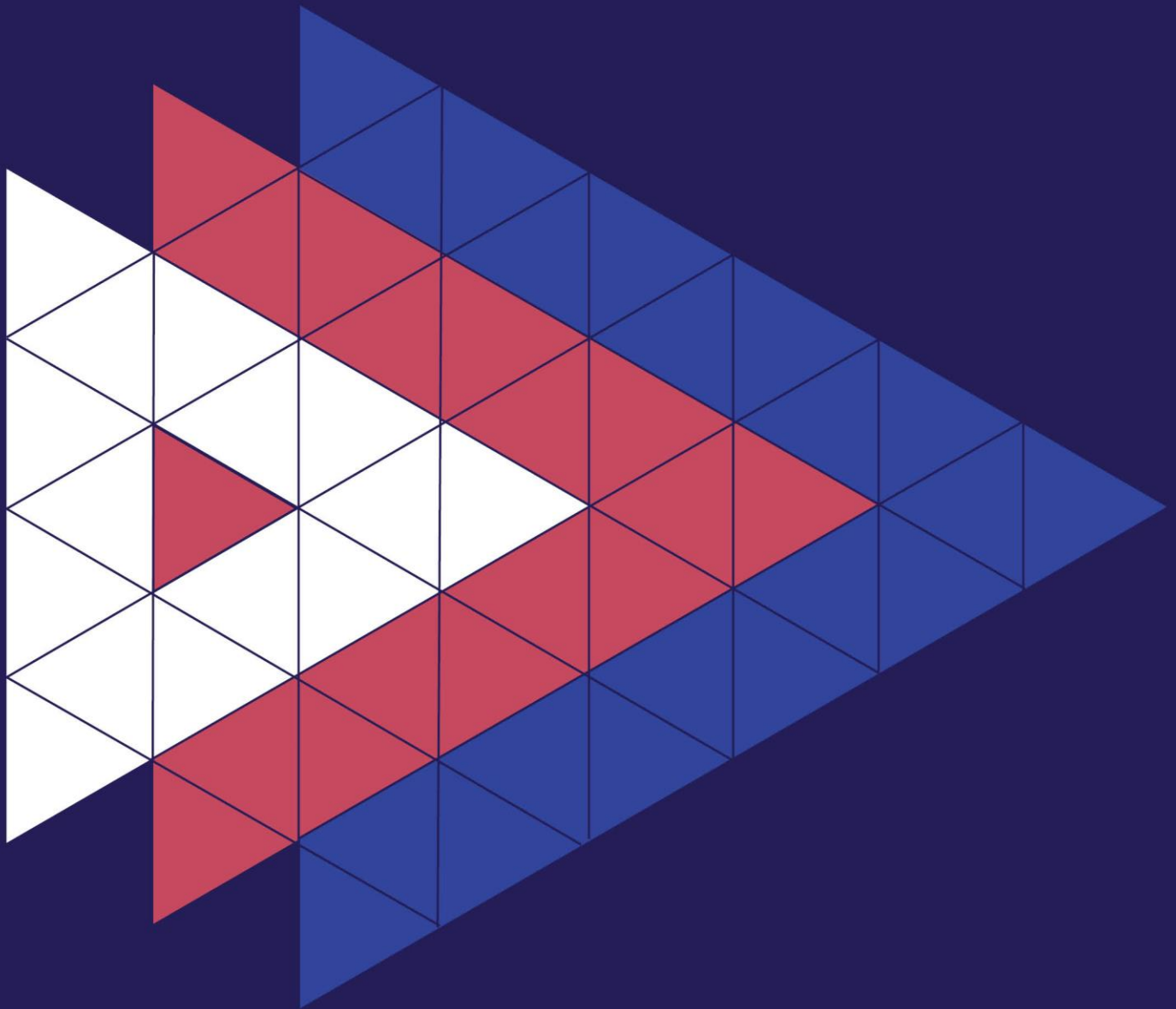




International
Labour
Organization

► Child labour stand-alone surveys

National Adaptation Guide for Pen-and-Paper Interviews (PAPI)



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National Adaptation Guide for
Pen-and-Paper Interviews (PAPI)



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► Introduction

There are four modules in the Model Questionnaire for Stand Alone Surveys on Children's Activities:

- Household Roster and Demographics
- Education
- Forms of Work
- Housing

Each module collects information on the household as a whole and on the children in the household who may be participating in some form of child labour. Each module collects information that is used to understand the conditions which lead to child labour.

The Household Roster and Demographics 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 Education Module collects information for all household members who are 5 years of age or older. It provides additional demographic characteristics of the members and also provides information on the ability of individuals to perform in the labour market.

The Forms of Work Module is only collected for children 5 year to 17 years of age. It looks at the activities that children are performing in order to determine each child's status concerning child labour. The module also collects information on hazardous conditions that the children may be facing as part of their work.

The Housing Module gathers information on the dwelling in which the household lives. This information can be used to determine a household's level of well being. It can help analysts define those households that are vulnerable to economic shocks which could lead to the household deciding to place their children into child labour.

► General Information

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.

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.

General Conventions

Conventions used in the ILO model LFS questionnaires for PAPI

- Regular text: Indicates text to be read by the interviewer
- Italics: Indicates interviewer instructions or aids, not to be read out loud
- CAPS: INDICATES RESPONSE CATEGORIES AND FILTERS NOT TO BE READ OUT LOUD
- (Parenthesis): Indicates that a choice or a substitution must be made
- [Blue text]: Indicates questions that may be included/excluded as per national circumstances
- [Red]: Indicates text that must be adapted as per national circumstances
- **Bold text:** Indicates question numbers, section headings, skips, and other structural items

► Module 1: Household Roster and Demographics

Module 1 serves as the start of the survey interview. It is addressed to the household reference person and aims to identify all members of the household as specified in the national context, assign them a unique identifier (PPNO), and capture essential demographic and social characteristics. This includes: relationship to the reference person, sex, date of birth, age, marital status, highest level of education completed, field of education, current school enrolment and participation in training outside the formal education system. The module requires adaptation to ensure relevance to the national context and to capture additional background characteristics as needed to meet user demands for disaggregation and analysis.

Respondent: Head of Household

If the head is not available, the respondent should be another resident adult at least 18 years of age and able to provide the necessary information.

Question ID	Description and guidelines
INTERVIEW OPENING	<p>HOUSEHOLD INTRODUCTION</p> <p>Survey introductory statement</p> <p>Purpose</p> <ul style="list-style-type: none"> To introduce the interviewer, establish initial rapport and identify a household “reference person” <p>National adaptation and implementation</p> <ul style="list-style-type: none"> The statement should be adapted to the national context, based on existing survey practice. Clear guidelines should be provided to identify a suitable respondent or “reference person”. A main objective of identifying a reference person is to establish the type of family relationships among household members and to provide basic information on the household and its members. The “reference person” may also become the main respondent to the survey when other household members are not available to respond directly. Thus, it is important that the “reference person” be a knowledgeable adult present at the time of the survey and with sufficient information about the household and its members General recommendations for the selection of a “reference person” include: <ul style="list-style-type: none"> a. Either spouse of a married couple living in the household (preferably from the middle generation in a multigenerational household); b. Either partner of a consensual union couple living in the household where there is no married couple present (where applicable); c. The parent, where one parent lives with his or her sons or daughters of any age; or d. Where none of the above conditions apply, any adult member of the household may be selected, excluding roomers, boarders, or paid household employees Note that, the “reference person” is not meant to identify the member with primary authority or responsibility for household affairs. For countries interested in identifying the “household head” (or heads) based on self-declaration, it is recommended to do so using a separate question asked after establishment of the household roster (e.g. Whom among the members of this household has primary responsibility for making decisions about this household and its members?).

CONFIDENTIALITY STATEMENT

Survey participation and confidentiality statement

Purpose

To introduce the purpose of the survey, guarantee the confidentiality of the information, and provide other related information

National adaptation and implementation

- The statement should be adapted to the national context based on existing survey practice. Introductory statements should provide a basic description of the topic covered by the survey, a guarantee of data confidentiality, intended uses of the information, type of participation (voluntary or mandatory) and expected duration of the interview. It is also good practice to provide the respondent with an opportunity to ask for more information before the start of the interview.

DEM_01

PERSON NUMBER OF EACH HOUSEHOLD MEMBER

Unique number assigned to each household member.

Response options

01 – 20

Purpose

- To enable linking of data at the individual level from different survey modules for the same household member
- When combined with unique household and/or area identifiers, to enable linking of data at the individual level across survey waves, as relevant.

National adaptation and implementation

- Assign code 01 to the “reference person”, and continue with all other household members as per national practice. It is usually a good practice to request listing of household members using a combination of kinship type (nuclear family, extended family, non-related members) and chronological age order.
- Instructions for the identification of household members should follow conventions agreed for use in national household surveys. This includes decisions regarding the concepts of “household” and “household member” to be applied and the enumeration approach to be used (de jure or de facto), including in particular, rules for the treatment of household members absent during the data collection period, temporary visitors, persons who regularly live in more than one residence, students away from the home during the school cycle, homeless, nomads, etc.
- Additional questions may need to be included in the household roster module to facilitate consistent application of the criteria established to define “usual residence” (when using a “de jure” enumeration) and “household membership” in the national context, particularly in settings with important internal or international migration, diverse family structures and/or living arrangements.
- The assigned number should identify only one member of the household, and should remain the same across survey modules (and/or survey waves as relevant).

DEM_02	<p>NAMES OF THE INDIVIDUALS IN THE HOUSEHOLD</p> <p>Name of the household member</p> <p>Response options</p> <p>Open-ended field</p> <p>Purpose</p> <ul style="list-style-type: none">• For use during the course of the interview. <p>National adaptation and implementation</p> <ul style="list-style-type: none">• To be recorded as per national practice. Requesting full names may be sensitive in certain contexts. Where this is the case, to minimize potential underreporting of selected household members, recording may be limited to the first name and/or initials. Nevertheless, sufficient details should be recorded that allow to differentiate between household members sharing a common first name or initials. <p>Interviewers should be trained to re-assure respondents about the confidentiality of the personal information to be provided, as needed. In addition, procedures should be put in place to ensure that all personal identifiers, including names of household members, are kept confidential, secure and are used exclusively for statistical purposes.</p>
DEM_03	<p>ID CODE OF RESPONDENT</p> <p>ID code of the respondent.</p> <p>Response options</p> <p>01 – 20</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the respondent as responding for himself/herself or having a proxy respondent <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Uses the ID code as assigned in DEM_01 to identify all respondents• Write the ID code (DEM_01) for the individual responding to the questions, even if the individual is responding for himself/herself• This code can be the same as the individual's ID code, or it will be the code of the person who is actually responding• If the child is 5 to 11 years of age, the ID code of the respondent must be the ID code of the parent/guardian/other adult of the child who is actually responding
DEM_04	<p>RELATIONSHIP TO HOUSEHOLD HEAD</p> <p>Indicates relationship of each individual in the household to the head of the household.¹</p> <p>Response Options</p> <p>01 HEAD</p> <p>02 WIFE/HUSBAND OF HEAD</p>

¹ The Household Head is the individual recognized by the household as its head.

- 03 CHILD/ADOPTED CHILD
- 04 GRANDCHILD
- 05 NIECE/NEPHEW
- 06 FATHER/MOTHER
- 07 SISTER/BROTHER
- 08 SON/DAUGHTER-IN-LAW
- 09 BROTHER/SISTER-IN-LAW
- 10 GRANDFATHER/GRANDMOTHER
- 11 FATHER/MOTHER-IN-LAW
- 12 OTHER RELATIVE
- 13 SERVANT OR SERVANT’S RELATIVE
- 14 OTHER, SPECIFY _____

Purpose

- To identify each individual in the household and their relationship, if any, to the household head
- To enable reconstruction of the nature of the relationship (kin/non-kin) between household members and the household head
- To support analysis by type of household

National adaptation and implementation

- This list should be as similar as possible to the list used in the national household survey that is used to determine poverty
- Code 01: The household head is the individual identified by the household as its head
- Code 02: Includes cohabiting partners and multiple spouses in the case of polygamous households. The category may be split where there is interest in distinguishing between households with married partners and cohabiting households.
- Code 03: Includes biological, foster, step or adopted children.
- Code 06: Includes biological, foster, step, or adoptive parents.
- Code 12: Includes all other related persons living in the same household as the reference person, including siblings, family in law, etc.
- Code 13: Includes domestic workers living in the household, including maids, cooks, drivers, security guards. To be included as per national relevance when a concept of “household dwelling” is used, which considers all persons living in a housing unit as belonging to the same household.
- Code 14: Includes all other unrelated persons living in the same household as the reference person, for example friends, boarders, roomers. National adaptation of this category should take into account the concept of household (“housekeeping” or “household dwelling”) and related special rules adopted for the survey.

DEM_05

SEX OF HOUSEHOLD MEMBER

Sex of each household member

Response options

01 MALE

02 FEMALE

Purpose

- To identify all individuals in the household by sex
- To enable disaggregation by sex

National adaptation and implementation

- When used as a basic background characteristic, the variable is defined as the biological sex assigned to the person at birth.
- Interviewers should be trained to not read the question aloud in the case of direct respondents and in other cases where the biological sex can be inferred without doubt. Alternately interviewers may be trained to introduce the question with a preface to reduce sensitivity, as follows: To avoid any assumptions, I am being requested to confirm the sex of [NAME], is [NAME] male or female?

DEM_06

DATE OF BIRTH

Day, month and year when the person was born, expressed in Gregorian calendar.

Response options

DD/MM/YYYY

Where DD = 01-31,97; MM = 01-12, 97; and YYYY=1900-CURRENT YEAR, 9997

Purpose

- To determine the age of the person

National adaptation and implementation

- The type of calendar used should be adapted to national circumstances to facilitate reporting of the date of birth.
- To reduce age reporting errors, where appropriate, it may be useful to train interviewers to request the respondent to retrieve the birth certificates or any other official documentation that may contain the date of birth of household members.
- If the person cannot recall the day of birth, record the month and year
- If the person cannot recall the month and year of birth, then a question on age in completed years can be used as a way to reduce the extent of missing age information. A direct question on age, however, tends to be subject to various problems of reporting, including rounding and deliberate misreporting. Thus, it should be used only as a recovery strategy.
- In countries where literacy levels are low, there may be individuals who do not know their date of birth or age. It is possible to approximate the year of birth by asking if a large well know event, such as a natural disaster or national election, occurred during the same year as the respondent was born.
- Make every effort to collect at least the year of birth if the respondent answers that they do not know.

DEM_07	<p>BIRTH CERTIFICATE/IDENTITY PAPER</p> <p>Presence of a birth certificate or identity paper for the individual.</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• To verify date of birth <p>National adaptation and implementation</p> <ul style="list-style-type: none">• This question should be as similar as possible to the question used in the national household survey that is used to determine poverty, if any.
DEM_08	<p>VERIFICATION OF BIRTH CERTIFICATE/IDENTITY PAPER</p> <p>Verifies that a birth certificate/identity paper was seen by the interviewer.</p> <p>Response options</p> <p>01 YES, DOCUMENT WAS SEEN</p> <p>02 NO, DOCUMENT WAS NOT SEEN</p> <p>Purpose</p> <ul style="list-style-type: none">• Provides verification of the date of birth provided in DEM_06 <p>National adaptation and implementation</p> <ul style="list-style-type: none">• The official documents that verify date of birth may vary by country
DEM_09	<p>AGE IN COMPLETED YEARS</p> <p>Age of the person at last birthday, expressed in complete solar years. For children less than one year old, the age in completed years is 0. Between birthdays, for example 14 years and 4 months of age, the age in completed is the number of years, in this case 14.</p> <p>Response options</p> <p>0 to 100</p> <p>Purpose</p> <ul style="list-style-type: none">• To determine the age of the person• Identify those individuals who will be interviewed in the other modules of the questionnaire

National adaptation and implementation

- This question is essential to identify individuals who will respond to the other modules of the questionnaire
- The upper age limit will vary by country and should follow the guidelines for other surveys done in the country
- For children under one year of age, record "00".

For members >=12

DEM_10

MARITAL STATUS

Marital status of all individuals aged 12 or older.

Response options

01 MARRIED MONOGAMOUS

02 [MARRIED POLYGAMOUS]

03 NON-FORMAL UNION

04 SEPARATED

05 DIVORCED

06 WIDOW, WIDOWER

07 SINGLE, NEVER MARRIED

Purpose

- To identify the marital status of all individuals in the household
- Used to identify familial relationships, if any, in the household
- To support disaggregation and analysis of outcomes by marital status

National adaptation and implementation

- Asked only of individuals over the age at which marriage is legally permitted in the country
- Not all marital relationships, for example married polygamous, are legal in all countries.
- 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.
- 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. It is possible for divorced individuals to live in the same dwelling.

- 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

PRESENCE OF SPOUSE(S)/PARTNER(S) IN HOUSEHOLD

Identifies the husband(s)/wife(ves)/partner(s) of each individual in the household

Response options

01 YES

02 NO

Purpose

- To identify the relationships of individuals in the household who have a spouse/partner
- Used to identify familial relationships, if any, in the household

National adaptation and implementation

- This question is essential to identify familial relationships, if any, within the household

DEM_12

IDENTIFICATION CODE OF SPOUSE(S)/PARTNER(S)

Provides the ID code of the spouse(s)/partner(s) of each individual in the household who is married, in a non-formal union, separated or divorced

Response options

ID code of the husband(s)/wife(ves)/partner(s)

Purpose

- To identify the relationships of individuals in the household who have a spouse/partner
- Used to identify familial relationships, if any, in the household

National adaptation and implementation

- This question is essential to identify familial relationships, if any, within the household

All members

DEM_13	<p>NATURAL FATHER IN HOUSEHOLD</p> <p>Identifies the presence in the household of the natural/birth father of each household member</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• To identify the relationships of individuals in the household with their natural father• Used to identify familial relationships, if any, in the household <p>National adaptation and implementation</p> <ul style="list-style-type: none">• This question is essential to identify familial relationships, if any, within the household• The question refers to the natural or birth father of the individual, not the person acting as the father to the individual if the natural/birth father is not present in the household or is dead
DEM_14	<p>IDENTIFICATION CODE OF NATURAL FATHER</p> <p>Provides the ID code of the natural/birth father of each individual in the household when he is present in the household</p> <p>Response options</p> <p>ID code of the natural/birth father</p> <p>Purpose</p> <ul style="list-style-type: none">• To identify the relationships of individuals in the household whose father lives in the same household• Used to identify familial relationships, if any, in the household <p>National adaptation and implementation</p> <ul style="list-style-type: none">• This question is essential to identify familial relationships, if any, within the household
DEM_15	<p>NATURAL MOTHER IN HOUSEHOLD</p> <p>Identifies the presence in the household of the natural/birth mother of each household member</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• To identify the relationships of individuals in the household with their natural mother• Used to identify familial relationships, if any, in the household <p>National adaptation and implementation</p> <ul style="list-style-type: none">• This question is essential to identify familial relationships, if any, within the household

	<ul style="list-style-type: none"> • The question refers to the natural or birth mother of the individual, not the person acting as the mother to the individual if the natural/birth mother is not present in the household or is dead
DEM_16	<p>IDENTIFICATION CODE OF NATURAL MOTHER</p> <p>Provides the ID code of the natural/birth mother of each individual in the household when she is present in the household</p> <p>Response options</p> <p>ID code of the natural/birth mother</p> <p>Purpose</p> <ul style="list-style-type: none"> • To identify the relationships of individuals in the household whose mother lives in the same household • Used to identify familial relationships, if any, in the household <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • This question is essential to identify familial relationships, if any, within the household
DEM_17	<p>ETHNICITY</p> <p>Identification with specific ethnic groups in the country</p> <p>Response options</p> <p>01 [ETHNICITY]</p> <p>02 [ETHNICITY]</p> <p>03 [ETHNICITY]</p> <p>04 [ETHNICITY]</p> <p>05 [ETHNICITY]</p> <p>06 [ETHNICITY]</p> <p>07 OTHER, SPECIFY</p> <p>Purpose</p> <ul style="list-style-type: none"> • To identify the individual's relationship to ethnic groups in the country <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • The question of ethnicity may be sensitive in some countries and may be left out of the questionnaire. This question should follow the same guidelines as the national household survey that is used to determine poverty.
DEM_18	<p>MONTHS OF RESIDENCE IN HOUSEHOLD</p> <p>The number of months out of the last 12 that the individual has lived in the household</p> <p>Response options</p> <p>0 to 12</p> <p>Purpose</p>

- Determines household membership
- Identifies new/returned members of the household

National adaptation and implementation

- The definition of the number of months of required presence in the household to identify household members may differ by country. Follow the guidelines as the national household survey that is used to determine poverty.
- The generally accepted definition of a household member is a person who has resided in the household for 6 of the last 12 months. If the person has resided in the household less than 6 months, they are considered a member if they intend to remain in the household. For example, new babies less than 6 months of age would be considered a household member.

DEM_19

REASON FOR JOINING HOUSEHOLD

For any individual who has resided less than 12 months in the household, the main reason for joining/rejoining the household

Response options

- 01 BIRTH
- 02 MARRIAGE
- 03 SECURITY/THREATS
- 04 WORK OPPORTUNITIES
- 05 PURSUE EDUCATION
- 06 PROVIDE ASSISTANCE TO HOUSEHOLD
- 07 PROPERTY DESTROYED/OCCUPIED
- 08 LACK OF LAND
- 09 ORPHANED
- 10 PHYSICALLY FORCED TO LEAVE
- 11 SEEKING HEALTH CARE
- 12 RETURNED FROM OTHER LOCATION
- 13 OTHER, SPECIFY _____
- 97 DON'T KNOW
- 98 REFUSED TO ANSWER

Purpose

- To identify the main reason an individual joined/rejoined the household

National adaptation and implementation

- This question identifies individuals and households that may be under stress from economic shocks or conflicts
- The reasons for joining/rejoining the household should be similar to the national household survey that is used to determine poverty, but need to include the reasons of shock and conflict if those reasons are not included in the poverty survey
- This will identify children sent to live with the household and orphaned children

Activities of daily living
For members aged >=5

DEM_20	<p>DISABILITY, VISION</p> <p>To determine if the individual has difficulty seeing even if the individual is using vision aids</p> <p>Response options</p> <p>01 NO, NO DIFFICULTY</p> <p>02 YES, SOME DIFFICULTY</p> <p>03 YES A LOT OF DIFFICULTY</p> <p>04 CANNOT DO IT AT ALL</p> <p>97 DON'T KNOW</p> <p>98 REFUSED</p> <p>Purpose</p> <ul style="list-style-type: none">• To disaggregate the population by disability status in order to judge if persons with disability are participating equally in all aspects of society• Indicator of vulnerability of the household <p>National adaptation and implementation</p> <ul style="list-style-type: none">• These questions were developed by the Washington Group and are recommended, as written, by the United Nations Statistical Division (UNSD) as the preferred method for collecting information on disability in censuses and surveys.• The individual is classified as disabled if s/he responds "a lot of difficulty" or "cannot do at all".
DEM_21	<p>DISABILITY, HEARING</p> <p>To determine if the individual has difficulty hearing even if the individual is using hearing aids</p> <p>Response options</p> <p>01 NO, NO DIFFICULTY</p> <p>02 YES, SOME DIFFICULTY</p> <p>03 YES A LOT OF DIFFICULTY</p> <p>04 CANNOT DO IT AT ALL</p> <p>97 DON'T KNOW</p> <p>98 REFUSED</p> <p>Purpose</p> <ul style="list-style-type: none">• To disaggregate the population by disability status in order to judge if persons with disability are participating equally in all aspects of society• Indicator of vulnerability of the household <p>National adaptation and implementation</p>

- These questions were developed by the Washington Group and are recommended, as written, by the United Nations Statistical Division (UNSD) as the preferred method for collecting information on disability in censuses and surveys.
- The individual is classified as disabled if s/he responds “a lot of difficulty” or “cannot do at all”.

DEM_22

DISABILITY, MOVEMENT

To determine if the individual has difficulty walking or climbing steps

Response options

- 01 NO, NO DIFFICULTY
- 02 YES, SOME DIFFICULTY
- 03 YES A LOT OF DIFFICULTY
- 04 CANNOT DO IT AT ALL
- 97 DON'T KNOW
- 98 REFUSED

Purpose

- To disaggregate the population by disability status in order to judge if persons with disability are participating equally in all aspects of society
- Indicator of vulnerability of the household

National adaptation and implementation

- These questions were developed by the Washington Group and are recommended, as written, by the United Nations Statistical Division (UNSD) as the preferred method for collecting information on disability in censuses and surveys.
- The individual is classified as disabled if s/he responds “a lot of difficulty” or “cannot do at all”.

DEM_23

DISABILITY, MENTAL

To determine if the individual has difficulty remembering or concentrating

Response options

- 01 NO, NO DIFFICULTY
- 02 YES, SOME DIFFICULTY
- 03 YES A LOT OF DIFFICULTY
- 04 CANNOT DO IT AT ALL
- 97 DON'T KNOW
- 98 REFUSED

Purpose

- To disaggregate the population by disability status in order to judge if persons with disability are participating equally in all aspects of society
- Indicator of vulnerability of the household

	<p>National adaptation and implementation</p> <ul style="list-style-type: none"> • These questions were developed by the Washington Group and are recommended, as written, by the United Nations Statistical Division (UNSD) as the preferred method for collecting information on disability in censuses and surveys. • The individual is classified as disabled if s/he responds “a lot of difficulty” or “cannot do at all”.
DEM_24	<p>DISABILITY, SELF-CARE</p> <p>To determine if the individual has difficulty with self-care such as washing all over or dressing</p> <p>Response options</p> <p>01 NO, NO DIFFICULTY</p> <p>02 YES, SOME DIFFICULTY</p> <p>03 YES A LOT OF DIFFICULTY</p> <p>04 CANNOT DO IT AT ALL</p> <p>97 DON'T KNOW</p> <p>98 REFUSED</p> <p>Purpose</p> <ul style="list-style-type: none"> • To disaggregate the population by disability status in order to judge if persons with disability are participating equally in all aspects of society • Indicator of vulnerability of the household <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • These questions were developed by the Washington Group and are recommended, as written, by the United Nations Statistical Division (UNSD) as the preferred method for collecting information on disability in censuses and surveys. • The individual is classified as disabled if s/he responds “a lot of difficulty” or “cannot do at all”.
DEM_25	<p>DISABILITY, COMMUNICATION</p> <p>To determine if the individual has difficulty communicating, for example understanding or being understood</p> <p>Response options</p> <p>01 NO, NO DIFFICULTY</p> <p>02 YES, SOME DIFFICULTY</p> <p>03 YES A LOT OF DIFFICULTY</p> <p>04 CANNOT DO IT AT ALL</p> <p>97 DON'T KNOW</p> <p>98 REFUSED</p> <p>Purpose</p> <ul style="list-style-type: none"> • To disaggregate the population by disability status in order to judge if persons with disability are participating equally in all aspects of society

- Indicator of vulnerability of the household

National adaptation and implementation

- These questions were developed by the Washington Group and are recommended, as written, by the United Nations Statistical Division (UNSD) as the preferred method for collecting information on disability in censuses and surveys.
- The individual is classified as disabled if s/he responds “a lot of difficulty” or “cannot do at all”.

Migration

For members aged >=5

DEM_26	<p>RESIDENCE AT BIRTH</p> <p>To determine migration status of individual</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • To determine if the individual has migrated from their place of birth to another location <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Individuals who live in their place of birth, but who moved at some time in their life and returned to the place of birth will be identified in the next questions
DEM_27	<p>EVER LIVED IN ANOTHER PLACE</p> <p>Identifies those individuals who live in their place of birth, but who moved at least one time during their life</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • To determine individuals who have moved at least one time in their life <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • This will include those who: (a) live in their place of birth, moved at least one and have returned to the place of birth; and (b) do not live in their place of birth
DEM_28	<p>PLACE OF LAST RESIDENCE</p> <p>Identifies the place of previous residence for individuals who have moved at some time.</p> <p>Response options</p> <p>01 OTHER PLACE IN SAME COUNTRY</p>

02 OTHER COUNTRY

03 OTHER, SPECIFY

Purpose

- To identify individuals who have migrated within the country and individuals who have migrated internationally

National adaptation and implementation

- This is a proxy for migration. It does not provide detailed information regarding how often or why an individual migrates, but allows differentiation between local and international migrants.

DEM_29

REASON FOR MIGRATION

Identifies the main reason why individuals migrated

Response options

01 TO TAKE UP A JOB

02 JOB TRANSFER

03 TOO LOOK FOR PAID WORK

04 TO STUDY

05 MARRIAGE

06 FAMILY MOVED/JOINING FAMILY

07 MEDICAL TREATMENT, HEALTH

08 CONFLICT INSECURITY

09 NATURAL DISASTER

10 LIFESTYLE, COST-OF-LIVING

11 RETURNED TO HOUSEHOLD

12 OTHER, SPECIFY _____

97 DON'T KNOW

98 REFUSED TO ANSWER

Purpose

- Identifies those migrants who moved for economic reasons

National adaptation and implementation

- The list of reasons may need to be modified to include reasons specific to particular countries
- The reasons for migration are tied to the level of vulnerability of the households.

► Module 2: Education

Module 2 collects information on the educational attainment of all household members aged 5 years and older.

This module concerns all household members. For children, the module is designed to determine if they: (a) are attending school; and (b) are attending the grade they should be as determined by age. For adults, it is designed to show if they: (a) have completed school; and (b) have received the certificates necessary for employment and/or advancement in employment.

Respondent: All individuals age 12 years old and older should respond for themselves. Responses for children under the age of 12 should be provided by (a) the parents/guardian of the child, or (b) if the parent/guardian is not present, another responsible adult.

Question id	Description and guidelines
EDU_00	<p>IDENTIFICATION OF RESPONDENT</p> <p>Provide the ID code of the respondent</p> <p>Response options</p> <p>ID code of the respondent</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify proxy respondents <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Write the ID code (DEM_01) for the individual responding to the questions, even if the individual is responding for himself/herself.
EDU_01	<p>EVER ATTEND SCHOOL</p> <p>Identifies all individuals who have ever attended school and, if not, why.</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • To identify whether or not all individuals 5 years of age and above have ever attended school <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • This question does not indicate whether or not the respondent completed any level of education. It only asks if the respondent attended school at any time at any level • Attendance can be for any length of time. If the NSO has a standard that it uses in other surveys, that standard should be used here.

EDU_02

REASONS FOR NEVER ATTENDING SCHOOL

The main reason why those individuals have never attended school.

Response options

01 TOO YOUNG

02 DISABLED/ILLNESS

03 NO SCHOOL/SCHOOL TOO FAR

04 FAMILY DID NOT ALLOW SCHOOLING

05 NOT INTERESTED IN SCHOOL

06 EDUCATION NOT CONSIDERED VALUABLE

07 SCHOOL NOT SAFE

08 TO LEARN A JOB

09 TO WORK FOR PAY

10 TO WORK AS UNPAID WORKER IN FAMILY BUSINESS/FARM

11 HELP AT HOME WITH HOUSEHOLD CHORES

12 COULD NOT AFFORD, TOO COSTLY

13 OTHER, SPECIFY _____

97 DON'T KNOW

98 REFUSED TO ANSWER

Purpose

- To determine the main reason why an individual, who is old enough to attend school, has not

National adaptation and implementation

- The list of reasons may need to be modified to include reasons specific to particular countries

EDU_03

AGE WHEN FIRST ATTENDED SCHOOL

Age when the respondent first attended school

Response options

05 to 99

Purpose

- Identifies respondents who started school at the age defined by the national education system. This will be the age at which children start kindergarten.

National adaptation and implementation

- The age at which school begins may change by country

<p>EDU_04</p>	<p>SCHOOL ATTENDANCE IN THE PREVIOUS SCHOOL YEAR</p> <p>Identifies respondents who attended school in the previous school year</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identifies respondents who attended school in the previous school year • Two years of information (previous school year and current school year) for children 5 to 17 years of age, will provide a proxy for vulnerable households – households that could afford to send children to school in the previous year, but not the current <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • If the survey is done between school years, the previous school year is the school year that ended two years ago. Example, if done between the 2021/22 school year and the 2022/23 school year, the previous school year is 2020/21. • 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. Example, during a holiday in the 2022/23 school year, the previous school year is 2021/22. • If the survey is done at the end of a school year, the previous school year is the previous year. Example, at the end of school year 2022/23, the previous school year is 2021/22.
<p>EDU_05</p>	<p>LEVEL ATTENDED IN PREVIOUS SCHOOL YEAR</p> <p>Identifies the educational level attended in the previous school year</p> <p>Response options</p> <p>01 [LESS THAN PRIMARY]</p> <p>02 [PRIMARY]</p> <p>03 [LOWER SECONDARY]</p> <p>04 [UPPER SECONDARY]</p> <p>05 [POST SECONDARY NON-TERTIARY]</p> <p>06 [TERTIARY]</p> <p>97 DONT KNOW</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identifies the level of education attended in the previous school year <p>National adaptation and implementation</p> <p>The response options should follow the same guidelines as the national household survey that is used to determine poverty.</p> <ul style="list-style-type: none"> • If the survey is done between school years, the previous school year is the school year that ended two years ago. Example, if done between the 2021/22 school year and the 2022/23 school year, the previous school year is 2020/21.

- 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. Example, during a holiday in the 2022/23 school year, the previous school year is 2021/22.
- If the survey is done at the end of a school year, the previous school year is the previous year. Example, at the end of school year 2022/23, the previous school year is 2021/22.

EDU_06

REASON FOR NOT ATTENDING SCHOOL IN PREVIOUS SCHOOL YEAR

The main reason the respondent did not attend school in the previous school year

Response options

- 01 DISABLED/ILLNESS
- 02 NO SCHOOL/SCHOOL TOO FAR
- 03 FAMILY DID NOT ALLOW SCHOOLING
- 04 NOT INTERESTED IN SCHOOL
- 05 EDUCATION NOT CONSIDERED VALUABLE
- 06 SCHOOL NOT SAFE
- 07 TO LEARN A JOB
- 08 TO WORK FOR PAY
- 09 TO WORK AS UNPAID WORKER IN FAMILY BUSINESS/FARM
- 10 HELP AT HOME WITH HOUSEHOLD CHORES
- 11 COULD NOT AFFORD, TOO COSTLY
- 12 FINISHED SCHOOL
- 13 OTHER, SPECIFY _____
- 97 DONT KNOW
- 98 REFUSED TO ANSWER

Purpose

- Identifies the main reason the respondent did not attend school in the previous school year

National adaptation and implementation

- Respondents to this question include both those who are of school age and those who are old enough to have completed school in the past.

The response options should follow the same guidelines as the national household survey that is used to determine poverty

- If the survey is done between school years, the previous school year is the school year that ended two years ago. Example, if done between the 2021/22 school year and the 2022/23 school year, the previous school year is 2020/21.
- 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. Example, during a holiday in the 2022/23 school year, the previous school year is 2021/22.
- If the survey is done at the end of a school year, the previous school year is the previous year. Example, at the end of school year 2022/23, the previous school year is 2021/22.

EDU_07

SCHOOL ATTENDANCE IN THE CURRENT SCHOOL YEAR

Identifies respondents who are attending school in the current school year

Response options

01 YES

02 NO

Purpose

- Identifies respondents who are attending school in the current school year
- Two years of information (previous school year and current school year) for children 5 to 17 years of age, will provide a proxy for vulnerable households – households that could afford to send children to school in the previous year, but not the current

National adaptation and implementation

- If the survey is done between school years, the current school year is the school year that has just ended. For example, if the survey is done between the 2021/22 and 2022/23 school years, the current school year is 2021/22.
- If the survey is done during a holiday in a school year, the current school year is the current school year. Example, if the survey is done during a holiday in the 2022/23 school year, the current school year is 2022/23.
- 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. Example, if the survey is done at the end of the 2022/23 school year, the current school year is 2022/23.

EDU_08

LEVEL ATTENDED IN CURRENT SCHOOL YEAR

Identifies the educational level attending in the current school year

Response options

01 [LESS THAN PRIMARY]

02 [PRIMARY]

03 [LOWER SECONDARY]

04 [UPPER SECONDARY]

05 [POST SECONDARY NON-TERTIARY]

06 [TERTIARY]

97 DONT KNOW

Purpose

- Identifies the level of education the respondent is attending in the current school year

National adaptation and implementation

The response options should follow the same guidelines as the national household survey that is used to determine poverty.

- If the survey is done between school years, the current school year is the school year that has just ended. For example, if the survey is done between the 2021/22 and 2022/23 school years, the current school year is 2021/22.

- If the survey is done during a holiday in a school year, the current school year is the current school year. Example, if the survey is done during a holiday in the 2022/23 school year, the current school year is 2022/23.
- 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. Example, if the survey is done at the end of the 2022/23 school year, the current school year is 2022/23.

EDU_09

REASON FOR NOT ATTENDING SCHOOL IN CURRENT SCHOOL YEAR

The main reason the respondent is not attending school in the current school year

Response options

- 01 DISABLED/ILLNESS
- 02 NO SCHOOL/SCHOOL TOO FAR
- 03 FAMILY DID NOT ALLOW SCHOOLING
- 04 NOT INTERESTED IN SCHOOL
- 05 EDUCATION NOT CONSIDERED VALUABLE
- 06 SCHOOL NOT SAFE
- 07 TO LEARN A JOB
- 08 TO WORK FOR PAY
- 09 TO WORK AS UNPAID WORKER IN FAMILY BUSINESS/FARM
- 10 HELP AT HOME WITH HOUSEHOLD CHORES
- 11 COULD NOT AFFORD, TOO COSTLY
- 12 FINISHED SCHOOL
- 13 OTHER, SPECIFY _____
- 97 DON'T KNOW
- 98 REFUSED TO ANSWER

Purpose

- Identifies the main reason the respondent did not attend school in the current school year

National adaptation and implementation

- Respondents to this question include both those who are of school age and those who are old enough to have completed school in the past.

The response options should follow the same guidelines as the national household survey that is used to determine poverty

- If the survey is done between school years, the current school year is the school year that has just ended. For example, if the survey is done between the 2021/22 and 2022/23 school years, the current school year of 2021/22.
- If the survey is done during a holiday in a school year, the current school year is the current school year. Example, if the survey is done during a holiday in the 2022/23 school year, the current school year is 2022/23.
- 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. Example, if the survey is done at the end of the 2022/23 school year, the current school year is 2022/23.

EDU_10	SCHOOL ATTENDANCE DURING THE REFERENCE WEEK
	Identifies children who attended school during the reference week
	Response options
	01 YES
	02 NO
	Purpose
	<ul style="list-style-type: none">• Identifies children who attended school during the reference week• Combined with information in the Forms of Work Module, identifies children who both attend school and work
	National adaptation and implementation
	<ul style="list-style-type: none">• 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).• The start and end dates for the reference week need to be specified as per national practice. For example, a moving calendar week should be specified as: Last week, that is from [Monday] to [Sunday] of last week, did...
EDU_11	NUMBER OF DAYS OF SCHOOL ATTENDED
	Number of days of schooling the child attended in the reference week
	Response options
	1 to 7
	Purpose
	<ul style="list-style-type: none">• Number of days the children who attended school during the reference week actually attended• Combined with information in the Forms of Work Module, identifies children who both attend school and work
	National adaptation and implementation
	<ul style="list-style-type: none">• 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).• The start and end dates for the reference week need to be specified as per national practice. For example, a moving calendar week should be specified as: Last week, that is from [Monday] to [Sunday] of last week, did...
EDU_13	REASON FOR NOT ATTENDING SCHOOL IN THE REFERENCE WEEK
	The main reason the respondent is not attending school in the reference week
	Response options
	01 HOLIDAY
	02 SICK
	03 WORK

- 04 SCHOOL NOT USEFUL FOR FUTURE
- 05 SCHOOL TOO FAR/NO SCHOOL
- 06 CANNOT AFFORD SCHOOL
- 07 NOT INTERESTED IN SCHOOL
- 08 TOO YOUNG
- 09 SCHOOL NOT IN SESSION
- 10 OTHER, SPECIFY _____

Purpose

- Identifies the main reason the respondent did not attend school in the reference week

National adaptation and implementation

- 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).
- The start and end dates for the reference week need to be specified as per national practice. For example, a moving calendar week should be specified as: Last week, that is from [Monday] to [Sunday] of last week, did...

EDU_14

HIGHEST EDUCATION LEVEL COMPLETED

Highest level of education completed by the respondent

Response options

- 01 [LESS THAN PRIMARY]
- 02 [PRIMARY]
- 03 [LOWER SECONDARY]
- 04 [UPPER SECONDARY]
- 05 [POST SECONDARY NON-TERTIARY]
- 06 [TERTIARY]
- 97 DONT KNOW

Purpose

- To identify the highest level of education completed by the respondent
- Includes those respondents who are still attending school and those who have already completed school

National adaptation and implementation

- For respondents still attending school, the highest level completed is the level below the one currently being attended. For example, if a student is in Secondary, the highest level completed is Primary
- Education systems change over time. For respondents who have already completed school, it is possible that the respondent completed their education under a system with different levels than currently being used.
- There should be a mapping of the old system to the current system to ensure all interviewers code using the same definitions.

	<p>The response options should follow the same guidelines as the national household survey that is used to determine poverty</p>
EDU_15	<p>HIGHEST DIPLOMA ACHIEVED</p> <p>Highest diploma or certificate achieved by the respondent.</p> <p>Response options</p> <p>01 [PRIMARY SCHOOL LEAVING]</p> <p>02 [SECONDARY]</p> <p>03 [POST SECONDARY NON TERTIARY]</p> <p>04 [BACHELOR'S]</p> <p>05 [MASTER'S]</p> <p>06 [DOCTORATE]</p> <p>07 [MEDICAL DOCTOR, LAWYER]</p> <p>08 NONE</p> <p>97 DONT KNOW</p> <p>Purpose</p> <ul style="list-style-type: none">• Determines if the respondent has achieved the school certificate or diploma that corresponds to his/her age <p>National adaptation and implementation</p> <p>The response options should follow the same guidelines as the national household survey that is used to determine poverty</p>
EDU_16	<p>GRADE REPETITION</p> <p>Identifies respondents who have ever repeated at least one grade</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine if the respondent has ever repeated a grade in any level of education <p>National adaptation and implementation</p> <ul style="list-style-type: none">• 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 in a later year

- 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

NUMBER OF REPEATED GRADES

Counts the number of grades a respondent has repeated

Response options

Number of time the respondent repeated any grades

Purpose

- Know the total number of times a respondent has not successfully completed a grade and subsequently repeated it

National adaptation and implementation

- 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

► Module 3: Forms of Work

Module 3 captures information on the economic activities and household chores that children ages 5 to 17 are doing during the last week.

This module looks at what children are doing to determine if they are participating in child labour.

Respondent: All individuals age 12 years old and older should respond for themselves. Responses for children under the age of 12 should be provided by (a) the parents/guardian of the child, or (b) if the parent/guardian is not present, another responsible adult.

Question id	Description and guidelines
FOW_00	<p>IDENTIFICATION OF RESPONDENT</p> <p>For those respondents who do not respond for themselves, provide the ID code of the respondent</p> <p>Response options</p> <p>ID code of the respondent</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify proxy respondents <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Write the ID code (DEM_01) for the individual responding to the questions, even if the individual is responding for himself/herself.• Individuals 12 years of age and over are capable of answering by themselves most of the questions asked. Responses from younger children may be given by the household head, his/her spouse or another adult household member.

Employment

To be asked of all children 5 to 17 years old

FOW_01	<p>WORKED FOR PAY</p> <p>Worked for someone else for pay at least 1 hour in the reference period</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• To identify persons who worked for someone else in exchange for remuneration such as salary, wage, tips, commissions• Required as part of the sequence to identify persons employed in the short reference period <p>National adaptation and implementation</p>
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- 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).
- The start and end dates for the reference week need to be specified as per national practice. For example, a moving calendar week should be specified as: Last week, that is from [Monday] to [Sunday] of last week, did...
- The question is targeted to persons working for pay for someone else, in a dependent relationship. This includes persons who worked in the reference week in any type of paid job, for example as employees or apprentices, including casual, informal and part-time employees, for as little as one hour.
- Paid jobs may be remunerated in wages, salaries, commission, tips or other pay, for work done or hours worked. The pay may be in cash or in kind (e.g. with food and lodging, with products or vouchers). It includes persons who worked in expectation of payment regardless of whether the payment was actually received or not.
- 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.
- Risk of misinterpretation by respondents and interviewers alike can lead to misclassification of own-use producers as employed (i.e. working for pay). For this reason it is important that people working in own account farming or fishing are not identified as “working for pay” in this question. Farmers working on their own account are meant to be captured in subsequent questions (FOW_07 and FOW_09) for appropriate routing to the boundary check questions (FOW_35 to FOW_37).
- The questions are not used to assign status in employment which is assigned based on questions asked after the respondent is identified as employed.
- The question requires careful translation to the national language(s). Wording chosen to translate “work for someone else for pay” should be evaluated in the national context to ensure it is understood by respondents from different backgrounds as referring generally to “dependent paid employment” such as employees and apprentices, whether formal or informal.
- It is not recommended to list many examples of types of pay nor to mention explicitly payment in kind in the question formulation. Accumulated field evidence indicates that a long list of examples tends to confuse respondents rather than help. Reference to “pay in kind” is not widely understood and often misunderstood as carrying negative connotations.

FOW_02

ANY KIND OF BUSINESS ACTIVITY, FARMING, OR OTHER ACTIVITY TO GENERATE INCOME

Worked to generate income at least 1 hour in the reference period

Response options

01 YES

02 NO

Purpose

- To identify persons who worked in their own business, including small own-account market-oriented activities
- Required as part of the sequence to identify persons employed in the short reference period

National adaptation and implementation

- 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).
- The question refers to persons who worked in the reference week in any kind of business activity to earn an income in the form of profits, in cash or in kind, for as little as one hour. This includes persons who worked as employers, own account workers producing goods or providing services intended 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 (FOW_01).
- The question requires careful translation to the national language(s). Wording chosen to translate “any kind of business or other activity to generate an income” should be evaluated in the national context to ensure it is understood by respondents from different backgrounds as referring generally to “market oriented self-employment”, whether formal or informal. Accumulated evidence indicates that the term “business” in particular tends to be understood more narrowly than intended, often excluding own-account market-oriented activities without fixed business premises. Inclusion of the additional terms “other activity to generate an income” in the question is important to limit possible underreporting of self-employment activity.
- Examples should be adapted to the national context and read only if needed. Useful examples include colloquial words commonly used locally for “casual self-employment work” and descriptors of common own-account market-oriented activities that may not be recognized as employment by people in general.

FOW_03

HELP IN FAMILY BUSINESS OR FARM

Helped for at least one hour in a family business or farm during the reference week.

Response options

01 YES

02 NO

Purpose

- To identify persons who worked in a business owned by a member of their household or on a farm owned by a member of the household
- Required as part of the sequence to identify persons employed in the short reference period

National adaptation and implementation

- 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).
- The question refers to persons who worked in the reference week in a business owned by a member of the household or on a farm owned by a member of the household, for as little as one hour.
- Examples should be adapted to the national context and read only if needed.

<p>FOW_04</p>	<p>HELPING IN BUSINESS OR FARM OWNED BY NON-HOUSEHOLD MEMBER</p> <p>Worked for at least one hour for no pay in a business or farm owned by someone outside of the household during the reference week.</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • To identify persons who worked for no pay in a business owned by a someone outside of their own household • Required as part of the sequence to identify persons employed in the short reference period <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • The question refers to persons who worked in the reference week in a business owned by someone who is not a member of the household or on a farm owned by someone who is not a member of the household, for as little as one hour for no pay. • Examples should be adapted to the national context and read only if needed.
<p>FOW_05</p>	<p>ABSENCE FROM PAID JOB OR BUSINESS</p> <p>Absence from paid job or business in the short reference period</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • To identify persons on temporary absence from a paid job or business in the reference period • Required as part of the sequence to identify persons employed <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Asked only of persons of working age who were not identified as employed. • 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. • 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. Such cases, referred to as “future starters” will be identified in the next question on “Reasons for absence” and subsequently routed like other respondents who are not initially identified as employed. In the case of future starters they can be identified as “unemployed” or “potential labour

	<p>force” depending on other criteria established in the standards covered in the “Job search” section of the questionnaire.</p>
FOW_06	<p>TYPE OF WORK THE RESPONDENT IS ABSENT FROM</p> <p>Type of work the respondent does, but was absent during the reference period</p> <p>Response options</p> <p>01 PAID WORK</p> <p>02 INCOME GENERATING ACTIVITY</p> <p>03 HELPING WITHOUT PAY IN A FAMILY BUSINESS</p> <p>Purpose</p> <ul style="list-style-type: none"> • To identify persons on temporary absence from a paid job or business in the reference period • Required as part of the sequence to identify persons employed <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Asked only of persons who were not identified as employed. • 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. • 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. Such cases, referred to as “future starters” will be identified in the next question on “Reasons for absence” and subsequently routed like other respondents who are not initially identified as employed. In the case of future starters they can be identified as “unemployed” or “potential labour force” depending on other criteria established in the standards covered in the “Job search” section of the questionnaire. • Paid work refers to work for which the individual receives pay in cash or in kind • Income generating activity refers to persons who worked in the reference week in any kind of business activity to earn an income in the form of profits, in cash or in kind, for as little as one hour. This includes persons who worked as employers, own account workers producing goods or providing services intended mainly for the market. • Helping without pay in a family business refers to persons working for no pay in a business owned by a member of the household or on a farm owned by a member of the household
FOW_07	<p>WORKING IN FARMING OR ANIMAL REARING OR FISHING</p> <p>Recovery question for work in farming, rearing animals or fishing during the reference week</p> <p>Response options</p> <p>a. FARMING</p> <p>b. REARING FARM ANIMALS</p> <p>c. [FISHING OR FISH FARMING]</p>

d. NONE OF THE ABOVE

Purpose

- Recovery question to identify persons who potentially did market-oriented work in agriculture but did not self-identify as employed in the previous sections.

National adaptation and implementation

- The question is asked only to respondents who did not self-identify as employed in the previous questions.
- Response items (a), (b), (c) should not be collapsed. Their separate listing aims to improve better reporting of work in these activities. It can also aid in coding information on the branch of economic activity and occupation during data processing.
- Code (a) refers to crop production. This includes all activities covered under groups 011, 012, 013 and 0161, 0163, 0164 (Division 01) of the International Standard Industrial Classification of All Economic Activities (ISIC rev. 4). Examples include growing any kind of produce such as cereals, rice vegetables, fruits, nuts, etc, and related activities such as preparing the land, harvesting. National translations of the response item should avoid use of the term “agriculture”. Accumulated experience suggest the term is not widely interpreted as intended. To improve recall, it may be useful to include a mix of examples of activities (planting, harvesting, etc.) and products (crops, cereals, fruits), as relevant.
- Code (b) refers to animal production. This includes all activities covered under group 014 (Division 01) of the International Standard Industrial Classification of All Economic Activities (ISIC rev. 4). 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.
- Code (c) refers to fishery and aquaculture activities, covered under Division 03 of the International Standard Industrial Classification of All Economic Activities (ISIC rev. 4). Examples include marine or freshwater fishing, farming fish, crustaceans, molluscs, etc. Code (c) is to be included depending on its relevance in the national context. When included, wording should be evaluated to ensure respondents consider both fishing and aquaculture.
- Multiple responses are valid except in the case of Code (d) NONE OF THE ABOVE.

FOW_08

BROAD INDUSTRY OF THE WORK PERFORMED

Broad industry of the employment activity reported during the reference week.

Response options

- a. FARMING
- b. REARING FARM ANIMALS
- c. [FISHING OR FISH FARMING]
- d. ANOTHER TYPE OF JOB OR BUSINESS

Purpose

- To identify whether the respondents’ work was in farming or rearing animals, fishing, or another type of activity.
- Part of the question sequence to distinguish between employment and own-use production work. For those who answer that the work was in farming, rearing animals or fishing, follow-up questions will be asked about the main intended use of the products.

National adaptation and implementation

- The question is essential to measure employment as per the latest international standards, in countries where a part of the population is engaged in small-scale agriculture and/or fishing.
- Ensure the respondent is replying in relation to the work already reported for previous questions.
- Response items (a), (b), (c) should not be collapsed. Their separate listing aims to improve better reporting of work in these activities. It can also aid in coding information on the branch of economic activity and occupation during data processing.
- Code (a) refers to crop production. This includes all activities covered under groups 011, 012, 013 and 0161, 0163, 0164 (Division 01) of the International Standard Industrial Classification of All Economic Activities (ISIC rev. 4). Examples include growing any kind of produce such as cereals, rice vegetables, fruits, nuts, etc, and related activities such as preparing the land, harvesting. National translations of the response item should avoid use of the term “agriculture”. Accumulated experience suggest the term is not widely interpreted as intended.
- Code (b) refers to animal production. This includes all activities covered under group 014 (Division 01) of the International Standard Industrial Classification of All Economic Activities (ISIC rev. 4). 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.
- Code (c) refers to fishery and aquaculture activities, covered under Division 03 of the International Standard Industrial Classification of All Economic Activities (ISIC rev. 4). Examples include marine or freshwater fishing, farming fish, crustaceans, molluscs, etc. Code (c) is to be included depending on its relevance in the national context. When included, wording should be evaluated to ensure respondents consider both fishing and aquaculture.
- Code (d) 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 code (d).

The same terms as used in the previous question (FOW_07) should be used in the formulation of the response options.

- Multiple responses are valid, if respondents had work in multiple different sectors (e.g. a teacher who also works in farming).

FOW_09

MAIN INTENDED DESTINATION OF PRODUCTION

The main intended destination of the products output from the work in farming or rearing animals or fishing.

Response options

01 ONLY FOR SALE

02 MAINLY FOR SALE

03 MAINLY FOR FAMILY USE

04 ONLY FOR FAMILY USE

05 CANNOT SAY

Purpose

- Main criterion to distinguish between employment and own-use production work.

- To identify whether work done in farming or rearing animals, fishing, or other type of activity should be identified as employment or own use production work. This is based on whether the main intended use of the products from the work is for sale (employment) or own/family use (own use production work).

National adaptation and implementation

Response options 01 to 04 should be read aloud by the interviewer.

- For this question all of the products the person was working on should be considered together. For example, if the person worked to look after both chickens and pigs then they should report whether the chicken and pigs together were mainly for family use or for sale/barter.
- Respondents should report the general situation for the goods produced rather than just the goods produced in the reference week. It refers to products the respondent was directly working on in the reference week. It does not refer to products the respondent may have worked on in the past, or goods produced only by other household members.
- If the respondent indicates that the products are both for sale/barter and family use, the interviewer should try to get the respondent to indicate which one is the main use in general.
- If the respondent is absolutely unable to state the main intended destination they should be coded to category 05 and an additional question about past use of the products will be asked.

FOW_10

INTENDED DESTINATION OF PRODUCTION IN THE PAST

The intended destination of the products output from the work in farming or rearing animals or fishing in the past.

Response options

01 ONLY FOR SALE

02 MAINLY FOR SALE

03 MAINLY FOR FAMILY USE

04 ONLY FOR FAMILY USE

Purpose

- Main criterion to distinguish between employment and own-use production work.
- To identify whether work done in farming or rearing animals, fishing, or other type of activity should be identified as employment or own use production work. This is based on whether the main intended use of the products from the work is for sale (employment) or own/family use (own use production work).

National adaptation and implementation

Response options 01 to 04 should be read aloud by the interviewer.

- For this question all of the products the person was working on should be considered together. For example, if the person worked to look after both chickens and pigs then they should report whether the chicken and pigs together were mainly for family use or for sale/barter.
- Respondents should report the general situation for the goods produced rather than just the goods produced in the reference week. It refers to products the respondent was directly working on in the reference week. It does not refer to products the respondent may have worked on in the past, or goods produced only by other household members.

- If the respondent indicates that the products are both for sale/barter and family use, the interviewer should try to get the respondent to indicate which one is the main use in general.
- If the respondent is absolutely unable to state the main intended destination they should be coded to category 05 and an additional question about past use of the products will be asked.

FOW_11

EMPLOYEE RELATIONSHIP IN AGRICULTURE/FISHING WORK

Whether the respondent was hired by someone else to do the work in farming/fishing during the reference week

Response options

01 YES

02 NO

Purpose

- To identify if the work reported should be considered employment
- To identify people who may have reported that the goods were mainly intended for own final use but may actually be paid to do the work (e.g. paid in kind with part of the production)

National adaptation and implementation

- 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).
- This refers to the work done in the last week, even if they were only hired to work during that week.
- This refers to any situation where the work was done in return for the promise of payment, whether actually received or not.
- Work done for payment in kind in the form of products or services (e.g. payment in food), whether provided in the past or the future, is included.

Characteristics of main income generating activity

FOW_12	<p>MULTIPLE JOB HOLDING</p> <p>Person holding one or more than one job or income-generating activity</p> <p>Response options</p> <p>01 ONE INCOME GENERATING ACTIVITY/JOB</p> <p>02 MORE THAN ONE INCOME GENERATING ACTIVITY/JOB</p> <p>Purpose</p> <ul style="list-style-type: none"> • To identify multiple-job holders • To identify respondents who will have to provide information about a second job <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • A self-employed person who works for more than one client is not considered to have more than one job or business. A separate job should involve working in a different economic activity or in a different status in employment. For example, a person who runs a business and also works as a government employee, or a self-employed person who runs a convenience shop and drives a taxi at other times. • For employees it refers to the number of employers they have, for example an employee of an agency has one job, regardless of how many clients they might serve through that agency.
FOW_13	<p>STATEMENT FOR MULTIPLE JOB HOLDERS</p> <p>Statement to help multiple job holders to identify their main job for following questions.</p> <p>Purpose</p> <ul style="list-style-type: none"> • To help respondents with multiple jobs identify which one is the main one for the following questions. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • The statement is to be read to respondents who self-reported having multiple jobs. No response is required. • The main job is defined, as per the international standards, as the one in which the person usually work the 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 main job/business is the one that generates the highest income. • Care should be taken to ensure that respondents report on their main job even if absent during the reference week.
FOW_14a FOW_14b FOW_14c	<p>OCCUPATION IN MAIN JOB (OCCUPATIONAL TITLE AND MAIN TASKS AND DUTIES)</p> <p>Occupation in the main job / business.</p> <p>Response options</p> <p>Open-ended responses</p> <p>Purpose</p> <ul style="list-style-type: none"> • To capture the occupation of the respondent in their main job

- To capture sufficient detail to enable the data coder to find the appropriate ISCO-08 (or national classification) code.

National adaptation and implementation

- Occupation refers to the kind of work performed in a job.
- The interviewer should ask the question but record two pieces of information based on the response received.
- The first piece of information is the 'Occupational title' (FOW_14a).
- The second piece of information is the 'Main tasks and duties' (FOW_14b).
- The information is needed to assign a code based on the ISCO-08 (or national occupation) classification (FOW_14c)
- The ISCO code will be assigned after the interview is completed by specialized coders
- It is vital to capture sufficiently detailed information about the title and main tasks or duties to enable coding at 4 Digits level. For example, if the respondent says he/she is a teacher, the interviewer should inquire further as to what type of teacher- primary school, vocational school, subject matter taught, language, etc and then record both the title and the tasks and duties reported.
- The examples should be adapted to list nationally relevant occupations. Detailed descriptions should be provided in the examples, as these are meant as guidance for the interviewer, and not to be read aloud. This includes examples of occupational titles (e.g. long-distance truck driver) and of relevant main task and duties associated with that occupation (e.g. transporting goods between cities) to highlight the type of information required for detailed coding.

FOW_15

RESPONSIBILITY IN WORK

Determines the level of responsibility for the work performed

Response options

01 MAINLY RESPONSIBLE FOR THE TASKS

02 HELPING ANOTHER PERSON WHO WAS RESPONSIBLE FOR THE TASKS

Purpose

- Shows the amount of responsibility the child had for completing the tasks

National adaptation and implementation

- This provides a proxy for the level of responsibility a child has for completing tasks. Either the child is in charge of his/her activity or the child works under the direction of another

FOW_16a

INDUSTRY IN MAIN JOB

FOW_16b

Description of the main activity of the establishment in which the work is carried out.

FOW_16c

Response options

Open-ended responses

Purpose

- Part of the sequence of questions needed to identify the branch of economic activity (industry) of the establishment where the main job is located

- To enable the data coder to find the appropriate ISIC Rev. 4 code (or equivalent national classification).

National adaptation and implementation

- To aid in coding, interviewers should be trained to record 2 pieces of information. The first piece of information is the ‘Main activity’ (FOW_16a), the second is the main ‘goods or services’ produced (FOW_16b). This is then used to assign a code according to the ISIC or national equivalent classification (FOW_16b).
- The ISIC code will be assigned after the interview is completed by specialized coders
- It is vital to have enough information about the main goods or products produced or service rendered at the place of work to enable coding at 4 Digits level.
- The examples should be adapted to list nationally relevant industries, products and services. Detailed descriptions should be provided in the examples, as these are meant as guidance for the interviewer, and not to be read aloud. This includes descriptive words that illustrate the main activity of an establishment (e.g. pharmacy) and of relevant main goods or services provided (e.g. sale of medicines to the general public) to highlight the type of information required for detailed coding.

FOW_17

STATUS IN EMPLOYMENT

Employment relationship of the respondent in the main job

Codes

01 AS AN [EMPLOYEE]

02 IN (YOUR/NAME'S) OWN BUSINESS ACTIVITY

03 HELPING IN A FAMILY OR HOUSEHOLD BUSINESS

04 AS AN APPRENTICE, INTERN

05 HELPING A FAMILY MEMBER WHO WORKS FOR SOMEONE ELSE

Purpose

- Part of the sequence of questions to assign a code under the International Classification of Status in Employment (ICSE).

National adaptation and implementation

- Status in employment refers to the type of relationship between the respondent and the unit they work for.
- Code 01: 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).
- Code 02: 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.
- Code 03: The respondent participated in any activity to support the operation of a business activity of a household member or a family member living elsewhere.

- Code 04: The respondent holds a job on a temporary basis to acquire workplace experience or skills.
- Code 05: 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

RELATIONSHIP OF EMPLOYER TO RESPONDENT

Identify if the employer of the respondent is a family member or other close relation

Response options

- 01 FAMILY MEMBER
- 02 MEMBER OF EXTENDED FAMILY
- 03 FRIEND OF FAMILY
- 04 NOT A RELATIVE
- 05 OTHER, SPECIFY

Purpose

- Understand the relationship of the respondent to his/her employer

National adaptation and implementation

- Refers to the type of relationship between the respondent and person they work for
- Code 01: The respondent works for a member of his/her own family. This includes individuals living in the same household.
- Code 02: This includes a member of the respondents extended family, such as uncles/aunts, cousins, grandparents, etc. who do not live in the same household as the respondent.
- Code 03: This includes individuals who are friends of household members. These individuals do not live in the household with the respondent.
- Code 04: This includes individuals who are outside the family sphere and are not friends of the family.
- Code 05: If none of the categories are appropriate, fill in the respondent's reply for later coding.

FOW_19

REASON FOR WORKING

Main reason for why the child works

Response options

- 01 SUPPLEMENT FAMILY INCOME
- 02 HELP PAY FAMILY DEBT
- 03 HELP IN HOUSEHOLD ENTERPRISE
- 04 LEARN SKILLS
- 05 SCHOOLING NOT USEFUL FOR FUTURE
- 06 SCHOOL TOO FAR/NO SCHOOL
- 07 CANNOT AFFORD SCHOOL FEES
- 08 NOT INTERESTED IN SCHOOL

09 TO TEMPORARILY REPLACE SOMEONE UNABLE TO WORK

10 OTHER, SPECIFY _____

Purpose

- Identify the main reason why the respondent is working

National adaptation and implementation

- The question provides information on the vulnerability of the household that would require or allow the respondent to work
- All of the possible responses are read to the respondent and the respondent picks the one that best applies to his/her situation
- Code 01: The respondent is working to add to the overall income in the household
- Code 02: The respondent is working specifically to pay a family debt. The respondent may be working for the person to whom the debt is owed, or may work for income to provide a debt payment
- Code 03: The respondent works in a family business with or without pay
- Code 04: The respondent wants to learn how to do an occupation or to improve his/her skills in an occupation
- Code 05: The respondent, or his/her family, has decided that working is more valuable to the respondent, or his/her family, than getting an education
- Code 06: The respondent's ability to go to school is limited because either the school is too far away or there is no school at all
- Code 07: The respondent is unable to pay the required fees to attend school
- Code 08: The respondent, or his/her family, is not interested in attending school
- Code 09: The respondent is working in the place of someone else from the household while that household member is temporarily unable to work for themselves
- Code 10: If none of the categories are appropriate, fill in the respondent's reply for later coding.

FOW_20

TRANSPORTATION TO WORK

Shows the method used to travel to work.

Response options

01 BY WALKING

02 BY BICYCLE

03 BY BUS OR OTHER MEANS OF TRANSPORT

Purpose

- In combination with FOW_21, this question demonstrates the distance the respondent travels in order to get to the place where s/he works.

National adaptation and implementation

- There may be interest in having a more detailed list of transportation methods. In particular, a country may be interested in children traveling by water transportation methods.

FOW_21

TIME TRAVELLED TO WORK

The amount of time it takes the respondent to go to the place where s/he works using the form of transportation listed in FOW_20

Response options

- 01 LESS THAN 15 MINUTES
- 02 15 MINUTES OR MORE, BUT LESS THAN 30 MINUTES
- 03 30 MINUTES OR MORE, BUT LESS THAN 1 HOUR
- 04 1 HOUR OR MORE

Purpose

- Determine the amount of time it takes the respondent to go to the place where s/he works using the form of transportation listed in FOW_20
- Serves as a proxy for how far away the place of work is from where the respondent lives

National adaptation and implementation

- The interviewer should read the responses to the respondent and wait for the reply
- This represents an average time for traveling to work. It may take more or less time on any individual day

FOW_22

TYPES OF PAYMENTS RECEIVED

The types of payments the respondent receives

Response options

- 01 A WAGE OR SALARY
- 02 PAYMENT BY PIECE OF WORK COMPLETED
- 03 COMMISSIONS
- 04 TIPS
- 05 FEES FOR SERVICES PROVIDED
- 06 PAYMENT WITH MEALS OR ACCOMMODATION
- 07 PAYMENT IN PRODUCTS
- 08 OTHER CASH PAYMENT (specify)
- 09 NOT PAID

Purpose

- Analysis of the types of payments received by respondents
- Part of a sequence of questions used to confirm the status in employment of respondents
- To confirm if respondents who self-identified as employees do receive a wage or salary or not. Those not in receipt of a wage or salary may be re-classified as dependent contractors depending on their answers to additional questions.

National adaptation and implementation

- This question is only asked of people who said their status in employment was an employee, apprentice/intern or helping a family member who works for someone else.
- This only refers to payment received by the respondent directly themselves.
- Multiple answers can be recorded if the respondent received multiple different types of payment.
- Code 01 (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.
- Codes 06 and 07 refer to different types of payment in kind, i.e. where non-monetary payments are received.
- Code 08 includes any other type of cash payment which is not covered by categories 01 to 05.
- Code 09 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

TYPE OF PLACE OF WORK

The type of place where the respondent typically works in their main job.

Response options

01 AT (YOUR/NAME'S) OWN HOME

02 AT THE CLIENT'S OR EMPLOYER'S HOME

03 AT A FARM, AGRICULTURAL LAND OR FISHING SITE

04 AT A BUSINESS, OFFICE, FACTORY, FIXED PREMISE OR SITE

05 ON THE STREET OR ANOTHER PUBLIC SPACE WITHOUT A FIXED STRUCTURE

06 IN/ON A VEHICLE (WITHOUT DAILY WORK BASE)

07 DOOR-TO-DOOR

08 OTHER

97 CANNOT SAY

Purpose

- To enable analysis of working relationships and conditions
- To enable identification of home-based workers, and as additional supporting information to identify domestic workers, workers in triangular relationships

National adaptation and implementation

- This refers to the type of location where the person typically carries out the work. If a worker works in different locations of the same type, that type of location should be recorded as the answer. For example an electrician who typically works in his clients' homes should be coded 02 as the work typically takes place in clients' homes.

Code 01 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.

- Code 02 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.

Code 03 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.

- Code 04 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.
- Code 05 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.
- Code 06 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, Code 04.
- Code 07 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.

Countries may choose to further break down the Response options for their own analytical purposes. Care should be taken to ensure that the response options remain mutually exclusive and exhaustive, retaining essential break-downs to enable identification of home-based workers, domestic workers, and workers in triangular relationships, as relevant in the national context.

FOW_24

ESTABLISHMENT SIZE

Number of persons working in the establishment including the owner and the respondent.

Response options

- 01 ONLY 1
- 02 BETWEEN 2-4
- 03 BETWEEN 5-9
- 04 BETWEEN 10-19
- 05 BETWEEN 20-49
- 06 EQUAL TO OR MORE THAN 50
- 07 DON'T KNOW

Purpose

- To identify the size of the establishment.

National adaptation and implementation

- The question refers to the establishment where the person works. For large organizations, respondents should be prompted to provide the size of the Division or Department in which they work.

- It refers to the current situation but also including any workers who may be temporarily absent in the reference week. When size is variable, consider the typical or average number of workers in the last 4 weeks or 30 days.
- Includes all workers regardless of their status in employment (employees, paid apprentices, contributing family workers, business co-operators, etc), whether full-time, part-time, with a temporary contract or agreement, etc.

Characteristics of second income generating activity

If more than one income-generating activity (FOW_12=02) go to FOW_25

Otherwise go to FOW_28

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 questions is on the job for which the respondent makes the second highest amount of income or works the second most number of hours.

Purpose

- To help respondents with multiple jobs identify the one that generates the second highest income or for which the respondent works the second most hours for the following questions.

National adaptation and implementation

- 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 main 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

OCCUPATION IN SECOND JOB (OCCUPATIONAL TITLE AND MAIN TASKS AND DUTIES)

FOW_26b

Occupation in the second job / business.

FOW_26c

Response options

Open-ended responses

Purpose

- To capture the occupation of the respondent in their second job
- To capture sufficient detail to enable the data coder to find the appropriate ISCO-08 (or national classification) code.

National adaptation and implementation

- Occupation refers to the kind of work performed in a job.
- The interviewer should ask the question but record two pieces of information based on the response received.
- The first piece of information is the 'Occupational title' (FOW_26a).
- The second piece of information is the 'Main tasks and duties' (FOW_26b).

- The information is needed to assign a code based on the ISCO-08 (or national occupation) classification (FOW_26c).
- The ISCO code will be assigned after the interview is completed by specialized coders.
- It is vital to capture sufficiently detailed information about the title and main tasks or duties to enable coding at 4 Digits level. For example, if the respondent says he/she is a teacher, the interviewer should inquire further as to what type of teacher- primary school, vocational school, subject matter taught, language, etc and then record both the title and the tasks and duties reported.
- The examples should be adapted to list nationally relevant occupations. Detailed descriptions should be provided in the examples, as these are meant as guidance for the interviewer, and not to be read aloud. This includes examples of occupational titles (e.g. long-distance truck driver) and of relevant main task and duties associated with that occupation (e.g. transporting goods between cities) to highlight the type of information required for detailed coding.

FOW_27a

INDUSTRY IN SECOND JOB

FOW_27b

Description of the main activity of the establishment in which the work is carried out.

FOW_27c

Response options

Open-ended responses

Purpose

- Part of the sequence of questions needed to identify the branch of economic activity (industry) of the establishment where the second job is located
- To enable the data coder to find the appropriate ISIC Rev. 4 code (or equivalent national classification).

National adaptation and implementation

- To aid in coding, interviewers should be trained to record 2 pieces of information. The first piece of information is the 'Main activity' (FOW_27a), the second is the main 'goods or services' produced (FOW_27b). This is then used to assign a code according to the ISIC or national equivalent classification (FOW_27c).
- The ISIC code will be assigned after the interview is completed by specialized coders
- It is vital to have enough information about the main goods or products produced or service rendered at the place of work to enable coding at 4 Digits level.
- The examples should be adapted to list nationally relevant industries, products and services. Detailed descriptions should be provided in the examples, as these are meant as guidance for the interviewer, and not to be read aloud. This includes descriptive words that illustrate the main activity of an establishment (e.g. pharmacy) and of relevant main goods or services provided (e.g. sale of medicines to the general public) to highlight the type of information required for detailed coding.

Working time in employment

<p>FOW_28</p>	<p>HOURS USUALLY WORKED PER WEEK IN MAIN JOB</p> <p>The number of hours the respondent usually works per week in their main job.</p> <p>Response options</p> <p>0.5-112.0</p> <p>997 DO NOT KNOW</p> <p>Purpose</p> <ul style="list-style-type: none">• To produce estimates of working time• As a reference for the measurement of time related underemployment <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Hours usually worked per week refers to the typical value (mode) of the hours actually worked 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.• The upper hour threshold may need to be revised to fit national circumstances, in particular in cases where shift work or other types of work arrangements prevalent in certain industries may result in schedules of more than 112 hours usually worked in a given week.
<p>FOW_29</p>	<p>NUMBER OF DAYS USUALLY WORKED PER WEEK IN MAIN JOB</p> <p>The number of days usually worked per week by the respondent in their main job</p> <p>Response options</p> <p>1 to 7</p> <p>Purpose</p> <ul style="list-style-type: none">• To produce estimates of hours usually worked per week in combination with a question on hours usually worked per day <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Only asked to respondents who could not provide an estimate of hours usually worked per week in response to the previous question.• This refers to the number of days on which any work is usually performed. If the number of days vary ask the respondent to estimate an average over the previous 4 weeks.
<p>FOW_30</p>	<p>NUMBER OF HOURS PER DAY USUALLY WORKED IN MAIN JOB</p> <p>The number of hours the respondent usually works per day in their main job</p> <p>Response options</p> <p>0.5 to 16</p> <p>97 DON'T KNOW</p>

	<p>Purpose</p> <ul style="list-style-type: none"> • To produce estimates of hours usually worked per week in combination with a question on number of days usually worked per week <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Only asked to respondents who could not provide an estimate of hours usually worked per week. • This refers to the number of days on which any work is usually performed in the main job each week. If the number of hours per day vary ask the respondent to estimate an average over the previous 4 weeks. • The upper hour threshold may need to be revised to fit national circumstances, in particular in cases where shift work or other types of work arrangements prevalent in certain industries may result in schedules longer than 16 hours in a given day.
<p>FOW_31</p>	<p>HOURS ACTUALLY WORKED IN MAIN INCOME-GENERATING ACTIVITY OR JOB IN THE REFERENCE WEEK</p> <p>The number of hours the respondent actually worked in their main job in the reference week</p> <p>Response options</p> <p>0.5-120.0</p> <p>997 DONT KNOW</p> <p>Purpose</p> <ul style="list-style-type: none"> • To produce estimates of working time • To assess differences between usual and actual working hours <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • Hours actually worked refers to the time spent in a 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, assist with recall by asking about hours worked per day and days worked in reference week. • The upper hour threshold may need to be revised to fit national circumstances, in particular in cases where shift work or other types of work arrangements prevalent in certain industries may result in schedules of more than 120 hours worked in a given week.
<p>FOW_32</p>	<p>TIME OF DAY WORKED</p> <p>The portion of the day in which the economic activities were performed.</p>

Response options

01 MOSTLY IN THE MORNING BEFORE SCHOOL

02 MOSTLY IN THE AFTERNOON OR EVENING AFTER SCHOOL

03 MOSTLY ANY TIME DURING WEEKDAYS, IRRESPECTIVE OF SCHOOL

04 MOSTLY DURING WEEKENDS

Purpose

- Determine if the child is working during a time that could interfere with his/her schooling

National adaptation and implementation

- There should only be one response to this question

*Ask if more than one income generating activity, i.e. if FOW_12=02
Otherwise go to FOW_41*

FOW_33

HOURS USUALLY WORKED PER WEEK IN SECOND INCOME-GENERATING ACTIVITY OR JOB

The number of hours the respondent usually works per week in their second job.

Response options

0.5-84.0

997 DO NOT KNOW

Purpose

- To produce estimates of working time
- As a reference for the measurement of time related underemployment

National adaptation and implementation

- Hours usually worked per week refers to the typical value (mode) of the hours actually worked 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.
- The upper hour threshold may need to be revised to fit national circumstances, in particular in cases where shift work or other types of work arrangements prevalent in certain industries may result in schedules of more than 84 hours usually worked in a given week although this is unlikely in a second job.

FOW_34

HOURS ACTUALLY WORKED IN SECOND JOB IN THE REFERENCE WEEK

The number of hours the respondent actually worked in their second job in the reference week

Response options

0.5-84.0

997 DON'T KNOW

Purpose

- To produce estimates of working time
- To assess differences between usual and actual working hours

National adaptation and implementation

- Hours actually worked refers to the time spent in a 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.
- The upper hour threshold may need to be revised to fit national circumstances, in particular in cases where shift work or other types of work arrangements prevalent in certain industries may result in schedules of more than 84 hours usually worked in a given week.

Job search

Ask question only of children “min” to 17 years old who did not work in the last week

For children 5 to “min”, go to FOW_38

“min” refers to the minimum age that national legislation permits children to work

FOW_35

ACTIVE SEARCH TO FIND A PAID JOB

The respondent did anything to find a paid job or start a business in the last 4 weeks.

Response options

01 YES

02 NO

Purpose

- To identify people who were actively searching for employment.
- Part of the sequence of questions required to identify the unemployed and the potential labour force.

National adaptation and implementation

- Ask question only of children from the minimum age that national legislation permits children to work to children who are 17 years of age
- Only ask if the children did not work in the last week
- Last 4 weeks refers to the four calendar weeks before the interview date.
- 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

AVAILABILITY TO START WORK IN THE REFERENCE WEEK

Whether the respondent was available to start work in the week before the interview or within a short period after the interview date.

Response options

01 YES

02 NO

Purpose

- To identify respondents who are available for work whether or not they were looking for work.
- Part of the sequence of questions required to identify the unemployed and the potential labour force

National adaptation and implementation

- 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).
- 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.
- The focus of this question is on the respondent's time availability to start work in a short subsequent period should a job or business opportunity existed. The respondent should not be required to consider any 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.

FOW_37

AVAILABILITY TO START WORK IN WITHIN THE TWO WEEKS FOLLOWING THE INTERVIEW

Whether the respondent was available to start work in the two weeks after the interview.

Response options

01 YES

02 NO

Purpose

- To identify respondents who are available for work whether or not they were looking for work.
- Part of the sequence of questions required to identify the unemployed and the potential labour force

National adaptation and implementation

- The focus of this question is on the respondent's time availability to start work in a short period (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.
- The focus of this question is on the respondent's time availability to start work in a short subsequent period should a job or business opportunity existed. The respondent should not be required to consider any 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.

Income generating activity during the past 12 months
Ask questions of all children 5-17 years old

<p>FOW_38</p>	<p>12 MONTHS OF WORK DURING THE PREVIOUS 12 MONTHS</p> <p>Identifies those respondents who performed their main income generating activity in all of the 12 months prior to the interview.</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • To identify children who performed the economic activity done during the reference week in all 12 months prior to the interview <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • This question is asked only to children who worked during the reference week..
<p>FOW_39</p>	<p>WORK OF ANY KIND DURING THE LAST 12 MONTHS</p> <p>Identify those respondents who did not perform their main income generating activity for the entire 12 month period prior to the interview, but did work at an income generating activity in at least one of the 12 months prior to the interview.</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify those respondents who did work in at least one of the 12 months prior to the interview, but not for the entire 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • This question identifies those respondents who did work in the 12 months prior to the interview, but not for the entire 12 months

FOW_40

MONTHS WORKED IN THE LAST 12 MONTHS

Identifies which and how many months the respondent worked during the 12 months prior to the interview for those who did not perform their main income generating activity for the entire 12 month period.

Response options

- a. JANUARY
- b. FEBRUARY
- c. MARCH
- d. APRIL
- e. MAY
- f. JUNE
- g. JULY
- h. AUGUST
- i. SEPTEMBER
- j. OCTOBER
- k. NOVEMBER
- l. DECEMBER

Purpose

- Mark the months in which the respondent worked during the 12 months prior to the interview

National adaptation and implementation

- Multiple responses are possible to this question .
- Mark all months in which the respondent worked during the 12 months prior to the interview

Own-use production of agricultural products and other goods
Unpaid activities to produce agricultural goods and/or other goods for consumption by the household or family

FOW_41 ANY FARMING, REARING ANIMALS, AND/OR FISHING FOR OWN CONSUMPTION

Doing any unpaid work in farming, rearing animals and or fishing for consumption by the household or family during the reference week.

Response options

01 YES

02 NO

Purpose

- To generate estimates of participation in own use agricultural production.

National adaptation and implementation

- Respondents are those who worked in farming, rearing animals or fishing.
- The respondents received no pay.
- The goods produced were used for the household's own consumption

FOW_42a FARMING, REARING ANIMALS AND/OR FISHING OCCUPATIONAL TITLE AND MAIN TASKS AND DUTIES

FOW_42b

FOW_42c

Activities performed in farming, rearing animals and/or fishing for the household consumption during the reference week.

Response options

Open-ended responses

Purpose

- To capture the occupation of the respondent in their farming, rearing animals and/or fishing activities
- To capture sufficient detail to enable the data coder to find the appropriate ISCO-08 (or national classification) code.

National adaptation and implementation

- Occupation refers to the kind of work performed in a job.
- The interviewer should ask the question but record two pieces of information based on the response received.
- The first piece of information is the 'Occupational title' (FOW_42a).
- The second piece of information is the 'Main tasks and duties' (FOW_42b).
- The information is needed to assign a code based on the ISCO-08 (or national occupation) classification (FOW_42c).
- The ISCO code will be assigned after the interview is completed by specialized coders.
- It is vital to capture sufficiently detailed information about the title and main tasks or duties to enable coding at 4 Digits level. For example, if the respondent says he/she is a teacher, the interviewer should inquire further as to what type of teacher- primary school, vocational school, subject matter taught, language, etc and then record both the title and the tasks and duties reported.

	<ul style="list-style-type: none"> The examples should be adapted to list nationally relevant occupations. Detailed descriptions should be provided in the examples, as these are meant as guidance for the interviewer, and not to be read aloud. This includes examples of occupational titles (e.g. long-distance truck driver) and of relevant main task and duties associated with that occupation (e.g. transporting goods between cities) to highlight the type of information required for detailed coding.
FOW_43a	MAIN PRODUCTS PRODUCED
FOW_43b	Description of the products produced in the farming, rearing animals and/or fishing activities
	Response options
	Open-ended responses
	Purpose
	<ul style="list-style-type: none"> Part of the sequence of questions needed to identify the branch of economic activity (industry) of the establishment where the second job is located To enable the data coder to find the appropriate ISIC Rev. 4 code (or equivalent national classification).
	National adaptation and implementation
	<ul style="list-style-type: none"> To aid in coding, interviewers should be trained to record 2 pieces of information. The first piece of information is the main 'goods or services produced (FOW_43a). This is then used to assign a code according to the ISIC or national equivalent classification (FOW_43b). The ISIC code will be assigned after the interview is completed by specialized coders It is vital to have enough information about the main goods or products produced or service rendered at the place of work to enable coding at 4 Digits level. The examples should be adapted to list nationally relevant industries, products and services. Detailed descriptions should be provided in the examples, as these are meant as guidance for the interviewer, and not to be read aloud. This includes descriptive words that illustrate the main activity of an establishment (e.g. pharmacy) and of relevant main goods or services provided (e.g. sale of medicines to the general public) to highlight the type of information required for detailed coding.
FOW_44	HOURS SPENT IN AGRICULTURAL ACTIVITY FOR OWN CONSUMPTION
	Hours spent in the activity in the reference week
	Response options
	1 to 84
	997 DON'T KNOW
	Purpose
	<ul style="list-style-type: none"> To generate estimates of hours spent in own use production of agricultural goods by type of activity.
	National adaptation and implementation
	<ul style="list-style-type: none"> 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.

<p>FOW_45</p>	<p>GATHERING FOODSTUFF</p> <p>Participation in gathering of wild foodstuff such as nuts, berries, herbs, mushrooms etc. during the reference week</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • To generate estimates of participation in own use production of goods by type of activity. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • It refers to activities falling under ISIC Rev. 4. Class 0230 “gathering of non-wood forest products” when intended for own final consumption by the household or family. This includes gathering wild fruits, nuts, mushrooms, roots and medicinal and other plants intended mainly as foodstuff for the household. • The list of foodstuff covered should be reviewed to include nationally representative examples • Any time spent in the activity in the reference week should be recorded, even if less than 1 hour. • It excludes harvesting activities of crops, fruits or vegetables the respondents household or family cultivated themselves. • It excludes cases where the respondent had to pay someone else for the foodstuff gathered (for example gathering apples in another person’s orchard and then paying for the apples). • This only includes activities where the foodstuff collected was mainly or fully kept for household or family use.
<p>FOW_46</p>	<p>HOURS SPENT IN GATHERING/COLLECTING OF FOODSTUFF</p> <p>Hours spent in the activity in the reference week during the reference week.</p> <p>Response options</p> <p>1 to 84</p> <p>997 DON'T KNOW</p> <p>Purpose</p> <ul style="list-style-type: none"> • To generate estimates of hours spent in own use production of goods by type of activity. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • 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.

FOW_47	<p>HUNTING</p> <p>The respondent hunted animals to produce foodstuff or other products for household or family use consumption during the reference week.</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• To generate estimates of participation in own use production of goods by type of activity. <p>National adaptation and implementation</p> <ul style="list-style-type: none">• 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).• It refers to activities falling under ISIC Rev. 4. Class 0170 “hunting, trapping and related service activities” when intended for own final consumption or use by the household or family. This includes hunting and trapping animals mainly to obtain meat, hair, skin, bone or other products• The list of animals/products covered should be reviewed to include nationally representative examples• Any time spent in the activity in the reference week should be recorded, even if less than 1 hour.• This only includes activities where the products are mainly or fully intended for household or family use.
FOW_48	<p>HOURS SPENT HUNTING</p> <p>Hours spent in the activity in the reference week</p> <p>Response options</p> <p>1 to 84</p> <p>997 DONT KNOW</p> <p>Purpose</p> <ul style="list-style-type: none">• To generate estimates of hours spent in own use production of goods by type of activity. <p>National adaptation and implementation</p> <ul style="list-style-type: none">• 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).• 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.
FOW_49	<p>PRESERVATION OF FOODSTUFF</p> <p>The respondent performed activities to preserve foodstuff for later consumption during the reference week.</p>

	<p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • To generate estimates of participation in own use production of goods by type of activity. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • The list of foodstuff covered should be reviewed to include nationally representative examples • Any time spent in the activity in the reference week should be recorded, even if less than 1 hour. • It includes activities such as processing and preserving meat and fish products (e.g. curing, smoking, drying, salting); making dairy products such as butter, cream, cheese etc.; processing and preserving fruits and vegetables (e.g. pickling, salting, roasting, grinding, oil pressing, jam- and jelly-making, canning); processing grains (e.g. husking, drying, threshing); making flour, grain mill products, starches and starch products; brewing, fermenting and preparing drinks for storage. • It excludes preparation of foodstuff/meals and beverages intended for immediate consumption or consumption in a short period after their preparation (e.g. meals which are prepared then frozen to be consumed later). • This only includes activities where the foodstuff prepared was mainly or fully kept for household or family use.
<p>FOW_50</p>	<p>HOURS SPENT IN PRESERVATION OF FOODSTUFF</p> <p>Hours spent in the activity in the reference week</p> <p>Response options</p> <p>1.0 to 84.0</p> <p>997 DON'T KNOW</p> <p>Purpose</p> <ul style="list-style-type: none"> • To generate estimates of hours spent in own use production of goods by type of activity. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • 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.
<p>FOW_51</p>	<p>CONSTRUCTION OF OWN HOUSEHOLD/BUILDINGS</p> <p>Participation in own-use construction work in the reference week.</p>

	<p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • To generate estimates of participation in own use production of goods by type of activity. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • Any time spent in the activity in the reference week should be recorded, even if less than 1 hour. • It includes activities performed in relation to the construction and major repair of the household dwellings and other structures such as building animal sheds, roofs, walls, and fences, storage facilities for produce, garages; demolition or wrecking of building structures. It also includes activities to acquire inputs and materials for construction or major repair, including collecting wood, palm leaf, bamboo, stone, making bricks for use in repairs or construction of own property etc. except where those inputs and materials are purchased. • It excludes more minor maintenance activities such as painting, decorating or maintaining the home, doing minor repairs, installing fixtures and fittings such as lights, bathroom fittings etc.
FOW_52	<p>HOURS SPENT IN CONSTRUCTION OF OWN HOUSEHOLD/BUILDINGS</p> <p>Hours spent in the activity in the reference week</p> <p>Response options</p> <p>1.0 to 84.0</p> <p>997 DONT KNOW</p> <p>Purpose</p> <ul style="list-style-type: none"> • To generate estimates of hours spent in own use production of goods by type of activity. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • 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.
FOW_53	<p>MANUFACTURING OF GOODS FOR HOUSEHOLD OR FAMILY USE</p> <p>Participation in manufacturing or making of goods for use by the household or family in the reference week.</p> <p>Response options</p>

	<p>01 YES 02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • To generate estimates of participation in own use production of goods by type of activity. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • The list of examples should be updated to reflect nationally representative activities. • Any time spent in the activity in the reference week should be recorded, even if less than 1 hour. • It includes activities to produce household goods, excluding food items, such as pottery, furniture (e.g. cutting, carving, sanding, varnishing, painting, assembling wood products), clothing and other textiles (e.g. weaving, spinning, sewing, leather work, embroidery, needlework, knitting, etc); making shoes, footwear, handbags, carpets, baskets, mats, paper, paper products, soap, perfume, candles, utensils and other crafts. • This only includes activities where the goods produced were mainly or fully kept for household or family use.
<p>FOW_54</p>	<p>HOURS SPENT IN MANUFACTURE OF GOODS FOR HOUSEHOLD OR FAMILY USE</p> <p>Hours spent in the activity in the reference week</p> <p>Response options</p> <p>1.0 to 84.0</p> <p>997 DONT KNOW</p> <p>Purpose</p> <ul style="list-style-type: none"> • To generate estimates of hours spent in own use production of goods by type of activity. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • 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.
<p>FOW_55</p>	<p>FETCHING OF WATER</p> <p>Participation in the reference week in activities to collect water from natural or public sources intended mainly for final use by the household during the reference week.</p> <p>Response options</p> <p>01 YES 02 NO</p> <p>Purpose</p>

- 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).
- To generate estimates of participation in own use production of goods by type of activity.

National adaptation and implementation

- Any time spent in the activity in the reference week should be recorded, even if less than 1 hour.
- It includes activities to fetch water from natural or public sources when intended mainly for final use by the household. This includes drawing water from wells, rivers, ponds or lakes for domestic use; or fetching water from public distribution centres including pipes.
- It excludes purchase and transport of water from shops and transport of water from different areas within the household compound, such as a private patio.

FOW_56

HOURS SPENT FETCHING WATER

Hours spent in the activity in the reference week

Response options

1.0 to 84.0

997 DON'T KNOW

Purpose

- To generate estimates of hours spent in own use production of goods by type of activity.

National adaptation and implementation

- 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).
- 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.

FOW_57

GATHERING OF FIREWOOD OR OTHER NATURAL PRODUCTS

Participation in the last week in activities to collect firewood and other natural goods for fuel during the reference week.

Response options

01 YES

02 NO

Purpose

- To generate estimates of participation in own use production of goods by type of activity.

National adaptation and implementation

- 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).

- Any time spent in the activity in the reference week should be recorded, even if less than 1 hour.
- It includes activities to cutting, collecting and transporting firewood, dung, peat or other fuel products on foot or using hand or animal carts when intended mainly for final use by the household.
- It excludes activities to purchase products for use as fuels and transportation of purchased products.
- This only includes activities where the products/fuel gathered was mainly or fully kept for household or family use.

FOW_58

HOURS SPENT IN GATHERING OF FIREWOOD OR OTHER NATURAL PRODUCTS

Hours spent in the activity in the reference week

Response options

1.0 to 84.0

997 DON'T KNOW

Purpose

- To generate estimates of hours spent in own use production of goods by type of activity.

National adaptation and implementation

- 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).
- 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.

Unpaid trainee work

FOW_59

WORK IN UNPAID TRAINEE WORK

Determine if the child worked in unpaid trainee work during the reference week

Response options

01 YES

02 NO

Purpose

- To generate estimates of participation in unpaid trainee work for others during the reference period.

National adaptation and implementation

- 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).
- The list of examples covered should be reviewed to include nationally representative examples
- 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

HOURS SPENT DOING UNPAID TRAINEE WORK IN THE REFERENCE WEEK

Identify children doing unpaid trainee work in the reference week

Response options

1.0 to 84.0

997 DON'T KNOW

Purpose

- To generate estimates of hours spent in unpaid trainee work during the reference week.

National adaptation and implementation

- 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).
- 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:

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)

If any of these criteria are met, continue to HAZ_01

Otherwise go to HCH_01

Hazardous work

To be asked of all children 5 to 17 years old

Who are working for someone else; or working to generate income; or helping in a family business/farm; or temporarily absent from work; or performing own-use production of agricultural/other goods; or unpaid apprenticeship/internship

<p>HAZ_01</p>	<p>CARRYING OR PUSHING/PULLING HEAVY LOADS</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples. • Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.
<p>HAZ_02</p>	<p>WORKING VERY HIGH OFF THE FLOOR/GROUND</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples. • Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.

<p>HAZ_03</p>	<p>USING POWERED TOOLS (ELECTRIC OR GAS)</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.
<p>HAZ_04</p>	<p>USING SHARP TOOLS</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.

HAZ_05	<p>USING BIG OR HEAVY MACHINES OR DRIVING VEHICLES</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.
HAZ_06	<p>WORKING WITH FIRE, OVENS OR VERY HOT MACHINES OR TOOLS, OR LOOSE OR DAMAGED ELECTRIC WIRES/CABLES</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.

<p>HAZ_07</p>	<p>WORKING IN A VERY NOISY PLACE</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.
<p>HAZ_08</p>	<p>WORKING INDOORS OR OUTDOORS WHERE DUST, SAND, DIRT, SMOKE OR FUMES MAKE IT HARD TO BREATHE OR SEE CLEARLY</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.

HAZ_09

WORKING IN THE COLD OR OUTDOORS IN RAINY/WET WEATHER

Identifies children working in conditions that are likely to harm their health

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose

- Identify the specific conditions that children are working in that could harm their health

National adaptation and implementation

- Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.
- Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.

HAZ_10

WORKING LONG HOURS IN THE HOT SUN

Identifies children working in conditions that are likely to harm their health

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose

- Identify the specific conditions that children are working in that could harm their health

National adaptation and implementation

- Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.
- Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.

<p>HAZ_11</p>	<p>WORKING BELOW GROUND IN WELLS, TUNNELS OR SMALL SPACES</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.
<p>HAZ_12</p>	<p>WORKING UNDERWATER</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.

<p>HAZ_13</p>	<p>WORKING WITH/AROUND AGRICULTURAL CHEMICALS</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.
<p>HAZ_14</p>	<p>WORKING WITH LIQUIDS, OR POWDERS THAT IRRITATE THE SKIN, BURN EASILY, GIVE OFF VAPOURS THAT SMELL BAD OR CAN EXPLODE</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.

HAZ_15	<p>WORKING DURING THE NIGHT OR EARLY MORNING WHEN DARK</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.
HAZ_16	<p>WORKING IN CONTACT WITH LARGE DOMESTIC ANIMALS/WILD ANIMALS/AROUND ANIMAL MANURE</p> <p>Identifies children working in conditions that are likely to harm their health</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the specific conditions that children are working in that could harm their health <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.• Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is “no”.

HAZ_17

DOING THE SAME TASK OVER AND OVER AT FAST PACE FOR LONG HOURS

Identifies children working in conditions that are likely to harm their health

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose

- Identify the specific conditions that children are working in that could harm their health

National adaptation and implementation

- Each question includes a list of examples about the type of activities under which the child could be working. These examples may be supplemented with applicable national examples.
- Be specific that the actions are performed in the workplace. If the child does not perform this activity in the workplace, the answer is "no".

HAZ_18

CHILD IS SAFE AT WORK

Identifies children working in conditions that are likely to harm their health

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose

- Assesses children's perceived safety at work

National adaptation and implementation

- This question provides an indicator of the percentage of children who do not feel safe at work.
- It can be cross tabulated with dangerous tasks to assess whether children are doing dangerous things, but do not know it.

<p>HAZ_19</p>	<p>DISCIPLINED AT WORK</p> <p>Captures punishment for mistakes at work.</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Allows the child to report being physically abused or experiencing threats at the workplace <p>National adaptation and implementation</p> <ul style="list-style-type: none">• This question is subjective as the nature of punishment is not specified• It is not recommended to give examples of punishments as these are numerous in severity and range• Do not impose interpretations of severity through providing examples• Do not tie punishments for mistakes to workplace violence exposure because this may prompt children to perceive that the abuses they are experiencing are justified in some way• The reason for the punishment does not matter• Be specific that the actions are performed in the workplace. If these actions do not occur in the workplace, the answer is “no”.
<p>HAZ_20</p>	<p>FREEDOM OF MOVEMENT</p> <p>Captures freedom of movement</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Reflects work where the child is unreasonably confined to the premises of the employer <p>National adaptation and implementation</p> <ul style="list-style-type: none">• This question should only be asked for children who are NOT working with their parents in home based work or agriculture, given that children living with parents are by definition confined to their home• Children working with parents offsite may also not be allowed to leave their worksite for valid reasons

Workplace violence

<p>HAZ_21a</p>	<p>PHYSICAL VIOLENCE AT WORK</p> <p>Was the child slapped, punched, kinked or otherwise physically hurt</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>96 NOT APPLICABLE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify children subjected to physical violence in the workplace <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Addressed to children working within the family unit (e.g. family farms or businesses), as well as children who are working with the family in external employment (e.g. children joining parents at external jobs).• Be specific that the actions are performed in the workplace. If these actions do not occur in the workplace, the answer is “no”.
<p>HAZ_21b</p>	<p>WHO PERFORMED THE VIOLENCE</p> <p>Identify who disciplined the child or who participated in the psychological/emotional violence</p> <p>Response options</p> <p>01 AN ADULT</p> <p>02 ANOTHER CHILD/ADOLESCENT</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the source of the violence performed against children in the workplace <p>National adaptation and implementation</p> <ul style="list-style-type: none">• There may be multiple responses to this question <p>After determining if the child has suffered violence, perpetrator information is then solicited. Importantly this distinguishes from the proxy and another adult. This information will be important for policy and programming purposes. If most children working in family units are abused by parents, interventions can address parents. If most children are hit by other adults when working in family units (external employment), workplace legislation or policies might address this. In terms of relationship of the proxy to the child, information in the household questionnaire should be linked here, so that it is clear whether this is a parent or another adult household member. In most cases, we expect that parents are proxy reports – if they are not, a “parent” option will need to be added to the response options</p>

<p>HAZ_22a</p>	<p>THREATENED WITH VIOLENCE AT WORK</p> <p>Was the child threatened or made to worry about his/her safety</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>96 NOT APPLICABLE</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify children subjected to physical violence in the workplace <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Addressed to children working within the family unit (e.g. family farms or businesses), as well as children who are working with the family in external employment (e.g. children joining parents at external jobs). • Be specific that the actions are performed in the workplace. If these actions do not occur in the workplace, the answer is “no”.
<p>HAZ_22b</p>	<p>WHO PERFORMED THE VIOLENCE</p> <p>Identify who disciplined the child or who participated in the psychological/emotional violence</p> <p>Response options</p> <p>01 AN ADULT</p> <p>02 ANOTHER CHILD/ADOLESCENT</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify the source of the violence performed against children in the workplace <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • There may be multiple responses to this question <p>After determining if the child has suffered violence, perpetrator information is then solicited. Importantly this distinguishes from the proxy and another adult. This information will be important for policy and programming purposes. If most children working in family units are abused by parents, interventions can address parents. If most children are hit by other adults when working in family units (external employment), workplace legislation or policies might address this. In terms of relationship of the proxy to the child, information in the household questionnaire should be linked here, so that it is clear whether this is a parent or another adult household member. In most cases, we expect that parents are proxy reports – if they are not, a “parent” option will need to be added to the response options</p>

<p>HAZ_23a</p>	<p>RIDICULED, INSULTED, OR SHAMED AT WORK</p> <p>Was the child made to feel bad through humiliation, insults or shaming</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>96 NOT APPLICABLE</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify children subjected to violence in the workplace <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Addressed to children working within the family unit (e.g. family farms or businesses), as well as children who are working with the family in external employment (e.g. children joining parents at external jobs). • Be specific that the actions are performed in the workplace. If these actions do not occur in the workplace, the answer is “no”.
<p>HAZ_23b</p>	<p>WHO PERFORMED THE VIOLENCE</p> <p>Identify who disciplined the child or who participated in the psychological/emotional violence</p> <p>Response options</p> <p>01 AN ADULT</p> <p>02 ANOTHER CHILD/ADOLESCENT</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify the source of the violence performed against children in the workplace <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • There may be multiple responses to this question <p>After determining if the child has suffered violence, perpetrator information is then solicited. Importantly this distinguishes from the proxy and another adult. This information will be important for policy and programming purposes. If most children working in family units are abused by parents, interventions can address parents. If most children are hit by other adults when working in family units (external employment), workplace legislation or policies might address this. In terms of relationship of the proxy to the child, information in the household questionnaire should be linked here, so that it is clear whether this is a parent or another adult household member. In most cases, we expect that parents are proxy reports – if they are not, a “parent” option will need to be added to the response options</p>

Injuries

HAZ_24	<p>INJURIES SUFFERED IN THE WORKPLACE</p> <p>Identify children who suffered injuries from a fall at the workplace</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose:</p> <ul style="list-style-type: none">• Identify the types of dangers to which children are subject in the workplace <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.• It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".
HAZ_25	<p>INJURIES SUFFERED IN THE WORKPLACE</p> <p>Identify children who suffered injuries in the workplace from being hit by something heavy falling on the child or being crushed by heavy machines vehicles or things at work</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose:</p> <ul style="list-style-type: none">• Identify the types of dangers to which children are subject in the workplace <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.• It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_26

INJURIES SUFFERED IN THE WORKPLACE

Identify children who suffered injuries in the workplace from a deep or long cut

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose:

- Identify the types of dangers to which children are subject in the workplace

National adaptation and implementation

- Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.
- It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_27

INJURIES SUFFERED IN THE WORKPLACE

Identify children who suffered injuries in the workplace from a bad burn (not sunburn)

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose:

- Identify the types of dangers to which children are subject in the workplace

National adaptation and implementation

- Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.
- It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_28	<p>INJURIES SUFFERED IN THE WORKPLACE</p> <p>Identify children who suffered injuries in the workplace from bad bruises, bumps or swelling (e.g. strained muscle, dislocations)</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose:</p> <ul style="list-style-type: none">• Identify the types of dangers to which children are subject in the workplace <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.• It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".
HAZ_29	<p>INJURIES SUFFERED IN THE WORKPLACE</p> <p>Identify children who suffered injuries from animal or snake bites in the workplace</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose:</p> <ul style="list-style-type: none">• Identify the types of dangers to which children are subject in the workplace <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.• It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_30

INJURIES SUFFERED IN THE WORKPLACE

Identify children who suffered injuries in the workplace from head, back or neck injuries

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose:

- Identify the types of dangers to which children are subject in the workplace

National adaptation and implementation

- Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.
- It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_31

INJURIES SUFFERED IN THE WORKPLACE

Identify children who suffered broken bones from injuries in the workplace

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose

- Identify the types of dangers to which children are subject in the workplace

National adaptation and implementation

- Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.
- It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_32

INJURIES SUFFERED IN THE WORKPLACE

Identify children who lost a body part (e.g. finger, hand, arm, leg) from injuries in the workplace

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose:

- Identify the types of dangers to which children are subject in the workplace

National adaptation and implementation

- Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.
- It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_33

INJURIES SUFFERED IN THE WORKPLACE

Identify children who suffered eye or ear damage from injuries in the workplace

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose:

- Identify the types of dangers to which children are subject in the workplace

National adaptation and implementation

- Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.
- It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_34

INJURIES SUFFERED IN THE WORKPLACE

Identify children who suffered electric shocks in the workplace

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose:

- Identify the types of dangers to which children are subject in the workplace

National adaptation and implementation

- Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.
- It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_35

INJURIES SUFFERED IN THE WORKPLACE

Identify children who suffered injuries from near drowning in the workplace

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose:

- Identify the types of dangers to which children are subject in the workplace

National adaptation and implementation

- Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.
- It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_36

INJURIES SUFFERED IN THE WORKPLACE

Identify children who suffered other injuries in the workplace

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose:

- Identify the types of dangers to which children are subject in the workplace

National adaptation and implementation

- Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.
- It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_37

INJURIES SUFFERED IN THE WORKPLACE

Identify the other type of injury indicated in HAZ_36

Response options

INJURY IDENTIFICATION

97 DON'T KNOW

98 REFUSE

Purpose:

- Identify the types of dangers to which children are subject in the workplace

National adaptation and implementation

- Each question includes a list of examples about the type of injuries the child may suffer. These examples may be supplemented with applicable national examples.
- It is important to be clear that the injury was incurred at the workplace. If the injury was not the result of the child's work, the response is "no".

HAZ_38a	CHILD'S ACTIVITY WHEN INJURY WAS RECEIVED
HAZ_38b	Determine if the child was injured by the work s/he was doing or by general workplace violence
HAZ_38c	<p>Response options</p> <p>If the child was injured while doing his/her job, qualitatively describe what the child was doing (HAZ_38a) in order to identify the occupation ISCO code after the interview (HAZ_38b). If the child was injured by violence that occurs in the workplace not related to the job the child was doing use the following codes (HAZ_38c)</p> <p>02 WORKPLACE VIOLENCE</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none"> ● Differentiate between children injured as a result of the work s/he was doing and children injured as a result of violence in the workplace not related to the specific job the child was doing <p>National adaptation and implementation</p> <ul style="list-style-type: none"> ● Occupation refers to the kind of work performed in a job. ● The first piece of information is the 'Occupational title' (HAZ_38a). ● The information is needed to assign a code based on the ISCO (or national occupation) classification (HAZ_38b) after the interview. ● It is vital to capture sufficiently detailed information about the title and main tasks or duties to enable coding at 4 Digits level. For example, if the respondent says he/she is a teacher, the interviewer should inquire further as to what type of teacher- primary school, vocational school, subject matter taught, language, etc and then record both the title and the tasks and duties reported. ● The examples should be adapted to list nationally relevant occupations. Detailed descriptions should be provided in the examples, as these are meant as guidance for the interviewer, and not to be read aloud. This includes examples of occupational titles (e.g. long-distance truck driver) and of relevant main task and duties associated with that occupation (e.g. transporting goods between cities) to highlight the type of information required for detailed coding. ● If the injury received was not caused by the work the child is doing, but is the result of violence in the workplace, record the response in HAZ_38c as Code 02.

HAZ_39

SELF ASSESSMENT OF HEALTH

Ask the proxy to evaluate the child's health in comparison to other children of the same age

Response options

01 VERY GOOD

02 GOOD

03 FAIR

04 POOR

Purpose

- Self assessment of health

National adaptation and implementation

- As used by WHO has proven to be a good representation of people's health including for youth
- Highly comparable with other studies
- Highly usable, for example, "30% of child labourers felt they had poor health"

Psychosocial health

HAZ_40

HEALTH PROBLEMS IN THE LAST SIX MONTHS

Has the child often complained of headaches, stomach-aches or sickness in the last six months

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose

- Capture physical health for comparison with workplace violence of hazards to determine connections between them

National adaptation and implementation

- Captures physical health and broad somatic symptoms of mental health.
- Recommend using Strengths and Difficulties Questionnaire (SDQ) translations: (<https://www.sdqinfo.org/py/sdqinfo/b0.py>)

<p>HAZ_41</p>	<p>HEATH PROBLEMS IN THE LAST SIX MONTHS</p> <p>Has the child often complained of extreme fatigue or tiredness in the last six months</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Capture physical health for comparison with workplace violence of hazards to determine connections between them <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Captures fatigue which in an important risk factor for accidents and injuries.
<p>HAZ_42</p>	<p>HEATH PROBLEMS IN THE LAST SIX MONTHS</p> <p>Has the child often seemed unhappy, downhearted or tearful in the last six months</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Capture physical health for comparison with workplace violence or hazards to determine connections between them <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Captures main symptoms of depression (SDQ item)• Recommend using Strengths and Difficulties Questionnaire (SDQ) translations: (https://www.sdqinfo.org/py/sdqinfo/b0.py)

HAZ_43

HEATH PROBLEMS IN THE LAST SIX MONTHS

Has the child often had many worries, seemed nervous or easily scared in the last six months

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose

- Capture physical health for comparison with workplace violence or hazards to determine connections between them

National adaptation and implementation

- Captures symptoms of anxiety (combined SDQ emotional sub-scale item)
- Recommend using Strengths and Difficulties Questionnaire (SDQ) translations: (<https://www.sdqinfo.org/py/sdqinfo/b0.py>)

HAZ_44

HEATH PROBLEMS IN THE LAST SIX MONTHS

Does the child have a good friend with whom s/he can talk about problems and troubles

Response options

01 YES

02 NO

97 DON'T KNOW

98 REFUSE

Purpose

- Capture physical health for comparison with workplace violence or hazards to determine connections between them

National adaptation and implementation

- Having someone they feel able to talk to is important for children's psychosocial health

HAZ_45	<p>HEATH PROBLEMS IN THE LAST SIX MONTHS</p> <p>Does the child feel proud of his/her work</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>97 DON'T KNOW</p> <p>98 REFUSE</p> <p>Purpose</p> <ul style="list-style-type: none">• Capture physical health for comparison with workplace violence or hazards to determine connections between them <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Captures element of self-esteem.• Ends the section with a positive note• Even children facing hazardous exposures may feel proud of the work that they do
HAZ_46	<p>ASSESSMENT OF THE DIFFICULTY OF THE INTERVIEW</p> <p>Assesses the respondent's evaluation of the process of the interview</p> <p>Response options</p> <p>01 DIFFICULT</p> <p>02 A LITTLE BIT DIFFICULT</p> <p>03 EASY</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine the child's reaction to answering the questions <p>National adaptation and implementation</p> <ul style="list-style-type: none">• During pilot testing, there should be qualitative probing about which sections/questions the respondents found difficult, and whether this relates to cognitive understanding or emotional response to questions

Household tasks

To be asked of all children 5 to 17 years of age

HCH_01	PARTICIPATION IN HOUSEHOLD TASKS
HCH_05	Help with or do any household tasks during the reference week
HCH_08	Question categories
HCH_13	HCH_01 Shopping
HCH_19	HCH_05 Repair of household equipment
HCH_25	HCH_08 Cooking
HCH_31	HCH_13 Cleaning the house/utensils
HCH_32	HCH_19 Washing the clothes
	HCH_25 Caring for children/old/sick
	HCH_31 32, Other household tasks, specify
	Response options
	01 YES
	02 NO
	Purpose
	<ul style="list-style-type: none"> To generate estimates of participation in household tasks during the reference period.
	National adaptation and implementation
	<ul style="list-style-type: none"> 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). The list of household tasks covered should be reviewed to include nationally representative examples Any time spent in the activity in the reference week should be recorded, even if less than 1 hour. This only includes activities where the household tasks was performed for the household.
HCH_02	DAYS SPENT DOING HOUSEHOLD TASKS IN THE REFERENCE WEEK
HCH_06	Question categories
HCH_09	HCH_02 Shopping
HCH_14	HCH_06 Repair of household equipment
HCH_20	HCH_09 Cooking
HCH_26	HCH_14 Cleaning the house/utensils
HCH_33	HCH_20 Washing the clothes
	HCH_26 Caring for children/old/sick
	HCH_33 Other household tasks, specify
	Response options

	<p>1 to 7</p> <p>97 DONT KNOW</p> <p>Purpose</p> <ul style="list-style-type: none"> • To generate estimates of days spent doing household tasks during the reference week. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • Respondents should report any day during the reference period when they carried out the activity even for a short period of time. • Any activity in this case refers to time spent directly on and in relation to the household tasks in the associated questions.
HCH_03	HOURS SPENT DOING HOUSEHOLD TASKS IN THE REFERENCE WEEK
HCH_07	Question categories
HCH_10	HCH_03 Shopping
HCH_15	HCH_07 Repair of household equipment
HCH_21	HCH_10 Cooking
HCH_27	HCH_15 Cleaning the house/utensils
HCH_34	HCH_21 Washing the clothes
	HCH_27 Caring for children/old/sick
	HCH_34 Other household tasks, specify
	Response options
	1.0 to 84.0
	997 DONT KNOW
	Purpose
	<ul style="list-style-type: none"> • To generate estimates of hours spent in own use production of goods by type of activity. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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). • Record activities in 1.0 hour intervals. Round to the nearest 1.0 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.

*Questions to determine if children perform hazardous household tasks
Asked in addition to the standard questions regarding whether or not the child performs the task*

HCH_04	<p>CARRYING HEAVY LOADS WHILE SHOPPING</p> <p>Did the child carry heavy loads while shopping</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Carrying heavy loads can be hazardous to the child. <p>National adaptation and implementation</p> <ul style="list-style-type: none">• 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	<p>COOKING WITH FLAMES</p> <p>Identify the children who, as part of their cooking chores, cooked using a hot stove</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Working with or near flames can be hazardous to the child. <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Children working near flames are in danger of being burned
HCH_12	<p>COOKING/PREPARING FOOD WITH SHARP KNIVES</p> <p>Identify the children who, as part of their cooking chores, cooked or prepared food using sharp knives</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Working with knives can be hazardous to the child. <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Using sharp tools is considered hazardous to children

HCH_16	<p>CLEANING WITH CHEMICALS/BLEACHES/LIQUIDS THAT IRRITATE OR BURN THE SKIN, EYES OR NOSE</p> <p>Identify the children, who are part of their house cleaning chores, used chemicals/bleaches/liquids that irritate or burn the skin, eyes or nose</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Working with chemicals can be hazardous to the child. <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Children working with chemical irritants is considered hazardous to children• 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	<p>CLIMBING OR CLEANING HARD TO REACH PLACES</p> <p>Climbing or cleaning hard to reach places from where if the child fell, s/he might get injured</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify those child who, as part of their household cleaning chores, must climb to heights from which they could be injured if they fell <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Climbing to heights where the child could be injured if s/he fell is considered hazardous for children
HCH_18	<p>SWEEPING, VACUUMING OR MOPPING FLOORS FOR LONG PERIODS OF TIME</p> <p>Children who are performing repetitive motions for long periods of time</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Long periods of repetitive motions can be hazardous to the child. <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Children performing long periods of repetitive motions is considered hazardous to children

HCH_22	<p>WASHING CLOTHES BY HAND</p> <p>Washing clothes by hand either at/near the dwelling or at a water source</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Washing clothes by hand is considered hazardous to the child. <p>National adaptation and implementation</p> <ul style="list-style-type: none">• 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	<p>IRONING CLOTHES</p> <p>Children who as part of their household chores iron clothes with a hot iron</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ironing clothes with a hot iron is considered hazardous to the child. <p>National adaptation and implementation</p> <ul style="list-style-type: none">• This refers to children who are ironing clothes with a hot iron.
HCH_24	<p>CARRYING HEAVY LOADS WHILE WASHING CLOTHES</p> <p>Did the child carry heavy loads while washing clothes</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Carrying heavy loads can be hazardous to the child. <p>National adaptation and implementation</p> <ul style="list-style-type: none">• 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	<p>CARRYING OR LIFTING AN ADULT/OLDER PERSON OR A HEAVY CHILD</p>

	<p>Children who are helping with or caring for children/old/sick who have to carry or lift adults or heavy children</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Carrying heavy loads can be hazardous to the child. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Carrying or lifting adults or heavy children can be hazardous to children
<p>HCH_29</p>	<p>BATHING, SHOWERING OR DRESSING ANY ADULTS</p> <p>Children who are helping with or caring for children/old/sick who have to bathe, shower or dress adults</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Bathing, showering or dressing adults could require the child to lift heavy people in performance of the duty • Carrying heavy loads can be hazardous to the child. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Carrying or lifting adults or heavy children can be hazardous to children
<p>HCH_30</p>	<p>CARING FOR A SICK PERSON</p> <p>Children who are helping with or caring for children/old/sick who have to care for a person suffering an illness</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Being in close contact with an ill person can be hazardous to the child. <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Caring for an ill person can be hazardous to children

For children attending school (EDU_07=01)

HCH_35

WHEN HOUSEHOLD CHORES ARE DONE WHILE ATTENDING SCHOOL

Determine if the respondent is working before or after school and/or on weekends during the reference week

Response options

01 WEEKDAYS AFTER SCHOOL

02 WEEKDAYS BEFORE SCHOOL

03 WEEKENDS

Purpose

- To determine if the respondent's work is potentially interfering with his/her school attendance

National adaptation and implementation

- 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).
- All options should be read to the respondent
- Respondent can select more than one response

For children not attending school (EDU_07=02)

HCH_36

WHEN HOUSEHOLD CHORES DONE

Determine when during the reference week the respondent is working

Response options

01 WEEKDAYS

02 WEEKENDS

Purpose

- To determine when during the week the respondent is working

National adaptation and implementation

- 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).
- All options should be read to the respondent
- Respondent can select more than one response

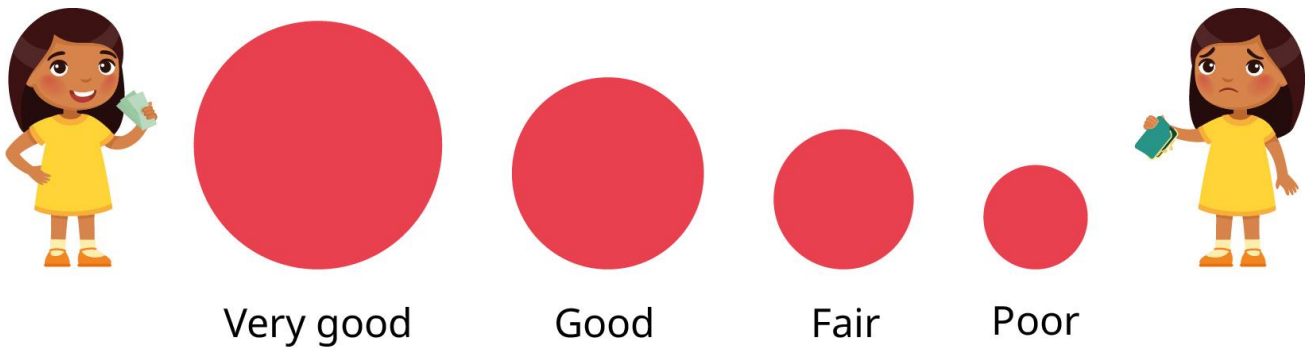
It is recommended that different cartoons, infographics or photos be used to help the respondent assess each hazardous task.

For example, cartoons, info graphics or photos for each hazardous work task can be created and tested.



Likert scales can be used to help respondents provide answers to HAZ_39 regarding the self assessment of health

► Option A:



► Option B:



► Module 4: Housing

Module 4 provides information for the dwelling in which the household resides. It is designed to provide information that can be used to assess the household's level of well being and its vulnerability to shocks/emergencies.

Respondent: The respondent should be the head of household. If the head is not present, the respondent should be an adult who knows about the dwelling and general information regarding the size of the dwelling, connections to utilities, source(s) of drinking water, household assets, livestock ownership, use of credit, sources of income, and shocks suffered by the household.

Question id	Description and guidelines
HOU_00	<p>ID CODE OF RESPONDENT</p> <p>ID code of the respondent.</p> <p>Response options</p> <p>01 – 20</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify the respondent as responding for himself/herself or having a proxy respondent <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Uses the ID code as assigned in DEM_01 to identify all respondents• Write the ID code (DEM_01) for the individual responding to the questions

Housing characteristics

HOU_01	<p>CONSTRUCTION MATERIALS OF THE DWELLING</p> <p>This question is an instruction to the interviewer to mark the principal construction material of the exterior walls</p> <p>Response options</p> <ul style="list-style-type: none">01 DIRT02 CEMENT/CONCRETE/STONES WITH CEMENT03 STONES WITH MUD04 WOOD/STRAW05 SHEET METAL06 BRICKS07 STABILIZED EARTH08 OTHER, SPECIFY <p>Purpose</p> <ul style="list-style-type: none">• Identify the materials used in the construction of the dwelling as a way to provide indicators of living standards, <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Observation by interviewer• Housing characteristics, and the process by which housing is constructed and occupied, are key aspects of the living standards of households in developing countries.• Housing is of great importance to households in both developed and developing economies, because it is the largest fixed capital investment that households make to determine poverty. <p>Response option categories should follow the guidelines of surveys done by the NSO for comparison purposes.</p>
HOU_02	<p>CONSTRUCTION MATERIALS OF THE DWELLING</p> <p>This question is an instruction to the interviewer to mark the principal construction material of the roof</p> <p>Response options</p> <ul style="list-style-type: none">01 SHEET METAL02 TILE03 CONCRETE04 HIDES/SKINS05 WOOD06 DIRT07 STRAW

	<p>08 OTHER, SPECIFY</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify the materials used in the construction of the dwelling as a way to provide indicators of living standards, <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Observation by interviewer • Housing characteristics, and the process by which housing is constructed and occupied, are key aspects of the living standards of households in developing countries. • Housing is of great importance to households in both developed and developing economies, because it is the largest fixed capital investment that households make to determine poverty. <p>Response option categories should follow the guidelines of surveys done by the NSO for comparison purposes.</p>
<p>HOU_03</p>	<p>CONSTRUCTION MATERIALS OF THE DWELLING</p> <p>This question is an instruction to the interviewer to mark the principal construction material of the floor of the dwelling</p> <p>Response options</p> <p>01 DIRT/SAND</p> <p>02 CEMENT/CONCRETE</p> <p>03 TILES/MARBLE</p> <p>04 CARPET/POLISHED WOOD</p> <p>05 OTHER, SPECIFY</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify the materials used in the construction of the dwelling as a way to provide indicators of living standards, <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Observation by interviewer. • Housing characteristics, and the process by which housing is constructed and occupied, are key aspects of the living standards of households in developing countries. • Housing is of great importance to households in both developed and developing economies, because it is the largest fixed capital investment that households make to determine poverty. <p>Response option categories should follow the guidelines of surveys done by the NSO for comparison purposes.</p>
<p>HOU_04</p>	<p>TYPE OF DWELLING</p> <p>This question is an instruction to the interviewer to mark the type of dwelling occupied by the household</p>

Response options

- 01 APARTMENT IN BUILDING/STUDIO
- 02 PRIVATE HOUSE
- 03 PART OF A PRIVATE HOUSE
- 04 MOBILE HOME (e.g. tent, caravan)
- 05 SHELTER NOT MEANT FOR LIVING PURPOSES
- 06 SHANTY
- 07 OTHER, SPECIFY

Purpose

- Identify the materials used in the construction of the dwelling as a way to provide indicators of living standards,

National adaptation and implementation

- Observation by interviewer
- Housing characteristics, and the process by which housing is constructed and occupied, are key aspects of the living standards of households in developing countries.
- Housing is of great importance to households in both developed and developing economies, because it is the largest fixed capital investment that households make to determine poverty.

Response option categories should follow the guidelines of surveys done by the NSO for comparison purposes.

HOU_05

OWNERSHIP STATUS OF THE DWELLING

This question should be as similar as possible to the question used in the national household survey that is used to determine poverty, if any Identifies those dwellings owned by the household, with or without legal documentation and those dwellings occupied by the household under arrangements with the property's owner

Response options

- 01 OWNER WITH LAND TITLE/PROPERTY ACT
- 02 OWNER WITHOUT LAND TITLE/PROPERTY ACT
- 03 OWNER/FAMILY WITH LAND TITLE
- 04 OWNER/FAMILY WITHOUT LAND TITLE
- 05 TENANT
- 06 INSTALMENT PLAN
- 07 FREE LODGING (RELATIVE, FRIEND)
- 08 LODGING THAT COMES WITH WORK
- 09 OTHER, SPECIFY

Purpose

	<ul style="list-style-type: none"> • Identify the ownership status of the dwelling as a way to provide indicators of living standards <p>National adaptation and implementation</p> <p>The response options should follow the same guidelines as the national household survey that is used to determine poverty.</p>
<p>HOU_06</p>	<p>NUMBER OF ROOMS IN THE DWELLING</p> <p>Identify if the dwelling has sufficient space to support the maintenance of clean indoor air, reduce the risk of disease transmission, reduce the risk of noise exposure and meet needs for privacy.</p> <p>Response options</p> <p>Number of rooms in the dwelling</p> <p>Purpose</p> <ul style="list-style-type: none"> • Along with information collected in the roster, determine the level of overcrowding in the dwelling. • MDG 7 defines overcrowding as a maximum of three people per habitable room (minimum of four square meters) <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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. <p>Rooms 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.</p> <ul style="list-style-type: none"> • Passageways, kitchens, verandas, lobbies, bathrooms and toilet rooms are not expected to be counted as rooms, even if they meet the criteria.
<p>HOU_07</p>	<p>SIZE OF THE DWELLING</p> <p>Determine the dimension of the dwelling as a whole</p> <p>Response options</p> <p>01 LESS THAN 20 SQUARE METERS</p> <p>02 20 TO 39 SQUARE METERS</p> <p>03 40 TO 69 SQUARE METERS</p> <p>04 70 TO 98 SQUARE METERS</p> <p>05 100 SQUARE METERS OR MORE</p> <p>Purpose</p>

	<ul style="list-style-type: none"> • Determine if there is sufficient living space along with the number of rooms (HOU_06) and the number of residents in the dwelling (DEM) <p>National adaptation and implementation</p> <p>The response options should follow the same guidelines as the national household survey that is used to determine poverty</p> <ul style="list-style-type: none"> • If the respondent is unable to estimate the size, the interviewer should ask for permission to walk around the dwelling after the interview to estimate the size.
HOU_08	<p>AREA FOR COOKING</p> <p>Information should be obtained on whether the dwelling has some space set aside for meal preparation.</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Cooking practices give a view into everyday realities • Serves as a proxy, along with information regarding the type of fuel used for cooking (HOU_21), of the presence of indoor air pollution <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Key aspect of the living standards of the household <p>The cooking area does not have to be used only for meal preparation. It may also be an area used for other purposes.</p>
HOU_09	<p>COOKING AREA INSIDE THE DWELLING</p> <p>Information on the potential level of indoor air pollution and therefore the health status of the residents in the dwelling</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Cooking practices give a view into everyday realities • Serves as a proxy, along with fuel used for cooking (HOU_21), of the presence of indoor air pollution and therefore the health status of the residents in the dwelling <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Key aspect of the living standards of the household
HOU_10	<p>COOKING AREA USED EXCLUSIVELY BY HOUSEHOLD</p> <p>Information on the use of the cooking area exclusively by the household or shared with other households</p>

	<p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Cooking practices give a view into everyday realities • Serves as a proxy for the household's living standards <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Key aspect of the living standards of the household
HOU_11	<p>TOILET</p> <p>Identifies dwellings with toilet facilities</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Serves as a proxy for the health situation in the household • Provides a view into everyday realities <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Key aspect of the living standards of the household
HOU_12	<p>TOILET INSIDE OR OUTSIDE THE DWELLING</p> <p>Indication of the distance the residents of the dwelling have to travel in order to use toilet facilities</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Presence of toilet facilities give a view into everyday realities • Serves as a proxy the health status of the residents in the dwelling <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Key aspect of the living standards of the household
HOU_13	<p>TOILET USED EXCLUSIVELY BY HOUSEHOLD</p> <p>Information on the use of the toilet exclusively by the household or shared with other households</p> <p>Response options</p> <p>01 YES</p>

	<p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Presence of toilet facilities give a view into everyday realities • Serves as a proxy for the household's living standards <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Key aspect of the living standards of the household
<p>HOU_14</p>	<p>KIND OF TOILET FACILITY USED BY HOUSEHOLD</p> <p>Identifies the type of toilet used by the household.</p> <p>Response options</p> <p>01 FLUSH/POUR FLUSH TO PIPED SEWER SYSTEM</p> <p>02 FLUSH/POUR FLUSH TO SEPTIC TANK</p> <p>03 FLUSH /POUR FLUSH TO PIT LATRINE</p> <p>04 FLUSH/POUR FLUSH TO ELSEWHERE</p> <p>05 FLUSH/POUR FLUSH TO UNKNOWN PLACE</p> <p>06 VENTILATED IMPROVED PIT LATRINE (VIP)</p> <p>07 PIT LATRINE WITH SLAB</p> <p>08 PIT LATRINE WITHOUT SLAB/OPEN PIT</p> <p>09 COMPOSTING TOILET</p> <p>10 BUCKET</p> <p>11 HANGING TOILET/HANGING LATRINE</p> <p>12 NO FACILITIES/BUSH/FIELD</p> <p>13 OTHER, SPECIFY _____</p> <p>Purpose</p> <ul style="list-style-type: none"> • Determine the household's level of living standards <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • The types of toilet facilities has been developed by UNICEF and the WHO for use in household surveys² • 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.

² UNICEF and WHO. 2018. Core questions on water, sanitation and hygiene for household surveys. New York: United Nations Children's Fund and World Health Organization.

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.
- 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

AREA FOR BATHING

Information should be obtained on whether the dwelling has some space set aside for bathing.

Response options

01 YES

	<p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Presence of bathing facilities gives a view into everyday realities• Serves as a proxy for the household's living standards <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Key aspect of the living standards of the household
HOU_16	<p>BATHING AREA INSIDE THE DWELLING</p> <p>Information should be obtained on whether the dwelling has some space set aside for bathing</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Presence of bathing facilities gives a view into everyday realities• Serves as a proxy for the household's living standards <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Key aspect of the living standards of the household
HOU_17	<p>BATHING AREA USED EXCLUSIVELY BY HOUSEHOLD</p> <p>Information on the use of the bathing area exclusively by the household or shared with other households</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Serves as a proxy for the household's living standards <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Key aspect of the living standards of the household
HOU_18	<p>CONNECTION TO THE ELECTRICAL NETWORK</p> <p>Identify dwellings connected to the electrical network</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p>

	<ul style="list-style-type: none"> • Presence of connection to electrical network gives a view into everyday realities <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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. • 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	<p>CONNECTION TO THE RUNNING WATER NETWORK</p> <p>Identify dwellings connected to the running water network</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Presence of connection to running water network gives a view into everyday realities <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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. • 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	<p>CONNECTION TO THE SANITATION/SEWER NETWORK</p> <p>Identify dwellings connected to the sanitation/sewer network</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Presence of connection to sanitation/sewer network gives a view into everyday realities

National adaptation and implementation

- The household must actually be connected to the sanitation network, it must be connected to a piped 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.
- If the kind of toilet (HOU_14) is "Flush/pour flush to piped sewer system, the response to this question must be "yes". If not, return to HOU_14 and correct.

HOU_21

MAIN FUEL FOR COOKING

Identify the source of fuel used for cooking

Response options

- 01 WOOD
- 02 COAL
- 03 KEROSENE
- 04 GAS
- 05 ELECTRICITY
- 06 SOLAR
- 07 OTHER, SPECIFY
- 08 NONE

Purpose

- Serves as a proxy for the household's living standards
- Serves as a proxy, along with information regarding area for cooking inside the dwelling (HOU_08), on potential level of indoor air pollution and therefore the health status of the residents of the dwelling

National adaptation and implementation

- Cooking can either be done in an area inside the dwelling or outside the dwelling.
- If the household said that there is no area used for cooking in the dwelling, the response to this question should be 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.
- 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 dwelling, or through a tank in which the gas is stored for household use

	<ul style="list-style-type: none"> • 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	<p>SOURCE OF ENERGY FOR HEATING AND/OR COOLING</p> <p>Identify the source of energy for heating and/or cooling the dwelling</p> <p>Response options</p> <p>01 WOOD</p> <p>02 COAL</p> <p>03 KEROSENE</p> <p>04 GAS</p> <p>05 ELECTRICITY</p> <p>06 SOLAR</p> <p>07 OTHER, SPECIFY</p> <p>08 NONE</p> <p>Purpose</p> <ul style="list-style-type: none"> • Serves as a proxy for the household's living standards. <p>National adaptation and implementation</p> <ul style="list-style-type: 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. • 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	<p>SOURCE OF ENERGY FOR LIGHTING</p> <p>Identify the source of energy for lighting in the dwelling</p> <p>Response options</p> <p>01 WOOD</p>

- 02 COAL
- 03 KEROSENE
- 04 GAS
- 05 ELECTRICITY
- 06 SOLAR
- 07 CANDLES
- 08 BATTERY POWERED LAMPS
- 09 OTHER, SPECIFY

Purpose

- Serves as a proxy for the household's living standards.

National adaptation and implementation

- 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.
- 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
- 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

PRINCIPAL SOURCE OF DRINKING WATER IN DRY SEASON

Identify the source of drinking water during the dry season

Response options

WATER FROM A TAP

11 INSIDE THE DWELLING

12 IN THE COURTYARD/CONCESSION

13 NEIGHBOUR'S TAP

14 NEIGHBOURHOOD FOUNTAIN/PUBLIC TAP

OPEN WELL

- 15 OPEN WELL IN THE DWELLING
- 16 OPEN WELL IN COURTYARD/CONCESSION
- 17 OPEN WELL SOMEWHERE ELSE
- COVERED WELL OR BOREHOLE*
- 18 COVERED WELL IN THE DWELLING
- 19 COVERED WELL IN THE COURTYARD/CONCESSION
- 20 PROTECTED WELL SOMEWHERE ELSE
- 21 BOREHOLE
- SURFACE WATER*
- 22 ORGANIZED SOURCE
- 23 NON ORGANIZED SOURCE
- 24 RIVER/LAKE/DAM
- OTHER SOURCES*
- 25 TANKER TRUCK
- 26 TRAVELING VENDORS
- 27 BOTTLED WATER
- 28 MINI AEP
- 29 RAIN WATER
- 30 OTHER, SPECIFY

Purpose

- Identify source of water during the dry season, i.e. the season when water is scarce
- Understand the safety of the water for drinking

National adaptation and implementation

- This list was developed by UNICEF and WHO³
- The source of drinking water in the dry season may be different from the source in the rainy season
- Piped water into dwelling, also called a household connection, is defined as a water service pipe connected with in-house plumbing to one or more taps (e.g. in the kitchen and bathroom).
- Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.
- Public tap or standpipe is a public water point from which people can collect water. A standpipe is also known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.

³ UNICEF and WHO. 2018. Core questions on water, sanitation and hygiene for household surveys. New York: United Nations Children's Fund and World Health Organization.

Tubewell or borehole is a deep hole that has been driven, bored or drilled, with the purpose of reaching groundwater supplies. Boreholes/tubewells are constructed with casing, or pipes, which prevent the small diameter hole from caving in and protects the water source from infiltration by run-off water. Water is delivered from a tubewell or borehole through a pump, which may be powered by human, animal, wind, electric, diesel or solar means. Boreholes/tubewells are usually protected by a platform around the well, which leads spilled water away from the borehole and prevents infiltration of run-off water at the well head.

- Protected dug well is a dug well that is protected from runoff water by a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. A protected dug well is also covered, so that bird droppings and animals cannot fall into the well.
- Unprotected dug well. This is a dug well for which one of the following conditions is true: 1) the well is not protected from runoff water; or 2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.
- Protected spring. The spring is typically protected from runoff, bird droppings and animals by a “spring box”, which is constructed of brick, masonry, or concrete and is built around the spring so that water flows directly out of the box into a pipe or cistern, without being exposed to outside pollution.
- Unprotected spring. This is a spring that is subject to runoff, bird droppings or the entry of animals. Unprotected springs typically do not have a “spring box”.
- Rainwater refers to rain that is collected from surfaces (by roof or ground catchment) and stored in a container, tank or cistern until used.
- Cart with small tank/drum. This refers to water sold by a provider who transports water into a community. The types of transportation used include donkey carts, motorized vehicles and other means.
- Tanker-truck. The water is trucked into a community and sold from the water truck.
- Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels.

HOU_25

PRINCIPAL SOURCE OF DRINKING WATER IN RAINY SEASON

Identify the source of drinking water during the rainy season

Response options

WATER FROM A TAP

11 INSIDE THE DWELLING

12 IN THE COURTYARD/CONCESSION

13 NEIGHBOUR'S TAP

14 NEIGHBOURHOOD FOUNTAIN/PUBLIC TAP

OPEN WELL

15 OPEN WELL IN THE DWELLING

16 OPEN WELL IN COURTYARD/CONCESSION

17 OPEN WELL SOMEWHERE ELSE

COVERED WELL OR BOREHOLE

- 18 COVERED WELL IN THE DWELLING
- 19 COVERED WELL IN THE COURTYARD/CONCESSION
- 20 PROTECTED WELL SOMEWHERE ELSE
- 21 BOREHOLE

SURFACE WATER

- 22 ORGANIZED SOURCE
- 23 NON ORGANIZED SOURCE
- 24 RIVER/LAKE/DAM

OTHER SOURCES

- 25 TANKER TRUCK
- 26 TRAVELING VENDORS
- 27 BOTTLED WATER
- 28 MINI AEP
- 29 RAIN WATER
- 30 OTHER, SPECIFY

Purpose

- Identify source of water during the rainy season, i.e. the season when water is plentiful
- Understand the safety of the water for drinking

National adaptation and implementation

- This list was developed by UNICEF and WHO⁴
- The source of drinking water in the rainy season may be different than the source in the dry season
- Piped water into dwelling, also called a household connection, is defined as a water service pipe connected with in-house plumbing to one or more taps (e.g. in the kitchen and bathroom).
- Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.
- Public tap or standpipe is a public water point from which people can collect water. A standpipe is also known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.

Tubewell or borehole is a deep hole that has been driven, bored or drilled, with the purpose of reaching groundwater supplies. Boreholes/tubewells are constructed with casing, or pipes, which prevent the small diameter hole from caving in and protects the water source from infiltration by run-off water. Water is delivered from a tubewell or borehole through a pump, which may be powered by human, animal,

⁴ UNICEF and WHO. 2018. Core questions on water, sanitation and hygiene for household surveys. New York: United Nations Children's Fund and World Health Organization.

wind, electric, diesel or solar means. Boreholes/tubewells are usually protected by a platform around the well, which leads spilled water away from the borehole and prevents infiltration of run-off water at the well head.

- Protected dug well is a dug well that is protected from runoff water by a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. A protected dug well is also covered, so that bird droppings and animals cannot fall into the well.
- Unprotected dug well. This is a dug well for which one of the following conditions is true: 1) the well is not protected from runoff water; or 2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.
- Protected spring. The spring is typically protected from runoff, bird droppings and animals by a “spring box”, which is constructed of brick, masonry, or concrete and is built around the spring so that water flows directly out of the box into a pipe or cistern, without being exposed to outside pollution.
- Unprotected spring. This is a spring that is subject to runoff, bird droppings or the entry of animals. Unprotected springs typically do not have a “spring box”.
- Rainwater refers to rain that is collected from surfaces (by roof or ground catchment) and stored in a container, tank or cistern until used.
- Cart with small tank/drum. This refers to water sold by a provider who transports water into a community. The types of transportation used include donkey carts, motorized vehicles and other means.
- Tanker-truck. The water is trucked into a community and sold from the water truck.
- Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels.

HOU_26

DISTANCE TO NEAREST FACILITY

Distance to the nearest public preschool

Response options

Distance in kilometres

Purpose

- Determine the distance to the nearest (service)
- Shows how easy or difficult it is for the household to access public/private services

National adaptation and implementation

- The household does not need to use the particular service.
- This question is only designed to determine how close the nearest service is to the dwelling.
- If the respondent does not know, write “997”.

HOU_27

DISTANCE TO NEAREST FACILITY

Distance to the nearest private preschool

	<p>Response options</p> <p>Distance in kilometres</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine the distance to the nearest (service)• Shows how easy or difficult it is for the household to access public/private services <p>National adaptation and implementation</p> <ul style="list-style-type: none">• The household does not need to use the particular service.• This question is only designed to determine how close the nearest service is to the dwelling.• If the respondent does not know, write "997".
HOU_28	<p>DISTANCE TO NEAREST FACILITY</p> <p>Distance to the nearest public primary school</p> <p>Response options</p> <p>Distance in kilometres</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine the distance to the nearest (service)• Shows how easy or difficult it is for the household to access public/private services <p>National adaptation and implementation</p> <ul style="list-style-type: none">• The household does not need to use the particular service.• This question is only designed to determine how close the nearest service is to the dwelling.• If the respondent does not know, write "997".
HOU_29	<p>DISTANCE TO NEAREST FACILITY</p> <p>Distance to the nearest private primary school</p> <p>Response options</p> <p>Distance in kilometres</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine the distance to the nearest (service)• Shows how easy or difficult it is for the household to access public/private services <p>National adaptation and implementation</p> <ul style="list-style-type: none">• The household does not need to use the particular service.• This question is only designed to determine how close the nearest service is to the dwelling.• If the respondent does not know, write "997".

HOU_30	<p>DISTANCE TO NEAREST FACILITY</p> <p>Distance to the nearest public secondary school</p> <p>Response options</p> <p>Distance in kilometres</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine the distance to the nearest (service)• Shows how easy or difficult it is for the household to access public/private services <p>National adaptation and implementation</p> <ul style="list-style-type: none">• The household does not need to use the particular service.• This question is only designed to determine how close the nearest service is to the dwelling.• If the respondent does not know, write "997".
HOU_31	<p>DISTANCE TO NEAREST FACILITY</p> <p>Distance to the nearest private secondary school</p> <p>Response options</p> <p>Distance in kilometres</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine the distance to the nearest (service)• Shows how easy or difficult it is for the household to access public/private services <p>National adaptation and implementation</p> <ul style="list-style-type: none">• The household does not need to use the particular service.• This question is only designed to determine how close the nearest service is to the dwelling.• If the respondent does not know, write "997".
HOU_32	<p>DISTANCE TO NEAREST FACILITY</p> <p>Distance to the nearest bank/microfinance institution</p> <p>Response options</p> <p>Distance in kilometres</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine the distance to the nearest (service)• Shows how easy or difficult it is for the household to access public/private services <p>National adaptation and implementation</p> <ul style="list-style-type: none">• The household does not need to use the particular service.

- This question is only designed to determine how close the nearest service is to the dwelling.
- If the respondent does not know, write "997".

<i>Household assets</i>	
HOU_33	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns an iron for clothing in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_34	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a gas stove in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_35	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns an oil stove in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.

HOU_36	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a sewing machine in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_37	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a food processor in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_38	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a gas cooker in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.

HOU_39	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns an improved stove in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_40	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a refrigerator/freezer in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_41	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a fan in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.

<p>HOU_42</p>	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns an air conditioner/split in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.
<p>HOU_43</p>	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a simple radio/radio cassette in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.
<p>HOU_44</p>	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a television in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.

HOU_45	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a tape player/CD/DVD in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_46	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a parabolic antenna/decoder in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_47	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a private car (not used for business) in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.

HOU_48	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a moped in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_49	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a bicycle in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_50	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a camera (photo or video) in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.

HOU_51	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a musical instrument in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_52	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a landline telephone in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_53	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a portable telephone in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.

HOU_54	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a computer in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_55	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a generator in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_56	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a wheelbarrow in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.

HOU_57	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a washing machine in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_58	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a boat/canoe in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.
HOU_59	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns a tractor in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Ownership of durable goods • Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • List of durable goods should follow the guidelines of household surveys done by the NSO.

<p>HOU_60</p>	<p>OWNERSHIP OF DURABLE GOODS IN WORKING ORDER</p> <p>Any member of the household owns an animal drawn cart in good working order</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership of durable goods• Items that could be sold in case of need <p>National adaptation and implementation</p> <ul style="list-style-type: none">• List of durable goods should follow the guidelines of household surveys done by the NSO.
<p>HOU_61</p>	<p>OWNERSHIP OF AGRICULTURAL LAND</p> <p>Any member of the household owns agricultural land or works agricultural land that belongs to someone else</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership or use of agricultural land <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Access to agricultural land• Most poor people live in rural areas of developing countries and are dependent on agriculture for their livelihood• Having access to agricultural land helps households to manage shocks because they can produce some of their food• Most poor people live in rural areas of developing countries and are dependent on agriculture for their livelihood
<p>HOU_62</p>	<p>NUMBER OF PLOTS</p> <p>Number of plots owned or worked by members of the household</p> <p>Response options</p> <p>Number of field/plots</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine how many plots the household has access to <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Count of the number of plots or fields worked by members of the household

HOU_63	<p>TOTAL SURFACE AREA OF ALL PLOTS</p> <p>Total survey area of all plots owned or worked by members of the household</p> <p>Response options</p> <p>Combined total size of all agricultural plots/fields owned or worked by the household</p> <p>Units of measure</p> <ul style="list-style-type: none">• Standard (hectare, meters squared, acres, etc.)• Local units <p>Purpose</p> <ul style="list-style-type: none">• Determine the total amount of land the household has access to <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Estimate the combined area of all of the plots, and record the response.• The areas may be provided in local units.• The respondent will not be asked to convert the sizes to standard units.• If the respondent provides the measurement in local units, that response should be written down and converted to standard units after the interview.
HOU_64	<p>OWNERSHIP OF NON-AGRICULTURAL LAND</p> <p>Any member of the household owns land not used for agriculture</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Ownership or use of non-agricultural land <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Access to non-agricultural land• Includes 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

TOTAL SURFACE AREA OF ALL NON-AGRICULTURAL LAND

Total survey area of all non-agricultural land owned by members of the household

Response options

Combined total size of all non-agricultural land owned or worked by the household

Units of measure

- Standard (hectare, meters squared, acres, etc.)
- Local units

Purpose

- Determine the total amount of non-agricultural land the household has access to

National adaptation and implementation

- Includes 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.).
- Estimate the combined area of all of the land, and record the response.
- The areas may be provided in local units.
- The respondent will not be asked to convert the sizes to standard units.
- If the respondent provides the measurement in standard units, that response should be written down and converted to standard units after the interview.

<p>HOU_66</p>	<p>MAIN SOURCES OF INCOME</p> <p>Identify households with diversified sources of income</p> <p>Response options</p> <ul style="list-style-type: none"> a. EMPLOYMENT b. SOCIAL TRANSFERS c. SCHOLARSHIP d. RENT/PROPERTY e. PRIVATE TRANSFERS f. HOUSEHOLD ENTERPRISE g. AGRICULTURE h. OTHER, SPECIFY <p>Purpose</p> <ul style="list-style-type: none"> • Identify households with more than one source of income <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • More than one main source of income is possible • The main sources of income are those that bring the largest amount of money to the household
<p>HOU_67</p>	<p>LIVESTOCK</p> <p>Determine households that own livestock for home consumption or sale</p> <p>Response options</p> <ul style="list-style-type: none"> 01 YES 01 NO <p>Purpose</p> <ul style="list-style-type: none"> • Identify households with livestock assets <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Livestock supplies another source of income that would be used in the case of shocks

<p>HOU_68</p>	<p>COUNT OF LIVESTOCK OWNED</p> <p>Number of camels owned by the household</p> <p>Response options</p> <p>Number of (livestock) owned</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify households owning livestock that could be used : • As a source of income • As a way to manage economic shocks <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Do not include animals being raised by household members that are owned by someone outside the household • Livestock breeds may vary by country
<p>HOU_69</p>	<p>COUNT OF LIVESTOCK OWNED</p> <p>Number of horses owned by the household</p> <p>Response options</p> <p>Number of (livestock) owned</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify households owning livestock that could be used : • As a source of income • As a way to manage economic shocks <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Do not include animals being raised by household members that are owned by someone outside the household • Livestock breeds may vary by country

<p>HOU_70</p>	<p>COUNT OF LIVESTOCK OWNED</p> <p>Number of cows/buffalo owned by the household</p> <p>Response options</p> <p>Number of (livestock) owned</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify households owning livestock that could be used : • As a source of income • As a way to manage economic shocks <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Do not include animals being raised by household members that are owned by someone outside the household • Livestock breeds may vary by country
<p>HOU_71</p>	<p>COUNT OF LIVESTOCK OWNED</p> <p>Number of sheep owned by the household</p> <p>Response options</p> <p>Number of (livestock) owned</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify households owning livestock that could be used : • As a source of income • As a way to manage economic shocks <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Do not include animals being raised by household members that are owned by someone outside the household • Livestock breeds may vary by country

<p>HOU_72</p>	<p>COUNT OF LIVESTOCK OWNED</p> <p>Number of goats owned by the household</p> <p>Response options</p> <p>Number of (livestock) owned</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify households owning livestock that could be used : • As a source of income • As a way to manage economic shocks <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Do not include animals being raised by household members that are owned by someone outside the household • Livestock breeds may vary by country
<p>HOU_73</p>	<p>COUNT OF LIVESTOCK OWNED</p> <p>Number of pigs owned by the household</p> <p>Response options</p> <p>Number of (livestock) owned</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify households owning livestock that could be used : • As a source of income • As a way to manage economic shocks <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Do not include animals being raised by household members that are owned by someone outside the household • Livestock breeds may vary by country

<p>HOU_74</p>	<p>COUNT OF LIVESTOCK OWNED</p> <p>Number of poultry owned by the household</p> <p>Response options</p> <p>Number of (livestock) owned</p> <p>Purpose</p> <ul style="list-style-type: none"> • Identify households owning livestock that could be used : • As a source of income • As a way to manage economic shocks <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Poultry includes all types of birds, such as chickens, turkeys, guinea fowl, ducks, etc. • Do not include animals being raised by household members that are owned by someone outside the household • Livestock breeds may vary by country
<p>HOU_75</p>	<p>LOANS/CREDIT LAST 12 MONTHS</p> <p>Determines the need of the household for loans or credit</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Determines if anyone in the household has had the need for a loan or credit in the last 12 months • Demonstrates the household’s ability to obtain a loan or credit <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • 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

REASON FOR LOAN/CREDIT

Determine the reason for the last loan obtained

Response options

01 TO MEET ESSENTIAL HOUSEHOLD EXPENDITURES (BUYING FOOD, CHILD EDUCATION, ETC.)

02 TO PURCHASE A VEHICLE (BIKE, MOTORBIKE, CAR)

03 TO PURCHASE/REMODEL/REPAIR/ CONSTRUCT A HOUSE

04 TO PAY FOR HEALTH RELATED EXPENDITURES (MEDICINE, DOCTOR OR HOSPITAL FEES, ETC.)

05 TO PAY FOR CEREMONIES (BIRTH, BAPTISM, FUNERAL, MARRIAGE, ETC.)

06 TO OPEN/INCREASE A BUSINESS

07 TO PAY A PREVIOUS LOAN

08 TO PURCHASE AGRICULTURAL INPUTS

09 OTHER, SPECIFY

Purpose

- Understand the need for the loan

National adaptation and implementation

- 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
- Only one response is possible

<p>HOU_77</p>	<p>PROVIDER OF THE LOAN/CREDIT</p> <p>Determine where the loan/credit was obtained</p> <p>Response options</p> <p>01 GOVERNMENT</p> <p>02 BANK/CREDIT CARD</p> <p>03 MICRO-CREDIT/FINANCE GROUP</p> <p>04 EMPLOYER/LANDOWNER</p> <p>05 SUPPLIER OF MERCHANDISE, EQUIPMENT OF RAW MATERIALS</p> <p>06 FRIEND/RELATIVE</p> <p>07 MONEY LENDER</p> <p>08 OTHER, SPECIFY</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine the source of the last loan obtained by the household <p>National adaptation and implementation</p> <p>The response options can vary by country</p> <ul style="list-style-type: none">• 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
<p>HOU_78</p>	<p>REPAYMENT OF LOAN</p> <p>Determine if the latest loan has been fully repaid at the time of the interview</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine if the household had the ability to repay the loan <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Fully repaid loans mean that the obligation to pay has been completed• 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_79

METHOD OF REPAYMENT

Identify the method used by the household to pay off the loan

Response options

- a. CASH
- b. SELLING SOME ASSETS
- c. PROVIDE DIRECT LABOUR TO THE CREDITOR BY ADULT HOUSEHOLD MEMBERS
- d. PROVIDE DIRECT LABOUR TO THE CREDITOR BY CHILD HOUSEHOLD MEMBERS
- e. IN-KIND
- f. OTHER, SPECIFY
- g. DON'T KNOW

Purpose

- Identify the method(s) used by the household to repay the loan/credit

National adaptation and implementation

- Multiple responses are possible
- 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_80	<p>WITHDRAWAL OF CHILDREN FROM SCHOOL TO REPAY LOAN</p> <p>Identify households that removed children from school in order to repay the loan</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify households in which children were withdrawn from school to pay the debt• Proxy for household's living standards <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Applies only to loans that have been fully repaid• Children were withdrawn from school so that funds that were used for their schooling could be used to repay the loan• Any number of children could have been enrolled from school from one child to all of the children in the household• Children withdrawn from school were not necessarily required to work after withdrawing from school in order to repay the debt• 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_81	<p>LOAN PAYMENTS MADE</p> <p>For loans that are not fully repaid, have any payments been made</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify households that have made some payments on the latest loan, but have not yet fully repaid it <p>National adaptation and implementation</p> <ul style="list-style-type: none">• 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_82

METHOD OF REPAYMENT

Identify the method used by the household to pay off the loan

Response options

- a. CASH
- b. SELLING SOME ASSETS
- c. PROVIDE DIRECT LABOUR TO THE CREDITOR BY ADULT HOUSEHOLD MEMBERS
- d. PROVIDE DIRECT LABOUR TO THE CREDITOR BY CHILD HOUSEHOLD MEMBERS
- e. IN-KIND
- f. OTHER, SPECIFY
- g. DON'T KNOW

Purpose

- Identify the method(s) used by the household to repay the loan/credit

National adaptation and implementation

- Multiple responses are possible
- 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

Social protection and social finance

HOU_83	<p>RETIREMENT PENSION</p> <p>Identify households in which a member receives a retirement pension</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine if any member of the household received income from a retirement pension in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Civil and military pensions, including veterans• If the government does not provide retirement pensions the question can be eliminated
HOU_84a	RECIPIENTS OF RETIREMENT PENSION
HOU_84b	ID codes of up to 5 members of the household who have received income from a retirement pension in the last 12 months
HOU_84c	
HOU_84d	Response options
HOU_84e	ID codes of recipients
	<p>Purpose</p> <ul style="list-style-type: none">• Identify how many individuals in the household received income from a retirement pension in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Identifies up to 5 members of the household who may receive a retirement pension

HOU_85	<p>WIDOW'S PENSION</p> <p>Identify households in which a member receives a widow's pension</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine if any member of the household received income from a widow's pension in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Payment from the government of a country to a person whose spouse has died• If not offered by the government, the question can be eliminated
HOU_86a	RECIPIENTS OF WIDOW'S PENSION
HOU_86b	ID codes of up to 5 members of the household who have received income from a widow's pension in the last 12 months
HOU_86c	
HOU_86d	Response options
HOU_86e	ID codes of recipients
	<p>Purpose</p> <ul style="list-style-type: none">• Identify how many individuals in the household received income from a widow's pension in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Identifies up to 5 members of the household who may receive a widow's pension
HOU_87	<p>DISABILITY PENSION</p> <p>Identify households in which a member receives a disability pension</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine if any member of the household received income from a disability pension in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• A pension provided by the government to people permanently or temporarily unable to work due to a disability• If not offered by the government, the question can be eliminated

HOU_88a	RECIPIENTS OF DISABILITY PENSION
HOU_88b	ID codes of up to 5 members of the household who have received income from a disability pension in the last 12 months
HOU_88c	
HOU_88d	Response options
HOU_88e	ID codes of recipients
	<p>Purpose</p> <ul style="list-style-type: none"> • Identify how many individuals in the household received income from a disability pension in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Identifies up to 5 members of the household who may receive a disability pension
HOU_89	<p>PUBLIC EMPLOYMENT PROGRAM</p> <p>Identify households in which a member receives income from a public employment program</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none"> • Determine if any member of the household received income from a public employment program in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Public employment programs are 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

HOU_90a	RECIPIENTS OF INCOME FROM PUBLIC EMPLOYMENT PROGRAM
HOU_90b	ID codes of up to 5 members of the household who have received income from a public employment in the last 12 months
HOU_90c	
HOU_90d	Response options
HOU_90e	ID codes of recipients
	<p>Purpose</p> <ul style="list-style-type: none">• Identify how many individuals in the household received income from a public employment program in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Identifies up to 5 members of the household who may receive income from a public employment program
HOU_91	<p>CASH TRANSFER PROGRAM</p> <p>Identify households in which a member receives income from a cash transfer program</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine if any member of the household received income from a cash transfer program in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Cash transfer programs include programs implemented by the government, non-governmental organizations international organizations• Cash transfer programs provide cash to individuals/households that meet certain criteria• Cash transfer programs may make the transfers contingent on behaviours like school attendance and visits to health clinics• Does not include remittances sent to the household by family members or others

HOU_92a	RECIPIENTS OF CASH TRANSFER PROGRAM
HOU_92b	ID codes of up to 5 members of the household who have received income from a cash transfer program in the last 12 months
HOU_92c	
HOU_92d	Response options
HOU_92e	ID codes of recipients
	<p>Purpose</p> <ul style="list-style-type: none"> • Identify how many individuals in the household received income from a cash transfer program in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Cash transfer programs include programs implemented by the government, non-governmental organizations international organizations • Does not include remittances sent by family members or others
HOU_93	CHILD PROTECTION PROGRAM
	Identify households in which a member receives income from a child protection program
	Response options
	01 YES
	02 NO
	<p>Purpose</p> <ul style="list-style-type: none"> • Determine if any member of the household received income from a child protection program in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • Child protection programmes are government programs that provide cash benefits to children based on meeting specific requirements
HOU_94a	RECIPIENTS OF CHILD PROTECTION PROGRAM
HOU_94b	ID codes of up to 5 members of the household who have received income from a child protection program in the last 12 months
HOU_94c	
HOU_94d	Response options
HOU_94e	ID codes of recipients
	<p>Purpose</p> <ul style="list-style-type: none"> • Identify how many individuals in the household received income from a child protection program in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none"> • The benefits of child protection programs often are given to the parents/guardians of the children who applied for the program • The ID codes marked here are for the children that the parent/guardian used for the application

HOU_95	<p>COUNTRY SPECIFIC PROGRAM 1</p> <p>Identify households in which a member receives income from a country specific program available in the country</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine if any member of the household received income from a country specific program available in the program in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Country specific programs not already mentioned
HOU_96a HOU_96b HOU_96c HOU_96d HOU_96e	<p>RECIPIENTS OF COUNTRY SPECIFIC PROGRAM 1</p> <p>ID codes of up to 5 members of the household who have received income from a country specific program in the last 12 months</p> <p>Response options</p> <p>ID codes of recipients</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify how many individuals in the household received income from a country specific program in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Country specific programs not already mentioned
HOU_97	<p>COUNTRY SPECIFIC PROGRAM 2</p> <p>Identify households in which a member receives income from a country specific program available in the country</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine if any member of the household received income from a country specific program available in the program in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Country specific programs not already mentioned

HOU_98a	RECIPIENTS OF COUNTRY SPECIFIC PROGRAM 2
HOU_98b	ID codes of up to 5 members of the household who have received income from a country specific program in the last 12 months
HOU_98c	
HOU_98d	Response options
HOU_98e	ID codes of recipients
	Purpose <ul style="list-style-type: none">• Identify how many individuals in the household received income from a country specific program in the last 12 months
	National adaptation and implementation <ul style="list-style-type: none">• Country specific programs not already mentioned
HOU_99	COUNTRY SPECIFIC PROGRAM 3
	Identify households in which a member receives income from a country specific program available in the country
	Response options
	01 YES
	02 NO
	Purpose <ul style="list-style-type: none">• Determine if any member of the household received income from a country specific program available in the program in the last 12 months
	National adaptation and implementation <ul style="list-style-type: none">• Country specific programs not already mentioned
HOU_100a	RECIPIENTS OF COUNTRY SPECIFIC PROGRAM 3
HOU_100b	ID codes of up to 5 members of the household who have received income from a country specific program in the last 12 months
HOU_100c	
HOU_100d	Response options
HOU_100e	ID codes of recipients
	Purpose <ul style="list-style-type: none">• Identify how many individuals in the household received income from a country specific program in the last 12 months
	National adaptation and implementation <ul style="list-style-type: none">• Country specific programs not already mentioned

HOU_101	<p>COUNTRY SPECIFIC PROGRAM 4</p> <p>Identify households in which a member receives income from a country specific program available in the country</p> <p>Response options</p> <p>01 YES</p> <p>02 NO</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine if any member of the household received income from a country specific program available in the program in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Country specific programs not already mentioned
HOU_102a	<p>RECIPIENTS OF COUNTRY SPECIFIC PROGRAM 4</p>
HOU_102b	<p>ID codes of up to 5 members of the household who have received income from a country specific program in the last 12 months</p>
HOU_102c	
HOU_102d	<p>Response options</p>
HOU_102e	<p>ID codes of recipients</p> <p>Purpose</p> <ul style="list-style-type: none">• Identify how many individuals in the household received income from a country specific program in the last 12 months <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Country specific programs not already mentioned

Shocks and strategies for survival

HOU_103

SHOCKS EXPERIENCED IN THE LAST 3 YEARS

Determine the type of shocks experienced in the last 3 years

Response options

- a. DROUGHT/IRREGULAR RAIN
- b. FLOODS
- c. ELEVATED RATE OF CROP DISEASE
- d. ELEVATED RATE OF ANIMAL SICKNESS
- e. LARGE DECREASE IN THE PRICE OF AGRICULTURAL PRODUCTS
- f. HIGH PRICES FOR AGRICULTURAL INPUTS
- g. HIGH PRICES FOR FOOD PRODUCTS
- h. LOSS OF REGULAR TRANSFERS FROM OTHER HOUSEHOLDS
- i. LARGE LOSS OF NON-AGRICULTURAL HOUSEHOLD REVENUE (OTHER THAN FROM ACCIDENT OR SICKNESS)
- j. BANKRUPTCY OF A HOUSEHOLD NON-AGRICULTURAL ENTERPRISE
- k. LARGE LOSS OF WAGE REVENUES (OTHER THAN FROM ACCIDENT OR SICKNESS)
- l. LOSS OF A WAGE EARNING HOUSEHOLD MEMBER
- m. GRAVE SICKNESS OR ACCIDENT OF A HOUSEHOLD MEMBER
- n. DEATH OF AN EARNING MEMBER OF THE HOUSEHOLD
- o. DEATH OF ANOTHER MEMBER OF THE HOUSEHOLD
- p. DIVORCE, SEPARATION
- q. THEFT OF MONEY, GOODS, HARVEST
- r. CONFLICT/VIOLENCE/INSECURITY
- s. OTHER, SPECIFY

Purpose

- Determine the types and number of shocks suffered by the household in the last 3 years

National adaptation and implementation

- Additional shocks specific to the country may need to be added
- Mark as many responses as the household mentions
- If the household has not suffered any of these shocks, finish the interview

HOU_104	<p>IDENTIFICATION OF THE THREE MOST SEVERE SHOCKS</p> <p>Determine of all of the shocks listed in HOU_103, which three were the most severe</p> <p>Response options</p> <p>Most severe</p> <p>Second most severe</p> <p>Third most severe</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine the opinion of the household as to which three of the shocks mentioned were the most severe in priority order <p>National adaptation and implementation</p> <ul style="list-style-type: none">• 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	<p>EFFECT OF MOST SEVERE SHOCK ON HOUSEHOLD REVENUES</p> <p>How the most severe shock affected household revenues</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household revenues as an effect of the most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: household revenues were increased as a direct result of the most severe shock• Decrease: household revenues were decreased as a direct result of the most severe shock• Unchanged: the shock had no effect on household revenues

HOU_105b	<p>EFFECT OF MOST SEVERE SHOCK ON HOUSEHOLD ASSETS</p> <p>How the most severe shock affected household assets</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household assets as an effect of the most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: additional household assets were obtained/purchased as a direct result of the most severe shock• Decrease: household assets were sold as a direct result of the most severe shock• Unchanged: the most severe shock had no effect on household assets
HOU_105c	<p>EFFECT OF MOST SEVERE SHOCK ON HOUSEHOLD PRODUCTION OF FOOD</p> <p>How the most severe shock affected household production of food</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household production of food as an effect of the most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: household production of food was increased as a direct result of the most severe shock• Decrease: household production of food was decreased as a direct result of the most severe shock• Unchanged: the most severe shock had no effect on household production of food• If the household does not produce any of its food, the response is “Unchanged”

HOU_105d	<p>EFFECT OF MOST SEVERE SHOCK ON HOUSEHOLD FOOD STOCKS</p> <p>How the most severe shock affected household food stocks</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household food stocks as an effect of the most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: household food stocks were increased as a direct result of the most severe shock• Decrease: household food stocks were reduced as a direct result of the most severe shock• Unchanged: the most severe shock had no effect on household food stocks
HOU_105e	<p>EFFECT OF MOST SEVERE SHOCK ON HOUSEHOLD FOOD PURCHASES</p> <p>How the most severe shock affected the household's ability to purchase food</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to the household ability to purchase food as an effect of the most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: the household's ability to purchase food was increased as a direct result of the most severe shock• Decrease: the household's ability to purchase food decreased as a direct result of the most severe shock• Unchanged: the most severe shock had no effect on the household's ability to purchase food

<p>HOU_106a</p>	<p>EFFECT OF SECOND MOST SEVERE SHOCK ON HOUSEHOLD REVENUES</p> <p>How the second most severe shock affected household revenues</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household revenues as an effect of the second most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: household revenues were increased as a direct result of the shock• Decrease: household revenues were decreased as a direct result of the shock• Unchanged: the second most severe shock had no effect on household revenues
<p>HOU_106b</p>	<p>EFFECT OF SECOND MOST SEVERE SHOCK ON HOUSEHOLD ASSETS</p> <p>How the second most severe shock affected household assets</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household assets as an effect of the second most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: additional household assets were obtained as a direct result of the second most severe shock• Decrease: household assets were sold as a direct result of the second most severe shock• Unchanged: the second most severe shock had no effect on household assets

<p>HOU_106c</p>	<p>EFFECT OF SECOND MOST SEVERE SHOCK ON HOUSEHOLD PRODUCTION OF FOOD</p> <p>How the second most severe shock affected household production of food</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household production of food as an effect of the second most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: household production of food was increased as a direct result of the second most severe shock• Decrease: household production of food was decreased as a direct result of the second most severe shock• Unchanged: the second most severe shock had no effect on household production of food• If the household does not produce any of its food, the response is “Unchanged”
<p>HOU_106d</p>	<p>EFFECT OF SECOND MOST SEVERE SHOCK ON HOUSEHOLD FOOD STOCKS</p> <p>How the second most severe shock affected household food stocks</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household food stocks as an effect of the second most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: household food stocks were increased as a direct result of the second most severe shock• Decrease: household food stocks were reduced as a direct result of the second most severe shock• Unchanged: the second most severe shock had no effect on household food stocks

HOU_106e	<p>EFFECT OF SECOND MOST SEVERE SHOCK ON HOUSEHOLD FOOD PURCHASES</p> <p>How the second most severe shock affected the household's ability to purchase food</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to the household ability to purchase food as an effect of the second most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: the household's ability to purchase food was increased as a direct result of the second most severe shock• Decrease: the household's ability to purchase food decreased as a direct result of the second most severe shock• Unchanged: the second most severe shock had no effect on the household's ability to purchase food
HOU_107a	<p>EFFECT OF THIRD MOST SEVERE SHOCK ON HOUSEHOLD REVENUES</p> <p>How the third most severe shock affected household revenues</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household revenues as an effect of the third most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: household revenues were increased as a direct result of the third most severe shock• Decrease: household revenues were decreased as a direct result of the third most severe shock• Unchanged: the shock had no effect on household revenues

HOU_107b	<p>EFFECT OF THIRD MOST SEVERE SHOCK ON HOUSEHOLD ASSETS</p> <p>How the third most severe shock affected household assets</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household assets as an effect of the third most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: additional household assets were obtained as a direct result of the third most severe shock• Decrease: household assets were sold as a direct result of the third most severe shock• Unchanged: the third most severe shock had no effect on household assets
HOU_107c	<p>EFFECT OF THIRD MOST SEVERE SHOCK ON HOUSEHOLD PRODUCTION OF FOOD</p> <p>How the third most severe shock affected household production of food</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household production of food as an effect of the third most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: household production of food was increased as a direct result of the third most severe shock• Decrease: household production of food was decreased as a direct result of the third most severe shock• Unchanged: the third most severe shock had no effect on household production of food• If the household does not produce any of its food, the response is “Unchanged”

<p>HOU_107d</p>	<p>EFFECT OF THIRD MOST SEVERE SHOCK ON HOUSEHOLD FOOD STOCKS</p> <p>How the third most severe shock affected household food stocks</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to household food stocks as an effect of the third most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: household food stocks were increased as a direct result of the third most severe shock• Decrease: household food stocks were reduced as a direct result of the third most severe shock• Unchanged: the third most severe shock had no effect on household food stocks
<p>HOU_107e</p>	<p>EFFECT OF THIRD MOST SEVERE SHOCK ON HOUSEHOLD FOOD PURCHASES</p> <p>How the third most severe shock affected the household's ability to purchase food</p> <p>Response options</p> <p>01 INCREASE</p> <p>02 DECREASE</p> <p>03 UNCHANGED</p> <p>Purpose</p> <ul style="list-style-type: none">• Determine what happened to the household ability to purchase food as an effect of the third most severe shock <p>National adaptation and implementation</p> <ul style="list-style-type: none">• Increase: the household's ability to purchase food was increased as a direct result of the third most severe shock• Decrease: the household's ability to purchase food decreased as a direct result of the third most severe shock• Unchanged: the third most severe shock had no effect on the household's ability to purchase food

HOU_108

STRATEGIES ADOPTED BY THE HOUSEHOLD TO FACE THE MOST SEVERE SHOCK

Strategies adopted by the household specifically to respond to the most severe shock

Response options

- a. USE OF SAVINGS
- b. HELP FROM RELATIVES OR FRIENDS
- c. GOVERNMENT/STATE AID
- d; AID FROM RELIGIOUS ORGANIZATIONS OR NGOS
- e. MARRY THE CHILDREN
- f. CHANGE CONSUMPTION HABITS (PURCHASE LESS EXPENSIVE FOOD, REDUCE NUMBER OF MEALS PER DAY, REDUCE QUANTITIES EATEN ETC.)
- g. WORKING HOUSEHOLD MEMBERS HAVE TAKEN SUPPLEMENTARY WORK
- h. NON-WORKING OR UNEMPLOYED ADULT MEMBERS HAVE GOTTEN WORK
- i. CHILDREN YOUNGER THAN 15 HAVE BEEN ASKED TO WORK
- j. CHILDREN TAKEN OUT OF SCHOOL
- k. MIGRATION OF ONE OR MORE MEMBERS OF HOUSEHOLD
- l. REDUCTION OF EXPENSES IN HEALTH/EDUCATION
- m. OBTAIN CREDIT

- n. SALE OF AGRICULTURAL TOOLS
- o. SALE OF HOUSEHOLD DURABLE GOODS
- p. SALE OF LAND/FURNITURE/DWELLINGS
- q. SALE OF FOOD STOCKS
- r. SALE OF ANIMALS
- s. INCREASE FISHING ACTIVITIES
- t. SEND CHILDREN TO OTHER HOUSEHOLDS
- u. ENGAGE IN SPIRITUAL ACTIVITIES (PRAYERS, SACRIFICES, CONSULTATIONS WITH WITCHES)
- v. GROW FOOD IN SEASONS WHERE YOU DON'T NORMALLY DO AGRICULTURAL WORK
- w. OTHER , SPECIFY
- x. NOTHING

Purpose

- Determine the strategies adopted by the household specifically to respond to the most severe shock

National adaptation and implementation

- 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.
- 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

STRATEGIES ADOPTED BY THE HOUSEHOLD TO FACE THE SECOND MOST SEVERE SHOCK

Strategies adopted by the household specifically to respond to the second most severe shock

Response options

- a. USE OF SAVINGS
- b. HELP FROM RELATIVES OR FRIENDS
- c. GOVERNMENT/STATE AID
- d; AID FROM RELIGIOUS ORGANIZATIONS OR NGOS
- e. MARRY THE CHILDREN
- f. CHANGE CONSUMPTION HABITS (PURCHASE LESS EXPENSIVE FOOD, REDUCE NUMBER OF MEALS PER DAY, REDUCE QUANTITIES EATEN ETC.)
- g. WORKING HOUSEHOLD MEMBERS HAVE TAKEN SUPPLEMENTARY WORK
- h. NON-WORKING OR UNEMPLOYED ADULT MEMBERS HAVE GOTTEN WORK
- i. CHILDREN YOUNGER THAN 15 HAVE BEEN ASKED TO WORK
- j. CHILDREN TAKEN OUT OF SCHOOL
- k. MIGRATION OF ONE OR MORE MEMBERS OF HOUSEHOLD
- l. REDUCTION OF EXPENSES IN HEALTH/EDUCATION
- m. OBTAIN CREDIT
- n. SALE OF AGRICULTURAL TOOLS
- o. SALE OF HOUSEHOLD DURABLE GOODS
- p. SALE OF LAND/FURNITURE/DWELLINGS
- q. SALE OF FOOD STOCKS
- r. SALE OF ANIMALS
- s. INCREASE FISHING ACTIVITIES
- t. SEND CHILDREN TO OTHER HOUSEHOLDS
- u. ENGAGE IN SPIRITUAL ACTIVITIES (PRAYERS, SACRIFICES, CONSULTATIONS WITH WITCHES)
- v. GROW FOOD IN SEASONS WHERE YOU DON'T NORMALLY DO AGRICULTURAL WORK
- w. OTHER , SPECIFY
- x. NOTHING

Purpose

- Determine the strategies adopted by the household specifically to respond to the second most severe shock

National adaptation and implementation

- 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.
- 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

STRATEGIES ADOPTED BY THE HOUSEHOLD TO FACE THE THIRD MOST SEVERE SHOCK

Strategies adopted by the household specifically to respond to the third most severe shock

Response options

- a. USE OF SAVINGS
- b. HELP FROM RELATIVES OR FRIENDS
- c. GOVERNMENT/STATE AID
- d; AID FROM RELIGIOUS ORGANIZATIONS OR NGOS
- e. MARRY THE CHILDREN
- f. CHANGE CONSUMPTION HABITS (PURCHASE LESS EXPENSIVE FOOD, REDUCE NUMBER OF MEALS PER DAY, REDUCE QUANTITIES EATEN ETC.)
- g. WORKING HOUSEHOLD MEMBERS HAVE TAKEN SUPPLEMENTARY WORK
- h. NON-WORKING OR UNEMPLOYED ADULT MEMBERS HAVE GOTTEN WORK
- i. CHILDREN YOUNGER THAN 15 HAVE BEEN ASKED TO WORK
- j. CHILDREN TAKEN OUT OF SCHOOL
- k. MIGRATION OF ONE OR MORE MEMBERS OF HOUSEHOLD
- l. REDUCTION OF EXPENSES IN HEALTH/EDUCATION
- m. OBTAIN CREDIT
- n. SALE OF AGRICULTURAL TOOLS
- o. SALE OF HOUSEHOLD DURABLE GOODS
- p. SALE OF LAND/FURNITURE/DWELLINGS
- q. SALE OF FOOD STOCKS
- r. SALE OF ANIMALS
- s. INCREASE FISHING ACTIVITIES
- t. SEND CHILDREN TO OTHER HOUSEHOLDS
- u. ENGAGE IN SPIRITUAL ACTIVITIES (PRAYERS, SACRIFICES, CONSULTATIONS WITH WITCHES)
- v. GROW FOOD IN SEASONS WHERE YOU DON'T NORMALLY DO AGRICULTURAL WORK
- w. OTHER , SPECIFY
- x. NOTHING

Purpose

- Determine the strategies adopted by the household specifically to respond to the third most severe shock

National adaptation and implementation

- 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.
- If the household is unable to provide an adequate response, the interviewer may then ask “Have you tried.....?” (and propose different possible strategies).

► Cognitive Testing

Forms of Work Questions⁵

Part A: Child Labour Cognitive interview protocol

1. The main aim of the testing phase

One of the activities with the most potential for increasing survey quality is testing questionnaires before a survey is fielded.⁶ A number of countries have undertaken a labour force survey and a child labour survey, therefore the main interest of the pilot should be to develop and test the different approaches based on the existing questionnaire sequences but aligned with the new standards.

During the cognitive interview, questions will be tested regarding the respondents' correct understanding of wording and ability to provide appropriate answers, including the appropriate protocol (place, incentives) to undertake such tests with children as target population, namely 5-17 years of age. The test should aim;

- To evaluate whether the respondents understand each question in a consistent manner.
- The interviewer also seeks to understand how the respondent has come to his/her answer to a particular question.
- To assess if each question collects the correct or intended answers from the respondents
- To indicate the source of measurement error in a question or in a set of questions.
- It is important for those responsible for the survey to establish priorities as to what the main questionnaire problems that are most important to be addressed are? Which parts of the questionnaire need to be tested, or is the whole questionnaire to be tested?

2. The testing technique

This test protocol must include:

- Cognitive tests, including proposed questions to be tested regarding the respondents' correct understanding of wording and ability to provide appropriate answers, including the appropriate protocol (place, incentives) to undertake such tests with children as target population
- Operational testing
- Field testing, to identify, among other issues possible sources of non-response, measurement error due to questionnaire or sampling, effectiveness of the skip patterns and questionnaire flow, and considerations of duration of interviews

3. Aim and objectives

The objectives of the cognitive test are to get sufficient interviews and narratives within the interviews to provide an insight into how people understand and interpret the questions.⁷ During the qualitative assessment, cognitive testing is used to evaluate how respondents understand selected survey questions, how they recall the information requested, and how they decide on and formulate their answers. Cognitive evaluation serves to identify possible specification and other types of measurement errors that are due to questionnaire design

⁵ The section on Cognitive Testing for the Forms of Work Module prepared by Desiree Manamela.

⁶ Protocol for pretesting demographic surveys at the Census bureau, Report of the Pretesting Committee, June 1993

⁷ https://www.ilo.org/stat/Areasofwork/Standards/lfs/WCMS_484803/lang--en/index.htm

► Cognitive model of question response

	Cognitive Stage	Definition	Response Errors/ Question Problems
Stage 1	Comprehension	Respondent interprets the question	Unknown terms, ambiguous concepts, long and overly complex
Stage 2	Retrieval	Respondent searches memory for relevant information	Recall difficulty
Stage 3	Judgment	Respondent evaluates and/or estimates response	Biased or sensitive, estimation difficulty
Stage 4	Response	Respondent provides information in the format	Incomplete response options

Adapted from Miller and Willson, 2010 ⁸

There are two main components to the cognitive testing – the standard interview where each question is asked as developed and a response requested from the respondent. This is followed by the process of “getting the story” behind the response. The suggested methodology is to follow up each question response with probes to get at the story of why the person gave that response. ⁹

4. Questionnaire for the test

The proposed questions to be tested regarding the respondents’ correct understanding of wording and ability to provide appropriate answers, including the appropriate protocol (place, incentives) to undertake such tests with children as target population.

These questions will be developed specifically to be tested on various respondents (children 5-17), with an objective of refining the questions so they are easily understood by respondents and the cognitive effort needed to successfully answer the questions is reduced.

During the interview notes should be taken that will be used to update the final questionnaire. There are two options to notes taking. First, a separate note taking form may be prepared with question numbers for each of the questions in the questionnaire. Secondly, when printing the testing questionnaires, enough space should be created to accommodate the notes that will be made. Before the interview commences, the equipment for recording the interview should be in place and in working condition. This may be audio recording through cassettes, CDs or other means recommended and agreed upon. The audio recording serves as a tool to check any ambiguity or confusion in the notes. (*See Part B*).

5. Participants selection – Proposed respondents for test

Because cognitive testing takes longer to administer, it is recommended that the sample size should be small compared to field testing and other techniques. It is yet to be decided as to the number of countries to be used for the test. However, the ESCAP guide on cognitive testing recommends that, for an individual country, it may sufficient to do between 20 and 30 interviews to get a good evaluation of the questions.¹⁰ The process of doing the interviews is time consuming as is the analysis process. Thus, it is better to do less interviews but to do them effectively and with detailed narratives than to try and do too many and not generate the required depth of information. Thus it is better to do 10 very good interviews than 20 – 30 poor interviews.

⁸ The source of this table is the presentation done by Kristen Miller and Stephanie Willson at the July 2010 ESCAP workshop in Bangkok, available on the project website. www.unescap.org/stat/disability/pre-pilot_training/ (accessed 15 November 2010).

⁹ Guidelines for cognitive and pilot testing for use in surveys, Statistics Division Economic and Social Commission for Asia Pacific Region, December 2010

¹⁰ Guidelines for cognitive and pilot testing for use in surveys, Statistics Division Economic and Social Commission for Asia Pacific Region, December 2010

In order to test a questionnaire, recruitment of the appropriate subjects is vitally important. One initially needs to identify and recruit volunteers from appropriate sub-populations for testing the survey questionnaire, taking into account several considerations:

- Children 5-17 years (also advisable to include a few adults who may act as proxies).
- Different participants with differing socio-economic characteristics
- Age: (5-10; 11-14; 15-17)
- Sex: male/female
- Settlement type/Geographic type: rural/urban
- Education: Primary/Higher
- Selection of suitable target area(s) which engages in mixed and subsistence agriculture and/or fishing.
- An attempt should be made to include persons who do not exhibit the characteristic(s) of interest.

Specifically, if 40 participants are selected for the test, 34 of those should include children 5-17 years engaged in different types of work, particularly:

- Employment
- Own-use production of agricultural goods
- Own-use provision of agricultural services
- Household chores

The remaining 6 participants, should be adults who may act as proxies who are knowledgeable about their children's activities.

► **Table 1: Proposed Sample criteria**

Initial selection specifications		
		Proposed sample size - target
Employed		10
Own-use production of agricultural goods		10
Own-use provision of agricultural services		8
Household tasks		6
Other		6
Total		40
Second selection specifications		
	Characteristics of respondents	Proposed sample size - target
Sex	Male	20
	Female	20
Age	5-10 years	10
	11-14 years	15
	15-17 years	15
Settlement type	Urban	15
	Rural	25
Education	Primary	10
	Secondary	15
	Higher	15

Total

40

A decision needs to be made as to how the participants will be recruited. This may be through newspapers, television advertisement, radio, online, word-of-mouth, etc.. *If there is going to be any payment/incentive, this should be clearly communicated to the participants during advertisement.*

A variety of approaches to identify and select participants may be used. This depends on the characteristics of the country selected. For example, during the Labour Force Survey (LFS) pilot studies the following were used by different countries which may be adopted for the child labour survey.

- Results from a previous survey that collected labour related information could help in identifying potential candidates with the desired profiles. Recent LFS, living standards survey, child labour survey and similar.
- A variety of convenience, purposive and quota sampling techniques - LFS interviewers were requested to identify potential family members, friends or acquaintances that fit the desired profiles.
- A network to identify participants based on local area leaders who provided a list of potential participants from which participants were selected was created. Raise awareness about the study among the target populations and to recruit participants.
- Identifying target neighbourhoods and villages, requesting the approval of local leaders, then making an appeal by radio to the local population, and finally randomly visiting households in the targeted areas to recruit potential participants.

Initial calls and/or visits to request participation, explain the overall purpose of the study and set-up appointments.

- Official letters providing general information about the cognitive study were handed over to potential participants.
- **Note:** use incentives as a way to reduce barriers to participation but not compulsory.

6. Selecting and training of interviewers for the test

The qualitative nature of cognitive testing means that few interviewers are required but they should be knowledgeable in doing in-depth interviews in order to elicit sufficiently detailed narratives. Thus the recommended number of interviewers is at least 2 to provide support and monitoring of each other's interviews.¹¹

The length of the training will depend on the cost. If experienced interviewers are selected, this makes the whole testing process easier as the interviewer will have the skills and the experience in cognitive testing and it will also be easier to give them training mostly related to the questions than the method of interviewing. This therefore may require less training time. For in-experienced interviewers, this process might require more days and therefore more money. The training will cover issues like; what is child labour, the what, why, and how of cognitive testing. Included will be some practical exercises that will be used to test the competencies of those who will be administering the test. This might also require over-recruitment to allow selection of those competent.

The following needs to be prepared and accompany training;

- Questionnaire for the test
- Presentation on cognitive testing
- Training manual with question-by-question guide on the questions to be tested.
- Possible probes.
- These would include questions such as:
- "Why did you answer in that way?" or "Tell me a little bit more" or indicating to the respondent that you are listening but want more.

¹¹ Guidelines for cognitive and pilot testing for use in surveys, Statistics Division Economic and Social Commission for Asia Pacific Region, December 2010

7. Place for the interviews

Cognitive interviewing can be conducted anywhere it is possible to tape record or otherwise record (in detail) respondent's answers, but many researchers conduct such interviews at a laboratory facility containing audio and visual taping capabilities and a one-way mirror to permit unobstructive observation of the interviews.¹² Some NSO's might have facilities for undertaking the cognitive tests while others might have to outsource this activity to an external provider. In some situations, the interview may have to be undertaken in the respondent's/participant's household. The interviewers and the interviewees may have to meet at a place where the interview will take place, whether internal or external. But this will be communicated well in advance to avoid confusion, non-attendance and therefore failure of the test.

Both audio recording and note-taking to be used to document the interviews. Regardless of the location, the interviews are typically tape-recorded (or videotaped, if the opportunity allows) with the respondent's permission. Audiotapes are necessary references for use in compiling summaries of interviews; videotapes and audiotapes are useful for demonstrating problems with the questionnaire to sponsors or staff involved with the survey.¹³

8. Main steps of cognitive interview

The following are proposed steps of completing a cognitive interview:

Before the start of the interview;

1. Complete Section 1 and 2 of Part B: Child Labour Cognitive interview protocol – Note taking form.
2. Make sure the taping equipment is fully operational.
3. Greet the participant, introduce yourself and thank him/her for participating in the cognitive interview.
4. Give a brief explanation of what would be required of the participant.
5. It is important to make the respondent feel at ease with the interview process.
6. When a child is involved in an interview (statement), they are continuously making decisions about how much to tell you. They may hold the information you need and as the interviewer, your job is to gather that information.
 - You need to build rapport with the child by building trust. The purpose of the trust is to motivate and assist the child to give you the required information. With children this might require more time and a lot of effort (see Table 4 for some guidelines).
 - Some form of motivation is needed for the child to work hard and trust you with information they provide.
7. Emphasize that the purpose of the interview is to judge the questions rather than their responses to the questions.
 - Assure the participant of confidentiality.
8. Interviewers should request permission from participants to audiotape/videotape the interviews.
 - Once permission is granted, the interviewer is to tape all interviews (these will be used later for the behaviour coding of interviewer/participant interactions).
9. Explain to the participant the following:
 - Objective/purpose of the cognitive interview
 - Reason he/she is attending this cognitive interview or was chosen for the interview
 - What is expected of him/her
 - What will happen during the interview?
10. Demonstrate the “think aloud” technique for answering the questions.
11. Once the interviewee understands and is comfortable with the interview, continue with the interview following the instructions as indicated in **Part B: Child Labour Cognitive interview protocol**.
12. Interviewers will record item responses on a paper questionnaire and follow-up probes.

¹² Protocol for pretesting demographic surveys at the Census bureau, Report of the Pretesting Committee, June 1993

¹³ Protocol for pretesting demographic surveys at the Census bureau, Report of the Pretesting Committee, June 1993

13. Important to schedule Interviews in at least one-hour timeslots to give enough time for other unique probes and other unexpected pauses that may be used to fully understand the participant's answers and other problems that they may have.

9. Some guidelines and instructions to the interview

1. ***A statement in italic means the interviewer must "Read the survey question"***. This means that questions must be asked exactly as if it was real survey interview and answers must be recorded. Take care to pay attention to the instructions on how the questions are to be asked (e.g. whether multiple responses are required or whether response categories should be read out or not). Beware of the routing to ensure the respondent is only asked those questions which they should be asked.
 - It is very important that at this stage the interviewer does not explain the meaning of the questions. If the respondent has difficulties answering and asks for explanations, the interviewer should tell the respondent to answer based on his/her own comprehension of the question and to encourage him/her to speak about how they are trying to find the answer (thinking aloud).
 - A difficult answer or even a non-response to a survey question should not be a concern during the cognitive interview as identifying problematic questions is one of the main objectives. These types of questions are then probed to identify what exactly makes them difficult to answer.
 - Each survey question asked must be evaluated in respect of respondent's attitude and difficulty to answer. Evaluation is made by the interviewer, based on the observed verbal and non-verbal cues, choosing from the following response criteria:

► **Table 2: Criteria for response options**

Respondents attitude	Difficulty to answer
1. No sign of discomfort 2. Shows signs of discomfort when answering question 3. Shows sign of having pleasure when answering the question	1. No difficulty answering a question 2. Needed more time to answer question 3. Asked for explanations/examples to better understand the question
Action taken	Action taken
<i>If option 2 is selected the interviewer must probe and ask the participant why they felt uncomfortable.</i>	<i>If option 2 is selected, the interviewer must probe and ask the participant why they needed more time to answer the question.</i> <i>If option 3 is selected, the interviewer must probe and ask the participant why was it difficult for them to understand the question. Or what was difficult about the question.</i>

Probing questions

After the interviewer asks the survey question, and the subject answers, the interviewer then asks for other, specific information relevant to the question, or to the specific answer given.¹⁴ In general, the interviewer “probes” further into the basis for the response. The following table contains basic categories of cognitive probes, and an example of each:

► **Table 3: Probing techniques**

Type of probe	Example of probes
Comprehension/ Interpretation probe	What does the term "work for pay" mean to you?
Paraphrasing	Can you repeat the question I just asked in your own words?
Confidence judgment	How sure are you that the products produced are “mainly for sale”?
Recall probe	How do you remember that you “started work when you were that age”?
Specific probe	Why do you think that the work you did is for family consumption or own-use only?
General probes	How did you arrive at that answer? Was that easy or hard to answer? I noticed that you hesitated - tell me what you were thinking

Adapted from 2010 Cognitive Interviewing, A “How To” Guide by Willis, 1999¹⁵

- Where necessary, additional probing may be used by the interviewer other than those included in the questionnaire.
- Skip instructions are included where necessary at the end of each question and as well as the end of each page of the questionnaire to guide the interviewer. These are indicated by either an “If... statement” or a “Go to ... statement”.
- Once the interview is completed, there will be an “End of the interview” at the end of the questionnaire.
- Thank the participant for their cooperation and time offered and explain to him/her that you have reached the end of the cognitive interview.

¹⁴ Cognitive Interviewing, A “How To” Guide, Developed by: Gordon B. Willis Research Triangle Institute, 1999

- Write your general observations of the whole interview into the “**3. Summary of main issues**” on the front page.

General guidelines for conducting the cognitive interview

Conducting cognitive interviews requires that the researcher be familiar both with the content and intent of the questionnaire and with techniques for conducting cognitive interviews.¹⁶

- *Be prepared* in advance by practicing reading the questions aloud.
- Make sure you understand the context of different questions and the particular issues of interest for the cognitive test.
- It is important to make the *respondent feel at ease* with the interview process.

Emphasize that the purpose of the interview is to judge the questions rather than their responses to the questions.

- Timing of the interview - It should be expected that the interview would last up to 40-60 minutes.
- At the start, ask the respondent to “*think aloud*”, that is to say anything that comes to mind when they hear the question or answer it. You may need to remind the respondent to do this occasionally. (Respondents may vary how well they are able to do this; do not force anyone who does not feel comfortable doing it).
- Interviews should take note of whether respondents understand the introductory text provided for each section of the survey, including the main introduction. The goal is to make sure that each section introduction is clear, includes all the appropriate information, and does not include any unnecessary information.¹⁷
- Make a *mental note* (or brief written note) of the respondent’s “thinking aloud” and other spontaneous comments, and physical behaviour (such as facial expressions, gestures and body language), that may reveal effects of the questions such as confusion, surprise, offence, amusement. Refer back to these in the probing (For example “I noticed that you frowned when I asked you that question – why was that?”)
- The points at which the probing should be conducted are indicated within the model questionnaires (do not wait until having administered the whole questionnaire).
- *Make it clear to the respondent when you are switching between asking the survey questions and the probes*, and back again. (For example, “I am now going to ask you to reflect on those few questions”; “Now I’m going back to asking you the survey questions”).
- The probes are not prescriptively worded. They may not all apply, particularly those in the “Follow up...” column. Try to find out as much as possible from the open lead probes (wait or ask if the respondent has more to add before moving on). Nor are the probes exhaustive – you will need to be responsive and flexible, asking other probes spontaneously in reaction to respondent comments or behaviour.
- There are *general probes* which can be used for all questions. These include:
 - In your own words what do you think the question is asking? (comprehension of the question)
 - How did you decide on your answer? (assessing the response process in terms of recall and judgement)
 - Specific probes have been included which indicate the areas of interest (e.g. “What did you understand by work for a wage or salary?”).
- Try to avoid leading probes which may suggest the response to the respondent.
- If you have already probed a particular point at a previous question (e.g. the meaning of a specified term) there is no need to repeat the probing, provided there is no change to the context/meaning.
- Keep in mind not just individual questions but the relationships between them, and probe as relevant. Does all the information given seem to make sense to you? Are responses consistent? Are there any discrepancies, or things which don’t feel right? Are there any order effects, context effects?
- Be aware of the interview progress:
 - Try to achieve a balance between spending sufficient time probing each question and ensuring you probe all the questions that apply to the respondent.

¹⁶ Protocol for pretesting demographic surveys at the Census bureau, Report of the Pretesting Committee, June 1993

¹⁷ Cognitive Interview Guide Developed by the Performance Measurement Initiative

- Bear in mind how much time remains and how many more questions you have to ask and probe. If necessary, omit some of the less important probing.

► **Table 4: Some guidelines to follow to conduct more effective interviews adopted from Willian Davidson Institute, University of Michigan¹⁸**

Behaviour	Guideline
Respect Confidentiality	Inform the interviewee that their confidentiality will be maintained throughout the process. (Please read the Informed consent form).
Respect Participant's Time	Understand that the participant is answering their survey on their free time. Do not keep them past agreed upon time and understand if they must leave.
Tact	Do not force the participant into answering a question
Friendly Disposition	Always maintain a friendly demeanour with participants.
Body Language	Maintain good eye contact and appear attentive at all times.
Pace of Interview	Do not rush the interview. Also, do not allow an answer to go on a tangent and deviate from the interview. Maintain a comfortable, appropriate pace
Patience	It may take the participant a few moments to comprehend the question being asked and to formulate an appropriate response. Also, the question may have to be repeated. Be patient throughout the process. Never make the participant to feel rushed or uncomfortable
Acceptance	Never be judgmental or critical of an answer that the participant provides.
Appreciation	Always thank the participant for their time and cooperation.

10. Post interviews

Respondent Debriefing

- At the end of the interview, all respondents will be asked a few extra questions to probe specific areas in which there was concern about respondent comprehension.

The purpose of these probes is to find out whether or not respondents were confused or had difficulty understanding any of a few key terms.

- Certain areas of the questionnaires/questions that were probed may be included, e.g. destination of product, main products produced, etc.

Interviewer Debriefing

- After the cognitive interview has been completed, a group setting interviewer debriefing should be conducted.
- Here interviewers need to report on various problems and issues they found during administration of the cognitive interview.
- Usually for each question asked, a discussion or evaluation of each question should be done.

Summarising and analysing the responses

At the end of the interview the interviewers will meet and discuss the whole interview process and recommendations thereof.

¹⁸ Cognitive Interview Guide Developed by the Performance Measurement Initiative, University of Michigan

Revision of the questions

- Once all questions have been analysed for all interviews, a decision is made on what revisions are required.
- Most of the new questions in the child labour questionnaire have been tested during the LFS pilot testing. They are therefore deemed necessary and can be used in any other labour force related surveys or modules.
- However, in order to prepare for the child labour field test, a decision needs to be made as to which questions to keep as is; or whether to revise the question in a minor way or rework it completely; or to remove the question/s.

For questions that require substantial revisions or to be redrafted completely, a new round of cognitive testing of just those questions is recommended. Otherwise, once the questions and the questionnaire has been updated, the next step will be the pilot testing of the questionnaires.¹⁹

Part B: Child Labour Cognitive interview protocol – Note taking form

1. Interview details

Interview ID number	
Interviewer name and surname	
Observer name and surname (optional)	
Interview date:	
Place/location of interview:	
Start time:	
End time:	
Interview recorded:	Yes <input type="checkbox"/> No <input type="checkbox"/>

2. Participant's characteristics

Participant number	<input type="checkbox"/>
Age in completed years	<input type="checkbox"/> <input type="checkbox"/>
Sex	Male <input type="checkbox"/> Female <input type="checkbox"/>
Geographic location/ Type of place of residence	Urban <input type="checkbox"/> Rural <input type="checkbox"/>

¹⁹ Guidelines for cognitive and pilot testing for use in surveys, Statistics Division Economic and Social Commission for Asia Pacific Region, December 2010



5. The interview

► Box 1: Response options guide

Respondents attitude	No discomfort	2. Signs of discomfort	
Difficulty to answer	A. No difficulty	B. More time needed	C. Asked for explanations

At the beginning:

Interviewer: Thank you for participating in this cognitive interview. Your feedback will help us to identify possible specification and other types of measurement errors that are due to questionnaire design. It will also help us to correct these errors before the main survey is conducted. The purpose of this interview is to evaluate how the respondents understand selected survey questions, how they recall the information requested, and how they decide on and formulate their answers

Original survey questions:

Interviewer: Now, I will ask you the first survey questions

First I would like to ask you some questions about work you may have done for pay or to generate income.				Response options (see Box 1)	
				Respondent attitude	Difficulty to answer
FOW_01	Last week, that is from [DAY] up to [DAY/yesterday] did (you/NAME) work for someone else for pay, for one or more hours?	YES <input type="checkbox"/> NO <input type="checkbox"/>	→ FOW_12 Probe	1 <input type="checkbox"/> 2 <input type="checkbox"/>	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>
FOW_02	Last week, did (you/NAME) do any kind of business, farming or other activity to generate income?	YES <input type="checkbox"/> NO <input type="checkbox"/>	→ FOW_08	1 <input type="checkbox"/> 2 <input type="checkbox"/>	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>
<p><i>READ IF NEEDED:</i></p> <p><i>(Don't count normal housework)</i></p> <p><i>([e.g. Selling things, making things for sale, repairing things, guarding cars, hairdressing, crèche business, taxi or other transport business, having a legal or medical practice, performing in public, having a public phone shop, barber, shoe shining, etc.]</i>)</p>					
FOW_03	Last week, did (you/NAME) help in a business or farm operated by a household member?	YES <input type="checkbox"/> NO <input type="checkbox"/>	→ FOW_08	1 <input type="checkbox"/> 2 <input type="checkbox"/>	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/>
<p><i>READ IF NEEDED:</i></p> <p><i>([e.g. Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.]</i>)</p>					

Possible probe questions

Interviewer: Now, I will ask you to explain how you decided on answers to the survey questions about work you did for pay or to generate income.

Probe	Comment
<ul style="list-style-type: none"> • Can you repeat the question in your own words? • What did you think about when I asked you “did you work for or help someone else for pay”? • What do you consider to be “last week”, from when to when? • Was it difficult to remember what you did in the last week? • If Difficult: Why was it difficult? • What did you think about when I asked you “help, run or do any kind of business, farming or other activity to generate income”? • What do you understand by the term “helping in a family business/farm”? 	

Interviewer: I will continue with some other survey questions

The next questions are about work in farming or fishing activities.		Response options (see Box 1)	
		Respondent attitude	Difficulty to answer
FOW_07	Last week, did (you/NAME) do any work in... ?		
	<i>READ AND MARK ALL THAT APPLY</i>		
	Farming →_09→ -09	1 <input type="checkbox"/>	A <input type="checkbox"/>
	Rearing farm animals →_09	2 <input type="checkbox"/>	B <input type="checkbox"/>
	[Fishing or fish farming] →_35		C <input type="checkbox"/>
	Another type of job or business		

FOW_ Thinking about the work in (farming, rearing
09 animals [and/or fishing]) (you/NAME)
(do/does), are the products intended.....?

READ AND SELECT ONE

Only for sale

_12

A

Mainly for sale

_12

1

B

Mainly for family use

_41

2

C

Only for family use

_41

DO NOT READ

→_41

CANNOT SAY

Possible probe questions

Now, I will ask you to explain how you decided on answers to the survey questions about farming or fishing activities

Probe	Comment
<ul style="list-style-type: none"> • What did you think about when I asked you whether you did some work/help in farming? 	
<ul style="list-style-type: none"> • What do you understand by fish farming? 	
<ul style="list-style-type: none"> • Would you say that rearing animals for household consumption is important and should be recognised? 	
<ul style="list-style-type: none"> • <i>If YES: Why?</i> 	
<ul style="list-style-type: none"> • What do you understand by “are the products intended mainly for sale”? 	
<ul style="list-style-type: none"> • Do you think it is appropriate to ask people about the main destination of the products they produce? 	
<ul style="list-style-type: none"> • Was it difficult to remember whether the products are mainly for sale or for family use? 	
<ul style="list-style-type: none"> • <i>If Difficult: Why was it difficult?</i> 	
<ul style="list-style-type: none"> • I asked you what your main tasks were in your job. Did you have more tasks that you did not mention? How did you decide which were your main tasks/duties? 	

Next, I will ask you again a couple of survey questions

FOW_12	<p>Last week did (you/NAME) have or help in more than one job or income-generating activity?</p> <p>ONE INCOME GENERATING ACTIVITY/JOB <input type="checkbox"/></p> <p>MORE THAN ONE INCOME GENERATING ACTIVITY/JOB <input type="checkbox"/></p>	<p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p> <p>→_14a</p> <p>→_14a</p>	<p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p>
FOW_13	<p><i>INTERVIEWER TO READ:</i></p> <p>I am now going to ask you some questions about the job or income-generating activity in which (you/NAME) usually work the most hours in the last week.</p>		
FOW_17	<p>(Do/does) (you/NAME) work...?</p> <p><i>READ AND SELECT ONE</i></p> <p>As an [employee] <input type="checkbox"/></p> <p>In (your/his/her) own business activity Mainly for family use <input type="checkbox"/></p> <p>Helping in a family or household business <input type="checkbox"/></p> <p>As an apprentice, intern CANNOT SAY <input type="checkbox"/></p> <p>Helping a family member who works for someone else <input type="checkbox"/></p>	<p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p>
FOW_22	<p>Which of the following types of pay (do/does) (you/NAME) receive for this work?</p> <p><i>READ AND SELECT ONE</i></p> <p>A wage or salary <input type="checkbox"/></p> <p>Payment by piece of work completed <input type="checkbox"/></p> <p>Commissions <input type="checkbox"/></p> <p>Fees for services provided <input type="checkbox"/></p> <p>Payment with meals or accommodation <input type="checkbox"/></p> <p>OTHER CASH PAYMENT (Specify): _____ <input type="checkbox"/></p>	<p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p>

Possible probe questions

Now, I will ask you to explain how you decided on answers to the survey questions about the job or income generating activity in which you worked the most hours

Probe	Comment
<ul style="list-style-type: none"> • Would you say that helping in a family or household business is important and should be recognised? • If YES: Why? 	
<ul style="list-style-type: none"> • What do you understand by the words salary or wages? 	
<ul style="list-style-type: none"> • Do you think it is appropriate to ask people about the type of pay they receive? 	
<ul style="list-style-type: none"> • Was it difficult to any of the above questions? • If Difficult: Why was it difficult? 	

The next questions are own-use production of other goods		Response options (see Box 1)		
		Respondent attitude	Difficulty to answer	
FOW_45	Last week, did (you/NAME) you help to gather wild food such as [mushrooms, berries, herbs etc.] for consumption by your household or family?	YES <input type="checkbox"/>	1 <input type="checkbox"/>	A <input type="checkbox"/>
		NO <input type="checkbox"/> → FOW_47	2 <input type="checkbox"/>	B <input type="checkbox"/> C <input type="checkbox"/>
FOW_46	How many hours did (you/NAME) spend doing this last week?		1 <input type="checkbox"/>	A <input type="checkbox"/>
			2 <input type="checkbox"/>	B <input type="checkbox"/>
				C <input type="checkbox"/>

	<i>HOURS SPEND</i>			
	<i>997 FOR DON'T KNOW</i>			

<p>FOW_47 Last week, did (you/NAME) go hunting for [bush meat, etc.] for consumption by your household or family?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/> →FOW_49</p>	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<p>FOW_48 How many hours did (you/NAME) spend doing this last week?</p>		<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<p>_____</p> <p><i>HOURS SPEND</i></p>			
<p><i>997 FOR DONT KNOW</i></p>			
<p>FOW_49 Last week, did (you/NAME) help to prepare preserved food or drinks for storage such as [flour, dried fish, butter, cheese, etc.] for consumption by your household or family?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/> →FOW_51</p>	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<p>FOW_50 How many hours did (you/NAME) spend doing this last week?</p>		<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<p>_____</p> <p><i>HOURS SPEND</i></p>			
<p><i>997 FOR DONT KNOW</i></p>			
<p>FOW_51 Last week, did (you/NAME) do any construction work to build, renovate or extend the family home or help a family member with similar work?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/> →FOW_53</p>	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<p>FOW_52 How many hours did (you/NAME) spend doing this last week?</p>		<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<p>_____</p> <p><i>HOURS SPEND</i></p>			
<p><i>997 FOR DONT KNOW</i></p>			

<p>FOW_53 Last week, did (you/NAME) spend any time making goods for use by your household or family such as [mats, baskets, furniture, clothing, etc.]?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/> →FOW_55</p>	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<p>FOW_54 How many hours did (you/NAME) spend doing this last week?</p> <p>_____</p> <p><i>HOURS SPEND</i></p> <p><i>997 FOR DONT KNOW</i></p>		<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<p>FOW_55 Last week, did (you/NAME) fetch water from natural or public sources for use by your household or family?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/> →FOW_57</p>	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<p>FOW_56 How many hours did (you/NAME) spend doing this last week?</p> <p>_____</p> <p><i>HOURS SPEND</i></p> <p><i>997 FOR DONT KNOW</i></p>		<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<p>FOW_57 Last week, did (you/NAME) collect any firewood [or other natural products] for use as fuel by your household or family?</p>	<p>YES <input type="checkbox"/> NO <input type="checkbox"/> →FOW_59</p>	<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>
<p>FOW_58 How many hours did (you/NAME) spend doing this last week?</p> <p>_____</p> <p><i>HOURS SPEND</i></p> <p><i>997 FOR DONT KNOW</i></p>		<p>1 <input type="checkbox"/> 2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/></p>

Possible probe questions

Now, I will ask you to explain how you decided on answers to the survey questions about own-use production of other goods

Probe	Comment
<ul style="list-style-type: none"> ● What do you understand by “consumption by your household or family”? ● What did you think about when I asked you whether you helped to prepare preserved food or drinks for storage such as [flour, dried fish, butter, cheese, etc.] for consumption by your household or family? ● Would you say that helping for household consumption is important and should be recognised? ● <i>If YES: Why?</i> ● Do you think it is appropriate to ask people about the work or help they did for consumption by their household or family? ● Was it difficult to remember the hours spend doing any of the activities for household consumption? ● <i>If Difficult: Why was it difficult?</i> 	

Next, I will ask you again a couple of survey questions

<p>The next questions relates to tasks performed for this household</p>	<p>Response options (see Box 1)</p>
<p>Respondent attitude</p>	<p>Difficulty to answer</p>

<p>HCH_01 Last week, did (you/NAME) help with or do any of the tasks below for this household?</p> <p><i>SELECT ALL THAT APPLY</i></p> <p>Shopping 01 <input type="checkbox"/></p> <p>Repair of household equipment 02 <input type="checkbox"/></p> <p>Cooking 03 <input type="checkbox"/></p> <p>Cleaning the house/utensils 04 <input type="checkbox"/></p> <p>Washing the clothes 05 <input type="checkbox"/></p> <p>Caring for children/old/sick 06 <input type="checkbox"/></p> <p>Other household tasks, <i>specify</i> (_____) 07 <input type="checkbox"/></p>		<p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p>
<p>HCH_02 During the past week how many hours did (you/NAME) spend doing these household tasks?</p> <p>_____</p> <p><i>HOURS SPEND</i></p> <p><i>997 FOR DON'T KNOW</i></p>		<p>1 <input type="checkbox"/></p> <p>2 <input type="checkbox"/></p>	<p>A <input type="checkbox"/></p> <p>B <input type="checkbox"/></p> <p>C <input type="checkbox"/></p>

More questions may be added.

6. Final probing

This is the end of our interview and I would like to know:

Probe	Comment
<ul style="list-style-type: none"> ● Do you think people will feel comfortable when answering these questions? ● If No: Why not? Which questions may make respondents uncomfortable? ● What were the main difficulties you faced when answering questions? Could you mention some specific issues? ● Overall impression of the questions. 	
<p>End of Cognitive Interview</p>	

7. For Interviewer and Note taker

- write below your observations regarding difficulties, which appeared regularly,
- overall comments on the burden of the questionnaire/interview,

- any relations noticed between questions.

Note: Remember to record any factors that influenced the interview in Section 2 above

Part C - Child Labour – Instructions to note-taking

1. Before the interview

- Have an empty copy of the “**Part B-Cognitive interview protocol**” to record answers to survey questions, probing questions and any other useful observations.

2. During the interview

- Complete the ‘**1. Interview details**’ and the ‘**2. Participants details**’ tables in the front page of the protocol.
- Ask sequences of questions before probing, this means that for each question asked you need:
- Record answers to each question asked;
 - Follow the routing carefully.
 - Note the response as offered by the respondent.
 - For open-ended questions, note the exact response as given by the respondent.
 - In the protocol, under ‘**3. Notes**’ record any factors that influenced the interview, such as interruptions, background noise, recorder problems and relevant information about the questions & answers process such as hesitation, comments or clarifications sought by the respondent, etc.
- When using the protocol to probe the questions, for each question being probed;
 - Follow the notes on the protocol. Take notes as instructed. Make sure the notes you take are clear. If abbreviations are used, make sure you will be able to remember them later!
 - Provide “quotes”/exact statements made by the respondent where they may be useful. Use quotation marks and italics for these. Even if only single words/short phrases. E.g. ‘C thought this question was “confusing”.’
 - Put any comments of your own about the administration of the question (e.g. ease/difficulty of reading aloud, recording answers, following routing) to be reported after the interview.

3. After the interview

- Debrief with interviewer to add further details and clarify what has been written in the interview recording template.
- A few bullets of key points/things to note for potential changes to the questions to be completed after the interview has ended. These are to be completed under ‘**4. Summary of main issues**’ in the protocol.
- Also, provide additional overarching comments in the last part (**6. For Interviewer and Note taker**) of the protocol, e.g. difficulties which appeared regularly, overall comments on the burden of the questionnaire/interview, any relationships noticed between questions, etc. Also include any other issues you consider relevant to the analysis of the interview.
- Any specific or general findings and recommendations should be noted.
- Do not draw conclusions based on assumptions which you cannot provide evidence for.

Do's and Don'ts for Note-takers

Do's	Don'ts
Focus on the respondent so you can observe any obvious confusion or annoyance – if you see this – take note of it	Sit directly in the line of sight of the respondent if possible.
Use shorthand writing (write down a word or short sentence to help you remember things) – you won't have time to write down everything which is said	Interrupt the interview unless you notice something critical going wrong, for example the interviewer asking probes about the wrong question <ul style="list-style-type: none"> • If you need to interrupt do it discretely and quietly with the interviewer
Try to keep up with the speed of the interview	
Write down quotations from the respondent which you think might be interesting. <ul style="list-style-type: none"> • You might not be able to tell what is important so write down as many quotations as you can. 	Don't only write down your own judgement of what the respondent thought – For example 'The respondent did not understand the question'. You can write things like this in addition to quotations if you have time, but the quotations are most important.
If you think there is something important which was missed, say it when the interviewer is finished the probing.	Do not interrupt the interview process unless it is absolutely necessary
After the interview is finished, talk to the interviewer and fill in some additional details to your notes	Do not interrupt the interview process unless it is absolutely necessary

Cognitive Testing of Hazardous Work

Please note, these are suggested cognitive testing questions only when there is very limited time before the survey is rolled out – we recommend that a proper cognitive testing study is conducted, with due consideration of ethical concerns, sampling diversity and methods of analysis.

We recommend using the “verbal probing” method, whereby follow up questions are asked to understand if the question phrasing makes any sense to respondents aged 12-17. We want to learn how the respondents understand the questions, what are their thinking processes, and decision making before coming to the specific answer.

Some ideas for specific verbal probing questions, which may be more difficult for adolescents to understand, are given below.

A. Hazardous work

Preamble

We would like to know more about the things that children and adolescents all around the world are doing when they are at work. These questions will help people to know how to keep children safe.

Now, I want you to think about work that you have been doing during the past week. Were you doing any of these things at work?

- What did you understand “work” to be? Can you give me some examples?

HAZ_01 Carrying or pushing or pulling heavy loads?

<e.g., firewood or water, crops, bricks, rubbish/waste, rocks or cement, other heavy items? Show ‘carrying loads’ reference sheet>

- What do you understand by “heavy”?
- Can you give some examples of what you thought of?
- What else were you thinking about when you answered this question?

HAZ_02 Working where you have to climb high off the floor/ground, from where if you fell, you might be injured?

<e.g., ladders taller than you, high up on trees, scaffolding, construction platforms>

- What did this question make you think of?
- Can you give some examples of when a child might fall and get hurt at work?
- What else were you thinking about when you answered this question?

HAZ_04 Using sharp tools?

<e.g., axes, knives, machetes>

- What did you understand by “sharp tools”?
- Can you give some examples of what you thought of?
- If respondent considers sharp tools to include powered tools, consider:
- Alternative phrasing ‘sharp non-powered tools/sharp manual tools’ etc

HAZ_03 Using powered tools (electric or gas)?

<e.g., drills, saws, regional tools, chain/table saws, electric sanders>

HAZ_05 Using big or heavy machines, or driving vehicles?

<machines that are bigger than you>

<e.g., assembly machines, jackhammers, tractors, forklifts, cranes, trucks, motorcycles>

- What did you understand by “powered tools”?
- If respondent considers powered tools to include heavy machinery, consider:
- Alternative phrasing ‘hand-held powered tools’
- Swap this question order with A05
- What did you understand by “big or heavy machines”?
- Can you give some examples of what you thought of?

HAZ_06 Working with fire, ovens, or very hot machines or tools, or unsafe electric wires/cables, where you might get burned?

<e.g., fire ovens, irons, welding tools, hot metal surfaces, burners, electric wires/cables, brick kilns>

- What did this question make you think of?
- What did you understand by “unsafe electric wires/cables”?
- Can you give some examples of when a child might get burned at work?

HAZ_07 Working in a very noisy place, so that you have to shout to speak?

<e.g., very loud/noisy machines, loud traffic>

- What did this question make you think of?
- Can you give examples of when a child might work in a noisy place?

HAZ_08 Working indoors or outdoors where dust, sand, dirt, smoke or fumes make hard to breathe or see clearly?

<e.g., insufficient ventilation>

- What did this question make you think of?
- What do you understand by “dust” at work? How about sand, dirt, smoke, fumes?
- Can you give some examples of when a child might not be able to breathe clearly at work? Or see at work?

HAZ_09 Working in a place that is very cold, or working outdoors in very rainy or wet weather?

<e.g., in cold stores/fridges, working in fishing or farming, working in rain/storms>

- What did you understand by “a place that is very cold”?
- Can you give me some examples of what you thought of?

HAZ_10 Working long hours in the hot sun without a break?

- What did you understand by “long hours”? How many is long?
- Can you give some examples of what you thought of?

HAZ_11 Working below the ground in mining wells or tunnels or other very small spaces?

<e.g., going down into mines to bring out rocks/stones/coal, cutting rocks/stones/coal below the ground>

- What did you understand by “mining wells”? Tunnels?
- What did you understand by “very small spaces”?
- Can you give some examples of what you thought of?

HAZ_12 Working underwater?

<e.g., diving for shells, untangling nets in seas, lakes, rivers>

- What did this question make you think of?
- Can you give some examples of what you thought of?

HAZ_13 Working with or around agricultural chemicals? Or helping someone else to do this.

<e.g., spraying or spreading fertilizers to help crops/plants grow, spraying or spreading pesticides to kill bugs or weeds, cleaning pesticide containers>

- Was this question easy or difficult to answer?
- What did you understand by “agricultural chemicals”?
- Can you give some examples of what you thought of?

HAZ_14 Working with liquids or powders that irritate your skin, burn easily, give off vapor that smell bad or can explode?

<e.g., cleaning products, oil or gas, paints, glues, bleach, disinfectants, dyes, solvents, batteries, mercury, or other chemicals>

- Was this question easy or difficult to answer?
- What did this question make you think of?
- What did you understand by “liquids or powders that can irritate your skin”?
- How about “liquids or powders that burn easily”?
- CHECK if respondent thinks of fire burning, vs. skin burning
- What did you understand by “vapor that smell bad”?
- What kind of liquids or powders can explode?

HAZ_15 Working during the night-time or very early in the morning, when it is dark?

<including going to or from work when it is dark>

- What time is “night-time”?
- Can you give some examples of what you thought of?
- When might children be working when it is dark?

HAZ_16 Working in contact with large domestic animals (e.g., camels, cattle), wild animals (e.g., snakes, insects) or around animal manure (e.g., manure pits, cleaning stalls)?

- What did you understand by “large domestic animals”?
- How about “animal manure”?
- Can you give some examples of what you thought of?

HAZ_17 Doing the same task over and over again at a fast pace for long hours?

<e.g., weaving, pounding rocks>

- What did this question make you think of?
- Can you give some examples of what you thought of?

HAZ_18 Do you generally feel safe at work?

- What does “feeling safe” mean to you?
- Can you give some examples, of when you feel safe at work?

HAZ_20 *IF WORK WITH PARENTS/FAMILY, SKIP TO SECTION B*

Would you be allowed to leave your workplace if you were very ill, injured, had a serious family problem or wanted to quit?

- Was this question easy or difficult to answer?
- What did this question make you think of?
- What did you understand by, “be allowed to leave”?
- “Serious family problem”?
- “Wanted to quit”?

B. Workplace violence

HAZ_21a Sometimes people at work can hurt children and adolescents physically. Thinking about yourself in the work you are doing now, has anyone at work slapped you, punched you, kicked you or done anything else to hurt you physically?

Yes	1	HAZ_21b	An adult	1
No	2		Another child/adolescent	2

Don't know	98	If yes, was it by:	Don't know	98
No response	97		No response	97
Not applicable	96		Not applicable	96

- What does “being hurt physically” mean?
- Who are “people at work who can hurt children and adolescents physically”?
- What does it mean to be “slapped”? “Punched”? “Kicked”?
- What did this question make you think of?
- Was this question easy or difficult to answer?

HAZ_22a Sometimes, when children and adolescents are at work people say or do things that scare them or make them worry about their safety. Since you’ve worked at this job, has anyone at work ever threatened to hurt you?

- What are “things that scare (children)” at work?
- Who makes children “worry about their safety” at work?
- What does “safety” mean?
- What does being “threatened” mean?
- What did this question make you think of?
- Was this question easy or difficult to answer?

HAZ_23a Sometimes when children and adolescents are at work people say or do things to make them feel bad. Since you’ve worked in this job, has anyone at work ridiculed you, insulted you or made you feel ashamed?

- Who are “people (at work) who say or do things to make (children) feel bad”?
- What did you understand by “ridiculed”?
- “Insulted”?
- “Made you feel ashamed”?
- What did this question make you think of?
- Was this question easy or difficult to answer?

C. Injuries

Preamble

Thank you for telling me about things that have happened at work. Now, I’d like to ask you about serious accidents and injuries that you might have had at work. A serious injury is one that prevents a child from doing normal activities like work or school, and/or that requires medical care from a doctor or nurse.

- What did you understand ‘serious accidents’ to be? What about ‘serious injuries’? Can you give me some examples?

HAZ_24 Injuries from fall

<e.g., falling from scaffolding/buildings, ladders, trees>

- What did this question make you think of?
- Can you give some examples of what you thought of?

HAZ_25 Hit by something very heavy falling on you, or being crushed by heavy machines, vehicles or things at work

<e.g., being squeezed or crushed by heavy machines, vehicles or things you move at work, something heavy falling on you, show reference sheet illustrations>

- What does “very heavy” mean?
- What did this question make you think of?
- Can you give some examples of what you thought of?

HAZ_26 Deep or long cut

HAZ_27 Bad burn (not sun burn)

HAZ_28 Bad bruises, bumps or swelling <e.g., sprained muscle, dislocations>

- HAZ_27: Was this question easy or difficult to answer?
- What does a “bad burn” that is not sun burn mean?
- Can you give me some examples of what you thought of?
- CHECK if respondent thinks of chemical burns – if not, consider rephrasing:
• ‘Burns from liquids or powders that irritate your skin/make your skin burn’
- HAZ_28: What did this question make you think of?
- What does “bad bruises” mean? “Bumps”? “Swelling”?
- Can you give some examples of what you thought of?

HAZ_29 Animal or snake bite

HAZ_30 Head, back or neck injury

HAZ_31 Broken bone

- HAZ_30: What does a “head injury” mean? “Back injury”? “Neck injury”?
- What did this question make you think of?
- Can you give me some examples of what you thought of?
- HAZ_31: What does a “broken bone” mean?
- Can you give me some examples of what you thought of?
- How is “broken bone” different to “bad bruises, bumps or swelling”? Are these the same things?
- CHECK how respondent describes broken bones compared to bumps, swelling, dislocations – children may not be aware of broken bones unless diagnosed (and informed of this) or they experience severe pain.

HAZ_32 Lost a body part <e.g., finger, hand, arm, leg>

- What did this question make you think of?
- Can you give some examples of what you thought of?

HAZ_33 Eye or ear injury/damage

- What does a “eye injury or damage” mean? “Ear injury or damage”?
- What did this question make you think of?
- Can you give me some examples of what you thought of?

HAZ_34 Electric shock

HAZ_35 Near drowning

- HAZ_34: What does “electric shock” mean? Can you give me an example?
- HAZ_35: What does “near drowning” mean? Can you give me an example?

HAZ_39 Now I'd like to ask you about your health in general. Compared to other children this age, would you say your health is: Very good, Good, Fair or Poor? <show Likert graphic>

Very good

Good

Fair

Poor

- What does “good health” mean? “Very good health”?
- Can you give me some examples of what you thought of?
- What does “fair health” mean? ‘Poor health’?
- Can you give me some examples of what you thought of?

D. Psychosocial health

HAZ_40 Had lots of headaches, stomach-aches, or sickness?

- What does “lots of headaches” mean? How often/many is “lots of”?
- What does “stomach aches” mean?
- What does “sickness” mean?

HAZ_41 Feeling so tired it was hard for you to pay attention at work?

- What does it mean to “pay attention at work”?
- What did this question make you think of?
- Can you give me some examples of what you thought of?

HAZ_42 Feeling unhappy, downhearted or tearful?

- What does “downhearted” mean? ‘Tearful’?
- What did this question make you think of?
- Can you give me some examples of what you thought of?
- Was this question easy or difficult to answer?

HAZ_43 Worrying a lot, feeling nervous or easily scared?

- What does “Worrying a lot” mean? “Feeling nervous”? “Easily scared”?
- Can you give me some examples of what you thought of?
- Was this question easy or difficult to answer?

HAZ_44 Feeling like you had someone to talk to about your problems or troubles?

HAZ_45 Feeling proud of the work that you do?

- HAZ_44: What does “problems or troubles” mean?
- Who is “someone to talk to about your problems or troubles”?
- What did this question make you think of?
- Can you give me some examples of what you thought of?
- HAZ_45: What does “feeling proud” mean?
- Can you give me some examples of what you thought of?

► Analyses

The purpose of this survey is to collect the data needed to measure child labour in the country. Estimates of child labour incidence allow monitoring progress towards its elimination in line with national and international targets. There is also an ongoing need for information about its nature and characteristics, determinants and consequences to support policy and interventions. Measuring child labour allows the assessment of the nature and extent of child labour and to identify areas where action is required to tackle it and where priority action is required.

Definitions

Measuring child labour is challenging. Child labour includes working children below the minimum working age (excluding those in light work), working children above the minimum age in hazardous work, and all the children in the worst forms of labour. This requires identifying the person who is a child, is working and is engaged in child labour.

Working children are children engaged in any activity falling within the general production boundary as defined in the 2008 System of National Accounts (SNA). Working children comprise all children below 18 years of age engaged in any activity to produce goods or to provide services for use by others or for own use.

Different forms of work by children are characterised as follows:

- Employment work by children, comprising work performed for others in exchange for pay or profit;
- Own-use production work by children, comprising production of goods (agricultural and non-agricultural) and services for own final use;
- Unpaid trainee work by children, comprising work performed for others without pay to acquire workplace experience or skills;
- Volunteer work by children, comprising non-compulsory work performed for others; and
- Other work activities by children, not presently defined but including activities such as unpaid community services and unpaid work by prisoners, when ordered by a court or similar authority.

The information needed to identify the first three forms of work - employment, own-use production of goods and services, and unpaid trainee work - are collected in this survey.

Child labour may be measured in terms of the engagement of children in work activities either on the basis of the general production boundary, or on the basis of the SNA production boundary, in line with the concepts and definitions specified in the 19th ICLS resolution concerning statistics of work, employment and labour underutilization.

For the purpose of statistical measurement, children engaged in child labour include all persons aged 5 to 17 years who, during a specified time period, were engaged in one or more of the following categories of activities:

- Worst forms of child labour;
- Work within the SNA production boundary performed by children below the minimum age;
- Hazardous unpaid household services.

Children might be involved in one or more activity. Child labour includes:

- Children engaged in a single form of work considered as child labour during the specified reference period;
- Children engaged in multiple forms of work considered as child labour during the specified reference period;
- Children engaged in multiple forms of work, none considered as child labour on their own during the specified reference period, but considered as child labour when examined cumulatively.

Worst forms of child labour comprise:

- all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, as well as forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;

- the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in relevant international treaties;
- work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Hazardous work by children is statistically defined in terms of the engagement of children in activities of a hazardous nature (designated hazardous industries and occupations), or as work under hazardous conditions, for example, long hours of work in tasks and duties which by themselves may or may not be of a hazardous nature for children.

Work within the SNA production boundary performed by children below the minimum age refers to any work that contributes to the production of goods or services within the SNA production boundary and is carried out by a child who is below the minimum age specified for the kind of work performed.

Where children in particular age groups are permitted to engage in *light work*²⁰ as defined under national legislation, such work should be excluded from the definition of child labour. To determine the hours threshold for permissible light work, national statistical offices should take into consideration the stipulations set forth in national legislation or, in their absence, use a cut-off point of 14 hours during the reference work. In addition to the hours threshold, the definition of permissible light work may involve other criteria in line with the conditions for light work set under national laws or regulations.

Hazardous unpaid household services by children is applicable where the general production boundary is used as a framework for measuring child labour. Hazardous unpaid household services by children are those performed in the child's own household, that is, unpaid household services performed (a) for long hours, (b) in an unhealthy environment, involving unsafe equipment or heavy loads, (c) in dangerous locations, and so on. The definition of long hours in unpaid household services of children, relative to their age, may differ from the one applied in respect to work within the SNA production boundary. The effect on a child's education should also be considered when determining what constitutes long hours.

Classification of Children in Terms of Activities Performed

The information to identify children who are working and the types of work that they are doing is found in the Forms of Work Module. The variables to identify are found in the Counting Rules (see Appendix 1 for graphical representations of the counting rules). Each counting rule provides the information needed to create the indicators that should be created for national reports. The Counting Rules use the Forms of Work module. Additional indicators will be created using the other modules that will look at the vulnerability of the household which could lead children in to child labour.

- Counting Rule 1 provides the framework for creating indicators of employment work by children.
- Counting Rule 2 indicates which counting rules are used to calculate work within the SNA production boundary performed by children below minimum age for employment.
- Counting Rule 3 summarizes the variables that define hazardous work by children within the SNA production boundary. The actual conditions are set by national legislation. For example, Excessive Working Time for children may vary by country and/or by age.
- Counting Rule 4 summarizes the variables that define hazardous household services by children.
- Counting Rule 5 summarizes the variables that define own-use production of agricultural goods. This is used to determine if children are working within the SNA production boundary (see Counting Rule 2).
- Counting Rule 6 summarizes the variables that define own-use production of other goods by children.
- Counting Rule 7 summarizes the variables that define own-use provision of services by children
- Counting Rule 8 summarizes the variables that define unpaid trainee work by children.

²⁰ Light work (a) is not likely to be harmful to children's health or development; and (b) does not preclude children's attendance at school, their participation in vocational orientation or training programmes approved by the competent authority, or their capacity to benefit from the instruction received. While a restriction on weekly hours of work is required for this age group, the determination of the maximum number of hours is left to the national authorities.

- Counting Rule 9 summarizes the variables that define children who are not engaged in any market-oriented productive activity, but are actively or passively seeking work. The minimum age for employment has been defined by the “light work” provision of the 20th ICLS paragraph 33. The actual minimum age is set by national legislation.
- Counting Rule 10 summarizes the variables that define children who are neither in school nor in employment. These are the so-called idle children. They may be at risk of falling into child labour.
- Counting Rule 11 summarizes the variables that define own-use provision of services by children by major tasks performed. Seven tasks are defined (including “other”) that children might perform in the household. The indicators to be calculated include the total number of children who perform each task, the total number of children who perform at least one task, and the average number of tasks performed per child.
- Counting Rule 12 summarizes the variables that define own-use provision of services by children by time spent in such activities. National legislation may set forth the number of hours that children are permitted to work. If there is no national legislation a cut-off point of 14 hours during the reference work can be used to define excessive.
- Counting Rule 13 demonstrates how to cross classify children 5 to 17 years of age by school attendance and broad forms of work

For all indicators defined below, the value is 1 if the child fills the conditions and 0 if the child does not.

Counting Rule 1 shows the various types of work that can be done by children. Each type of work indicator should be created for every child in the survey.

- Indicator 1: Working for someone else for pay
 - FOW_01 = 01
- Indicator 2: Running a business, farm or other activity with products only or mainly for sale
 - FOW_01 = 02
 - AND FOW_02=01
 - AND FOW_08=a OR FOW_08=b OR FOW_08=c
 - AND FOW_09=01 OR FOW_09=02
- Indicator 3: Helping with a family business or farm or other activity with products only or mainly for sale
 - FOW_01 = 02
 - AND FOW_02=02
 - AND FOW_03=01
 - AND FOW_08=a OR FOW_08=b OR FOW_08=c
 - AND FOW_09 = 01 OR FOW_09=02
- Indicator 4: Temporarily absent from non-farm paid work
 - FOW_01 = 02
 - AND FOW_02=02
 - AND FOW_03=02
 - AND FOW_04=02
 - AND FOW_05=01
 - AND FOW_06=01
 - AND FOW_08=d
- Indicator 5: Temporarily absent from paid work in farming, products only or mainly for sale
 - FOW_01 = 02
 - AND FOW_02=02
 - AND FOW_03=02
 - AND FOW_04=02
 - AND FOW_05=01
 - AND FOW_06=01
 - AND FOW_08=a OR FOW_08=b OR FOW_08=c
 - AND FOW_09=01 OR FOW_09=02
- Indicator 6: Temporarily absent from farming activity, products only or mainly for sale
 - FOW_01 = 02
 - AND FOW_02=02
 - AND FOW_03=02
 - AND FOW_04=02
 - AND FOW_05=01
 - AND FOW_06=02 OR FOW_06=03
 - AND FOW_08=a OR FOW_08=b OR FOW_08=c
 - AND FOW_09=01 OR FOW_09=02
- Indicator 7: Temporarily absent from farming activity hired by someone else, products only or mainly for family use

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- FOW_01 = 02
- AND FOW_02=02
- AND FOW_03=02
- AND FOW_04=02
- AND FOW_05=01
- AND FOW_06=01
- AND FOW_08=a OR FOW_08=b OR FOW_08=c
- AND FOW_09=03 OR FOW_09=04
- AND FOW_11=01
- Indicator 8: Temporarily absent from farming activity hired by someone else, products only or mainly for family use in the past, but don't know at present
 - FOW_01 = 02
 - AND FOW_02=02
 - AND FOW_03=02
 - AND FOW_04=02
 - AND FOW_05=01
 - AND FOW_06=01
 - AND FOW_08=a OR FOW_08=b OR FOW_08=c
 - AND FOW_09=97
 - AND FOW_10=03 OR FOW_10=04
 - AND FOW_11=01
- Indicator 9: Temporarily absent from farming activity, products only or mainly for sale in the past, but don't know at present
 - FOW_01 = 02
 - AND FOW_02=02
 - AND FOW_03=02
 - AND FOW_04=02
 - AND FOW_05=01
 - AND FOW_06=03 or FOW_06=03
 - AND FOW_08=a OR FOW_08=b OR FOW_08=c
 - AND FOW_09=97
 - AND FOW_10=01 OR FOW_10=02
- Indicator 10: Temporarily absent from non-farm income generating activity
 - FOW_01 = 02
 - AND FOW_02=02
 - AND FOW_03=02
 - AND FOW_04=02
 - AND FOW_05=01
 - AND FOW_06=02
 - AND FOW_08=d
- Indicator 11: Employment work
 - Any indicator from Indicator 1 to Indicator 11 = 1

Counting Rule 2 shows the broad categories of work within the SNA production boundary in which children can work and the subsequent counting rules that are used to create the indicators:

- Employment work
- Own-use production of agricultural goods
- Own-use production of other goods
- Unpaid trainee work

Counting Rule 3 shows the variables in the Forms of Work Module that can be used to further indicate hazardous work within the broad categories of work defined in Counting Rule 2. Hazardous occupations for children are designated on the basis of national laws or regulations. The definitions within Counting Rule 3 are based on, first, the occupations and industries in which children are working. This reinforces the need to be particularly detailed in the information that is gathered in the interviews so that the occupation and industry can be accurately defined. And second, on the amount of time spent working in any occupation and industry, whether they are considered hazardous or not. A child is considered to be working long hours of work if the number of hours actually worked at all jobs and work activities within the SNA production boundary during the reference period is above a specified threshold set by the national legislation. If the national legislation does not specify the threshold, analyses can use the adult workers' normal working time.

- Indicator 12: Hazardous employment work
 - Indicator 11=1 AND
 - OR FOW_14c=ISCO code of hazardous work for main activity
 - OR FOW_16c=ISIC code of hazardous work
 - OR FOW_26c=ISCO code of hazardous work for main activity
 - OR FOW_27c=ISIC code of hazardous work
- Indicator 13: Excessive working time in employment
 - Indicator 11=1 AND
 - OR FOW_28 GT number of hours permitted by national legislation
 - OR FOW_29*FOW_30 GT number of hours permitted by national legislation
 - OR FOW_31 GT number of hours permitted by national legislation
 - OR FOW_32=03
 - OR FOW_33 GT number of hours permitted by national legislation
 - OR FOW_34 GT number of hours permitted by national legislation
- Indicator 14: Hazardous own-use production of agricultural goods
 - Indicator 19=1 AND
 - FOW_42c=ISCO code of hazardous work for main activity
 - OR FOW_43b=ISIC code of hazardous work
 - OR FOW_41=a OR FOW_41=b OR FOW_41=c AND
 - FOW_42c=ISCO code of hazardous work for main activity
 - OR FOW_43b=ISIC code of hazardous work
 - OR FOW_44 GT number of hours permitted by national legislation
- Indicator 15: Excessive working time in own-use production of agricultural goods
 - Indicator 19=1 AND
 - FOW_44 GT number of hours permitted by national legislation
 - OR FOW_41=a OR FOW_41=b OR FOW_41=c AND
 - FOW_44 GT number of hours permitted by national legislation
- Indicator 16: Hazardous own-use production of other goods
 - Indicator 20=1 AND
 - FOW_41=d AND
 - FOW_46 GT number of hours permitted by national legislation

- OR FOW_48 GT number of hours permitted by national legislation OR
- OR FOW_50 GT number of hours permitted by national legislation
- OR FOW_52 GT number of hours permitted by national legislation
- OR FOW_54 GT number of hours permitted by national legislation
- OR FOW_56 GT number of hours permitted by national legislation
- OR FOW_58 GT number of hours permitted by national legislation
- Indicator 17: Hazardous unpaid trainee work
 - FOW_59=01 AND
 - FOW_60 GT number of hours permitted by national legislation

Counting Rule 4 specifies the variables from the Forms of Work module that are used to determine children who perform household services and further categorizes them as hazardous through the number of hours done during the reference period. The number of hours considered hazardous will be codified in the national legislation. If the national legislation does not specify the threshold, analysts can use the adult workers' normal working time.

- Indicator 18: Hazardous services by children
 - HCH_01=01
 - OR HCH_05=01
 - OR HCH_08=01
 - OR HCH_13=01
 - OR HCH_19=01
 - OR HCH_23=01
 - OR HCH_25=01
 - OR HCH_31=01 AND
 - HCH_02*HCH_03 GT number of hours permitted by national legislation
 - OR HCH_06*HCH_07 GT number of hours permitted by national legislation
 - OR HCH_09*HCH_10 GT number of hours permitted by national legislation
 - OR HCH_14*HCH_15 GT number of hours permitted by national legislation
 - OR HCH_20*HCH_21 GT number of hours permitted by national legislation
 - OR HCH_26*HCH_27 GT number of hours permitted by national legislation
 - OR HCH_33*HCH_34 GT number of days permitted by national legislation

Counting Rule 5 provides the variables that are used to determine children who perform own-use production of agricultural goods. Children who are participating in farming, rearing farm animals or fishing/fish farming, where the products are intended for household use rather than sale. As shown in Counting Rule 2, producing agricultural products for the use of the household is considered work within the SNA production boundary.

- Indicator 19: Own-use production of agricultural goods by children
 - FOW_01=02
 - OR FOW_41=a OR FOW_41=b OR FOW_41=c
 - OR FOW_02=02
 - OR FOW_03=02
 - OR FOW_05=02
 - OR FOW_07=a OR FOW_07=b OR FOW_07=c
 - AND FOW11=02 AND
 - AND FOW_09=97
 - OR FOW_10=03 OR FOW_10=04

Counting Rule 6 identifies the variables that are used to determine children who perform own-use production of other goods. As with Counting Rule 5, these activities are considered work within the SNA production boundary. If the child

performs any of the activities, such as gathering wild food for household consumption, construction work to build, renovate or extend the family dwelling, fetching water or collecting firewood, etc., the child would be considered working.

- Indicator 20: Own use production of other goods by children
- FOW_45=01
- OR FOW_47=01
- OR FOW_49=01
- OR FOW_51=01
- OR FOW_53=01
- OR FOW_55=01
- OR FOW_57=01

Counting Rule 7 demonstrates how to identify children performing own-use production of services. The children participating in these activities are considered to be doing unpaid household services. This is not considered work within the SNA production boundary, but could prevent children from attending school. Children who are not in school are not necessarily working, and children who are working may also be attending school.

- Indicator 21: Own-use provision of services by children
 - HCH_01=01
 - OR HCH_05=01
 - OR HCH_08=01
 - OR HCH_13=01
 - OR HCH_19=01
 - OR HCH_23=01
 - OR HCH_25=01
 - OR HCH_31=01

Counting Rule 8 identifies unpaid trainee work by children. Unpaid trainee work is work performed for others without pay to acquire workplace experience or skills. This is work within the SNA production boundary.

- Indicator 22: Unpaid trainee work by children
 - FOW_59=01

Counting Rule 9 categorises those children who are not working at the time of the survey, but who are actively or passively looking for work. This is an indicator of those children who may be participating in child labour in the future.

- Indicator 23: Children not engaged in any market-oriented productive activity who are actively or passively seeking work
 - Age = minimum age for light work to 17 AND
 - FOW_35=01
 - OR FOW_36=01
 - OR FOW_37=01

Hazardous Work

According to the 20th ICLS Amended Resolution on child labour statistics, hazardous work is defined as (a) work which exposes children to physical, psychological or sexual abuse; (b) work underground, under water, at dangerous heights or in confined spaces; (c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads; (d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health; or (e) work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

The Forms of Work module defines hazardous work in terms of the occupations and industries that the children work in as well as the number of hours the children work. The Hazardous Work module looks more specifically at the conditions in which the children work.

Hazardous work

HAZ_01 through HAZ_18 investigate the conditions under which children are working. If any of the responses to these questions is yes, the child is working in hazardous conditions

- Indicator 24: Hazardous work conditions
 - HAZ_01=01
 - OR HAZ_02=01
 - OR HAZ_03=01
 - OR HAZ_04=01
 - OR HAZ_05=01
 - OR HAZ_06=01
 - OR HAZ_07=01
 - OR HAZ_08=01
 - OR HAZ_09=01
 - OR HAZ_10=01
 - OR HAZ_11=01
 - OR HAZ_12=01
 - OR HAZ_13=01
 - OR HAZ_14=01
 - OR HAZ_15=01
 - OR HAZ_16=01
 - OR HAZ_17=01

Workplace Violence

HAZ_19: Captures punishment for mistakes at work. This question is subjective as the nature of punishment is not specified, but is descriptively usable, e.g. “40% of children reported being punished for mistakes at work”.

HAZ_21: Captures violence the child experiences in the workplace. There are varying levels of violence from physical violence to verbal abuse to humiliation.

- Indicator 25: Punishment for mistakes at work
 - HAZ_19=01
 - OR HAZ_21a=01
 - OR HAZ_22a=01
 - OR HAZ_23A=01

After the punishment question (HAZ_19), there is another series of questions asking about violence at work (HAZ_21a, HAZ_22a, and HAZ_23a) and who administered the violence (HAZ_21b, HAZ_22b, and HAZ_23b). This information will be important for policy and programming purposes. If most children working in family units are abused by parents, interventions can address parents. If most children are hit by other adults when working in family units (external employment), workplace legislation or policies might address this. Example use: “Of children working with family units, 80% said they were disciplined by an adult relative, while 30% were disciplined by another adult”.

HAZ_21a: Physical violence items.

HAZ_22a: Being verbally abused/threatened.

HAZ_23a: Being ridiculed, insulted or shamed

HAZ_18: Assesses children's perceived safety at work. On its own, this is an important, usable indicator e.g. "60% of children did not feel safe at work". It can be cross-tabulated with dangerous tasks to assess whether children are doing dangerous things but do not know it, e.g. "Of children working with pesticides, 50% perceived that they were safe at work".

- Indicator 26: Perceived safety at work
 - HAZ_18=01

HAZ_20: Captures freedom of movement, trying to reflect "work where the child is unreasonably confined to the premises of the employer" in ILO Recommendation No. 190.

- Indicator 27: Freedom of movement
 - HAZ_20=01

Injuries

Questions HAZ_24 through HAZ_36 collect data on serious injuries and accidents suffered at work. The series HAZ_38a, HAZ38b, HAZ38c then asks the child to qualitatively describe what they were doing when the injury happened so that the occupation ISCO code can be inserted (if the injury resulted from the job itself), or whether the injury was incurred for workplace violence.

The questions referring to specific injuries should be analysed by age and by occupation, for example, "30% of children in employment work suffered an injury from a fall". The analyses can be further refined by whether or not the injury was caused by the job or by workplace violence (HAZ_38a, HAZ38b, HAZ38c).

In addition to the analyses of each individual injury, a variable indicating overall if a child was injured at work can be created.

- Indicator 28: Injury at work
 - HAZ_24=01
 - OR HAZ_25=01
 - OR HAZ_26=01
 - OR HAZ_27=01
 - OR HAZ_28=01
 - OR HAZ_29=01
 - OR HAZ_30=01
 - OR HAZ_31=01
 - OR HAZ_32=01
 - OR HAZ_33=01
 - OR HAZ_34=01
 - OR HAZ_35=01
 - OR HAZ_36=01

To determine whether the injury was a result of working conditions, it is necessary to look at the responses to HAZ_38a, HAZ_38b, and HAZ_38c.

- Indicator 46: Job is the source of injuries at work
 - HAZ_38b=ISCO code can be defined
- Indicator 47: Workplace violence is the source of injuries at work
 - HAZ_38c=02

HAZ_39 is a self-assessed health item from WHO, which globally has proved to be a good representation of people's health including for youth. It is also highly comparable with other studies and highly usable, e.g. "30% of child labourers felt they had poor health".

Psychosocial health

HAZ_40: Captures physical health and broad somatic symptoms of mental health. This item can be cross-tabulated with workplace violence or Occupational Safety and Health hazards (Strengths and Difficulties Questionnaire emotional sub-scale item). E.g. “Of children working with agricultural chemicals, 80% had experienced headaches, stomach-aches or sickness”.

HAZ_41: Captures fatigue which is an important risk factor for accidents and injuries, and can be cross tabulated with the variables on injuries. E.g. “Children who reported fatigue were twice as likely to experience a serious accident or injury compared to children who were not fatigued”.

HAZ_42: Captures main symptom of depression. Example use: “Among children experiencing physical violence at work, 70% reported feeling unhappy, down-hearted or tearful/ 30% of children doing monotonous work for long hours reported feeling unhappy, down-hearted or tearful”.

HAZ_43: Captures symptoms of anxiety – can be cross tabulated with workplace violence or Occupational Safety and Health hazards. E.g. “60% of child labourers who had been threatened at work experienced symptoms of anxiety/ 50% of children who used big or heavy machines felt anxious”.

HAZ_44: Captures social support. Having someone they feel able to talk to is important for children’s psychosocial health. This can be cross tabulated with depression and anxiety symptoms or violence. Example use: “Of children reporting psychological abuse at work, just 5% had someone they could talk to about their problems or troubles/ of working children who were anxious, 10% had someone they could talk to about their problems or troubles”.

HAZ45: Captures an element of self-esteem. This item importantly serves to end the interview on a (hopefully) positive note – even if children face hazardous exposures, many feel proud of the work that they do. This item is descriptively useful as a standalone item, and could be cross-tabulated with Occupational Safety and Health exposures. Example use: “Despite facing multiple hazards, 70% of working children felt proud of their work”.

Vulnerable Households

Vulnerability to economic shocks or poverty often leads to child labour. Vulnerability can be described as the relationship between risk and efforts to manage risk. Households in situations of vulnerability are those likely to be adversely affected by risks because they do not have the assets or social protection programmes needed to counteract the effect of the risk. The studies that have been done on the relationships between poverty, vulnerability, risks and children’s activities have shown that child labour may not always be a consequence of poverty, and that some aspects of vulnerability may be more important in determining whether children work or not than others.

Vulnerability and risk cannot be measured directly. It is not possible to simply ask a household whether or not it is vulnerable to risk. Because the range of unforeseen occurrences is very broad, any individual household could be vulnerable to some events and not to others.

In addition to the vulnerability of the household to risk, there are also risks to the individual children that can be measured. Not all children in a household will be treated equally.

Categories of information that can be used to identify the various types of vulnerability include:

Variable	Description
Health issues/disability	The presence of individuals in the household with chronic conditions that may require other household members to provide care for the sufferers. Household members may suffer from disabilities that prevent them or restrict them from being employed. This may lead to children who are unable to attend school, or whose school attendance is interrupted, in order to provide care for the ill members. It may also lead to children who live outside of their own household because their parents have died.

Ethnicity	Individuals from ethnic minorities may be disadvantaged in finding employment or may be limited to only low paying work.
Gender	The number of female headed households has been increasing in all countries. The data show quite clearly that the probability that a woman aged 15 or older heads a household has been increasing over time in all sub-regions and at every age. Conflict, HIV, work related migration of men, etc. raise a country's share of population in female-headed households. Not all female-headed households are disadvantaged, but it is a factor.
Orphans/child fostering	Children who have lost their parents may be sent to live with other family groups. Children, with living parents who are not able to provide for them, may be sent to live with outside the household. Children whose parents want to provide better opportunities to their children may be sent to live outside the household. Grandparents who want to insure access to resources may take in children to guarantee the provision of resources.
Conflict	Violent conflict has a considerable impact on the welfare and behaviour of individuals, households and communities. Conflict-affected countries include one-third of all people living in extreme poverty.
Domestic violence	Like the larger theme of conflict, domestic violence within the household can impact the vulnerability of members of the household.
Unpredictable events	Unpredictable events such as accidents, natural disasters, or economic crises can leave families vulnerable to poverty. To understand how these events could affect vulnerable households, it is important to understand the tools households have to cope with these events. Coping mechanisms such as tangible assets that could be sold or use of social capital (the ability of individuals to obtain benefits through membership in social networks or other social structures) can be measured.

It is important to note that vulnerability is not the only reason that children participate in forms of labour. There is a cultural element as well. Families may want their children to understand their way of life and have their children participate in labour activities in a way to teach those children important life lessons.

The Forms of Work module provides the information about the number of children who are engaged in economic activity the types of economic activities they perform and includes Hazardous Work questions to provide detailed information on the conditions under which the children work. The Education Module and the Housing Module provide the information that can be used to assess the households' decisions to have their children work instead of, or in addition to, going to school. Children work for many reasons. It may be that the household cannot provide for the children unless they contribute. It may be that their families want the children to work in order for the children to understand their cultural heritage. There may be conflict in the country that prevents the child from going to school. The information that can provide background for the reasons behind children working is found in various modules.

Vulnerability is the relationship between risk and efforts to manage risk. Risk comprises events that occur beyond the control of households and the individuals in those households. Poorer households generally have more limited means of managing risk. Some of the mechanisms and strategies to manage risk are drawn from household resources, both financial and physical, and some are drawn from civil society and other organizations designed to provide assistance when households are unable to manage risks with their own resources.

The relationships between poverty, vulnerability, risks and children's activities have shown that child work may not always be a consequence of poverty, and that some aspects of vulnerability may be more important in determining whether children work or not than others. Children of land-rich households may be more likely to work, and less likely to attend school, than children of land-poor households. The majority of working children in developing economies are engaged in

agricultural labour, predominantly on farms operated by their families. Owners of land who are unable to productively hire labour on their farms have an incentive to employ their children. Because the marginal product of labour increases with farm size, this incentive is stronger among larger landowners. The value of work experience will also tend to increase with farm size, an especially relevant factor if the child stands to inherit the family farm.²¹

In order to evaluate the level of vulnerability of households, many variables can be constructed from the questions included in the Household Roster and Demographics Module, the Education Module and the Housing Module

Gender of household head²²

Evidence suggests that there are important differences between female-headed and male-headed households in terms of their vulnerability and resilience to crises. Risk management strategies available to women may be more constrained than those available to men. For example, there is wide-ranging evidence that women face less favourable opportunities than men to diversify their livelihoods. In addition, women may be more restricted in their access to land and other assets, to credit markets, to social networks and informal risk-sharing mechanisms, and to formal insurance. After crises occur, the risk coping strategies open to women may also be more limited than those open to men, due partially to traditional gender roles leaving women with an increased burden of domestic work.

Additionally, female headship may be associated with a number of household-level factors that determine vulnerability. On the one hand, female-headed households typically have a higher ratio of dependents to income earners than male-headed households, amplifying the effects of shocks and stresses. Female household heads are often the sole adult member of the household, meaning that they face a “dual burden” of generating income while also being responsible for domestic work such as childcare and household chores.

A usable indicator can be created, e.g. “45% of children living in female headed households are associated with child labour”.

- Indicator 29: Female household head
 - DEM_04=01 AND DEM_05=02

Income

Income is a multi-dimensional concept. To accurately measure income, information is needed on all inflows of money to the household. This includes income from employment, agricultural activities, business activities, savings, social assistance programs, property rentals, etc. To include all of the questions necessary to determine income would increase the size of the questionnaire to one that is larger than desired.

An asset index or wealth index is a measurement unit regarding household welfare which generally serves for differentiating households according to economic status in the absence of expenditure or income data. An asset index is a proxy measure for the economic wellbeing of a household in cases where consumption and expenditure data are not available. This approach provides a relative measure of poverty for each household and may be used to complement consumption-based poverty measures. An asset/wealth index will not yield identical household rankings as using income or expenditures, but studies have shown that the rankings are sufficiently similar to be reliable. Asset/wealth index ranking closely mirrors the ranking that would be defined by income or consumption. This is not a fool-proof method – many of the assets may represent past wealth of the household, i.e. when the household was able to purchase/obtain assets that the household is no longer able to obtain – but when assessing the ability to withstand shocks, the assets do represent those currently possessed by the household that could be used to mitigate the effect of the shock.

Appendix 1 details how to calculate a wealth index using principal components analysis from data collected on assets held by the household. These include details on the physical attributes of the dwelling, types of assets owned by the household, ownership/use of agricultural/non-agricultural land, number of household members, etc.

²¹ Sonia Bhalotra and Christopher Heady. 2003. "Child Farm Labor: The Wealth Paradox". The World Bank Economic Review, Vol. 17, No. 2, 197-227.

²² Fuller, Rob and Jonathan Lain. 2020. "Are female-headed households less resilient? Evidence from Oxfam's impact evaluations." *Climate and Development* Volume 12, 2020 - Issue 5.

Receipt of social benefits

The Housing Module includes a section (HOU_85 to HOU_104) on the receipt by households of social benefits such as pensions, public employment programs, cash transfers, etc. Households that qualify for public assistance are generally more vulnerable than others. An indicator can be derived from those questions of households that receive public assistance. It is highly comparable to other indicators and highly usable, e.g. “30% of households receiving cash transfers have children engaged in child labour”.

Household Size

Larger households tend to be more vulnerable to poverty than smaller households. Household membership is defined by DEM_18 and DEM_19. The generally accepted definition of a household member is a person who has resided in the household for 6 of the last 12 months. If the person has resided in the household less than 6 months, they are considered a member if they intend to remain in the household. For example, new babies less than 6 months of age would be considered a household member. New spouses who have joined the household within the last 6 months would be considered a household member. Individuals who are just visiting the household are not considered members.

Poor households tend to have more members and a higher dependency ratio.²³

$$\text{Dependency ratio} = 100 \times \frac{\text{Members 0 - 14} + \text{Members 65+}}{\text{Members 15 - 64}}$$

Higher ratios indicate a greater level of dependency on the working-age members of the household.

Studies show that the mean chronic poverty is higher as the average number of younger members increases making the household more vulnerable. The mean chronic poverty is highest for households with many children between one and 15 years of age. Additional children have regressive impacts on the mother’s earnings and labour force participation and on the household savings rate.

Large household size can be an important contributor to household poverty through its impact on household savings, labour supply, and parental earnings and education of children. In most cases, household size and consumption or income per person are inversely related.

Source of household food

Households that can produce their own food, or at least some portion of it, may be better able to respond to unexpected shocks. Analyses of households with agricultural land on which they can grow some produce to eat, and perhaps to sell, have shown that those households can withstand shocks somewhat easier than those without access to land. This is not straight forward, however, because it also requires investment to make the land productive. However, studies show that, in general, risk is mitigated by having access to agricultural land. This information is collected in the Housing Module (HOU_61, HOU_62 and HOU_63).

Geographical Location²⁴

Poverty remains mainly a rural challenge: in 2018, four out of five people below the international poverty line lived in rural areas; many developing countries present a large size of rural population; three-quarters of the world’s poor live in rural areas and most earn their living from farming.²⁵ Global extreme poverty rose in 2020 for the first time in over 20 years as the disruption of the COVID-19 pandemic compounded the forces of conflict and climate change, which were already slowing poverty reduction progress.²⁶

²³ The age dependency ratio is defined as the proportion of children and old age dependents to working age population (15–64). Note that the ratio does not include information regarding whether the working age population is actually working, it only notes that the individuals are within the working age population.

²⁴ <https://www.un.org/development/desa/dspd/2021/05/reducing-poverty/>

²⁵ <https://www.worldbank.org/en/programs/knowledge-for-change/brief/agriculture-and-rural-development>

²⁶ <https://www.worldbank.org/en/topic/poverty/overview>

The situation of the rural poor is made worse by inadequate access to public services, infrastructure and social protection. The COVID-19 pandemic has compounded their already vulnerable position by reducing incomes, limiting mobility and undermining food security.

The geographical location of the households will be found in the sampling information for the survey.

Conflicts

Fragility, conflict, and violence (FCV) is a critical development challenge that threatens efforts to end extreme poverty, affecting both low- and middle-income countries. By 2030, up to 2/3 of the world's extreme poor could live in FCV settings. Extreme poverty is increasingly concentrated in fragile and conflict-affected situations, and global poverty goals will not be met without intensified action there. Conflict compromises development by damaging human capital and productivity, with effects that last for generations.

To assess vulnerability caused by conflict, the survey asks about household movement (because of conflict) or if individuals join/leave the household because of conflict. Even this minimal information can be used as a proxy of a household being affected by conflict.

Education Level

Assessment of the education level of every member of the household is included in the questionnaire. Indicators of risk include children not enrolled in school, children who are not in the grade that corresponds to their age, grade repetition, individuals who have not received diplomas or passed education certificates.

Economic stability

Proxies for economic stability can be created from the survey. These include the age dependency ratio, the presence of disabled household members, female headed households, ownership of livestock, ownership of agricultural land, etc. In a manner similar to the asset/wealth index, it is possible to assess the economic stability of a household by its possession of the means to overcome economic shocks. In addition, the Housing Module includes a section on Shocks and Strategies for Survival. This section shows exactly what households have done in the face of shocks negatively effecting the households using the last three years.

Migration

Five individual characteristics can help analysts to determine which individuals should be considered migrants. These characteristics are: (a) the place of birth; (b) whether or not the individual resides in the place of birth; (c) household membership; (d) the duration of any stays away from the residence; and (e) a time period of reference.

The presence of migrants in the household demonstrates that these individuals were unable to meet their needs, or the household's needs - employment, education, etc. - and needed to go to some other location either inside or outside of the country. This questionnaire does not collect information on members who are current migrants, only on migrants who have returned to the household. Having evidence of migration in the household indicates vulnerability on the part of the household.

Disability

The Washington Group Disability Questions have been included as part of the Roster and Household Demographics Module (DEM20 to DEM_25). These 6 questions, which focus on difficulties in seeing, hearing, mobility, communication, cognition and self-care, allow self-reporting of functioning at the individual level. Each question has one of four response categories: No, no difficulty; Yes, some difficulty, Yes, a lot of difficulty, Cannot do at all. For the purposes of data disaggregation, people are identified as disabled if they respond 'a lot of difficulty' or are 'unable to do' to at least 1 of the 6 questions.

► Appendix 1 How to Calculate the Wealth Index²⁷

The Demographic and Health Survey has developed a methodology for creating a wealth index from the variables it collects on household assets.

This wealth index is based on a combination of data collected in the Household Roster and Demographics module and the Housing module. The variables to be used from the Household Roster and Demographics module include:

- Number of members of the household
- Presence of domestic servant

The variables to be used from the Housing module include:

- Ownership/use of agricultural land,
- Ownership of the dwelling
- Source of drinking water,
- Type of toilet,
- Sharing of toilet facilities,
- Principal material of floor, walls, roof,
- Cooking fuel,
- Household services such as electricity,
- Household assets such as TV, radio, watch, types of vehicles,
- Agricultural land size owned,
- Type and number of animals owned,
- Bank account.
- Ability to get a loan/credit
- Sharing of cooking facilities,
- Connection to electrical network
- Connection to running water network
- Connection to sanitation/sewerage network
- Source of drinking water is inside dwelling or in courtyard (HOU_24==11 or 12)

A type of factor analysis known as Principal Components Analysis (PCA) will be used to construct the wealth index. Frequencies for all categorical variables are used to determine which of the response options are actually used by the respondents. Not all categories for all of the variables may actually be mentioned by respondents to the survey.

Dichotomous (0-1) variables are created for each response option in the categorical variables. The indicator is set to 1 if the household has that category and 0 if it does not. DON'T KNOW and REFUSE to answer response options are not used. This will require recoding variables from the data set where 2 is the value for NO so that all variables have a value of 0, 1 or missing. A variable will be missing if no response was provided during the interview. Responses of DON'T KNOW and REFUSE will be coded as 0.

For example, the principal material of the roof variable (HOU_02) has the following response options:

- Sheet metal
- Tile
- Concrete

²⁷ Based on "Steps to constructing the new DHS Wealth Index" by Shea O. Rutstein. <https://dhsprogram.com/topics/wealth-index/Wealth-Index-Construction.cfm> The Child Labour Survey has different variables that can be included as part of the wealth index. Use the Rutstein document for more detailed instructions.

- Hides/skins
- Wood
- Dirt
- Straw
- Other

Eight dichotomous variables are created to indicate the type of roof materials

- Roof_metal
- Roof_tile
- Roof_concrete
- Roof_hides
- Roof_wood
- Roof_dirt
- Roof_straw
- Roof_other

Each household will have the eight variables. Seven of the variables will have values of 0 for the seven options that the household does not have and one variable will have the value of 1 for the roofing material found for that household.

If one of the response options for a variable has no responses across the entire survey, then do not create an analysis variable for that response option. For example, the response options for the main source of energy for lighting are:

- Wood
- Coal
- Kerosene
- Gas
- Electricity
- Solar
- Candles
- Battery powered lamps
- Other

If there are 0 households that report using gas to provide power for their lighting, do not create a dichotomous variable for lighting provided by gas.

The number of members of the household will be a continuous variable in the analysis with possible values of 1 to n with n being the highest number of household members found in the sample. Analyses should be done on the range of household member counts to determine if all values will be used, or if there will be a maximum value for the highest number. For example, if the frequency of the number of household members is similar to:

Number of Household Members	Frequency
1	200
2	350
3	698
4	732
5	899
6	526
10	23

► Child labour stand-alone surveys

National Adaptation Guide for Pen-and-Paper Interviews (PAPI)

14	1
21	1
33	1

The maximum number of members can be set at 10 and all households with more than 10 members will be recoded to 10. The decision regarding setting an arbitrary maximum number should be made carefully after seeing the effect on the PCA for the limit that is set.

For agricultural land, two variables will be created. The first is a dichotomous variable indicating if the household owns or uses agricultural land (HOU_61). The second, will be a continuous variable for the amount of agricultural land owned or used (HOU_63). This will require that all local land units be converted to standard units. The surface area of land should be reported in only one unit. This can be square meters, hectares, acres or whatever unit the analysts decide is the most appropriate for the country.

Livestock ownership will also result in multiple variables. The first is a dichotomous variable indicating if the household owns any livestock (HOU_67). The rest of the variables will be continuous variables indicating the number of each type of livestock owned by the household (HOU_68 – HOU_74). All of the variables for the number of livestock should be set to 0 if the household does not own any livestock.

Generating household wealth score

Exclude variables with no variation. Using factor analysis, determine any variables from those dichotomous or continuous variables created for the analyses that have no deviation, i.e. all households report the same response. This is unlikely, but may be possible. In the analysis results, any indicator variable with zero standard deviation should be removed from the analyses. In addition, check the number of missing values for each indicator variable. Small numbers of missing are expected, but if a variable is missing for a large number of households, it is necessary to reverify that the variable has been created correctly. If it has been created correctly and there are large number of missing values, remove the variable from the analyses.

Common wealth score variables. After excluding variables with no variation, select the subset of indicator variables which should have the same relationship with underlying economic conditions in both urban and rural areas. Factors that indicate different levels of wealth in urban and rural areas would include the number of poultry owned by the household. An example is number of chickens since having a few chickens in an urban area may indicate a poor urban household compared to those with no chickens, while in rural areas having some chickens may indicate a household that is wealthier than one with no chickens. The selection of which variables to be included in the common factor analysis is based on experience with the country's economic situation (Rutstein).

Urban wealth score variables. For the urban wealth score, select the cases that represent households in urban areas. Then for those urban households, select the subset of indicator variables that are thought to be relevant to urban areas. It is important to select variables that have similar relationships to wealth for all urban households. The knowledge of which variables to select come with experience in the country's economic situation.

Rural wealth score variables. Repeat the urban wealth score factor analysis with households from rural areas. Some indicator variables may be relevant for rural areas even though there are no cases for urban areas.

Composite wealth scores. Using the factor score variables created in the common, urban and rural factor analyses, regress the urban and rural wealth scores separately on the common wealth scores to obtain the parameters to estimate the composite wealth score. Generate a combined score by using the appropriate urban or rural factor scores, constants and coefficients.

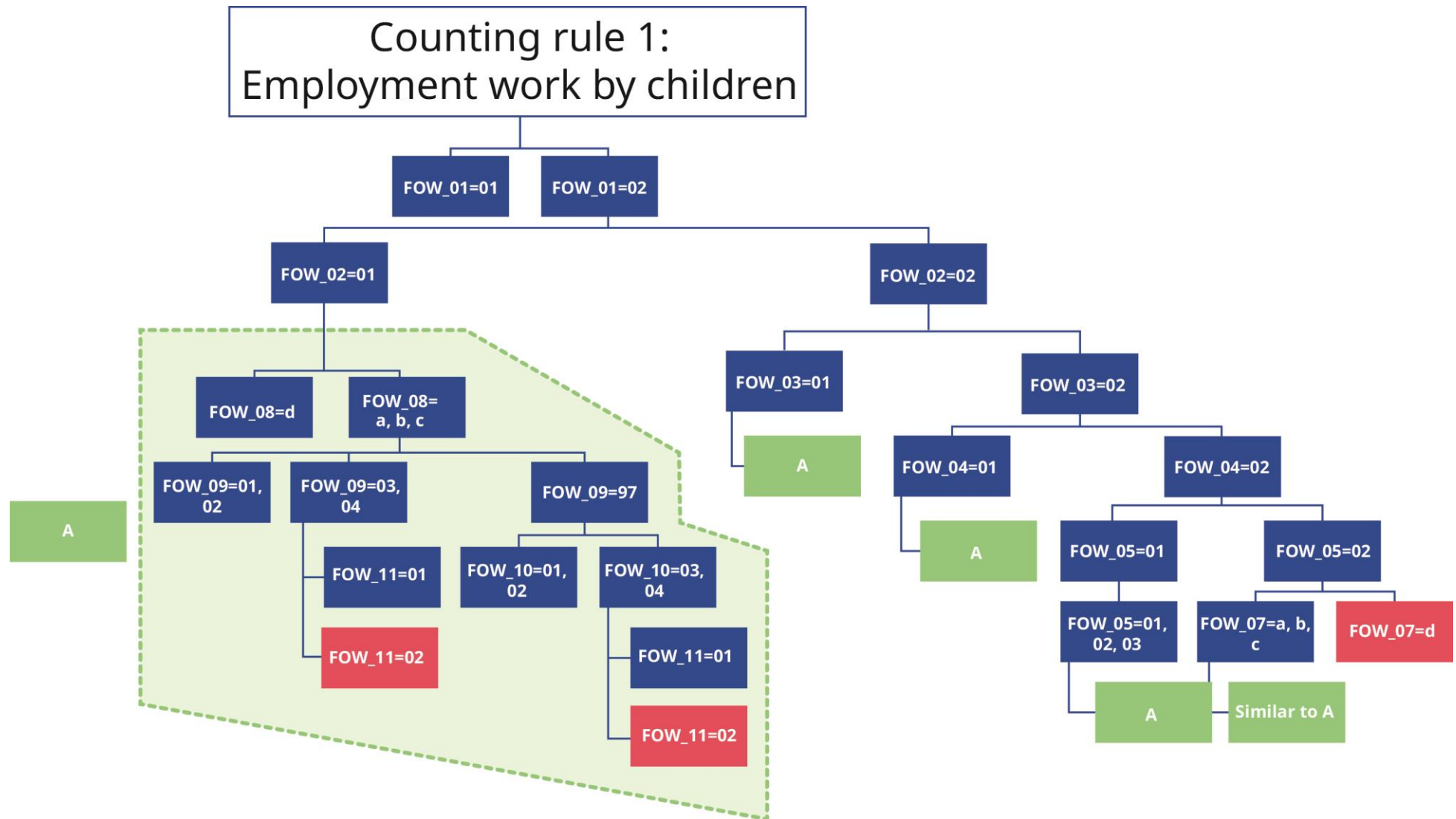
Calculate wealth quintiles and cutpoints. To develop the analysis sample weight, multiple the number of household members by the sampling weight divided by 1,000,000. Create a new variable that will be the weighted cumulative percentage distribution of the wealth score that will divide the weighted population into 5 equal groups:

- Up to 20% of the population
- 21% to 40% of the population
- 41% to 60% of the population
- 61% to 80% of the population
- 81% to 100% of the population

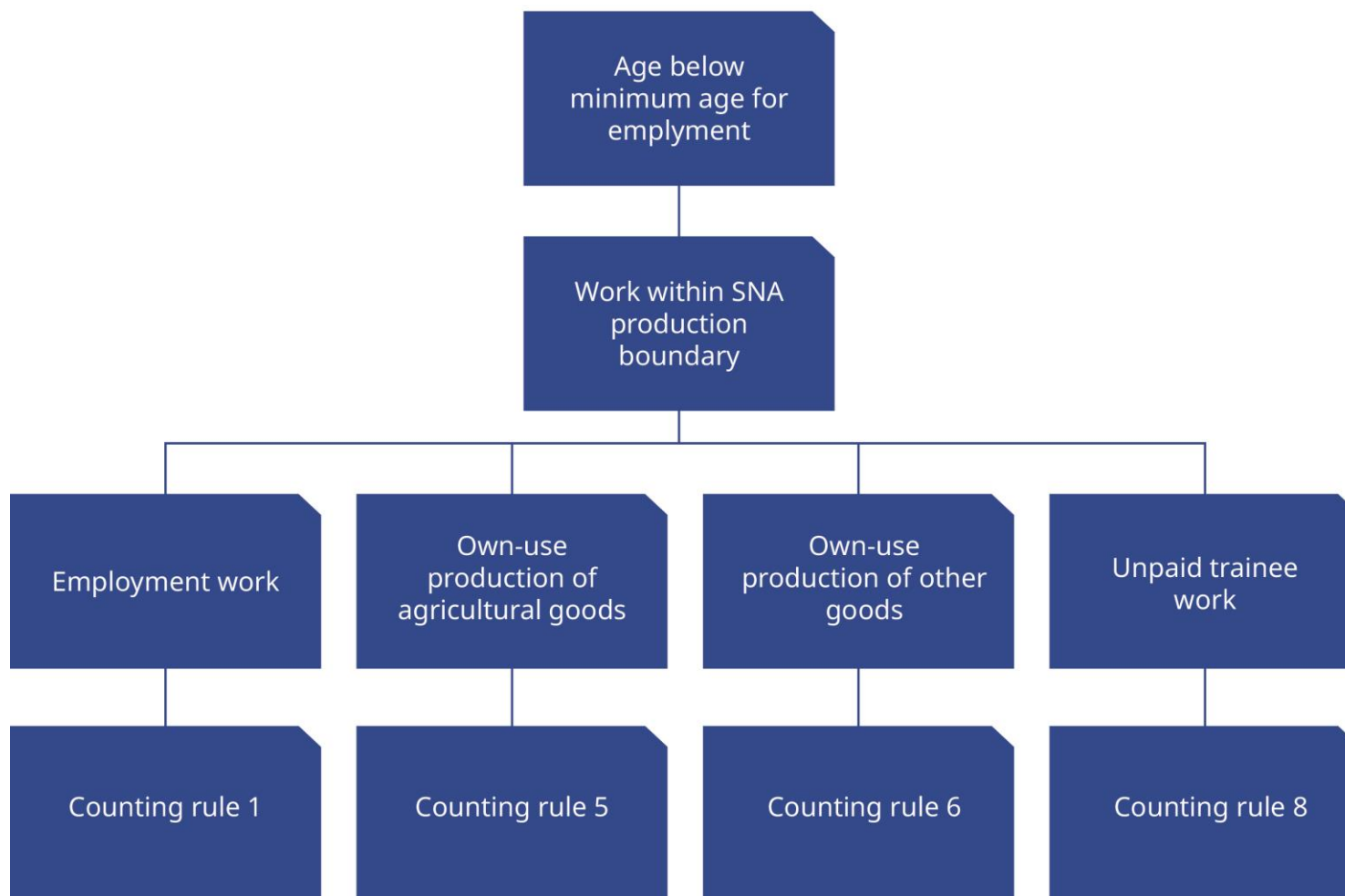
Sort the households by their wealth score from lowest to highest. Calculate the composite wealth score that divides the population into the five groups. As an example, if there were 1,000 households, 20% of the households would be 200

households. Determine the score that divides the households with the 200 lowest wealth scores. Each cut off point may need to be adjusted depending on the number of households around the cut off points

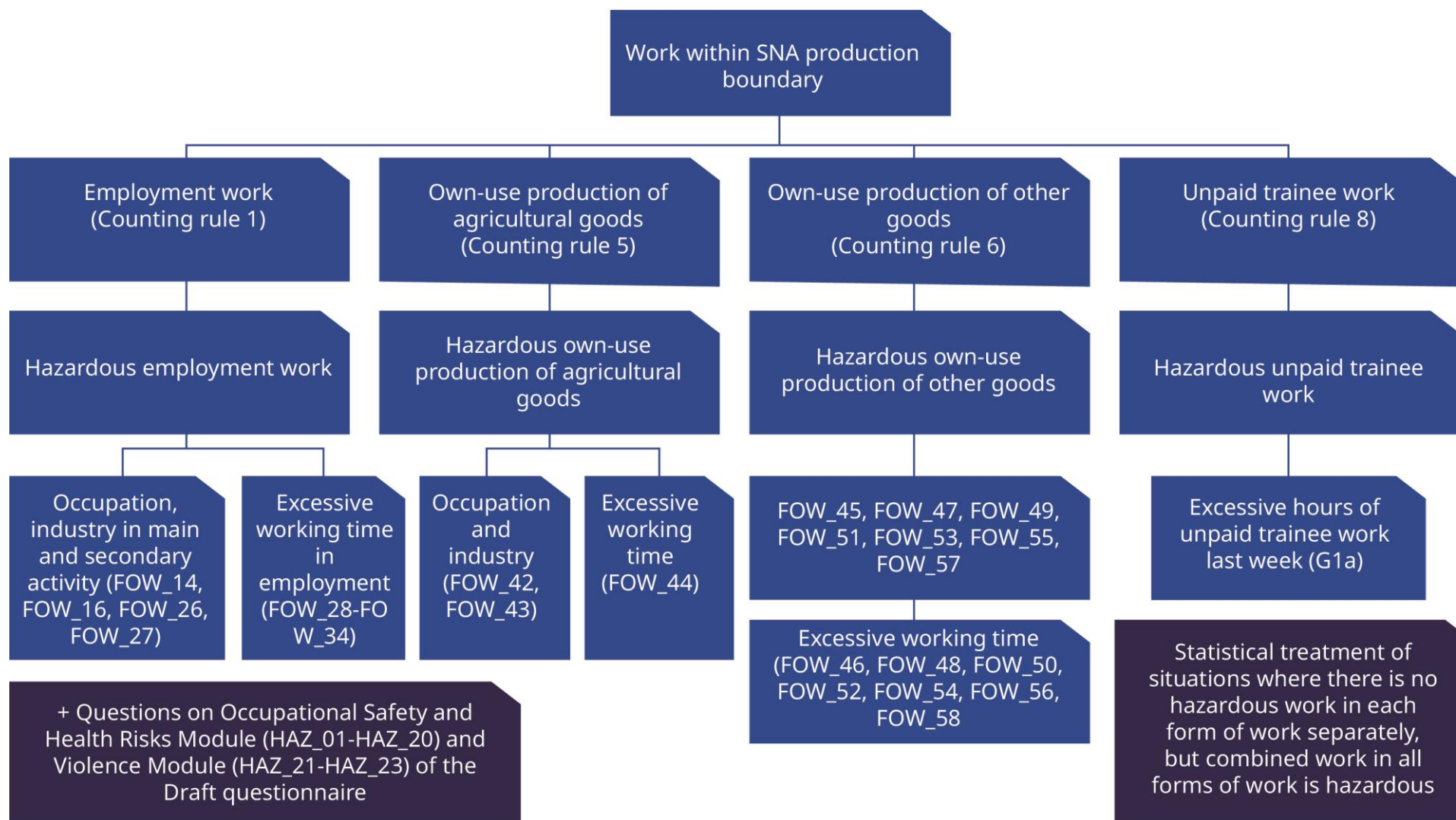
▶ Appendix 2 Counting Rules



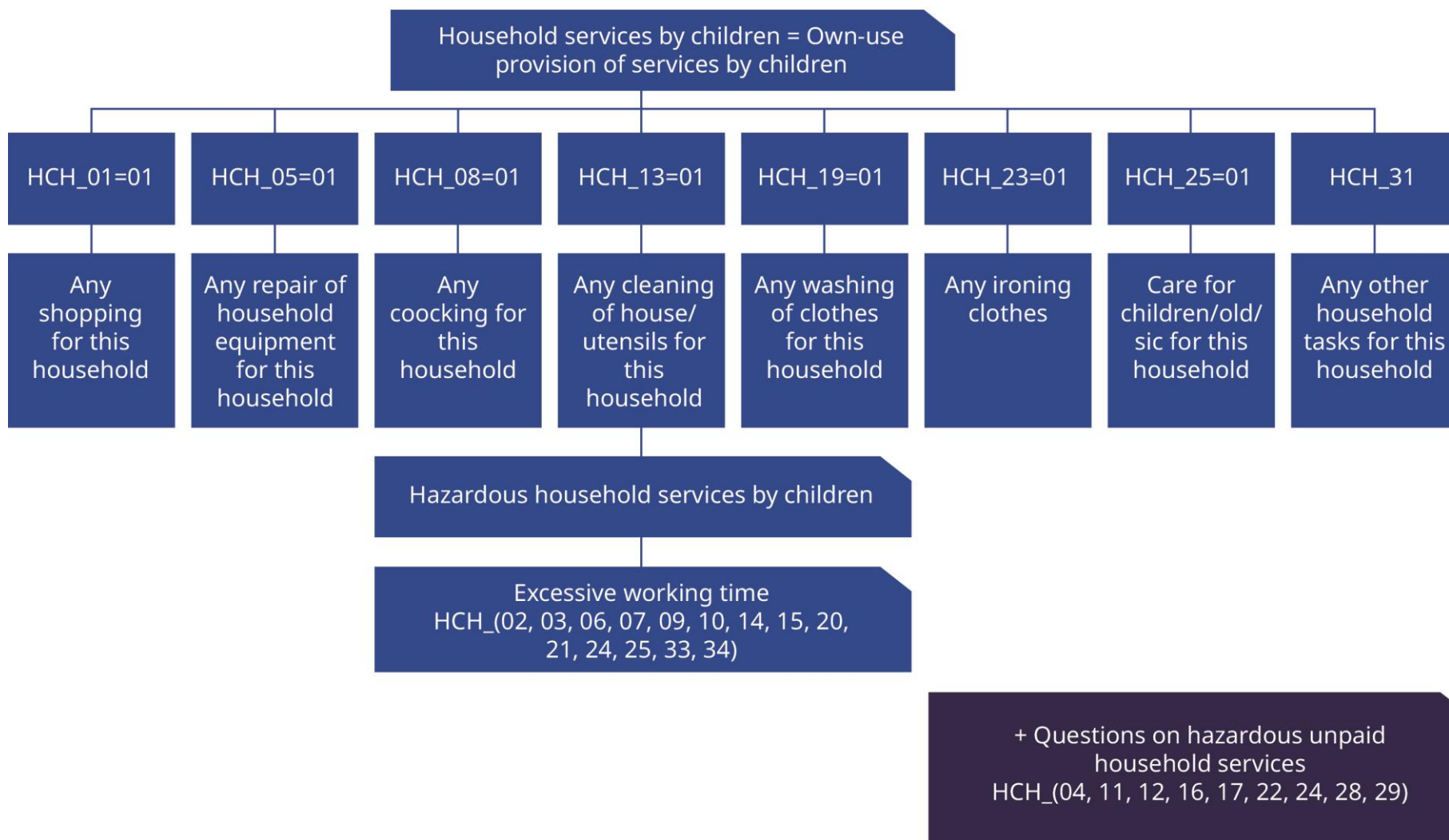
Counting rule 2:
Work within SNA production boundary performed
by children below minimum age for employment



Counting rule 3: Hazardous work within SNA production boundary by children



Counting rule 4: Hazardous household services by children



Counting rule 5:
Own-use production of agricultural goods by children

Work in farming or rearing animals or fishing
or fish farming for consumption by own
household or family

FOW_41=a, b, c

Counting rule 6: Own-use production of other goods by children

Last week

FOW_45=01

Gather wild food for consumption by own household or family

FOW_47=01

Go hunting for consumption by own household or family

FOW_49=01

Prepare preserved food or drinks for storage for consumption by own household or family

FOW_51=01

Any construction work to build, renovate or extend family home or help family member with similar work

FOW_53=01

Any time making goods for use by own household or family

FOW_55=01

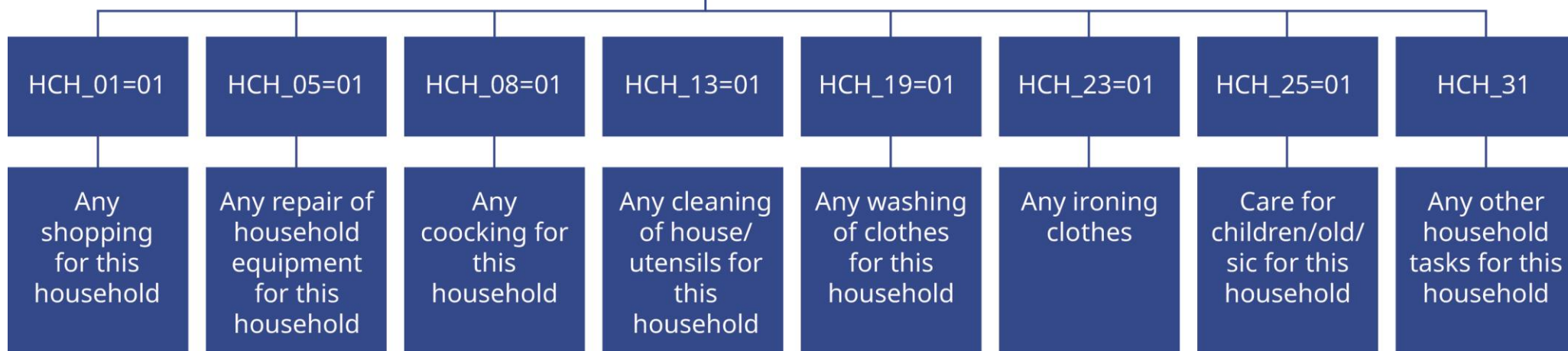
Fetch water from natural or public sources for use by own household or family

FOW_57=01

Collect any firewood or other for use as fuel by own household or family

Counting rule 7: Own-use provision of services by children

Household services by children = Own-use provision of services by children



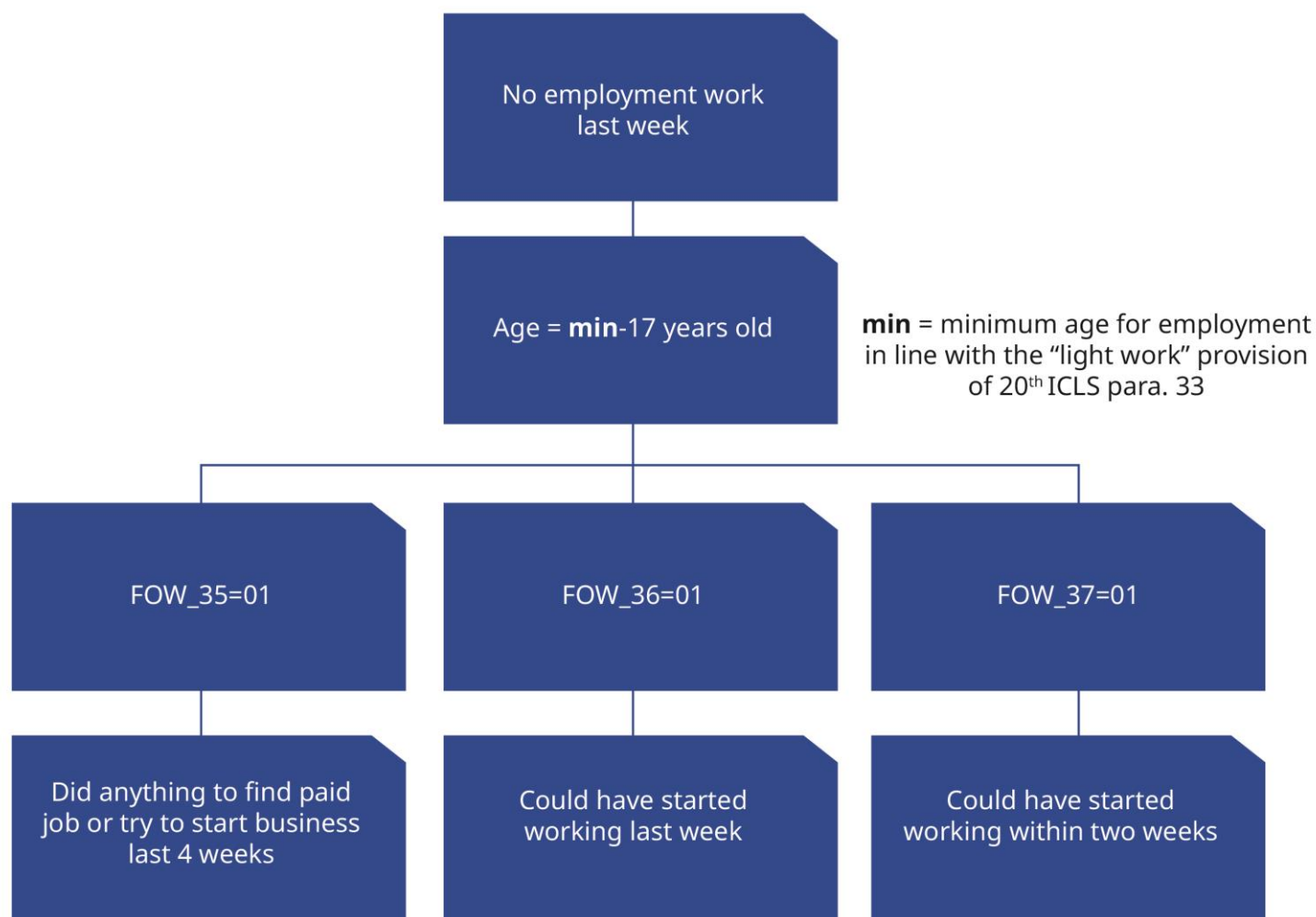
Counting rule 8: Unpaid trainee work by children

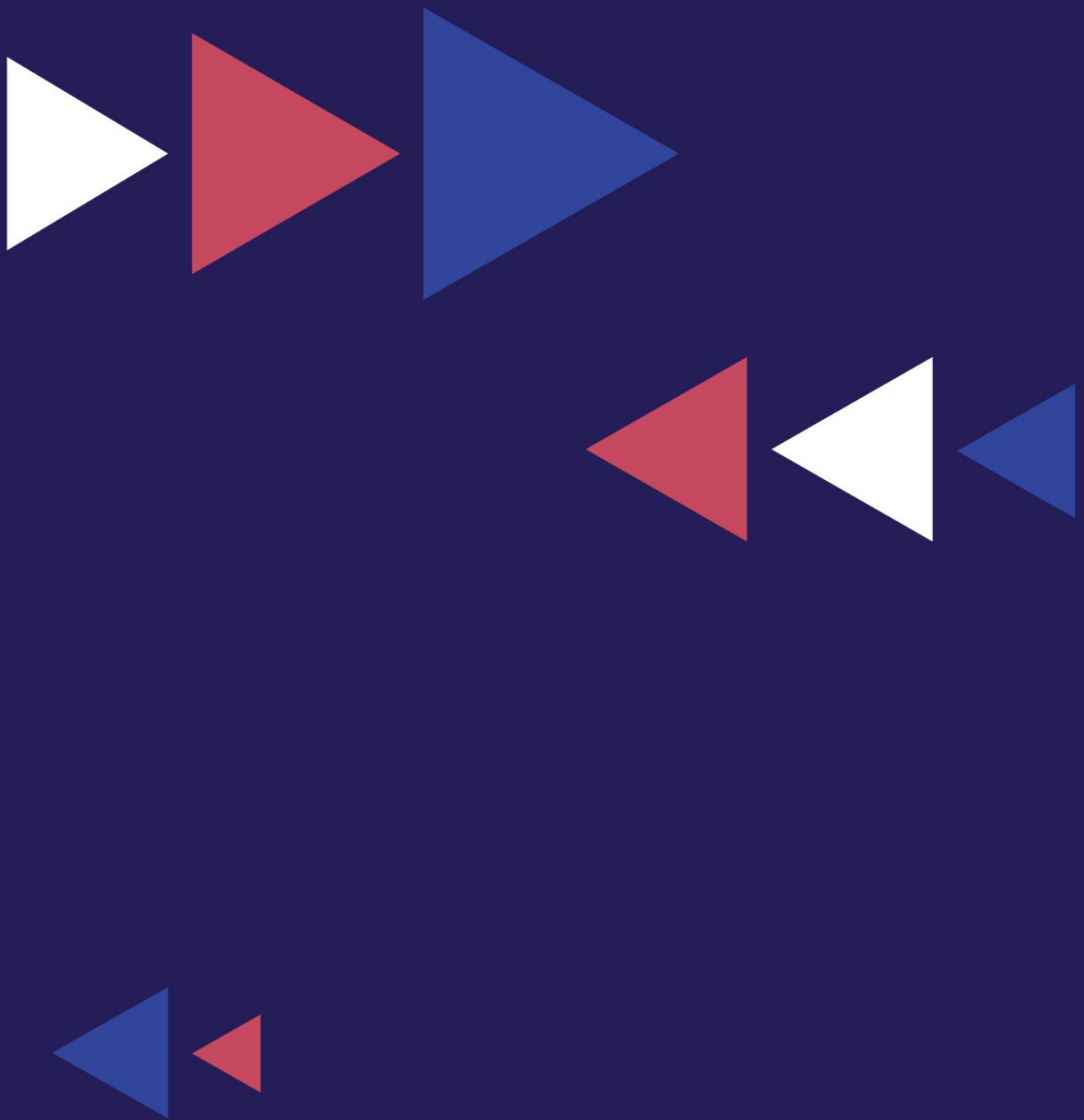
Last 4 weeks

FOW_59=01

Participate in any unpaid
apprenticeship, internship
or similar training in a
work place

Counting rule 9:
Children not engaged in any market-oriented productive activity -
Actively or passively seeking such work





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