



KINGDOM OF CAMBODIA
NATION RELIGION KING

Cambodia Socio-Economic Survey
2012

Field Operations Manuals for:
Interviewer & Supervisor

National Institute of Statistics
Ministry of Planning
Phnom Penh, Cambodia

Sponsored by
Sida

CHAPTER 1

INTRODUCTION

This chapter introduces the Cambodia Socio-Economic Survey 2012 (CSES 2012) and explains its aims and objectives. It also discusses some important aspects of the survey, its scope and coverage, the questionnaires to be canvassed, and the sampling design and sample size.

1.1 An Overview of the Survey

The Cambodian Socio-Economic Survey 2012 (CSES) is the eleventh survey collecting data from household and individuals in Cambodia on different areas relating to poverty. The survey is conducted by the National Institute of Statistics (NIS) of the Ministry of Planning (MOP). The first Socio-Economic Survey was conducted in 1994 (CSES 1994).

The CSES2004 was the fifth survey that was conducted and as a countrywide sample survey of villages and households in Cambodia. CSES2004 was the first survey with a collection of income and receipts, expenditure and consumption of own production in a diary where daily transactions are reported. The sample size in CSES2004 was 1,000 households every month. Since 2007 the Socio-Economic Survey is conducted every year with a sample size of 300 households every month. The annual surveys are undertaken as a part of the project, “Capacity Development for Socio-Economic Surveys and Planning” of the Royal Government of Cambodia. This project is supported and financed by Sida (The Swedish International Development Cooperation Agency). In 2009 the CSES was similar to CSES 2004 with a sample size of 1,000 households every month (12,000 households on annual basis).

The principal aim of the Socio-Economic Surveys is to collect important information from representative villages and households on various facets of socio-economic conditions of the people of Cambodia.

The data collected will be used to produce indicators of levels of living and poverty of the people in different geographical areas and in different social and economic classes. These indicators will help in monitoring and analyzing poverty in Cambodia. Such poverty-oriented analysis has already been started using CSES data from 1997, 1999, 2004, 2007 and 2008. The CSES 2012 will contribute to fulfil these objectives in Cambodia.

Four questionnaires will be used in this survey:

- Form 1 (Household Listing Schedule),
- Form 2 (Village Questionnaire),
- Form 3 (Core Household Questionnaire),

1.2 Objectives of CSES 2012

General Objectives:

CSES 2012 will continue the work started through CSES 2004 and the annual CSES 2007 and 2008 and would primarily aim at producing information needed for planning and policy making for reduction of poverty in Cambodia. Reduction of poverty has been given high priority in Cambodia’s National Strategic Development Plan (NSDP 2009-2013). In addition to this, the survey data help in various other ways in developmental

planning and policy making in the country. They would also prove useful for the production of National Accounts in Cambodia.

A long-term objective of the entire project is to build national capability in NIS for conducting socio-economic surveys and for utilizing survey data for planning for national development and social welfare.

Specific Objectives:

Among specific objectives, the following deserve special mention:

- 1) Obtain data on infrastructural facilities in villages, especially facilities for schooling and health care and associated problems.
- 2) Obtain data on retail prices of selected food, non-food and medicine items prevailing in the villages.
- 3) Collect data on utilization of education, housing and land ownership
- 4) Collect data on household assets and outstanding loans.
- 5) Collect data on household's construction activities.
- 6) Collect information on maternal health, child health/care.
- 7) Collect information on health care seeking and expenditure of the household members related to illness, injury and disability.
- 8) Collect information on economic activities including the economic activities for children aged between 5 and 17 years.
- 9) Collect information on victimization by the household
- 10) Collect information on the presence of the household members.

1.3 Confidentiality of Information

All information collected in the survey from village leaders and other representatives of sample villages and from sample households will be treated as **strictly confidential** and used for statistical purposes in social and economic planning. Information supplied by any person will not be used against him for taxation, investigation or any other legal purpose.

CHAPTER 2

THE ROLE OF INTERVIEWER AND SUPERVISORS

The quality of the data greatly depends on the people who actually collect these data - the interviewers. Thus, your acceptance of the job as enumerator requires a commitment from you to ensure that all information you collect are correct and complete as discussed during the training for interviewers.

As 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, households and villages and institutions that you obtain during the interview. Dedication to your job is of prime importance.

This chapter details your role, your specific duties and your responsibilities as a CSES (2012) Interviewer.

2.1 Designation of Interviewer

As an Interviewer, you are required to undergo training and to complete the interviews assigned to you. You will be issued an identification card as 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 Interviewer

The interviewer is responsible for filling up Form 1 and Form 3 to respondents. For Form 2, the supervisors will be asked to canvass this form. In case that the supervisors are absent for any reason, the interviewers may be also asked to help fill up this form (Form 2).

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 that it is reasonable and consistent with every other response.

You must pay careful attention to each of these tasks. Your ability doing this will contribute to the success of the survey. Your basic duties as an interviewer are as follows:

1. If the sample village is large, divide it into segments and select one segment at random after preparing a notional map of the village showing all its segments.
2. Prepare the sketch map of the sample village or segment, showing the locations of buildings and households.
3. List all housing units and households found in the sample village/segment using CSES Form 1 and submit accomplished forms and maps to your supervisor after completing the work in the village.
4. Help fill up the Form 2 for the village when the supervisor is absent by

interviewing village leader and other representatives like health workers, teachers and shopkeepers.

5. Enumerate correctly all sample households in the village/segment using CSES Forms 3.
6. The interviewers must instruct and explain the sample household correctly and clearly on how to fill up Form 4 (diaries: expenditure and consumption of own production, income and receipts). In case that some households don't know how to fill up these forms because of some reasons such as they are illiterate or blind or deaf etc...the interviewers may be asked to interview them directly.
7. Submit all forms, especially, Form 3 to your supervisor at every weekend (from initial week to week 4) **for weekly scrutiny required and attending meetings set by him/her.**

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

1. Attend the training for interviewers to gain understanding of the concepts, definitions and instructions regarding the conduct of CSES 2012.
2. Use the field operations manual as a guide whenever you are not clear or doubtful about the points.
3. Plan your travel route in advance to reduce unnecessary loss of time and call-backs.
4. Fill out the CSES 2012 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 or other respondent 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 rather than your supervisors and authorised NIS personnel.
8. Prepare, accomplish and submit all pertinent documents, reports and forms to your duly designated supervisor as scheduled.

2.3 Relationship to the Supervisor

For a proper appreciation of your role as enumerator, you must also understand your relationship to your supervisor. In general, a supervisor is assigned to supervise several enumerators during the 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 satisfactorily in time. He/she plans and organises 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. He will check all the questionnaires filled by you. You must show and submit your work to him/her and report to him/her the progress of your work and avoid committing the same errors 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 in the listing operation. He may observe you when you are interviewing some respondents. He/she will also re-interview some of the households you have interviewed to check whether the information you have obtained are valid.
4. The supervisor may provide to you all necessary field supplies and questionnaires 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 the 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. He may help you establish contact with village leaders, commune leaders, and other representatives of the village.
6. You should cooperate with the supervisor if he prepares a time schedule for meeting you, checking your work etc.

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, and that parts of the Forms to be filled in by the supervisors have actually been filled in.

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

1. Assignment sheet showing list of sample villages (with names of commune, district, province etc.) assigned to the enumerator and supervisor.
2. CSES Form 1 - Listing of Households in the Village
3. CSES Form 2 - Village Questionnaire

4. CSES Form 3 - Core Questionnaire for Households
5. Field Operations Manual
6. Identification Card
7. Enumerator's kit containing the following supplies: pen, pencil, eraser, sharpener, paper, long bond paper and file covers and a pocket calculator, bag, hammock, raincoat, hat, mosquito net, lotion testing iodized salt etc. You are supposed to return the Field Operations Manual, your ID, and all unused forms and supplies upon completion of your assigned work.

CHAPTER 3

GENERAL RULES FOR INTERVIEWING

3.1 Rules for Interview

Whom to Interview

- For the Village Questionnaire (Form 2), the supervisor must interview the village leader and also a health worker, a teacher and some shopkeepers. For Forms 1 and 3, the interviewer must interview with 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) to respond to such questions. But there are questions which should be best addressed to all persons targeted in those questions.

How to Conduct an Interview

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

1. Be presentable

Make a good impression by dressing appropriately and neatly. Some people judge others by what they wear and may not open the door for someone who appears messy or untidy.

2. Introduce yourself and the survey

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

3. Be polite

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

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

4. Explain the objectives of the survey

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

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

Some instructions are written either above the tables for entering data in the questionnaire or in **bold** inside the column heads. The enumerator therefore

must familiarise him/herself with the questionnaire.

6. Ask all questions in the questionnaire. Never assume an answer. Ask a question even if you think you already know the answer to it. What you think may not be the right answer.
7. If you do not understand a question or a procedure, first consult this manual and then ask your supervisor for further clarification, if necessary.
8. Probe if a person's answer is not satisfactory. Do not accept an unsatisfactory answer. If the person's answer is not satisfactory, you should probe for more information. You can also do any of the following:
 - a) Repeat the question. Asking the question several times sometimes helps the respondent in providing information which he/she needs to recall from memory.
 - b) Explain the concept if necessary. There may be some technical or difficult words that need to be explained in simple terms.
 - c) Ask for an estimate, if appropriate. If the respondent cannot recall, for example, the birthday and age of his/her mother, try to ask for an estimate to help the respondent calculate.
9. Thank the person for his cooperation.

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

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

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

How to ask Questions

In asking the questions, observe the following rules:

1. Ask all questions, exactly as they are worded in the questionnaire. Changing the word can change the meaning of the question and, thereby, change the answer. The questions have been written carefully in order to obtain the exact information required for subsequent analysis. They have been tested extensively in the field. You should not paraphrase the question or try to make it clearer or easier to answer. If the respondent asks you for clarification, it is fine to provide additional information, but only that provided in this manual. If the respondent is unable to answer any question when provided with this information, you should follow the instructions in the questionnaire for "no response".
2. Unless otherwise instructed, ask the questions in the order that they are presented in the questionnaire. Do not skip any portion, section or items in the questionnaire, unless you are clearly instructed to do so.
3. Do not read coded answers to respondents unless you are instructed to do so. The interviewer should attempt to find the response code which most appropriately fits the answer provided by the respondent. If no code fits, the interviewer should use the code for "Other" and specify the answer in the

space provided. Unless instructed to do so in this manual, the interviewer should **not** read or show the respondent the coded answers to questions and ask the respondent to choose one. The survey is designed to obtain information from the respondent; it is **not** designed to provide information to respondents. It is important that the interviewer is prepared to be a skilled listener to ensure that the survey succeeds in obtaining the correct information and perceptions of respondents. In exceptional situations, when the person interviewed seems to be unable to form an idea as to what kind of response is expected from him the interviewer can mention a few of the coded responses to give him/her some idea. But this is an exception to the rule.

4. Verify if all the pages of the questionnaire are accounted for. The page number is located on the lower right hand corner of each page.
5. Never ask a leading question, that is, one that suggests the answer desired by the interviewer. By asking a leading question, the respondent's mind is set into believing that the answer suggested by the question is the right one.

Example of a leading question: Are you the head of this household?

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

Another example of a leading question is: "Did you consume 10 kilos of rice last week?"

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

3.2 How to Record Answers in CSES Forms

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

3.3 Some General Instructions for Completing Questionnaires

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

1. Special interviewer instructions appear on the questionnaire in certain cases. They are for the benefit of the interviewer only and should not be read out to the respondent. In some cases, these instructions ask the interviewer to skip over a set of questions and proceed to a following question, based on a response obtained. For example, the instruction "if 0, >> Q34" means that if the response is zero, the interviewer should skip to question number Q34.
2. Unless otherwise indicated, the blank spaces provided for responses to questions are to be filled in with simple numbers (such as the number of children, number of animals, number of years, etc.). Enter the number without writing the unit of measurement. For example, if the question asks for a person's age, write "21" and not 21 years."

Some important special cases of numeric answers are as follows:

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

(Riel): When the questionnaire asks for any amount of money (Riel's) as a response, an answer such as Riel 25,000 (twenty-five thousand Riel's) must be written as 25,000, and not as 25. Similarly, a response of Riel's 5,000,000 (5 million Riel's) should be written as 5,000,000, not as 5,000 or 5.000. Always separate each group of three digit figures with a **small comma or decimal point**, starting from the right. For example: one hundred thousand must be written as 100,000 or 100.000, and not as 100000 or 100 000.

(Riel's per year): If the question asks for an amount of Riel's annually (such as tutoring fees) and the respondent gives the monthly amount, simply multiply the amount given by the number of months in a year the payment is made. In the case of questions referring to schooling, this may be 8 or 9 months only.

(Kilometres 0.0): When the distance is wanted in kilometres, then a response of three kilometres would be entered as 3.0. For a distance of 400 metres, it would be shown as 0.4. Do not round off responses to a whole number. For example, enter a response of "2.7 kilometres" as "2.7", not as "3".

(Minutes): If the question asks for the length of time in minutes, but the respondent answers in hours (say, 2 hours), write the reply in minutes (in this case, 120). Please note that a few questions ask for responses in both hours and minutes.

(Year): If the question asks for the year -- for example, "In which year was this school first started?", the interviewer should enter only the last two digits of the year, unless otherwise instructed. For example, a response of "2003" would be entered as "03" and a response of "2000" would be entered as "00". Note that a few questions ask for 4-digit year responses.

3. For many questions, a list of the most likely answers is provided with accompanying numeric codes. For example, when the gender of a person is asked, you would enter "1" if the person is male and "2" if the person is female. As another example, codes for cause of disability include due to:
1 = land mine explosion, 2 = traffic accident etc. It is important to allow the respondent to hear the question as it is written, without prompting him/her with the listed answers. *After* the respondent has answered, choose from the list of responses the one that best fits the respondent's answer. In most cases, the response codes include one for "Other (specify)". See, for example, disability codes, col. 4, in Disability Section (Household questionnaire, Form 3). The reason for this is that although the questionnaires include coded responses for what are tested and by experiences known to be the most common answers, there are bound to be cases in which a respondent's answer may not clearly fit any of the coded answers. In such cases, write in the numeric code for other (specify) and, in the space provided, write a clear specification of the respondent's answer. (After the survey has been completed, at the time of data processing, these specifications may be used to develop additional codes.)

There will be some questions that some respondents will not be able to answer. There are many possible reasons:

- they do not remember very well, or
- they do not possess the information, or
- they do not fully understand the question.

In some cases, where the question asks the respondent to "estimate" some quantities, you should encourage the respondent to provide his/her best guess. Despite your best effort, it may happen that the respondent cannot give an answer. In such cases, write for example "3 = don't know" which means the respondent "did not know" the answer or refused to reply. However, based on past experience, it is not expected that this will be necessary in many cases.

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

3.4 How to Check the Completed Questionnaire

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

CHAPTER 4

VILLAGE QUESTIONNAIRE (CSES FORM 2)

General Remarks

This Questionnaire is to be administered by the supervisor (when feasible) to the village head and other representative persons in each sample village. It will generally be helpful if a few village elders (like the head of the village school and the head of the health centre, etc) are also present during the interview.

The price information should be obtained from persons who are familiar with the village market or shops, such as a group of retail shopkeepers or vendors.

The main objectives of the Questionnaire are to:

- (1). Collect information on demography and population, economy and infrastructure;
- (2). Identify and locate the facilities which provide education, health and other social services to the population of the village;
- (3). Obtain the views of the village elders about improvements or changes in the quality of life in their villages and about problems in the spheres of education and health; and
- (4). Collect data on retail prices and wages at the village level.
- (5). Collect information on rental price of land in the village and the recruitment of children to work outside the village.

Note that we need information about the **whole village** in Form 2 even if we select one segment from a village for household listing and household interviews.

Cover Page

The supervisor will fill in the following items in Part A on the Cover Page prior to the interview: Province/City (name and code); District//Khan (name and code); Commune/Sangkat (name and code); Sample Village/Mondol (name and code); Zone (code); Sector code (Urban = 1, Rural = 2). He will also record the Sub-Sample number and the Serial number of the selected village.

The supervisor who administers the questionnaire will fill in the following items in Part B at the time of interview: Names of persons interviewed; Positions of these persons; Date of Initial Interview; Date of last visit; Interviewer's name; Id; and Interviewer's signature.

More than two persons may be interviewed for filling up this Form. Record names and positions of all persons interviewed for the purpose.

When a Supervisor administers the Village Questionnaire, a Re-interviewer may be sent from Headquarters to check the Questionnaire. After checking the completed Questionnaire, the Supervisor or the Re-interviewer will fill in the following items in Part C on the Cover Page: Supervisor's or Re-interviewer's name, Id; Date Checked by Supervisor or Re-interviewer, Date of Re-interview (if necessary); and Supervisor's / Re-interviewer's signature and telephone number.

Instructions for Individual Questions

4.1 DEMOGRAPHIC INFORMATION

Q1. Record here the **number of households** -- as opposed to individuals (persons) -- normally residing in the village. This information is very important for the survey, so please make sure that you get accurate and updated information about the number of households.

Qs 2, 3 and 4. These questions ask about the total village population, and the total male and female population under and over 18 years of age. The estimates are maintained by the village leaders and should be for a period as recent as possible. Generally, temporary visitors to the village are not to be included in these figures.

Note that for Qs. 1, 2, 3, and 4 should have the same date. Record the month and year in the spaces provided in Q1. Please make sure that the entry against Q2 equals the sum of "totals" against Qs. 3 and 4.

Q5. This question asks about the total area of the village.

Q6. This question attempts to determine whether the village has been characterised by in- or out-migration of population during the last 5 years, i.e. since 2008. Use one of the codes shown.

4.2 ECONOMY AND INFRASTRUCTURE

Q1. Record here the total area of agricultural land available in the village measured in hectares. Agricultural land is land prepared for crop or other cultivation e.g. private forestry, livestock farming and fishery. If you obtain an answer in units other than hectares, please convert the figure into hectare-equivalents.

Q2. Record here the total area of agricultural land in the village which is irrigated, in hectares. Irrigation can be of two types – gravity irrigation (canals etc.) and lift irrigation (pumps, tube wells etc.). Land not irrigated is generally rain-fed.

Q3. Record here the area (in hectares) of land prepared for paddy cultivation in at least one of the two seasons in the village.

Q4. Record here the area (in hectares) of land prepared for paddy cultivation of the total land in Q3 which is irrigated.

Q5. Enter here names of major crops grown in the village, in descending order of importance. Importance should be measured by output or employment in the village. Up to four crops may be listed in the spaces provided. Codes will be entered in the office.

Q6. This question aims at finding out the main types of non-agricultural enterprises that are operated by households or business organisations in the village. Non-agricultural enterprises may be engaged in mining and quarrying; manufacturing; construction; electricity, gas and water; trade, hotels, restaurants etc.; transport, storage and communication; and in different types of services like financial and real estate services; and medical, educational and recreational services. The interviewer should list (up to) the four most important enterprises in the village and write descriptions of these in the boxes provided.

They should be written in descending order of output or employment. Codes will be entered in the office.

Qs(7-14). These questions ask about the access in this village to the motor able road, electricity, piped water and source of drinking water. Note that in Col. 13 and 14 ask source of drinking water in the wet and dry season respectively.

Q15. This question asks about each amenity/service in Col.3 that was listed in Col. 2.

For example, for the first line, ask the question "Is there a food shop or restaurant in the village?" If the answer is positive, enter code 1 in col.2 and move to the next line. If the answer is negative, enter code 2 in col. 2 and ask the question in col.3, (how far is the nearest food shop or restaurant from this village?). Enter the distance in kilometres.

Qs(16-17). The district town and provincial town are usually the place where the government administrative office for the entire district and province are located. Record the distance in kilometres from the sample village to district and provincial town.

Qs(18-21). These questions relate to all types of development projects currently undertaken in the village by the Government or by non-government entities (including NGOs, donors, religious groups, etc.). Development projects are generally time-bound interventions in any area - e.g., agriculture, physical infrastructure, education, health, irrigation schemes, etc. organised for the purpose of improving the life of people in the village. Construction and renovation of infrastructure, such as construction/renovation of school buildings, health centres, roads, and irrigation schemes, also count as development projects.

For these questions, enter code 1 if one or more types of project exist. If no project is currently going on, enter code 2.

Q22. These questions aim at finding out whether or not households in the village received technical support from some agency for their agricultural activities during the past 12 months including three/four types of activities – cultivation of crops, private forestry, livestock raising and fisheries (fishing and fish growing).

Three types of agencies are mentioned in different rows under col.2 – Government agencies, Community organisations or NGO's, and private companies.

Col.3. For each agency in col. 2 ask the question printed in the heading of col.3. Thus, for the first line, ask, "Did the households in the village receive technical support regarding agriculture from any Government agency (during the past 12 months)?" If the answer is 'yes', enter code 1 in the first line under col.3 and go to cols. 4 and 5; but if the answer is 'no', enter code 2 and go to the next line (that is, the next agency).

Col.4. If code 1 has been entered in col. 3 for any agency; ask the question in the heading of col.4. For example, for the first line, ask, "Was the technical support from the Government agency for crops or for livestock or for fisheries?" More than one code may be entered in col. 4. Thus, if the Government agency provided technical support for both livestock and fisheries, write "2 and 3" in col.4 in the line for Government agency.

What purpose is thought by using 4a – 4c and 5a – 5c respectively? Is it the three most important supports or?

Is column 4 to be related with column 5? E.g. 4a should be considered when filling in 5a or could 4a be complemented by answers in 5a-5c?

Col.5. Ask the question in the column heading whenever code 1 has been entered in col.3. For example, if col.3 shows code 1 for 'Government agency', ask, "What was the main form of the Technical Support from Government agency?" Enter codes using the list of Technical Support Codes printed below. If the technical support was in the form of home

visits enter code 1 in col.5. If the technical support came in more than one form, thus must enter the code of the main form of support.

Q23. Note that a "large" unit is defined as a factory or company or hotel/restaurant etc. employing more than 10 persons.

Qs(24-25). This question aims to find out the telecommunication network, if public and/or private telephone accessible to the people living the village for their purposes of communication. Is mobile/satellite/internet phoning to be considered or only fixed phone?

Q26. This question aims to find out if the people living in the village can get access to internet in the village. The access can be provided by an internet café shop or some other business

Q27. This question aims to find out the village's access and contribution to the electricity, gas and fuel being easily and sufficiently used by the people living in this village. Note that the publicly-provided electricity/city power means electricity supplied by electricity department or any agency.

4.3 RAINFALL AND DISASTERS

Qs(1-7). These questions aim at recording the respondent's perception of whether the rainfall during the past wet and dry season was favourable or not **for the main crops** of the village.

Wet season refer to July – December

Dry season refer to January – June

Q1. This question focuses on the total rainfall during the past wet and dry season and asks whether total rainfall was normal or better than normal or worse than normal for the main crops of the village.

‘Normal’ here means the average for the village over many years. If in the respondent's opinion, the total rainfall was normal, enter code 1. If the total rainfall was better than normal, enter code 2. Finally, if the total rainfall was worse than normal, enter code 3.

Note that if the total rainfall was very much in excess of normal, so that main crops were badly affected, then the answer would be ‘worse than normal’ as in the case where the total rainfall was much less than normal.

Q2. This question focuses on the distribution of rainfall across months. Total rainfall may be normal or even better than normal, but the distribution across months may be unfavourable to the main crops in the village; there may be too little rainfall or too much rainfall over some months. Record the respondent's opinion on whether the distribution of rainfall across months was normal (code 1), better than normal (code 2) or worse than normal (code 3). Think of the distribution of rainfall from the point of view of cultivation.

Q3. This question refers to the start of the rainy season during the past cropping season. The start can be too early or delayed or just about right on time. Record here, using codes, the respondent's view about the start of the rainy season – whether it was on time (code 1) or delayed (code 2) or early (code 3) for the main crops of the village.

Q4. This question asks the respondent whether in his opinion the main crops in the village were damaged by too much rains or flood. If the answer is ‘yes’, enter code 1 in the box, but if the answer is ‘no’, enter 2.

Q5. This question asks about main crops harvest in the village for the past wet and dry season. Enter only one code in the box provided, in which the main crops harvest is good, normal or bad.

Qs(6-7). These two questions relate to natural disasters, if any, in the village during the past 5 years, 2007–2011. Such disasters might or might not have affected the village. Enter code 1 if the answer to the question is ‘yes’ in Q.6, that is, if at least one disaster affected the village in the past 5 years and then mark (x) in Q.7 about the types of disaster affected the village in each indicated year. For example, if the respondent says that floods affected the village in 2008, then put a mark (x) in row 2 for flood under the year 2008.

If there was no disaster at all during this period, enter code 2, and skip to next section.

4.4 EDUCATION

This Section attempts to determine the number, type and quality of educational facilities/institutions available in or near the village. If there is any school in the village, the respondents should include the headmaster or a senior teacher of one of the schools.

Q1. If there is a primary school within the boundaries of the village, enter code 1. If no primary school in this village, enter code 2 and proceed to Q4.

Q2. This question asks the respondents about the three most important problems, in order of their importance with the primary school in this village. Then select the most appropriate or most important codes provided from the list (from codes 1-11). If you do not see a code for the answer provided, please use code 11 and specify in words under the code. Read out a few possible answers only if the respondent does not respond.

If there are no problems with the primary schooling, that means it stayed the same over the past 5 years.

Q3. This question asks about the schooling status in the primary school for the children of this village over the past 5 years. The schooling status includes three conditions: improved, stayed the same and deteriorated.

Q4. This question asks about the distance (in km's with one decimal (0.0) to the primary school which is nearest to this village (for villages that do not have a primary school).

Qs(5-6). These questions ask the information on that primary school which is preferred by most of the village children. For these questions, enter one code out of 1-8 in the box provided. Children may go to that school in different ways – some on foot, some on bicycle, some using public transport etc. Enter code for that mode of travel that the highest number of children used and recorded in Q5. For the time of transport from the village to the primary school should be recorded in Q6. The question refers to the way of transport recorded in Q5 and one way only.

Qs(7-13). These questions are identical to the primary school, except that they refer to lower secondary schools (classes 7–9) instead of primary schools.

Qs(14-19). These questions are also identical to the primary school and secondary school as well, except that they refer to upper secondary schools (classes 10–12). The question about the distance shall be answered in km's with one decimal – 0.0.

Note: A public school is usually a government-owned and -operated school. A private school is a school owned and operated by a non-government entity, including religious (missionary) denominations, NGOs, donors or private groups. Schools run by pagodas

will be treated as public. In case that the primary school, secondary school and upper secondary school is within the same location, please asks the questions for each school level separately.

Q20. An adult literacy program is an intervention that attempts to teach basic literacy (reading and writing) skills and also arithmetic (numeric) skills to adults who cannot read or write, with the assistance of different media, including television, traditional folk tales, drama, puppet shows, etc

4.5 HEALTH

This section attempts to determine the type and quality of health facilities/institutions available in the village. The best respondent would be the head of commune or district health centre, if one such facility exists in the village.

Q1. Each of these questions should be asked repeatedly **for each type** of health facility listed in rows 1–14 under col. 2. For example, start with the question: "Is there a private clinic in this village?" If the answer is positive, enter code "1" in row 1 under col.3 and proceed to the question in col. 4 by asking the numbers of clinics, doctors, nurses, etc.

If the answer is negative to the question in col. 3, enter code "2" in row 1 under col. 3 and go to the question in col. 5. In the question in col. 5, ask the distance (in kilometres) from the nearest private clinic to this village and enter the distance in col.5 with one/two decimals i.e. 0.0/0.00.

Q2. It is possible that there are health services or personnel in the village that have not been listed in col.2 of Q1, enter code 1 in the box provided and specify this type of service/personnel in the space provided within the parentheses. If not, enter code 2 in the box provided.

Q3. Ask respondents to state **the three most important** health problems in the village in diminishing order of importance. The order of importance may be judged depending on the number of persons usually residing in the village who suffer from these diseases or problems. Then enter the appropriate codes from the list provided. If you do not see a code for the answer provided, enter code 12, and write down the answer in words after code 12. You may read out a few of the possible answers only if the respondent does not respond.

Q4. Ask respondent(s) to state **the three most important** problems with the health services for the people in the village in diminishing order of importance. Then enter the appropriate codes from the list provided. If you do not find a code for the answer provided, enter code 12 and write down the answer in words. You may read out a few of the possible answers only if the respondent does not respond.

Q5.a-d. A child immunisation campaign means the presence in the village of a medical team fielded by the Ministry of Health (MoH) in collaboration with UNICEF and other donors or (NGOs) for the purpose of immunising (vaccinating) women and children in the village. The reference period for this question is the past 12 calendar months.

Q6. This question asks about the health services of the village which were improved, stayed the same or deteriorated in the past 5 years.

Q7. This question asks about the reported cases of HIV/AIDS in this village. Record the numbers of persons as reported cases of HIV/AIDS by sex and total.

4.6 RETAIL PRICES

When register the prices please make sure they are written easily readable. Please note if possible the figures in groups of three separated by a comma e.g. 41,500 or 367,876,500. Please make sure prices are registered for the correct units of quantity.

Q1. Food prices: The reference period for the retail price data is the *day of the survey*. Price data ideally should be collected from three different shops in the village and recorded in cols 5–7.

Never collect prices from shops outside the village.

In case the village is too small to have three different shops selling the items concerned, you may collect price data from only one or two shops.

Every effort should be made to obtain price data for items of specified brand, quality and name as prescribed in col. 3.

The **units of quantity** are printed in col. 4 (unit). If the price the respondent gives you is for a different unit (e.g. 100 gram. instead of one kilogram), convert it to a price for the unit mentioned in the questionnaire due to the consistency. In the example just given, you would simply multiply the respondent-reported price by 10.

Q(2-3). Non-food prices including medicine prices: Make an effort to obtain prices for non-food items and medicines listed in the questionnaire. However, it is possible that the smaller villages don't have shops stocking some of the items. In this case, leave it blank in the col. concerned of the price of every item which is not sold in the village/the specific shop. You may record prices obtained from different shops in col.5, 6 or 7 of the columns for prices of items.

One important principle is that prices should be **retail prices collected from retail shops**. You should not collect prices from producers or from wholesalers. You may collect prices from producers only if they directly sell their produce to consumers/households instead of to shops.

4.7 EMPLOYMENT AND WAGES FOR AGRICULTURAL AND NON-AGRICULTURAL ACTIVITIES

When register the daily wages please make sure they are written easily readable. Please note if possible the figures in groups of three separated by a comma e.g. 41,500 or 367,876,500.

This question asks about the prevailing **daily wage rates** for men, women and children (age <18) for different types of agricultural labour and unskilled non-agricultural labour in the village. The reference period for wage rates is the week proceeding the day of the data collection. The reference period is important, since agricultural wages can vary from season to season and even from week to week.

If the respondent reports wages for a different time-unit (hour), convert these to a daily wage, using the number of hours typically worked by agricultural and non-agricultural workers. In some cases, the labourer gets his wage partly in cash and partly in kind (e.g., in the form of grain or cooked food); record the total wage in such cases, adding the **imputed value of wages** in kind to the wages paid in cash.

Note that for ploughing (animal traction) in the first row, you should record wage rate for those situations where the animal is also hired that is supplied by the agricultural labour. Please leave it blank, if no employment.

4.8 ACCESS TO COMMON PROPERTY RESOURCES DURING THE LAST 5 YEARS

These questions relate to the destruction and depletion of common natural resources by overuse. You should ask about natural resources available to the people of this village. The activities include land for cultivation, firewood/charcoal to be collected, timber to be taken for house construction, fish to be caught from lake or river..., bamboo to be taken, open land for animal grazing, fruits to be picked, and wild animal for hunting. Please use only one code in each row (1–8) for the situations in which the common natural resources have been depleted or not available.

4.9(a –b). RENTAL AND SALES PRICES OF AGRICULTURAL LAND IN THE VILLAGE

(Rental, Sales Price /Hectare)

These questions relate to rental and sales prices of agricultural land in the village where it (they) is (are) located for agricultural cultivation. The rental and sales prices are different from the types of land or length of lease. The rental and sales prices of agricultural land may be made by rental or sales contract or non-contract in cash or payment given as crop rent, etc. If payment in kind you should record an **imputed value** (in Riel's).

4.10 RECRUITMENT OF CHILDREN FOR WORK OUTSIDE THE VILLAGE

These questions relates to the recruitment of child labour (aged 5–17 years), if any, in the village. It is interesting to know the recruiting of children for work outside the village.

Q1 See instruction in the village questionnaire.

Q2 Ask the question printed in the heading of Q.2. Enter the appropriate code, using recruiting agency codes printed in the questionnaire.

If you enter code “5”, then write down a description of the type of recruiting agency after the code “5”.

Q3 See instruction in the village questionnaire.

Q4. Ask about the type of work the children are usually recruited for and enter the appropriate code, using type of work codes printed in the questionnaire. If the appropriate code is “7”, then describe the type of work after the entry “7”. Please take the most important code to which the largest number of the children is recruited to work outside the village.

Q5. See instruction in the village questionnaire.

Qs6(a-c). Ask about the district and province to which the children are usually sent. Record in Qs.6a-c the names of the district and the province. If more than one district is mentioned, record the district and the province to which the largest number of children are sent. If they are sent to another country, record only the name of the country.

CHAPTER 5
HOUSEHOLD LISTING (CSES FORM 1)

Only in Khmer

CHAPTER 6

HOUSEHOLD QUESTIONNAIRE (CSES FORM 3)

INTRODUCTION

The instruction in this part is explained in detail on how to fill in the household questionnaire (Form 3).

FORM 3: HOUSEHOLD QUESTIONNAIRE

The Household questionnaire (Form 3) has 17 sections that will be administered to the household during the first visit to the household, and in the following one week:

INITIAL VISIT

01 .Initial visit

- A. List of household members
- B. Food, beverage and tobacco consumption during the last 7 days
- C. Recall non-food expenditures
- D. Vulnerability

WEEK 1:

02. Education and literacy

04. Housing

05. Household economic activities

- A. Land ownership
- B. Production of crops (including fruits and vegetables etc.)
- C. Cost of cultivation of crops (including fruits and vegetables)
- D. Inventory of crops (including fruits and vegetables, etc.)
- E. Inputs and outputs of livestock and poultry raising activities
- F. Inputs and outputs from fish cultivation and fishing/trapping of aquatic products
- G. Inputs and outputs from forestry and hunting
- H. List of household non-agricultural economic activities during the past 12 months

06. Household liabilities

07. Household income from other sources

08. Construction activities in the past 12 months

09. Durable goods

10. Maternal health

11. Child health (children less than 2 years)

12. Health check of children (children less than 5 years) –Deleted in CSES 2010

13. Health care seeking and expenditure

- A. Subsidized household healthcare
- B. Illness and healthcare expenditure

14. Disability

15. Current economic activity - activity status during the last 7 days

17. Victimization

Household security, Victim of theft and Victim of accidents

D. Victim of violence

DURING THE WHOLE WEEK OF THE INTERVIEW

The Core Questionnaire for Household should be administered to the head of household or to the spouse of the head of household. If it is impossible to administer the questionnaire to either of these persons (for example, because they are both absent during the entire period of the survey), the questionnaire may be administered to another adult household member who is sufficiently knowledgeable. There are a few exceptions to that:

- **Section 10. MATERNAL HEALTH** should be administered to all women with living child/children less than 5 years old, *personally*
- **Section 11. CHILD HEALTH** should be administered to the mother or the person who mainly take care of the child/children *less than 2 years old* (and are usually residing in the household), *personally*.
- **Section 15. CURRENT ECONOMIC ACTIVITY** should also be administered by the interviewer to all household members *aged 5 years* and older, *personally*.
- **Section 17. VICTIMIZATION, Part D: VICTIM OF VIOLENCE**, the interviewer should ask each household member *personally*. Only for children the interviewer can ask their parents

Let's see now each section in detail:

THE COVER

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

- Province/Capital (name and code),
- District/Khan/City (name and code),
- Commune/Sangkat (name and code),
- Sample village/Mondol (name and code),
- Zone code
- Sector code (Urban = 1, Rural = 2)
- Sample reference number of household

The interviewer has to complete the following items in Part B on the cover page **at the time of the interview**:

- Name of the household head and telephone number if possible
- Address of the household (house number, street number, or other identification),
- Date of first visit to the household (day/month/year)

- Date of last visit to the household (day/month/year)
- Team's number, (2-digits)
- Interviewer's ID code (3-digits)
- Interviewer's name
- Interviewer's signature
- Interviewer's phone number
- Month and year of the survey (month and year)

The interviewer should write the total member of the household, males and females in this part after filling-out the list of the household members when he/she finished the initial visit.

After checking the completed questionnaire, **the supervisor** will complete the following additional items in Part C of the cover page:

- Supervisor's name
- Supervisor's ID code (3-digits)
- Date checked by supervisor (day/month/year) for week one.
- Supervisor's signature
- Supervisor's phone number

The last part of the cover will be filled by the data processing officers (reception/preparation/data entry) in the central office (NIS).

6.1 INITIAL VISIT

The following four parts must be completed during the initial visit.

A. LIST OF HOUSEHOLD MEMBERS

Respondent: The interviewer must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the interviewer can contact another adult household member.

Note: Definition of a household:

A household is a group of persons (or a single person) who usually live together and have a common arrangement for food, such as using a common kitchen or a common food budget. The persons may be related to each other or may be non-relatives, including servants or other employees, staying with the employer.

Students, boarders and employees residing in and having a common food arrangement with the household are considered members of the household if they have been in the household for more than a year 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. They are considered to be living in a dormitory or boarding house operated by the household.

Boarding houses with more than 5 persons are considered to be institutional households. An institutional household is a group of 5 or more unrelated persons living together. Other examples are military barracks, prisons, student dormitories, etc. Institutional households are not covered by this survey. Households of foreigners will be included in this survey.

Column 1: It is pre-printed and is the "ID Number" or the "ID Code" of each household member. These ID Numbers will be used in recording answers to several questions throughout the Household Questionnaire. It is vitally important to record the same unique ID number (from col.1 of the List of Household Members) for each individual throughout the Household Questionnaire, when needed.

Column 2: The interviewer must ask the respondent about each individual being a household member. The ID numbers (in col. 1) and names of members (to be written in col. 2) will form the List of Household Members usually residing in the household. Ask the person interviewed the question: "How many persons usually reside in this household?" Then list each of these individuals down in the column 2 marked "Name of household member." Start with the household head, followed by his/her spouse and then list other members from the oldest to the youngest.

Note: Household member: A usual member of a household is any person who has been normally living in the household and sharing arrangements for food for at least one year, or one who has no other residence. Thus, most students going to school away from home are considered to be members of their family household, rather than a household at the location of their school, unless they have stayed continuously at the household close to their school for more than a year. However, a person who has moved recently, i.e., less than one year ago, is considered to be a member of a household at his destination if he does not plan to return to the old household within one year. Similarly, a person who has moved out of a household recently with no intention to return is no longer considered a member of that household.

A person is counted as a household member if he/she lives here or has been absent for less than 12 months.

A person who has moved out of the household more than one year ago but still visit the household but only occasionally, like only during big holidays a few times a year, is not considered a part of the household. However, a person has a separate residence since more than one year but comes home regularly, on average once a month or more often, is still considered as a part of the household (e.g. garment workers).

The newly-wed that moved into the households (e.g. son/daughter (in-law), the newly born child and household members who commute between the village and work or come home regularly from work (in weekend, or sometimes the end of month(s), (e.g. garment worker), will be considered as usual members of the households and should be included in the survey.

The newly-wed (e.g. son/daughter (in-law) that moved out of the households, the persons who have died, etc..., will not be considered as usual members of the households and should be excluded from the survey.

If any household member died or moved out from the household within the month of interview, you must try to ask information in the household questionnaire (Form 3) and diary sheets (Form 4). On the other hand if any child was born after initial visit is not included in the survey, but expenditure for the child should be included in the diary sheet.

Only when you have finished with the list of all household members in this column, you can proceed with columns 3 to 14 about each individual. Ask questions in column 3 to 14 about the first person, and only when finished, go on with the second household member, and so on.

Column 3: Ask sex of each household member. Write code "1" for males and code "2" for females. It is important to ask the sex of the persons when information is being given to you by a third person. Bear in mind that some names can be misleading in this respect. For example, **Vichet** or **Socheat** can be used for a male as well as a female. For eunuchs and hermaphrodites write code "1".

Column 4(a-c): Try to get the exact date of birth for each person, and the correct birth dates for children less than five years of age is very important. If the date is not known, ask if the animal sign of the Buddhist/ Cambodian calendar is known. If the animal sign is known, then use a conversion table to calculate it into the Western date (Gregorian date). If the respondent doesn't know the animal sign, try to ask him/her to remember the age in uncertain cases by comparing or matching it to any historical event possible listed.

Sometimes the respondent apparently remembers that, he/she/other household member was born in coincidence with the event (occur at the same time).

Note: Please write ‘-’ in column 4a (day), ‘-’ in column 4b (month) ‘-’ in column 4c (year) if the respondent do not know "the day, month or year". This information would help in entering age in column.5. The age conversion table and list of historical events are included in the last page of the manual (Khmer version).

Column 5: For age in years, write ‘0’ if a baby is less than 1 year. If the respondent has difficulty in answering the question, compute the person's age from the reported date of birth. Note that age should be in completed years, or age at last birthday. Write ‘-’ if the respondent don't know the age or it is impossible to calculate the age.

Column 6: In this column you will have to record the relationship to head of household. In the case of the head write code“1”. For others write code of relationship to the household head (from code 2 to 15) as provided in details in the questionnaire.

Note: The head of household is the adult member of the household who is accepted and recognized by the other household members as head.

Column 7: Ask whether the father of the individual you are asking about, lives in the household. If this is the case copy his **ID Number** in this column. If no, then write ‘-’ which will indicate that the father doesn't live in the same household.

Column 8: Ask whether the mother of the individual you are asking about, lives in the household. If this is the case copy her **ID Number** in this column. If no, then write ‘-’, which will indicate that the mother doesn't live in the same household. Note how the **ID Numbers** are repeated on this page. You must write the entries for each person against the same **ID Number** on each page.

Column 9: This question should be asked only about household members aged 13 years and above. Persons who have been widowed or divorced but remarried are to be recorded as currently married.

Column 10: This question should be asked only about household members who are “Currently married”/“Live together (code 1 in column 9)”. Ask whether the spouse lives in the household. If this is the case copy his/her **ID Number** in this column. If no, then write ‘-’, which will indicate that the spouse doesn't live in the same household.

Column 11a-b: See in the questionnaire.

Column 12: In this question you should register any language spoken by each household member, excluding “Khmer”. You can write up to 3 different languages. If the household member doesn't speak any other language, write ‘0’ in the first column (column 12 a) and go on with next question. **Note** that for the children under two years old, the language they speak normally is the language of their mothers.

Column 13 and 14: See questionnaire

Continue with the following household member registered in the list (Start with Col. 2).

B. FOOD, BEVERAGE AND TOBACCO CONSUMPTION DURING THE LAST 7 DAYS

Respondent: The household member who knows most about the consumption of food, beverages and tobacco in the last 7 days.

Q1: This question is asked to get the information whether the household has any economic activity (agricultural production, farming, producing goods, service etc.) This question is asked because we want to know whether the household has any economic activity. The expenditure for these activities should not be included in the expenditure/consumption asked in this module.

Reference period: The last 7 days.

You should help the respondent, by saying, for instance: “.... that is, since last Wednesday until yesterday....”

Column 2: There is a list of items in Col. 2. For all items you must try to get the **estimated quantity consumed** by reading all the examples listed within bracket. Ask for the consumed quantity day by day during the last 7 days and add up to 7 days.

Column 3: Ask how much the household has paid in total (in Riel's) for the consumed quantity that is **purchased in cash** during the last 7 days, and then

Column 4: For the quantity consumed the last 7 days that came from own production, or received as payment in kind for work, or as gift, or free collection you should record an **imputed value** (in Riel's). Use the current market price to estimate the value.

Column 5: The total of Col. 3 and Col.4

Note:

- Ask for the consumed quantity for each day during the last seven days and add up to 7 days.
- Do not write down the estimate quantity of each group of items consumed in the questionnaire. You only record the value in Riel's of that quantity, separating what was purchased in-cash, and what was received in different ways (own production or received as payment in kind for work, or as gift, or free collection).
- Any consumption of food, beverage, and tobacco that the households give to the animals or use for other economic activity/business purposes during the last 7 days will not be included in this section, because they will be asked in the livestock section and economic activities.

C. RECALL NON-FOOD EXPENDITURES

Respondent: The household member who knows most about the household expenditures on non-food during the indicated time periods (reference period).

Reference period: The last month, last 6 months or last 12 months (see column 3).

Column 2: There is a list of items in Col. 2. For each item (**each line**) you must try to get the value spent by the household during the reference period (see column 3) by reading all the examples listed within bracket.

Column 4: Ask how much the household have spent in total (in Riel's) for each item that is purchased **in cash**.

Column 5: For items that the household has spent in kind or as gift given away you should record an **imputed value** (in Riel's). Use the current market price to estimate the value

Note:

- For the reference period, you record the value the household had spent in Riel's of each item, separating what the household had spent in-cash, and in kind or gifts that has been given away.

- Any household's expenditure on economic activity/business purposes during the reference period should not be included in this section, because it will be asked in section 5 –Economic activities.

Column 6: The total of Col.4 and Col.5.

D. VULNERABILITY

Question 1: The purpose of this question is to assess whether the household uses salt that has been fortified with iodine in cooking. Fortified salt prevents iodine deficiency. Iodine is an important micronutrient and a lack of it may lead to an enlarged thyroid gland in the neck known as goitre.

Ask the respondent for a sample of cooking salt in a spoon (a quantity of about one half teaspoon). If the household uses more than one type of salt, make sure that the sample provided is the salt that the household uses for cooking. Pour 2 or 3 drops on the salts and wait a few seconds until it changes to "purple" colour indicating that the salt is iodized, otherwise it is not iodized.

If there is no colour change, you need to do a second test using a fresh sample of salt. First, flatten the salt so that it is even and not heaped. Then, shake the vial of pink liquid and squeeze one drop of the liquid into the middle of the fresh salt sample. Then squeeze one drop of the clear liquid on top of the same spot. Finally match the colour of the wet salt with the colour on the chart on the iodine kit and record the result.

Question 2-5: See the Questionnaire

This is the end of the **initial visit**. Check over the sections completed to make sure that all questions in this part have been answered properly. Make sure that all your handwritten responses are legible. Do not change any responses unless you ask the question again to the respondent. Also, if you find a missed question (other than those which were intentionally skipped), or you notice a confusing response, recheck it with the respondent.

6.2 EDUCATION AND LITERACY

Respondent: The interviewer must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the interviewer can contact another adult household member.

Note: All questions must be asked about all individuals **3 years and older**. For children between 3 – 6 years of age you may if necessary ask their parent or usually care taker.

Column 1: It is pre-printed and is the “ID Number” of each household member.

Column 1b: Note down the ID number of responding household member. (E.g. if the head of the household “ID number 1” is responding for the a child between 3 - 6 years of age with “ID number 5” then note down “1” in col. 1b for “ID number 5”. If the child is responding by itself then note down “5” in col. 1b).

Note: The **ID Numbers** are repeated on this page. You must write the entries for each person in this section on the line with the household members ID Number from the household list. There will be some empty lines for those household members that are less than 3 years, i.e. persons who do not correspond to the age-range defined for this section. **It is vitally important to record the information about a person after the same unique ID number (from column 1 of the List of Household Members: Initial visit, Part A).**

Column 2: Ask whether the person you are asking about can read a simple message, **in any language**. Enter code "1" (Yes) for persons who know how to read a simple message even if they can no longer do so because of some physical defect or illness (e.g., blindness). Also enter code "1" for a blind person who can read using the Braille script.

Column 3: Ask whether the person you are asking about can write a simple message, **in any language**. Enter code "1" (Yes) for persons who know how to write a simple message even if they can no longer do so because of some physical defect or illness (e.g., blindness). Also enter code "1" for a blind person who can write using the Braille script.

Note: Literacy is the ability to read and write with understanding in any language. A person is literate when he/she can both read and write a simple message in any language or dialect. A person who cannot both read and write a simple message is considered illiterate. Also to be considered as illiterate is that person who is capable of writing or reading only his/her own name or numbers, as well as persons who can read but not write, or vice versa.

Column 4: See the questionnaire.

Column 5: Number of years that each household member has attended school. This question is important to cross-check the consistency with question in Col.6 asking about the highest level completed.

Column 6: Highest level of education **completed** by each household member.

The codes in details: 98 = Don't know

88 = No class completed

00 = Pre-school/Kindergarten

01 = Class one

02 = Class two,

03 = Class three,

04 = Class four

05 = Class five

06 = Class six

07 = Class seven

08 = Class eight

09 = Class nine **completed without certificate**

10 = Class ten

11 = Class eleven

12 = Class twelve **completed without certificate**

13 = **Lower education certificate,**

14 = **Higher education certificate**

15 = Technical/vocational pre-secondary diploma/certificate

16 = Technical/vocational post-secondary diploma/certificate

17 = College/university undergraduate, but no degree

18 = Bachelor's degree (B.A, BSc, etc)

19 = Master's degree (M.A, MSc, etc)

20 = Doctorate's degree (PhD)

21 = Other (specify)

Note 1: If the person is a child currently going to school, then the highest level completed is what he/she completed last school year. Let's say he/she is currently in 4th grade, then the last level successfully completed is 3rd grade.

An exception is university undergraduate. They have completed one or more term/year exam but do not yet accomplished a degree. Then note down code "17".

Note 2: For children who failed their final examinations during the last academic year, the highest grade level successfully completed may have been completed **more than one year ago**.

Note 3:

- The classes of old school system are different from the new school system. For instance, the class one was called class 12, the class two was called class 11, etc. In this case, the interviewer should note that, the class one in the old school system is equivalent of class 12 in the new school system, the class two in the old school system is equivalent of class 11 in the new school system, etc,..... and the class 12 in the old school system is equivalent of class one in the new school system.

- On the other hand, since 1979, the classes in the primary school are continuously changed. From 1979 up to around 1987, the "primary level" completed was class 4, it was class 5 until around 1997, and since 1998 is class 6.

- Compare the entry in Col.6 with the entry in Col.5 to see that they are consistent. If the

entries are not consistent, please ask the respondent to clarify.

Column 7: Currently attending school. By **current**, it means attendance in school during this semester or school year.

Note: If the child is on holidays, he/she is considered being in the school system.

Column 8: Current grade in the school system. The codes in details:

- 00= Pre-school/Kindergarten
- 01 = Class one
- 02 = Class two,
- 03 = Class three,
- 04 = Class four
- 05 = Class five
- 06 = Class six
- 07 = Class seven
- 08 = Class eight
- 09 = Class nine
- 10 = Class ten
- 11 = Class eleven
- 12 = Class twelve
- 15 = Technical/vocational pre-secondary diploma/certificate
- 16 = Technical/vocational post-secondary diploma/certificate
- 17 = College/university undergraduate studies,
- 21 = Postgraduate studies

Note:

- Note that the codes to be entered in Col. 6 & Col. 8 will be generally different and never lower. For a student currently studying in class nine, the entry in Col. 6 (completed level) would be 8 but the entry in Col. 8 would be 9.

Column 9: Public or private school. A **public school** is a Government (Community)-owned or -operated school, while a **private school** is one operated or owned by a non-government entity, including religious denominations, missionaries, private individuals or companies and NGOs. Schools running by pagodas should be treated as public.

Column 10: Private lessons that each household member is taking **after school**, for example: languages, math, science, music, sports, computer classes outside the formal school system, etc. After completing this question, go on with Col. 12, and leave Col. 11 blank.

Column 11: Reason why not attending school. This question is asked for household members that is **below 18 years of age**. Note that this question is applicable to individuals who have attended school in the past (“Yes” in Col. 4) but are not currently in school system (“No” in Col. 7), **and** individuals who have never attended school (“No” in Col. 4). If more than one reason, ask for the most important reason for not attending school.

Column 12-14: See in the questionnaire.

Column 15: This question is asked to know if the person attended school (included non-formal class) the past school year. You should help the respondent identifying the past school year: “that is for example since September 2010 to June 2011....” Next questions

about educational expenses are asked for the past school year. If a person is currently in school system **it is not sure** that he/she attended school the past school year.

Column 16 (a-h): Educational expenses should be asked to all persons that attended school the past school year, even if they are not currently in school system.

Ask for the expenses on the different items listed in Cols 16a-g during the past school year. You should help the respondent identifying the past school year: "... that is for example since September 2010 to June 2011...." The expenses on different item should be recorded in Riel's. If it is in dollars or other foreign currencies, please convert them into Riel's by using the market exchange rate fixed during the past school year.

Note 1: If the interview takes place (for example) in June 2012, then the past school year is from September 2010 to June 2011. If the interview takes place in October 2012, then the past school year is from September 2011 to June 2012. It should be the last completed school year.

Note 2: If you cannot separate the educational expenses into the categories, please write the total amount of all categories in Column 16h. However the interviewer has to try the best to get the expenses into detailed categories as required. By doing this, it will provide more accurate expenses on the past-year education system.

6.4 – HOUSING

Respondent: The interviewer must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the interviewer can contact another adult household member.

Question 1: Ask for the number of households residing in the same housing unit as their household.

Note: A housing unit is a structurally separated and independent place of abode. It may have been constructed, built, converted or arranged for human habitation, such as commercial, industrial, and agricultural buildings, or natural and man-made shelters such as caves, boats, abandoned trucks, culverts and similar structures which are used as living quarters.

Question 2: Enter the floor area occupied by the household in square meters, taking into account the number of floors in the building occupied by the household. So, if a dwelling has two floors and each floor has 100 square meters of space, and the household occupies all the rooms in this dwelling, then the total floor area occupied by the household is 200 square meters. If the respondent does not know the exact total area, ask for an estimate. The area under the house, separate toilet/kitchen/storeroom etc., outside the house should be excluded from the floor area.

Question 3: Ask the number of rooms in the dwelling unit that is used by the household. A room should have four walls with a roof and a doorway. It should be wide and long enough for a person to sleep in. In giving the number of rooms occupied by household you should exclude kitchen, store room, bathroom and toilet, which are not normally usable for living or sleeping. A room which is shared by more than one household will not be counted by any of them.

Question 4: Wall material: This question can be answered through observation, but, if in doubt, ask the person interviewed. For a two-storied house, especially in the rural areas, where the ground floor is used for poultry, grain storage, storage of farm implements etc. and the household lives on the upper floor, report the material used in walling the upper floor. If the household has more than one material of the wall, then write the most important one. The codes for wall materials are given in the questionnaire.

Question 5-6: Roof and floor material: The instruction for **Question 4** is valid for these questions. The codes for roof and floor materials are given in the questionnaire.

Question 7: Main source of lighting. Determine the type of lighting used in the household most of the time and give the appropriate code. The types of the lighting and their codes are given in the questionnaire.

Note: City Power (Code 1) means electricity supplied by Electricity department or any agency. Generator (code 2) refers to private generator use by household.

Question 8: Main source of drinking water in wet season.

Note: Drinking water is defined as improved or unimproved drinking water. To get information if a household has access to improved or unimproved drinking water **it is very important** to follow the instructions given in the questionnaire and in the manual.

A dug well can be an improved or unimproved water source. A **protected dug well** is an improved water source. To be **considered protected the dug well** needs to include **all** of the following:

- lining
- headwall
- platform
- cover

If none or only some of these the dug well is unprotected.

Rainwater can be improved or unimproved. For **improved rain water collection** the catchment tank needs **all** the following:

- to be completely closed
- to have a tap to withdraw water
- to have at least 3000 litres capacity

See slides provided during the training!

Water from **pond, river or stream** can be fetched directly from the pond, river or stream or pumped to the house. There are two different categories in the questionnaire (code 6 and 7). If the water is pumped to the house (code 7) you should not ask about the distance to the water source in next question. Write '0' in Q9 and then skip to Q12.

Water **bought from tanker truck or vendor** can be brought home by the vendor (home delivery) or collected by any household member (code 10 and 11). If the water is brought home by the vendor (code 10) you should not ask about the distance to the water source in next question, write '0' in Q9 and then skip to Q12.

Question 9: Distance to drinking water source recorded in Q8. The distance must be written in **meters**. The answer should only refer to how far away the water source is, that is one-way and not how long it is there and back.

Question 10: Household members who **are fetching** water in the wet season. You can write up to 3 ID numbers. If more than 3, ask for the three persons who are mainly responsible for fetching water. Copy their **ID Numbers** from the list of household members (Initial Visit, Part A).

Question 11: Minutes per day all household members spend in total on fetching water in wet season. That is the total of all household members who are fetching water in wet season.

Question 12-15: Drinking water in dry season: The instructions for **Question 8-11** are valid also for these questions.

Question 16: Water charges last month. Write '0' if the household didn't pay anything. The water charge should be written in Riel's. If it is paid in dollar or other foreign currency, please convert into Riel's by using the market exchange rate fixed in last month (the month that the household paid the water charge). If the bill covers more than one month, divide the amount into monthly amounts. For example: The amount cover two month, divide the amount in 2.

Question 17: Ask whether the household treated the water in anyway last month.

Question 18: If the household did treat the drinking water in some way during the last month (Code 1 or 2 in question 17), then ask for each method that can be used for treating water. The answers can be Yes or No for any method. **Ask for each of the methods:**

- a. DID you boil your drinking water last month?
- b. DID you filter your drinking water last month?
- c. DID you use chemicals to treat your drinking water last month?
- d. DID you use white alums to treat your drinking water last month?
- e. DID you use other method to treat your drinking water last month?

Question 19(a-b): Report the toilet facility available inside the premises or in the area close to the dwelling, even if some members of the household use another facility. Toilet refers to any installation that is used for the disposal of human excreta. If the household do not have toilet facilities within the premises (code 7 = "None"), ask Q 19b about what toilet facilities outside of the premises that the household usually use.

Note: To get information on the household access to adequate sanitation it is very important to follow the instructions given in the questionnaire and in the manual.

See the pictures provided during the training.

Question 20: Spent on sewage or waste water disposal last month. Write '0' if they did not spend any amount. The sewerage or waste water charge should be written in Riel's. If it is paid in dollar or other foreign currency, please convert those into Riel's by using the exchange rate fixed in last month (the month that the household paid for sewerage or waste water).

Question 21: Spent on garbage collection last month. Write '0' if they did not spend any amount. The charge for garbage collection is written in Riel's. If it is paid in dollar or other foreign currency, please convert it into Riel's by using the exchange rate fixed in last month (the month that the household paid for garbage collection).

Question 22: Fuel for cooking:

- a. Type of fuel mainly used for cooking. If gases from animal enter code 8 (other) and specify.
- b. If code 1 or 2 (Firewood or Charcoal) ask if the vendor bring it home (home delivery)
- c. If no home delivery then asks which household members who are collecting or fetching firewood and/or charcoal. You can write up to 3 ID Numbers, if more than 3 ask for the three persons who are mainly responsible for collecting or fetching firewood or charcoal. Copy their ID Numbers from the list of household members (Initial Visit, Part A).
- d. Ask how many hours per week in total all household members together spend on collecting or fetching firewood/charcoal. If less than 1 hour, write '0'.

Question 23: Spent on energy (including lights and cooking) last month: The charge for each energy item should be written in Riel's. If it is paid in dollar or other foreign currency, please convert those into Riel's by using the exchange rate fixed in last month (the month that the household paid for each item). Include the value of own production or received as payment in kind for work or as gift or free collection.

Ask for each item:

- a. How much did you spend on Electricity last month?
- b. How much did you spend on Gas (LPG) last month?
- c. How much did you spend on Kerosene last month?
- d. How much did you spend on Firewood last month?
- e. How much did you spend on Charcoal last month?
- f. How much did you spend on Battery last month?

g. How much did you spend on other energy sources last month?

For electricity the bill in Phnom Penh/Provincial towns can cover more than one month. I so, divide the amount into monthly amounts. For example: The amount cover two month, divide the amount in 2.

Question 24: If parents and adult children (e.g. son and daughter in-law) and the parents own the house enter code 1. The house is owned by persons in the household.

Question 25a: Rent paid last month. The payment for rented house should be written in Riel's. If it is paid in dollar or other foreign currency, please convert those into Riel's by using the market exchange rate fixed in last month (the month that the household paid for the rented house).

Question 25b: For households owned dwellings or not owned but no rent is paid, ask how much the households have to pay per month to rent a similar dwelling. The payment should be estimated in Riel's.

Question 26: Expenditure on maintenance and minor repairs of the dwelling during last month. Refer to the dwelling where the household usually is living (the same dwelling as in Q1). The expense should be written in Riel's. If it is paid in dollar or other foreign currency, please convert those into Riel's by using the market exchange rate fixed in last month (the month that the household paid for maintenance and minor repairs of the dwelling).

This is the last Part of Week 1. Check over the sections completed to make sure that all questions have been answered properly. Make sure that all your handwritten responses are legible. Do not change any responses unless you ask the question again from the respondent. Also, if you find a missed question (other than those which were intentionally skipped), or you notice a confusing response, re-check it with the respondent.

6.5- HOUSEHOLD ECONOMIC ACTIVITIES

Respondent: The interviewer must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the interviewer can contact another adult household member.

A. LAND OWNERSHIP

Start this section by saying: "I would like to" (see questionnaire)

Question 1a: Ask the household whether they have sold any open land during the last 12 months.

Question 1b: Ask for the **primary reason/purpose** for which the household sold the land.

Question 2: Ask if any member of the household owns or operate land that is used or could be used for vegetable gardening, agricultural or farming activities (crop cultivation, livestock raising, or private forestry). The household can have land that is owned, owned but rented out, rented in, or used for free, etc.) If "No", then skip all parts B, C, D and go on with part E.

Note: Include any land, even if the household doesn't operate it, because it is rented-out or for some other reason not operated.

Question 3: Record the total number of plots that the household own or operate, i.e. owned, owned but rented out, rented in from others or use for free.

Note: Ask questions from col. 2 to col. 22 for each plot. Start with the first plot and when you have finished all questions about this plot, go on with the second plot, and so on.

Proceed plot by plot.

Column 1: Plot Number: This is a pre-printed serial number, used to identify each plot owned or operated by the household.

Column 2: The area of the plot in square meters (m²). The areas with other measurement units such as "Cong, Ray, Hectare, etc." should be converted into square meters. If a household owns a plot together with another household, only the area belonging to the household should be entered.

Column 3: A plot that the household owns can be rented out. For the following questions it is important to find out if the plot is rented out. The land can also be used for free.

Note: If the plot is pawned note down code '2' (= rent is treated as one single payment). If the plot is owned but granted enter code '2' (= rent is zero i.e. '0' in Col. 5).

Column 4a-c: If the plot is owned or it is "free use of land" we want to know how much it would cost to rent a plot like this in the village, in cash or in kind. If the household don't know, try to get an estimate.

If "In cash" write the amount in Col. 4a and "Riel" in Col 4b. If they only know in how much it would cost in dollar, please convert into Riel's by using the exchange rate for this month (the interview month).

In remote areas household sometimes can pay e.g. "half the harvest" in rent. If "In kind" write the quantity of crop in Col 4a and "Kg/Other" in Col 4b, and make a note of what kind of crop they would give.

In Col 4c write the time period the cost refers to.

Column 5-6: For Col 5 a-c and 6a-c the instructions in Col 4a-c is valid.

Column 7: Type of land. The following codes detailed the type of land that the household used.

01. Wet season land, can only be used in the wet season
02. Dry season land, can only be used in the dry season
03. Wet and dry season land, used both seasons
- =
05. Kitchen garden land (garden growing vegetables around house, or yard etc.)/
Chamkar land (i.e. rubber plantation, banana plantation, etc)
06. Land with permanent crops
07. Land for raising livestock
08. Private forestry land
09. Idle Land
10. Other land (specify)

Column 8: The year when they first had/start using the plot. If the household does not remember or don't know, ask for estimated year.

Column 9: See in the questionnaire.

Note that there are two codes for bought, one for bought from a relative (code '3') and one for bought from a non-relative (code '4'). There is also a special code for the plots that are rented in from others (code '7').

Column 10: If bought, the amount they paid to buy the plot should be entered in Riel's. If bought in dollar or other currency, please convert into Riel's by using the exchange rate for this month (the interview month).

If the respondent don't know leave blank.

Column 11: For all plots, owned, rented in from others or "free use of land" we ask how much it would cost to buy a plot like this in the village **today**? If the respondent only knows the price in dollar or some other currency, please convert into Riel's by using the exchange rate for this month (the interview month).

If the respondent don't know try to get an estimation otherwise leave blank.

Column 12-13b: Paper to certify their ownership or rental agreement. If the household have a paper asks what kind of paper they have. In Col. 13 you enter the answer given by the respondent. In next question (Col.14) you ask the respondent to show the document. The interviewer should enter the code (Col 14) when seeing the paper. See the examples of paper you have. **Do not match!!**

Column 14: If children's names on the document enter code 7 (other) and specify.

Column 15: See in the Questionnaire.

Column 16: Ask what they grew on this plot during the last seasons. The last seasons refer to both the last wet and last dry season. If they grew more than one crop, e.g. rice in the wet season and some other crop in the dry season, enter the 3 most important crops.

Column 17: Irrigation is an artificial application of water to the soil. The household can use a water source they have access to for the irrigation, e.g. a river, lake, dam or dug-well near the plot. Another way to add water to a plot is to pump water from a well.

Column 18-19: If there are more than three investments on the plot ask for the three most important in Col. 18 in order of importance. In Col. 19 write in what year the most important investment was made (refer to the investment entered in col. 18a). Try to get an estimate if the household don't know in what year.

Column 20-21: Use of the plot as collateral for loan (Col. 20) and what year the household started to have the rights to use the plot as collateral (Col 21).

Note: We want to know if the households have **the rights** to use the plot as collateral, not if the households have used it like this. The households may have the rights to use it as collateral and have never used these rights.

When plot is owned but pawned/rented out/granted = code 2 in Col 3:

If the plot is granted – but **only if granted** – then the plot can be used as collateral for loan. If pawned or rented out then the plot cannot be used as collateral for loan.

Column 22: Any conflicts about the plot with others. The conflict refers to any kind of claims for the ownership of land, etc.

B. PRODUCTION OF CROPS INCLUDING FRUITS AND VEGETABLES

Question 1: Ask if the households have produced crops including fruits and vegetables, during the past two seasons. If yes, then write code '1'=Yes, and go on with questions in Col. 2 to Col.9. If 'no', then leave those questions 'blank' and go on with Part E.

Note: If in Part A, Col. 16, there is at least one plot where the household members cultivated rice and/or other crops (codes 1, 2, 3 or 4), then the answer to this question should be 'Yes'.

Note: In this part B, the lines are separated into two groups: the first group is to register crops or by products cultivated in the past wet season, and the second for crops cultivated in the past dry season. Please also note that, the past wet-season should refer to the wet-season that started last calendar year. Include whole season even the harvest done in January. For dry season, it should be based on when the interview are going to take place. For example, if the interview takes place, let's say, from January-June, the past dry season should refer to the dry season last calendar year. If the interview takes place from July-December, the past season should refer to the dry season this calendar year.

It is very important that the interviewee understands which season he/she should answer about.

Column 1: It is a serial pre-printed number and is used to distinguish between different crops cultivated in the same plot. You must proceed plot by plot, in the following way:

“In plot number 1, what crops, including fruit and vegetables did you grow in the past wet season?” Use one line for each different crop or by-product cultivated. **One plot can be repeated**, as many times as different plot were grown on it.

Column 2: Copy the plot number from Col. 1 in Part A. Use lines 01 to 10 for past wet season.

Note: Use one line for each different crop cultivated in the same plot. It is very important for the survey that the correct plot number is copied from Part A.

Column 3(a-b): Write the description of the crop or by-product.

Note: Try to **write the name of the crop as clear as possible**, because this name will be used to code the crop later.

Then ask again: “In plot number 1, did you grow any other crops, including fruit and vegetables during the past wet season?”. Once you have finished with the past wet season for plot number 1, ask the same questions, for the same plot but this time about the past dry season. And in the same plot number 1, what crops, including fruit and vegetables did you grow in the past dry season?” Use lines from 12 to 21.

Once you have finished with plot number 1, proceed in the same manner with plot number 2, and so on.

For example, if a household operates 6 plots, and they cultivate the following:

- a. In plot number 1 the household members cultivate two different crops in the past Wet season: potatoes, and carrots and one crop in the past Dry season: onions
- b. In plot number 2, they cultivated rice in the past Wet season, and nothing in the past dry season.
- c. In plot number 3, they did not cultivate anything at all, in the past two seasons.
- d. In plot number 4, they cultivated one crop in the past Wet season: cassava, and in the past dry season they cultivated two crops: green gram and long green beans.
- e. In plot number 5, they cultivated one crop in the past Wet season: sugar cane, and in the past dry season they cultivated only the same crop again: sugar cane.
- f. In plot number 6, they cultivated one crop in the past Wet season: sweet potatoes, and in the past dry season they cultivated also one crop: sugar cane.

In this case, the questionnaire should be completed as follows, before going on with questions in Col. 4 to Col. 9.

SERIAL NUMBER	COPY THE PLOT NUMBER FROM PART A	What crop(s) have you grown (on what plots)?	
		Name of crop or by-product	NIS code
(1)	(2)		(3)
PAST WET SEASON, What year?.....			
01	1	Potatoes	
02	1	Carrots	
03	2	Rice	
04	4	Cassava	
05	5	Sugar cane	

06	6	Sweet potatoes	
07			
08			
09			
10			
11			
PAST DRY SEASON, What year?.....			
12	1	Onions	
13	4	Green gram	
14	4	Long green beans	
15	5	Sugar cane	
16	6	Sugar cane	
17			
18			
19			
20			
21			
22			

Note 1: Only once you have finished making the list of all crops, including fruits and vegetables that were grown in all the plots listed in Part A, then proceed with questions in Col.4 to Col. 9 for each crop cultivated in each plot listed in Col. 2 and Col.3a, in each of the past two seasons.

Note 2: In this example sugar cane was cultivated three times, one in plot number 5 in wet season, other in the same plot number 5 but in dry season and one time in plot number 6 in dry season. Each time you ask about the sugar cane cultivated in each plot, in each season, we do not want the total quantity of sugar cane produced by the household as a big total.

Column 4: Ask the areas were cultivated by household in both seasons for each crop during the last calendar year. Be noted that, the area of plot cultivated (Col. 4, Part B) must be equal or smaller than the area of plot the household owned or operated (Col.2, Part A).

Note: Cultivation means what is planted/fertilised/grown for later harvest. E.g. planting cashew nut trees for later picking of cashew nuts is cultivation.

Column 5: Ask the areas were harvested by household in both seasons for each crop during the last calendar year. Be noted that, **the area of plot harvested (Col. 5, Part B) must be equal or smaller than the area of plot cultivated (Col.4, Part B).**

Note: Harvest means what is actually collected/gained from the plot. E.g. the picking of cashew nuts is harvesting. If no nuts are picked then there is no harvest.

Column 6: Write how much was produced /harvested in the plot written in Col. 2, of the crop described in Col.3a, in the corresponding past seasons. If you are asking about crops listed in lines 01 to 10, then you are asking about the past wet season. But if you are

asking about crops listed in lines 12 to 21, then you are asking about the past dry season. The quantity of crop production harvested should be in "Kg". Write "0" if no quantity of crop production harvested. If the quantity of crop production is in different measurement unit (e.g. Tao, Thang, etc...), convert them into "Kg". For bamboo trees use m³ instead of kg.

Column 7: Ask for the quantity lost of that crop, cultivated in that plot in that season, that is rotted, lost, eaten by birds, rodents, etc since the harvest period until the day of interview. The quantity of crop production lost should be in "Kg". Write "0" if no quantity of crop production lost.

Column 8: Ask how much quantity of crop production in that plot, in that season was given as crop rent. The quantity of crop production was given as crop rent should be in "Kg". Write "0" if no quantity of crop production given as crop rent.

Column 9: Ask what was **the sale price** of the crop produced in that plot, in that season. The price would be expressed as Riel's per the unit of quantity in "Kg".

C. COST OF CULTIVATION OF CROPS (including fruits and vegetables)

In this part you will find a list of items from Col. 3 to Col.15. You must ask how much the household spent on each item for each plot listed in Part B in the last wet season and last dry season. Each item is described in detail in each Column.

The total of all costs of cultivation (from Col. 3 to from Col. 14) for both seasons are recorded in Col. 15.

The costs can sometimes be higher than the incomes from the crop production.

D. INVENTORY OF CROPS (including Fruits and Vegetables)

In this part you will find an inventory of crops including fruits and vegetables **the household grow** and in storage at December 31 last year. The storage of crops from each plot cultivated and harvested at December 31 last year should be asked carefully and then record on each line (01–10) in this part. Record the whole name of the crop so the coder could put the right code. Ask what the sale price of the crop storage was at December 31 last year.

D2. SALES OF CROPS (including Fruits and Vegetables) New section!

In this part you report all crops that the household has sold during the last 12 months. **Write a clear description of the crop**, how much sold in Kg and the sales price in Riel per Kg.

E. INPUTS AND OUTPUTS OF LIVESTOCK RAISING ACTIVITIES

Question 1: This question will define whether any of the household members have had any livestock in the past 12 months. If they haven't, then skip the table below, and go on with part F. In this part, there is a list of 10 animals/birds, and for each of them you must ask questions in Col. 3 to Col.15. Pets should not be included!

Column 2: It is a pre-printed serial number that identifies each different type of animal or bird.

Note: Proceed line by line, that is,

01. Ask all questions from Col. 3 to Col. 15 about “Cattle”, and then
02. Ask all questions from Col. 3 to Col. 15 about “Buffaloes”, and then
- 03.....
09. Ask all questions from Col. 3 to Col. 15 about “Quail”, and then
10. Ask all questions from Col.3 to Col.15 about any other animals or birds that are not listed.

Column 3: For each animal/bird, ask whether somebody in the household have raised any, during the past 12 months. If No, then go on with the following animal/bird in the list, and leave from Col. 4 to Col.15 blank.

Note 1: By having raised an animal or bird during the past 12 months we mean having raised own animal or bird.

Note 2: Having raised an animal or bird during the past 12 months doesn't mean they have them now. They may have raised some during the past 12 months and now not to have any.

Column 4: Ask the number of animals or birds of the type you are asking about, currently owned by the household. Note that this may be zero if the household doesn't have it currently.

Column 5: Ask the number of female animals of the type out of the totals currently owned by the households.

Column 6: Ask the total sale's value of all the animals or birds of the type you are asking about, currently owned by the household. Note that this may be zero, if currently they don't have any.

Column 7a: Ask the number of animals or birds of the type you are asking about, **owned by the household 12 months ago**. You should help the household, asking, for example: “How many sheep did your household have in MONTH last year?”

Column 7b: Ask the number of animals or birds of the type you are asking about, owned by the household December 31 last year. Note that this may be zero if the household doesn't have it currently. You should help the household, asking, for example: “How many sheep did your household have December 31 last year?”

Column 8: Ask the total sales value of the animals or birds of the type you are asking about, owned by the household December 31 last year. The sales value of the animals or birds should be calculated based on the price at December 31 last year. You should help the household, asking, for example: “What was the total sales value of all sheep you had at December 31 last year.”

Note: It doesn't mean they actually sold them; you should try to get an estimate value of the number of the animals or birds owned exactly at December 31 last year.

Column 9: Value of all animals or birds of the type you are asking about, sold during the past 12 months. This is actual sales, done by the household during the past 12 months. Note that this may be zero if the household did not sell it (them). For example, the value in Riel's of all chicken you have sold during the past 12 months, that is in since

...[February 2011]...until ...[January 2012]...[if the interview takes place in February 2012].

Column 10: Value of all animals or birds of the type you are asking about, bought during the past 12 months. This is actual purchases, done by the household during the past 12 months. Note that this may be zero if the household did not buy it (them). For example, the value in Riel's of all chicken you have bought during the past 12 months, that is in since ...[February 2011]...until ...[January 2012]...[if the interview takes place in February 2012].

Column 11: Ask for the estimated value of all meat products from animals or birds of the type you are asking about, consumed in the household during the past 12 months. You should help the household, asking, for example: “What is the value in Riel's of all chicken you have consumed in your household during the past 12 months, that is in since ...[February 2011]...until ...[January 2012]...[if the interview takes place in February 2012].

Column 12: Ask for the estimated value of all meat products from animals or birds of the type you are asking about, used for barter, or given as gift, or charity, etc. during the past 12 months. You should help the household, asking, for example: “What is the value in Riel's of all chicken you have used for barter, or given as gift, or charity, etc, during the past 12 months, that is in since ...[February 2011]...until ...[...[January 2012]...[if the interview takes place in February 2012].

The following 3 columns are about livestock and poultry products (milk, butter, eggs, hide and skin, manure etc.).

Note: Be careful when asking questions 13, 14 and 15. It depends on the animals or birds the examples you can give of livestock and poultry products. For example, do not mention eggs when asking about horses, or milk when asking about chicken. For the same animals or birds, in those three questions we ask about all the products, if there is more than one.

Column 13: Ask the value of the products (milk, butter, eggs, hide and skin, manure etc.) sold from the type of animals or birds you are asking about, during the past 12 months. You should help the household, asking, for example if you are in line serial number 07: Chickens: “What is the value in Riel's of all eggs you have sold during the past 12 months , that is in since ...[February 2011]...until ...[...[January 2012]...[if the interview takes place in February 2012].

Column 14: Ask the value of the products (milk, butter, eggs, hide and skin, manure etc.) sold from the type of animals or birds you are asking about, that were consumed in the household during the past 12 months. You should help the household, asking, for example if you are in line serial number 01: Cattle: “What is the value in Riel's of all the milk consumed in the household during the past 12 months, that is in since ...[February 2011]...until ...[January 2012]...[if the interview takes place in February 2012].

Column 15: Ask the value of the products (milk, butter, eggs, hide and skin, manure etc.) from the type of animals or birds you are asking about, that were used for barter, or given as gift, or charity, etc. in the household during the past 12 months.

Example: a hypothetical household with the following characteristics:

- The interview takes place in April 2012
- Then, the past 12 months are from April 2011 to March 2012

- Household bought 3 cattle in May 2011, for a total amount of 500 Riel's. 12 months ago (in April 2011) the household owned 0 cattle, at 31 December 2011, the household owned 3 cattle, approximate value is 530 Riel's.
- Household sold those 3 cattle in February 2012 for a total amount of 550 Riel's

Then, answers should be filled in the following:

SERIAL NUMBER	Type of animal or bird	Has anyone in your household raised any ..[LIVESTOCK].. in the past 12 months? 1=Yes 2=no (>> Next animal / bird)	Number of ..[LIVE STOCK].. currently owned ?	Of the total ..[LIVE STOCK].. currently owned how many are female animals / bird?	What would be the total sales value of ..[LIVESTOCK].. currently owned?	Number of ...[LIVE STOCK].. owned 12 months ago, that is [in MONTH] last year?	Number of ..[LIVE- STOCK].. owned December 31 last year?	Total sales value of ..[LIVESTOCK].. owned December 31 last year at the pre-vailing prices?	Value of ..[LIVESTOCK].. sold during the past 12 months?	Total paid for ..[LIVESTOCK].. bought during the past 12 months?
			If none, write '0'	If none, write '0'	Write '0' if nothing	If none, write '0'	If none write '0'	Write '0' if nothing	Write '0' if nothing	Write '0' if nothing
			NUMBER	NUMBER	RIELS	NUMBER	NUMBER	RIELS	RIELS	RIELS
(1)	(2)	(3)	(4)	(5)	(6)	(7a)	(7b)	(8)	(9)	(10)
01	Cattle	1	0	0	0	0	3	530	550	500

SERIAL NUMBER	Type of animal or bird	Imputed value of meat products from livestock/poultry in riels		Value of other products than meat (milk, butter, eggs, hide and skin, manure etc.) sold, consumed in household, used as gifts etc. during the past 12 months		
		Consumed in the household during the past 12 months	Used for barter, gifts, charity, etc. during the past 12 months	Sold	Consumed in household	Gifts, charity, barter etc.
		Write '0' if nothing	Write '0' if nothing	Write '0' if nothing	Write '0' if nothing	Write '0' if nothing
		RIELS	RIELS	RIELS	RIELS	RIELS
(1)	(2)	(11)	(12)	(13)	(14)	(15)
01	Cattle	0	0	0	0	0

The second table of this part has a list of 6 items. You must ask for each item, the total amount spent on that during the past 12 months, by all the household members involved in livestock raising activities.

Column 2: It is a serial number used to identify the expense.

Column 3: Ask how much was spent during the past 12 months on each item listed, due to the raising animals or birds activities.

F. INPUT AND OUTPUTS FROM FISH CULTIVATION AND FISHING/TRAPPING OF AQUATIC PRODUCTS

Question 1: Ask whether the household has raised fish (or any other aquatic product like frogs or crocodiles) during the past 12 months. .

Question 2: Ask whether the household owns or operates a pond for fish or shrimp culture. If no, the write code 2 = No and go on with question 3.

Note: Pond is a small body of standing water formed naturally or often artificially maid. It is smaller than a lake.

Column 1: This is the pond number.

Column 2: Ask the household for each pond if they own it, rent it or have it some other way. Use the following codes to register the way the household have it.

1. Owned
2. Owned, but rented out
3. Rented in
4. Free use of land
5. Other (specify

Column 3: Ask the **area in square meters** of the pond you are asking about. The pond with other measurement units such as "Cong, Ray, Hectare, etc." should be converted into square meters. If a household owns a pond together with another household, only the pond belonging to the household should be entered.

Column 4: Ask how much the household would have to pay to buy a pond like the one you are asking about, in this village. If the household doesn't know, try to get an estimate if possible. The price to buy a pond should be written in Riel's only.

Column 5: Ask how much the household would have to pay per month to rent a pond like the one you are asking about, in this village. If the household doesn't know, try to get an estimate if possible. The price to rent a pond should be written in Riel's only.

Question 3: Ask whether the household member have caught fish, shrimp, crabs, oysters, etc. during the past 12 months? If no, write code 2 = No and go on with Part G.

Note: They may have caught some of those items in the sea, in rivers, in lakes, in rice plantations etc...

Only if "Yes" on Q. 1 or Q. 2 or Q. 3, ask the two tables below:

TABLE 1: EXPENSES: You have a list of expense items, and for each of them you have to ask the question in Col. 2 and report the amount spent in Col. 3.

Column 2: This is the description of each item the household has spent from line (01-12) during the past 12 months.

Column 3: Ask how much the household has spent on each of the items listed during the past 12 months. From lines 01 to 12, try to get estimation. The amount spent should be written in Riel's only.

TABLE 2: INCOME: You have a list of income items, and for each of them you have to ask the question in Col. 3.

Column 2: This is the description of each item the household received from (01-07) during the last 12 month.

Column 3: Ask how much the household has received from each of the items listed during the past 12 months. From lines 01 to 07, try to get estimation. The amount spent should be written in Riel's only.

G. INPUTS AND OUTPUTS FROM FORESTRY AND HUNTING

Question 1: Ask if any household member collected firewood, charcoal, timber or other forest products during the past 12 months.

Question 2: Ask if any household member collected palm juice, root crops, herbs, honey or hunt wild animals or birds during the past 12 months.

If code 1 = 'Yes' on questions 1 or 2 ask the following questions, if the answer is 2 = 'No' to both of them then skip to Part H.

That is, if any household member collected firewood, charcoal, timber or other forest products, or collected palm juice, root crops, herbs, honey or hunted wild animals or birds during the past 12 months, then ask two tables below:

TABLE 1 INCOME: You have a list of products that the household has collected from line (01-10) during the past 12 months.

Column 2: This is the product number and description.

- 01 Sawing logs
- 02 Firewood
- 03 Wood for charcoal
- 04 Rattan, bamboo, palm leaves other fibrous material
- 05 Palm juice
- 06 Root crops, fruits and vegetables
- 07 Herbs
- 08 Honey
- 09 Wild animals and birds
- 10 Other products (specify)

Column 3: The amount the household received from sales of product collected during the past 12 months. The amount received should be written in Riel's only. If the household received nothing from a sale of products, write "0".

Column 4: The imputed value of what was consumed in the household. If the household consumed nothing from products collected, write "0".

Column 5: The imputed value of such products the household has given away for gifts, charity, barter, etc. If the household gave away nothing from products collected, write "0".

Column 6: The total amount = Col 3 + Col 4 + Col 5

TABLE 2 EXPENSES: You have items of expense that the household has spent for collecting products from line (01-07) during the past 12 months.

Column 2: This is the expenditure number and description

- 01 Transport costs including transport to market
- 02 Fuel
- 03 Draft animal feed
- 04 Hired labour charges
- 05 Tools, equipment, including maintenance
- 06 Commissions, tips, rent, etc.
- 07 Other (specify)

Column 3: The expenses (in Riel's only) that the household had for collecting products from line 01-07 during the past 12 months. If the household has spent nothing for collecting products, write "0".

H. INVENTORY OF HOUSEHOLD NON-AGRICULTURAL ECONOMIC ACTIVITIES DURING THE PAST 12 MONTHS

Question 1: It is to determine whether in the household are some household members who ran a non-agricultural enterprise or business during the past 12 months. If no, the go on with next section.

Note: In this part we ask about **non-agricultural** enterprises or business. That is, **do not**

include any economic activity covered in the previous parts A, B, C, E, F, G.

FIRST TABLE: LIST OF ENTERPRISES / BUSINESS

If "yes", then start with the first table, where you must make the list of all enterprise or business activities performed during the past 12 months,

Column 1: It is pre-printed number, and is to identify the enterprise or business activity that the household has performed during the past 12 months.

Column 2: Describe the enterprise or business activity that the household has performed during the past 12 months. **Write a clear description of the activity! Pay special attention to Trade activities.**

Column 3: For each of the activities, write down **the main product in that activity**. You can add up to 5 different activities. If it happens that there are more than 5 activities, use an additional questionnaire.

Column 4: Enter industry code by NIS.

Column 5: Ask who in the household is the most knowledgeable about the enterprise you are asking about. Copy his/her ID Number from the list of household members from (the initial visit, part A).

Column 6(a-h): Copy the ID Number from the list of household members in (the initial visit, part A) of all the other household members involved in the activity.

Note: If more than three non-agricultural activities run by the household activities – use two extra pages attached in the questionnaire.

SECOND TABLE: EXPENSES ON THE ENTERPRISES / BUSINESS ACTIVITIES

In this table you have a list of 19 different expenses-items, and then you have 5 columns, one for each activity listed in the previous table. In each column (that is for each activity) ask the expenses for each of the 19 items. Write "0" if no expenses for any of them.

Note: These expenses are only related with the business / enterprise, not with the household. Line N° 20 is to register the total from line (01-19).

Note: Be extremely careful in writing the expenses for:

1. Enterprise N° 1 from the first table, in Col.3
2. Enterprise N° 2 from the first table, in Col. 4
- Enterprise N° 3 from the first table, in Col.
- 5.....If more than three activities run by the household – use two extra pages attached in the questionnaire.

Do not mix them!

THIRD TABLE: INCOME FROM THE ENTERPRISES / BUSINESS ACTIVITIES

In this table you have a list of 20 different income-items, and then you have 5 columns, one for each activity listed in the previous table. In each column (that is for each activity) ask the expenses for each of the 20 items. Write "0" if no expenses for any of them.

Note: This income is only related with the business / enterprises. Line N° 21 is to register the total from line (01-20).

Note: Be extremely careful in writing the income from:

1. Enterprise N° 1 from the first table, in Col.3
2. Enterprise N° 2 from the first table, in Col. 4
- Enterprise N° 3 from the first table, in Col.
- 5.....

If more than three activities run by the household – use two extra pages attached in the questionnaire.

Do not mix them!

Note: After you have asked about expenditure and income, **check the consistency between expenditure and income.**

Pay also special attention

- to high amounts, with many "Zeros", so the correct digits are reported

- when total expenditure is much higher than total income.

Ask again if you are not sure that you have reported correct amounts in the table.

6.6 HOUSEHOLD LIABILITIES

Respondent: The interviewer must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the interviewer can contact another adult household member.

Question 1: It is to determine whether somebody in the household have outstanding debts to other households or institutions. If "No", skip the table and go on with question 2. If "yes", then ask questions from Col 2 to Col 8.

Column 1: Pre-printed loan number. There is space to write up to 6 different outstanding loans or debts to other households or institutions. If the household obtained a loan from more than one source, please separate the loan and use one line for each source.

Column 2-6: See the Questionnaire.

Column 7: The outstanding loan “now” - the month for the interview. Interest that should be paid should not be included. Record the amount that remains of the amount borrowed.

Column 8: The monthly rate of interest the households have to pay if it is charged. The question refers to the outstanding loan in col. 7. If no interest is charged, write 0, and if they don't know the monthly rate of interest, leave it blank.

Note: If they haven't paid back any amount, then Col 7 will be equal to the amount in Col 6.

After finishing with all the loans, continue with the next questions.

6.7 HOUSEHOLD INCOME FROM OTHER SOURCES

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Respondent: The interviewer must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the interviewer can contact another adult household member.

In this section, you will find a list of income not included in previous sections, such as pensions, remittances, interests, dividends, etc. For each line, ask for the total amount received for all the household members from this source, during the past 12 months. Write "0" if nothing was received.

For each item ask how much received from a source located in Cambodia (Col. 3) and from abroad (Col. 4).

Note: Income registered in this section does not include income registered in section 5 (Household economic activities) or in section 14 (Current economic activity).
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This is the last Part of Week 2. Check over the sections completed to make sure that all questions have been answered properly. Make sure that all your handwritten responses are legible. Do not change any responses unless you ask the question again from the respondent. Also, if you find a missed question (other than those which were intentionally skipped), or you notice a confusing response, recheck it with the respondent.
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6.8 CONSTRUCTION ACTIVITIES IN THE PAST 12 MONTHS

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Respondent: The interviewer must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the interviewer can contact another adult household member.

Question 1: is a filter question, and it is used to determine whether the household owns any buildings used for residential, agricultural, commercial or industrial purposes or not. It doesn't matter if they use it or not (the building maybe rented-out). If they do not own these dwelling or any other building, then write down the answer ("2"= No), skip the complete section and go on with next section. If yes, then ask the Col. 2 to Col. 19.

Note 1: Do not include any building used by the household but that is rented-in
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Note 2: Do include the house in which they live, if it is owned by the household

Note 3: All households that have answered code "1" on question 24 in section 4 (housing) should fill out this section.

Column 1: Is pre-printed number in the questionnaire and is used to identify each building owned by the household.

Column 2(a-c): This is the type of use given to the building. The building can be used for different purposes at the same time. There is space to write up to three different types of use. Write down the most important first, and so on.

Column 3: The total area of the building in square meters for living or other use.

Note: It is the area of the building. Do not include yard or garden, if any.

Column 4: The year the building was constructed, **that is the year the construction was finished.**

Try to get an estimate if they cannot remember the year of construction.

Column 5: How much to pay to buy a building like this in the village. Try to get the estimation from the respondent. Use Riel's only.

Column 6: How much to pay per month to rent a building like this in the village. Try to get the estimation from the respondent. Use Riel's only.

Column 7: See in the Questionnaire.

Column 8: The amount the household receive monthly from the rent of a part of the building.

Use Riel's only.

Column 9-12: See in the Questionnaire.

Note: From Column 13 until the end of the section, you ask about all buildings that were constructed, extended or repaired during the past 12 months.

Column 13: See in the Questionnaire.

Note for Col 14-18. For building still under work ask for the cost up till now.
The costs should be in Riel's only.

Column 14: How much they paid those who helped **constructing, extending or repairing the building.** It should be for hired and/or contracted helpers/workers. Write "0" if they pay nothing, and leave it blank if they don't know.

Column 15-16: See in the Questionnaire.

Column 17: If in Col 13 the respondent answers that some household members have helped in the construction/reparation/extension of the building, then you must try to get an estimation of the value of this work, that is, how much would have cost to hire people to do the same work done by the household members.

Note: In this question, include only the household members that worked for free.

Column 18: Now you must try to get an estimation of the value of the work of other who helped (for free), different than household members, That is, how much would have cost to hire people to do the same work done by those people.

Note: In this question, include relatives, neighbours, friends, etc. that worked for free.

Column 19: See in the Questionnaire.

6.9 DURABLE GOODS

Respondent: The interviewer must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the interviewer can contact another adult household member.

In this part there is a list of 44 durable goods. You should ask Col 4 to Col 8 about each item of durable goods. In line 45-46 you can write durable goods that are not included in the list.

Column 1: Is the pre-printed serial number identifying each item.

Column 2: It is the description of each item.

Column 3: It is the pre-printed product code for each item.

Column 4: For each of items in the list, you must ask first **how many of this “item” the household owns** (the number owned in total, by all the household members. If they don't have any, then write ‘0’ in Col 4, and go on with the next durable goods, leaving Col 5 to Col 8 blank. If they do have, write in Col 4 the total numbers owned.

You should ask, for example: “Does your household own any radio” and if the response is "yes", ask "how many radio do you own".

Column 5a-d: In this column you must inquire the way in which the item(s) was (were) acquired. If more than one item ask for each item and put a code in each column. If there are more than 4, ask for the 4 most recent ones.

Column 6: See in the Questionnaire.

Note: Col 6a + Col 6b = Col 4.

Column 7-8: See in the Questionnaire. The values should be in Riel’s only.

6.10 MATERNAL HEALTH

LAST PREGNANCY AND DELIVERY

Respondents: All woman with living children under 5 years old, i.e. 00-59 months old. **The child/children can be alive but not living with her.** For example, they may be living with a relative or have been given up for adoption. These questions are about the woman's last pregnancy with a child 00-59 months old. You must interview each woman personally and try to do it in privacy. If there are any woman/women in the household with living children in this age, go on with the next section.

Check in household listing for women with children younger than 5 years who you should interview.

Be aware of that there can also be women with children not living in the household that should be interviewed (the children not listed in the household listing).

Column 1: It is a serial number, used to identify the women with children under 5.

Column 2: Copy the “ID Number” of the mother from the list of household members (Initial Visit: Part A).

Column 3: Copy the “ID Number” of the youngest child if more than one child under 5. Use the list of household members (Initial Visit: Part A).

Note: The following questions should be asked about the last pregnancy and delivery. That means the pregnancy and delivery of the youngest child if more than one child 00-59 months old. It is very important that you copy the **correct ID number for the mother and the child.**

If the child is not living in the household, leave blank.

Column 4: We want to know whether at any time during the pregnancy the respondent experienced problems related to her vision.

In Col 4, ask the respondent about night blindness. During pregnancy, especially in the third trimester, a woman may suffer from night blindness due to vitamin A deficiency. Night blindness is a condition in which a person has more difficulty than normal seeing when it is dark or in low light conditions.

Use the local term for night blindness so that the woman understands what condition you are referring to. Do not include problems such as nearsightedness or farsightedness.

Column 5: This question refers to if any antenatal care was sought or not.

Column 6: Ask the woman where she gave birth of the child in her last pregnancy. The place codes for giving birth are provided in the questionnaire.

The intent of this question is to identify births delivered in a health facility. If the woman gave birth in a health facility, ask whether the place is in the public (run by the government) or private sector. If the respondent does not know whether the place is run by the government or is private, write the name of the place and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then enter the appropriate code.

Column 7(a-d): Ask the woman who assisted her in the delivery of the child. Enter up to the four most important persons if more than 4. The person codes assisting in the delivery of the child are provided in the questionnaire.

When asking the question, be sure to insert the name of the child you are referring to, so that there is no confusion. If she is not sure of the status of the person who attended the delivery, for example, if she does not know whether the person was a midwife or a traditional birth attendant, probe. We want to know who assisted with the delivery itself, not who helped in other ways such as boiling water or wrapping the baby in a blanket. Do not forget to ask whether any adults were present during delivery if she says that no one assisted her.

6.11 CHILD HEALTH

YOUNGEST CHILD AND ALL CHILDREN UNDER 2 YEARS

Respondents: Mothers or caretakers of children under 2 years old, i.e. 00-23 months old. You must interview the mother/caretaker personally. If there are any children in this age, go on with next section.

Check in household listing for children less than 2 years.

Column 1: It is a serial number, used to identify the child.

Column 2: Copy the “ID Number” of the mother from the list of household members (Initial Visit: Part A).

Column 3: Copy the “ID Number” of all children under 2. Use the list of household members (Initial Visit: Part A).

<p>Note: The same woman can use one, two or even more lines: One for each child aged less than 2 years. It is very important that you copy the correct ID number for the mothers/caretakers and the children.</p>
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Column 4: Ask if the youngest child. If so, ask the following question about breastfeeding. Otherwise skip to Col. 9 and ask the questions on vaccination.

Column 5: Breastfeeding is important for fertility and child health. For this question, it does not matter how long the respondent breastfed the child, only if she ever gave the child the breast.

Column 6(a-b): Ask the woman for how long after birth of the child she initiated breastfeeding him/her. If she started breastfeeding less than one hour after the delivery, write '00' hours in Col 6a (hours).

Note: If less than one day, write (hours), otherwise write days.

Column 7: Note that it does not matter whether she is giving the child other liquids or foods as well as breastfeeding. We are interested in knowing whether the child is being breastfed at all.

Column 8(a-b): Ask if the child drank any liquid yesterday, i.e. the day and night before the interview. For Col. A you ask about infant formula or other milk products. For Col B ask about other liquids.

VACCINATIONS:

Column 9: Ask if the child ever received a vaccination.

Column 10: The child may have received vaccinations at different sources for different vaccinations. Record which place the child received most of their vaccines.

Column 11: Ask if the child has a yellow card. If 'Yes' ask to see the yellow card. Enter 'Yes' only if you see the yellow card. If the child doesn't have a yellow card, go on with next child.

6.13 HEALTH

Respondent: The interviewer must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the interviewer can contact another adult household member.

A. SUBSIDIZED HOUSEHOLD HEALTH CARE

Q1: Ask if any member of the household **received** free or subsidized health care during the last 12 months. With free and subsidized health care we mean health care that other people would normally pay for. If a person has a private health insurance it is considered as free/subsidized health care in this survey.

Q2: How did they obtain the freed / subsidized health care (treatment)? Read the text in option 1 - 6 after you asked the question. Up to 3 ways can be recorded. Volunteer checking from skilled doctors/nurses should be included in code 4.

Q3: See the Questionnaire

Q4: This question should be asked if **the household members have not received** any free or subsidized health care in the last 12 months. Ask if the respondent or any other member of the household **have** a Priority Access Card, Equity Card or any other document that allows free or subsidized health care

B. ILLNESS AND HEALTHCARE EXPENDITURE THE LAST 30 DAYS

Note: Ask about all household members.

Column 1: It is pre-printed and is the "ID Number" of each household member.

Note: You must write the entries for each person on this section against the same ID Number from the household list. It is vitally important to record the information about a person in front of the same unique ID number (from Col.1 of the list of household members: Initial visit, Part A)

Column 2: Ask if the household member you are asking about is sick, has an illness or injury now or at any time in the last 30 days.

Illness

For the purpose of this survey, any short-term or long-term health problem such as a sickness, injury, or a pregnancy related problem is defined as illness.

Column 2a: Ask what kind of illness the person has had in the last 30 days. If more than 1 ask about the main presenting (“most important”). If injury, leave blank.

Column 3: We are interested to know whether the person's illness. Ask if the person has had the illness for more than one year. It should be **the same illness that comes and goes (chronic)**. If injury, leave blank.

Column (4-5): Refer to the last 30 days. Ask if the household member was so ill that he/she could not do his/her usual activities. For small children/old persons that don't have any usual activities there is a special code (code 3 in col. 4). Also ask the number of days that he/she stopped doing usual activities (col. 5).

Column (6-8): Refer to the last 30 days. Ask if advice or treatment was sought for this illness/injury (in col. 6). Then you ask if there has been any other reason to go to health facility or seek health care (in col.7). The first 3 codes in col. 7 are valid only for women. Code 5 means health checks for students, for work, HIV before marriage etc.

Finally ask how many times he/she sought health care in the last 30 days. Include doctors/nurses that come to the village/household on request of the government (common in the remote areas).

Column 9(a-b): Ask for the **first provider** consulted for the person's health problem (col. 9a). If health care was sought more than one time (more than 1 in col 8) ask for the **most recent provider** that was consulted (col. 9b).

The codes for provider are listed in the questionnaire.

Column 9(c-d): Ask whether the person who was ill was hospitalised or not. If the person was hospitalised then ask for how many days she/he was hospitalised the last 30 days.

Column (10-11): Ask how much was spent **on transport to go and return** from any health provider in the past 30 days (in col. 10). In col. 11 you ask how much in **total spent on treatment**.

Column 12(a-c): Ask how the sick person’s treatment was financed. Enter up to the three financing sources with the highest amount.

6.14 DISABILITY

Note: Ask about all household members.

Column 1: It is pre-printed and is the “ID Number” of each household member.

Note: You must write the entries for each person on this section against the same ID

Number from the household list. It is vitally important to record the information about a person in front of the same unique ID number (from Col.1 of the list of household members: initial visit, Part A)

Disability

A restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being is defined as disability. It describes functional limitation or activity restriction caused by impairment. The survey ascertained information by inquiring whether the person had any major problem with his/her body, mind or behaviour that limited the person's ability to participate in work, school, or ordinary social life, which is a permanent or long-term condition but not temporary illness.

Column 2 (a-c): Ask if the person has any of the following difficulties ... (see in the questionnaire). Read all difficulties and enter the three most important. In appendix B provided, you can find the definitions of different types of difficulties. If none, then write "0" in Col. 2a and go on with next person.

Column 3 (a-c): For each difficulty ask if it is a mild, moderate or severe difficulty that is reported in Col. (2a-2c).

Column 4 (a-c): For each difficulty ask what the cause is/was. Enter the most important cause for each difficulty that is reported in Col. (2a-2c).

Column 5 (a-c): Ask if the difficulty/difficulties prevent from participation or access to education, housing ... etc. (see the codes in the questionnaire). Read the text for the different codes. Enter the three most important.

Check over the sections completed to make sure that all questions have been answered properly. Make sure that all your handwritten responses are legible. Do not change any responses unless you ask the question again from the respondent. Also, if you find a missed question (other than those which were intentionally skipped), or you notice a confusing response, recheck it with the respondent.

ECONOMIC ACTIVITY

In the following two sections data is collected to get information on the economically active and the economically not active population.

Economically active population includes those who are

- employed, and
- unemployed

Economically inactive population includes those who are

- mainly home makers
- full time students
- dependents
- retired people
- rent-receivers, and
- other categories of income recipients, and
- others who are neither employed nor unemployed and also do not come under any of the inactive categories mentioned.

For measuring economic activity the reference period can be "the past 7 days" ("Current economic activity") or "the last 12 months" ("Usual economic activity") before the interview. In CSES 2012 questions on both current economic activity and usual economic activity are included.

6. 15 CURRENT ECONOMIC ACTIVITY

Respondents: Each household member aged 5 years and older. You must interview each member personally.

ACTIVITY STATUS DURING THE PAST 7 DAYS

Column 1: It is pre-printed, and it is the "ID Number".

Note: You must write the entries for each person on this section against the same ID Number from the household list. There will be some empty lines: those that correspond to household member that are outside the age-range defined for this section. It is vitally important to record the information about a person in front of the same unique ID number (from Col.1 of the list of household members: initial visit, Part A)

Column 2: If you cannot interview the household member personally, then copy the "ID Number" of the respondent in this column. Use the list of household members (Initial visit: Part A).

Column 3: Ask the household member if he/she has done any work at all, even one hour, during the past 7 days (worked or helped on farm, private or public sector, own account or in a business belonging to someone else in your household etc.). If Yes, write code 1 = Yes and skip to Col 5.

Work: Work is defined as an **economic activity** that a person carries out for pay, profit or family gain. It includes:

- paid employment;
- operating a farm or business;
- working for a household economic activity (like food processing, raising of livestock) without pay;
- working as an apprentice in order to learn a skill or craft, without necessarily receiving wages; and
- production of paddy or vegetables, say, solely for home consumption.

If a person is having a job, but he/she is temporarily absent from because of vacation, strike or illness it should be considered as "work".

Production of fixed assets for own house use, such as building or repairing the house is also considered as work.

For each person recorded in section 4 - Housing (Question 10, 14, 22c), fetching water or collecting fuel, check that this person has reported "economic activity". **This is an important opportunity to identify any person who has not been covered because this activity was not noticed or was judged to be "housework". Do not assume that women are principally or exclusively "homemakers".** Use probing questions to help the respondent understand that the following are economic activities:

1. Fish pond/fishing
2. Provisioning in fuel and water
3. Garden plot/growing vegetables
4. Processing farm products
 - Rice wine
 - Bean curd
 - Noodles
5. Culling forest products
6. Repairing (animal enclosures, buildings)

Column (4-25) is asked to persons who have been working the last 7 days.

Column 4: Job but temporarily absent. If 'No' skip to Col 26a (questions for persons not working).

Column 5(a-b): Main (primary) occupation/economic activity during the past 7 days.

Write a clear description of the specific work the person did, in Col 5a. For example, do not write "factory worker" but write what the person did in the factory, such as "**weaving machine operator**" or "**machine repairman**". Occupation refers to the type of work, trade, or profession performed by the person, such as paddy farmer, physician, primary school teacher, carpenter, beauty shop operator etc. If the person had a job but did not work because of leave, vacation or illness, write the occupation to which he was expected to return. The description should be sufficiently detailed, so that the occupation code can be entered in Col. 5b in the office (NIS).

Occupation

Occupation refers to the type of work, trade or profession performed by the individual during the last seven days. If the person is absent from a work he/she had, occupation refers to the kind of work that the person will be doing when he/she returns for work.

Main/Primary Occupation

If any member had more than one economic activity – wage employment or self-employment – during the reference period (past 7 days), then the primary occupation was the one which the respondent accepts as such based on time spent and/or income earned from different activities and other considerations like social and legal status. If the person was engaged in only one occupation, then that was his/her main/primary occupation.

Column 6(a-b):

In what kind of economic activity/industry a person worked. **Write a clear description of the kind of economic activity.**

Industry or Kind of Economic Activity

Industry or kind of economic activity refers to the nature of work done (the goods and services produced) by the institution or the workplace or enterprise where the person works.

Examples are: Cultivation, fishing, livestock raising, selling of vegetables, automobile repairs, manufacture of toys, transport service, school or educational service, sale of clothes (retail), manufacture of eatables etc.

Ask probing questions to get information regarding the kind of product (e.g. manufacture of cigarette) or the kind of trade (e.g. Newspaper selling) or the kind of service (e.g. hair dressing) in which the establishment or company is engaged in. If a person is working in a company with several activities, report the nature of the branch of the company in which the person is working. If the person is employed in a Government office or institution, the name of the office, bureau, school, etc., may be given (e.g. Ministry of Planning, Directorate of Agriculture, High court, Phnom Penh High School etc.).

Write a clear description of the industry corresponding to the primary occupation recorded in Col.5a. Ask the question printed in the column heading. In recording the industry, be as specific as possible. Do not write ‘farming’, but specify the main type of farming like rice farming or orchard or vegetable farm or livestock rising. Mention the main product – good or service – produced by the activity so that the industry code can be entered in Col.6b in the office (NIS). While “occupation” refers to the person’s work, “industry” refers to the type of work of the employer organization. **Take the example of a truck driver in a logging company. That person’s occupation is truck driver, but his industry is forestry. Similarly, an accountant in a textile factory is an accountant by occupation, but his industry would be textile manufacturing.**

Column 7: Type of employer refers to the sector in which the institution or establishment of the employed person falls in his/her main occupation.

1 = Government

State, provincial, district and commune government agencies, and ministries.

2 = State owned enterprise

Financial institutions like the National Bank of Cambodia and all other State controlled enterprises such as CAMINTEL, Cambodian Pharmaceutical Company, Electricite Du Cambodge, State rubber plantations, State construction enterprises, State fishery enterprises, State printing house, State utilities, State courier and mail enterprises.

3 = Cambodian enterprise (Private)

Enterprises or business owned and operated by private Cambodians from a location that is not also a household or private residential dwelling of the owner(s) of the business. Do not include non-profit institutions. If there is a joint venture with any foreign enterprise it will be treated as a Cambodian enterprise (Private) or as a foreign enterprise depending on the share of each.

This category includes financial institutions like Cambodian controlled banks and other Cambodian controlled businesses producing goods or services for sale. In brief it includes all private Cambodian enterprises. Also include business owned by e.g. a Chinese who has lived many years in Cambodia in this code.

4 = Foreign enterprise.

Enterprises or business owned and operated by foreign establishments or persons from a location that is not also a household or private residential dwelling of the owner(s) of the business. Do not include non-profit institutions. Includes foreign controlled financial institutions like foreign controlled Banks (e.g. ANZ Royal, MayBank) and all other foreign controlled businesses which are producing goods or services for sale.

5 = Non profit institution.

All Cambodian and foreign NGOs providing goods and services for free or for a nominal fee that are not controlled and financed by government. Also included are trade unions, professional associations, political parties, charities, pagodas and other religious institutions, and aid organizations financed by voluntary transfers.

6 = Household Sector

All businesses operating out of a household or private residential dwelling. Domestic workers should be included here.

7 = Embassies, International institutions, and foreign aid and development agencies.

All persons working for foreign consulates, embassies, foreign aid and development agencies, ADB, IMF, and UN agencies.

8. Others, specify.

Institutions not falling in any of the sector described above.

Some examples for Type of Employment with their codes are given below:

Farmer (Code 3), National Bank of Cambodia Staff (Code 2), Staff of Mobitel (Code 2), Staff of ANZ Bank (Code 4), Staff of UNPFA (Code 7), Staff of Red Cross (Code 5), Vegetable seller or fruit seller (Code 3),

Moto dop (Code 3), Guard of a house (Code 6), Staff of MoP (Code 1), Thai Airways staff (Code 4), Maid working in a household (Code 6).

Column 8: Five categories have been provided for Employment Status in his/her main occupation

Note: The purpose of this question is to distinguish employee and not employee. On the family farm, the purpose is not to assume or assign different status to a male or female spouse or to adult children whether male or female.

It is likely that adults on family farm should be considered “own account”, while children who engage in economic activity may be deemed “contributing family worker”

1 = Employer

A person who operates his own enterprise directly or through another person (e.g. a manager or caretaker) and who for the operation of this enterprise hires one or more employees whom he pays. Note that the persons considered employees here exclude unpaid family workers and apprentices.

2 = Paid Employee

A person who works for a public or private employer and is paid by this employer. All Government Servants, for example, are employees. Payment may also be in kind.

3 = Own Account Worker

A person who operates his/her own enterprise (e.g. a farmer cultivating his/her own land, petty trader, private doctor, advocate who practices independently) and who does not employ anybody to work for him in operation of his enterprise. He or she neither employs anybody nor is employed by anybody, (e.g. a fruit seller who does his or her business all alone). Farmers working on their family farm, whether female or male, should normally be entered as “own account worker”.

4 = Unpaid family worker

A person who helps in running an economic enterprise operated by a member of his or her family without payment of wages or salary (e.g. a son who helps his father and mother herd cattle, a daughter who helps in hand-loom weaving).

5 = Other, (specify):

To this category belong all persons who do not fall in any of the above groups.

Column 9: Hours worked in his/her main occupation in the past 7 days. Help the respondent by saying that is since... [Day]... last week.

Column 10a: Days he/she worked in his/her main occupation in the past month.

Column 10(b-c): These questions are asked to find out if the main occupation is seasonal work.

Seasonal means that the work is done only part of the year, but the same job is reoccurring every year.

One of the most common seasonal works is in the farming sector, where those who are working with crop production mostly are working during one season.

In other sectors seasonal work can be:

Construction:

Not being able to work with road construction during wet season.

Tourism:

If no or less tourists arriving e.g. during wet season. Tourism in Cambodia is peaking during November to February. Fewer tourists during wet season might affect the possibilities for tourism work.

Salt field worker:

During wet season not possible to extract salt out of sea water.

Note for seasonality: When not working no salary paid.

Teachers:

When not schooling teachers having vacation. As they have salary during vacation this is not seasonal work.

Column 10d: This question is asked to find out if the person's main activity is done in a foreign country. This will help us to measure how many persons that migrate to another country for work.

Column 11: Additional jobs/economic activities besides the main occupation. If the respondent had more than one economic activity during the past 7 days, write the number of additional jobs.

Column 12(a-b): Secondary occupation/economic activity during the past 7 days. The secondary occupation is the one which the respondent considers as the second most important based on time spent on and income earned from different activities and other considerations like social and legal status among all occupations of the person.

Write a clear description for occupation/economic activity, see Col. 5(a-b).

Column 13(a-b): Industry/kind of economic activity for the secondary occupation/economic activity.

Write a clear description, see Col. 6(a-b).

Column (14-15):

See Col. 7-8.

Column (16-17c):

See Col. (9-10c)

Column 18a: In this question additional hours worked in other economic activities/occupations than main and secondary activity/occupation should be reported. Ask if the person had 3 or more jobs/economic activities.

Column 18b: Ask if **any of the other economic activities/occupations** than main and secondary occupation is seasonal (see Col. 10c).

Column 19: Hours in total in **all jobs/economic activities if more than one.**

Column 20: Salary/wages the last month from all jobs/economic activities that the person had as employee (code '1' in Col. 8 and/or Col.15.) Write the amount in Riel's. Write "0" if nothing.

Column (21-25) are asked to persons who want to work more or less hours

Column 21: See in the Questionnaire.

Column 22a: Report how many hours the person want to **reduce** his/her work with if he/she would like to work fewer hours than the total hours worked during the past seven days.

Column 22b: Report how many hours the person want to **increase** his/her work with if he/she would like to work more hours than the total hours worked during the past seven days.

Column (23-24): The respondent has stated that he/she would like to **work more** than he/she does today (in Column 21). It is important to know whether the respondent could start work more within two weeks from now (only Yes or No). This regardless if there are any jobs available, the respondents personal skills, sickness or else. In column 24 the respondent is asked why he/she doesn't work more than now.

Some examples:

Employed

An employed person who has broken an arm is not able to work within 2 weeks from now. It should be equal to "No" in column 23 and "Illness" in column 24.

An employed construction worker wanting to work more than today and can start working more already tomorrow but there are no employer offering work. It should be equal to "Yes" in column 23 and "Not enough work available" in column 24.

Business

A woman wanting to work more in their own shop than today but have to take care of children. It should be equal to "No" in column 23 and "Other reasons" in column 24.

Farmer

A farmer harvesting rice two times a year. When harvesting and planting the crops are completed he/she could start working with the neighbours cattle within a week. It should be equal to "Yes" in column 23 and "Not enough work available" in column 24 if not offered job by the neighbour.

Column 25: How long working fewer hours than wanted and been available to work more hours. Enter number of month in Col. 25.

Column (26-31) are asked to persons who has not been working the past 7 days

Column (26-27(a-c)): See in the questionnaire.

Column 28: Available for work during the past 7 days or available to start working within the coming two weeks from "now" (the time when the interview takes place).

Column 29: Only if actively seeking work. Ask how many hours he/she wants to work per week. Enter the number of hours per week. Write "0" if no hours.

Column 30: How many months out of work and actively been looking for work. Enter number of month in Col. 30.

Column 31: See in the questionnaire.

Column 32: How many months **out of work in total**. That means whether looking for work or not looking for work. Enter number of month in Col. 32.

Column 33: Ask if the latest work was seasonal, see Col. 10c.

Unemployed

Unemployed persons are persons in the labour force that did not work or had no job or business during the reference week but were reported available and actively looking for work. Also, considered as unemployed are persons without job or business who were reported as available for work but were not looking for work.

6.17 VICTIMIZATION

Respondent: The interviewer must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the interviewer can contact another adult household member.

HOUSEHOLD SECURITY, VICTIM OF THEFT, BURGLARY OR ROBBERY and VICTIM OF ACCIDENTS

Question (1-3): These questions are asked for the household. The respondent should be the head of household, spouse or another adult household member. See in the Questionnaire.

VICTIM OF VIOLENCE - PERSONS

Respondents: Each household member. **You must interview each member personally**, only for children you can ask their parents.

Column 1: It is pre-printed number and is the “ID Number” of each household member.

Note: For the first two questions (Col. 2 and 3) you must write the entries for each person against the same ID Number from the household list. It is vitally important to record the information about a person in front of the same unique ID number (from Col.1 of the list of household members: initial visit, Part A).

Column (2-3): Ask if he/she has you been exposed to any act of violence that caused injury in the last 12 months (Col. 2). If no, then write code “2 = No” on go on with next household member.

If yes, ask how often he/she has been exposed in the last 12 months (see in the questionnaire).

VICTIM OF VIOLENCE - EVENTS

In this section you should ask about the event(-s).

If more than three events refer to the most recent ones.

Column (1-2): In column 1 you write the ID code for the person that has been exposed. In column 3 you find the event number, 01-03, which should refer to the three most recent events.

Column 3: If the person has been exposed to the same kind of **violence many times**, this should be considered **as different events** and be reported on different rows.

For each event you ask the questions in Col. (4-9).

Column (4-6): See in the questionnaire

Column 7: If the act of violence was committed by more than one category (for example both unknown and known males), put code 5 in Col. 7

Column (8-9): See in the questionnaire

*******End*******

Special notes

Please see the appendix A, B, C as provided in the back pages

Appendix A: Age conversion charts (2012)

Appendix B: Table of definitions of disabilities

Appendix C: Map of sample EA

//Appendixes are not available in English//