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National child labour survey

Interviewer's manual

30 September 2008

International
Programme on
the Elimination
of Child Labour
(IPEC)

Statistical Information and Monitoring Programme on Child Labour (SIMPOC)

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Contents

	<i>Pages</i>
1. Introduction	1
2. Key concepts and definitions	3
3. General remarks.....	8
4. Structure of the questionnaire	9
5. Question by question reference	10
5.1 Part I: Adult questionnaire	10
5.1.1 Section I: Household composition and characteristics for all household members	11
5.1.2 Section II: Educational attainment for all household members aged 5 and above	13
5.1.3 Section III: Current economic activity status of all household members (5 and above) during the reference week	15
5.1.4 Section IV: Usual employment status of all household members (5 and above) during the last 12 months	24
5.1.5 Section V: Household tasks: about children (5-17) only	29
5.1.6 Section VI: Perceptions/observations of parents/guardians about working children (5-17).....	30
5.2 Part II: Household characteristics.....	31
5.2.1 Section VII: Housing and household characteristics.....	31
5.2.2 Section VIII: Household socio-economic status	34
5.3 Part III: Child questionnaire	39
5.3.1 Section IX: Educational attainment of all children (5-17)	39
5.3.2 Section X: Current economic activity status of all children (5-17).....	44
5.3.3 Section XI: Health and safety issues about working children (5-17).....	51
5.3.4 Section XII: Household tasks of children (5-17)	53
6. Essential questions on child labour for household surveys	55

1. Introduction

This manual aims to provide enumerators with a guide to implementing the Child Labour Survey (CLS) questionnaire. The manual highlights the key concepts used in the questionnaire, explains the purpose of each individual question, points out certain answers to be expected and provides suggestions as to what to do under unusual circumstances. This manual has been designed specifically to accompany enumerator training, and it is in no way intended to replace this training, which is crucial for the smooth implementation of the survey. Moreover, in order for this manual to be used effectively, prior knowledge of the general structure of the questionnaire and of the individual questions it encompasses is essential.

Following this brief introduction, Section 2 provides general explanations of the key concepts and definitions used in the survey that may serve as a quick reference for enumerators. Section 3 offers some general remarks about the questionnaire, particularly with regard to the flow of questions, and Section 4 outlines the basic structure of the questionnaire.

Section 5, which constitutes the main body of the manual, provides a detailed question-by-question review of the standard SIMPOC Model questionnaire¹. Section 6 is about the short version of the standard SIMPOC Model questionnaire comprising the essential questions on the investigation of child labour, which can be implemented as either a stand-alone survey or embedded into an existing household-based survey. Specific instructions for each question are highlighted, and certain relevant concepts and definitions are repeated. In this way, the manual allows enumerators to look up explanations or instructions related to a specific question at any point during the interview without the need to refer back to the previous sections of the manual.

CLS objectives

The purpose of a CLS can be either one or both of the following:

- i) to estimate the prevalence of CL in a country/area;
- ii) to identify the causes and consequences of CL in terms of socio-economic factors.

A good questionnaire can help significantly in achieving these objectives. ILO-IPEC has developed two model questionnaires – the National Child Labour Survey Questionnaire, which is implemented as a stand-alone survey, and a set of ‘Essential Questions,’ which can be used as a module attached to an ongoing household-based survey (with the exception of an LFS), or, alternatively, from which certain questions can be selected and embedded into an existing LFS questionnaire. Whereas a stand-alone questionnaire can be used to estimate prevalence as well as to identify causes and consequences of CL, the set of essential questions can be used only for estimating prevalence of CL. Depending on the purpose of the survey, the appropriate questionnaire should be selected accordingly.

¹ <http://www.ilo.org/ipec/ChildlabourstatisticsSIMPOC/Model%20questionnaires/lang--en/index.htm>

Survey organization and implementation

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

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

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

Before field implementation:

- Participate in training and make sure you understand each of the survey questions and how the overall survey questionnaire should be implemented
- Make sure that you have available:
 - a list of addresses of all the households you are supposed to interview,
 - enough questionnaires for the households you will be interviewing,
 - an Enumerators Manual,
 - a map of the area(s) where you will be conducting interviews.

During field implementation:

- Try to visit households at a time when household members, especially children who both work and attend school, can be expected to be at home.
- At the start of each visit, introduce yourself to the household, explain the purpose of the survey and obtain their consent before continuing. Make every effort to convince the household to complete the questionnaire; however, if all the household members are not available, make an appointment for a follow-up visit.
- Try to make a positive 'first impression' to create confidence with the household.
- Identify the household head; if s/he is not at home, identify an adult household member who can provide information on all other household members.
- Before proceeding to Part I of the questionnaire, fill in all the necessary information on the questionnaire cover page.
- After completing the cover page, begin Part I of the questionnaire by listing the name and surname of all household members in descending order (by age), starting with the household head. Then go on to obtain the required information for each person on the list.
- Read each question exactly as it appears in the questionnaire. If a respondent does not understand a question, only then rephrase the question in a simpler way, and give the respondent time to think about his or her response.
- Never suggest any answer option to a respondent.
- Obtain the consent of an adult household member (respondent) in order to interview children alone.

- At the end of your first day in the field, meet with your supervisor to discuss any problem(s) you encountered and look for solutions in order to avoid any repetition of them in the coming days.

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

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

2. Key concepts and definitions

This section provides a quick reference to the most commonly encountered concepts in the CLS questionnaire. The majority of the definitions included here are taken directly from Hussmanns (2007)². The first concepts to be examined here are those of the production boundary and economic activity, the understanding of which are fundamental for the correct application of the CLS questionnaire. In order to correctly apply the definitions ‘economically active population’, ‘employment’ and ‘unemployment’ in labour force and similar surveys, a clear understanding of the concept and boundary of economic activity is essential. While the exact boundary between economic and non-economic activity is a matter of convention, unless a precise dividing line is drawn, the statistical treatment of many situations encountered in practice will remain ambiguous and thus give rise to questions about the reliability of the resulting statistics.

SNA production boundary. The 1993 System of National Accounts (SNA) defines production in terms of the activities carried out under the control and responsibility of institutional units (i.e. non-financial and financial corporations, government units, non-profit institutions and households, including unincorporated enterprises owned by households that use inputs of labour, capital and goods and services to produce outputs of goods or services). It includes the following activities:

- (a) the production of all individual or collective *goods or services* that are supplied to units other than their producers, or intended to be so supplied, including the production of goods or services used up in the process of producing such goods or services (intermediate inputs);
- (b) the production of all *goods* that are retained by their producers for their own final consumption or gross fixed capital formation;
- (c) the production of housing services for own final consumption by owner-occupiers³ and of domestic and personal services produced by employing paid domestic staff.

Since the 1993 SNA includes the production of all goods within the production boundary, whether destined for the market or for own final use, the following types of production by households are included:

² Ralf Hussmanns, Bulletin of Labour Statistics No:1, 2007

³ As it involves no labour inputs, the production of housing services by owner-occupiers is not relevant in the present context

- (b1) The production of agricultural products and their subsequent storing; the gathering of berries or other uncultivated crops; forestry; wood-cutting and the collection of firewood; hunting and fishing.
- (b2) The production of other primary products such as mining salt, cutting peat, supplying water, etc.
- (b3) The processing of agricultural products; the production of grain by threshing; the production of flour by milling; the curing of skins and the production of leather; the production and preservation of meat and fish products; the preservation of fruit by drying, bottling, etc.; the production of dairy products such as butter or cheese; the production of beer, wine, or spirits; the production of baskets or mats; etc.
- (b4) Other kinds of processing such as weaving cloth; dressmaking and tailoring; the production of footwear; the production of pottery, utensils or durables; making furniture or furnishings; etc.
- (b5) The construction, major renovation or extension of own dwellings, farm buildings, etc.

For convenience, the activities corresponding to (a) above are often designated as ‘market activities’, or ‘market production’, and those corresponding to (b) and (c) as ‘non-market economic activities’, or ‘non-market production’. In total, they constitute the scope of economic activity used to measure the economically active population. All other activities are referred to as ‘non-economic activities’.

Although the above list covers the most common types of production by households for their own final use, it is not exhaustive. In general, whenever the amount of a good produced within households is deemed to be quantitatively important in relation to the total supply to that good in a country, its production should be recorded.

Compared to the general definition of production, the 1993 SNA production boundary is more restrictive. It excludes the following types of activities:

- purely natural processes without any human involvement or direction, such as the unmanaged growth of fish stocks in international waters;
- basic human activities, such as eating, sleeping or taking exercise, that it is impossible for one person to obtain another person to perform instead;
- activities not producing any output, such as begging or theft, unless the acquired goods are resold.

With the exception of domestic and personal services produced by employing paid domestic staff and housing services produced by owner-occupiers, the 1993 SNA production boundary excludes the production of all services for own final consumption within the same household. Thus, the following domestic and personal services are excluded, if provided by unpaid household members for own final consumption by the household:

- (i) the cleaning, decoration and maintenance of the dwelling occupied by the household, including small repairs of a kind usually carried out by tenants as well as owners;
- (ii) the cleaning, servicing and repair of household durables or other goods, including

vehicles used for household purposes; the preparation and serving of meals for immediate consumption;

- (iii) care, training and instruction of children; care of sick, infirm or old people; transportation of household members or their goods.

The importance that the production of unpaid domestic and personal services for own final consumption within households has in terms of the amount of labour involved and the contribution to economic welfare is widely recognized. Nevertheless, such activities remain excluded from the SNA production boundary for a number of reasons. Unlike goods, which can be stored or offered on the market, the services in question have to be consumed immediately when they are produced. Moreover, as most household domestic and personal services are not produced for the market, there are typically no suitable market prices that can be used to value such services. Imputing values for them would not only be difficult, but would yield values which, for analytic or policy purposes, would have a different economic meaning from monetary values. Finally, since employment is defined as the engagement in production included within the SNA production boundary (see below), an extension of the boundary to include unpaid domestic and personal services produced for own final consumption within households would lead to virtually the whole adult population being considered employed and unemployment being statistically eliminated.

The fact that activities corresponding to (i), (ii) and (iii) above at present fall outside the production boundary does not, however, mean that such activities (which are mainly carried out by women) should not be statistically measured at all. In fact, the 13th ICLS Resolution contains a provision for separately identifying persons engaged in unpaid community and volunteer services and other persons engaged in activities that fall outside the boundary of economic activities from among the non-economically-active population as a whole. For example, volunteer work is not considered an economic activity if it comprises the voluntary production of services either for non-market organizations or households.

The 1993 SNA is currently being updated; however, there will be no changes to the delineation of the production boundary in the updated (2008) version.

Economic activity. The concept of economic activity adopted by the 13th International Conference of Labour Statisticians (ICLS) (1982) for the measurement of the economically active population is defined in terms of the production of goods and services as set forth by the SNA. The 13th ICLS Resolution specifies that “the economically active population comprises all persons of either sex who furnish the supply of labour for the production of economic goods and services, as defined by the United Nations systems of national accounts and balances, during a specified time-reference period.” Thus, persons are to be considered economically active if, and only if, they contribute to or are available to contribute to the production of goods and services falling within the SNA production boundary. The use of a definition of economic activity based on the SNA serves to ensure that the concepts used in employment and production statistics are consistent, thus facilitating the joint analysis of the two bodies of data.

Economically active population. The 13th ICLS distinguishes between the concept of ‘currently active population’ and ‘usually active population’. Current economic activity is measured in relation to a short reference period (generally one week), whereas usual economic activity is measured in relation to a longer period (such as the preceding 12

months). The economically active population includes both employed and unemployed persons. The currently active population is also known as the 'labour force'.

Employed. Individuals are defined as employed if they are engaged (for one or more hours during the reference period) in the production of economic goods and/or services for pay or profit or without pay in a family farm/business or if they did not work but had a job or business from which they were temporarily absent. (For the purposes of the CLS survey, 'working children' and 'employed children' are synonymous.)

Unpaid apprentices in training are considered to be 'employed', and their employment status is considered to be that of 'employee'. The classification of employers and own-account workers engaged in seasonal activities as either 'employed' or 'unemployed' when they are not at work should be based on the continued existence of their enterprise. Unpaid family workers should be classified as either 'employed' or 'unemployed' based on whether or not they are looking for and are available for work during the reference period, since they are not considered to have an enterprise of their own (even though they participate in the activities of a household enterprise).⁴

Unemployed. Individuals are defined as unemployed if they did not work and had no job attachment during the reference period but were actively looking for work (i.e., had taken specific steps in the past four weeks to find work) and were ready to start work if an opportunity presented itself.

Out of the labour force. Individuals who are neither employed nor unemployed are considered to be out of the labour force. Examples include students, homemakers, individuals who have given up looking for work ('discouraged workers') and retired individuals.

Non-economic activity. Activities that fall outside the production boundary of the UN SNA are considered to be 'non-economic activity'. Such activities include services rendered by and for household members, such as preparing and serving meals; mending, washing and ironing clothes; shopping; caring for siblings and sick/disabled household members; cleaning and maintaining the household dwelling; repairing household durables; transporting household members and their goods; etc.

Household tasks. Household services carried out by and for household members, such as preparing and serving meals; mending, washing and ironing clothes; shopping; caring for siblings and sick/disabled household members; cleaning and maintaining the household dwelling; repairing household durables; and transporting household members and their goods are non-economic activities that are referred to as 'household tasks'.

Occupation. An occupation is a type of economic activity that a person usually pursues to earn income in cash or in kind. If an individual has more than one occupation during the reference period, the occupation in which the maximum working hours are spent is considered to be his/her main occupation. If equal time is spent in the two occupations, the one that provides the larger share of income is designated as the main occupation.

Industry. Includes all types of establishments or businesses in which individuals are engaged in the production and/or distribution of goods and services during the reference period.

⁴ Hussmanns, R., Mehran F. and Verma, V. *Employment, Unemployment and Under-employment. ILO Geneva, 1990*

Household. A household is defined as a person or group of persons who live together in the same house or compound, who share the same housekeeping arrangements and who are catered for as one unit. Members of a household are not necessarily related to each other either by blood or marriage. Conversely, members who live together in the same house or compound and are related by blood or marriage do not necessarily belong to the same household. In order to be considered a household member, an individual must reside with the other household members in the dwelling for a substantial part of the year (some countries use a 6-month criterion) and must not be a member of any other household.

Child. The UN Convention on the Rights of the Child and ILO Convention 182 on the Worst Forms of Child Labour (WFCL) designate individuals under 18 years of age as children. Since it is rather uncommon for children younger than 5 years of age to work or start schooling, the CLS only interviews children between the ages of 5 and 17 years.

Child labour. Child labour is defined on the basis of ILO Convention 138 on Minimum Age for Admission to Employment, ILO Convention 182 on the Elimination of Worst Forms of Child Labour and the UN Convention on the Rights of the Child, together with national legislation. The term reflects the engagement of children in work that is prohibited, or, more generally, in work to be eliminated as socially and morally undesirable. Not all working children are considered to be child labour.

On the basis of the SNA production boundary, the CLS defines child labour as all persons aged 5-17 years who, during a specified time period, were engaged in one or more of the following activities:

- a) *Hazardous work by children.* As described in Article 3 (d) of ILO Convention No. 182, hazardous work is defined as work which, by either its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.
- b) *Worst forms of child labour other than hazardous work.* As described in Article 3 of ILO Convention No. 182, worst forms of child labour comprise:
 - i) 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;
 - ii) the use, procurement or offering of a child for prostitution, for the production of pornography or for pornographic performances;
 - iii) the use, procurement or offering of a child for illicit activities, in particular for the production and trafficking of drugs, as defined in relevant international treaties; and
 - iv) work which, by either its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Activities covered under clauses (i) to (iii) are referred to as ‘worst forms of child labour other than hazardous work’ and as ‘unconditional worst forms of child labour’, whereas activities covered under clause (iv) are referred to as ‘hazardous work’.

- c) *Other forms of child labour* applicable to children aged 5-14, including any work that is performed by a child who is under the minimum age specified for that kind of work and which is thus likely to impede the child's education and full development. In cases where, in accordance with Article 7 of ILO Convention No. 138, national legislation permits children in certain age groups to engage in 'light work', such work should be excluded from the definition of child labour.

3. General remarks

Questionnaire style. Changes in the visual appearance of the questionnaire text are designed to help make the questionnaire easier to apply. The questions to be read to the respondents are written in bold, whereas the explanations/instructions given to enumerators (which should not be read to the respondents) are written in italics. The questionnaire also includes shaded areas that are for official use only. *Do not write anything in these areas.* Certain questions are followed by pre-coded answers written in normal type, along with instructions as to whether or not these pre-coded answers should be read out to the respondents. *In cases where the pre-coded responses need to be read out, do not read out options like 'not applicable' and 'don't know'.*

Question flow. Certain questions in the child questionnaire should be asked to older children only. There are also some questions in the adult questionnaire (in Section V) that should be asked about children only. Such questions include instructions regarding the age group for whom the question is intended. *Make sure to take great care so that the right questions are addressed to the right respondents or about the right individuals.*

Skip patterns. Skips determine the flow of questions. Skip instructions are clearly marked on the questionnaire. If there are no skip instructions, the respondent should be asked the next question. If there are skip instructions, they need to be followed carefully to make sure the right questions are asked to the right respondents. *If it appears that a mistake has been made, review the answers to the previous questions as far back as necessary and determine the correct questions to ask the respondent.*

Single versus multiple responses. Most questions require a single answer that should either be circled or written down in the space provided. However, certain questions allow for multiple answers. These are clearly indicated in the questionnaire. In some cases, pre-coded responses need to be read out to the respondent, and the enumerator must record the answer to each pre-coded response as either 'YES' or 'NO'. There is a tendency not to record negative responses; however, when a question is left blank, it is not clear whether the respondent gave a negative answer or refused to answer the question. *Do not leave any questions blank.*

Respondents who decline to answer a particular question. Child labour is a sensitive issue. Some respondents might fear that legal action will be taken against them and might therefore avoid answering questions or might not provide faithful answers. The attitude and interview skills of the enumerator have a great effect on the respondent's attitude towards the questionnaire. *Avoid using the term 'child labour' and showing any judgmental attitude that might make the respondent reluctant about participating in the survey. Assure the respondent that the responses given are strictly confidential and will only be used for statistical purposes.*

There are many reasons why the respondent might fail to answer a given question. The most common reason is that the respondent does not know the answer; however, very few questions allow a 'Don't know' response. *If a respondent doesn't know an answer, ask him or her to consult the other household members, or make an appointment to re-visit the household (or telephone the respondent later) to obtain the missing information. If certain questions are still unanswered after several attempts, make a note of this by writing 'refused' or 'don't know' next to the question and the serial number(s) of the respondent(s) to whom they refer.*

Multiple households. More than one household may occupy the same dwelling. If this is the case, both households need to be interviewed separately, and a separate questionnaire needs to be used for each household.

The most common occurrence of multiple households is when two families share the same dwelling unit for economic reasons. In other cases, domestic workers occupy a part of the dwelling, sometimes referred to as 'domestic quarters'. In cases where domestic workers (individuals and/or families) occupy a separate part of the dwelling, they should be treated as a separate household unit and interviewed separately; however, if a domestic worker shares the same living arrangements as the household, s/he should be listed as part of the household and should be interviewed along with other household members.

Questionnaire wording. The wording of each question has been determined after long debates and numerous pre-tests. *Please do not introduce your own interpretations of the questions. Stick to the questions word by word. Do not skip any words or add anything extra. If the respondent fails to understand a particular question, only then provide an explanation in your own words.*

Additional questionnaires. Each questionnaire is designed to accommodate the information of up to eight household members. *If there are more than eight household members, use an additional booklet to record their information, and fill in the cover page with exactly the same information that appears on the cover page of the first questionnaire booklet. Assign the first person in the second questionnaire the serial number '9' (not '1'). After completing the survey, place the additional questionnaire inside the first questionnaire to avoid confusion.*

4. Structure of the questionnaire

The CLS questionnaire comprises three parts containing a total of 122 questions divided into 12 sections. Parts I and II are addressed to the most knowledgeable adult household member, and Part III is addressed directly to children. In addition, the questionnaire contains a cover page that needs to be filled in by the enumerator and which includes general information on the household surveyed, such as its address, eligibility for the survey, and the time the survey started and ended.

The purpose of Part I (Adult Questionnaire) is to gather information on the household composition and demographic structure, the educational attainment of household members and their labour market outcomes. Part I includes six sections, as follows:

- Section I: Household composition and characteristics of all household members
- Section II: Educational attainment of all household members age 5 and above

- Section III: Current economic activity status of all household members age 5 and above
- Section IV: Usual employment status of all household members age 5 and above
- Section V: Household tasks performed by children ages 5-17
- Section VI: Parents'/guardians' perceptions/observations about working children ages 5-17)

The purpose of Part II (Household Characteristics) is to gather information on the socio-economic characteristics of the household and any recent changes in it. Part II includes two sections, as follows:

- Section VII: Housing and household characteristics
- Section VIII: Household socio-economic status

The purpose of Part III (Child Questionnaire) is to gather information on the educational attainment of all children ages 5-17 years, their labour market outcomes, household tasks and health and safety issues. Like Part I, Part III includes questions on education, current economic activity status and household chores. Some questions are included in both Part I and Part III because of the possibility that, intentionally or not, parents and children may provide different answers. To ensure that children answer questions freely, it is requested that they are interviewed alone. Unlike Part I of the survey, Part III includes detailed questions on children's health and safety. These questions are asked to children and not to adults because children should be able to provide more accurate information about their working conditions than adults. Part III includes four sections, as follows:

- Section IX: Educational attainment of all children ages 5-17
- Section X: Current economic activity status of all children ages 5-17
- Section XI: Health and safety issues related to working children ages 5-17
- Section XII: Household tasks of children ages 5-17

5. Question by question reference

The questionnaire booklet consists of a cover page, which contains general information on the household, followed by the 12 sections of the questionnaire. Note that with the exception of Section I, all information needs to be filled in column-by-column (from left to right). Before beginning the survey, fill in the General Information section on the coverage page (Household address and phone number, information on sampling such as enumeration area, household number and starting time) First, fill in the information on the cover page. Then move on to Part I, Section I of the questionnaire. Follow the skip instructions carefully to guide you to the next section.

5.1 Part I: Adult questionnaire

This part of the questionnaire is addressed to the most knowledgeable member of the household.

5.1.1 Section I: Household composition and characteristics for all household members

This section collects information on household composition and the demographic characteristics of the individual household members. The questions in this section appear at the top of each column, and information on individual household members is recorded row by row. Begin by recording the names of all household members in the column under Question A2. Then, moving from left to right, ask all the relevant questions from A3-A11 for the first household member listed. Once you have recorded all the answers for the first household member, move on to the next row and repeat questions A3-A11. Repeat this procedure until you have recorded the demographic information for all household members.

A1. *Person's serial number in household*

The first column (A1) contains pre-printed serial numbers for up to eight household members. If there are more than eight household members, use an additional booklet to record their information.

A2. *Can you please provide full names of all persons who are part of this household, beginning with the Head of the Household?*

Every household must have a head. Individuals who have lived away from the household for more than a given period of time (determined by individual countries) cannot be designated as the household head. If the respondent designates a person who is technically not a household member as the head, ask the respondent to identify the individual who usually takes over the responsibilities of the household head when s/he is away. Designate this household member as the head. After recording the household head, list the other household members according to their ages (including the respondent), starting with the oldest.

An individual must have resided in the house or the compound for at least six months to be considered a household member. Do not record the information of individuals – even if they are related by blood – if they have been away from the household for more than six months.

Make sure that all household members are enumerated. Respondents have a tendency to forget to mention babies, children (often girls), invalids and the elderly. If none of these are mentioned, inquire politely about their existence. Look for toys, diapers, etc. to give you clues about the household composition.

The respondent is not necessarily the head of the household. However, the first household member about whom the questions are asked needs to be the head of the household, *not* the respondent. The order of the interviews must strictly follow the order in which the household members are listed in the household roster.

A3. *Which household member provided information on the individual? (Write serial number from A1)*

Write down the serial number (from A1) of the individual who provided the information on this household member. This will most likely be the main respondent. However, if the main respondent does not have sufficient information on a particular household member, another household member can be asked to provide information instead. In all cases, make sure to write down the correct serial number of the individual who provided the information.

A4. What is (NAME)'s relationship to head of the household?

There are 12 pre-coded answers for this question. Write down the appropriate number of the pre-coded option. Make sure that the respondent (who may not be the head of the household) understands that the question is about the relationship of the household member to the head of the household.

A5. What is the sex of each of these individual household members?

While it may seem quicker to determine the sex of household members by referring to their names, it may turn out that a boy's name has been given to a girl, or vice versa. The appropriate procedure is to ask the sex of the household member or ascertain his/her sex through a question, such as, "(NAME) is a woman/girl, isn't she?"

**A6. How old was (NAME) at (his/her) last birthday?
(In completed years)**

The ages of household members should be recorded in completed years. For one reason or another, the birth date of an individual might be different from what it says on his/her birth certificate or registration card. For the purposes of this question, what matters is the true date of birth; therefore, there is no need to ask for birth certificates or any other legal documents. If the respondent fails to recall an individual's date of birth, you might suggest that the respondent refer to a legal document and inquire whether or not this information could reflect the individual's true date of birth. The age of an infant younger than 1 year should be recorded as '00'.

A7. Indicate with "1" if person is between 5-17 years old, "0" otherwise

Refer to question A6 to determine the appropriate coding for this question.
(The purpose of this question is to help identify children eligible to be interviewed in Part III.)

A8. What is (NAME)'s marital status (for persons 12 years or above)?

This question is asked about individuals 12 years of age and above and inquires about the marital status of the individual. Write down the number corresponding to the individual's current marital status in the space provided.

**A9. Indicate (NAME)'s serial number (Write 99 if absent or not applicable): Spouse
(if applicable and s/he is among the household members)**

Questions A9, A10 and A11 are designed to identify nuclear families within households. For each household member aged 12 years and above, ask the respondent: "What is the name of (NAME)'s spouse? Is s/he residing in the household?" To guard against any mix-ups, ask whether the individual you have recorded with the same name in the household roster is the spouse of the individual in question. If so, refer to question A1 and write down the appropriate serial number. If the spouse is not residing in the household or has passed away, write '99' in the space provided. For individuals younger than 12 years, write '99' in the space provided.

**A10. Indicate (NAME)'s serial number (Write 99 if absent or not applicable): Natural
mother (if she is among the household members)**

In households where there are multiple families, identifying the natural mother of the individual, in particular the child, is not straightforward. To get this information for each household member, ask the respondent: "What is the name of (NAME)'s natural mother? Is she residing in the household?" If the respondent is able to provide a name and the name

matches that of an individual recorded in the household roster, ask the respondent to confirm that the individual listed in the roster is in fact the mother of the household member in question. If so, refer to question A1 to get her serial number. If the natural mother is not residing in the household (this is especially likely for older individuals, domestic workers and servants), write '99' in the space provided.

A11. Indicate (NAME)'s serial number (Write 99 if absent or not applicable): Natural father (if he is among the household members)

In households where there are multiple families, identifying the natural father of the individual, in particular the child, is not straightforward. To get this information for each household member, ask the respondent: 'What is the name of (NAME)'s natural father? Is he residing in the household?' If the respondent is able to provide a name and the name matches that of an individual recorded in the household roster, ask the respondent to confirm that the individual listed in the roster is in fact the father of the household member in question. If so, refer to question A1 to get his serial number. If the natural father is not residing in the household (this is especially likely for older individuals, domestic workers and servants), write '99' in the space provided.

5.1.2 Section II: Educational attainment for all household members aged 5 and above

Starting with this section, the questions appear in the first column, and information on the individual household members is recorded in separate columns. Write down the serial numbers, names and ages of the individual household members in the top three rows so that you can refer to this information throughout the questionnaire. (The ages of the household members will become particularly handy in questions that require skips by age.)

Unless otherwise specified, all answer options should be read out to the respondent.

A12. Can (NAME) read and write a short, simple statement with understanding in any language?

The aim of this question is to determine whether the individual in question is literate or not. Literacy is defined as the ability to read and write a short simple statement in *any* language. The question specifically mentions 'any language' to guard against the possibility that, in places where multiple languages/dialects are used, the question is misunderstood to refer to the official language. A simple sentence is a grammatically complete expression in its simplest form containing a subject, verb and object. Circle the number corresponding to the appropriate answer.

A13. Is (NAME) attending school or pre-school during the current school year?

This question refers to formal education programs. The reference period for this question is the current school year. Even if a child has attended school for only part of the year, this question should be answered 'YES'. For children enrolled in non-formal education programs such as apprenticeship training, this question should be answered 'NO'.

Circle the number corresponding to the appropriate answer.

If the answer is 'YES', move on to the next question (A14).

If the answer is 'NO', skip to question A15.

**A14. What is the level of school and grade that (NAME) is attending?
Level (L) Grade (G)**

This question is to be asked only about children who have attended school in the current school year (A13=YES). First, circle the number corresponding to the appropriate level. Then, write the number of the appropriate grade in the space provided. Note that the question inquires about the grade the child is currently attending, not the grade completed.

For pre-school, non-standard curriculum, and other cases where grade is not applicable, write '0' in the space provided.

Non-standard curriculum refers to programs that do not fit into one of the usually encountered categories. These include, but are not limited to, open-education programs (distance or correspondence programs), programs for children with disabilities, etc.

If the level attended corresponds to answer option 1,2,3,4 or 5, skip to question A18.

If the level attended corresponds to answer option 6 or 7, skip to question A16.

A15. Has (NAME) ever attended school?

This question is to be asked only about individuals who have not attended school in the current school year (A13=NO).

Even if an individual failed to complete the most basic level/grade, if s/he attended school at all, this question should be answered 'YES'.

Circle the number corresponding to the appropriate answer.

For individuals who have attended only non-formal education programs such as apprenticeship training, this question should be answered 'NO'.

If the answer is 'YES', move on to the next question (A16).

If the answer is 'NO', skip to question A17.

**A16. What is the highest level of school and grade that (NAME) has attended?
Level (L) Grade (G)**

This question is to be asked only about individuals who have not attended school in the current school year but who have attended school sometime in the past (A15=YES).

First, circle the number corresponding to the appropriate level. Then, write in the number of the highest grade the individual has attended. Note that the question inquires about the level/grade the child is currently attending, not the level/grade completed.

For pre-school, non-standard curriculum, and other cases where grade is not applicable, write '0' in the space provided. [Non-standard curriculum refers to programs that do not fit into one of the categories usually encountered. These include, but are not limited to, open-education programs (distance or correspondence programs), programs for children with disabilities, etc.]

**A17. What is/was the main reason why (NAME) has never attended school?
(Read each of the following options and circle the most appropriate option)**

This question is to be asked only about individuals who have never attended school (A15=NO). Read each one of the pre-coded options and ask the respondent to identify the most important reason.

Circle the number corresponding to the appropriate answer. If the respondent specifies a reason 'other' than the pre-coded options, write down the reason in the space provided.

5.1.3 Section III: Current economic activity status of all household members (5 and above) during the reference week

In this section, the questions appear in the first column, and information on individual household members is recorded in separate columns. Write down the serial numbers, names and ages of the individual household members in the top three rows so that you can refer to this information throughout the questionnaire. (The ages of the household members are particularly handy in questions that require skips by age.)

Unless otherwise specified, all answer options should be read out to the respondent.

The questions in this section are related to the current economic activity status of individual household members 5 years of age and above. It consists of two main parts: Employment (questions A18-32) and Unemployment (questions A33-A39).

A. Employment

The series of questions in this section aims to determine whether the individual was employed in the reference week and if so, the nature of his/her employment.

**A18. Did (NAME) engage in any work at least one hour during the past week?
(As employee, self employed, employer or unpaid family worker)**

Work is defined to cover all productive economic activities that fall within the SNA production boundary, irrespective of whether they are carried out with or without pay (in cash or in kind) or profit. Hence, an individual working as an employee, self-employed, employer or unpaid family worker is considered to be engaged in an economic activity if s/he has carried out such an activity for at least one hour during the reference period.

The note that follows the question is directed to the enumerator and should not be read out.

Circle the number corresponding to the appropriate answer.

If the answer is 'YES', move on to the next question (A19).

If the answer is 'NO', skip to question A21.

A19. During the past week, did (NAME) do any of the following activities, even for only one hour? (Read each of the following questions until the first affirmative response is obtained)

This is a filter question to A18 and is designed to capture individuals that have worked in the reference week but for one reason or another were reported otherwise. Such individuals are likely to include those engaged in non-market work and those who worked without pay or

profit, and the activities listed in this question are designed to capture such individuals. Depending on the respondent's answers, write 'Y' for 'YES' and 'N' for 'NO' in the spaces provided.

Continue reading questions 'a'-'i' until a 'YES' response is obtained; then, skip to question A21. If no affirmative answer is obtained, move on to question A20.

- a) *Run or do any kind of business, big or small, for himself/herself with one or more partners? Examples: 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.***

This question is designed to capture the self-employed who were not reported to be working in A18. Individuals engaged in petty trade, those without a fixed workplace, providers of small services and individuals working from their homes (especially homemakers who carry out economic work on an irregular basis as their time permits) are among those who are likely to be captured by this question. Individuals involved in such activities often fail to consider themselves and others in similar activities as employed. This question prompts the respondent to report household members who are engaged in such activities.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

- b) *Do any work for a wage, salary, commission or any payment in kind (excluding domestic work)? Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing.***

This question aims to capture employees and those who work for commission who were not reported to be working in A18. While it is often the case that individuals working on a regular basis for a wage or salary would be reported as working, that is not the case for individuals working for payment in kind or for commission. This question particularly targets these latter two groups.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

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

This question aims to capture individuals who carry out domestic work such as cooking, cleaning, babysitting, etc. for someone other than members of their household. The remuneration for their work may take the form of a wage, salary or in-kind income such as free meals, boarding, etc.

Care needs to be shown to correctly identify such individuals, especially those who reside with the household and who may have been listed in the household roster as household members.

d) Help unpaid in a household business of any kind? (Don't count normal housework.) Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business

This question aims to capture household members who are involved with the household business. This may take many different forms, ranging from home-based establishments to small businesses in the formal or informal sector. Household businesses are often small-scale and rely on family labour. Household members involved in household businesses might consider themselves to be 'helping out' other household members and thus fail to consider themselves as economically active. This question aims to capture such individuals.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household? (Examples: ploughing, harvesting, looking after livestock)

Agricultural work and animal husbandry are economic activities; therefore, individuals involved in them must be classified as employed. Individuals who carry out such work on their own or their household's land/garden/farm or who tend their own or their household's livestock might fail to consider themselves as employed. This is particularly the case for household members who 'help out' others without pay. This question is designed to capture such individuals.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

f) Do any construction or major repair work on his/her own home, plot or business or those of the household?

Major repairs (but not minor repairs) and all types of construction activity are economic activities; therefore, individuals involved in them must be classified as employed, regardless of whether they carry out these activities for someone else for pay or for their own household or businesses/plot of land without pay or profit. Examples of major repairs include, but are not limited to, adding a room to the house/business establishment, changing the roof or putting in place new flooring.

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

Fishing and hunting, whether carried out for pay/profit or for household provision, are considered to be economic activities. This question aims to capture such individuals. In coastal areas and riversides where fishing is likely to be a common activity, stress the part of the question related to fishing. In non-coastal areas, stress the part of the question related to hunting.

h) Fetch water or collect firewood for household use?

Fetching water and collecting firewood for a household's own use are economic activities – they are not part of household chores. Individuals involved in such activities need to be listed as economically active.

i) Produce any other good for this household's use? (Examples: clothing, furniture, clay pots, etc.)

Production of a good by and for household members is considered to be an economic activity; therefore, such individuals need to be classified as economically active.

Some examples of activities intended by this question (sewing a dress for a member of a household, making furniture/pots for household's use, etc.) are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

A20. Even though (NAME) did not do any of these activities in the past week, does he/she have a job, business, or other economic or farming activity that he/she will definitely return to? (For agricultural activities, the off season in agriculture is not a temporary absence.)

This is another filter question aimed at capturing individuals who were not engaged in an economic activity during the reference period but who had a job attachment. Although the individual in question might not have worked in the reference period, if s/he is due to return to his/her work in a definite time period, s/he is considered to be economically active. Such circumstances leading to their temporary absence from work include paid/unpaid vacation time, leave-of-absence due to marriage or death of a household member, sick leave, maternity-leave, temporary lay-off due to slack season or interruption in work. Note that there is no time limit for the leave-of-absence.

Circle the number corresponding to the appropriate answer.

If the answer is 'YES', move on to the next question (A21).

If the answer is 'NO', skip to question A33.

A21. Describe the main job/task (NAME) was performing e.g. carrying bricks, mixing baking flour, harvesting maize etc. (Main refers to the work on which (NAME) spent most of the time during the week.)

This question is to be asked only about individuals who were employed during the reference week (A18=YES or A19=YES or A20=YES).

This is an open-ended question that aims to gather detailed information on the main job/task carried out by the individual. This question is used to determine the occupation held by the individual. If the individual held multiple jobs in the reference week, only inquire about the specifics of the main job. The main job is the one on which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Write a description of the individual's main job/task in the space provided. The appropriate occupational code will be assigned later at the central office.

A22. Describe briefly the main activity i.e. goods produced and services rendered where (NAME) is working

This question is to be asked only about individuals who were employed during the reference week (A18=YES or A19=YES or A20=YES).

This is an open-ended question that aims to gather detailed information on the type of economic activity carried out in the individual's workplace. This question is used to determine the industry in which the individual works.

Write a description of the activity in the space provided. The appropriate industrial code will be assigned later at the central office.

A23. Where did (NAME) carry out his/her main work during the past week? (Read out responses below)

This question is to be asked only about individuals who were employed during the reference week (A18=YES or A19=YES or A20=YES).

This question is used to describe the individual's workplace.

Note that the question refers to the main job held during the reference week. The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

The respondent is expected to choose only one answer from among the pre-coded answers that are read to him/her.

Circle the number corresponding to the appropriate answer.

A24. During the past week, which of the following best describes (NAME)'s work situation at his/her main work? (Read out responses below)

This question is to be asked only about individuals who were employed during the reference week (A18=YES or A19=YES or A20=YES).

This question aims to determine the employment status of the individual. The question refers to the main job held during the reference week. Therefore, the respondent is expected to choose one status from among the pre-coded answers that are read out to him/her.

The pre-coded answers provide five categories for employment status:

1. Employee: An individual who performs work for somebody else in return for payment in cash or in kind. Included in this group are wage/salary-earners, casual workers, individuals working on a piece rate, etc. An unpaid apprentice in training is considered to be employed and should also be classified as an employee.
2. Own account worker (His/her own business without employees): This refers to a self-employed individual who does not use hired labour and who either works alone or relies on unpaid family workers to run a business, cultivate land/plot/garden, tend animals, etc. Two or more individuals may share the same premises and assist each other or share work; if they do not employ regular workers, these individuals are

considered to be own-account workers. An individual working for commission should also be categorized as an own account worker.

3. Employer (His/her own business with employees): Individuals who run their own business, cultivate their own land/plot/garden, tend their own animals, etc. and employ regular workers while doing so are considered to be employers.
4. Members of producers' cooperative: This refers to all members belonging to the cooperative, irrespective of the duties they assume in the cooperative.
5. Unpaid family worker: An individual who works in a household business/farm/garden without pay.

Volunteer work is not an economic activity; therefore, individuals involved in such activities are not to be considered employed.

The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Read the pre-coded answers, and circle the number corresponding to the appropriate answer.

- A25. Has (NAME) been employed on the basis of**
- a) A written contract**
 - b) A verbal agreement**
 - c) Don't know**

This question is to be asked only about individuals who were employed as employees during the reference week (A24=1).

This question inquires about the work arrangements of employees through their work contracts. Every employee has a contract, but the form it takes may differ. An employment contract can either be in writing or verbal. If the respondent answers by saying that the individual does not have a contract, s/he probably means that the two parties do not have a written contract. In that case, the 'verbal agreement' option would apply. If the respondent does not know whether the individual in question has a written contract with his/her employer, the 'don't know' option would apply. Make sure that the 'verbal agreement' and 'don't know' options are not mixed up.

- A26. Is (NAME)'s contract/agreement**
- a) Limited duration**
 - b) Unlimited duration**
 - c) Don't know**

This question is to be asked only about individuals who were employed as employees during the reference week (A24=1).

This question inquires about the duration of the work contract for employees with either a written contract or a verbal agreement. The option 'unlimited duration' applies to contracts that do not have a specific ending period.

- A27. What is the duration of (NAME)'s contract/agreement?**

This question is to be asked only about individuals who have a written contract or verbal agreement of limited duration (A26=1).

This is a follow-up question that aims to get more specific information about the duration of the contract/agreement mentioned in A26. Circle the number corresponding to the appropriate answer.

A28. What is (NAME)'s average monthly cash income from the main work? (In local currency)

With the exception of unpaid family workers (A24=5), this question is asked about all employed individuals (A24=1,2,3 or 4).

This question inquires about the average monthly cash income from the main work. The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

For individuals who did not work in the reference week but who are categorized as employed, their actual pay might reflect their absence from work during the reference week. In such cases, disregard their actual pay, and inquire about the pay they normally receive, on average, on a monthly basis. [For example, due to the seasonality in agricultural work, an individual engaged in such work may only receive an income for part of the year; to find the monthly income of an agricultural worker who worked for, say, four months, divide the annual income (the total for the four months) by 12. The same procedure should be applied to other individuals who experience seasonality in their work.]

Write the response in the space provided. For individuals who work for income in-kind, write '0'.

A29. What other benefits does (NAME) usually receive in his/her main work? (Read each of the following question and circle answers)

For individuals who were employed as employees during the reference week (A24=1), read each of the pre-coded answers except for the 'not applicable' option, and circle the numbers corresponding to the appropriate answers.

For individuals who worked as an own-account worker, employer, or member of a producers' cooperative (A24=2,3, or 4), do not read the question, but circle the number (1) corresponding to the 'not applicable' option.

If the respondent specifies a reason 'other' than the pre-coded options, write down the reason in the space provided.

A30. In addition to (NAME)'s main work, did (NAME) do any other work during the past week?

This question aims to capture individuals who carried out additional work during the reference week.

Circle the number corresponding to the appropriate answer.

A31. For each day worked during the past week how many hours did (NAME) actually work? Main: (M) Other: (O)

Read the days of the week and write the actual number of hours worked in the space provided for the main (M) and other (O) jobs. These numbers should include the number of hours worked overtime during the reference week.

Do not ask the respondent for the total number of hours worked. When you have completed the interview, add up the number of hours and fill in the total column.

The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

A32. At what age did (NAME) start to work for the first time in his/her life? (As an employee, own account worker, employer or unpaid family worker)

This question is asked about all employed household members, irrespective of their age. The aim is to identify inter-generational links in child labour.

Make sure that the respondent does not misinterpret this question to mean work for pay or profit only. For this question, the job status of the individual in his/her first job – whether an employee, own account worker, employer or unpaid family worker – is irrelevant.

The note that follows the question is directed to the enumerator and should not be read out.

Write the age at which the individual first started work in the space provided. If the respondent does not know the age at which the individual started work for the first time, write '99'.

B. Unemployment

The questions in this section are designed to determine the unemployment status of individuals who were not employed during the reference period. An 'unemployed' individual is someone who does not have a job but who is actively looking for work, who has taken specific steps in the past four weeks to find work and who is ready to start working if an opportunity presents itself. The three dimensions that determine unemployment status – looking for work, taking steps to find work, and being available for immediate employment – are addressed in three separate questions. Individuals who found work or established a business, but who did not start work (due, for instance, to bureaucratic reasons) and were available for work during the reference week are also considered to be unemployed.

Note that questions in this section are asked selectively by age. Skip instructions for individuals aged 5-9 years and for those aged 10 and older are provided in the last two columns on the right. Children aged 5-9 should be asked questions A33 and A37 only.

A33. Was (NAME) seeking work during the past week? (As employee, employer or own-account worker to establish his/her own business)

Although the question is straightforward, the respondent may misinterpret it to refer to wage work only. Any effort to establish a business is considered to be an activity in search of work; therefore, employers and own-account workers involved in such activities also need to be categorized as job seekers.

The note that follows the question is directed to the enumerator and should not be read out.

Circle the number corresponding to the appropriate answer.

For all children aged 5-9, skip to question A37.

For individuals aged 10 and older, if the answer is 'YES', move on to the next question (A34); if the answer is 'NO', skip to question A35.

A34. What steps did (NAME) take during the past four weeks to find work?

This question is to be asked only about individuals who sought work during the past week (A33=YES).

The aim of this question is to determine whether the individual has taken any steps in the past four weeks to find work.

The respondent may indicate up to four steps. If more than four are indicated, ask the respondent which were the four most recent steps.

Circle the number(s) corresponding to the appropriate answer(s). If the respondent specifies a step 'other' than the pre-coded options, write down the response in the space provided.

If the respondent says that the individual did not take any steps to find work (A34=7), move on to the next question (A35). For those who have taken any steps to find work, skip to question A37.

A35. Did (NAME) want to work during the past week?

This question is to be asked about individuals who did not seek work in the reference week (A33=NO) and about those who sought work but did not take any steps in the past four weeks to find work (A34=7).

If the answer is 'YES', move on to the next question (A36). If the answer is 'NO', skip to question A39.

A36. What is the main reason why (NAME) did not seek work during the past week? (Indicate the most important reason)

This question is to be asked about individuals who have expressed a wish to work (A35=YES).

Circle the number corresponding to the appropriate answer. If more than one reason is provided, ask the respondent to choose the most important one. If the respondent specifies a reason 'other' than the pre-coded options, write down the reason in the space provided.

A37. If opportunity to work had existed, would (NAME) have been able to start work in the past week?

This question is to be asked of individuals who have expressed a wish to work (A35=YES) and who have taken steps to find work (A34≠7).

This is the last of the three screening questions used to determine unemployment status and is designed to identify individuals who are not available for immediate employment. Examples

include a student who looked for work during the reference week but who is unable to start work before their schooling finishes, and a pregnant woman who looked for work and wishes to work but who is unable to start work until she gives birth and her child reaches a certain age.

This is the second and the last unemployment question asked of children under 10 years of age. Irrespective of the answer given, skip to question A41 for all children aged 5-9. For individuals aged 10 and older, if the answer is 'YES', move on to the next question (A38); if the answer is 'NO', skip to question A39.

A38. How long has (NAME) been out of work and seeking work?

This question is to be asked only about unemployed individuals, i.e., individuals who do not have a job but who are actively looking for work and are ready to work if an opportunity presents itself (A37=YES).

Circle the number corresponding to the appropriate answer.

A39. Why was (NAME) not available or did not want to work? (Indicate the most important reason)

This question is asked only about individuals who are not classified as unemployed, i.e., individuals who did not express a wish to work (A35=NO) and those who expressed a wish to work but who were not ready for immediate employment (A35=YES and A37=NO).

Circle the number corresponding to the appropriate answer. If the respondent provides more than one answer, ask him/her to choose the most important reason.

5.1.4 Section IV: Usual employment status of all household members (5 and above) during the last 12 months

In this section, the questions appear in the first column, and information on individual household members is recorded in separate columns. Write down the serial numbers, names and ages of the individual household members in the top three rows so that you can refer to this information throughout the questionnaire. (The ages of the household members are particularly handy in questions that require skips by age.)

Unless otherwise specified, all answer options should be read out to the respondent.

The aim of the questions in this section is to determine the usual employment status of individuals aged 5 years and above. The reference period for all questions in this section is the last 12 months.

A40. Was the work reported in A21, A22 and A24 (NAME)'s main employment during the past 12 months? (As employee, own-account worker, employer or unpaid family worker)

This question is to be asked only about individuals who were reported to have worked during the reference week (A21=YES or A22=YES or A23=YES).

This question is designed to identify individuals whose main work remained the same over the past 12 months in order to avoid repeating the same questions and causing response fatigue.

The note that follows the question is directed to the enumerator and should not be read out.

Circle the number corresponding to the appropriate answer.

If the individual's main work remained the same during the past 12 months, skip to question A46. For those whose main work changed over the year, skip to question A43.

**A41. Did (NAME) engage in any work at least one hour during the past 12 months?
(As employee, own-account worker, employer or unpaid family worker)**

This question is to be asked only about individuals who did not work during the reference week (A21=NO or A22=NO or A23=NO).

This question is designed to determine whether or not an individual was economically active during the past 12 months.

Work is defined to cover all productive economic activities that fall within the SNA production boundary, irrespective of whether they are carried out with or without pay (in cash or in kind) or profit. Hence, an individual working as an employee, self employed, employer or unpaid family worker is considered to be engaged in work if s/he has carried out such an activity for at least one hour during the past 12 months.

The note that follows the question is directed to the enumerator and should not be read out.

Circle the number corresponding to the appropriate answer.

A42. In the past 12 months, did (NAME) do any of the following activities, even for only one hour?

This is a filter question to A43 and is designed to capture individuals who worked during the reference week but who, for one reason or another, were reported otherwise. Among such individuals are likely to be those engaged in non-market work and those who work without pay or profit. The activities listed in this question are designed with the objective of capturing such individuals.

Write 'Y' for a 'YES' response and 'N' for a 'NO' response. Continue reading questions 'a'- 'i' until a 'YES' response is obtained, and then read question 43.

If no affirmative answer is obtained and the household member is under age 18, skip to A47. If no affirmative answer is obtained and the household member is age 18 or older, the questionnaire ends for this household member. Go to the next household member listed in Section II.

a) Run or do any kind of business, big or small, for himself/herself with one or more partners? Examples: 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.

This question is designed to capture the self-employed who were not reported to be working in A41. Individuals engaged in petty trade, those without a fixed workplace, providers of small services and individuals working from their homes (especially homemakers who carry

out economic work on an irregular basis as their time permits) are among those who are likely to be captured by this question. Individuals involved in such activities often fail to consider themselves and others in similar activities as employed. This question prompts the respondent to report household members who are engaged in such activities.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

b) Do any work for a wage, salary, commission or any payment in kind (excluding domestic work)? Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing.

This question aims to capture employees and those who work for commission who were not reported to be working in A41. While it is often the case that individuals working on a regular basis for a wage or salary would be reported as working, that is not the case for individuals working for payment in-kind or for commission. This question particularly targets these latter two groups.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

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

This question aims to capture individuals who carry out domestic work such as cooking, cleaning, babysitting, etc. for someone other than members of their household. The remuneration for their work may take the form of a wage, salary or in-kind income such as free meals, boarding, etc.

Care needs to be shown to correctly identify such individuals, especially those who reside with the household and who may have been listed in the household roster as household members.

d) Help unpaid in a household business of any kind? (Don't count normal housework.) Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business.

This question aims to capture household members who are involved with the household business. This may take many different forms, ranging from home-based establishments to small businesses in the formal or informal sector. Household businesses are often small-scale and rely on family labour. Household members involved in household businesses might consider themselves to be 'helping out' other household members and thus fail to consider themselves as economically active. This question aims to capture such individuals.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

- e) **Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household? (Examples: ploughing, harvesting, looking after livestock)**

Agricultural work and animal husbandry are economic activities; therefore, individuals involved in them must be classified as employed. Individuals who carry out such work on their own or household's land/garden/farm or who tend their own or their household's livestock might fail to consider themselves as employed. This is particularly the case for household members who 'help out' others without pay. This question is designed to capture such individuals.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

- f) **Do any construction or major repair work on his/her own home, plot or business or those of the household?**

Major repairs (but not minor repairs) and all types of construction activity are economic activities; therefore, individuals involved in them must be classified as employed, regardless of whether they carry out these activities for someone else for pay or for their own household or business/plot of land without pay or profit. Examples of major repairs include, but are not limited to, adding a room to the house/business establishment, changing the roof or putting in place new flooring.

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

Fishing and hunting, whether carried out for pay/profit or for household provision, are considered to be economic activities. This question aims to capture such individuals. In coastal areas and riversides where fishing is likely to be a common activity, stress the part of the question related to fishing. In non-coastal areas, stress the part of the question related to hunting.

- h) **Fetch water or collect firewood for household use?**

Fetching water and collecting firewood for a household's own use are economic activities – they are not part of household chores. Individuals involved in such activities need to be listed as economically active.

- i) **Produce any other good for this household's use? (Examples: clothing, furniture, clay pots, etc.)**

Production of a good by and for household members is considered to be an economic activity; therefore, such individuals need to be classified as economically active.

Some examples of activities intended by this question (sewing a dress for a member of a household, making furniture/pots for household's use, etc.) are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

A43. Describe the main job/task (NAME) performed during the last 12 months, e.g. carrying bricks, mixing baking flour, harvesting maize etc. ("Main" refers to the work on which (NAME) spent most of the time during the year)

This question is to be asked only about individuals who were employed during the past 12 months (A40=YES or A41=YES or A42=YES).

This is an open-ended question that aims to gather detailed information on the main job/task carried out by the individual. This question is used to determine the occupation held by the individual. If the individual held multiple jobs in the past 12 months, only inquire about the specifics of the main job. The main job is the one on which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Write a description of the individual's main job/task in the space provided. The appropriate occupational code will be assigned later at the central office.

A44. Describe briefly the main activity i.e. goods produced and services rendered where (NAME) worked most of the time.

This question is to be asked only about individuals who were employed during the past 12 months (A40=YES or A41=YES or A42=YES).

This is an open-ended question that aims to gather detailed information on the type of economic activity carried out in the individual's workplace. This question is used to determine the industry in which the individual works.

Write a description of the activity in the space provided. The appropriate industrial code will be assigned later at the central office.

A45. Which of the following best describes (NAME)'s work situation at his/her main work in the past 12 months? (Read out responses below)

This question is to be asked only about individuals who were employed during the past 12 months (A40=YES or A41=YES or A42=YES).

This question aims to determine the employment status of the individual. The question refers to the main job held during the past 12 months. Therefore, the respondent is expected to choose one status from among the pre-coded answers that are read out to him/her.

The pre-coded answers provide five categories for employment status:

1. Employee: An individual who performs work for somebody else in return for payment in cash or in kind. Included in this group are wage/salary-earners, casual workers, individuals working on a piece rate, etc. An unpaid apprentice in training is considered to be employed and should also be classified as an employee.
2. Own account worker (His/her own business without employees): This refers to a self-employed individual who does not use hired labour and who either works alone or relies on unpaid family workers to run a business, cultivate land/plot/garden, tend animals, etc. Two or more individuals may share the same premises and assist each other or share work; if they do not employ regular workers, these individuals are considered to be own-account workers. An individual working for commission should also be categorized as an own account worker.

3. Employer (His/her own business with employees): Individuals who run their own business, cultivate their own land/plot/garden, tend their own animals, etc. and employ regular workers while doing so are considered to be employers.
4. Members of producers' cooperative: This refers to all members belonging to the cooperative, irrespective of the duties they assume in the cooperative.
5. Unpaid family worker: An individual who works in a household business/farm/garden without pay.

Volunteer work is not an economic activity; therefore, individuals involved in such activities are not to be considered employed.

The main job/work is the one at which the individual spent most of his/her time during the past 12 months. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Read the pre-coded options, and circle the number corresponding to the appropriate answer.

A46. In each month during the past year, did (NAME) work or have a job? (Mark "YES" or "NO" for all months)

There are a total of 22 workdays in each month. Therefore, in order to be considered working in any given month, the individual must have worked full-time (i.e. 8 hours per day) for 11 days or more in that month.

Read out the name of each month separately and ask the respondent whether the individual worked during this month. Mark the appropriate responses by writing 'Y' for 'YES' and 'N' for 'NO' in the spaces provided.

5.1.5 Section V: Household tasks: about children (5-17) only

In this section, the questions appear in the first column, and information on individual household members is recorded in separate columns. Write down the serial numbers, names and ages of the individual household members in the top three rows so that you can refer to this information throughout the questionnaire. (The ages of the household members are particularly handy in questions that require skips by age.)

Unless otherwise specified, all answer options should be read out to the respondent.

The questions in this section ask about the household tasks carried out by children during the reference week. Avoid using the word 'chores', which might intimidate male children. Household services carried out by and for household members such as preparing and serving meals; mending, washing and ironing clothes; shopping; caring for siblings and sick/disabled household members; cleaning and maintaining the household dwelling; repairing household durables; transporting household members and their goods; etc. are non-economic and are referred to as household tasks.

Questions in this section should be asked only about children aged 5-17 years.

A47. During the past week, did (NAME) do any of the tasks indicated below for this household? (Read each of the following options and mark “YES” or “NO” for all options)

This question identifies children who have carried out household tasks in the reference week. Read each task separately, and write ‘Y’ for ‘YES’ and ‘N’ for ‘NO’ in the space provided. If the respondent specifies a reason ‘other’ than the pre-coded options, write down the reason in the space provided.

If the respondent answers ‘YES’ for any of the tasks, move on to the next question (A48).
If the respondent answers ‘NO’ for all of the tasks and the individual is a working child (A18=YES or A19=YES or A20=YES), skip to question A49.
If the respondent answers ‘NO’ for all of the tasks and the individual is not a working child, the questionnaire ends here. Go to the next household member listed in Section II.

A48. During each day of the past week, how many hours did (NAME) do household tasks? (Record for each day separately)

This question is to be asked only about children who have performed household tasks during the reference week (A47=YES).

Write in the number of hours separately for each day. Do not ask the respondent for the total number of hours for the week. When you have completed the interview, add up the number of hours and fill in the total column.

For working children (A18=YES or A19=YES or A20=YES), go on to Section VI. For children who are not working, the questionnaire ends here. Go to the next household member listed in Section II.

5.1.6 Section VI: Perceptions/observations of parents/guardians about working children (5-17)

In this section, the questions appear in the first column, and information on individual household members is recorded in separate columns. Write down the serial numbers, names and ages of the individual household members in the top three rows so that you can refer to this information throughout the questionnaire. (The ages of the household members are particularly handy in questions that require skips by age.)

Unless otherwise specified, all answer options should be read out to the respondent.

The questions in this section are about the perceptions/observations of parents/guardians regarding working children. Questions should be asked only about working children (A18=YES or A19=YES or A20=YES).

A49. What do you consider currently best for (NAME)? (Read the options)

This question asks about parental perceptions as to what is best for the working child in question. Parents/guardians are expected to choose one of the options read out or indicate another choice. Circle the number corresponding to the appropriate answer. If the respondent specifies a reason ‘other’ than the pre-coded options, write down the reason in the space provided.

A50. What problem(s) does (NAME) face as a result of his/her work? (Read the options and circle all the ones that are appropriate)

This question asks the parents/guardians of working children to identify different types of problems children might face at work. Read each option separately and allow the respondent time to answer before moving on to the next option. Circle the number corresponding to the appropriate answer.

A51. What are the main reasons for letting (NAME) work? (Indicate three most important reasons)

This question aims to obtain information about the reasons why children work.

The respondent may indicate up to three reasons. If more than three are provided, ask the respondent to pick the most important three.

Circle the number(s) corresponding to the appropriate answer(s).

5.2 Part II: Household characteristics

This part of the questionnaire is addressed to the most knowledgeable member of the household.

5.2.1 Section VII: Housing and household characteristics

The questions in this section are designed to determine the housing characteristics and migration status of the household.

Unless otherwise specified, all answer options should be read out to the respondent.

B1. In what type of dwelling does the household live?

Buildings such as houses and apartments/flats where households reside are defined as 'dwellings'. The possible dwelling types listed are:

1. Apartment/flat: a dwelling where there are more than two housing units.
2. Private house: a dwelling where there are at most two housing units.
3. Part of a private house
4. Mobile home (e.g. tent, caravan)
5. Shelter not meant for living purposes (e.g. caves, cardboard houses, etc.)
6. Shanty: a housing unit that is built without a building permit on someone else's land. A shanty can be a house or an apartment. The occupiers of the shanty often lack the title to their dwelling.
7. Other.

Circle the number corresponding to the appropriate answer. If the respondent specifies a reason 'other' than the pre-coded options, write down the reason in the space provided.

B2. What is the ownership status of this dwelling?

The possible forms of ownership listed are:

1. Owned by any household member.
2. Co-owner.

3. Provided free: this category includes any household living in a dwelling owned by somebody else other than their employers without paying rent. Examples include a young couple living in a house owned by their parents.
4. Subsidized by employer (lodging): Any type of housing provided by the employer of a household member. The housing unit might be partially or fully subsidized. Examples include a worker who pays half the rent of a flat and whose employer pays the remaining half.
5. Rented.
6. Other.

Households living in shanties who do not hold the title to their homes should be categorized as either owners (1) or co-owners (2).

Circle the number corresponding to the appropriate answer. If the respondent specifies a form of ownership 'other' than the pre-coded options, write down the response in the space provided.

B3. How many rooms are there in this dwelling?

This number should include the living room, bedrooms, rooms used for storage purposes, the reception room (entre) and the corridors.

It should exclude the toilet, the bathroom and the kitchen and any balconies, terraces, or courtyards that lie outside the dwelling.

Write in the appropriate number of rooms in the space provided.

B4. What is the size of dwelling in square meters?

Based on the number of rooms recorded in B3, ask the respondent to estimate the size of the dwelling. Note that balconies, terraces and courtyards are not to be counted.

If the respondent has any difficulty answering this question, estimate the size of the room where you are holding the interview and ask the respondent about the relative sizes of the remaining rooms. This should give you a fair idea about the true size of the dwelling.

Circle the number corresponding to the appropriate answer.

B5. Are any of these facilities available to the household? (Enter appropriate code for each facility): KITCHEN, BATHROOM, TOILET

Ask the respondent whether the household enjoys the privileges of a kitchen, bathroom and toilet.

KITCHEN: a separate facility where meals are cooked and served.

BATHROOM: a separate facility for bathing with a drainage system to pump out dirty water.

TOILET: a separate facility with a drainage system to empty human excrement and dirty water.

The kitchen, bathroom and toilet can be either inside or outside the dwelling. They can be reserved exclusively for the use of the household or they can be shared with other households. First inquire about the existence of the above three facilities. Then, for each facility, ask whether it is:

1. Inside house and exclusive
2. Inside house and shared
3. Outside house and exclusive
4. Outside house and shared
5. Not available

If the bathroom facility also contains a toilet, mark both the BATHROOM and TOILET facilities as available to the household. If the household lacks a facility, mark not available.

For each facility, circle the number corresponding to the appropriate answer.

B6. What is the main source of energy for cooking, heating/cooling and lighting?

Ask the respondent about the sources of energy separately for cooking, heating/cooling and lighting. The possible sources of energy listed are:

1. Wood
2. Coal
3. Kerosene
4. Gas
5. Electricity (either generated centrally or by the household)
6. Solar
7. Other

Circle the number corresponding to the appropriate answer. If the respondent specifies a source of energy 'other' than the pre-coded options, write down the response in the space provided.

B7. What is the main source of drinking water?

The possible sources of drinking water listed are:

1. Pipe-borne inside house: if household has running water inside the dwelling
2. Pipe-borne outside house: if household has running water outside the dwelling
3. Tanker service
4. River/stream
5. Bore-hole/tube well
6. Well: can be either a common or a private well in the garden
7. Dug out/pond
8. Rain water
9. Other

Circle the number corresponding to the appropriate answer. If the respondent specifies a source 'other' than the pre-coded options, write down the response in the space provided.

**B8. Has the household ever changed the place of residence?
(district/province/country)**

This is a screening question designed to determine the migration status of the household and covers both internal and external migration. The question refers to a move across districts, provinces or countries; a move from one locality to another within a given district is not considered to be a change in the place of residence.

Note that when the move occurred is irrelevant for this question.

Circle the number corresponding to the appropriate answer.

If the answer is 'YES', move on to the next question (B9).

If the answer is 'NO', skip to question B12.

B9. In which district/province/country was the last place of residence of the household?

This question is asked only of households that have changed their place of residence (B8=YES).

In the spaces provided, write in the name of the district, province or country where the household last resided, as appropriate. If the household changed districts only, write in the district name only, and leave the spaces for province and country blank. If the move was across provinces, write in the province name only, and leave the spaces for district and country blank. Finally, if the household moved across countries, write in the country name only, and leave the spaces for district and province blank.

If the household changed the place of residence more than once, write down only the most recent place of residence prior to the current residence.

B10. In which year did the household move to the present place of residence?

This question is only asked of households that have changed their place of residence (B8=YES).

In the space provided, write down the year in which the household moved to the present residence.

B11. What was the main reason for coming or changing to the present place of residence?

If the respondent provides more than one reason, ask him/her to identify the most important reason.

Circle the number corresponding to the appropriate answer. If the respondent specifies a reason 'other' than the pre-coded options, write down the reason in the space provided.

5.2.2 Section VIII: Household socio-economic status

The questions in this section are designed to determine the socio-economic status of the household.

Unless otherwise specified, all answer options should be read out to the respondent.

B12. Does the household own any of the following? (Mark "YES" or "NO" for all options)

Following the question is a pre-coded list of private goods whose ownership can be used to determine the socio-economic status of the household.

Read each item on the list and ask the respondent if the household owns it.

Mark 'Y' for 'YES' or 'N' for 'NO' in the spaces provided.

B13. Does the household own any livestock?

This is a screening question to B14. ,

Circle the number corresponding to the appropriate answer.

If the answer is 'YES', move on to the next question (B14).

If the answer is 'NO', skip to B15.

B14. How many?

This question is asked only of households that own livestock (B13=YES).

Read each item on the pre-coded list, and ask the respondent for the number owned by the household.

Circle the numbers corresponding to the appropriate answers.

If the household owns livestock 'other' than the pre-coded options, write down the type of the livestock and number owned by the household in the spaces provided.

B15. Does the household own any land?

This is a screening question to B16.

Circle the number corresponding to the appropriate answer.

If the answer is 'YES', move on to the next question (B16).

If the answer is 'NO', skip to B17.

B16. How many areas of land does the household own?

This question is asked only of households that own land (B15=YES).

The unit of measurement for this question is the 'are', which is equal to 100 square meters (1 are = 100 square meters).

First ask about the amount (areas) of agricultural (cultivable) land owned by the household and write down the amount in the space provided. Then ask about the amount of land other than agricultural land and write down the amount and the type of land in the spaces provided.

If the respondent has difficulty in answering the question, estimate the size of the room where you are holding the interview, and ask the respondent to tell you about the size of the land in relation to the size of the room you are in. This should give you a rough idea about the size of the land owned by the household.

B17. Has the household been adversely affected by any (countrywide/communitywide) problem in the last 12 months?

This is a screening question to B18.

Circle the number corresponding to the appropriate answer.

If the answer is 'YES', move on to the next question (B18).
If the answer is 'NO', skip to B19.

B18. What was the problem? (Indicate the most important faced)

Circle the number corresponding to the appropriate answer.

If the respondent specifies a problem 'other' than the pre-coded options, write down the response in the space provided.

If the respondent provides more than one answer, ask him/her to identify the most important one.

B19. Has the household suffered a fall in income due to any of the following household-specific problems in the last 12 months? (Mark "YES" or "NO" for all options)

Read each problem from the list of pre-coded options, ask the respondent whether the household has suffered from the problem in question, and write 'Y' for 'YES' or 'N' for 'NO' in the spaces provided.

If the respondent answers 'YES' for the 'other' option, write down the nature of the problem faced in the space provided.

If the respondent provides at least one 'YES' answer to this question, move on to the next question (B20). Otherwise, skip to question B21.

B20. How was it possible for the household to overcome this hardship? (Multiple answers are allowed)

This question is to be asked only of households that suffered a fall in income due to a household-specific problem (B19=YES).

Following the question is a pre-coded list of possible coping strategies.

Circle the number corresponding to the appropriate answer.

If the respondent specifies a strategy 'other' than the pre-coded options, write down the nature of the strategy in the space provided.

B21. Did any of your household members have any outstanding loans or obtain a new loan during the past 12 months?

This is a screening question to a series of questions on loans.

If the answer is 'YES', move on to the next question (B22).
If the answer is 'NO', skip to question B28.

B22. What was the main reason for obtaining a loan?

This question is to be asked only of households that have outstanding loans or that have obtained a new loan in the past 12 months (B21=YES).

Circle the number corresponding to the appropriate pre-coded answer.

If the respondent specifies a reason 'other' than the pre-coded options, write down the reason for obtaining the loan in the space provided.

If the respondent provides multiple reasons, ask him/her to choose the most important reason for obtaining the loan.

B23. Where did the household obtain the loan from? (Multiple answers are allowed)

This question is to be asked only of households that have outstanding loans or that have obtained a new loan in the past 12 months (B21=YES).

Note that multiple responses are allowed here.

Circle the number(s) corresponding to the appropriate pre-coded answer(s).

If the respondent provides an answer 'other' than the pre-coded options, write down the reason for obtaining the loan in the space provided.

B24. Was the debt paid back?

This question is to be asked only of households that have outstanding loans or that have obtained a new loan in the past 12 months (B21=YES).

Circle the number corresponding to the appropriate pre-coded answer.

B25. A) How was the debt paid back?

B) How will the debt be paid back?

(Read all the options and circle all the appropriate ones)

This question is to be asked only of households that have outstanding loans or that have obtained a new loan in the past 12 months (B21=YES).

There are two different versions of this question. If the debt has been paid back completely (B24=1), ask Version A of the question. If the debt has not been paid back or has been paid back only partially (B24=2 or B24=3), ask Version B of the question.

Note that multiple responses are allowed here.

Read out Options 1-6 from the list of pre-coded options, and circle each of the appropriate answers. Then, ask the respondent if they plan to pay back the debt in some way other than those mentioned in the pre-coded responses. If the respondent's answer is 'YES', circle the appropriate number and write down the answer in the space provided.

B26. A) Was any child withdrawn from school?

B) Will any child be withdrawn from school to pay the debt back?

This question is to be asked only of households that have outstanding loans or that have obtained a new loan in the past 12 months (B21=YES).

There are two different versions of this question. If the debt has been paid back completely (B24=1), ask Version A of the question. If the debt has not been paid back or has been paid back only partially (B24=2 or B24=3), ask Version B of the question.

Do not read out the pre-coded answer options.

Note that the ‘maybe’ option is only a possible answer if the debt has not yet been paid back in full (Version B), in which case the child may need to be withdrawn from school in the future. If the debt has been paid back in full (Version A), the respondent must answer either ‘YES’ or ‘NO’.

Circle the number corresponding to the appropriate pre-coded answer.

If the answer is ‘YES’, move on to the next question (B27).

If the answer is ‘NO’ or ‘MAYBE’, skip to question B28.

B27. Will the child/children withdrawn from school be sent back to school after the debt situation improves?

This question is asked only of households that have withdrawn their children from school to pay back their loan (B26=1) or are thinking of withdrawing them (B26=2).

Do not read out the pre-coded answer options.

Note that the ‘maybe’ option is only a possible answer if the debt has not yet been paid back in full (B24=2 or B24=3). If the debt has been paid back in full, the respondent must answer either ‘YES’ or ‘NO’.

Circle the number corresponding to the appropriate pre-coded answer.

B28. What is the household's average monthly expenditure? (in local currency) (This question is to be recorded as expenditure incurred at the household level.)

This question inquires about the *total* monthly expenditures of all household members. It asks about the *average* monthly figure, meaning that unusual expenditures that might be unique to the survey month should be disregarded. (For instance, the household might have incurred wedding or funeral expenditures, or it might have purchased a durable item, such as a refrigerator. For the purposes of this question, such unusual/infrequent expenditures should be disregarded.)

Write in the amount in local currency in the space provided.

B29. What are the household's sources of income?

The pre-coded answers offer five possible sources of income, as follows:

1. Employment
2. Social transfers: These include transfers from public sources only and can take the form of in-kind or cash transfers. Examples include retirement income and social assistance in the form of cash, food coupons, food, subsidized housing, etc.
3. Scholarship: These can be merit- or need-based, from private or public sources.
4. Rent/property
5. Private transfers: These include transfers from private sources only and can take the form of in-kind or cash transfers. Examples include remittances from household members working abroad and food and clothing assistance from friends, neighbors or private institutions, etc.

Note that multiple responses are allowed here.

Circle the number(s) corresponding to the appropriate answers.

B30. What is the household's average monthly income? (in local currency)

This question inquires about the total monthly incomes of all household members.

Ask the respondent to think about the sources of income mentioned in B29 and provide a total figure for all income accruing to different household members from various sources.

Households are often reluctant to provide information about their incomes. Assure the respondent that the information provided is strictly confidential and that it will not be used for tax purposes.

If the household provides an income figure that is considerably below the expenditure figure reported earlier, ask the respondent whether s/he might have forgotten to include an income source, leading to an income figure that is much lower than the figure given for household expenditures.

Write in the amount in local currency in the space provided.

5.3 Part III: Child questionnaire

The questions in this section are asked directly to children between the ages of 5-17. Since this part of the questionnaire is specifically designed to be answered by children, it is preferable for children to be interviewed alone. Before interviewing a child, obtain parental consent or permission from the adult respondent.

Some of the questions in this section are exact copies of those asked in the adult questionnaire. They are repeated here because of the possibility that, intentionally or not, parents and children may provide different answers.

If it is not possible to obtain consent to interview children alone, explain to the adult present that some of the questions asked earlier are repeated here in order to obtain children's viewpoints and make sure that nothing is forgotten.

Note that questions in this section are asked selectively by age, so that some questions are skipped when interviewing children under age 10. Skip instructions for children aged 5-9 years and children aged 10-17 are printed in the questionnaire in the two shaded columns on the right.

5.3.1 Section IX: Educational attainment of all children (5-17)

In this section, the questions appear in the first column, and information on individual household members is recorded in separate columns. Write down the serial numbers, names and ages of the individual household members in the top three rows so that you can refer to this information throughout the questionnaire. (The ages of the household members will become particularly handy in questions that require skips by age.)

Unless otherwise specified, all answer options should be read out to the respondent.

C1. Can you read and write a short, simple statement with understanding in any language?

The aim of this question is to determine whether the individual in question is literate or not. Literacy is defined as the ability to read and write a short simple statement in *any* language. The question specifically mentions ‘any language’ to guard against the possibility that, in places where multiple languages/dialects are used, the question is misunderstood to refer to the official language. A simple sentence is a grammatically complete expression in its simplest form containing a subject, verb and object.

Circle the number corresponding to the appropriate answer.

C2. Are you attending school or pre-school during the current school year?

This question refers to formal education programs. The reference period for this question is the current school year. Even if a child has attended school for only part of the year, this question should be answered ‘YES’. For children enrolled in non-formal education programs such as apprenticeship training, this question should be answered ‘NO’.

Circle the number corresponding to the appropriate answer.

If the answer is ‘YES’, move on to the next question (C3).

If the answer is ‘NO’, skip to question C8.

**C3. What is the level of school and grade that you are currently attending?
Level (L) Grade: (G)**

This question is asked only to children who are attending school in the current school year. Note that the question inquires about the level/grade the child is currently attending, not the level/grade completed.

First, circle the number corresponding to the appropriate level. Then, write the number of the appropriate grade in the space provided.

For pre-school, non-standard curriculum, and other cases where grade is not applicable, write ‘0’ in the space provided. [Non-standard curriculum refers to programs that do not fit into one of the usually encountered categories. These include, but are not limited to, open-education programs (distance or correspondence programs), programs for children with disabilities, etc.]

If the child is currently attending any level from 1 to 4, move on to the next question (C4). If the child is in level 5 (non-standard curriculum), skip to question C10.

**C4. At what age did you begin primary school? (If C3=1 write 99)
(Age in completed years)**

In the space provided, write the age of the child at the time s/he started primary school (i.e., child’s last birthday before starting school)

If the child is in pre-school, this question is irrelevant; write ‘99’ in the space provided.

C5. Did you miss any school day during the past week?

This question is asked only to children who are attending school (C2=YES).

This is a screening question to C6. Note that the reference period is the past week.

Circle the number corresponding to the appropriate answer.

If the child missed any school day in the past week, move on to the next question (C6).

If the child did not miss any school day, skip to question C17 for children aged 5-9 and to question C14 for children aged 10-17.

C6. How many school days did you miss during the past week? (Write the number of days)

This question is asked only to children who missed school during the past week (C5=YES).

Write the exact number of days missed in the space provided.

**C7. Why did you miss school day(s) during the past week?
(Read each of the following options and circle two most appropriate options)**

This question is asked only to children who missed school during the past week (C5=YES).

If the respondent provides a reason for missing school 'other' than the pre-coded options, write down the reason in the space provided.

Note that up to two responses are allowed here. If a child provides more than two reasons, ask him/her to choose the most important two.

Circle the number(s) corresponding to the appropriate answer(s).

For children aged 5-9, skip to C17.

For children aged 10-17, skip to C14.

C8. Have you ever attended school?

This question is asked only to children who did not attend school during the current school year (C2=NO).

Even if the child failed to complete the most basic level/grade, if s/he attended school at all, this question should be answered 'YES'.

For children who have attended only non-formal education programs such as apprenticeship training, this question should be answered 'NO'.

For children who have attended only non-formal education programs such as apprenticeship training, this question should be answered 'NO'.

Circle the number corresponding to the appropriate answer.

If the answer is 'NO', move on to the next question (C9).

If the answer is 'YES', skip to question C10.

C9. Why have you never attended school? (Read each of the following options and circle the most appropriate option)

This question is asked only to children who never attended school (C8=NO).

Read each of the pre-coded answer options and ask the child to identify the most important reason. If the child mentions more than one reason, ask him/her to choose the most important one.

Circle the number corresponding to the appropriate answer. If the child specifies a reason 'other' than the pre-coded options, write down the reason in the space provided.

For children aged 5-9, skip to C17.

For children aged 10-17, skip to C14.

**C10. What is the highest level of school and grade you have attended?
Level (L) Grade (G)**

This question is asked only to children who did not attend school during the current school year but who have attended school sometime in the past (C8=YES).

First, circle the number corresponding to the appropriate level. Then, write in the number of the highest grade the individual has attended. Note that the question inquires about the level/grade the child is currently attending, not the level/grade completed.

For pre-school, non-standard curriculum, and other cases where grade is not applicable, write '0' in the space provided. [Non-standard curriculum refers to programs that do not fit into one of the categories usually encountered. These include, but are not limited to, open-education programs (distance or correspondence programs), programs for children with disabilities, etc.]

**C11. At what age did you begin primary school?
(If C3=1, write 99) (Age in completed years)**

In the space provided, write the age of the child at the time s/he started primary school (i.e., child's last birthday before starting school)

If the child is in pre-school, this question is irrelevant; write '99' in the space provided.

C12. At what age did you leave school? (Age in completed years)

This question is asked only to children who went to school sometime in the past but who are no longer in school (C2=NO and C8=YES).

In the space provided, write the age of the child at the time s/he left school (i.e., child's last birthday before leaving school)

**C13. Why did you leave school?
(Circle the most appropriate option)**

This question is asked only to children who went to school sometime in the past but who are no longer in school (C2=NO and C8=YES).

Read each of the pre-coded answer options and ask the child to identify the most important reason. If the child mentions more than one reason, ask him/her to choose the most important one.

Circle the number corresponding to the appropriate answer. If the child specifies a reason 'other' than the pre-coded options, write down the reason in the space provided.

For children aged 5-9, skip to question C17.

For children aged 10-17, move on to the next question (C14).

C14. Have you ever attended/are you currently attending a vocational/skills training course outside of school?

Questions C14, C15 and C16 are related to vocational training, i.e., training in a specific occupation or profession. Because children under age 10 are considered too young to attend vocational/skills training, these questions are asked to children aged 10-17 only.

For the purposes of this survey, vocational/skills training refers to any vocational/skills training that takes place outside of school hours. It does not include vocational training schools within formal education programs. Examples of vocational/skills training courses include driving lessons, language lessons, sewing classes, courses on bookkeeping, management, IT, etc.

Circle the number corresponding to the appropriate answer.

C15. Have you /will you obtain a certificate for this vocational training?

This question is asked only to children who received vocational/skills training in the past or who are currently receiving training (C14=YES).

The aim of this question is to understand the nature of the training received, using certification as an indicator of the nature of the training.

Circle the number corresponding to the appropriate answer.

C16. Describe subject of vocational training received/being received. (E.g. carpentry, car repair, nursing, etc.) (If more than one then indicate the most important)

This question is asked only to children who received vocational/skills training in the past or who are currently receiving training (C14=YES).

The aim of this question is to understand the nature of the training received by inquiring into the subject area of the training.

If the child has attended more than one vocational/skills training, ask him/her to describe the training s/he considers most important. (The one considered most important is expected to reflect the child's subjective opinion as to which training was most useful.)

Write down the description of the child's vocational training in the space provided. The appropriate occupational code will be assigned later at the central office.

5.3.2 Section X: Current economic activity status of all children (5-17)

In this section, the questions appear in the first column, and information on individual household members is recorded in separate columns. Write down the serial numbers, names and ages of the individual household members in the top three rows so that you can refer to this information throughout the questionnaire. (The ages of the household members are particularly handy in questions that require skips by age.)

Unless otherwise specified, all answer options should be read out to the respondent.

The questions in this section are related to the current economic activity status of children aged 5-17 years. It consists of two main parts: Economic Activity (questions C17-30) and Job Search (questions C31-C32).

A. Economic activity

C17. Did you engage in any work at least one hour during the past week? (As employee, self employed, employer or unpaid family worker)

Work is defined to cover all productive economic activities that fall within the SNA production boundary, irrespective of whether they are carried out with or without pay (in cash or in kind) or profit. Hence, an individual working as an employee, self employed, employer or unpaid family worker is considered to be engaged in an economic activity if s/he has carried out such an activity for at least one hour during the reference period.

If the answer is 'YES', skip to question C20.

If the answer is 'NO', move on to the next question (C18).

C18. During the past week, did you do any of the following activities, even for only one hour? (Read each of the following questions until the first affirmative response is obtained)

This is a filter question to C 17 and is designed to capture individuals who worked during the reference week but for one reason or another were reported otherwise. Such individuals are likely to include those engaged in non-market work and those who worked without pay or profit, and the activities listed in this question are designed to capture such individuals.

Depending on the respondent's answers, write 'Y' for 'YES' and 'N' for 'NO' in the spaces provided.

Continue reading questions 'a'-'i' until a 'YES' response is obtained; then, skip to C20. If no affirmative answer is obtained, read C19.

a) Run or do any kind of business, big or small, for himself/herself with one or more partners? Examples: 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.

This question is designed to capture the self-employed who were not reported to be working in C17. Individuals engaged in petty trade, those without a fixed workplace, providers of small services and individuals working from their homes (especially homemakers who carry out economic work on an irregular basis as their time permits) are among those who are likely

to be captured by this question. Individuals involved in such activities often fail to consider themselves as employed.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

b) Do any work for a wage, salary, commission or any payment in kind (excluding domestic work)? Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing.

This question aims to capture employees and those who work for commission who were not reported to be working in C17. While it is often the case that individuals working on a regular basis for a wage or salary report themselves as working, that is not the case for individuals working for payment in kind or for commission. This question particularly targets these latter two groups.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

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

This question aims to capture individuals who perform domestic work such as cooking, cleaning, babysitting, etc. for someone other than members of their household. The remuneration for their work may take the form of a wage, salary or in-kind income such as free meals, boarding etc.

Care needs to be shown to correctly identify such individuals, especially those who reside with the household and who, therefore, may have been listed in the household roster as household members.

d) Help unpaid in a household business of any kind? (Do not count normal housework.) Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business.

This question aims to capture household members who are involved with the household business. This may take many different forms, ranging from home-based establishments to small businesses in the formal or informal sector. Household businesses are often small-scale and rely on family labour. Household members involved in household businesses might consider themselves to be 'helping out' other household members and thus fail to consider themselves as economically active. This question aims to capture such individuals.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

e) Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household? (Examples: ploughing, harvesting, looking after livestock)

Agricultural work and animal husbandry are economic activities; therefore, individuals involved in them must be classified as employed. Individuals who carry out such work on their own or their household's land/garden/farm or who tend their own or their household's

livestock might fail to consider themselves as employed. This is particularly the case for household members who ‘help out’ others without pay. This question is designed to capture such individuals.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

f) Do any construction or major repair work on his/her own home, plot, or business or those of the household?

Major repairs (but not minor repairs) and all types of construction activity are economic activities; therefore, individuals involved in them must be classified as employed, regardless of whether they carry out these activities for someone else for pay or for their own household or businesses/plot of land without pay or profit. Examples of major repairs include, but are not limited to, adding a room to the house/business establishment, changing the roof or putting in place new flooring.

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

Fishing and hunting, whether carried out for pay/profit or for household provision, are considered to be economic activities. This question aims to capture such individuals. In coastal areas and riversides where fishing is likely to be a common activity, stress the part of the question related to fishing. In non-coastal areas, stress the part of the question related to hunting.

h) Fetch water or collect firewood for household use?

Fetching water and collecting firewood for a household’s own use are economic activities – they are not part of household chores. Individuals involved in such activities need to be listed as economically active.

i) Produce any other good for this household’s use? (Examples: clothing, furniture, clay pots etc.)

Production of a good by and for household members is considered to be an economic activity; therefore, such individuals need to be classified as economically active.

Some examples of activities intended by this question (sewing a dress for a member of a household, making furniture/pots for household’s use, etc.) are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

C19. Even though you did not do any of these activities in the past week, do you have a job, business, or other economic or farming activity that you will definitely return to? (For agricultural activities, the off season in agriculture is not a temporary absence)

This is another filter question aimed at capturing individuals who were not engaged in an economic activity during the reference period but who had a job attachment. Although the individual in question might not have worked in the reference period, if s/he is due to return to his/her work in a definite time period, s/he is considered to be economically active. Such circumstances leading to their temporary absence from work include paid/unpaid vacation

time, leave-of-absence due to marriage or death of a household member, sick leave, maternity-leave, temporary lay-off due to slack season or interruption in work. Note that there is no time limit for leave-of-absence.

Circle the number corresponding to the appropriate answer.

If the answer is 'YES', move on to the next question (C20).

If the answer is 'NO', skip to question C31.

C20. Describe the main job/task you were performing e.g. carrying bricks; mixing baking flour; harvesting maize; etc.

(“Main” refers to the work on which (NAME) spent most of the time during the week.)

This question is asked only to children who were employed during the reference week (C17=YES or C18=YES or C19=YES).

This is an open-ended question that aims to gather detailed information on the main job/task carried out by the individual. This question is used to determine the occupation held by the individual. If the individual held multiple jobs in the reference week, only inquire about the specifics of the main job. The main job is the one on which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Write a description of the individual’s main job/task in the space provided. The appropriate occupational code will be assigned later at the central office.

C21. Describe briefly the main activity i.e. goods produced and services rendered where you are doing this job or task.

This question is asked only to children who were employed during the reference week (C17=YES or C18=YES or C19=YES).

This is an open-ended question that aims to gather detailed information on the type of economic activity carried out in the individual’s workplace. This question is used to determine the industry in which the individual works.

Write a description of the activity in the space provided. The appropriate industrial code will be assigned later at the central office.

For children aged 5-9, skip to question C33.

For children aged 10-17, move on to the next question (C22).

C22. In addition to your main work, did you do any other work during the past week?

This question aims to capture individuals who have carried out additional work in the reference week

Circle the number corresponding to the appropriate answer.

C23. For each day worked during the past week how many hours did you actually work? Main (M) Other (O)

Read the days of the week and write the actual number of hours worked in the space provided for the main (M) and other (O) jobs. These numbers should include the number of hours worked overtime during the reference week.

Do not ask the respondent for the total number of hours worked. When you have completed the interview, add up the number of hours and fill in the total column.

The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

C24. During the past week when did you usually carry out these activities?

This is a two-part question. The first part addresses the timing of children's work during the week, and the second part addresses the timing of children's work in relation to school hours.

The first part of the question is addressed to all children who were employed during the reference week (C17=YES or C18=YES or C19=YES).

If children have difficulties answering the first part of the question, clarify the question by telling them to relate their answers to the time of day/days of the week.

The second part of the question is directed only to children who both worked and attended school during the reference week (C17=YES or C18=YES or C19=YES and C2=YES).

If children have difficulties answering the second part of the question, clarify the question by asking them to relate their answers to their school hours, for example: "In relation to your school hours, when do you usually carry out your work?"

In contrast to other questions, this question inquires about normal work hours, not just the reference week. If the child refers to the work s/he did during the last week, remind him/her that the question inquires about his/her normal routine, not just last week.

For each part of the question, circle the number corresponding to the appropriate answer.

C25. Where did you carry out your main work during the past week?

This question is asked only to children who were employed during the reference week (C17=YES or C18=YES or C19=YES).

This question is used to determine the workplace of the employed individual.

Note that the question refers to the main job held during the reference week. The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Read the pre-coded options, and circle the number corresponding to the appropriate answer.

C26. For your main job/work were you a/an....?

This question is asked only to children who were employed during the reference week (C17=YES or C18=YES or C19=YES).

This question aims to determine the employment status of the individual. The question refers to the main job held during the reference week.

The pre-coded answers provide five categories for employment status:

1. Employee: An individual who performs work for somebody else in return for payment in cash or in kind. Included in this group are wage/salary-earners, casual workers, individuals working on a piece rate, etc. An unpaid apprentice in training is considered to be employed and should also be classified as an employee.
2. Own account worker (His/her own business without employees): This refers to a self-employed individual who does not use hired labour and who either works alone or relies on unpaid family workers to run a business, cultivate land/plot/garden, tend animals, etc. Two or more individuals may share the same premises and assist each other or share work; if they do not employ regular workers, these individuals are considered to be own-account workers. An individual working for commission should also be categorized as an own account worker.
3. Employer (His/her own business with employees): Individuals who run their own business, cultivate their own land/plot/garden, tend their own animals, etc. and employ regular workers while doing so are considered to be employers.
4. Members of producers' cooperative: This refers to all members belonging to the cooperative, irrespective of the duties they assume in the cooperative.
5. Unpaid family worker: An individual who works in a household business/farm/garden without pay.

Volunteer work is not an economic activity; therefore, individuals involved in such activities are not to be considered employed.

The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Read the pre-coded options, and circle the number corresponding to the appropriate answer.

If the child is an employee, move on to the next question (C27).
Otherwise, skip to question C28.

C27. What was the mode of payment for the last payment period?

This question is asked only to children who work as employees (C26=1).

Circle the number corresponding to the appropriate answer. If the child specifies a mode of payment 'other' than the pre-coded options, write down the response in the space provided.

C28. What is your average monthly income from the main work? (in local currency)

With the exception of unpaid family workers (C26=5), this question is asked to all employed children (C26=1,2,3 or 4).

Very few children are likely to work for a salary; therefore, the majority of children will need to estimate their monthly income. If children hesitate in answering the question, ask them to think about their daily wage/income and the number of days they usually work during the month in their main work. The product of the two figures should provide an estimate of monthly income.

This question inquires about the average monthly cash income from the main work. The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Children who hold additional jobs should be reminded to exclude the income from such work in answering this question.

Write the response in the space provided. For individuals who work for income in-kind, write '0'.

C29. What do you usually do with your earnings? (Multiple answers are allowed)

With the exception of unpaid family workers (C26=5), this question is asked to all employed children (C26=1,2,3 or 4).

The question aims to determine how children spend their earnings.

Circle the number corresponding to the appropriate answer. If the child provides an answer 'other' than the pre-coded options, write down the response in the space provided.

C30. Why do you work?

This question is asked to all children who were employed during the reference week (C17=YES or C18=YES or C19=YES).

Note that multiple responses are allowed here.

Circle the number(s) corresponding to the appropriate answer(s).

This is the last work-related question for children who worked during the reference week. Skip to question C33 in Section XI (Health and Safety Issues About Working Children 5-17).

B. Job search

C31. Were you seeking work the last week?

This question is asked only to children who did not work during the reference week (C17=NO and C18=NO and C19=NO).

Circle the number corresponding to the appropriate answer.

C32. At any time during the past 12 months did you engage in any work?

This question is asked only to children who did not work during the reference week (C17=NO and C18=NO and C19=NO).

Circle the number corresponding to the appropriate answer.

If the answer is 'YES', skip to question C33 in Section XI (Health and Safety Issues About Working Children 5-17).

If the answer is 'NO', skip to question C41 in Section XII (Household Tasks of Children 5-17).

5.3.3 Section XI: Health and safety issues about working children (5-17)

In this section, the questions appear in the first column, and information on individual household members is recorded in separate columns. Write down the serial numbers, names and ages of the individual household members in the top three rows so that you can refer to this information throughout the questionnaire.

Unless otherwise specified, all answer options should be read out to the respondent.

Questions in this section of the questionnaire are asked to children who worked either during the reference week (C17=YES or C18=YES or C19=YES) or at any time during the past 12 months (C32=YES).

Questions in this section concern health and safety issues related to working children. Note that the reference period for this part of the questionnaire is the past 12 months and that there is no age discrimination in the sequencing of questions.

C33. Did you have any of the following in the past 12 months because of your work? (Read each of the following options and mark "YES" or "NO" for all options)

This question concerns illnesses/injuries that the child has suffered due to his/her work. Make sure that the child understands that the question is not asking about all illnesses/injuries, but only about those illnesses and injuries that are work-related. A total of 10 possible illnesses/injuries are pre-coded to the question.

Read out each of the pre-coded answer options, and write 'Y' for 'YES' and 'N' for 'NO' in the spaces provided. If the child answers 'YES' for the option 'other', write down the specific illness/injury in the space provided.

C34. Think about your most serious illness/injury, how did this/these affect your work/schooling?

This question is asked only to children who have suffered from a work-related illness/injury (C33=YES).

The question is designed to determine the seriousness of the injury/illness suffered. Three mutually exclusive answers have been pre-coded to the question, as follows:

1. **Not serious-did not stop work/schooling:** Even if the child stopped working or going to school for only a short period of time, *do not* select this option.
2. **Stopped work or school for a short time:** If the child stopped working or going to school for a period of time, select this option. If the child changed jobs because of a work-related injury/illness but continued to work, select this option. If the child stopped work for up to six months but went back to work with a different employer, select this option.

3. **Stopped work or school completely:** If the child stopped working or going to school completely, select this option.

Note that children who do not attend school will comment only on how the illness/injury affected their work.

If the child has suffered from multiple injuries/illnesses, ask the child to think about which was the most serious (this will be determined subjectively by the child). If the child gives details of his/her injuries/illnesses and asks which one should be considered the most serious, do not make the choice yourself; instead, help the child decide which injury/illness was most serious by asking him/her which one brought about the most limitation to his/her daily routine.

Circle the number corresponding to the appropriate answer.

C35. *Think about your most serious illness/injury, what were you doing when this happened?*

This question is asked only to children who have suffered from a work-related illness/injury (C33=YES).

The aim of the question is to identify the child's occupation at the time of the injury. Note that since the reference period for illnesses/injuries is the last 12 months, the child's occupation during the reference week might not be the same as his/her occupation at the time of illness/injury.

Ask the child to describe the type of work s/he was performing at the time of the injury/illness, and write down the description in the space provided. Note that the description needs to be detailed enough to be able to identify the child's occupation at the time. If the description is not detailed enough, ask the child for more information.

C36. *Do you carry heavy loads at work?*

What is to be considered 'heavy' should be subjectively determined by the child. Even if the child carries heavy loads only once in a while, this question should be answered 'YES'.

Circle the number corresponding to the appropriate answer.

C37. *Do you operate any machinery/heavy equipment at work?*

What is to be considered 'heavy' should be subjectively determined by the child. Even if the child operates machinery or heavy equipment only once in a while, this question should be answered 'YES'.

Circle the number corresponding to the appropriate answer.

If the answer is 'YES', move on to the next question (C38).

If the answer is 'NO', skip to question C39.

C38. *What type of tools, equipment or machines do you use at work? (Write down 2 mostly used)*

This question is asked only to children who operate machinery/heavy equipment at work (C37=YES).

If the child mentions more than one type of tool/equipment/machine, ask him/her to choose the two s/he uses most often.

Write down the answer(s) in the space(s) provided.

C39. Are you exposed to any of the following at work? (Read each of the following options and mark "YES" or "NO" for all options)

This question concerns exposure to health and safety risks in the work environment.

A total of 12 possible negative conditions are pre-coded to the question.

Read out each of the pre-coded answer options, and write 'Y' for 'YES' and 'N' for 'NO' in the spaces provided. If the child answers 'YES' for the option 'other', write down the specific thing, process or condition in the space provided.

C40. Have you ever been subject to the following at work? (Read each of the following options and mark "YES" or "NO" for all options)

In addition to adverse conditions/processes that the child might face due to the nature of the work carried out, working children may experience difficulties with their employers/co-workers/customers.

Read out the pre-coded answer options 1-4, and write 'Y' for 'YES' and 'N' for 'NO' in the spaces provided. Then, ask the child whether s/he has experienced any other difficulty with an employer, co-worker, or customer that has not been mentioned. If the child answers 'YES', write down the type of difficulty mentioned in the space provided.

5.3.4 Section XII: Household tasks of children (5-17)

This section is addressed to all children irrespective of their employment status. Note that there is no age discrimination in the flow of the questions.

In this section, the questions appear in the first column, and information on individual household members is recorded in separate columns. Write down the serial numbers, names and ages of the individual household members in the top three rows so that you can refer to this information throughout the questionnaire.

Unless otherwise specified, all answer options should be read out to the respondent.

C41. During the past week did you do any of the tasks indicated below for this household? (Read each of the following options and mark "YES" or "NO" for all options)

This question is designed to identify children who have carried out household tasks during the reference week.

Read out each of the pre-coded answer options, and write 'Y' for 'YES' and 'N' for 'NO' in the spaces provided. If the child answers 'YES' for the option 'other', write down the type of task mentioned in the space provided.

If the child answers 'YES' to any of the options, move on to the next question (C42).
If the child does not answer 'YES' to any option, the questionnaire ends for this household member. Go back to Section IX and start again with the next eligible child listed in Section II.

C42. During each day of the past week how many hours did you do such household tasks? (Record for each day separately)

This question is asked only to children who have carried out household tasks during the reference week (C41=YES).

Read out the days of the week and write the actual number of hours the child spent on tasks in the spaces provided.

Do not ask the child for the total number of hours spent on household tasks. When you have completed the interview, add up the number of hours and fill in the total column.

C43. During the past week when did you usually carry out these activities?

This is a two-part question. The first part addresses the timing of children's household tasks during the week, and the second part addresses the timing of children's household tasks in relation to school hours.

The first part of the question is addressed to all children who performed household tasks (C41=YES).

If children have difficulties answering the first part of the question, clarify the question by telling them to relate their answers to the time of day/days of the week.

The second part of the question is asked only to children who performed household chores and attended school during the reference week (C41=YES and C2=YES).

If children have difficulties answering the second part of the question, clarify the question by asking them to relate their answers to their school hours, for example: "In relation to your school hours, when do you usually carry out your household tasks?"

In contrast to the other questions on household tasks, this question inquires about the usual timing of household tasks, not just during the reference week. If the child refers to the tasks s/he did during the last week, remind him/her that the question inquires about his/her normal routine, not just last week.

Again, note that children who do not attend school should answer only the first part of the question, whereas children who attend school should answer both parts of the question.

Circle the number(s) corresponding to the appropriate answer(s).

C44. Has (NAME) been interviewed in the company of an adult or an older child?

This question is to be answered by the interviewer.

Circle the number corresponding to the appropriate answer.

The interview ends here for this household member. Go back to Section IX and start again with the next eligible child listed in Section II.

ILO/IPEC has developed two questionnaires to collect information on child labour. The first one comprises the essential questions on child labour (*QQ: Essential Questions on Child Labour for Household Surveys*). *QQ* will be addressed to adults and used for measuring/understanding child labour. It can be implemented alone or, alternatively, embedded into an LFS or other relevant scheduled household-based survey.

The second questionnaire consists of three parts [1) (*QA: Questions on All Household Members*, 2) *QB: Questions on Housing Characteristics*, 3) *QC: Questions on Child Labour*] and is designed as a free-standing survey. The first part (*QA*) and the second part (*QB*) are addressed to the most knowledgeable adult household member, whereas the third part (*QC*) is addressed to children in the household ages 5-17 years.

6. Essential questions on child labour for household surveys

ILO/IPEC has developed two questionnaires to collect information on child labour. The first one comprises the comprehensive questionnaire consists of three parts [1) *Questions on All Household Members, Part 2): Questions on Housing Characteristics, part 3: Questions on Child Labour*] and is designed as a free-standing survey. The first part and the second part are addressed to the most knowledgeable adult household member, whereas the third part is addressed to children in the household ages 5-17 years. This questionnaire has been explained in detail above.

The second questionnaire consists of the essential questions on child labour (*Essential Questions on Child Labour for Household Surveys*) will be addressed to adults and used for measuring/understanding child labour. It can be implemented alone or, alternatively, embedded into an LFS or other relevant scheduled household-based survey. Here below this questionnaire is being introduced.

Section I: Household composition and characteristics for all household members

Q1. Person's serial number in household

The first column (Q1) contains pre-printed serial numbers for up to eight household members. If there are more than eight household members, use an additional booklet to record their information.

Q2. Can you please provide full names of all the persons who are part of this household, beginning with the Head of the Household?

Every household must have a head. Individuals who have lived away from the household for more than a given period of time (determined by individual countries) cannot be designated as a household head. If the respondent designates a person who is technically not a household member as the head, ask the respondent to identify the individual who usually takes over the responsibilities of the household head when s/he is away. Designate this household member as the head. After recording the household head, list the other household members according to their ages (including the respondent), starting with the oldest.

An individual must have resided in the house or the compound for at least six months to be considered a household member. Do not record the information of individuals – even if they are related by blood – if they have been away from the household for more than six months.

Make sure that all household members are enumerated. Respondents have a tendency to forget to mention babies, children (often girls), invalids and the elderly. If none of these are mentioned, inquire politely about their existence. Look for toys, diapers, etc. to give you clues about the household composition.

The respondent is not necessarily the head of the household. The first household member about whom the questions are asked needs to be the head of the household, *not* the respondent. The order of the interviews must strictly follow the order in which the household members are listed in the household roster.

Q3. Which household member provided information on the individual? (Write serial number from Q1)

Write down the serial number (from Q1) of the individual who provided the information on this household member. This will most likely be the main respondent. However, if the main respondent does not have sufficient information on a particular household member, another household member can be asked to provide information instead. In all cases, make sure to write down the correct serial number of the individual who provided the information.

Q4. What is (NAME)'s relationship to head of the household?

There are 12 pre-coded answer options for this question. Write down the appropriate number of the pre-coded option. Make sure that the respondent (who may not be the head of the household) understands that the question is about the relationship of the household member to the head of the household.

Q5. What is the sex of each of these individual household members?

While it may seem quicker to determine the sex of household members by referring to their names, it may turn out that a boy's name has been given to a girl, or vice versa. The appropriate procedure is to ask the sex of the household member or ascertain his/her sex through a question, such as, "(NAME) is a woman/girl, isn't she?"

Q6. How old was (NAME) at (his/her) last birthday? (In completed years)

The ages of household members should be recorded in completed years. For one reason or another, the birth date of an individual might be different from what it says on his/her birth certificate or registration card. For the purposes of this question, what matters is the true date of birth; therefore, there is no need to ask for birth certificates or any other legal documents. If the respondent fails to recall an individual's date of birth, you might suggest that the respondent refer to a legal document and inquire whether or not this information could reflect the individual's true date of birth. The age of an infant younger than 1 year should be recorded as '00'.

Q7. Indicate with "1" if person is between 5-17 years old, "0" otherwise.

Refer to question Q6 to determine the appropriate coding for this question. (The purpose of this question is to help identify children eligible to be interviewed in Part III.)

Q8. What is (NAME)'s marital status (for persons 12 years or above)?

This question is asked about individuals 12 years of age and above and inquires about the marital status of the individual. Write down the number corresponding to the individual's current marital status in the space provided.

**Q9. Indicate (NAME)'s serial number (Write 99 if absent or not applicable):
Spouse**

Questions Q9, Q10 and Q11 are designed to identify nuclear families within households. For each household member aged 12 years and above, ask the respondent: "What is the name of (NAME)'s spouse? Is s/he residing in the household?" To guard against any mix-ups, ask whether the individual you have recorded with the same name in the household roster is the spouse of the individual in question. If so, refer to question Q1 and write down the appropriate serial number. If the spouse is not residing in the household or has passed away, write '99' in the space provided. For individuals younger than 12 years, write '99' in the space provided.

**Q10 .Indicate (NAME)'s serial number (Write 99 if absent or not applicable):
Natural mother**

In households where there are multiple families, identifying the natural mother of the individual, in particular the child, is not straightforward. To get this information for each household member, ask the respondent: "What is the name of (NAME)'s natural mother? Is she residing in the household?" If the respondent is able to provide a name and the name matches that of an individual recorded in the household roster, ask the respondent to confirm that the individual listed in the roster is in fact the mother of the household member in question. If so, refer to question Q1 to get her serial number. If the natural mother is not residing in the household (this is especially likely for older individuals, domestic workers and servants), write '99' in the space provided.

**Q11. Indicate (NAME)'s serial number (Write 99 if absent or not applicable):
Natural father**

In households where there are multiple families, identifying the natural father of the individual, in particular the child, is not straightforward. To get this information for each household member, ask the respondent: "What is the name of (NAME)'s natural father? Is he residing in the household?" If the respondent is able to provide a name and the name matches that of an individual recorded in the household roster, ask the respondent to confirm that the individual listed in the roster is in fact the father of the household member in question. If so, refer to question Q1 to get his serial number. If the natural father is not residing in the household (this is especially likely for older individuals, domestic workers and servants), write '99' in the space provided.

Section II: Educational attainment for all household members aged 5 and above

In this section, the questions appear in the first column, and information on the individual household members is recorded in separate columns. Write down the serial numbers and names of the individual household members in the top two rows so that you can refer to this information throughout the questionnaire.

Unless otherwise specified, all answer options should be read out to the respondent.

Q12. Can (NAME) read and write a short, simple statement with understanding in any language?

The aim of this question is to determine whether the individual in question is literate or not. Literacy is defined as the ability to read and write a short simple statement in *any* language. The question specifically mentions ‘any language’ to guard against the possibility that, in places where multiple languages/dialects are used, the question is misunderstood to refer to the official language. A simple sentence is a grammatically complete expression in its simplest form containing a subject, verb and object.

Circle the number corresponding to the appropriate answer.

Q13. Is (NAME) attending school or pre-school during the current school year?

This question refers to formal education programs. The reference period for this question is the current school year. Even if a child has attended school for only part of the year, this question should be answered ‘YES’. For children enrolled in non-formal education programs such as apprenticeship training, this question should be answered ‘NO’.

Circle the number corresponding to the appropriate answer.

If the answer is ‘YES’, move on to the next question (Q14).

If the answer is ‘NO’, skip to question Q16.

Q14. What is the level of school and grade that (NAME) is attending?

Level (L) Grade (G)

This question is to be asked about children who have attended school in the current school year. First, circle the number corresponding to the appropriate level. Then, write the number of the appropriate grade in the space provided. Note that the question inquires about the grade the child is currently attending, not the grade completed.

For pre-school, non-standard curriculum, and other cases where grade is not applicable, write ‘0’ in the space provided.

Non-standard curriculum refers to programs that do not fit into one of the usually encountered categories. These include, but are not limited to, open-education programs (distance or correspondence programs), programs for children with disabilities, etc.

If the level attended corresponds to answer option 1,2,3,4 or 5, move on to the next question (Q15).

If the level attended corresponds to answer option 6 or 7, skip to question Q18.

Q15. At what age did (NAME) begin primary school? (If Q14=1 write 99) (Age in completed years)

In the space provided, write the age of the child at the time s/he started primary school (i.e., child’s last birthday before starting school)

If the child is in pre-school, this question is irrelevant; write ‘99’ in the space provided.

Q16. Has (NAME) ever attended school?

This question is to be asked only about individuals who have not attended school in the current school year (Q13=NO).

Even if an individual failed to complete the most basic level/grade, if s/he attended school at all, this question should be answered 'YES'. Circle the number corresponding to the appropriate answer.

For children enrolled only in non-formal education programs such as apprenticeship training, this question should be answered 'NO'

If the answer is 'YES', skip to question Q18.

If the answer is 'NO', move on to the next question (Q17).

Q17. What is/was the main reason why (NAME) has never attended school? (Read each of the following options and circle the most appropriate option)

This question is to be asked only about individuals who have never attended school (Q16=NO). Read each one of the pre-coded options and ask the respondent to identify the most important reason.

Circle the number corresponding to the appropriate answer. If the respondent specifies a reason 'other' than the pre-coded options, write down the reason in the space provided.

Q18. At what age did (NAME) begin primary school? (If Q14=1 write 99)(Age in completed years)

In the space provided, write the age of the individual at the time s/he started primary school (i.e., individual's last birthday before starting school)

If the individual is a child in pre-school, this question is irrelevant; write '99' in the space provided.

Q19. What is the highest level of school and grade that (NAME) has attend Level (L) Grade (G)

This question is asked only about individuals who have not attended school in the current school year but who have attended school sometime in the past (Q16=YES).

First, circle the number corresponding to the appropriate level. Then, write in the number of the highest grade the individual has attended. Note that the question inquires about the level/grade the child is currently attending, not the level/grade completed.

For pre-school, non-standard curriculum, and other cases where grade is not applicable, write '0' in the space provided. [Non-standard curriculum refers to programs that do not fit into one of the categories usually encountered. These include, but are not limited to, open-education programs (distance or correspondence programs), programs for children with disabilities, etc.]

Q20. At what age did (NAME) leave school? (Age in completed years)

This question is asked only about individuals who went to school sometime in the past but who are no longer in school (Q13=NO and Q16=YES).

Section III: Current economic activity status of all household members (5 and above) during the reference week

In this section, the questions appear in the first column, and information on the individual household members is recorded in separate columns. Write down the serial numbers and names of the individual household members in the top two rows so that you can refer to this information throughout the questionnaire.

Unless otherwise specified, all answer options should be read out to the respondent.

A. Economic activity

Q21. Did (NAME) engage in any work at least one hour during the past week? (As employee, self employed, employer or unpaid family worker)

Work is defined to cover all productive economic activities that fall within the SNA production boundary, irrespective of whether it is carried out with or without pay (in cash or in kind) or profit. Hence, an individual working as an employee, self employed, employer or unpaid family worker is considered to be engaged in an economic activity if s/he has carried out such an activity for at least one hour during the reference period.

The note that follows the question is directed to the enumerator and should not be read out.

Circle the number corresponding to the appropriate answer.

Q22. During the past week, did (NAME) do any of the following activities, even for only one hour? (Read each of the following questions until the first affirmative response is obtained)

This is a filter question to Q21 and is designed to capture individuals that have worked in the reference week but for one reason or another were reported otherwise. Such individuals are likely to include those engaged in non-market work and those who worked without pay or profit, and the activities listed in this question are designed to capture such individuals. Depending on the respondent's answers, write 'Y' for 'YES' and 'N' for 'NO' in the spaces provided.

Continue reading questions 'a'-'i' until a 'YES' response is obtained; then, skip to question Q24. If no affirmative answer is obtained, move on to question Q23.

- a) Run or do any kind of business, big or small, for himself/herself with one or more partners? Examples: 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.**

This question is designed to capture the self-employed who were not reported to be working in Q21. Individuals engaged in petty trade, those without a fixed workplace, providers of

small services and individuals working from their homes (especially homemakers who carry out economic work on an irregular basis as their time permits) are among those who are likely to be captured by this question. Individuals involved in such activities often fail to consider themselves and others in similar activities as employed. This question prompts the respondent to report household members who are engaged in such activities.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

b) Do any work for a wage, salary, commission or any payment in kind (excluding domestic work)? Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing

This question aims to capture employees and those who work for commission who were not reported to be working in Q21. While it is often the case that individuals working on a regular basis for a wage or salary would be reported as working, that is not the case for individuals working for payment in kind or for commission. This question particularly targets these latter two groups.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

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

This question aims to capture individuals who carry out domestic work such as cooking, cleaning, babysitting, etc. for someone other than members of their household. The remuneration for their work may take the form of a wage, salary or in-kind income such as free meals, boarding, etc.

Care needs to be shown to correctly identify such individuals, especially those who reside with the household and who may have been listed in the household roster as household members.

d) Help unpaid in a household business of any kind? (Do not count normal housework.) Examples: Help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business.

This question aims to capture household members who are involved with the household business. This may take many different forms, ranging from home-based establishments to small businesses in the formal or informal sector. Household businesses are often small-scale and rely on family labour. Household members involved in household businesses might consider themselves to be 'helping out' other household members and thus fail to consider themselves as economically active. This question aims to capture such individuals.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

- e) **Do any work on his/her own or the household's plot, farm, food garden, or help in growing farm produce or in looking after animals for the household? (Examples: ploughing, harvesting, looking after livestock)**

Agricultural work and animal husbandry are economic activities; therefore, individuals involved in them must be classified as employed. Individuals who carry out such work on their own or their household's land/garden/farm or who tend their own or their household's livestock might fail to consider themselves as employed. This is particularly the case for household members who 'help out' others without pay. This question is designed to capture such individuals.

Some examples of activities intended by this question are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

- f) **Do any construction or major repair work on his/her own home, plot, or business or those of the household?**

Major repairs (but not minor repairs) and all types of construction activity are economic activities; therefore, individuals involved in them must be classified as employed, regardless of whether they carry out these activities for someone else for pay or for their own household or businesses/plot of land without pay or profit. Examples of major repairs include, but are not limited to, adding a room to the house/business establishment, changing the roof or putting in place new flooring.

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

Fishing and hunting, whether carried out for pay/profit or for household provision, are considered to be economic activities. This question aims to capture such individuals. In coastal areas and riversides where fishing is likely to be a common activity, stress the part of the question related to fishing. In non-coastal areas, stress the part of the question related to hunting.

- h) **Fetch water or collect firewood for household use?**

Fetching water and collecting firewood for a household's own use are economic activities – they are not part of household chores. Individuals involved in such activities need to be listed as economically active.

- i) **Produce any other good for this household's use? (Examples: clothing, furniture, clay pots etc.)**

Production of a good by and for household members is considered to be an economic activity; therefore, such individuals need to be classified as economically active.

Some examples of activities intended by this question (sewing a dress for a member of a household, making furniture/pots for household's use, etc.) are given at the end of the question. If the respondents have difficulties relating to the question, you can use these examples to clarify the question. Otherwise, do not read out the examples.

Q23. Even though (NAME) did not do any of these activities in the past week, does he/she have a job, business, or other economic or farming activity that he/she will definitely return to? (For agricultural activities, the off season in agriculture is not a temporary absence.)

This is another filter question aimed at capturing individuals who were not engaged in an economic activity during the reference period but who had a job attachment. Although the individual in question might not have worked in the reference period, if s/he is due to return to his/her work in a definite time period, s/he is considered to be economically active. Such circumstances leading to their temporary absence from work include paid/unpaid vacation time, leave-of-absence due to marriage or death of a household member, sick leave, maternity-leave, temporary lay-off due to slack season or interruption in work. Note that there is no time limit for the leave-of-absence.

Circle the number corresponding to the appropriate answer.

If the answer is 'YES', move on to the next question (Q24).

If the answer is 'NO', skip to question Q33.

Q24. Describe the main job/task (NAME) was performing e.g. carrying bricks, mixing baking flour, harvesting maize etc. (Main refers to the work on which (NAME) spent most of the time during the week.)

This question is to be asked only about individuals who were employed during the reference week (Q21=YES or Q22=YES or Q23=YES).

This is an open-ended question that aims to gather detailed information on the main job/task carried out by the individual. This question is used to determine the occupation held by the individual. If the individual held multiple jobs in the reference week, only inquire about the specifics of the main job. The main job is the one on which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Write a description of the individual's main job/task in the space provided. The appropriate occupational code will be assigned later at the central office.

Q25. Describe briefly the main activity i.e. goods produced and services rendered where (NAME) is working.

This question is to be asked only about individuals who were employed during the reference week (Q21=YES or Q22=YES or Q23=YES).

This is an open-ended question that aims to gather detailed information on the type of economic activity carried out in the individual's workplace. This question is used to determine the industry in which the individual works.

Write a description of the activity in the space provided. The appropriate industrial code will be assigned later at the central office.

Q26. Where did (NAME) carry out his/her main work during the past week? (Read out responses below)

This question is to be asked only about individuals who were employed during the reference week (Q21=YES or Q22=YES or Q23=YES).

This question is used to describe the individual's workplace.

Note that the question refers to the main job held during the reference week. The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Circle the number corresponding to the appropriate answer.

Q27. During the past week, which of the following best describe (NAME)'s work situation at his/her main work? (Read out responses below)

This question is to be asked only about individuals who were employed during the reference week (Q21=YES or Q22=YES or Q23=YES).

This question aims to determine the employment status of the individual. The question refers to the main job held during the reference week. Therefore, the respondent is expected to choose one status from among the pre-coded answers that are read out to him/her.

The pre-coded answers provide five categories for employment status:

1. Employee: An individual who performs work for somebody else in return for payment in cash or in kind. Included in this group are wage/salary-earners, casual workers, individuals working on a piece rate, etc. An unpaid apprentice in training is considered to be employed and should also be classified as an employee.
2. Own account worker (His/her own business without employees): This refers to a self-employed individual who does not use hired labour and who either works alone or relies on unpaid family workers to run a business, cultivate land/plot/garden, tend animals, etc. Two or more individuals may share the same premises and assist each other or share work; if they do not employ regular workers, these individuals are considered to be own-account workers. An individual working for commission should also be categorized as an own account worker.
3. Employer (His/her own business with employees): Individuals who run their own business, cultivate their own land/plot/garden, tend their own animals, etc. and employ regular workers while doing so are considered to be employers.
4. Members of producers' cooperative: This refers to all members belonging to the cooperative, irrespective of the duties they assume in the cooperative.
5. Unpaid family worker: An individual who works in a household business/farm/garden without pay.

Volunteer work is not an economic activity; therefore, individuals involved in such activities are not to be considered employed.

The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Circle the number corresponding to the appropriate answer.

Q28. What is (NAME)'s average monthly cash income from the main work? (In local currency)

With the exception of unpaid family workers (Q27=5), this question is asked about all employed individuals (Q27=1,2,3 or 4).

This question inquires about the average monthly cash income from the main work. The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

For individuals who did not work in the reference week but who are categorized as employed, their actual pay might reflect their absence from work during the reference week. Therefore, disregard their actual pay, and inquire about the pay they normally receive, on average, on a monthly basis. [For example, due to the seasonality in agricultural work, an individual engaged in such work may only receive an income for part of the year; to find the monthly income of an agricultural worker who worked for, say, four months, divide the annual income (the total for the four months) by 12. The same procedure should be applied to other individuals who experience seasonality in their work.]

Write the response in the space provided. For individuals who work for income in kind, write '0'.

Q29. What other benefits does (NAME) usually receive in his/her main work? (Read each of the following questions and circle answers)

For individuals who were employed as employees during the reference week (Q27=1), read each of the pre-coded answers except for the 'not applicable' option, and circle the numbers corresponding to the appropriate answers.

If the respondent specifies a reason 'other' than the pre-coded options, write down the reason in the space provided.

For individuals who worked as an own-account worker, employer, or member of a producers' cooperative (Q27=2,3, or 4), do not read the question, but circle the number (1) corresponding to the 'not applicable' option.

Q30. In addition to (NAME)'s main work, did (NAME) do any other work during the past week?

This question aims to capture individuals who carried out additional work during the reference week.

Circle the number corresponding to the appropriate answer.

Q31. For each day worked during the past week how many hours did (NAME) actually work? Main: (M) Other: (O)

Read the days of the week and write the actual number of hours worked in the space provided for the main (M) and other (O) jobs. These numbers should include the number of hours worked overtime during the reference week.

Do not ask the respondent for the total number of hours worked. When you have completed the interview, add up the number of hours and fill in the total column.

The main job/work is the one at which the individual spent most of his/her time during the reference week. If the individual spent equal time at more than one job, the job that brought in the most income is considered the main job.

Q32. At what age did (NAME) start to work for the first time in his/her life? (As an employee, own account worker, employer or unpaid family worker)

This question is asked about all employed household members, irrespective of their age. The aim is to identify inter-generational links in child labour.

Make sure that the respondent does not misinterpret this question to mean work for pay or profit only. For this question, the job status of the individual in his/her first job – whether an employee, own account worker, employer or unpaid family worker – is irrelevant.

The note that follows the question is directed to the enumerator and should not be read out.

Write the age of the individual in the space provided. If the respondent does not know the age at which the individual started work for the first time, write '99'.

B. Job search

Q33. Was (NAME) seeking work during the past week? (As employee, employer or own-account worker to establish his/her own business)

Although the question is straightforward, the respondent may misinterpret it to refer to wage work only. Any effort to establish a business is considered to be an activity in search of work; therefore, employers and own-account workers involved in such activities also need to be categorized as job seekers.

The note that follows the question is directed to the enumerator and should not be read out.

Circle the number corresponding to the appropriate answer.

Section IV: Household tasks of all children (5-17) during the reference week

Questions in this section are asked only about children ages 5-17.

In this section, the questions appear in the first column, and information on individual household members is recorded in separate columns. Write down the serial numbers and names of the individual household members in the top two rows.

Q34. During the past week, did (NAME) do any of the tasks indicated below for this household? (Read each of the following options and mark 'YES' or "NO" for all options)

This question is designed to identify children who have carried out household tasks during the reference week.

Read out each of the pre-coded answer options, and write 'Y' for 'YES' and 'N' for 'NO' in the spaces provided. If the child answers 'YES' for the option 'other', write down the type of task mentioned in the space provided.

If any 'YES' response is given, move on to the next question (Q35).

If no affirmative response is given, the questionnaire ends here for this household member. Go back to Section II and begin again with the next household member listed.

Q35. During each day of the past week, how many hours did (NAME) do these household tasks? (Record for each day separately)

This question is asked only about children who have carried out household tasks during the reference week (Q34=YES).

Read out the days of the week and write the actual number of hours the child spent on tasks in the spaces provided.

Do not ask the child for the total number of hours spent on household tasks. When you have completed the interview, add up the number of hours and fill in the total column.

The questionnaire ends here for this household member. Go back to Section II and begin again with the next household member listed.