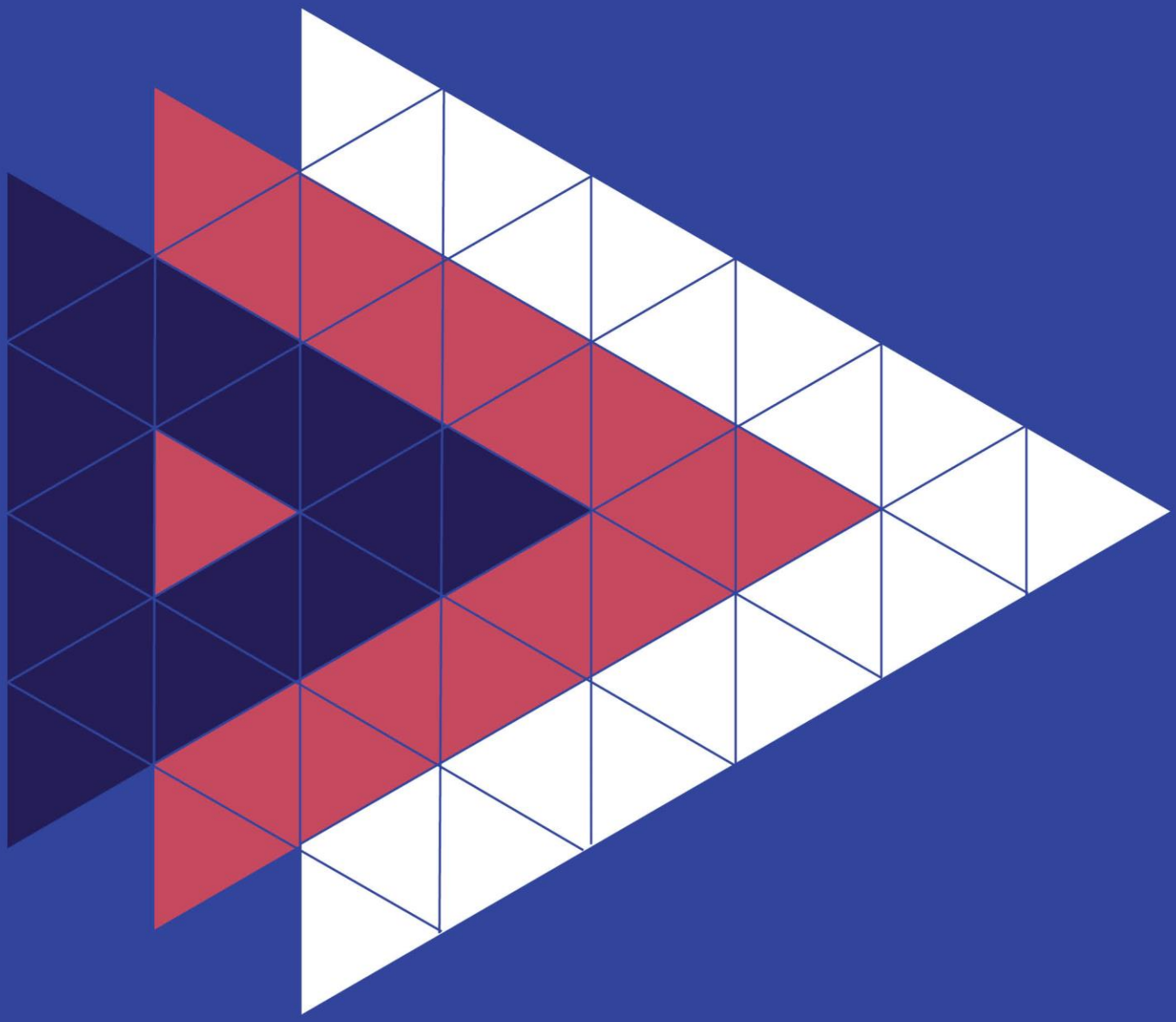
International Labour Organization

Child labour stand-alone surveys

Interviewer manual



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Introduction

This manual is designed to enable interviewers and team leaders to perform their data collection functions for the Model Questionnaire for Stand Alone Surveys on Children's Activities under optimal conditions. The contents of the survey is aligned with the most recent ILO Model LFS questionnaires prepared by the ILO Department of Statistics and the international standards adopted by the International Conference of Labour Statisticians (ICLS) and other relevant internationally agreed statistical standards and recommendations available at this time.

The principal objectives of the Model Questionnaire for Stand Alone Surveys on Children's Activities Survey are:

- To assess the presence of child labour in the country;
- To ensure update of the social indicators used in the development of public sector policy aimed at improving the conditions of children;

The success of any survey depends largely on the quality of the data collected in the field. The data collection exercise must therefore be conducted with great accuracy. All the questions contained in the survey must be clearly understood by the interviewers, team leaders and data entry operators.

The questionnaire covers each household within the sample area. The data is obtained from the responses given by the head of the household and/or other household members.

This document is designed as an instruction manual to facilitate and harmonise completion of the questionnaire. The interviewers are required to possess a clear understanding of the concepts and definitions used in the questionnaires. Some concepts are relatively simple to understand while others are more difficult. However, in all situations, survey officials must be guided by the manual rather than their personal experience.

The rest of this manual is as follows: Section 2 contains a description of the survey features, introducing the household questionnaire and the concepts and definitions it involves. Section 3 identifies the duties assigned to field workers, namely, team leaders and interviewers, while Section 4 gives detailed instructions on how to fill in the questionnaire.

Description of Survey Features

The questionnaire which is the subject of this manual includes 4 modules.

- The Household Roster and Demographics Module collects the socio-demographic characteristics of household members (gender, age, relationship to the household head, familial relations, disabilities, migration);
- The Education Module focuses on the education of all household members;
- The Forms of Work Module collects information on the forms of work performed by children aged 5 to 17 years old and whether the children are subjected to hazardous conditions;
- The Housing Module collects information on the dwelling in which the households live such as the size of the dwelling, presence of utilities, source of drinking water, household assets, livestock ownership, use of credit, sources of income, and shocks suffered by the household.

Concepts and Definitions

Dwelling. A dwelling is defined as a type of construction (permanent building, shack, mud hut, tent etc.) used as a habitation. A dwelling is the living unit occupied by a single household.

Ordinary Household. An ordinary household is defined as the group of persons, related or otherwise, living habitually in the same dwelling, combining their resources, sharing their meals, and recognising the authority of the same person known as the household head. An ordinary household may comprise a single individual (for example a student renting a room on his/her own), or several persons. In the latter case, the household generally comprises the husband and his wife/ves and their child/ren, with or without other dependents (family members, friends, servants, visitors etc.). An ordinary household may also comprise persons living together who have no family links (for example, two single friends renting a self-contained room).

Household Member. A household member is a person usually resident in the household. An individual is held to be usually resident in a household under two conditions: (a) where s/he has been resident in the household for at least 6 months; (b) where s/he has been in the household for less than 6 months, but with the intention of remaining at least 6 months.

Respondents

Everyone should respond for themselves with the exceptions of children aged 5 to 11 years old, members who are unable to respond for themselves due to illness, disability or age, and members who are not available at the time of the interview. For those exceptions, ask an adult in the household who knows the person to respond. The interviewer should make every effort to have the child's parent or guardian as respondent for children aged 5 to 11 years old. If a member is not available at the time of the interview, try to make an appointment to interview the member at a later time before using a proxy respondent.

Reference Periods

Reference week: Refers to the calendar week before the interview date, starting from [START DAY] to [END DAY]. The start and end day of the week are to be defined as per national circumstances (e.g. Monday to Sunday, Sunday to Saturday).

Last 4 weeks: Refers to the four calendar weeks before the interview date.

▶ Field Work

A field team is composed of the team leader, three survey interviewers, a data entry operator and a driver. The team is under the responsibility of the team leader.

Duties of the Team Leader

The team leader is responsible for the coordination of all the work of the team. S/he supervises the activities of the members of his/her team and ensures that interviewers and the data entry operator comply with the rules handed down during their training.

On the arrival of the team in a village/district, the team leader is responsible for establishing contact with the administrative and customary authorities. S/he is specifically responsible for informing them of the objectives of the survey and briefing them on the manner in which the work would be conducted as well as the duration of the visit.

In addition, the team leader and all the members of his/her team must identify the households to be surveyed. The list of households to be surveyed is given to the teams prior to their departure for the field.

The team leader then assigns the households to be surveyed to each of the three interviewers. If one of the households identified is absent for any length of time or categorically refuses to participate in the survey, the team is required to replace it after consulting with the technical team.

One of the most important duties of the team leader is that of participating in some of the interviews conducted by the interviewer, especially during the initial period. The team leader is required to monitor the conduct of interviews very closely and make such comments to the interviewer (away from the household) as may be necessary to help him/her improve on his/her methods. Where necessary, s/he may correct any concepts which may have been poorly understood.

Another important function of the team leader concerns the regular vetting of completed questionnaires. This function is carried out as the interviews progress. After vetting, the questionnaire is passed on to the data entry operator by the team leader.

In addition to his/her technical functions, the team leader is responsible for coordination of the survey subjects. Specifically, s/he organises regular meetings with his/her team, in order to clarify any technical issues which may have been noted during his/her participation in the conduct of interviews and the vetting of the questionnaires. S/he is also responsible for the administration of the resources made available to the team.

Duties of the Interviewer

The principal function of the interviewer is to administer the questionnaire to the households assigned to him/her. During the completion of the questionnaires, the interviewer must refer constantly to this manual and comply with the instructions given to him/her during his/her training sessions.

In order to ensure that the information obtained is of the requisite quality, the interviewer must display a number of attributes, including politeness, courtesy, patience and a logical mind-set. At the outset, the interviewer must introduce him/herself to the household and explain the objectives of the survey. It is important to reassure the respondent(s) as to the confidentiality of any information collected, emphasising the fact that it will be used strictly for statistical purposes. More specifically, the interviewer must never refer to previously completed questionnaires or show completed questionnaires to other interviewers, the team leader or supervisor in the presence of a respondent or any other person.

The interviewer must create an atmosphere of trust from the first moment of contact. The first impression that the respondent has of the interviewer can influence his/her willingness to cooperate. The interviewer must be properly dressed and adopt a friendly attitude when introducing him/herself. S/he must show his/her professional identification attesting to the fact that s/he works for the National Statistical Office. S/he must also avoid the subject of political parties and issues.

The successful conduct of an interview is an art which must not be approached as though it were a mechanical procedure. Each interview must be seen as a fresh information source and made as interesting and pleasant as possible. The interview must not come across as a police enquiry, but rather as a conversation between the interviewer and the respondent. The

interviewer must be skilled enough to be able to revisit a question if necessary, in order to elicit a more specific response. In some cases, questions may need to be explained to the respondent, due care being taken never to deviate from the concepts and definitions involved, and to always comply with the instructions contained in this manual.

Confidentiality. The presence of a person who is not a household member during the interview could prevent the respondent from giving frank and honest responses to the questions asked. It is therefore essential that the interview should be conducted strictly in private, and that all questions should be answered by the respondent him/herself.

Neutrality. Most respondents are polite, and tend to give the responses which they feel the interviewer wants to hear. It is therefore important to remain neutral during the conduct of the interview. The interviewer must never, either by a facial expression or the tone of his/her voice, give the respondent the impression that s/he has given the "right" or "wrong" answer to a question. The interviewer must never give the impression that s/he approves or disapproves of the response given to a question. If the respondent's response strays from the point, the interviewer must refrain from helping him/her by saying something like "I think what you mean to say is ... am I right?" In most cases, the respondent will acquiesce with the interviewer's interpretation of his/her response even if it is inaccurate. What the interviewer should do is repeat the question, with more explanations, and perhaps a wider range of possible options, if options are called for in the response.

Tact. In some cases, the respondent will simply reply "I don't know", give an irrelevant response, appear uncomfortable or uninterested, contradict a previous statement or refuse to respond to the question. In such cases, the interviewer should try to recapture his/her interest in the conversation and restore his/her confidence in the process before proceeding to the next question. A few minutes could be spent discussing subjects outside the scope of the survey (for example, his/her (the interviewer's) town or village, the weather, his/her (the interviewer's) daily activities etc.). If the respondent gives an inconsistent response, the interviewer must not interrupt him/her abruptly or rudely. S/he must listen politely, and proceed with the interview in an intelligent manner, returning to the question whose response was inconsistent with that of the current question. Under no circumstance may the respondent be embarrassed.

Values. The interviewer must not approach the task with preconceived ideas as to the capacity or skills of the respondent. S/he must always be aware that disagreements between interviewer and respondent can influence the interview. If the respondent is under the impression that the interviewer disagrees with him/her, s/he could become distrustful. The interviewer must therefore always behave and speak in a manner calculated to put the respondent at ease.

Timing. The interview must not be rushed – on the contrary – it should be conducted at a conversational rate. Questions should be asked slowly in order to allow the respondent time to thoroughly understand what is being asked of him/her. After asking the question, the interviewer should wait and give the respondent time to think. If the respondent feels rushed, or if s/he is not allowed time to formulate his/her own opinion, s/he may reply: "I don't know" or give an inaccurate response. If the interviewer is of the view that the respondent is replying without thinking simply in order to get through the interview more quickly, s/he could say: "Take your time; your answer is very important to us, so take as much time as you need to answer carefully".

How to Administer the Questionnaire

The household questionnaire is designed to be administered as simply as possible. However, despite all efforts, it still presents complications. It is important for the interviewer to familiarise him/herself with the contents of the questionnaire in order to be able to collect information of the required accuracy. To achieve this, s/he must, in particular, examine the way in which the questionnaire is designed, and try to imagine how a typical respondent would respond to the questions. However, since every individual is different, and in view of the number of potential contradictions within any completed questionnaire, s/he should never expect two different individuals to submit identical information.

There are times where respondents will not answer an individual question, either because they do not know the answer or because they refuse to answer the question. If after asking the question several times, you still cannot get a response, there are response options for Don't Know and Refuse to Answer. These codes should be used very rarely. The supervisors will warn interviewers if they feel that the interviewers are unnecessarily or too frequently using these codes, as their excessive use may indicate a lack of effort to collect the required information from the respondents. Be cautious, only using these codes when absolutely necessary.

Introduction of the Survey

Upon arrival at the household, the interviewer will introduce him/herself to the household and ask to speak with the head of the household. If the head is not available, ask to speak with an adult who knows all of the residents living in the dwelling.

The interviewer should provide an explanation of the survey and how the household was selected for inclusion in the survey. Answer any questions the respondent has fully, and explain the reason and purpose of the survey.

Ask if there are any children aged 5 to 17 residing in the household. If there are no children, thank the household for its cooperation and go to the next household that has been assigned to the interviewer.

The questionnaire is administered in the order that it has been prepared. First, ask the head of household (or the head's representative) the questions in the Household Roster and Demographics Module. After completing all of the information for all of the residents of the household, ask to speak with each individual who has been listed as a member of the household.

For each individual, ask the questions in the Education Module. At the end of the Education Module, if the respondent is 18 years of age or older, thank him/her for cooperating with the survey and go on to the next individual. For each child aged 5 years old to 17 years old, ask the questions in the Education Module, followed by the Forms of Work Module. Do not complete the Education Module for everyone then move on to complete the Forms of Work Module for everyone, etc. Take each child through all of the modules before moving to the next child. In this way, after completing the Forms of Work Module, the child can go about his/her activities.

After completing the interviews with all of the children, ask to speak with the head of household again to administer the Housing Module.

Once the interviews with all members of the household have been completed, thank the members of the household for their cooperation and go to the next household that has been assigned to the interviewer.

Household Roster and Demographics Module

This module concerns all household members and is aimed at establishing such individual characteristics of household members as their gender, residential status, family relationship with the household head, age, marital status, etc.

The respondent for this section is the household head. In the absence of the household head, the respondent may be another resident of the household who is at least 15 years of age, and capable of providing the required information.

Before anything else, a list of the persons in the household must be drawn up. The list must include all those presently residing in the household; in other words, those who have spent their nights in the household over the last 12 months. It is advisable to begin with the household head, followed by all children of the household head whose mothers are not resident in the household. The next respondent should be the first wife, followed by all her children, starting from the

youngest to the oldest. If the household head has more than one wife resident in the household, all the wives will be interviewed in order of seniority. The next group of respondents comprises the brothers and sisters of the household head, the parents (father and mother) of the household head, other relatives (family-in-law, cousins etc.), with persons unrelated to the family ending the list. Strictly speaking, this approach assumes that the household head is male; if the household head is a woman, the approach may easily be adapted.

DEM_01 Person Number of Each Household Member. Within each household, every member will be given an ID number from 1 to N with N being the total number of members in the household. For example, if 5 people reside in the household, the ID numbers will go from 1 to 5. The ID numbers are assigned automatically – the interviewer does not need to assign the numbers. It is important to note that the same ID number is used for each respondent for all of the modules.

DEM_02 Names of Household Members. List the names of all household members. Household members are all individuals who live in the dwelling, combine their resources and eat at least one meal together every day. Household members do not need to be family members. An household may comprise a single individual (for example a student renting a room on his/her own), or several persons. In the latter case, the household generally comprises the husband and his wife/ves and their child/ren, with or without other dependents (family members, friends, servants, visitors etc.). A household may also comprise persons living together who have no family links (for example, two single friends renting a self-contained room).

DEM_03 ID Code of the Respondent. Write the ID code of the individual who provides the information for the module.

DEM_04 What is (your/NAME's) relationship to the household head? The relationship between the respondent and the household head must be recorded in the box provided using the appropriate code. This may be a family relationship (father, mother, sibling, etc.) or the relationship may persons living together who have no family links. Note: if the respondent is not the household head, make sure that the relationship is to the household head and not to the respondent.

DEM_05 (Are/Is) (you/NAME) male or female? The respondent must be asked to state the gender of each household member. Do not assume from the name that an individual is male or female.

DEM_06. What is (your/NAME's) date of birth? Ask the date of birth of all individuals in the dwelling. For the year, write all four digits, for example, 2005. If the respondent does not know either the day, month or year, use 97, 97 or 9997 respectively.

DEM_07 (Do/does) (you/NAME) have a birth certificate or official identity paper? Ask if the individual has a birth certificate or official identity paper with their birth date on the document.

DEM_08 Ask to see the birth certificate or identity paper. Mark if you have seen the document. Verify the date of birth on the document with what the respondent said.

DEM_09 How old (are/is) (you/NAME)? Ask for the age in completed years. If, for example, an individual will be 12 years old next month, the age in completed years is 10 because the individual has not completed his/her 11th year. If, for example, an individual turned 30 two months ago, the age in completed years is 29. The age will be used to determine who responds to the other modules in the questionnaire.

DEM_10 What is (your/NAME)'s marital status? The interviewer should ask the marital status of each individual who is 12 years old or older as of the time of the survey. Possible responses are as follows:

- Married monogamous means married to only one person. It is important to be careful with women in polygamous marriages. The woman may say she is married monogamously because she has only one husband. However, because her husband has more than one wife, all of the wives are in a polygamous marriage.
- Married polygamous means married to more than one person. It may be legal in the country for a person to have more than one spouse. If so, all of the spouses are identified as married polygamous. This code will only be used if polygamous marriage is legal in the country.
- Non-formal union means that a couple lives together as if married, but has not gone through the legal or religious ceremony to legalize the relationship
- Separated means that the person is legally married, but lives separately from their spouse. It is possible for separated individuals to live in the same dwelling with their spouse.
- Divorced means that the person has gone through the legal procedures to dissolve the marriage.

- Widow, widower means that the individual's spouse has died. In a polygamous relationship, this could occur when the husband has died and all of his wives are still living.
- Single, never married means that the individual has never gone through the legal or religious ceremony to legalize a relationship, and does not live in a non-formal union.

DEM_11 Does (your/NAME's) husband/wife/partner live in this household? Ask if the husband/wife/partner of the individual lives in the same dwelling. If yes, identify the husband/wife/partner in DEM_12.

DEM_12 Who is (your/NAME's) husband/wife/ partner? If the husband/wife/partner is living in the same dwelling, ask who it is and write down the ID code of the husband/wife/partner. If the individual is married polygamous, write the ID code of the principal spouse.

DEM_13 Does (your/NAME's) natural father live in the household? The interviewer should ask each household member whether his/her natural/biological father resides in the dwelling. The natural/biological parent does not include individuals that adopted the individual.

DEM_14 Who is (you/NAME's) natural father? If the natural father lives in the dwelling (DEM_13=01), ask who that person is, and write the ID code of the natural father.

DEM_15 Does (your/NAME's) natural mother live in the household? The interviewer should ask each household member whether his/her natural/biological mother resides in the dwelling. The natural/biological parent does not include individuals that adopted the individual.

DEM_16 Who is (you/NAME's) natural mother? If the natural mother lives in the dwelling (DEM_15=01), ask who that person is, and write the ID code of the natural mother.

DEM_17 What is (your/NAME's) ethnicity? Ask for information on the ethnicity of the individual and mark the correct code. If the reported ethnicity is not included in the list, select Other, Specify and write in the ethnicity.

DEM_18 For how many months during the past 12 months (since MONTH/YEAR) (have/has) (you/NAME) lived in this household? This question is designed to identify either new members to the household or people who have migrated and returned. The 12 months covers the previous 12 months. For example, if the interview is done in April 2021, the last 12 months is April 2020 to March 2021. It is not the previous calendar year.

DEM_19 What is the main reason (you/NAME) came to live in this household? For individuals who have lived in the household for less than 12 months, ask why they came to live in the household. They may be new births, women who have joined the household because of marriage, people who left where they used to live for reasons of conflict, etc.

DEM_20 through DEM_25. The next series of questions asks about difficulties individuals may have doing the Activities of Daily Living. These questions are designed only for member of the household who are 5 years of age or older. The questions do not ask about specific disabilities, but ask about the level of difficulty a person experiences in doing some activities. The response options are:

- NO, NO DIFFICULTY
- YES, SOME DIFFICULTY
- YES, A LOT OF DIFFICULTY
- CANNOT DO IT AT ALL
- DON'T KNOW
- REFUSED

The response is the opinion of the respondent. Read the response options for each difficulty and mark the response of the respondent.

DEM_26 When (you/NAME) (were/was) first born, did (you/NAME) live in (CURRENT PLACE OF RESIDENCE)? This question refers to individuals who were born somewhere other than where they currently reside.

DEM_27 (Have/Has) (you/NAME) ever lived in another place, such as another village, another town, or abroad, for three or more months at one time? For all individuals, this question determines if the individual has ever lived somewhere other than the current place of residence for at least 3 months of continuous time.

DEM_28 Where was the last place (you/NAME) lived prior to living in [CURRENT PLACE OF RESIDENCE]? For individuals who have lived in some other place , ask if that place was somewhere else in the same country or was in another country. Read the response options and allow the respondent to select one.

DEM_29 In what year did (you/NAME) come to live in (CURRENT PLACE OF RESIDENCE)? Write the year in which the individual came to this place. For those who were born in this place and returned, this is the latest year in which the individual returned. For those who were not born in this place, but moved here at some time, it is the latest year in which the individual moved to this location.

DEM_30 What was (your/NAME's) main reason for moving to [CURRENT PLACE OF RESIDENCE] from the last place (you/NAME) lived? Ask for the main reason the individual chose to live in this location. It may be similar, or the same, as the reason provided in DEM_19 for coming to live in the household, but it is possible that it is different.

Education Module

This module concerns all household members who are 5 years old and older. Everyone should respond for themselves with the exceptions of children aged 5 to 11 years old, members who are unable to respond for themselves due to illness, disability or age, and members who are not available at the time of the interview. For those exceptions, ask an adult in the household who knows the person to respond. If a member is not available at the time of the interview, try to make an appointment to interview the member at a later time before using a proxy respondent.

EDU_00 Write the ID code of the person who provides information Every respondent should respond for themselves. If the respondent is responding for him/herself, this ID code will be the same as the respondent's ID code. If the respondent is responding for someone else, write the respondent's ID code, which will be different from the individual's ID code.

EDU_01 (Have/has) (you/NAME) ever attended school? This question identifies individuals who have ever attended school. The individual does not have to have completed any grade or level at school. The individual could have attended school at any time in their life.

EDU_02 What is the main reason (you/NAME) (have/has) never attended school? For those who have never attended school, ask for the main reason why s/he never attended school. After collecting the response to this question, skip the rest of the module and go to the Forms of Work Module.

EDU_03 How old (were/was) (you/NAME) when (you/NAME) first attended school? Ask for the age when the respondent first attended school. The respondent may have started and stopped attending school at multiple times. This age is the first time that the respondent attended school regardless of the number of times s/he may have started and stopped attending.

EDU_04 At any time during the previous school year did (you/NAME) attend school or any Early Childhood Education Programme? If the survey is done between school years, the previous school year is the school year that has ended two years ago. If the survey is done during a holiday in a school year, the previous school year is the previous year, not the beginning of the current school year. If the survey is done at the end of a school year, the previous school year is the previous year.

Previous School Year	Survey Administration	Current School Year
2019/20	After school year 2020/21 has ended and before school year 2021/22 begins	2020/21
2020/21	During a school holiday in school year 2021/22	2021/22
2020/21	At the end of school year 2021/22	2021/22

EDU_05 During the previous school year, which level/grade did (you/NAME) attend? Select the code that matches the response. Education systems change over time. For respondents who have already completed school, it is possible that the respondent completed their education in a system with different levels than currently being used. Conversion of these older systems will need to follow the rules used by the National Statistical Office. All of the codes used here should follow the guidelines of the surveys done by the National Statistical Office.

EDU_06 What is the main reason (you/NAME) did not attend school in the previous year? This question is applied only to those who did not attend school in the previous year. Mark the main reason why the respondent did not attend school. If the reason for not attending school in the previous year was that the respondent had already finished school, skip to EDU_10. Otherwise go to the next question.

EDU_07 At any time during the current school year did (you/NAME) attend school or any Early Childhood Education Programme? If the survey is done between school years, the current school year is the school year that has just ended. If the survey is done during a holiday in a school year, the current school year is the current school year. If the survey is done at the end of a school year, the current school year is the school year that is coming to an end.

Previous School Year	Survey Administration	Current School Year
2019/20	After school year 2020/21 has ended and before school year 2021/22 begins	2020/21
2020/21	During a school holiday in school year 2021/22	2021/22
2020/21	At the end of school year 2021/22	2021/22

EDU_08 During the current school year, which level/grade did (you/NAME) attend? Select the code that matches the response. Education systems change over time. For respondents who have already completed school, it is possible that the respondent completed their education in a system with different levels than currently being used. Conversion of these older systems will need to follow the rules used by the National Statistical Office. All of the codes used here should follow the guidelines of the surveys done by the National Statistical Office.

EDU_09 What is the main reason (you/NAME) are not attending school in the current year? This question is applied only to those who did not attend school in the current year. Mark the main reason why the respondent did not attend school.

EDU_10 Did (you/NAME) attend school last week, that is from [DAY] to [DAY]? For those attending school in the current year, ask if they attended school in the reference week.

EDU_11 How many days did (you/NAME) go to school last week? For those who attended school last week, ask how many days the child attended.

EDU_12 How many hours per day did (you/NAME) go to school last week? For those who attended school last week, ask how many hours per day the child attended.

EDU_13 Why did (you/NAME) not go to school last week? For those children who did not attend school last week, ask for the reason why the child did not attend. These children are attending school in the current school year, but did not attend in the reference week. This can be because the school was not open, or because of personal reasons, for example, the child was sick.

EDU_14 What is the highest grade (you/NAME) (have/has) completed in school? Because this is the highest grade completed, it must be lower than the grade currently attending if the respondent is currently attending school. For example, if the respondent is attending the first grade of secondary school, the highest level completed is highest grade of primary school. Education systems change over time. For respondents who have already completed school, it is possible that the respondent completed their education in a system with different levels than currently being used. Conversion of these older systems will need to follow the rules used by the National Statistical Office. All of the codes used here should follow the guidelines of the surveys done by the National Statistical Office.

EDU_15 What is the highest diploma (you/NAME) (have/has) attained? Select the code that matches the response. It is possible that the individual has not attained any diplomas regardless of the number grades that the respondent has completed. Education systems change over time. For respondents who have already completed school, it is possible that the respondent completed their education in a system with different diplomas than currently being awarded. Conversion of these older systems will need to follow the rules used by the National Statistical Office. All of the codes used here should follow the guidelines of the surveys done by the National Statistical Office.

EDU_16 Did (you/NAME) ever repeat a grade of school? Repeating a grade of school means doing the same grade more than one time. Grades represent steps within the education levels. There are multiple grades within each education level. Repetition is only of grades within levels, not of attending multiple grades in a level. Repetition of a grade is to return to the same grade in the next school year because the grade was not completed successfully. Repetition generally results from not completing the requirements for an individual grade and therefore being required to repeat the same school year. Repetition can take place in the next school year, or at a time some years later. A respondent may not complete the requirements for an individual grade because s/he: (a) stopped attending school during the school year, i.e. dropped out; or (b) s/he was unable to complete the examination at the end of the school year

EDU_17 How many times (have/has) (you/NAME) repeated grades? Respondents may repeat the same grade more than one time. Respondents may repeat multiple grades in the same education level. Respondents may repeat multiple grades in multiple education levels. The count includes all of the times the respondent has repeated one or more grades in all education levels.

Forms of Work Module

This module concerns all household members who are 5 years old and older. This module is administered to everyone in the household who is 5 to 17 years of age. Everyone 12 years old and older should respond for themselves. An adult should respond for children aged 5 to 11 years of age. If a member is not available at the time of the interview, try to make an appointment to interview the member at a later time before using a proxy respondent.

The Forms of Work Module establishes the employment status of the respondent. All countries have laws regulating the age at which children are permitted to work and the types of work children are permitted to do. This module collects information to determine the activities that children are performing in the employment sector, at school and in the home. This module also collects information on the activities the children perform In order to assess if the work may be hazardous.

FOW_00 Write the ID code of the person who provides information If the respondent is responding for him/herself, this ID code will be the same as the respondent's ID code. If the respondent is responding for someone else, write the respondent's ID code, which will be different from the individual's ID code.

FOW_01 Last week, that is from [DAY] to [DAY], did (you/NAME) work for someone else for pay for one or more hours? This question collects information on those respondents who are working for pay. Include persons who were temporarily not at their normal place of work for reasons such as job-related travel or job-related training required by the employer. Exclude persons who worked as self-employed, for example in a business or market- oriented activity with the intention of earning a profit, whether as employer or own-account worker, or helping in a family business. This includes casual or piece work for cash payment, or in-kind payment, or in exchange for food or housing.

FOW_02 Last week, did (you/NAME) do any kind of business activity, farming or other activity to generate income? This question refers to producing farm products for sale or exchange; making or repairing things for sale; selling things in the street, local market, or in a shop; shining shoes, guarding cars or similar activities for tips; any other activity to generate income; etc. This includes persons who worked as employers, own account workers producing goods or providing services intended mainly for the market, or as members working in a family business or farm producing mainly for the market. It includes persons who worked in a business activity with the intention of earning a profit, even if the business was not making a profit or was incurring a loss by the time of the interview. Exclude persons who worked in the reference week in any kind of paid job, as employees or apprentices. These persons should have been captured in the previous question. It does not include normal housework.

FOW_03 Last week did (you/NAME) help in a business or farm operated by a household member? This question refers to helping a family member engaged in an activity to generate income for the family; helping to produce farm products for sale or exchange; helping to make or sell things for sale or exchange; guarding or cleaning the family business; etc.

FOW_04 Last week did (you/NAME) help in a business or farm owned or operated by a person that is not part of your household? This question refers to helping someone who is not a family member in their business or on their farm. The respondent did not receive any form of pay (cash payment, or in-kind payment, or in exchange for food or housing) for this work.

FOW_05 Although (you/NAME) did not work last week, did (you/NAME) have a work activity from which (you/NAME) (were/was) temporarily absent? Asked only of persons who were not identified as employed in questions FOW_01 through FOW_04. Temporary absence from a job or business refers to an interruption from an existing job or business. That is, the person should have been previously working in a specific paid job or business and expected to return to that same job or business after the absence. Persons absent from their normal place of work for work-related reasons such as job-related travel or training should be considered employed, at work, in the reference week. That is, they should be captured as employed in questions FOW_01 through FOW_04. Persons who are about to start a new job or business, but have not yet started to work by the interview date are not considered to be absent from work.

FOW_06 What type of work was this? Identifies the work from which the respondent was temporarily absent. Read each of the response options to the respondent and wait for the response.

FOW_07 Last week, did (you/NAME) do any work in…? Identifies persons who potentially did market-oriented work in agriculture, but did not self-identify in FOW_03 or FOW_04. Read each of the response options to the respondent and wait for the response.

- Farming refers to crop production. Examples include growing any kind of produce such as cereals, rice vegetables, fruits, nuts, etc, and related activities such as preparing the land, harvesting.
- Rearing Farm Animals refers to animal production. Examples include raising or breeding cattle, sheep, poultry, goats, pigs, bee keeping, etc. It also includes activities to produce by-products such as eggs and dairy products.
- Fishing or Fish Farming refers to fishery and aquaculture activities. Examples include marine or freshwater fishing, farming fish, crustaceans, molluscs, etc.
- None of the above includes any sector of activity other than farming, rearing animals or fishing. In other words all respondents whose work was not in those activities should be recorded in this response option.

FOW_08 Was this work that you mentioned in…? Identifies the industry of the agricultural work identified in FOW_06. Read all of the response options and wait for the reply. Multiple responses are valid, if respondents had work in multiple different sectors (e.g. a teacher who also works in farming).

- Farming refers to crop production. Examples include growing any kind of produce such as cereals, rice vegetables, fruits, nuts, etc, and related activities such as preparing the land, harvesting.
- Rearing Farm Animals refers to animal production. Examples include raising or breeding cattle, sheep, poultry, goats, pigs, bee keeping, etc. It also includes activities to produce by-products such as eggs and dairy products.
- Fishing or Fish Farming refers to fishery and aquaculture activities. Examples include marine or freshwater fishing, farming fish, crustaceans, molluscs, etc.
- Another kind of business includes any sector of activity other than farming, rearing animals or fishing. In other words all respondents whose work was not in those activities should be recorded in this response option.

FOW_09 Thinking about the work in (farming, rearing animals [and/or fishing] (you/NAME) (do/does), are the products intended…? This question identifies the main intended destination of the product output from the work in farming, rearing animals or fishing in present time. Read all of the responses (except Don't Know) to the respondent and wait for a reply. Only one response is possible.

- Only for sale means that the production from the work mentioned in FOW_08 is produced exclusively for sale to earn household income, and is not used for family consumption.
- Mainly for sale means that the production from the work mentioned in FOW_08 is produced primarily for sale to earn household income, but is also used for family consumption.
- Mainly for family use means that the production from the work in mentioned FOW_08 is produced primarily for household consumption, but surpluses can be sold for household income.
- Only for family use means that the production from the work in mentioned FOW_08 is produced exclusively for household consumption and is not sold.

FOW_10 In general, in the past have these products been ...? This question identifies the main intended destination of the product output from the work in farming, rearing animals or fishing over time. Read all of the responses (except Don't Know) to the respondent and wait for a reply. Only one response is possible.

- Only for sale means that the production from the work mentioned in FOW_08 has been produced in the past exclusively for sale to earn household income, and not used for family consumption.
- Mainly for sale means that the production from the work mentioned in FOW_08 has been produced in the past primarily for sale to earn household income, but also for family consumption.
- Mainly for family use means that the production from the work mentioned in FOW_08 has been produced in the past primarily for household consumption, but surpluses could have been sold for household income.
- Only for family use means that the production from the work mentioned in FOW_08 has been produced in the past exclusively for household consumption and not sold.

FOW_11 (Was/were) (you/NAME) hired by someone else to do this work? This refers to work done in the last week, even if the respondent was only hired to work during that week. It refers to any situation where the work was done in return for the promise of payment, whether actually received or not.

FOW_12 Last week did (you/NAME) have or help in more than one activity to generate income? This question identifies respondents with multiple jobs. For employees, this refers to the number of employers they have. A self-employed person who works for more than one client is not considered to have more than one job or business.

FOW_13 Statement for multiple job holders. The main job is defined as the one in which the person usually works the most hours, even if they were absent from it in the last week. If a respondent holds more than one job, and the hours of work are the same in each job, the main job is the one that generates the highest income.

FOW_14a, FOW_14b, FOW_14c In (your/NAME's) income-generating activity, what kind of work (do/does) (you/NAME) do?? This refers to the kind of work the respondent does in his/her job. The first piece of information is the Occupational title (FOW_14a). The second piece of information is Main Tasks and Duties (FOW_14b) e.g. watering, thinning and weeding; picking fruit, nuts, vegetables and other fruits; feeding, watering and cleaning animals; cleaning, sorting and packing fish, etc. The information from FOW_14a and FOW_14b is used to assign the ISCO code (FOW_14c) after the interview. It is important to provide detailed information about the title and main tasks/duties to enable the coding necessary for FOW_14c.

FOW_15 Were you mainly responsible for these tasks or helping under the responsibility of another person? This question asks if the respondent works under the management of another person or is responsible on his/her own to accomplish the tasks.

FOW_16a, FOW_16b, FOW_16c What is the main activity of the place or business where (you/NAME) help(s)/work(s)? This refers to the branch of economic activity in which the respondent does in his/her job. The first piece of information is the main activity (FOW_16a). The second piece of information is Main Goods and Services (FOW_16b) e.g. restaurant – preparing and serving meals; shop – selling groceries, farm – cultivating cotton, workshop – repairing bicycles, etc. The information from FOW_16a and FOW_16b is used to assign the ISIC code (FOW_16c) after the interview. It is important to provide detailed information about the branch of economic activity and main goods and services to enable the coding necessary for FOW_16c.

FOW_17 (Do/Does) (you/NAME) work...? This question provides the employment relationship of the respondent in the main job.

- As an employee: The respondent holds a job with a written or oral contract which gives him/her a basic pay that is not directly dependent on the revenue of the unit in which he/she works. The term "employee" aims to capture casual, temporary as well as permanent employees in formal or informal employment situations. At national level, additional keywords or common terms may be needed to ensure wide coverage of employees in different employment situations (e.g. day labourer).
- In your/his/her own business activity: The respondent works on his/her own account or with partners. He/she holds a "self-employment" type of job and may or may not have engaged employees to work for him/her. The phrase "business activity" should be adapted to the national context to ensure that independent workers self-identify as such regardless of the type or size of their independent activity.
- Helping in a family or household business: The respondent participated in any activity to support the operation of a business activity of a household member or a family member living elsewhere.

- As an apprentice, intern: The respondent holds a job on a temporary basis to acquire workplace experience or skills.
- Helping a family member who works for someone else: The respondent helped with any of the tasks or duties of an employee job held by a household member or a family member living elsewhere. For example, a son who helps his mother with grading exams as part of her job as a teacher.

FOW_18 Who is (your/NAME's) employer? This collects information on the relationship between the respondent and his/her employer.

- Family member: The respondent works for a member of his/her family. This includes parents and siblings.
- Member of extended family: The respondent works for a member of his/her extended family. This includes family members such as aunts/uncles, cousins, grandparents, etc. It does not include parents and siblings because they are in the first category, family member.
- Friend of family: The respondent works for someone who knows a member of the family.
- Not a relative: The respondent works for someone outside of the respondent's circle of family and friends.

FOW_19 Why (do/does) (you/NAME) work? This question collects information on the main reason why the respondent is working. Read all of the response options and allow the respondent to select one.

FOW_20 How do (you/NAME) usually go to work? This question collects information on the transportation method used by the respondent to travel between his/her home and his/her work. Read the response options and allow the respondent to select one.

FOW_21 How long does it usually take (you/NAME) to get to (your/NAME's) workplace? This question collects information on the amount of time it takes the respondent to travel between his/her home and his/her work using the method of transportation listed in FOW_20.

FOW_22 Which of the following types of pay (do/does) (you/NAME) receive for this work? This question is only asked of respondents who said they were an employee, apprentice/intern or helping a family member who works for someone else. It refers to payment received by the respondent directly. Multiple answers can be recorded if the respondent received multiple different types of payment.

- Wage or salary refers to payments in return for time worked. It can be an amount per hour, day, week, month or other time period. Wages or salaries are not directly dependent on the profits of business/organisation in which the respondent works, or sales etc.
- Payment with meals or accommodation and Payment in products refer to different types of payment in kind, i.e. where non-monetary payments are received.
- Other cash payment includes any other type of cash payment which is not covered by the other categories.
- Not paid should only be used for respondents who report that they do not directly receive any form of pay (for example helpers in family businesses who indicate not receiving any pay).

FOW_23 In what kind of place (do/does) (you/NAME) typically work? This question refers to the type of location where the respondent typically carries out their work.

- At (your/NAME's) own home: includes cases where the respondent works in a space within the household premises. This includes rooms within the residential premises, outbuildings such as sheds and garages intended for residential purposes, as well as yards and gardens immediately adjacent to the residence. Fixed premises adjacent (in front, on the side, in the back) to the household dwelling served by a separate entrance and not normally used for residential purposes should be coded 04.
- At the client or employer's home: includes respondents who typically work at the client's or employer's home, for example, domestic workers (including when residing at the employer's premises), plumbers who work at their client's houses, etc.
- At a farm, agricultural land or fishing site: refers to farmland, orchards, gardens or any other type of land plots used for the purposes of crop, livestock, forestry, fishery, or aquaculture production, regardless of size.
- At a business, office, factory, fixed premise or site: refers to cases where the respondent typically works at a fixed premise or site. This can be a shop, workshop, office building, factory, mine, construction site, permanent market place, warehouse, or any other kind of fixed premise or site. Workers who move around for their work but have a fixed-base location to which they report daily are included in this category.
- On the street or another public space without a fixed structure: includes cases where the respondent typically works on the street or another public space that enables interaction with potential clients (e.g. plaza, parking area, public park, etc.) without a permanent structure. It includes, for example, street vendors, push-cart operators, operators of street stalls that are removed at the end of each day.

- In/on a vehicle (without daily work base): will include all cases where the work typically involves use of a motorized or non-motorized vehicle, including water, air or land-based vehicles. Workers who depart each day from a central location to which they return upon completion of their workday (for example a public transport employee) should be coded as working from a fixed premise (option 04).
- Door-to-door: refers to persons who work on an itinerant basis seeking potential clients at their residential premises (i.e. without prior agreement), for example door to door.

FOW_24 How many persons including (you/NAME) work at (your/NAME's place of work? This question refers to the establishment where the person works. It includes all workers regardless of their status in employment.

FOW_25 Statement for multiple job holders. For respondents who identified themselves as working multiple jobs in FOW_12, this statement indicates that the focus of the following questions is on the job for which the respondent makes the second highest amount of income or works the second most number of hours. The statement is to be read to respondents who self-reported having multiple jobs. No response is required. The second most important job is defined, as per the international standards, as the one in which the person usually works the second most hours, even if they were absent from it in the reference week. If the hours of work are the same in each job, the second job/business is the one that generates the second highest income. Care should be taken to ensure that respondents report on their second most important job even if absent during the reference week.

FOW_26a, FOW_26b, FOW_26c What kind of work (do/does) (you/NAME) do? This refers to the kind of work the respondent does in his/her job. The first piece of information is the Occupational title (FOW_26a). The second piece of information is Main Tasks and Duties (FOW_26b) e.g. cattle farmer; Breeding, raise and sell cattle; Serving meals; Carry bricks; Mixing baking flour; Harvesting maize; Delivering food, etc. The information from FOW_26a and FOW_26b is used to assign the ISCO code (FOW_26c) after the interview. It is important to provide detailed information about the title and main tasks/duties to enable the coding necessary for FOW_26c.

FOW_27a, FOW_27b, FOW_27c What is the main activity of the place or business where (you/NAME) help(s)/work(s)? This refers to the branch of economic activity in which the respondent does in his/her job. The first piece of information is the main activity (FOW_27a). The second piece of information is Main Goods and Services (FOW_27b) e.g. restaurant – preparing and serving meals; shop – selling groceries, farm – cultivating cotton, workshop – repairing bicycles, etc. The information from FOW_27a and FOW_27b is used to assign the ISIC code (FOW_27c) after the interview. It is important to provide detailed information about the branch of economic activity and main goods and services to enable the coding necessary for FOW_27c.

FOW_28 How many hours (do/does) (you/NAME) usually work/help per week in (your/his/her) main income-generating activity? Hours usually worked per week refers to the typical number of the hours actually worked in the second most important job per week assessed over a longer reference period than the reference week, as self-declared by the respondent. Record hours in 0.5 hour intervals. Round to the nearest 0.5 hours if necessary. If the respondent reports variable hours, encourage them to estimate the average over the last 4 weeks.

FOW_29 How many days per week (do/does) (you/NAME) usually work/help in (your/his/her) (main) income-generating activity? Only asked to respondents who could not provide an estimate of hours usually worked per (FOW_28). This refers to the number of days on which any work is usually performed in the main job each week.

FOW_30 How many hours per day (do/does) (you/NAME) usually work/help in (your/his/her)[main] income generating activity? Only asked to respondents who could not provide an estimate of hours usually worked per week (FOW_28). Hours usually worked per week refers to the typical number of the hours actually worked per week assessed over a longer reference period than the reference week, as self-declared by the respondent. Write hours in 0.5 hour intervals. Round to the nearest 0.5 hours if necessary. If the respondent reports variable hours encourage them to estimate the average over the last 4 weeks.

FOW_31 In total, how many hours did (you/NAME) actually work in (your/his/her) [main] income-generating activity last week? This question is different from FOW_28 where the average number of hours over time is provided. This is the actual number of hours worked. Write hours in 0.5 hour intervals. Round to the nearest 0.5 hours if necessary.

FOW_32 What time of the day did (you/NAME) mostly work last week? This question demonstrates if the respondent is working at the times when s/he should be attending school. Read the options and select only one.

- Mostly in the morning before school: means that the respondent works most often in the morning before school starts. The respondent does not usually work in the afternoons, evenings or weekends.
- Mostly in the afternoon or evening after school: means that the respondent works most often in the afternoon after school ends. The respondent does not usually work in the mornings, evenings or weekends.
- Mostly any time during weekdays, irrespective of school: means that the respondent works at any time during the day regardless of the school schedule.
- Mostly during weekends: means the respondent works most of the time during the weekends when school is not in session.

FOW_33 How many hours (do/does) (you/NAME) usually work per week in (your/his/her) second income generating activity? Hours usually worked per week refers to the typical number of the hours actually worked in the second most important job per week assessed over a longer reference period than the reference week, as self-declared by the respondent. Record hours in 0.5 hour intervals. Round to the nearest 0.5 hours if necessary. If the respondent reports variable hours, encourage them to estimate the average over the last 4 weeks.

FOW_34 How many hours did (you/NAME) actually work in (your/his/her) second income generating activity? Hours actually worked refers to the time spent in the second most important job for the performance of activities that contribute to the production of goods or services during the reference week. It includes direct hours carrying out the tasks and duties of the job, regardless of the location where they are performed; related hours spent maintaining or facilitating the work; down time due to interruptions of a technical, material or economic nature; and resting time spent for short periods according to established norms or national circumstances. Record hours in 0.5 hour intervals. Round up or down to the nearest 0.5 hours if necessary. If the respondent cannot provide a total number of hours actually worked in the second job, assist with recall by asking about hours worked per day and days worked in the second job in the reference week.

FOW_35 During the last four weeks, that is from [DATE] up to [DATE] did (you/NAME) do anything to find a paid job or did (you/NAME) try to start a business? This question is only asked to respondents who are not working. Within the question use the specific dates which cover the 4 weeks before the interview. Any activity to seek a paid job should be recorded as YES, even if the amount of activity was low or if the job sought was a casual job for only few hours a week. Any activity to try to start a business should be recorded, even if the amount of activity was low. Typical activities to start a business would include applying for loans, looking for land, buildings or equipment or applying for a licence to start a business. This refers to the activities which take place up to the point where the business is operational and ready to take customers or produce goods or services. Looking for clients once the business is operational is considered as part of the work in the business and part of the working time.

FOW_36 Could (you/NAME) have started working last week? The focus of this question is on the respondent's time availability to start work in a short period (the week before the interview) should a job or business opportunity existed. The respondent should not be required to consider any specific type of job or pay. He or she should reply in reference to their time availability and not on the basis of the characteristics of the job or business. For respondents who were not available in the reference week (i.e. they said no to the previous question) they are asked if they would be available in the two weeks following the interview.

FOW_37 Could (you/NAME) start working within the next two weeks? The focus of this question is on the respondent's time availability to start work in the two weeks after the interview should a job or business opportunity existed. The respondent should not be required to consider any specific type of job or pay. He or she should reply in reference to their time availability and not on the basis of the characteristics of the job or business. For respondents who were not available in the reference week (i.e. they said no to the previous question) they are asked if they would be available in the two weeks following the interview.

FOW_38 Was the income-generating activity reported in FOW_14a and FOW_16a performed during all months in the past 12 months, i.e. from [DATE] to [DAY last week]? This question is asked to all respondents who worked during the last week. The purpose of the question is to determine if the respondent also worked during the entire 12 months period at the same work.

FOW_39 In the last 12 months, from [DATE] up to [DAY last week], did (you/NAME) engage in any income-generating activity? This question is asked only to children who did not work during the reference week, but may have worked in the last 12 months in order to determine how many months the respondent worked.

FOW_40 In which months of the year did (you/NAME) perform the income-generating activity during the past 12 months? Ask which months the respondent worked in. Mark all that apply.

FOW_41 Last week, from [DAY] up to [last DAY], did (you/NAME) do any work in farming, rearing animals, [and/or fishing] for consumption by your household or family? This question is to identify those respondents engaged in unpaid activities to product agricultural goods and/or other goods for consumption by the household or family. Read all of the response options and mark all that apply. A respondent can perform more than one of the activities, for example farming and rearing animals.

FOW_42a, FOW_42b, FOW_42c What kind of work (do/does) (you/NAME) do? This refers to the kind of work the respondent does in his/her agricultural job. The first piece of information is the Occupational title (FOW_42a). The second piece of information is Main Tasks and Duties (FOW_42b) e.g. watering, thinning and weeding; picking fruit, nuts, vegetables and other fruits; feeding, watering and cleaning animals; cleaning, sorting and packing fish, etc. The information from FOW_42a and FOW_42b is used to assign the ISCO code (FOW_42c) after the interview. It is important to provide detailed information about the title and main tasks/duties to enable the coding necessary for FOW_42c.

FOW_43a, FOW_43b What are the main products from (farming, rearing, [and/or fishing] that (you/NAME) (were/was) working on? This refers to the goods that the respondent produced in farming, rearing livestock, or fish farming. The first piece of information (FOW_43a) is the main goods, e.g. citrus fruits, vegetables, freshwater fish, cattle, chicken, rice, etc. The information from FOW_43a is used to assign the ISIC code (FOW_43b) after the interview. It is important to provide detailed information about the main goods produced to enable the coding necessary for FOW_43b.

FOW_44 How many hours per week do (you/NAME) usually spend doing this last week? Write the time in 0.5 hour intervals. Round to the nearest 0.5 hours as needed. If the respondent requires assistance to estimate the hours spent, invite them to describe the hours spent on each day of the reference once at a time.

FOW_45 to FOW_58 This series of questions is designed to collect information on respondents engaged in own use production of goods other than farming or fishing. Each activity is covered with two questions:

- Does the respondent do the activity?
- Gathering wild food
- Hunting
- Preparing preserved food or drinks for storage
- Construction work on the family home
- Making goods for use by the household
- Fetch water
- Collect firewood
- How many hours did the respondent spend doing the activity in the last week? Write the time in 0.5 hour intervals. Round to the nearest 0.5 hours as needed. If the respondent requires assistance to estimate the hours spent, invite them to describe the hours spent on each day of the reference one at a time.

FOW_59 In the last 4 weeks from [START DATE] up to [last END DAY/yesterday] did (you/NAME) participate in any unpaid apprenticeship, internship or similar training in a work place? This question refers to any unpaid activity to produce goods or provide services for others, in order to acquire workplace experience or skills in a trade or profession.

- “any activity” refers to work for at least one hour;
- “unpaid” is interpreted as the absence of remuneration in cash or in kind for work done or hours worked; nevertheless, these workers may receive some form of support, such as transfers of education stipends or grants, or occasional in cash or in kind support (e.g. a meal, drinks);
- production “for others” refers to work performed in market and non-market units that are owned by non-household or non-family members;
- acquiring “workplace experience or skills” may occur through traditional, formal or informal arrangements whether or not a specific qualification or certification is issued.

Included in unpaid trainee work are persons in:

- traineeships, apprenticeships, internships or other types of programmes according to national circumstances, when their engagement in the production process of the economic unit is unpaid; and
- unpaid skills training or retraining schemes within employment promotion programmes, when engaged in the production process of the economic unit.

Excluded from unpaid trainee work:

- periods of probation associated with the start of a job;
- general on-the-job or lifelong learning while in employment, including in market and nonmarket units owned by household or family members;
- orientation and learning while engaged in volunteer work;
- learning while engaged in own-use production work.

FOW_60 How many hours did (you/NAME) spend doing this last week? Record activities in 0.5 hour intervals. Round to the nearest 0.5 hours as needed. If the respondent requires assistance to estimate the hours spent invite them to describe the hours spent on each day of the reference week, one at a time.

Interviewer check: The questions on Hazardous Work are only administered to those children who are working according to the System of National Accounts. If any of the following criteria are met:

- FOW_01 = 01 (work for someone else) and/or
- FOW_02 = 01 (working business activity, farming or other activity to generate income) and/or
- FOW_03 = 01 (helping in a family business or farm) and/or
- FOW_04 = 01 (helping in a business or farm owned or operated any a person that is not part of the household) and/or
- FOW_05 = 01 (temporarily absent from work activity) and/or
- FOW_07 = a, b, c and/or
- FOW_41 = A or B or C (work in family, rearing animals and/or fishing for consumption for own household or family) and/or
- FOW_45, FOW_47, FOW_49, FOW_51, FOW_53, FOW_55, FOW_57= 01 and/or
- FOW_59 = 01 (unpaid apprenticeship, internship or similar training in a work place)

continue to the questions on Hazardous Work (HAZ_01). Otherwise go to the questions on Household Chores (HCH_01).

HAZ_01 to HAZ_17 This series of questions is designed to collect information on the activities that children do at their work which could be hazardous to them. In each case, the respondent answers yes or no to performing the task at work during the last week. If the respondent did not work in the last week, ask about the last week that the respondent worked. The activities include:

- Carrying or pushing or pulling heavy loads
- Working high off the floor/ground
- Using powered tools
- Using sharp tools
- Using big or heavy machines or driving vehicles
- Working with fire, ovens or very hot machines or tools
- Working in a very noisy place
- Working indoors or outdoors where dust, sand, smoke or fumes make it hard to breathe or see clearly
- Working in a place that is very cold or working outdoors in very rainy or wet weather
- Working long hours in the hot sun
- Working below the ground in mining wells or tunnels or other very small spaces
- Working underwater
- Working with or around agricultural chemicals
- Working with liquids or powders that irritate the skin, burn easily, give off vapours that small bad or can explode
- Working during the night time or very early in the morning when it is dark
- Working in contact with large domestic animals, wild animals or around animal manure
- Doing the same task over and over again at a fast pace for long hours

HAZ_18 Do (you/NAME) generally feel safe at work? This question assesses children's perceived safety at work.

HAZ_19 Have (you/NAME) ever been punished for mistakes made at work? This question covers punishment for mistakes at work.

HAZ_20 Would (you/NAME) be allowed to leave your workplace if (you/NAME) were very ill, injured, had a serious family problem or wanted to quit? This question covers freedom of movement where the child is able to leave work if there was an emergency situation.

HAZ_21 to HAZ_23 This series of questions asks about violence at work. They ask if the respondent has experienced certain types of violence at work, and if so, who did the violence.

- Has the respondent been slapped, punched, kicked or otherwise hurt physically?
- Has the respondent been threatened with violence?
- Has the respondent been ridiculed, insulted or made to feel ashamed?

The potential perpetrators include:

- An adult
- Another child/adolescent

HAZ_24 to HAZ_37 This series of questions asks about serious injuries the respondent may have suffered at work. Serious injuries are those that prevent a person from doing normal activities like work or going to school and/or require medical care from a doctor or nurse

- Injuries from a fall
- Hit by something very heavy falling on the respondent or being crushed by heavy machines, vehicles or things at work
- Deep or long cut
- Bad burn (not sun burn)
- Bad bruises, bumps or swelling, e.g. strained muscle, dislocation
- Animal or snake bite
- Head, back or neck injury
- Broken bone
- Lost a body part, e.g. finger, hand, arm, leg
- Eye or ear injury/damage
- Electric shock
- Near drowning
- Other injury not already mentioned

HAZ_38a Thinking about (your/NAME's) most serious injury, what were (you/NAME) doing when this happened? The point of this question is to determine if the respondent was injured while doing his/her work or by general workplace violence. If the respondent says s/he was doing his/her job, write the occupational title (HAZ_38a). After the interview, the ISCO code for the occupational title will be written in HAZ_38b. If the respondent says the injury resulted from workplace violence, mark code 02 in HAZ_38c.

HAZ_39 Now I'd like to ask you about your health in general. Compared to other children your age, would you say your health is Very good, Good, Fair or Poor? This question assesses children's perceived state of health.

HAZ_40 to HAZ_43 This series of questions captures physical health and broad somatic symptoms of mental health. Each of the questions assesses the respondent's perceived sense of mental health.

- Headaches, stomach-aches or sickness
- Feeling so tired it is hard to pay attention at work
- Feeling unhappy, downhearted or tearful
- Worry a lot, feel nervous or are easily scared

HAZ_44 (Do/Does) (you/NAME) feel like (you/NAME) (have/has) someone to talk to about your problems or troubles? This question captures the amount of social support the respondent feels s/he has. Having someone they feel able to talk to is important for children's psychosocial health.

HAZ_45 Do (you/NAME) feel proud of the work that (you/NAME) do? This question captures an element of self-esteem and serves to end the interview on a positive note. Even if children face hazardous conditions, many feel proud of the work that they do.

HAZ_46 I would like to know how you felt about talking to me this way. Please can you tell me was this interview difficult, a little bit difficult or easy. This is the last question that children will respond to. The purpose is to understand children's perceptions of the questions in order to make future modifications as needed.

Household Chores: All children respond to the questions on household chores.

HCH_01 to HCH_34 This series of questions is designed to collect information on the household tasks respondents perform. Each household task is covered with three questions:

- Does the respondent do the household task?
- Shopping
- Repair household equipment for the household
- Cooking
- Cleaning
- Washing clothes
- Help with or care for children/old/sick in the household
- Other household tasks
- How may days did (you/NAME) spend doing this task last week? Write the number of days the respondent actually did the task during the last 7 days.
- How many hours did the respondent spend doing the activity in the last week? Write the time in 0.5 hour intervals. Round to the nearest 0.5 hours as needed. If the respondent requires assistance to estimate the hours spent, invite them to describe the hours spent on each day of the reference once at a time.

Several of the household chores include additional questions regarding specific activities that the child may be doing. These are additional indicators of the hazards that children may face while doing the activities.

HCH_04 In the past week did (you/NAME) carry heavy loads while shopping? Children may have to carry large shopping bags or baskets to bring the shopping from the market to the dwelling. Or the children may have to carry heavy loads on their heads. The distance travelled with the heavy load is not part of the question.

HCH_11 In the past week (were/was) (you/NAME) cooking using a hot stove (with fire, gas, or flames)? This question refers to children who are cooking and are in direct contact with a cooking method (stove, open fire, etc.) that has a flame for cooking. This puts the child in danger of being burned.

HCH_12 In the past week (were/was) (you/NAME) cutting or preparing food with sharp knives? This question refers to children who are using sharp knives while cooking.

HCH_16 In the past week (were/was) (you/NAME) cleaning with soaps or chemicals/bleaches/liquids that irritate or burn your skin, eyes or nose? Not all cleaning products are dangerous to children. This question refers to children who are using dangerous cleaning products. If the product does not irritate or burn the skin, eyes, or nose, the answer is no.

HCH_17 In the past week (were/was) (you/NAME) climbing or cleaning hard to reach places from where if you fell, you might get injured? This refers to children who are climbing to high places while cleaning the house for the household.

HCH_18 (Were/Was) (you/NAME) sweeping, vacuuming, or mopping floors for long periods of time? This question refers to children who have spent long hours sweeping, vacuuming or mopping floors.

HCH_22 In the past week (were/was) (you/NAME) washing clothes by hand? This refers to children who are washing clothes with their hands only. There is no washing machine for the child to use. The children can be washing the clothes by hand in or near the dwelling, or the child may be carrying the laundry to a water source to wash the clothes by hand.

HCH_23 In the past week (were/was) (you/NAME) ironing clothes? This refers to children using a hot iron to iron clothes.

HCH_24 In the past week (were/was) (you/NAME) carrying heavy washing baskets? Children may have to carry large baskets with laundry that is to be cleaned. Or the children may have to carry heavy loads on their heads. The distance travelled with the heavy load is not part of the question.

HCH_28 In the past week (were/was) (you/NAME) carrying or lifting an adult/older person or a heavy child? For those children who are helping with or caring for children/old/sick in the household (HCH_25=01), this refers to the specific task of having to carry heavy people (adults or children) as part of the care.

HCH_29 In the past week (were/was) (you/NAME) bathing, showering or dressing any adults? For those children who are helping with or caring for children/old/sick in the household (HCH_25=01), this refers to the specific task of having to bathe, shower or dress any adult in the household as part of the care.

HCH_30 In the past week (were/was) (you/NAME) caring for a sick person? For those children who are helping with or caring for children/old/sick in the household (HCH_25=01), this refers to taking care of someone in the household who is ill.

HCH_35 During the past week when (you/NAME) usually carry out these activities mentioned above? This question is for children who attended school in the last week (EDU_10=01). This question demonstrates if the respondent is doing household tasks at the times before or after school. Read the options and select all that apply. There may be more than one response.

- Weekdays after school
- Weekdays before school
- Weekends

HCH_36 During the past week when did (you/NAME) usually carry out these activities mentioned above? This question is for children who did not attend school in the last week (EDU_10=02). This question demonstrates if the respondent is doing household tasks at the times when s/he should be attending school. Read the options and select all that apply.

- Weekdays
- Weekends

Housing Module

This module is administered to an adult in the household. The preferred respondent is the head of the household. If the head is not present, ask to speak with an adult who knows about the dwelling and general information regarding the size of the dwelling, presence of utilities, source of drinking water, household assets, livestock ownership, use of credit, sources of income, and shocks suffered by the household.

HOU_00 Write the ID code of the person who provides information Write the ID code of the individual who provides the information for the module.

HOU_01 to HOU_04 are observations by the interviewer. Mark the code that corresponds to the principal materials in the construction of the dwelling.

- HOU_01 What is the principal construction material of the exterior walls?
- HOU_02 What is the principal material of the roof?
- HOU_03 What is the principal material covering the floor of the dwelling?
- HOU_04 In what type of dwelling does the household live?

HOU_05 What is the ownership status of the dwelling? Ask the respondent under what legal structure they are occupying the dwelling. Read all of the response options and allow the respondent to select one.

HOU_06 How many rooms are there in the dwelling? Ask how many rooms are in the dwelling. This is the total number of rooms occupied by the household. This includes all of the rooms except kitchens, bathrooms, corridors and balconies. A room is defined as a space in a housing unit or other living quarters enclosed by walls reaching from the floor to the

ceiling or roof covering, or at least to a height of 2 meters, of a size large enough to hold a bed for an adult, that is, at least 4 square meters. Rooms, therefore, may include bedrooms, dining rooms, living rooms, studies, habitable attics, servants' rooms, rooms used for professional or business purposes and other separate spaces used or intended for dwelling purposes, so long as they meet the criteria of walls and floor space. Passageways, kitchens, verandas, lobbies, bathrooms and toilet rooms are not expected to be counted as rooms, even if they meet the criteria.[1]

HOU_07 What is the size of the dwelling in square meters? Ask the respondent to estimate the size of the dwelling in square meters. If the respondent is unable to estimate, ask if it is possible for you to walk around the dwelling after the interview to estimate the size.

HOU_08 Does this dwelling have an area used for cooking? The interviewer should ask the respondent if the dwelling has an area used for cooking. This is the area used to prepare meals. The area does not have to used exclusively for cooking.

HOU_09 Is this cooking area located inside the dwelling? The cooking area may be located inside the dwelling or outside the dwelling.

HOU_10 Is the cooking area used exclusively by the members of this dwelling, or do people from other households use the cooking area? If the household lives in a dwelling with other households, it is possible that the cooking area is used by all of the households in the dwelling. For example, if the cooking area is in the courtyard of a compound with multiple households, each household may have its own area used for cooking, or they may share one common cooking area.

HOU_11 Does this dwelling have a toilet? This question refers to the household's access to toilet facilities. The toilet type is collected later in HOU_14.

HOU_12 Is this toilet located inside the dwelling? The toilet may be located inside the dwelling or outside of the dwelling, such as a latrine located nearby, but not inside the actual dwelling.

HOU_13 Is the toilet used exclusively by the members of this dwelling, or do people from other households use the toilet? This question is designed to see if the toilet used by the household is exclusive to the household, or if shared with other households. If the household lives in a dwelling with other households, it is possible that the toilet facilities are used by all of the households in the dwelling.

HOU_14 What kind of toilet facility do members of your household usually use? The interviewer will ask the type of toilet facility whether or not the dwelling has a toilet. Even those dwellings that do not have a toilet have to use some type of toilet facility – it may be to go to the nearest field or bush area.

- A flush toilet uses a cistern or holding tank for flushing water, and a water seal (which is a U-shaped pipe below the seat or squatting pan) that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).
- A flush/pour flush toilet to a piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.
- A flush/pour flush toilet to a septic tank is an excreta collection device consisting of a water-tight settling tank, which is normally located underground, away from the house or toilet. The treated effluent of a septic tank usually seeps into the ground through a leaching pit. It can also be discharged into a sewerage system.
- A flush /pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground or leaching pit (protected, covered).
- A flush /pour flush to elsewhere refers to excreta being deposited in or nearby the household environment (not into a pit, septic tank, or sewer). Excreta may be flushed to the street, yard/plot, open sewer, a ditch, a drainage way or other location.

[1] Principles and Recommendations for Population and Housing Censuses, Revision 1, United Nations, New York, 1998, para. 2.375.

- A flush/pour flush to an unknown place is used when the respondent does not know where the toilet waste goes. A response of "flush/pour flush to unknown place/not sure/DK where" is taken to indicate that the household sanitation facility is improved, as respondents might not know if their toilet is connected to a sewer or septic tank.
- A ventilated improved pit latrine (VIP) is a dry pit latrine ventilated by a pipe that extends above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.
- A pit latrine with slab is a dry pit latrine that uses a hole in the ground to collect the excreta and a squatting slab or platform that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit. The platform has a squatting hole, or is fitted with a seat.
- A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.
- A composting toilet is a dry toilet into which carbon-rich material (vegetable wastes, straw, grass, sawdust, ash) are added to the excreta and special conditions maintained to produce inoffensive compost. A composting latrine may or may not have a urine separation device.
- Bucket refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which are periodically removed for treatment, disposal, or use as fertilizer.
- A hanging toilet or hanging latrine is a toilet built over the sea, a river, or other body of water, into which excreta drops directly.
- No facilities or bush or field includes defecation in the bush or field or ditch; excreta deposited on the ground and covered with a layer of earth (cat method); excreta wrapped and thrown into garbage; and defecation into surface water (drainage channel, beach, river, stream or sea).

HOU_15 Does this dwelling have an area used for bathing? An area for bathing is an area where members of the household bathe themselves. The area does not have to be used exclusively for bathing.

HOU_16 Is this bathing area located inside the dwelling? The bathing area may be located inside the dwelling or outside of the dwelling, such as in the courtyard, or near a source of running water if there is none in the dwelling.

HOU_17 Is the bathing area used exclusively by the members of this dwelling, or do people from other households use the bathing area? This question is designed to see if the bathing area used by the household is exclusive to the household, or if shared with other households. If the household lives in a dwelling with other households, it is possible that the bathing area is used by all of the households in the dwelling.

HOU_18 Is this dwelling connected to an electrical network? The household must actually have an individual meter in order to respond "Yes". If several households in the same concession share a meter, that is to say the meter is collective and the households together bear the amount of the invoice, it is considered that each of the households is connected. On the other hand, if a household uses the meter of a neighbouring household, and the metered household is invoiced with the payment for the electricity, the metered household is considered as connected to the network, but the household that uses the neighbour's meter is not considered as connected to the network.

HOU_19 Is the household connected to a running water network? The household must actually be connected to the network, that is to say have its own meter for it to be considered as connected to the network. If several households in the same concession share a meter, that is to say the meter is collective and the households together bear the amount of the invoice, it is considered that each of the households is connected. On the other hand, if a household uses the meter of a neighbouring household, and the metered household is invoiced with the payment for the water, the metered household is considered as connected to the network, but the household that uses the neighbour's meter is not considered as connected to the network.

HOU_20 Is the household connected to a sanitation/sewer network? The household must actually be connected to the sanitation network, it must be connected to a pipe sewer system. A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment.

HOU_21 What is the main source of energy for cooking? Cooking can either be done in an area inside the dwelling or outside the dwelling. If the household said that there is no cooking area in the dwelling, the response to this question should be 08, None. If the household has no connection to electricity because it does not have its own meter, but uses electricity from a neighbouring household, it is possible for the main source to be electricity. However, if the respondent

said that there is no connection to electricity in HOU_18 and says that electricity is the main source of energy for cooking, verify the information for HOU_18.

- Wood: includes firewood, either collected or purchased, or other wood that is burned
- Coal: this is the burning of coal in order to furnish energy
- Kerosene: Kerosene is commonly used as a cooking and lighting fuel. Can be used to fuel a generator that supplies the energy
- Gas: natural gas supplied through a network to the dwelling, or through a tank in which the gas is stored for household use
- Electricity: energy from the electrical network
- Solar: use of solar panels to provide energy for the dwelling
- Other, specify (if this option is selected, write down the other energy source)
- None: members of the household do not cook in the dwelling

HOU_22 What is the main source of energy for heating or cooling? Enter the code for the appropriate choice. If the household has no connection to electricity because it does not have its own meter, but uses electricity from a neighbouring household, it is possible for the main source to be electricity. However, if the respondent said that there is no connection to electricity in HOU_18 and says that electricity is the main source of energy for cooking, verify the information for HOU_18.

- Wood: includes firewood, either collected or purchased, or other wood that is burned
- Coal: this is the burning of coal in order to furnish energy
- Kerosene: Kerosene is commonly used as a cooking and lighting fuel. Can be used to provide fuel to a generator that supplies the energy
- Gas: natural gas supplied through a network to the house or through a tank in which the gas is stored for household use
- Electricity: energy from the electrical network
- Solar: use of solar panels to provide energy for the dwelling
- Other, specify (if this option is selected, write down the other energy source)
- None: members of the household do not heat or cool the dwelling

HOU_23 What is the main source of energy for lighting? If the household has no connection to electricity because it does not have its own meter, but uses electricity from a neighbouring household, it is possible for the main source to be electricity. However, if the respondent said that there is no connection to electricity in HOU_18 and says that electricity is the main source of energy for cooking, verify the information for HOU_18. If the dwelling is connected to the electrical network, it is still possible that the household does not use electricity as its main source of energy for lighting.

- Wood: includes firewood, either collected or purchased, or other wood that is burned
- Coal: this is the burning of coal in order to furnish energy
- Kerosene: Kerosene is commonly used as a cooking and lighting fuel. Can be used to provide fuel to a generator that supplies the energy
- Gas: natural gas supplied through a network to the house or through a tank in which the gas is stored for household use
- Electricity: energy from the electrical network
- Solar: use of solar panels to provide energy for the dwelling
- Candles: use of candles in order to provide lighting
- Battery powered lamps: use of lamps that come with batteries as part of the lamp, or lamps connected to car batteries to power the lamps
- Other, specify (if this option is selected, write down the other energy source)

HOU_24 What is the principal source of drinking water for the household during the dry season? Ask the respondent to give you the main source of household drinking water during the dry season and mark the code for the answer given.

- Water from tap
- Piped into dwelling: also called a 'household connection', is a piped water supply connected with in-house plumbing to one or more taps (for example in the kitchen or bathroom).
- Piped into compound, yard or plot: also called a 'yard tap', is a piped water supply connected to a tap in the compound, yard or plot outside the house.
- Piped to neighbour: refers to a household obtaining drinking water from a neighbour's piped water supply (household connection or yard tap).
- Public tap or standpipe: also known as a public fountain, is a public water point from which people can collect water.
- Open well is a hole that has been driven, bored or drilled, in order to reach groundwater and that is not covered to protect the water supply from contaminants
- Borehole or tubewell: is a deep hole that has been driven, bored or drilled, in order to reach groundwater. Boreholes/tubewells are constructed with casing, or pipes, which prevent the small diameter hole from caving in and protect the water source from infiltration by run-off water. Water is delivered through a pump which may be powered by human, animal, wind, electric, diesel or solar means.
- Protected well: is a dug well that is protected from runoff water by a well lining or casing that is raised above ground level to form a headwall and an apron that diverts spilled water away from the well. A protected well is also covered so that contaminated materials (including bird droppings and small animals) cannot enter the well. Water is delivered through a pump or manual lifting device.
- Tanker-truck: refers to water sold or distributed by a provider who transports large quantities of water into a community using a motorized truck with a tank
- Bottled water: is sold by commercial providers in small or large bottles or refillable containers. This does not include water from other sources stored in plastic bottles.
- Rainwater collection: refers to a system whereby rain is collected or harvested from open surfaces (by roof or ground catchment) and stored in a container, tank or cistern until used.

HOU_25 What is the principal source of drinking water for the household during the rainy season? Ask the respondent to give you the main source of household drinking water in the rainy season and mark the code for the answer given. The source for the rainy season may be the same or may be different than the source used in the dry season.

- Water from tap
- Piped into dwelling: also called a 'household connection', is a piped water supply connected with in-house plumbing to one or more taps (for example in the kitchen or bathroom).
- Piped into compound, yard or plot: also called a 'yard tap', is a piped water supply connected to a tap in the compound, yard or plot outside the house.
- Piped to neighbour: refers to a household obtaining drinking water from a neighbour's piped water supply (household connection or yard tap).
- Public tap or standpipe: also known as a public fountain, is a public water point from which people can collect water.
- Open well is a hole that has been driven, bored or drilled, in order to reach groundwater and that is not covered to protect the water supply from contaminants
- Borehole or tubewell: is a deep hole that has been driven, bored or drilled, in order to reach groundwater. Boreholes/tubewells are constructed with casing, or pipes, which prevent the small diameter hole from caving in and protect the water source from infiltration by run-off water. Water is delivered through a pump which may be powered by human, animal, wind, electric, diesel or solar means.
- Protected well: is a dug well that is protected from runoff water by a well lining or casing that is raised above ground level to form a headwall and an apron that diverts spilled water away from the well. A protected well is also covered so that contaminated materials (including bird droppings and small animals) cannot enter the well. Water is delivered through a pump or manual lifting device.
- Tanker-truck: refers to water sold or distributed by a provider who transports large quantities of water into a community using a motorized truck with a tank

- Bottled water: is sold by commercial providers in small or large bottles or refillable containers. This does not include water from other sources stored in plastic bottles.
- Rainwater collection: refers to a system whereby rain is collected or harvested from open surfaces (by roof or ground catchment) and stored in a container, tank or cistern until used.

HOU_26 to HOU_32 How far away is the nearest [SERVICE]? Ask the distance to the nearest service in kilometres. The household does not need to use the particular service. This question is only designed to determine how close the nearest one is to the dwelling. If the respondent does not know, write “997”.

- Public preschool
- Private preschool
- Public primary school
- Private primary school
- Public secondary school
- Private secondary school
- Bank/Microfinance institution

HOU_33 to HOU_60 collect information on household assets owned by any member of the household. The asset must be in good working order.

- Iron for clothing
- Gas stove
- Oil stove
- Sewing machine
- Food processor
- Gas cooker
- Improved stove
- Refrigerator/freezer
- Fan
- Air conditioner/split
- Simple radio/radio cassette
- Television
- Tape player/CD/DVD
- Parabolic antenna/decoder
- Private car (not used for business)
- Moped
- Bicycle
- Camera, photo or video
- Musical instrument
- Landline telephone
- Portable telephone
- Computer
- Generator
- Wheelbarrow
- Washing machine
- Boat/canoe
- Tractor
- Animal drawn cart

HOU_61 In this household does any one of its members own agricultural land that belongs to him or her, or work agricultural land that does not belong to him or her? This question collects information on those households in which at least one member of the household owns agricultural land or cultivates land that is borrowed, rented, etc. If the response is yes, it means that the household: (a) owns agricultural land; or (b) cultivates at least one plot that does not belong to a member of the household. If the response is "No", it means that the household neither owns lands nor practices agriculture. If a child reported working in agriculture in the Forms of Work Module, the response to this question must be Yes.

HOU_62 How many fields or plots do member of your household work? This includes land that is owned by any member of the household and/or is worked by any member of the household.

HOU_63 What is the total surface area of all of the fields or plots? The interviewer should ask the respondent to estimate the combined area of all of the plots, and record the response accordingly. These areas may be provided in local units. The respondent will not be asked to convert the sizes to standard units. However, if the respondent provides the measurement in standard units, that response should be written down.

HOU_64 In this household does anyone own any land not used for agriculture? This can include land associated with a dwelling or with an enterprise. Land not used for agriculture includes land on which the dwelling is located, land used for a non-agricultural enterprise (a shop, a factory, a market stall, etc.).

HOU_65 What is the total surface area of all of the land not used for agriculture? The interviewer should ask the respondent to estimate the area of all of the non-agricultural land, and record the response accordingly. These areas may be provided in local units. The respondent will not be asked to convert the sizes to standard units. However, if the respondent provides the measurement in standard units, that response should be written down.

HOU_66 What are the household's main sources of income? Ask the respondent each source of income. Allow the respondent to answer yes or no to each type of income. A "Yes" response indicates that at least one member of the household receives income from that source. A household can have more than one source of income. "Main sources" indicates that income is received from the sources on a regular basis. This does not have to be daily or weekly, but when the household receives income it would be through these sources.

- Employment
- Social transfers
- Scholarship
- Rent/property
- Private transfers
- Household enterprise
- Other, specify

HOU_67 Does the household own any livestock on the day of the survey? The interviewer should be clear that this includes only livestock owned by one of the members of the household. If a member of the household only raises livestock belonging to someone else, the response is "No".

HOU_68 to HOU_74 How many [ANIMAL] does the household own on the day of the survey? For each type of animal, ask how many all the members of the household own on the day of the survey. Do not include animals being raised by household members that are owned by someone outside the household.

- Camels
- Horses
- Cows/buffalo
- Sheep
- Goats
- Pigs
- Poultry

HOU_75 Did any member of your household have a loan or obtain a loan or purchase items on credit during the past 12 months? The reference period for this question is 12 months. The question refers to all of the household

members. During the reference period, a member could have a loan that was obtained more than 12 months ago, but that has not yet been paid off. Or could have applied successfully for a loan during the past 12 months. The question also refers to the purchase of items on credit, such as agricultural inputs that are obtained with a promise to pay at the time of the harvest.

HOU_76 What is the main reason for the last loan or credit purchase that a member of the household obtained? The question refers to the most recent loan or credit purchase made by a member of the household. This most recent loan or credit purchase in the last 12 months is not necessarily the largest loan or credit purchase that was made by a household member.

HOU_77 Where did the household obtain the loan or credit from? This question refers to the source of the most recent loan or credit purchase made by a member of the household in the last 12 months.

- Government
- Bank/credit card
- Micro-credit/finance group
- Employer/landowner
- Supplier of merchandise, equipment of raw materials
- Friend/relative
- Money lender
- Other, specify

HOU_78 Has the loan or credit been fully repaid? It is possible that the most recent loan or credit purchase made in the last 12 months has already been fully repaid. Fully repaid loans mean that the obligation to pay has been completed. If so, mark 1 for “Yes” and skip to HOU_81.

HOU_79 How was the debt repaid? Ask yes or no for each of the options. It is possible to have multiple responses for this question.

- Cash
- Selling some assets
- Provide direct labour to the creditor by adult household members
- Provide direct labour to the creditor by child household members
- In-kind
- Other, specify

HOU_80 Were any children withdrawn from school in order to pay the debt? This question refers to the most recent loan or credit purchase made by a member of the household in the last 12 months that has been fully repaid. Children were withdrawn from school so that funds that were used for their schooling could be used to repay the loan. Or children were withdrawn from school in order to provide direct labour to the creditor. Any number of children could have been withdrawn from school from 1 child to all of the children in the household. Children withdrawn from school were not necessarily required to work after withdrawing from school. If the children were withdrawn from school in order to pay off some other loan or credit purchase, or if the children were withdrawn from school for any other reason, the response is “No”.

HOU_81 Have any payments been made to repay the debt? For those households that have not fully repaid the most recent loan or credit purchase made by a member of the household in the last 12 months, ask if any payments have been made towards the debt.

HOU_82 How have debt payments been made? Ask yes or no for each of the options. It is possible to have multiple responses for this question.

- Cash
- Selling some assets
- Provide direct labour to the creditor by adult household members
- Provide direct labour to the creditor by child household members

- In-kind
- Other, specify

HOU_83, HOU_85, HOU_87, HOU_89, HOU_91, HOU_93 Has any member of your household benefitted from [REVENUE SOURCE] in the last 12 months? Ask for each of the revenue sources in the table.

- Retirement pension: civil and military pensions, including veterans
- Widow's pension: payment from the government of a country to a person whose spouse has died
- Disability pension: a pension provided by the government to people who are permanently or temporarily unable to work due to a disability
- Public employment program: publicly financed and government-implemented long-term investment programmes that directly create employment through productive activities with a high labour intensity rather than through the expansion of civil services. The primary objective is to provide employment for workers who are unable to support themselves due to a shortage of market-based employment opportunities.
- Cash transfer program: include programs implemented by the government, non-governmental organizations, international organizations, etc. These programs provide cash to households that meet specific requirements. Does not include remittances sent to the household by family members or others.
- Child protection program: government programs that provide cash benefits to children based on meeting specific requirements.

HOU_84a to HOU_84e, HOU_86a to HOU_86e, HOU_88a to HOU_88e, HOU_90a to HOU_90e, HOU_92a to HOU_92e, HOU_94a to HOU_94e Write the ID codes of up to 5 household members benefitting from the [REVENUE SOURCE] For each revenue source received by a household member, ask which member received funds from that source.

HOU_95 to HOU_102 Country specific programs and the ID codes of the household members who benefitted from those programs.

HOU_103. During the last 3 years, was the household negatively effected by any of the following problems? Ask each of the problems listed and mark if the problems were experienced by the household.

- Drought/irregular rain
- Floods
- Elevated rate of crop disease
- Elevated rate of animal sickness
- Large decrease in the price of agricultural products
- High prices for agricultural inputs
- High prices for food products
- Loss of regular transfers from other households
- Large loss of non-agricultural household revenue (other than from accident or sickness)
- Bankruptcy of a household non-agricultural enterprise
- Large loss of wage revenues (other than from accident or sickness)
- Loss of a wage earning household member
- Grave sickness or accident of a household member
- Death of an earning member of the household
- Death of another member of the household
- Divorce, separation
- Theft of money, goods, harvest
- Conflict/violence/insecurity
- Other, specify

HOU_104. Of all of the shocks the household suffered, which were the three most severe. Please tell me in the order of the most severe to the least severe of the three. Determine the 3 most important problems – the most severe (1), second

(2), least severe of the three (3). If the household has encountered more than 3 problems, it is the 3 most important problems which should be considered. If the household has experienced less than three problems, ask the remaining questions about the reported problems.

The interviewer should ask the respondent to personally assess the order of importance of the problems encountered by the household. The interviewer must refrain from influencing the responses to this question.

HOU_105a-HOU_105e. For most important problem, the interviewer will ask a series of five questions regarding the consequences of the problem.

- Revenues: did revenues increase, decrease, or remain unchanged
- Assets: did assets increase, decrease, or remain unchanged
- Food production: did household food production increase, decrease, or remain unchanged
- Food stocks: did household food stocks increase, decrease, or remain unchanged
- Purchases of food items: did household purchases of food items increase, decrease, or remain unchanged

HOU_106a-HOU_106e. For second most important problem, the interviewer will ask a series of five questions regarding the consequences of the problem.

- Revenues: did revenues increase, decrease, or remain unchanged
- Assets: did assets increase, decrease, or remain unchanged
- Food production: did household food production increase, decrease, or remain unchanged
- Food stocks: did household food stocks increase, decrease, or remain unchanged
- Purchases of food items: did household purchases of food items increase, decrease, or remain unchanged

HOU_107a-HOU_107e. For third most important problem, the interviewer will ask a series of five questions regarding the consequences of the problem.

- Revenues: did revenues increase, decrease, or remain unchanged
- Assets: did assets increase, decrease, or remain unchanged
- Food production: did household food production increase, decrease, or remain unchanged
- Food stocks: did household food stocks increase, decrease, or remain unchanged
- Purchases of food items: did household purchases of food items increase, decrease, or remain unchanged

HOU_108. What strategies were adopted by the household after the (most severe problem) in order to face the situation? The interviewer should ask the household whether it has adopted at least one strategy in response to the problem, and record the appropriate code for each strategy adopted. The survey makes provision for a maximum of three strategies. In practice, the interviewer should not read (or communicate) the list of household strategies ahead of the interview. The household should be left to speak for itself on the issue of strategies adopted, and only then should the interviewer classify the responses under one of the pre-established options. However, if the household is unable to provide an adequate response, the interviewer may then ask “Have you tried.....?” (and propose different possible strategies).

HOU_109. What strategies were adopted by the household after the (second most severe problem) in order to face the situation? The interviewer should ask the household whether it has adopted at least one strategy in response to the problem, and record the appropriate code for each strategy adopted. The survey makes provision for a maximum of three strategies. In practice, the interviewer should not read (or communicate) the list of household strategies ahead of the interview. The household should be left to speak for itself on the issue of strategies adopted, and only then should the interviewer classify the responses under one of the pre-established options. However, if the household is unable to provide an adequate response, the interviewer may then ask “Have you tried.....?” (and propose different possible strategies).

HOU_110. What strategies were adopted by the household after the (third most severe problem) in order to face the situation? The interviewer should ask the household whether it has adopted at least one strategy in response to the problem, and record the appropriate code for each strategy adopted. The survey makes provision for a maximum of three strategies. In practice, the interviewer should not read (or communicate) the list of household strategies ahead of the interview. The household should be left to speak for itself on the issue of strategies adopted, and only then should the interviewer classify the responses under one of the pre-established options. However, if the household is unable to provide an adequate response, the interviewer may then ask “Have you tried.....?” (and propose different possible strategies).

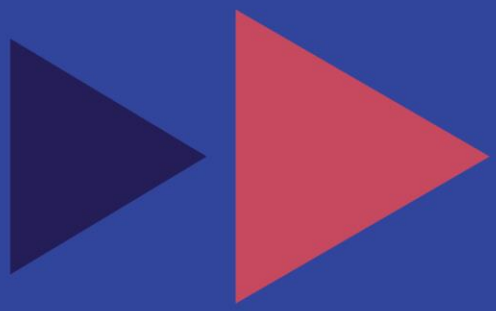
End of the Interview

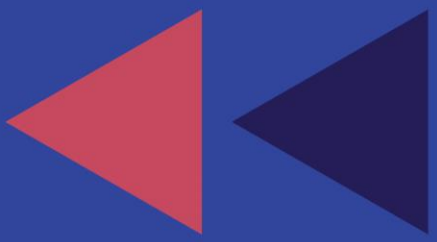
When the questionnaire has been completed, the interviewer should check over the completed questionnaire. The need to check the completed questionnaires as the interview proceeds cannot be over-emphasized; the end-of-interview check is even more important.

As part of the checking procedure, the interviewer must ensure that all sections of the questionnaire are completed and that not a single one has been overlooked (completeness check); s/he must also ensure that the every section of the questionnaire has been properly completed for every person. It is possible, for example, that some of the information needed to complete one of the individual sections could only be provided by a particular individual who was absent at the time of interview. The proxy respondent may suggest that the interviewer proceed with the interview, pending the arrival of the absentee by the end of the interview. The onus is on the interviewer to ensure that these types of omission are repaired, and the information collected.

The interviewer must look over the questionnaire and check that the information it contains presents a coherent whole. There is a strong link between age and some sections of the questionnaire, and between certain questions and the age of certain individuals. For example, a child may turn out to be too young to have attained a certain level of education. The respondent may have made a mistake in his/her statements, or the mistake may have been on the part of the interviewer when recording the respondent's responses. The interviewer must carry out a further check on responses with this kind of error in mind. S/he must also check to eliminate inconsistencies between the ages declared for certain persons (parents and children).

After this has been done, thank the household for its cooperation and say goodbye.





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