15 TO 45 YEARS OLD***

- 71 **PREGNANCY** Has \_\_\_ been pregnant during the last two years?
- 72 **PLACE OF DELIVERY** Where was the place of \_\_\_'s last delivery?
- 73 **ASSISTED WITH THE DELIVERY** Who assisted with the last delivery?
- 74 **TETANUS TOXOID** How many doses of tetanus toxoid did \_\_\_ get?

**B. PART III - CHILD LABOUR (For Children 5 - 17 Years Old)**

- 2 **NAME OF THE CHILD**
- 3 **SCHOOL ATTENDANCE** Did \_\_\_ attend school or technical/ vocational training institution during the past week?
- 4 **SCHOOL DROP OUT** Did \_\_\_ drop out from school or training/ vocational institution?
- 5 **MAIN REASON FOR DROPPING OUT/NOT ATTENDING SCHOOL/ INSTITUTION** What was \_\_\_'s main reason for dropping out/not attending school or training/vocational institution?
- 6 **WORK TO EARN CASH OR INCOME IN KIND** Did \_\_\_ also work even for one hour during the past week to earn cash or income in kind?
- 7 **HELPING IN HOUSEHOLD CHORES/ HOUSEKEEPING** Whether or not attending school/training institution, does \_\_\_ regularly assist/help in household chores or housekeeping in the house where he usually resides?

8	<b>NUMBER OF HOURS PER DAY HELPING IN HH CHORES</b>	How many hours per day does ___ help in household chores?
9	<b>AGE STARTED TO WORK</b>	How old was ___ when he/she started to work for the first time?
10	<b>MAIN REASON FOR WORKING</b>	What was ___'s main reason for working or having a job during the past week?
11	<b>PLACE OF WORK</b>	Where was ___'s place of work during the past week?
12	<b>WORK AT NIGHT</b>	Did ___ usually work in the evenings or at nights?
13	<b>EARNINGS GIVEN</b>	If part or all ___'s earnings are given to the household (i.e., to parents/guardians) indicate the approximate proportion of the earnings
		given
14	<b>SUFFER ILLNESS/ INJURY DUE WORK</b>	Has ___ ever suffered from illnesses/ injuries due to work during the past year?
15-23	<b>FREQUENCY OF ILLNESS/INJURY</b>	How often did ___ suffer from the following illnesses/injuries during the past year?
24	<b>AWARENESS OF HEALTH HAZARD</b>	Is ___ aware of any likely health problem in connection with his/her work?

<b>C. PART IV - HEALTH AND NUTRITIONAL STATUS OF CHILDREN UNDER 5 YEARS OLD</b>
---

2	<b>NAME OF THE CHILD</b>	
3	<b>AGE</b>	
4	<b>DIARRHOEA</b>	Has ___ had diarrhoea in the last 2 weeks?
5	<b>LIQUID GIVEN</b>	How much liquid was given to ___ during the last diarrhoea episode in the last 2 weeks?
6	<b>FOOD GIVEN</b>	How much food was given to ___ during the last diarrhoea episode in the last 2 weeks?
7	<b>TREATMENT RECEIVED</b>	Did ___ receive treatment during the last diarrhoea episode in the last 2 weeks?

- |      |                                    |   |
|------|------------------------------------|---|
| 8-11 | <b>KINDS OF TREATMENT RECEIVED</b> | What kinds of treatments did ___ receive during the last diarrhoea episode in the last 2 weeks? |
| 12   | <b>WHO TREATED THE CHILD</b>       | Who treated ___ during the last diarrhoea episode in the last 2 weeks?                          |
| 13   | <b>BREASTFEEDING</b>               | Has ___ ever been breastfed?  |
| 14   | <b>BREASTFEEDING</b>               | How long has ___ been breastfed?  |

***FOR CHILDREN UNDER 2 YEARS OLD***

- |    |                                |   |
|----|--------------------------------|---|
| 15 | <b>EXCLUSIVE BREASTFEEDING</b> | How long was _____ exclusively breastfed? |
|----|--------------------------------|---|

***FOR CHILDREN 1 - 2 YEARS OLD OR BORN FROM JUNE 1994 TO JUNE 1995***

- |    |                                  |   |
|----|----------------------------------|---|
| 16 | <b>VACCINATION CARD</b>          | Does ___ have vaccination card?   |
| 17 | <b>DOSES OF DPT VACCINE</b>      | How many doses of DPT (Diphtheria, Pertussis, Tetanus) vaccine did ___ receive? |
| 18 | <b>TUBERCULOSIS IMMUNIZATION</b> | Has ___ ever been immunized against tuberculosis?                               |
| 19 | <b>MEASLES IMMUNIZATION</b>      | Has ___ ever been immunized against measles?                                    |

***FOR CHILDREN 6 MONTHS TO 59 MONTHS OLD***

- |    |                  |   |
|----|------------------|---|
| 20 | <b>VITAMIN A</b> | Has ___ ever received Vitamin A capsule during the last 12 months?          |
| 21 | <b>VITAMIN A</b> | How many Vitamin A capsules were given to _____? during the last 12 months? |

***FOR CHILDREN UNDER 5 YEARS OLD***

- |    |                         |  |
|----|-------------------------|--|
| 22 | <b>WEIGHT</b>           |  |
| 23 | <b>HEIGHT/LENGTH</b>    |  |
| 24 | <b>MEASUREMENT MADE</b> |  |

- 25 **MID-UPPER ARM CIRCUMFERENCE (MUAC)**
- 26 **WASHING OF HANDS** How do you wash your hands after your of and your child's defecation?
- 27 **SYMPTOMS OF COUGHS/COLD** When your child is ill with cough and/or colds, what signs or symptoms would lead you to take him/her to the clinic, provincial/commune/district health worker, doctor or other health provider(s)?

<b>D. PART V - HOUSEHOLD AND HOUSING PARTICULARS</b>
--

- Q1 **TYPE OF BUILDING**
- Q2 **CONSTRUCTION MATERIALS OF ROOFS**
- Q3 **CONSTRUCTION MATERIALS OF OUTER WALLS**
- Q4 **CONSTRUCTION MATERIALS OF FLOORS**
- Q5 **PERIOD THE BUILDING WAS CONSTRUCTED**
- Q6 **NUMBER OF ROOMS IN THE HOUSING UNIT**
- Q7 **TOTAL FLOOR AREA OF THE HOUSING UNIT**
- Q8 **TENURE STATUS OF THE HOUSING UNIT**
- Q9 **ACTUAL RENT PER MONTH**
- Q10 **IMPUTED RENT**
- Q11 **CONSTRUCTIONS, MAJOR REPAIRS & RENOVATIONS OF THE HOUSE**
- Q12-13 **COSTS INCURRED IN THE CONSTRUCTION/MAJOR REPAIRS & RENOVATIONS OF THE HOUSING UNIT**
- Q14 **HOUSEHOLD EXPENDITURE**
- Q15 **HOUSEHOLD'S MAIN SOURCE OF WATER SUPPLY FOR HAND WASHING AND DISHWASHING**
- Q16 **DISTANCE OF SOURCE OF WATER SUPPLY**

Q17	TIME SPENT TO GO TO AND COME BACK FROM SOURCE
Q18-Q19	HOUSEHOLD'S MAIN SOURCE OF WATER SUPPLY FOR DRINKING
Q20	TOILET FACILITIES
Q21	SOURCE OR TYPE OF LIGHTING
Q22	FUEL USED FOR COOKING
Q23	HOUSEHOLD AMENITIES
Q24	EXPOSURE TO MEDIA/ATTENDANCE TO COMMUNITY MEETINGS
Q25-Q29	ACCESS TO BASIC SERVICES
Q30-Q34	LANDHOLDINGS
Q35-Q39	ECONOMIC ACTIVITIES
Q40-Q54	CREDIT BEHAVIOUR
Q55-Q57	ACCIDENTS IN THE HOUSEHOLD
Q58-Q63	RECRUITMENT OF CHILDREN 5-17 YEARS OLD TO WORL ELSEWHERE
Q64-Q66	HEALTH PRACTICES
Q67-Q69	SALT IODIZATION

## 6.6 How to Record Answers to SESC Form 2 Questionnaire

### PART II - DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

Answers to all questionnaire items are precoded except for the name of the household members (Column 2); age (Column 8); duration of continuous stay in the village and district/province of previous residence (Columns 12-14); migration in relation to employment (Column 19-24); number of days worked during the past month (Column 31); primary/secondary occupation (Column 35 & Column 50); kind of economic activity (Column 37 & Column 52); remuneration/earnings and other receipts derived from primary occupation (Cols. 41-49); remuneration/earnings and other receipts derived from secondary occupation (Cols. 56-64); number of hours worked during the past week (Column 65). The codes are preprinted in the questionnaires.

Be guided by the instructions that follow each question or item in SESC Form 2 in recording the answer for each household member and household.

#### **FOR ALL MEMBERS (Cols. 1 - 17)**

#### **LINE NUMBER (Column 1)**

1. Encircle the line number(s) of the respondent(s). The respondent(s), as mentioned in Chapter 3, is (are) preferably the head of the household or (and) the spouse or any responsible member of the household, that is, person(s) who can provide reliable information about the household.

There may be instances when an interview of a household was partly completed in the first visit but was later completed during your callback visit and the respondents in your first visit and callback visit are not the same. Encircle the line number of the one who provided the additional answers and write the necessary remarks.

The questionnaire for the demographic and economic characteristics of the household population is provided with 10 lines or rows and each line has a precoded number printed in column 1 which is the line number. This number automatically identifies each member of the household. Thus, the first member is entered on the first row with line number 01, the second member will be on the second row with line number 02, and so on.

2. Ask the respondent the question "*How many persons usually reside in this household?*". If for example the respondent answered 6, check line number 06. This will serve as a guide in determining whether or not all the household members have been listed. As this question is asked be sure that the concepts of household and household members have been fully explained to the respondent.
3. If there are more than 10 members in the household, you will need an additional questionnaire for the demographic and economic part (Part II). In this case, you

renumber the line numbers of the members listed in the additional questionnaire. Thus, line number 01 of the second questionnaire will be line number 11; line number 02 will be 12; etc. When renumbering the subsequent line numbers, cross out the original line number and write the correct line number above it.

4. The question "*Are there more than 10 members in this household?*" found at the bottom of Part II questionnaire is not to be asked from the respondent. This question is meant for the interviewer. If there are more than 10 members in the household, you have to encircle 1 - Yes and get another Part II questionnaire for the household; otherwise, encircle 2 - No.

### **Name of Household Members (Column 2) and Relationship to Household Head (Column 3)**

Data on the relationship to head of the household identify the different types of family groups and their structures within a household. They provide an indication of the typical relationships among household members.

Write the names of members of the household in column 2, and relationship to household head in column 3. Be guided by the following:

1. Begin to ascertain the members of the household by asking the respondent: "*Who is the head of this household?*". Then write the name of the person on the first line.
2. Proceed to ask the names of the other members of the household at the time of visit by asking, "*Who are the persons usually residing in this household?*". Inform the respondent that you want to list the members in the following order:
  - √     **Head**
  - √     **Spouse of the head**
  - √     **Other members from oldest to youngest**

But if the head has more than one spouse living in the same household, list down the name of the first spouse and their children, followed by the second spouse and their children and so on, keeping the nuclear family together, if possible.

- 3 You need not write the surname of the other members of the household. In addition, in some parts of the country, people do not have surnames and so just write the name as given.
4. As the respondent mentions a name, immediately ask the respondent the relationship of this person to the head of the household. Of course, each member of the household has a specific relationship to the head by virtue of his presence in the household. Such relationship may or may not be based on kinship.

Enter the appropriate code for the relationship of each household member to the head in column 3. The code should be one of those listed at the bottom part of the questionnaire:

**01 Head** (An adult person, male or female, who is responsible for the organization and care of the household or who is regarded as such by the member of the household.)

**02 Spouse** (Husband/wife)

**03 Son/Daughter**

**04 Adopted Son/Daughter**

**05 Foster son/daughter**

**06 Step son/daughter**

**07 Son/daughter-in-law**

**08 Grandson/daughter**

**09 Father/Mother**

**10 Brother/Sister**

**11 Uncle/Aunt**

**12 Nephew/Niece**

**13 Other relative** (Included are in laws like father or mother-in-law)

**14 Boarder** (Paying guests)

**15 Domestic helper**

**16 Non-relative** (Household guests or friends staying with the household for more than a year at the time of visit or persons with no other place of residence)

5. After listing all the household members as mentioned by the respondent read the names again to be sure that the list of members is complete. Ask the respondent "***Are there any other persons, such as small children or infants or old persons that have not been listed?***". If there are, add them to the list.

Note that students, boarders and guests **residing and having common food arrangement with a household** are considered members of the household if they have **been in the household for more than a year at the time of visit, or if they have no other place of residence.**

However, if there are **5 or more boarders/lodgers** in a housing unit, they should not be reported as members of the household even if they meet the criteria of common food arrangement and period of stay in the household. These boarders/lodgers are to be considered as living in a dormitory/ lodging house operated by the household.

On the other hand, persons who were absent from or left the household and have no intention to rejoin the household in the future except for short visits are not considered members of the household. Also excluded are those who were absent from the household for more than a year from the time of visit.

#### **Date of Birth (Cols. 4 - 6)**

The information to be asked for all persons in this column is the specific day, month and year when the person was born.

Ask the respondent "*What is \_\_\_'s date of birth?*". Enter 2-digit numbers for day, month and year. Enter the month using the two-digit numerals, as shown below, and write the codes in the boxes provided for that purpose.

January	-	<b>01</b>	July	-	<b>07</b>
February	-	<b>02</b>	August	-	<b>08</b>
March	-	<b>03</b>	September	-	<b>09</b>
April	-	<b>04</b>	October	-	<b>10</b>
May	-	<b>05</b>	November	-	<b>11</b>
June	-	<b>06</b>	December	-	<b>12</b>

For the year of birth, enter the last 2 digits. For example, 1960 will be entered as "60".

Some people cannot recall the actual date of birth but instead follow this calendar below. In this case, record the year of birth using the following codes:

Rat/Mouse	-	<b>01</b>	Horse	-	<b>07</b>
Ox	-	<b>02</b>	Ram/Sheep	-	<b>08</b>
Tiger	-	<b>03</b>	Monkey	-	<b>09</b>
Rabbit	-	<b>04</b>	Rooster	-	<b>10</b>
Dragon	-	<b>05</b>	Dog	-	<b>11</b>
Snake	-	<b>06</b>	Pig	-	<b>12</b>

After exhaustive probing and the respondent still does not know the day, month or year of birth, enter a dash "-" in column 4, 5 or 6 and go to column 8.

#### Calendar Used (Column 7)

Ask the respondent "*What calendar are you using?*". Record the appropriate calendar using the following codes:

<b>1</b>	Western/Universal
<b>2</b>	Buddhist/Cambodia

#### Age as of Last Birthday (Column 8)

Determine the age of each household member by asking the respondent "*What is \_\_\_'s age as of his/her last birthday?*". Always ask the age of the person even if the date of birth is already given. Do not compute the person's age from the reported date of birth.

Enter in column 8 the age of each member in completed years as of last birthday. For infants less than one year, enter 00. If the respondent estimates the age of a person in multiple of 5 and 10 as for example "around 70" or "85", try to ascertain as much as possible, the nearest estimate. If age reported is 98 or greater, enter "98" in this column. Enter "DK" if the age can not be estimated or is unknown.

**Sex (Column 9)**

Ask the question "*Is \_\_\_\_\_ male or female?*". Enter "1" for male and "2" for female.

**Disability (Column 10 - 11)**

To identify household members who may have disabilities, a "screening" question is asked in column 10. For each household member, ask the respondent, "*Does \_\_\_ have major problems with his body, mind or behaviour that limits his/her participation in work, school or ordinary social life?*". If the answer is YES, enter "1" in column 10 and ask the question in column 11: "*What type of disability does \_\_\_ have?*". If the answer in column 10 is NO, enter "2" and place a dash (-) in column 11, then go to column 12.

For the SESC, the specific types of disabilities and their corresponding codes are found at the bottom of the questionnaire. These are:

- 1 Amputation of one or more limbs
- 2 Unable to use one or more limbs
- 3 Blindness
- 4 Deafness
- 5 Muteness/severe speech problem
- 6 Disturbances in thinking, feeling and acting behaviour
- 7 Alcohol problem
- 8 Permanent Disfigurement
- 9 Learning disability or mental handicap
- 10 Multiple Disabilities

**Duration of Continuous Stay in the Village (Column 12 & Column 13)**

Enter in these columns the duration (number of years and/or months), the person has been staying continuously in the village by asking the question "*How long has \_\_\_ continuously stayed in this village?*".

For person who has been staying continuously in the village for one year or more, enter the actual number of completed years and month in columns 12 and 13. For example, if the person had stayed in the village for 3 years and 2 months, enter "3" in column 12, and "2" in column 13.

For person who has been in the village for less than 11 months, enter dash "-" line in column 12 and enter the number of completed months in column 13. However, if it is more than 11 months, enter "1" in column 12 and dash (-) in column 13.

For a person who has been in the village for less than 28 days, enter "-" in column 12 and enter code "00" in column 13. However, if it is more than 28 days, enter dash (-) in column 12 and enter "1" in column 13.

If the person has been in the village since birth enter code "88" in both columns 12 and 13 and proceed to column 18.

#### **Place of Previous Residence (Column 14)**

The question "*In which district and province did \_\_\_\_ previously reside?*" will be asked to persons who did not continuously stayed in the village. (Thus, do not ask this question and enter a "-" in the column if entries in columns 12-13 are 88).

Specify in column 14 the name of the district & province, or country (if outside Cambodia) where the person resided before moving into his current residence.

In case a person has changed residence with in the same district where currently residing, enter "same" in column 14.

If the respondent does not know the previous residence of the member of the household, ask this question to the person concerned if he is present at the time of interview. However, if this is not possible, write "DK" in this column.

#### **Classification of the Previous Residence (Column 16)**

This column should not be asked if the person has been staying continuously in the village since birth.

Ask the respondent "*Was that place urban or rural?*". Enter code 1 in this column if the place the person previously resided was a town or provincial center (Khan) or code 2 if the response is rural, countryside or district. If the respondent does not know the classification of the previous residence of the member of the household, ask this question to the person concerned if he is present at the time of interview. However, if this is not possible, enter code "9" in column 16 for "don't know".

#### **Reasons for the Change of Residence (Column 17)**

For person whose village of previous residence differed from his current residence, ascertain from the respondent the person's reason for moving to the current residence by asking "*What was the reason for \_\_\_\_'s change of residence?*" and enter the appropriate code as listed at the bottom of the questionnaire. If the person has multiple reasons for moving out from his previous residence, report only the main reason for moving.

The pre-coded main reasons for the change of residence are as follows:

- 1 Insecurity due to civil strife/natural calamity** to avoid dangers due to peace and order situation or due to natural calamity such as typhoon, flood, etc.

- 2 **Family reunion/family moved** - the person or the whole family join their family or relatives living in another place.
- 3 **Better work prospects/ in search for work** - in anticipation of better work opportunity/in search for work or in expectation that current residence offered work with higher/better income.
- 4 **On account of education** - in order to be accessible to educational facilities.
- 5 **Transfer of work place** - change of work's place, whether or not accompanied by a change in position/salary.
- 6 **On account of marriage** - transfer of residence of a newly-married person to his/her new house.
- 7 **Repatriated**
- 8 **Returned after displacement** - return to the country/village after leaving it due to peace and order situation or political reasons (whether or not necessary).
- 9 **Others** - other possible reasons not listed above.

<b>FOR PERSONS 5 YEARS OLD &amp; OVER (Cols. 18 - 69)</b>
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**Migration in Relation to Employment (Cols. 18 - 25)**

These columns or set of questions should be asked for **persons 5 years old and over only**.

To identify household members who may have moved to any place outside the province for the purpose of temporary employment, a "screening" question is asked in column 18. For each household member 5 years or over, ask the respondent, "***In the past 12 months, did \_\_\_ move to any place outside the province for the purpose of temporary employment?***". If the answer is YES, enter code "1" in column 18 and ask the questions in columns 19 - 25. If the answer is NO, enter code "2" and place a dash (-) in columns 19 - 25 and proceed to column 26.

Specify in column 19 the name of the province or country where the person moved to work by asking the question "***In \_\_\_'s last move, where did \_\_\_ go to work?***", and in column 21 the name of the province or country where the person came from before moving in to the place of work stated in column 19 by asking the question "***Where did \_\_\_ move from?***".

If the respondent does not know the place the member of the household migrated to(from), ask this question to the person concerned if he is present during the interview. However, if this is not possible, write "DK" in column 19 (20).

In column 23, ask the respondent "*How long did \_\_\_ work in that place?*". Specify the number of months the person worked in that place. Enter 00 if the person worked in the place for less than one month. As a rule, if the duration is:

- 1 to less than 2 months → Enter "1"
- 2 to less than 3 months → Enter "2"
- 3 to less than 4 months → Enter "3"
- 4 to less than 5 months → Enter "4"
- 5 to less than 6 months → Enter "5"
- 6 to less than 7 months → Enter "6"
- 7 to less than 8 months → Enter "7"
- 8 to less than 9 months → Enter "8"
- 9 to less than 10 months → Enter "9"
- 10 to less than 11 months → Enter "10"
- 11 to less than 12 months → Enter "11"

In Column 24, ask the question "*What was \_\_\_'s occupation in that place?*". Write in the occupation of the person in the place where the member moved to. Try to be specific as possible. For example, if the occupation is driver, ascertain if it is cyclo driver, bus driver, etc. See Appendix F for the sample list of occupations.

### **Current School Attendance (Column 26)**

Ask the respondent the question "*Is \_\_\_ currently attending school, university, training or vocational institution?*". Enter code "1" if the respondent says Yes, or code "2" if No.

### **Highest Educational Attainment (Column 27)**

Highest educational attainment refers to the highest grade or year completed in school, college or university.

Ask the question in column 27, "*What is the highest grade/level completed by \_\_\_\_\_ ?*" for persons 5 years old and over.

If the answer given is in terms of general level of school only and not the specific class/year completed, determine the specific grade by asking the respondent additional questions. The answer "primary" or "secondary" is insufficient. It is necessary to know the highest class/year in primary or secondary level one has completed and passed.

Enter in column 27 the code corresponding to the highest educational attainment. For example, enter "03" if the person has only completed class 3, "05" for class 5, "16" for degree holder. If the person has not completed any grade at all enter "88" while if the person has not attended school, enter "00". Codes for highest grade/level completed listed at the bottom of the questionnaire are as follows:

<b>00</b> - Not attended school	<b>09</b> - Class 9
<b>88</b> - No Class Completed	<b>10</b> - Class 10
<b>01</b> - Class 1	<b>11</b> - Class 11
<b>02</b> - Class 2	<b>12</b> - SecondarySchool Certificate/Diploma
<b>03</b> - Class 3	<b>13</b> - Vocational/BST/OS Undergraduate
<b>04</b> - Class 4	<b>14</b> - Vocational/BST/OS Graduate
<b>05</b> - Class 5	<b>15</b> - Undergraduate
<b>06</b> - Class 6	<b>16</b> - Graduate/Degree Holder
<b>07</b> - Class 7	<b>17</b> - Post Graduate
<b>08</b> - Class 8	<b>99</b> - Not Reported/Unknown

### **Literacy (Column 28)**

*Literacy* is the ability to read and write a simple message in any language or dialect. A person is literate when he can both read and write a simple message in any language or dialect. A person who can read but is not able to write (or vice versa) a simple message is considered illiterate. Also to be considered illiterate are persons who are capable of reading only their own names or numbers.

A person who knows how to read and write but at the time of the survey, he/she can no longer read and/or write due to some physical defects or illness is still considered literate. An example of this is an aged person who knows how to read and write but can no longer perform these activities due to poor eyesight.

Disabled persons who can read and write through any means such as Braille are considered literate.

Ask the question in column 28 "*Can \_\_\_\_\_ read and write a simple message in any language or dialect?*" for persons 5 years old and over. Enter code "1" for Yes, and code "2" for No.

### **Usual Activity in the last 12 months (Cols. 29 - 30)**

The *usual activity* framework provides the framework for the collection of data reflecting the dominant pattern of activities of the country. This may be particularly relevant in this country where, due to agriculture and other seasonal activities, the dominant pattern of activities over the year of a significant proportion of the population differs from the current situation at given points in time during the year.

### **Main Activity in the Past 12 Months (Column 29)**

This question determines whether the person is economically active or not in most of the past 12 months. Persons falling under the first 3 categories below are usually active, while those under codes 4-9 are not usually active. Persons under code 10 may or may not be usually active and will be determined in the next question (col.30).

Ask from the respondent “*What was \_\_\_\_’s main activity in most of the past 12 months?*” and enter in column 29 the appropriate code as listed at the bottom of the questionnaire. If the person has multiple activities, report only the activity the person did most of the time in the past 12 months. If the respondent's answer belong to category 1 to 9, enter code in column 29 and proceed to Column 31.

The pre-coded main activity for the past 12 months are as follows:

- 1 Worked for pay, profit or family gain (Include all agricultural activities such as growing vegetables even for own consumption, hunting, fishing & helping in the family business or own farm without pay) →** *(This category includes all persons 5 years or over who, during the past 12 months, were usually engaged in gainful work (that is, for pay, profit, money or share of output); helped in own family business or own farm, with or without pay; and production of primary products for own consumption (example, growing vegetables, hunting, fishing for own consumption). This category also includes those who had jobs although did not work.*
- 2 Worked as apprentice. →** *(This category includes persons 5 years or over who works under tutelage to learn a trade or craft. The person is not given any wages but may be given allowances in cash or in kind.)*
- 3 Worked in construction (Include major repairs of own house/barn) →** *This category includes construction done for others as well as construction or production of fixed assets on own account)*
- 4 Housekeeping in own household →** *(Provision of services in one’s household without pay. For example, tending children, cooking, washing clothes or dishes for members of the household)*
- 5 Worked for other households without pay →** *(Provision of services for household without pay. For example, baby sitting for relatives, cooking, washing clothes or dishes for members of other households)*
- 6 Student →** *(Person attending educational institution in most of the past 12 months)*
- 7 Provided unpaid community/ volunteer services →** *(This category includes persons who worked in NGOs and other community services without pay)*

- 8 Retired** → (This includes persons who were too old to work as well as pensioners who were not engaged in gainful work during most of the past 12 months)
- 9 Disabled** → (Persons who could not perform work because of disability)
- 10 Did not do any work/had no job** → (This category includes those who did not work either because they were either unemployed or they stayed idle in most part of the year)

### Availability/Actively Seeking Work in the Past 12 Months (Column 30)

Ask from the respondent for each household member 5 years or over who did not do any work during the past 12 months (Code 10 in Col. 29): "***Even though \_\_\_\_\_ did not do any work, was he available and actively seeking work?***". Enter code "1" for Yes and code "2" for No.

This question determines whether the person can be considered economically active, that is, unemployed in most of the past 12 months (If answer is "yes") or not.

### Number of Days Actually Worked During the Past Month (Column 31)

Ask the question, "***How many days did \_\_\_\_\_ actually work during the past month?***". Enter in this column the total number of actual days the person had worked during the past calendar month, regardless of the number of hours the person had worked in a day.

For person who has not worked at all even for one day during the past month, enter "0".

### Current Activity Last Week (Cols. 32 - 34)

#### Worked at All During the Past Week (Column 32)

"**Worked at all**" for purposes of this survey means that a person reported to his place of work and performed his duties/activities for at least one hour during the reference week, which is the calendar week.

**Work is defined as any economic activity that a person does for pay, in cash or in kind, in any establishment, office, farm, private house or for profit or without pay on family farm or enterprise.** Ask probing questions to ascertain the existence of a job or employment or unpaid work on family farm or enterprise during the past week.

Ask the respondent the question "***Did \_\_\_\_\_ do any work at all even only for one hour during the past week for pay or family gain or helped own farm and in family business with or without pay?***". Enter code "1" for Yes and go to column 35. Otherwise enter code "2" for a No answer.

### Other Economic Activity Last Week (Column 33)

This is a probing question to determine whether the person was engaged in the production and processing of primary products, for sale or for own consumption. Note that "work" includes certain types of non-market production, namely: the production of primary products for own consumption (as growing a home garden or raising poultry or livestock); the processing of primary commodities for own consumption by the producers of those items (such as drying own vegetables for later use); and the production of fixed assets for own use (such as building a house or rice paddy dike). Excluded are unpaid services like doing household chores such as cooking for the household and taking care of children.

In this column, ask the respondent for each household member: *"During the past week, did \_\_\_\_ do any of the following: grow crops or vegetables, raise livestock or chicken, clean or till land, gather firewood, hunt, catch fish, weave cloth, basket or mat?"*. If Yes enter code "1" and proceed to column 35. Otherwise, enter code "2" for No.

### With a Job/Employment During the Past Week (Column 34)

Ask the question *"Although \_\_\_\_ did not work, did he/she have a job or employment during the past week?"* if code in both columns 32 and 33 is "2" (No). Some persons may not have worked at all during the past week but may actually have jobs or employment which they are temporarily not reporting to, as in the following case:

- √ Temporarily not at work due to illness/injury
- √ On holiday vacation
- √ On maternal/paternal leave
- √ Temporarily not at work to attend personal/family responsibilities
- √ On educational leave or training (outside the working place)
- √ A person with a job to begin within 2 weeks from the date of the interview

These persons are considered employed even though they are not actually at work, thus, the code in this column should be "1" (Yes).

If the respondent says that the household member has no job/employment, enter code "2" (No) and go to column 68.

### For Persons 5 Years Old and Over Who Worked or Had a Job/Employment During the Past Week (Cols. 35 - 67)

Columns 35 to 67 are to be filled up only for those persons who worked or had a job/employment in the past week. For persons who did not work ("2" in column 32

and 33) and without a job/employment during the past week ("2" in column 34) draw a horizontal line from columns 35 to 67 and skip to column 68.

### **Primary Occupation (Col. 35)**

If the entry in either of column 32, 33 or 34 is "1" (Employed), column 35 must have an entry describing the person's primary occupation. Ask "*What was \_\_\_'s primary occupation during the past week?*"

**Occupation refers to the type of work, trade or profession performed by the individual during the past week** such as paddy farmer, physician, primary school teacher, carpenter, beauty parlor operator, etc.. If the person is not at work but with a job, occupation refers to the kind of work the person will be doing when he reports for work or will be doing if he is merely waiting for a new job to begin within two weeks from the date of the interview.

In case a person has two or more economic activities, consider the one where he works more hours as his primary occupation and the secondary occupation (which will be asked later in column 50) with the next highest hours of work devoted. If however, these economic activities have equal hours of work, consider as primary the one where the person derives highest income and the other one as the secondary.

### **Code for Occupation (Col. 36)**

Columns 36 is for office use. Do not write anything in these column.

### **Kind of Economic Activity or Industry (Col. 37)**

The work reported in column 37 should be classified according to the kind of economic activity or industry. Ask the respondent: "*In what kind of economic activity or industry did \_\_\_ work during the past week?*". In this portion, you should exert utmost effort to let the respondent give you the description of the nature of work or kind of business or industry such as farm, fishing, plastic factory, school, etc.. Record the response in column 37 the kind of business/industry for the person's primary occupation.

Do not be satisfied with the answers like firm names such as JMK Technologies, Phnom Penh Supply Co. , etc. since they do not necessarily describe the economic activity or the industry. Probe and try to elicit from the respondent the information about the kind of product (if manufacturing firm) or the kind of service that a company is engaged in, for example, selling computers.

Moreover, if work is pursued in a big company that is engaged in several types of activities, report the nature of the particular activity of the company in which the person is working.

If work is for government office or institution, the name of the office, bureau, public school, etc. may be accepted such as EDC. If work is for executive branch of a local government, indicate whether it is provincial, district or commune.

### **Code for Kind of Economic Activity or Industry (Col 38)**

Column 38 is for office use. Do not write anything in this portion.

### **Nature of Employment (Col. 39)**

Ask for the person's nature of employment in his primary occupation "*What was the nature of \_\_\_'s employment?*". Enter the codes for the nature of employment as follows:

- 1 Permanent
- 2 Short Term
- 3 Seasonal/ School Vacation
- 4 Worked for different employers on a day to day/ week to week basis
- 5 Others

### **Status of Employment (Col. 40)**

*Status of Employment* refers to the status of an economically active person with respect to his or her employment, that is, whether he or she was employed as an employer, own-account worker, employee, unpaid family worker, or a member of a producer's cooperative during the past week.

Ask the respondent "*What was \_\_\_'s status of employment?*". Enter the codes for the status in employment as follows:

- 1 **Employer** - a person who operates his or her own economic enterprise or engages independently in a profession or trade, and hires one or more employees, including paid family members.

Domestic helpers, family drivers and other households helpers who assist in the family-operated business, regardless of time spent in this activity, are not hired employees in the business; hence, a farm or business proprietor who is assisted purely by such domestic help is not considered an employer.

A retail store operator who is wholly assisted in the operation of his store by unpaid relatives living with him and who employs a carpenter to construct a new building for his store (with operator supervising the work) is not an employer. However, if an operator happens to be the owner or partner of a big firm which has its own construction unit to take care of its needs, the operator is an employer.

- 2 **Own-Account Worker** - a person who operates his or her own economic enterprise or engages independently in a profession or trade, and does not hire any employees.
- 3 **Employee** - a person who works for a *public or private employer and* receives remuneration in wages, salary, commission, tips, piece-rates or payment in kind.

This category includes the following types of workers:

- a. Persons working for a private household like domestic helper, households cook, gardener, family driver, etc.;
  - b. Persons working for a private establishment/industry like:
    - persons working in public works projects on private contracts;
    - public transport drivers who do not own the vehicle but drive them on boundary basis;
    - dock hands or stevedores;
    - cargo handlers in railroad stations or pier;
    - paddy harvester getting fixed share of harvest paddy;
  - c. Persons working for a religious group (monk's wisemen), missionary (nuns, sisters, etc.), union and non-profit organizations;
  - d. Persons working for the government or government corporation or any of its instrumentalities;
  - e. Khmers working in embassies, legation, chancelleries or consulates of foreign government in Cambodia;
  - f. Khmers working in international organization of Sovereign States of Governments like the United Nations (UN), World Health Organization (WHO), etc.; and
  - g. Persons working purely on commission basis and who may not have regular working hours.
- 4 **Unpaid Family Worker** - usually a person without pay in an economic enterprise operated by a related person living in the same household. The room and board and cash allowance given as incentives are not counted as compensation for these family workers.
  - 5 **Others** - experienced workers whose status is unknown or inadequately described and unemployed persons not previously employed (i.e. new entrants, apprentices)

For a person who had more than one status in employment during the past week, the status in employment should be determined with reference to the same job as was used to determine the primary/secondary occupation.

**Remuneration (Cols. 41-47)**

This series of questions seeks to determine the remuneration in cash or in kind of employees (Code 3 in column 40) from primary occupation. Examples of remuneration in kind are housing allowance or free board and lodging, cloting allowance and other allowances. In asking each question in columns 41-47, tell the respondent that you are referring to remuneration he or she received from his or her primary occupation (mention the kind of occupation supplied by the respondent).

#### **Monthly Wages (Col 41)**

Ask the question "*How much is \_\_\_'s average monthly wages (from Occupation)?*". For daily earners, ask for their daily wage and the number of days worked in the past month. Then, multiply daily wage by the number of days worked.

#### **Bonus last year (Col. 42)**

Ask the question "*How much was \_\_\_'s bonus last year?*" If the person had not been given bonus, enter 0.

#### **Remuneration in kind for meals (Col. 43)**

Ask the question "*How much remuneration in kind did \_\_\_ receive last month for meals and other food items?*"

#### **Remuneration in kind for housing (Col. 44)**

Ask the question "*How much remuneration in kind did \_\_\_ receive last month for housing?*"

#### **Remuneration in kind for clothing (Col. 45)**

Ask the question "*How much remuneration in kind did \_\_\_ receive last month for clothing?*"

#### **Remuneration in kind for medical care (Col. 46)**

Ask the question "*How much remuneration in kind did \_\_\_ receive last month for medical care?*"

#### **Other remuneration in kind (Col. 47)**

Ask the question "*How much other remuneration in kind did \_\_\_ receive last month?*" Then proceed to column 49.

#### **Earnings derived from business or practice of profession (Col. 48)**

This question is to be asked for persons who were either employer or own-account workers (Code 1 or Code 2 in Column 40)

#### **Tips/Commissions Received (Col. 49)**

For all types of workers, ask the question "*How much tips/commissions did \_\_\_ receive last month?*"

### **Secondary Occupation (Col. 50-64)**

This question is to be asked for all persons employed. Secondary occupation, as defined earlier, refers to the economic activity with next highest hours of work devoted. If however, the economic activities have equal hours of work, the one where the person derive the second highest income is the secondary occupation.

The way of asking questions pertaining to secondary occupation is the same as in primary occupation. In asking the questions under secondary occupation, remind the respondent that the questions being asked pertain to the person's secondary occupation.

### **Number of Hours Worked During the Past Week (Column 65)**

Ask the respondent "*How many hours did \_\_\_ work during the past week?*". The entry in this column should be the actual number of hours worked by the person in **all the economic activities** that he held during the past week.

If a person did not do any work during the past week although he or she had a job/employment during the past week, the entry in this column should be "00".

### **For Working Persons Seeking Additional Work Last Week (Cols. 66-67)**

#### **Availability of Additional Work (Column 66)**

Ask from the respondent the question "*Was \_\_\_ available for additional or alternative work during the past week?*". Enter code "1" if Yes. Enter code "2" for No and proceed to column 70.

#### **Actively Seeking/Looking for Additional Work Last Week (Column 67)**

If the person was available for additional or alternative work (Code 1 in col. 66), ask from the respondent the question "*Was \_\_\_ actively seeking/looking for additional or alternative work during the past week?*". Enter code "1" if Yes and code "2" if No. Then proceed to column 70 whether the code is 1 or 2.

### **For Persons Not Employed and Without Job/Employment During The Past Week (Cols. 68 and 69)**

#### **Availability and Seeking for Work (Column 68)**

Ask the question: "*Was \_\_\_\_\_ available and actively seeking for work?*" for all persons 5 years old and over who did not work at all during the past week (code "2" in columns 32 and 33) and did not have a job/business during the past

week (code "2" in column 34). Enter code "1" if the person is **available and seeking** for work and go to column 70. Otherwise, enter code "2".

For a person to be available for work, he must have time to work during the past week. He must not have any reason at all for refusing a job, if offered, during the past week except for minor illness.

A person is said to have looked for work if he had taken specific steps to seek paid employment or self-employment. In other words, he must have tried to secure a job or to establish a business or practice of a trade during the recent period.

A person who was available for work but did not seek work (or vice-versa) should have an answer of code "2" in this column.

### **Reasons for Not Being Available and/or Did not Seek Work (Column 69)**

This question seeks to determine the main reason why a person was not available and/or did not seek work. Ask this question only if the answer in column 68 is "2".

Use the code indicated at the bottom of the questionnaire to record the reason for not available and/or not seeking for work. If the reason is other than those provided with codes, specify the said reason.

- 1 Believe no work was available** - if a person did not look for work because he believed there was no work available to suit his skills in his locality so that looking for work is deemed futile.
- 2 Awaiting results of job application/rehire or job recall** - if a person did not look for work during the past week because he was expecting to be considered for employment in the establishment where he had an application for a job. The person may have filed his application before the reference week and was awaiting a reply to his application. Also, to be included in this category are those persons who was temporarily laid off from his job due to economic reasons like retrenchment, lack of raw materials, transfer of management, etc., and he did not look for work during the reference week because he was expecting his former employer to hire him again.
- 3 Waiting to start a new job** - if a person did not look for work during the past week because he was waiting to start a new job.
- 4 Infirmary/Illness** - if the reason for not looking for work by a person who did not have a job/business was because he was suffering from temporary illness.
- 5 Disability** - the person is not available and did not seek employment because he has disability.

- 6 **Too old or retired** - if a person felt that he was too old to work or he had worked long enough that he would want to rest.
- 7 **Student or attending educational institution** - if the person is currently attending school/training or was expected to attend school within the next three months thus, not available and/or seeking for work.
- 8 **Caring for children, elderly and disabled** - person who were not available/seek for work because the person were taking care of the children, elderly and/or disabled person in the house.
- 9 **Housekeeping** - applies to a person who is engaged in household chores in their own home.
- 10 **Others, specify** - other than the above reasons.

<i>For Members 10 Years Old and Over (Column 70)</i>
--

### Marital Status (Column 70)

*Marital status* refers to the personal status of each individual in reference to the marriage laws or customs of the country. It is the same as "civil status", the term usually used in official and private records, documents, transactions, etc., in the country.

For persons 10 years old and over ask: "*What is \_\_\_\_\_'s marital status?*". For persons below 10 years old, put a "-" in the cell.

Enter the code in column 70 for the person's marital status as reported by the respondent. The different codes and categories for marital status are defined as follows:

- 1 **Never-married** for person who has never been married
- 2 **Married** for persons legally married in a civil or religious ceremony either with spouse at the time of the SESC visit or temporarily living apart because the spouse is employed elsewhere or is in the military or armed forces, etc. This category also include a person cohabiting or living consensually with another as husband and wife without the benefit of a legal marriage.
- 3 **Widowed** for a person whose spouse died and who has not re-married at the time of visit
- 4 **Divorced** for person whose bond of matrimony has been dissolved, and who, therefore, can remarry

- 5 **Separated** for person who is separated from his spouse, legally or through mutual consent
- 6 **Unknown** for person whose marital status is unknown to the respondent.

*For Females 15 to 45 Years Old (Column 71 - 74)*

**Pregnancy During the Last Two Years (Column 71)**

Ask the question: "*Has \_\_\_\_ been pregnant during the last two years?*" to all females whose age ranges from 15 to 45. Enter code "1" if Yes. Enter code "2" if No then put a dash (-) in columns 72 and 73 and proceed to the next household member.

**Place of Last Delivery (Column 72)**

Ask the question "*Where was the place of \_\_\_\_'s last delivery?*" for all females who had been pregnant in the last 2 years.

Enter the code in column 72 for the person's place of last delivery as reported by the respondent. The different codes and their categories which can be found at the bottom of the questionnaire are as follows:

- |   |                                 |
|---|---------------------------------|
| 1 | Clinic/ Health Center/ Hospital |
| 2 | Home                            |
| 3 | Neighbour/ Relative's House     |
| 4 | Others, Specify                 |
| 5 | Not Delivered                   |
| 6 | Don't Know                      |

If answer is code 5 (Not delivered), go to column 74.

**Assisted in the Delivery (Column 73)**

Ask the question: "*Who assisted with the last delivery?*" for all females who had been pregnant in the last two years.

Enter the code in column 73 of the person assisting with the delivery as reported by the respondent. The different codes and their categories which can be found at the bottom of the questionnaire are as follows:

- |   |                                   |
|---|-----------------------------------|
| 1 | Midwife/ Doctor/ Nurse            |
| 2 | TBA (Traditional Birth Attendant) |
| 3 | Neighbour/ Relative(s)            |
| 4 | Others, Specify                   |
| 5 | None (Self Delivery)              |
| 6 | Don't Know                        |

### Number of Tetanus Toxoid Received (Column 74)

Ask the question: "*How many doses of tetanus toxoid did \_\_\_ get?*" for all females who had been pregnant in the last 2 years.

Enter the code in column 74 the number of doses of tetanus toxoid received by the woman as reported by the respondent. The different codes and their categories which can be found at the bottom of the questionnaire are as follows:

<b>0</b>	None
<b>1</b>	One Dose
<b>2</b>	Two Doses
<b>3</b>	Three or More Doses

## PART III - CHILD LABOUR - FOR CHILDREN 5 - 17 YEARS OLD

One of the objectives of this survey is to elicit information about child labour in the country. There are three main reasons for the present interest by international fora on child labour issues: "first, a general realization that the exploitation of working children may have become more serious in several parts of the world and could well continue to do so as economic conditions deteriorate and hamper social development, especially in the areas of employment and education; secondly, a growing concern that, by employing children at an age and in conditions that do not conform to universally accepted standards, some countries might gain a comparative advantage in international trade over those that are more strict about applying such standards; lastly, a stronger commitment of public opinion than in the past to the cause of human rights and of the rights of children in particular." (Source: ILO)

This section provides instructions on child labour questions.



Note that this part is to be asked for all members of the households who are 5 - 17 years old

### Line Number and Name of the Child (Columns 1 and 2)

Copy from Part II columns 1 and 2 the corresponding line number of each child 5-17 years old onto Part III columns 1 and 2.

### School Attendance (Column 3)

Ask the question "*Did \_\_\_ attend school or technical/vocational or training institution during the past week?*" If the answer is Yes, ask whether full time or part time. If full time, enter code 1 then proceed to column 6. If the answer is part-time, enter code 2 and proceed to column 6. If the answer is no, enter code 3 and ask the next question. Note that this question specifically asks for attendance in the last calendar week. If in the past

week there were no classes because of school vacation or holiday, the reference week is the week before the school closed.

#### **Dropping Out (Column 4)**

If the child did not attend school during the past calendar week, find out if he or she as dropped out by asking the question “*Did \_\_\_ drop out from school or training or vocational school?*” If answer is yes, enter Code 1 and ask the next question. If no, enter Code 2 and proceed to column 6.

#### **Reason for Dropping Out (Column 5)**

If the child has not attended school or has dropped out, ask the question “*What was \_\_\_’s main reason for dropping out/not attending school or training or vocational institution?*” Write in the code. The codes which are found at the bottom of the questionnaire are as follows:

- 1 No suitable school/training institution available
- 2 Child not interested in schooling/training/studies
- 3 High cost of schooling/training
- 4 School is too far
- 5 To help in household chores/housekeeping
- 6 To assist in household enterprise/business
- 7 To work for pay/profit for supporting household
- 8 To work for pay/profit for supporting self
- 9 Illness/Disability
- 10 Others, Specify

#### **Work for Pay or Family Gain (Column 6)**

This question has been previously asked in part II but needs to be asked again in this section to enable the enumerator to ask the succeeding question. In other words, this is a screening question. This would be easier to do than try to copy the responses from Part II, which will break the flow of interview. The latter is also inclined to committing error in recording responses.

Ask the question “*Did \_\_\_ also work even for one hour during the past week for pay or family gain or helped on own farm or in family business with or without pay?*” Enter Code 1 for yes and proceed to column 9. Enter 2 for no and ask the next question.

#### **Helping in Household Chores/Housekeeping (Column 7)**

Ask the question “*Whether or not attending school or training institution, does \_\_\_ regularly assist or help in household chores or in housekeeping in the house where he or she usually resides?*”. Enter Code 1 if yes then proceed to next question. If no, enter code 2, put dash “-” in columns 8 to 24 and go to the next child in the list.

#### **Number of Hours Helping in Household Chores (Column 8)**

This question aims to find out the number of hours the child helps in household chores. It is believed that the most widespread risk to children caused by excessive working hours is the inability to benefit from education. Poor education or only a partial training is a serious handicap since opportunities for future employment increasingly depend on literacy and other skills (ILO).

Ask the question "*How many hours per day does \_\_\_ help in household chores?*". Note that the number of hours spent on household chores may vary from day to day. In this case, ask from the respondent the number of hours the child normally spends for household chores. Round off time in full hours, that is, 1 but less than 2 hours = 1; 2 but less than 3 hours = 2, and so on. Then put dash "-" in columns 9 to 24 and proceed to the next child in the list.

### **Age the Child Started Working (Column 9)**

Ask the question "*How old was \_\_\_ when he/she started to work for the first time?*". Explain to the respondent that work here refers to the economic activity that the child does and does not include the household chores.

Enter the response in full years, that is, 1 but less than 2 years = 1, and so on.

### **Main Reason for Working or Having a Job (Column 10)**

Ask the question "What was \_\_\_'s main reason for working or having a job during the past week?". Choose from the pre-coded answers which are provided at the bottom of the questionnaire. These are:

- 1 To gain experience/acquire training
- 2 To supplement household income
- 3 To help pay own household debts
- 4 To pay for schooling
- 5 To help in own household enterprise
- 6 To earn money to establish own business
- 7 To be economically independent
- 8 Others, Specify

### **Place of Work (Column 11)**

Ask the question "*Where was \_\_\_'s place of work in the past week?*". Again, work here refers to economic activity or child's employment. The possible answers are pre-coded as follows:

- 1 Own house
- 2 Employer's House
- 3 Other person's House/Place
- 4 Office/Factory

- 5 Farm
- 6 Street
- 7 Market
- 8 Mine Site/Quarry Site/Construction Site
- 9 Others, Specify

### Working at Nights or in the Evenings (Column 12)

Ask the question "*Did \_\_\_ usually work in the evenings or at nights?*". If the answer is yes, ask how often. Enter Code 1 if answer is often times and Code 2 if sometimes. Enter Code 3 if answer is no or rarely.

### Earnings (Column 13)

This question aims to find out the proportion of child's earnings given to the household. Ask from the respondent "*If part or all of \_\_\_'s earnings are given to the household that is, to parents or guardians, please indicate the approximate proportion of the earnings given.*" Choose the appropriate code for the response found at the bottom of the questionnaire. The codes are:

- 1 Represents almost all (100%)
- 2 About three quarters (75%)
- 3 About one half (50%)
- 4 About one quarter (25%)
- 5 Less than one quarter (<25%)
- 6 None at all

### Illnesses/Injuries Due to Work (Column 14)

Many working children face physical hazards specific to their occupation such as infections, wounds or cuts, pulmonary diseases, or skeletal deformities. Even farming can adversely affect children through climatic exposures and exposures to toxic chemicals and motorized equipment.

Ask the question "*Has \_\_\_ ever suffered from illnesses or injuries due to work during the past year?*". If yes, enter Code 1 and ask the next series of questions in columns 15-23. If no, enter code 2 and proceed to col. 24.

### Different Illnesses/Injuries (Columns 15-23)

Ascertain first from the respondent, "*What illnesses/injuries did the child suffer from?*". Mark the cells corresponding to the response(s), then for each marked illness or injury, ask the respondent "*How often did \_\_\_ suffer from the(se) illness(es)?*". The illnesses/injuries mentioned are fever (whatever is the cause like malaria, typhoid or colds), eye infection, ear infection, skin problems (like rashes or allergies), breathing problem, stiff neck or back pains, anaemia, general exhaustion or fatigue, and other illnesses (any illness that cannot be categorized above like cuts and wounds, poisoning, animal bites).

Pre-coded answers are Code 1 for often or frequent, code 2 for occasionally and code 3 for seldom or rarely.

### **Awareness of Work-related Health Problem (Column 24)**

Ask the question "*Is \_\_\_ aware of any likely health problem in connection with his/her work?*". Enter code 1 for yes, code 2 for no and code 3 if the respondent does not know.

## **PART IV - HEALTH QUESTIONS FOR CHILDREN UNDER FIVE YEARS**

This section provides instructions on how to ask questions pertaining to health status of children below 5 years old.



Note that this part is to be asked for children under 5 years old

### **Line Number and Name of the Child (Columns 1 and 2)**

Copy from Part II columns 1 and 2 the corresponding line number of each child below 5 years old onto Part IV columns 1 and 2.

### **Age (Column 3)**

Enter the age of the child in full months, that is, from 1 (one month old) to 59 (4 years and 11 months). If the child is 1 month and over but less than 2, enter "1", and so on. If the child is less than 1 month, enter 0.

### **Diarrhoea (Columns 4 - 12)**

#### **Occurrence of Diarrhoea (Column 4)**

Diarrhoea is defined as that perceived by mother or 3 or more loose stools per day or one large watery stool or blood in stool.

Ask the question, "*Has \_\_\_ had diarrhoea in the last 2 weeks?*". Enter code 1 if yes. Enter code 2 if no then proceed to column 13.

#### **Liquid Given (Column 5)**

Ask the question "*How much liquid was given to \_\_\_ during the last diarrhoea episode in the last 2 weeks?*". Enter code as follows:

1 More

- 2 Same
- 3 Less
- 4 None

### Food Given (Column 6)

Ask the question “*How much food was given to \_\_\_ during the last diarrhoea episode in the last 2 weeks?*”. Enter code as follows:

- 1 More
- 2 Same
- 3 Less
- 4 None

### Treatment Received (Column 7)

Ask the question “*Did \_\_\_ receive treatment during the last diarrhoea episode in the last 2 weeks?*”. Enter Code 1 if yes. Otherwise, enter code 2 and proceed to column 13.

### Kinds of Treatment Received (Columns 8-11)

This is a multiple response question. Ask from the respondent “*What kinds of treatments did \_\_\_ receive during the last 2 weeks?*”. Do not provide the possible answers, that is, oral rehydration solution, home fluid, medicine (modern) or other treatment (example traditional medicine). Wait for the respondent to provide the answer. For example, if the respondent mentions ORS and modern medicine, enter code 1 in both columns 8 and 10 and code 2 in coluns 9 and 11.

### Who treated the Child (Column 12)

Ask the question, “*Who treated \_\_\_ during the last diarrhoea episode in the last 2 weeks?*”. The codes are as follows:

- 1 Health center/hospital staff
- 2 Traditional Healer
- 3 Drug Seller/Pharmacist
- 4 Parent/Relative
- 5 Other, Specify

### Breastfeeding (Columns 13-14)

Ask the question “*Has \_\_\_ ever been breastfed?*”. Enter code 1 for yes. If no, enter code 2 and go to column 16.

In column 14, ask “*How long has \_\_\_ been breastfed?*” Enter exact full months. If the child is less than 1 month, enter 0. If still breastfeeding, enter 96.

### Exclusive Breastfeeding (Column 15)

This question is to be asked for children below 2 years (or 0-23 months old): ***“How long was \_\_\_ exclusively breastfed?”***.

Exclusive breastfeeding means the child has not been given any food except mother's milk.

Enter exact full months. Enter 77 if less than 15 days, 88 if 15-29 days and 96 if still breastfeeding.

### **Vaccination/Immunization (Columns 16-19)**



Columns 16-19 are to be asked for children 1 to 2 years old.

#### **Vaccination Card (Column 16)**

Ask the question, ***“Does \_\_\_ have vaccination card?”***. If yes, enter code 1 in column 16. Then ask the respondent to show the card and copy the information from the card to columns 17-19. If answer is no, enter code 2 and proceed to the next question.

#### **DPT Vaccination (Column 17)**

Ask the question ***“How many doses of DPT Vaccine did \_\_\_ receive?”***. Enter the number of doses.

An alternative way of asking the question especially if the respondent does not understand DPT is: ***“Has \_\_\_ ever been vaccinated in the upper arm?”***. If the answer is yes, enter the number of times the child has been vaccinated. If no, enter 0.

#### **Tuberculosis Immunization (Column 18)**

Ask the question ***“Has \_\_\_ ever been immunized against tuberculosis?”***. Enter Code 1 if yes and Code 2 if no.

Alternatively, you can check for the scar on both upper arms of the child.

#### **Measles Immunization (Column 18)**

Ask the question ***“Has \_\_\_ ever been immunized against measles?”***. Enter Code 1 if yes and Code 2 if no.

Alternatively, you can ask this question if the respondent does not know: ***“Has \_\_\_ ever been vaccinated in the thigh?”***.

### **Vitamin A (Columns 20-21)**



Columns 20-21 are to be asked for children 6 months to less than 5 years (59 months).

Ask in column 20 “*Has \_\_\_ ever received vitamin A capsule during the last one year?*”. You have to show the capsule to the respondent when you first ask this question. Enter code 1 if yes. If no, enter code 2 and proceed to weight and height measurement.

If the response in column 20 is yes, ask “*How many vitamin A capsules were given to \_\_\_?*”. Record in column 21 the number of capsules given during the last one year.

### **Weight and Height Measurement (Columns 22-25)**

Specific instructions on these columns are found in the UNICEF manual.

### **Washing Hands After Defecation (Q26)**

This question is to be asked to mothers/caretakers of children below 5 years: “*How do you wash your hands after your own or your child’s defecation?*” Encircle the code corresponding to the answer given:

- 1 With only water
- 2 With water and soap
- 3 With water and ash/soil
- 4 Do not wash hands
- 5 Other, specify

### **Cough and Cold Symptoms (Q27)**

Ask the question “*When your child is ill with cough and/or cold, what signs or symptoms would lead you to take him or her to the clinic or provincial or commune or district health worker, doctor or other health providers?*”. Encircle the code corresponding to the answer given (Do not read to the respondent the choices given in the questionnaire):

- 1 Has blocked nose
- 2 Has difficulty in breathing
- 3 Has fever
- 4 Is breathing fast
- 5 Is ill for a long time
- 6 Other, specify
- 7 Don’t know

## **PART V - HOUSEHOLD AND HOUSING PARTICULARS**

The household and housing particulars section consists of questions on building characteristics, housing unit characteristics, household amenities, household access to basic services, household landholdings, household economic activities, household's credit behaviour, accidents in the household, household's health practices and household's awareness on child recruitment.

The general instructions in filling up the household and housing particulars questions are as follows:

1. For all housing questions (Q1-Q6), encircle the corresponding code to the answer. **ONLY ONE CODE MUST BE ENCIRCLED FOR EACH QUESTION.**
2. Answer to questions 1 to 4 (Type of Building/House, Construction Materials of Roof, Walls and Floor) may be ascertained by observation. However, if in doubt, ask the respondent.
3. Question 1 to question 5 should refer to the characteristics of the building.
4. In case there are more than one housing unit in the building, question 5 is to be asked from only one household in the building, preferably the first household interviewed in the building. Transcribe the same answer in the questionnaire of the other household living in the same building.

### **Q1 - Type of Building/House**

Determine the answer to this question even before entering the building. (Refer back to the definition of building given in Chapter 4). Encircle the code applicable to the type of building occupied by the households. The types of building and their corresponding codes are as follows:

- 1 **Single House** - This is an independent structure intended for one household separated by open space or walls from all other structures.
- 2 **Duplex/Apartment/condominium or multi-unit building (2 or more units)** - This is a building consisting of 2 or more housing units. These houses may consist of one or more stories in a row of two or more housing units, separated from each other by walls extending from the ground to the roof or a building having floors to accommodate two or more housing units.

Examples:

- a. Duplex - This is a structure intended for two households, with complete living facilities for each. It is divided vertically or horizontally into separate housing units which are usually identical.

- b. Apartment Building - a structure usually of several stories, made up of three or more independent entrances from internal halls or courts. An apartment has one common entrance from the outside.
- c. Accessory - a one or two-floor structure divided into three or more housing units, each housing unit having its own separate entrance from the outside. Another name for accessory is row house.
- d. Residential Condominium - a high-rise building where the housing units are owned individually but the land and other areas and facilities are owned in common.

**NOTE:** A building that was originally constructed as a single house or duplex, but now partitioned into three or more rooms/groups of rooms (with separate entrance from a common hall or passage) without changing the outside structure or appearance, will be classified as a single house or a duplex, as the case may be.

- 3 Commercial/Industrial/Agricultural Building** - These are buildings intended for transacting business, for rendering professional service, for processing, assembling, fabrication or manufacturing operations, or for agricultural purposes and not intended for private habitation but used as housing unit at the time of the survey.
- 4 Institutional living quarters** - This includes dormitories, hotels, hospitals, convents, temples, school, refugee camps, military camps, and such other structures intended for habitation of many persons on more or less temporary basis.
- 5 Other type of housing unit** - This refers to all other types of buildings/houses and natural structures not intended for private housing and/or human habitation nor located in permanent buildings but which are nevertheless, used as housing units at the time of the survey. Natural shelters and mobile housing units such as trailers, barges, boats, etc., fall under this category.

## Q2 - Construction Materials of the Roof

Encircle the code corresponding to the kind of material used in the construction of the roof. This item can be answered through observation but if in doubt, ask the respondent.

The kinds of materials used and their codes are as follows:

- 1 - Thatch
- 2 - Tiles
- 3 - Fibrous Cement
- 4 - Galvanized Iron/Aluminum
- 5 - Salvaged materials
- 6 - Mixed but predominantly made of galvanized iron/aluminum, tiles and fibrous cement

- 7 - Mixed but predominantly made of thatch and/or salvaged materials
- 8 - Concrete
- 9 - Plastic Sheet

### **Q3 - Construction Materials of the Outer Walls**

Encircle the code corresponding to the kind of material used in the construction of the outer walls. This item can be answered through observation but if in doubt, ask the respondent.

The kind of materials used and their codes are as follows:

- 1 - Bamboo/Thatch
- 2 - Wood/Logs
- 3 - Plywood
- 4 - Concrete/Brick/Stone
- 5 - Galvanized Iron/Aluminum
- 6 - Fibrous Cement
- 7 - Makeshift/Salvaged/Improvised Materials
- 8 - Others, specify

For a two-story house especially in rural areas wherein the ground floor is used for poultry, storage of grains, farm implements, etc., report the material used in walling the second floor. In other cases wherein the walls are made of different materials, report the material dominantly used.

Housing units in non-building structures such as culverts, bridges, etc. should have an answer of code 7 - Makeshift/Salvaged/Improvised Materials in this item.

### **Q4 - Construction Materials of Floor**

Encircle the code corresponding to the kind of the material used in the construction of the floor. If the flooring of the housing unit is made of different materials, report the predominant materials that was used.

The kind of materials used and their codes are as follows:

- 1 - Earth/Clay
- 2 - Wood/Bamboo planks
- 3 - Cement
- 4 - Parquet or polished wood
- 5 - Polished stone/Marble
- 6 - Vinyl or asphalt strip
- 7 - Ceramic tiles
- 8 - Others, specify

**Q5 - Year Building was Built**

The year the building was built refers to the year when the construction was completed and when it is ready for occupancy and not when construction began. Generally, building construction commenced and finished within the same year, although there are cases when the period of construction extends to several years. Report the year when the building was finished.

If the building is being constructed but already occupied, enter the year when it was occupied.

Enter the appropriate code as per coding scheme below:

- 1 - before 1955
- 2 - 1955 to 1969
- 3 - 1970 to 1974
- 4 - 1975 to 1979
- 5 - 1980 to 1985
- 6 - 1986 to 1990
- 7 - 1991 to 1993
- 8 - 1994 to 1996
- 9 - Don't Know

In cases where there are more than 1 housing unit in a building, ask the year building/house was built, from only one of the respondent of any household in the same building, preferably from the first household interviewed. Transcribe the same answer in the questionnaire of the other household living in the same building.

**Q6 - Number of Rooms**

Ascertain from the respondent how many rooms are there in the housing unit excluding bathrooms and hall and encircle the appropriate code.

A **room** is defined as a space in a housing unit or other living quarters enclosed by walls reaching from the floor to the ceiling or roof covering, or at least to a height of 2 meters, of a size large enough to hold a bed for an adult, that is, 4 m<sup>2</sup> at least.

The total number of rooms, therefore to be reported should include bedrooms, dining-rooms, living-rooms, study rooms, habitable attics, servant's rooms, kitchens, rooms used for professional or business purposes and other separate spaces used or intended for dwelling purposes, so long as they meet the criteria of walls and floor space.

Note that passage-ways, hallways, verandas, lobbies, bathrooms and toilets should not be counted as rooms even if they meet the criteria.

**Q7 - Floor Area of the Housing Unit**

Ask the respondent: "*What is the total floor area of the housing unit taking into account the number of floors?*". Enter the response in square meter on the space provided for. If the respondent does not know the exact total floor area, ask for an estimate.

### **Q8 - Tenure Status of the Housing Unit**

Ask the respondent the question, "*What is the tenure status of this housing unit?*".

The tenure status to be recorded should be the prevailing tenure of the housing unit at the time of visit. Thus, even if the family rented a housing unit before but had already acquired the housing unit at the time of visit, then the family is to be reported as owning the house and not renting the place.

Encircle the code corresponding to the tenure status of the housing unit by the household. The tenure status of the housing unit and their corresponding codes are as follows:

- 1 Owned/amortized** - The household is the owner and has the legal possession of the housing unit or the household claims to own it. Include also the housing units which are being amortized or on mortgage.
- 2 Rented** - The occupant actually pays rent either in cash or in kind.
- 3 Occupied for free** - The household occupies the housing unit with/without the permission of the owner and without paying any rent in cash or in kind to the owner, tenant/ lessee or subtenant/subleases. Included here are the households of farm tenants/lessee who occupy rent-free houses belonging to the owner of the lands they farm; also those employees given free housing as part of fringe benefits (they are made to vacate the housing unit upon separation from work). Squatters who are occupying public and private buildings are also included under this category.
- 4 Ownership unsettled** - the ownership of the housing unit occupied by the household is still under government negotiation.

### **Q9 - Actual Rent Per Month**

If the encircled code in Q8 is "2" (Rented), ask the respondent the actual amount/rent in Riels he/she paid every month in his rented housing unit and skip to Q11 (Construction/Major Repairs/Renovation of the Housing Unit)

### **Q10 - Imputed Rent Per Month**

If the encircled code in Q8 is "1" (Owned/Amortized), "3" (Occupied for free) or "4" (Ownership unsettled), ask the respondent to estimate the amount he/she would charge if his/her entire housing unit will be rented.

### **Q11 - Construction/Major Repairs/Renovations of Housing Unit**

To determine if the respondent/household have done some construction, major repairs or renovations of their housing unit, ask the respondent: "***Did you do any construction, major repairs and renovations by your own or through contractors this year?***". Enter code "1" if Yes and ask Q12 and Q13. Otherwise, enter code "2" for No and proceed to Q14.

### **Q12 - Cost Incurred in the Construction of the House**

This question should be asked if the answer in Q11 is "1" or Yes.

Ask the respondent: "***What is the total costs incurred in the construction of the house?***". Enter in the space provided for the amount in Riels. If the respondent does not know the exact cost, ask for an estimate.

### **Q13 - Cost Incurred in Major Repairs/Renovations of the Housing Unit**

This question should be asked if the answer in Q11 is "1" or Yes.

Ask the respondent: "***What is the total costs incurred in the major repairs or renovation of your housing unit?***". Enter in the space provided for the amount in Riels. If the respondent does not know the exact cost, ask for an estimate.

### **Q14 - Expenditures**

*Household expenditures* refers to the expenses or disbursements made by the household purely for personal consumption. Therefore, it excludes expenses in relation to farm or business operations, investment ventures, purchase of real property and other disbursements which do not involve personal consumption. Durable furniture and equipment (example cars, motorcycles and appliances) purchased during the reference month (in cash or credit) mainly for household use are treated as for personal consumption and are thus included under household expenditure. Also included are non-consumption expenditures such as income and real property taxes paid and car registration fees; gifts, contributions and all forms of assistance given by the family to others (example, contributions and gifts to religious services) and other expenditures such as interest payment on loans for living expenses, losses due to fire and theft and membership fees. Excluded are purchase/amrtization of real property, payment of cash loans, loans granted to persons outside the household, amount deposited in banks/investments and expenses on major repair or construction of house.

To determine from the respondent the actual expenses (whether in cash , on credit or in kind) incurred by the household, ask the respondent: "***How much was your actual expenditures on ....(enumerate items of expenditures listed in the questionnaire)?***". For each item of expenditure, ask the amount consumed/spent in cash or on credit, and then expenditure in kind. Then add up the values and enter the total consumed/value.

In asking this question, the following set of guidelines should be considered:

#### **a. Food, Beverages and Tobacco (Last Week)**

The items to be entered in this portion should be the past week consumption (not the total weekly purchases) of the household. Hence, items which were purchased but not consumed during the past week should be excluded. This category includes the food prepared at home whether eaten at home or brought outside and eaten elsewhere like in place of work, school, etc. Prepared meals bought from the restaurant and eaten at home are also classified in this item.

**b. Clothing and Footwear (Last Six Months)**

Ask in this item the collective amount paid/to be paid for all articles in their clothing or footwear bought during the last six months. Expenses for school uniforms of the household members including Physical Education uniforms, etc. are to be reported also in this item. However, expenditures on any clothing and footwear bought by the household member and given to the household help/maid are to be excluded in this item as this should be entered in Item 6 - Household Operations.

**c. House Maintenance and Minor Repairs (Last Six Months)**

Expenses incurred in connection with the household maintenance and minor repairs done in the house during the last six months are covered in this expenditure item. It does not include major repairs and construction of the house itself.

Do not impute the value of free services rendered by family members for minor repairs of the house.

House maintenance and minor repairs refer to changes done in the housing unit to prevent its normal deterioration or to keep the existing structure in good condition. Include under House Maintenance and Minor Repairs the following jobs:

- (1) replacement of faucets, sinks and tiles
- (2) repair of clogged drainage
- (3) replacement of broken windows and floor tiles
- (4) repainting of house or wall papering
- (5) replacing damaged ceiling tiles, wall tiles, or wall paneling
- (6) repair of leaking roof
- (7) repair of fence
- (8) replacement of faulty wires, switches and plugs

**d. Water, Light and Fuel (Last Month)**

Enter in this item, the total household consumption of water, light and fuel last month. If the respondent has official receipts of payment or some other record of the bills, try to request for them as it will yield more accurate information and will make the interviewing more quickly.

In case a household shares the facilities with other households, only an estimate of the household's consumption should be included. The cost of LPG, kerosene, electricity and water used by the other households occupying a part of the house of the sample household should be excluded. In this situation, ask for the amount shared monthly by the sample household.

LPG, kerosene, electricity and water used in business either operated by the household or the other household sharing a part of the house should also be excluded. In such a case, ask the respondent to estimate the amount consumed for private use of the household.

For households paying for regular electric or water services or buying water, ask for the total payments made last month. If the light and water is included in the rental paid for the house, try to get the approximate amount for light and water.

Enter in the "In Kind" column consumption of electricity, fuel or water received free or as gifts or gathered as in case of twigs and tree branches used for firewood.

**e. House Furnishings (Last 12 Months)**

This item of expenditure includes the durable and non-durable furnishings for the household acquired during the last 12 months. Some of these are:

- (1) Linen and furnishings;
- (2) Utensils and accessories;
- (3) Major appliances such as generators, refrigerators, gas ranges, washing machines, etc.;
- (4) Pieces of furniture;
- (5) Minor appliances like flat iron, electric fan, toaster, rice cooker, food blender, etc;
- (6) Glasswares and tablewares; and
- (7) Household tools like garden tools, hammer, mop, etc.

**f. Household Operations (Last Month)**

This item of expenditure include the materials for household operations like laundry soap/detergent, insect spray, cleanser/scouring powder; fluorescent and incandescent bulbs, matches, brooms, etc. This also include the cost of operation-related services (servants, watcher, security guard, gardener) availed by the household during the last month, whether for a fee or for free, as well as the repair and maintenance of household appliances and other charges such as garbage disposal, laundry and ironing clothes.

**g. Medical Care (Last Month)**

Enter in this item the value of any health care or medical goods and services availed of by the household last month.

**h. Personal Transportation and Communication Equipment (Last Month)**

Enter in this item the total value of personal transportation and communication equipment purchased (in cash or credit) last month such as bicycle, motorcycle, car, mobile phones, etc.

**i. Operation/Maintenance of Transportation Equipment (Last Month)**

Enter in this item the cost of operations and upkeep of a household vehicle for household use such as the amount spent for gasoline, diesel, oils, vulcanizing, washing, repair, overhaul, and purchase of spare parts.

**j. Transport Fares and Communication Services Paid (Last Month)**

Enter in this item the transport fares and communication services paid last month such as motorcycle fare; bus fare; cyclo fare; taxi/limousine fare; ship/boat fare; ox carts fare; airline fares (domestic and international); postage stamps (domestic/international); local/long distance/overseas telephone charges; and, facsimile and telegraph services. Other transportation and communication expenses such as moving fees and driving lessons are also included in this item.

**k. Recreation (Last 12 Months)**

Enter in this item the expenses of household members on recreational goods and services such as going to the movies, picnics, etc. Also included in this item are membership fees to hobby clubs, resorts, etc.

If the household member raised fighting cocks strictly for pleasure (i.e., as his own entr to cockfighting), the amount spent in buying and raising the fowl is to be entered in this item. If the household keeps a pet, the amount spent for the care (e.g., food, visits to the veterinarian, etc) of the household pet is likewise included here.

**l. Education (Last Month)**

If there are household members who are studying at any time during the reference period, all expenses related to their education will be entered here. This includes school fees, allowances for family members studying away from home, books and other school supplies. Expenditures on newspapers, magazines, comics and pocketbooks are also included here.

**m. Personal Care Products/Services (Last Month)**

Enter here the value of items purchased or services availed of by the household on personal care last month such as toilet/ bath soap, shampoo, toothpaste, toothbrush, powder, toilet & tissue paper, colognes/perfumes, manicure/pedicure, haircuts, etc.

**n. Personal Effects (Last 12 Months)**

Enter in this item the purchases made by the household members for their personal effects such as costume jewelries, handbags, wallets, wristwatch, umbrella, etc.

**o. Miscellaneous Expenses (Last 12 Months)**

Enter in this item all non-consumption expenditures such as passport fees; driver's license fees; vehicle registration fees/taxes; gifts and contribution to political parties, social funds, religious associations, and other expenses incurred by the household not included in items a to n.

**Q15 - Main Source of Water Supply for Handwashing and Dishwashing**

Encircle the appropriate code for the household's main source of water supply for handwashing and dishwashing. If there are two or more sources of water supply, **report the source used most of the time.**

The different sources of water supply for handwashing and dishwashing are as follows:

- 1 - Piped in dwelling
- 2 - Public tap
- 3 - Tubed/piped well or borehold
- 4 - Protected dug well
- 5 - Unprotected dug well
- 6 - River, stream or pond
- 7 - Rainwater
- 8 - Tanker Truck, Vendor or Otherwise Bought
- 9 - Others, Specify

**Q16 - Distance of Main Source of Water**

Encircle the appropriate code corresponding to the distance of the main source of water supply from the dwelling.

The codes for the distance are as follows:

- 1 Within Premises
- 2 Less than 100 meters
- 3 100 to 500 meters
- 4 500 meters to 1 km
- 5 More than 1 km

**9 Don't Know****Q17 - Time Taken to Get Water and Come Back**

Write down the time taken to get water and come back in hours and in minutes on the space provided for.

If the source is within the vicinity of the household's dwelling, encircle code "88" for within premises.

If the respondent does not know how long it will take them to get water and come back, encircle code "99" for don't know.

**Q18 - Q19 Main Source of Water Supply for Drinking**

To ascertain whether the household gets drinking water from the same source of water for handwashing and dishwashing, ask the respondent: "***Does your household get drinking water from this same source?***". Encircle code "1" for Yes and proceed to Q20. Otherwise, encircle code "2" for No and ask Q19.

**Q19 - Main Source of Drinking Water**

Encircle the appropriate code for the household's main source of water supply for drinking. If there are two or more sources of water supply, ***report the source used most of the time.***

The different sources of water supply for drinking are as follows:

- 1** - Piped in dwelling
- 2** - Public tap
- 3** - Tubed/piped well or borehold
- 4** - Protected dug well
- 5** - Unprotected dug well
- 6** - River, stream or pond
- 7** - Rainwater
- 8** - Tanker Truck, Vendor or Otherwise Bought
- 9** - Bottled Water
- 10** - Others, Specify

**Q20 - Kind of Toilet Facilities**

For purposes of this survey, enter the kind of toilet facilities in the house where the household is enumerated, as follows:

- 1 Own Flush Toilet** - All types of toilet used exclusively by the household where after water is flushed or poured into the bowl, a small amount of water is left in the bowl and seals the bottom of the bowl from the pipe leading to the sewer or septic tank.

- 2 **Shared Flush Toilet** - All types of toilet shared with other households, where after water is flushed or poured into the bowl, a small amount of water is left in the bowl and seals the bottom of the bowl from the pipe leading to the sewer or septic tank.
- 3 **Closed Latrine** - This is the type of toilet which is without a water-sealed bowl and the depository is constructed usually of large circular tubes made of clay or concrete, a pit with concrete sides, or an ordinary pit or drum, covered on top and has a small opening. It may or may not have a box for seating or squatting over the opening.
- 4 **Open Latrine** - An open pit is a dry pit without any enclosures and usually without toilet bowls.
- 5 **Others** - Classify here a toilet system where in fecal matter is accumulated in a container to be picked up for disposal from time to time or any other kind of toilet not belonging to the preceding types.
- 6 **None** - Report this for household having no toilet facility or no regular system of waste disposal.

**NOTE:** In some cases, especially in rural areas, the toilet is constructed outside the building/house. Consider this as a toilet facility in the house. Toilets which are far from the house are usually the open latrine type.

### Q21 - Source/Type of Lighting Used

Determine the source/type of lighting used in the household **most of the time** and encircle the appropriate code.

The types of lighting and their codes are as follows:

- 1 - Electricity from government and other private sources
- 2 - Generator
- 3 - Both electricity and generator
- 4 - Kerosene
- 5 - Candles
- 6 - Others, specify

### Q22 - Type of Fuel Used for Cooking

Ask the respondent for the kind of fuel the household uses most of the time for cooking. Encircle the code for the appropriate item. If two or more kinds of cooking fuel are used, e.g. electricity and LPG; LPG and wood; kerosene and charcoal; etc., report the fuel which is used most of the time for cooking.

The code for the kind of fuel used for cooking are as follows:

- 1 - Firewood

- 2 - Charcoal
- 3 - Kerosene
- 4 - Liquefied Petroleum Gas (LPG)
- 5 - Electricity
- 6 - None
- 7 - Others, specify

### **Q23 - Appliances/Amenities Owned by the Household**

Ascertain from the respondent the appliances owned by the household. Do not rely on what you see because there may be appliances like radios or television inside the bedrooms. Ask the question ***“Does your household have the following amenities?”***. Enumerate the choices and encircle the corresponding code if the respondent answers yes.

Exclude here radios, televisions, telephones, refrigerators/freezers, motor vehicles or generators that are no longer working and are not intended to be repaired by the household.

### **Q24 - Exposure to Media/Community Meeting**

Ascertain from the respondent if any member of his/her household has read newspaper, listened to radio, watched TV and attended community meeting by asking ***“During the last week, have you or any member of your household ... (Enumerate the choices and encircle the corresponding code if the respondent answers yes) ?”***.

### **Q25 - Availability of Service Facility**

Ascertain from the respondent the availability of service facilities in the village such as: (1) operating primary schools; (2) operating health clinic/facility; and (3) nearest road passable by car.

For each service facility/center, ask the respondent: ***“Is/are there ... (enumerate each service facility) in the village?”***. Enter code "1" for Yes or code "2" for No.

### **Q26 - Availment of Facility**

Ascertain from the respondent if any member of his/her household has availed of the basic facilities within or outside the village by asking the question: ***“Does any member of your household go to or avail of ..... (enumerate service facility)?”***. Enter code "1" for Yes. Otherwise, enter code "2", put a dash (-) in Q27 to Q29 and proceed to Q30.

### **Q27 - Distance of Service Facility**

If the code in Q26 is "1", ask from the respondent the distance of their household/housing unit to the service facility/center. Enter the appropriate code as listed below:

- 1      Less than 1 km

- |   |              |
|---|--------------|
| 2 | 1 km to 5 km |
| 3 | 5 km or more |

### Q28 - Type of Transport

If the code in Q26 is "1" or Yes, ask the respondent the most common type of transport they are using in going to the said facility/center. Enter the appropriate code as listed below:

- |   |                      |
|---|----------------------|
| 1 | Walking              |
| 2 | Private Vehicle/Cart |
| 3 | Hired Vehicle/Cart   |
| 4 | Public Transport     |
| 5 | Others               |

### Q29 - Travel Time

If the code in Q26 is "1" or Yes, ask the respondent how long it takes them to reach the said facility/center. Record time in minutes.

### Q30 - Landholdings

Determine from the respondent if they have landholdings by asking: "*Do you have some land that you own or occupy?*". Encircle code "1" for Yes and ask Q31 to Q34. Otherwise, encircle code "2" for No, put a dash (-) in Q31 to Q34 and proceed to Q35.

### Q31 - Type of Land

If the encircled code in Q30 is "1", ask the respondent the different types of land he/she own or occupy. As the respondent mentions his/her type of land, enter code 1 in Q31 and immediately ask Q32 to Q34 following the skipping pattern of each question. If the answer is no, enter code 2 in Q31 and put a dash (-) in Q32-Q34 then proceed to Q35.

### Q32 - Tenure Status of Land

The tenure status to be recorded should be the prevailing tenure of the land at the time of visit. Thus, even if the household rented the land before but had already acquired the land at the time of visit, then the household is to be reported owning the land and not renting it.

Enter the code corresponding to the tenure status of the land. The tenure status of the land and their corresponding codes are as follows:

- 1 Owned/amortized** - The household is the owner and has the legal possession of the land or the household claims to own it. Include also the land which is being amortized or on mortgage.
- 2 Rented** - The occupant actually pays rent either in cash or in kind.
- 3 Occupied for free** - The household occupies the land with/without the permission of the owner and without paying any rent in cash or in kind to the

owner, tenant/ lessee or subtenant/subleases. Included here are the households of farm tenants/lessee who occupy rent-free house/lot belonging to the owner of the lands they farm; also those employees given free housing as part of fringe benefits (they are made to vacate the housing unit upon separation from work). Squatters who are occupying public and private buildings/land are also included under this category.

- 4 Ownership unsettled** - the ownership of the land occupied by the household in still under government negotiation.

If the respondent's answer is code "1" (Owned/amortized), ask Q33 and Q34. Otherwise, ask Q34 only.

### Q33 - Land Title

This question should be asked only if the tenure status of the land in Q32 is code "1" or owned/amortized.

Ask the respondent: *"Is your land covered by a document issued by the Department of Cadastre of the Ministry of Agriculture?"*. Enter code "1" for Yes and code "2" for No. If the respondent does not know whether their land is covered by a document or not, enter code "3" for don't know.

### Q34 - Size of the Land

This question should be asked for all types of land.

Ask the respondent: *"What is the size of this ... (mention the type of land)?"*. Enter the code as listed below:

- |          |                          |
|----------|--------------------------|
| <b>1</b> | Less than 1/2 hectare    |
| <b>2</b> | 1/2 hectare to 1 hectare |
| <b>3</b> | 1 to 2 hectares          |
| <b>4</b> | More than 2 hectares     |

### Q35 - Economic Activities of the Household

Information that can be gathered in this item will serve as basis for the construction of statistical frame for the conduct of data collection activities regarding the informal sector. Towards this end, data on economic activity by industry classification will be obtained. The data will also be useful for national accounts estimation.

To identify if there is anyone in the household that operates a business or conduct any other economic activities within the household premises, a "screening" question is asked in Q35. Ask the respondent: *"Does anyone in this household operate a business (such as selling or providing a service) or conduct any other economic activities such as manufacturing, processing, repairing or sewing for income?"*. Encircle code "1" for Yes

and ask Q36 to Q39. Otherwise, encircle code "2" for No, put a dash (-) in Q36 to Q39 and proceed to Q40.

### **Q35 - Number of Economic Activities**

This question should be asked if there is a household member in the household that operate a business or household enterprise or conduct any other economic activities or the answer in Q35 is "1" (Yes).

Ask the respondent: "*How many separate economic activities are carried out in this household?*". As this question is asked, be sure that the concept of economic activities has been fully explain to the respondent.

Enter on the space provided for the number of economic activities carried out by the household. Note that an economic activity or household business/enterprise may be a single proprietorship, a partnership, unincorporated enterprise or a corporation. Report in this column the number of businesses and not the number of operators. Similar businesses carried out by different individuals should be treated as different businesses.

### **Q37 to Q39 - Description of Economic Activities, Name of the HH Member Who Owns/Conducts Economic Activity and Number of Persons Employed**

These questions should be asked if the encircled code in Q35 is "1" for Yes.

Ask the respondent to describe separately the nature of economic activities carried out in the household, e.g. restaurant, selling, tailoring, weaving, making jewelry and making pottery/ceramics. As the respondent mentions economic activity, immediately ask **Q38** (Name of the household member who owns or conducts the economic activity) and **Q39** (Number of persons who work in the economic activity excluding the operators), respectively.

### **Q40 - Credit Behaviour**

To determine the credit behaviour of the household, ask the respondent: "*During the period 1994 and 1995, did you borrow money?*". Encircle code "1" for Yes and ask Q41 to Q54. Otherwise enter code "2" for No and proceed to Q55.

### **Q41 - Reasons for Borrowing**

This question is to be asked only if the household borrowed money during the period 1994 and 1995 or the answer in Q40 is "1" for Yes.

Determine from the respondent the reasons for borrowing by asking: "*Why did you borrow?*". Encircle the codes corresponding to the answers given. Note that this is a multiple-response question.

#### **Q42 to Q50 - Source**

This question should be asked if the answer in Q40 is "1" and there is at least one encircled code in Q41.

For each reason, ask the respondent from what source did they borrow money. Ask the question "*Did you borrow from* (Enumerate sources in Q42-Q50)?". If government bank is a source, enter code "1" for Yes. If it is not the source, enter code "2" for No. Do the same for privately owned bank; neighbourhood money lender, trader, relative, friend, NGO, UN agency and other sources.

#### **Q51 - Number of Times Borrowed**

This question should be asked if the answer in Q40 is "1" and there is at least one encircled code in Q41.

Ask the respondent: "*How many times did you borrow?*". Enter appropriate code as follows:

- |          |                  |
|----------|------------------|
| <b>1</b> | Once             |
| <b>2</b> | Twice            |
| <b>3</b> | Thrice           |
| <b>4</b> | More than thrice |
| <b>9</b> | Don't Know       |

#### **Q52 - Amount Borrowed**

Ask the respondent: "*How much did you borrow?*". Enter the amount in Riels.

#### **Q53 - Period of Payment**

Ask the respondent: "*For how long did you borrow?*". Enter appropriate code as follows:

- |          |                      |
|----------|----------------------|
| <b>1</b> | Less than 6 months   |
| <b>2</b> | 6 months to one year |
| <b>3</b> | More than one year   |

#### **Q54 - Amount to Pay Back**

Ask the respondent: "*Of the amount borrowed, how much did you or will you have to pay back?*". Enter amount in Riels.

If the respondent does not know the exact amount, ask for an estimate.

### **Q55 to Q57 - Accidents in the Household**

To identify if there is an accident in the household, ask the respondent: "*Did anyone in your household suffer bodily harm due to an accident during the last 12 months?*". If the answer is Yes, encircle code "1" and ask the next question in Q56: "*What kind of accident?*" and in Q57: "*Did he/she survive?*". If the answer is No, encircle code "2" and proceed to Q58.

For the SESC, the following are the different kinds of accidents:

- 1 Mine explosion
- 2 Gun shot or assault by other weapons
- 3 Road accident
- 4 Severe burning (by fire/boiling liquid or food)
- 5 Drowning
- 6 Hurt by animal/poisonous snake (e.g. bitten by dog)
- 7 Fall from tree or building
- 8 Poisoning (by chemicals/pesticides or other toxic substance)
- 9 Others, Specify

**For Q57**, encircle code "1" if the person survived the accident. Otherwise, encircle code "2" for No.

### **Q58 - Awareness on Child's Recruitment to Work**

Ask the respondent: "*Are you aware of instances in your community where children aged 5 to 17 years are being recruited for work?*". Encircle code "1" if Yes and ask Q59 to Q63. Otherwise, encircle code "2" for No and proceed to Q64.

### **Q59 - Child's Recruiter**

Ascertain from the respondent the person or the establishment who did the recruitment. Ask the question "Did the following recruit your child?". Enumerate the choices provided and encircle the codes if the respondent answers yes.

### **Q60 and Q61 - Kind of Work**

To determine what kind of work the child was recruited for, ask the respondent: "*Do you know the kind of work they are usually recruited for?*". If the answer is Yes, encircle code "1" and ask Q61: "*What Kind of work are they recruited for?*". If the answer is No in Q60, encircle code "2" and proceed to Q64.

For the purpose of this survey, the different kinds of work the child are recruited for are as follows:

- |   |                        |
|---|------------------------|
| 1 | Factory                |
| 2 | Construction           |
| 3 | Mining                 |
| 4 | Crop/Livestock Farming |
| 5 | Domestic Work          |
| 6 | Entertainment          |
| 7 | Others                 |

Encircle the codes corresponding to the answers supplied by the respondent in Q61.

### **Q62 & Q63 - Place of Work**

To find out where the child was usually sent to, Q62 should be asked. Ask the respondent: "*Do you know where they are usually sent to?*". If the answer is Yes, encircle code "1" and ask Q63: "*Where they are usually sent to?*" and enter the place where the child is usually sent to. If the answer is No in Q62, encircle code "2" and proceed to Q64.

### **Q64 - Q66 - Health Practices**

Ask in Q64 "*Did anyone in this household receive at least one injection in the past two weeks excluding immunization?*". Encircle Code 1 if yes. If answer is no, encircle Code 2 and proceed to Q67.

Ask in Q65 "*How many injections did the household receive from the following health problems* (Enumerate the choices provided in this column and enter in appropriate boxes the number of injections received) ?".

Ask in Q66 "*From what source did the household get their injection?*". Encircle the codes corresponding to the answers supplied by the respondent.

### **Q67 - Q69 Salt Iodization**

Inform the respondent that you want to check whether the salt used in the household is iodized. Answers in Q67-Q69 will be determined through observation.

*END.....GOOD LUCK.....DO YOUR BEST*

**APPENDIX A  
GEOGRAPHIC AND CARTOGRAPHIC SYMBOL**

- Orientation.....
- Provincial Boundary.....
- Village Boundary.....
- Road/Street ( indicate name ).....
- Bridge.....
- River / creek ( indicate name ).....
- School.....
- Temple/mosque or church.....
- Market.....
- Paddy field.....
- Cornfield\*.....
- Fishpond\*.....
- Forest.....
- Building wherein one or more households are actually living.....
- Building which are completely vacant.....

\*if the paddy field, cornfield or fishpond occupies a large portion of the map, you may write instead "PADDY FIELD" "CORNFIELD" "FISHPOND" across the said portion devoted to the product. Do the same for rubber, sugartion,coconut, etc., plantation.