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**NATIONAL
MIGRATION
SURVEYS**

SURVEY MANUALS

V. MANUAL FOR INTERVIEWER TRAINERS



UNITED NATIONS

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ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC
Bangkok, Thailand

**Comparative study on migration,
urbanization and development
in the ESCAP region**

Survey manuals

NATIONAL MIGRATION SURVEYS

V. MANUAL FOR INTERVIEWER TRAINERS



UNITED NATIONS
New York, 1980

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PREFACE

The materials presented here have been drafted for field surveys on migration in countries of the ESCAP region. The migration surveys were set up in response to the recommendations made in several population conferences held over the last ten years.¹

The migration surveys are components of a regional project, the "Comparative study on migration, urbanization and development in the ESCAP region". The first phase of this project consists of analyses of census materials on migration and urbanization in the participating countries. Although special tabulations from the 1970 round of censuses have been generated to focus specifically on migration and urbanization, these have limitations in providing information on the relationships between migration, urbanization and development. The main aim of the national migration surveys is to provide the kinds of detailed information that cannot be collected in national population censuses.

The data to be collected in the migration surveys will focus on the following four major issues:

- (a) Patterns and types of population mobility;
- (b) Demographic and socio-economic characteristics of migrants and non-migrants;
- (c) Motivations of people to move or not to move;
- (d) Demographic and socio-economic consequences of migration in areas of both origin and destination.

Preliminary versions of the questionnaire were circulated in 1978 to a large number of experts throughout the ESCAP region and in other parts of the world. Their comments were taken into consideration in the production of a questionnaire which was tested in Indonesia, Pakistan and Thailand in 1979. The results of these tests were discussed at the first session of the Advisory Committee on Migration and Urbanization, held at Bangkok from 29 October to 1 November 1979. The discussions and recommendations of this Committee are published in *Asian Population Studies Series*, No. 47, issued by ESCAP in 1980. The Advisory Committee recommended that a small working group should be set up to revise the questionnaire, taking into consideration the results of the pre-tests and the discussions of the Committee. A revised version of the questionnaire was further circulated among the Committee members for their comments and then tested in a pilot survey conducted in Thailand in May 1980. The results of this survey were used to modify the present document.

The materials presented here are regarded as a "core" and it is hoped that participating countries will follow them as closely as possible, allowing for minor modifications which may be required to meet local circumstances. ESCAP will welcome the opportunity to discuss any modifications which a participating country feels will be necessary. While priority is given to individual country requirements it is recommended that the information collected should be as uniform as possible to allow standardization of materials and procedures. The results should allow a comparison between countries which will maximize the understanding of a common problem affecting the majority of countries in the ESCAP region.

¹ Recommendations were made by the Second Asian Population Conference, held at Tokyo in 1972; the World Population Conference, held at Bucharest in 1974; Habitat: United Nations Conference on Human Settlements, held at Vancouver in 1976; the ESCAP Committee on Population at its first session, held at Bangkok in 1976; the Expert Group Meeting on Migration and Human Settlements, held at Bangkok in 1977; and ESCAP at its thirty-fourth session, held at Bangkok in 1978 and its thirty-fifth session, held at Manila in 1979.

The *Manual for Interviewer Trainers* is designed to assist those persons who are responsible for training interviewers for the national migration surveys. In addition to the verbatim guide, classroom exercises and practice interviews will be used during the training course. The importance of interviewer training cannot be overemphasized. Interviewers are the eyes and ears of the research team, and the quality of the data collected by the interviewers is closely related to the quality of instruction they receive. The manual is a guide rather than a rigid instructional manual. If sound, innovative training techniques are offered as an alternative to this manual, or if revision to the techniques seems advisable, such change, should be made.

I. GENERAL TRAINING PROCEDURES AND TECHNIQUES

A. PREPARATION OF PRESENTATION

The single most important aspect of any training session is trainer preparation. It is absolutely essential that all trainers be prepared before every session. If you are prepared in advance, your confidence and familiarity with the materials will be apparent to the class. No amount of classroom technique or showmanship can overcome the handicap of not knowing your subject matter. Interviewers look upon trainers as authority figures during training, and you will lose the interviewers' respect if you are not familiar with the subject matter, cannot answer their questions or, worst of all, provide them with erroneous information that you must later correct. Remember: preparation is the key to successful training. If you take time and effort to be prepared, the results will show in class.

1. *Study the training package well before the training session*

Read and study all the training materials as soon as you receive them. This includes the verbatim training guide, the *Manual for Interviewers*, training exercises, questionnaires and other materials used for training. Do not worry about the classroom presentations during this initial reading. Concentrate instead on understanding all the material. If there is anything you do not understand, look for the answer in the *Manual for Interviewers* or other relevant survey documents. Anything you do not understand can be resolved by the training co-ordinator.

2. *Scan and review the verbatim training guide*

Several days before training starts, scan and review the entire training guide. At this time you should begin to think about your classroom presentation in terms of answering trainees' questions and resolving problems that may arise.

3. *Scan and review the next day's training the night before*

In preparation for each day of training, scan and review the next day's topic the night before. By this time you should be thoroughly familiar with the material covered and this review will serve as a final refresher.

B. GETTING READY FOR CLASSROOM TRAINING

Arrange seats and tables so that each trainee can easily hear and see you, and make provision for any training aids you may use. Try to provide enough table space so that each trainee will be able to use his training materials without interfering with his neighbour.

The list of materials needed by you and the trainees is given in section E below. Before training starts, make sure that you have all the necessary materials. Note those places in the training guide which ask you to demonstrate or hand out materials to the trainees. Make sure that you have the materials organized and on hand so that you do not have to search for them in the course of the training session.

C. HOW TO USE THE TRAINING GUIDE

The interviewer training sessions will use a "verbatim training guide". The training guide is called "verbatim" because it is designed so that you can read it word for word to the trainees. This is important in order to guarantee uniform training. As you are training one group of enumerators,

other training sessions are being conducted by other persons. In order to ensure that all the data for the entire country and between different countries can be compared, each enumerator must be trained in exactly the same fashion.

Using the verbatim training guide also frees individual trainers from the burden of designing their own specific training programme. Very few of you have the time to prepare a complete training programme for each session.

There are several general rules for using the verbatim training guide.

- (a) Read the guide word for word when training.
- (b) Follow instructions carefully. A number of symbols are used throughout the guide to tell you what to do. These are:
 - (i) A "Q" always precedes a question you are to ask and an "A" always precedes the expected answers. For example:

Q. What are three types of instructions to enumerators that are found in the questionnaire?

A. Skip instructions, wording choice and question-specific instructions.

Do not read the answer but wait for the class to answer the question. You may not always get the answer exactly as printed in the training guide, but the answer should include the information given in the guide. Always call on a trainee by name when you reach one of the "Q"s and "A"s in the guide.

- (ii) Italicized words in parentheses are instructions for you to take the action during the training. For example: (*Distribute practice exercise*)

D. CLASSROOM TRAINING TECHNIQUES

Although the training guide tells you what to say and do throughout the class, merely reading a training guide does not guarantee an effective training session. Only you, the trainer, can make the session effective. You must watch for signs that reflect how well the trainees are learning and how well you are holding their attention. Watch their classroom participation, their answers to you questions and their own questions to you. To be effective you must:

- (a) Study the verbatim training guide;
- (b) Be familiar with the other training materials, especially the *Manual for Interviewers*;
- (c) Train standing up. You will gain in two ways. First, you will have better class control because you can see each trainee and the signals of frustration, hearing difficulty and doubt that his or her face reflects. Secondly, your voice will carry better without undue effort on your part.
- (d) Speak clearly and convincingly. Make sure that everyone in the room can hear you without difficulty. Read at a normal speed. Reading too fast or too slowly will lose the attention of the class.
- (e) Follow the training guide. Read the guide exactly as it is written. Remember, however, that there are some things that cannot be written into a training guide and that the training will depend on your ability to communicate with the class and on how you handle the material.

E. MATERIALS NEEDED FOR TRAINING

The materials to be used during training can be divided into those needed by the trainer and those needed by the trainees. The materials needed by the trainer are:

- (a) *Manual for Interviewer Trainers;***
- (b) Identification cards (for field-work);**
- (c) Practice exercises with answers;**
- (d) In addition, you should check that a blackboard, chalk and erasers have been provided in the training room.**

The materials that should be put at each interviewer's place before the first session begins are:

- (a) Name tags;**
- (b) Pencils and paper;**
- (c) One copy of the *Manual for Interviewers;***
- (d) Blank questionnaires.**

In addition, there will be materials to distribute during training. These will include practice exercises, administrative forms, etc. Make sure that you have all the necessary materials before you need to use them.

II. TRAINING GUIDE

A. LISTING PROCEDURES

Good morning, my name is _____ and I will be your trainer for this survey. In this training session I will teach you the basic responsibilities of your job and how you are expected to complete your work on this survey. When you are actually working in the field doing interviews, your supervisor will be available to help you with any problems you may have.

Before we get started, I would like each of you to introduce yourself.

(Allow time)

Before we discuss the specific points of the survey, I want to give you a brief description of the project. Then we will take a closer look at each particular part of the survey. If you have any questions or comments at any time during the session, please stop me by raising your hand. This is the only formal training on this survey and you are encouraged to ask questions at any point.

(Name of country) is conducting a national migration survey. The purpose of your job is to make sure that a sample of households are visited and that persons are interviewed and asked a wide range of questions about their migration history and other characteristics. Later in the training session, we will take a closer look at the exact questions you will be asking. Right now, I want to show to you, and briefly discuss, some of the materials you will be using during the survey.

(Hold up listing sheet)

This is a listing sheet. On it you will systematically list all the households in your work area. Your supervisor will use the completed listing sheets to select the sample of households.

(Hold up questionnaire)

This is the core questionnaire. It is divided into two sections. The first section is called the household schedule and is on the first 11 pages of the questionnaire. The household schedule will be asked of the head of the household. It contains questions about the household composition and the general characteristics of the household. The rest of the questionnaire is called the individual questionnaire. The respondent for it will be one of the household residents aged 15 to 64. This section contains questions about the person's background, his or her experience of migration and expectations. Later on, we will discuss how this person is chosen.

The other important item you will use in training and throughout field-work is the *Manual for Interviewers*.

(Hold up Manual for Interviewers)

This is the manual that tells you what to do and how to do it. It contains a description of the general techniques you should use while interviewing and also deals in depth with each question in the questionnaire. We will be using it and referring to it constantly throughout this training session and at this point we will begin going through it.

The first training topic is "Instructions for listing", which is chapter I of the manual, and it begins on page 1. Take a few minutes and read section A "Overview and the interviewer's role".

(Allow time)

As you have just read, the national migration survey is a sample survey. This means that some, but not all, of the households in the country will be interviewed. Part of the procedure that will be used to select these households requires that you "list" all the households in a predetermined area. Your supervisor will then use the listing to select the households to be interviewed. Your specific responsibilities include precavassing your enumeration area (also known simply as "EA"), planning an efficient path of travel through the EA and listing each housing unit and household you discover in your EA. We are going to discuss each of these responsibilities in detail, but first read section B on "Maps of enumeration areas".

(Allow time)

You will be given an EA map by your supervisor before you begin working in an area and you should return the map when you finish listing. Take care of the map and try to return it in good condition, that is, in one piece, dry and legible. At the time you receive your EA map you should look at it and make sure that you understand all the symbols and notations on it. Are there any questions on what we have covered so far?

(Answer questions)

Now read section C on what to do before starting to canvass and list.

(Allow time)

This section concerns general rules to follow when working in an enumeration area and explains how to use your EA map.

(Ask the following questions. The expected answer is given below each question)

Q. What is the EA boundary?

A. The EA boundary identifies the area in which we are supposed to list.

Q. If an EA boundary is shown going down the middle of a road, do you list things on both sides of the road?

A. No; we list only the side of the road within the boundary.

When you first get into the field with your EA map, it is important to orient yourself. This means locating yourself on the map and on the ground.

Q. What should you do if you discover that a street name has changed?

A. Change the name on the map.

Q. What should you do if you find that something has been added to or deleted from your EA map?

A. Change the map.

The important point here is that you should update your map so that it accurately reflects the EA at the time of your visit.

Now read section D on planning your path of travel.

(Allow time)

Before you actually begin listing, you will walk through the EA to get a general idea of the layout of the houses and roads. You begin listing at one boundary, on a main road if possible. It is important that you systematically list every household in the EA. For this reason, you are instructed to move in a clockwise direction, always listing places on your right. When you come to an intersecting road or trail, enter it and, keeping to the right, continue listing.

In urban areas, the EAs will probably be city blocks. There are two examples of "paths of travel" in urban areas in figures I and II of your manual.

In rural areas, there is often no uniform street or road pattern and you may encounter obstacles, to the logical path of travel. For example, the EA might include a swamp or a river. Such obstacles should be taken into account when planning your listing. You may also find, in rural areas, that houses are frequently located off the main road in a more or less random pattern. Look at the guidelines for listing in rural areas. Figure III gives an example of how to list in a rural area. The important point is that all households must be listed and noted on the map, and this means you should carefully observe the EA when walking through it the first time.

So far we have talked about your role, EA maps, identifying your work area and planning a path of travel. Are there any questions on these topics?

(Answer questions)

Now take a few minutes and carefully read part 1 of section E which tells you what to list.

(Allow time)

As you have just read, you will be listing housing units, households within housing units and special dwelling units. The two important words in talking about housing units are separate and independent. By "separate", we mean that a room or group of rooms must somehow be enclosed so that the occupants can isolate themselves for the purpose of cooking, living and sleeping. "Independent" means that the occupants can leave their unit without going through someone else's unit, that is, the occupants have direct access to their unit from the street or a common hallway or lobby. A "household" can be either an individual or a group of persons occupying a housing unit.

Q. What criteria determine whether or not a group of persons living together in a housing unit are considered to be a household?

A. Common housekeeping arrangements, sharing meals in the sense that food is obtained for common consumption and having common arrangements for supplying basic living needs.

Q. Can there be more than one household in a housing unit?

A. Yes.

Q. A 15-year-old boy lives at home with his parents. He has a bedroom of his own in their house and takes his meals with them. Is his bedroom a separate housing unit and is he a separate household?

A. No.

Q. You are approaching what is commonly called a "single family house". Do you know, in advance, how many households there are in the house?

A. No.

Q. Why not?

A. Because there could be any number of persons or groups occupying the house, each of which has exclusive use to part of the house, takes its meals separately and has a separate budget.

Q. What is a "special dwelling unit"?

A. A housing unit where six or more unrelated people live together or a place where people live collectively.

Q. Are all special dwelling units supposed to be listed?

A. No.

Q. What types of special dwelling units are not to be listed?

A. Compulsory places such as prisons, hospitals, army barracks and nursing homes.

Q. What types of special dwelling units are to be listed?

A. Non-compulsory places like schools, work camps, boarding houses, monasteries, etc.

Are there any questions about the definitions or explanations of housing units and households?

(Answer questions)

Now read parts 2 and 3 of section E on map spotting and listing.

(Allow time)

Map spotting of units is important because your supervisor or another interviewer may need to locate the unit.

Q. How do you identify units on the map when you spot them?

A. By placing a small square on the map where the unit is located and then the number of the unit according to the listing book.

In urban areas it may be difficult to spot every unit, but you must spot units which are hard to locate.

When you are listing, remember the following important points:

(List on blackboard)

(a) Travel through each part of your EA. You must be absolutely certain that you have accounted for each housing unit in the EA.

(b) In general, travel in a clockwise direction, listing things on your right.

(c) Be aware of where your EA boundaries are and list things only within the boundary.

(d) Do not hesitate to ask questions of residents about the existence or location of units in the EA.

Remember to mark with a "X" the starting point for your listing and draw an arrow on the map to indicate your path of travel. Figures I, II and III all show how this should be done.

(Review figures I, II and III)

The important point is that you should be orderly and systematic in your listing, especially in structures with more than one housing unit.

- Q. In a multi-unit structure with a regular numbering or lettering system, what order do you list in?
- A. Lowest number or letter to highest, putting unnumbered units first.
- Q. How do you list in a multi-unit structure without regular numbering?
- A. Lowest floor to highest floor, listing clockwise on each floor. If listing clockwise is not feasible, list from front to back within the structure.

Remember that if you had difficulty locating a unit, it is likely that another interviewer or supervisor will have the same problem. For this reason, you should never hesitate to draw a sketch of a structure showing the relative location of the units.

Now read part 1 of section F. This section tells you how to complete the household listing sheet.

(Allow time)

You will be listing all units that are occupied or intended to be occupied. You will also be listing separately all households within units. Remember that more than one household can occupy a unit. You must determine how many households, according to our definition, occupy each housing unit.

Now let us take a look at the listing sheet and talk about the rules for filling it in. Figure IV shows the listing sheet. You need to complete the identifying information on the top of each listing sheet. All the listing sheets for your EA should be numbered.

Column A is for the housing unit number. This is a three-digit number. The first number will be assigned by your supervisor. You should start with "01" and consecutively number each unit in your EA.

- Q. How do you list and assign housing unit numbers if you are in an apartment building with several units?
- A. List each unit separately and assign each a unique number.

Column B is for the household number. If there is only one household in a housing unit, you should assign it household number "1". If there is more than one household in a unit, number "1, 2, 3" etc. Note that in these cases, the housing unit number will remain the same, and the "uniqueness" is provided by the household number.

- Q. If housing unit number 18 has four households in it, what will be the unit and household numbers that you assign?
- A. 18-1, 18-2, 18-3 and 18-4.

Column C is for the address or unit description. Here you should enter the address of the unit. If there is no address, enter a description of the unit, something that will assist others in locating it. Remember to enter permanent features when describing a unit.

Column D is for the name of the head of the household. Enter the complete name of the head. If the unit is vacant, just enter "vacant" in column D. If there is no one at home in the household, try to find out the head's name from a neighbour.

Column E is for callback information. Put here any information about the best time to contact and talk to the household head. Column F is for notes. Write down anything here that may be helpful to another interviewer. For example, "look out for the big dog". etc. The remaining columns are for the supervisor's use only and you should not write in them.

Notice the next paragraph after (f) *Notes*. That paragraph is very important, because it tells you what to do if you discover after your first visit that there are two or more households in a unit, that is, when you first list the unit you think there is only one household and therefore allow only one line for the unit on the listing sheet. However, you later discover that there are two or more households in the unit. The instruction tells you to add the additional household(s) at the end of your listing sheets, repeating the housing unit number (column a), and assigning unique household numbers. You should never try to squeeze the information for the newly-discovered household(s) into the same line as the originally listed housing unit.

Please read part 2 of section F now. This section concerns the listing sheet and procedures for special dwelling units.

(Allow time)

Each time you encounter a special dwelling unit in your EA that should be listed, you will use the separate listing sheet for special dwellings. This is figure V. On this sheet, you will complete a line for each resident (aged 15-64) living in the unit. Note that the information in columns (a) to (f) applies to individuals rather than housing units or households as was the case with the other listing sheet. Be sure to check with the administrative office, if there is one, to see whether they have a list of the occupants of the special dwelling. If they do have a list, check that it is correct and current.

- Q. What should you do if the special dwelling is a dormitory or a room with many beds?
- A. Draw a sketch map of the room indicating the location of each bed. Attach the map to the listing sheet. Figure VI shows you how to do this.
- Q. How many listing sheets should you fill in if the special dwelling is a compound with several buildings?
- A. Complete one sheet for each building.

Section G of chapter I contains a glossary of some of the terms used in listing. We have now finished the section of the manual of listing. Are there any questions about any of the material we have discussed?

(Answer questions)

Now I am going to distribute a short exercise on listing. Take a few minutes to complete it and then we will review your answers.

(Distribute exercise I on listing and mapping. Allow time. When everyone has finished, go through the exercise asking the interviewers to give their answers. Make sure that everyone has the right answer and knows why the answer is correct)

B. GENERAL INTERVIEWING PROCEDURES

The next training topic is "General interviewing procedures", which is chapter II of the manual. This subject covers those procedures that are important to follow in any survey, that is, things such as using the questionnaire, recording answers, probing and so on. Take a few minutes to read section A, the introduction.

(Allow time)

- Q. What are some of the characteristics of the national migration survey?

(Record answers on blackboard)

- A. Sample survey two-stage, face-to-face interviews.

(Pause)

If you looked at the entire research staff of a project like this and tried to place a value on their relative importance, you would have to conclude that interviewers are at the top of the list. Interviewers are the primary collectors of data and any project is only as good as the data. This means a sound project design, effective training and thorough analysis can all be wasted if the data collection effort is not done well. The key to good data collection lies in all interviewers using the same general procedures that we will talk about here. The goal of every survey is to combine interviews completed by all interviewers into one aggregate mass of information. This combining of interviews can be done only when we know that each interviewer has followed the same procedures.

(Pause)

As an interviewer, you have a responsibility to your respondents to keep completely confidential everything you observe or are told during an interview. Although the temptation may sometimes be great to discuss an interview or a respondent with a relative or friend of yours, you have an obligation to maintain the confidentiality of all survey respondents. Are there any questions so far?

(Answer questions)

Section B is called "Before making contact and beginning the interview". Read parts 1, 2 and 3 on what to do before making contact, gaining co-operation and introducing yourself at the door.

(Allow time)

Let us review the things that you should do before going into the field to interview:

(a) Review training materials. This is especially important in the beginning, when you are still somewhat unsure of yourself. Reviewing all your training materials tells you about the full range of field operations.

(b) Review the questionnaire. Practise using the questionnaire and be familiar with the way it works, that is, be aware of the skip patterns and know how the tables are supposed to be completed.

(c) Organize your materials. Know what materials you have to use and make sure that you have them with you before going out to interview.

(d) Be aware of your appearance and behaviour. Your appearance is the first thing that the respondent notices. To create a good first impression, you should be neatly dressed and should always be polite and courteous.

(Pause)

Something else to keep in mind is the need to establish a comfortable relationship with the respondent as a part of gaining his co-operation. You should be able to convince the respondent that this is an important study and that his co-operation is necessary and appreciated. Your introduction at the door is very important. It should do several things: it should tell the respondent who you are, whom you represent and what you want. The introduction does not need to be long. All you want to do is obtain the respondent's co-operation in completing the interview. For this survey we want all interviewers to be familiar with and use the standard introduction that is printed in the manual on page 17. You do not need to memorize this introduction, but your introduction at the door must include all of the important points in it.

(Read introduction)

Notice that this introduction accomplishes the three basic goals of an introduction. It tells the respondent (a) who you are, (b) whom you represent and (c) what you want.

(Pause)

Now read parts 4 and 5 of section B on answering respondents' questions and the setting for the interview.

(Allow time)

It is not unusual for respondents to ask questions about how they were picked or what is going to happen to the information they provide. You should be prepared to answer these basic questions if they come up.

(Play the part of a respondent and ask the following questions).

Q. Who are you?

A. My name is _____ and I represent the (sponsoring agency).

Q. What are you going to do with my answers?

A. All your answers will be used in statistical, aggregate form only. Your name will be held strictly confidential and never released with the data.

Q. How long will this take?

A. The interview should not take more than an hour.

Q. Why did you pick me to interview?

A. Your house was chosen at random as were thousands of other houses throughout the country. We picked the house you live in, not you personally.

Q. If I answer these questions are you going to come back again?

A. We may have to reinterview some individuals for our own quality control procedures, so there is a possibility that someone will come back to talk to you again, but they will ask only a very few questions.

(Pause)

Once you are asked inside, you should try to establish a suitable physical setting for the interview. In doing this, you should (a) try to avoid an audience and (b) arrange suitable seating. The respondent will give better, more accurate answers if he or she is alone with the interviewer. Try to obtain as much privacy as possible when asking questions. You should try to sit across from the respondent instead of side by side. In that way the respondent will not be able to read the questionnaire and thereby become distracted. If a table is available, you should suggest using it. You will then have a good writing surface and a place to lay out your materials. The most important thing, however, is that the respondent is comfortable.

Please read section C now on using the questionnaire. Read the first two parts on asking the questions and the instructions in the questionnaire.

(Allow time)

Q. What are some of the principles to follow in asking questions?

(Record answers on blackboard)

A. Ask questions in a neutral fashion, ask all questions in order, ask questions as they are worded, try to keep the respondent from reading the questionnaire.

Let us look at each of these in a little more detail.

(Point to the appropriate answer on the board while going over the following)

(a) Neutrality. The facts and opinions a respondent gives must be his own. You should avoid any kind of behaviour, spoken or unspoken, that might affect a respondent's answer. Another interviewer should be able to obtain the same answers as you. Never assume that you know what a respondent means by an ambiguous answer.

(b) Ask questions in order. The questions follow one another in a logical sequence. The aim is to prevent answers to some questions from influencing answers to later questions.

(c) Ask questions as they are worded. Unless there are unusual circumstances never rephrase a question to "clarify" it or "make it easier to understand". All words are there for a purpose. In order that the information from all the questionnaires can be put together, each question must be asked in exactly the same way.

(d) Keep the respondent from reading the questionnaire. Respondents can be distracted if they can see the questionnaire. They may try to read ahead to see what is coming next and just not be as attentive as necessary. If at all possible, try to arrange seating for the interview so that the respondent will not be able to read the questionnaire.

In addition to the questions you ask, there are also instructions to you in the questionnaire. All instructions to you are printed in italics in the questionnaire.

Q. What kinds of instructions are there?

A. Skip instructions, wording choices and other question-specific instructions.

Skip instructions are ways of making the questionnaire fit the respondent, that is, based on information that the respondent gives you, you may or may not ask a series of questions. For example, if the respondent tells you that he has never been to school, you do not want to ask how many years of school he has completed. You are therefore instructed to skip a particular group of questions. Skip instructions are identified in one of two ways:

(a) There may be a written instruction following a question or a code that says, for example:

(Write on blackboard the following)

"(Skip to question 110)"

(b) In other cases, an arrow (*draw arrow on board*) indicates which question or series of questions is to be asked next.

Sometimes you will have to insert the correct word or phrase in a question. This is another method of moulding the questionnaire to fit the respondent. For example, assume that this is the question:

(Write on blackboard)

"115. Since you were 15 years old, have you ever lived in a place other than . . . (*Place in question 114*) for a period of one year or more?"

When asking this question, question 115, you would look at what you recorded in question 114 and insert the name of that place in question 115.

In addition, there are other question-specific instructions to you, the interviewer. These are things like "*Circle only one answer*" or "*X box if I.D. card seen*" or "*Sum the number of children ever born from the family history.*" These instructions tell you to do something or how to do something.

Now read part 3 of section C on the different types of questions.

(Allow time)

There are two general types of questions that you will find in this questionnaire. They are:

(Record types on blackboard)

(a) *Precoded.* These questions contain a limited number of answers, each of which is associated with a numbered code.

(b) *Open-ended.* There are two types of open-ended questions. One type requires you to enter a number on a line or in boxes and the other type has lines or a blank space where you write down exactly what the respondent says.

These types of question are similar in that neither lists the range of acceptable answers in the questionnaire. Instead, you write down exactly what the respondent answers. Are there any questions on this part?

(Answer questions)

Now I want you to read parts 1, 2 and 3 of section D, which are about probing.

(Allow time)

Q. What is probing?

A. The technique of neutral questioning used to obtain a full, complete and relevant answer.

Q. When should you probe?

A. Whenever the respondent's answer does not adequately answer the question.

For example, look at the examples of answers that require probing.

(Go through these, pointing out how the responses fail to answer the question)

The only way that you can judge whether an answer is adequate is if you understand the intention of the question, that is, you must know what a question is asking for and then weigh the respondent's answer against the intention of the question.

One of the most important points to keep in mind when probing is always to use neutral probes. Your probes should never imply to the respondent that one answer is preferable to another. "Leading" the respondent is one cause of bias. Bias is the distortion of responses caused by the interviewer favouring one answer over another. Look at the examples of biased probes.

(Review these examples with the interviewers)

Now read parts 4, 5 and 6 of section D. These sections tell you how to probe the different types of questions, how to deal with "don't know" responses and when to stop probing.

(Allow time)

It is necessary to probe a precoded question when the respondent does not answer in the exact words of one of the answer categories, that is, when the respondent gives an answer that cannot clearly be coded into one of the existing categories. Your probe, in these cases, should be designed to make the respondent choose one of the precoded answers. If the respondent seems to have misunderstood the question, the best probe is to repeat the question. Say something like "Let me repeat that question".

(Pause)

Questions requiring a numerical answer most often need to be probed when the respondent answers with a range rather than a single number. When this occurs, your probe should make the respondent specify or give a "Usual" figure or an estimate.

(Review the example which uses question 047)

On longer open-ended questions you will find that a respondent's initial answer may not be sufficiently clear or specific.

(Review the example which uses question 127a)

Now, the "don't know" response. When someone answers a question by saying "I don't know", he may mean a number of things. Your job is to determine, as far as you can, if the "don't know" means that he does not understand the question, he thinks the question is too personal, he really does not know the answer, or something else. Do not immediately accept a "don't know" response. Be prepared to assure the respondent of the confidentiality of his answer, or to repeat that there are no "right" or "wrong" answers to the questions. In general, you should always probe a "don't know" answer at least once.

- Q. What should you do if, after probing, the answer is still "don't know"?
- A. Record "DK" in the questionnaire next to the appropriate answer box.
- Q. When should you stop probing?
- A. When you have a clear, complete, relevant answer or if the respondent becomes annoyed.

Are there any questions on probing?

(Answer questions)

Part E is about recording answers. Read all of Part E now please.

(Allow time)

The important thing to remember about recording answers is that you can ask the questions perfectly and probe like an expert, but your efforts are wasted if your codes are sloppy or if your writing is illegible. Obviously, different types of questions require different types of answers. To answer most precoded questions, you simply have to circle a numbered code.

(Illustrate this on the blackboard)

For other types of precoded questions, you merely need to mark "X" on a line or in a box.

(Illustrate this on the blackboard)

If a question calls for a number or an amount, you just record the figure on the answer line.

(Illustrate this on the blackboard)

Some questions have a blank space or a line for a response. This type of open-ended question is answered by writing down exactly what the respondent says, in his own words. This is called "verbatim recording".

Finally, you may need to record numbers in boxes. When this happens, you must be sure to right-justify and zero-fill the answer.

- Q. What do "right-justify" and "zero-fill" mean?
- A. They mean that the answer should be recorded in the boxes farthest to the right and that zeros should be entered in the unused boxes.
- Q. Assume that you have four boxes to record an answer and the answer is "23". How would you record it?

A.

| | | | |
|---|---|---|---|
| 0 | 0 | 2 | 3 |
|---|---|---|---|

Let us review the general rules for recording answers, that is, parts 3 of section E.

(a) On precoded questions, carefully circle the code or mark the line that corresponds to the respondent's answer.

(b) On open-ended questions, carefully and legibly record the answer on the line or lines provided. Remember that numbers or words that cannot be read are useless. Also remember to right-justify and zero-fill when necessary.

(c) If the respondent absolutely refuses to answer a question, write "refused" next to the question.

(d) If you make a mistake in recording or the respondent changes his mind, cross out the incorrect answer with two horizontal lines

(Illustrate on board)

and then enter the correct answer. Never erase.

Are there any questions on section E, recording answers?

(Answer questions)

Now read sections F and G on ending the interview and editing the questionnaire.

(Allow time)

When ending the interview, thank the respondents for their co-operation and take a few minutes to answer any questions they may have. As soon as possible after leaving a household you should read through the interview to check for accuracy, completeness, consistency and legibility. This is called "editing" and it is an important part of your job.

Q. What are the two main reasons for editing?

A. To learn from mistakes and to correct errors and omissions.

You have to be aware of your errors in order to stop making them over and over again. By thoroughly editing your own work you will discover those errors. Editing also gives you the opportunity to clarify illegible writing or unclear coding. In addition, editing soon after the interview gives you the opportunity to return to a household to ask any questions which were omitted by mistake. At the back of each questionnaire is an editing check list called the "Critical items checklist" that you must complete as soon after leaving the household as possible. We will talk about how to complete the checklist later in training.

We have now finished chapter II of the manual. Are there any questions on general interviewing procedures?

(Answer questions)

Here is an exercise on general interviewing procedures. Complete it and then we will go over your answers.

(Distribute exercise 2 on general interviewing procedures. Allow time. Review this exercise as you did the exercise on listing. Make sure that everyone understands the material before continuing)

C. SPECIFIC FIELD PROCEDURES

Our next training topic is "Specific field procedures". This is chapter III of your manual. It contains some basic definitions of terms used in the survey and a description of the materials you

will use when interviewing. There is also information on the procedures to follow in the field. Begin by reading section A, which gives some of the concepts and definitions.

(Allow time)

The most important definitions, for the purpose of this study, are "building", "housing unit" and "household". We have already talked a little about these when we covered listing procedures, but let us review them anyway.

Q. Are pig pens or chicken coops counted as buildings according to this definition?

A. No.

Q. What about a store with an apartment above it?

A. Yes, it is a building.

Q. What is a housing unit?

A. A structurally separate and independent place of abode.

Q. What do you mean by "independent"?

A. The occupants can enter or leave their living quarters without going through someone else's living quarters.

Q. Is there necessarily a one-to-one correspondence between housing units and households? That is, is there always just one household per housing unit?

A. No.

Before we go on to the next part, I want to point out an important definition. Look at the last paragraph of section A. You will see two temporal divisions of what this survey considers "migration" to be. This is something that we will come back to time and again when we begin talking about the questionnaire. For the purpose of this survey, "migration" is either:

(a) A move of 12 months or more;

or

(b) A move of less than 12 months if the reason for the move was to work, to look for work or to study.

Are there any questions regarding these definitions?

(Answer questions)

Please read section B now about the materials that are being used in the survey.

(Allow time)

This section deals with the materials you need to carry out your job. Are there any questions regarding the materials?

(Answer questions)

Now read section C on field procedures.

(Allow time)

Q. How many times will you usually need to visit a household in order to complete the core questionnaire?

A. At least twice.

Q. Why?

A. Because the household schedule and individual questionnaire will usually be completed by different respondents.

It is not possible to predict accurately when respondents will be home. This means that you frequently will have to call back. The following rules apply to callbacks:

(a) You must make three unsuccessful calls at a household before you can turn the case in to your supervisor. This is three calls on both the household schedule and the individual questionnaire;

(b) A "call" means actually going to the door and announcing your presence, not just walking by to see whether it looks as though someone is at home;

(c) If no one is at home on your first attempt call back at a different time of day;

(d) Above all, use common sense and good judgement. Ask neighbours or other members of the household when the best time is to contact someone. Your supervisor may also be able to help you or give you advice.

There are several types of problems you may encounter in the field.

Q. What should you do if you cannot find an address?

A. Ask people in the area and, if you still cannot find it, report the case to the supervisor.

Q. What do you do if you arrive at a building and find out that there are no housing units there?

A. Double check and then report the case to the supervisor.

Q. What should you do if a respondent refuses to answer a question?

A. Remind him of the confidential nature of the survey and, if he still refuses, write "Refused" next to the question and continue.

In every survey there are people who refuse to be interviewed. However, with a good approach, introduction and attitude on your part, the number of refusals can be kept quite small. What you need to do as interviewers is determine why a person is refusing. Are they concerned about confidentiality? Did you come at a bad time or on a bad day? Is there some other reason? If you feel that a respondent is going to refuse, suggest that you come back at a later time. Try to leave before receiving a firm, final "No". You or another interviewer may have better luck later. If the refusal does appear to be final, report the case to your supervisor. Does anyone have a question about this section of the manual?

(Answer questions)

Now read section D on relations with your supervisor.

(Allow time)

This part concerns your relations with your supervisor. While in the field, you will meet your supervisor regularly to review problems, return completed work and receive new assignments. The supervisor is your link with the Central Office during field-work and you should always feel free to discuss any problems that you may have with the supervisor. Later in this training session we will review the reporting forms that you will be completing and handing in to your supervisor. Are there any questions on specific field procedures?

(Answer questions)

D. THE HOUSEHOLD SCHEDULE

We have now finished talking about all the general material and procedures. The remainder of your training will be devoted to the questionnaire. Please take out your training copy of the questionnaire and keep your interviewer's manual open too. We will be referring back and forth between the questionnaire and the manual during the rest of training.

We have already talked about the questionnaire but let us look at it more carefully now. The whole questionnaire is called the "core questionnaire". The core questionnaire is divided into two parts. The first part is the household schedule on pages 1 to 11. The household schedule contains questions about the whole household, and the respondent for the household schedule should be the head of the household, although another knowledgeable adult household member may respond if the head is not available. The second part is the individual questionnaire. The individual questionnaire is on pages 13 to 29. After completing the household schedule, you will randomly select one person to be the respondent for the individual questionnaire. Later on we will talk about the procedure to follow in selecting this person.

Chapter IV of the manual deals with the household schedule. Please turn to it. Let us begin our review of the household schedule by reading Section A, which is about filling in the cover sheet and section B, which explains what the household schedule consists of.

(Allow time)

At the same time that you receive assignments your supervisor will give you the EA map that was used in listing the area. The EA map will assist you in locating specific units and households. This means that you will be going into the field to interview with an EA map and questionnaires that already have the top part of the household schedule cover sheet completed. The section on "Identification of the household" will be filled in by your supervisor. The most important entry, for the purpose of interviewing, is the "Name of the head of household." The name entered here is the person identified as household head at the time of the listing and is the person you should ask to speak to for the household schedule.

The "Interviewer record" part of the cover sheet will be completed by you based upon your attempts to administer the household schedule. For each visit, you should mark the box that corresponds to the outcome and the day, date and time of the visit. Also complete the "Time started" and "Time ended" boxes if the visit results in a completed interview. If you make an appointment to return later, do not forget to note the time of the appointment.

Are there any questions about the cover sheet or the general contents of the household schedule?

(Answer questions)

Section 1 of the questionnaire is on pages 2a, 3a, 2b, and 3b of the household schedule. This section seeks to obtain basic information about all usual residents of the household. Note that there are 15 questions across the top of the pages and 10 rows on each of the double pages 2a/3a and 2b/3b for entering the names of the persons who are usual residents of the household. This means that section 1 provides for up to 20 "usual" household residents.

Now turn to your manual. We are up to chapter IV, section C, which refers to section 1 of the questionnaire. Read parts 1, 2 and 3 down to the heading "4. Questions 004 - 015".

(Allow time)

Questions 001, 002 and 003 of the questionnaire ask for the names of all usual residents of the household, their relationship to the head of the household and their sex. Note that you need to

ask about a person's sex only if you cannot code the answer from the person's name or by observation.

- Q. Who goes on the first line at question 001?**
- A. The head of the household.**

- Q. Who is the head of the household?**
- A. The person who generally provides most of the income and is responsible for the organization and care of the household.**

- Q. When can you administer the household schedule to someone other than the head?**
- A. When the head is away for a few days and cannot be contacted for the interview.**

- Q. What should you do if you discover, while administering the household schedule, that there are two households in the unit instead of one?**
- A. Add the second household to the end of the listing sheet and see the supervisor before administering a questionnaire in either household.**

After recording the answers to questions 002 and 003 for the head, ask for the name of all other usual residents, their relationship to the head and their sex. This means that questions 001, 002 and 003 are completed for everyone before you go on to the other questions. Notice that the codes for the relationships can be found at the bottom of page 3a. All you need to do is enter the number corresponding to the code.

- Q. Should a "usual" member away on a short business trip be included in section 1?**
- A. Yes.**

- Q. How about someone living elsewhere while attending school; should this person be included?**
- A. No.**

- Q. What order should the persons be listed in?**
- A. Start with the head, then the spouse of the head, their unmarried children (in order of age), married children, etc. They should be listed in ascending numerical order according to the codes on the bottom of page 3a.**

- Q. What order are the persons listed in if there are two or more married children living in the household?**
- A. List the first married child, his or her spouse and his or her children and then go on to the next married child.**

You should tell the household head that you want the persons listed in this order. Otherwise, the head is likely to name people as he thinks of them. The importance of having the usual residents systematically listed in the same order in each household is something we will discuss later. If, for whatever reason, the persons are not listed in the correct order, do not re-order them. Instead, proceed as you normally would and point out the problem to your supervisor when handing in the case.

- Q. What should you do if there are more than 10 usual residents of the household?**
- A. Use pages 2b and 3b to record the additional persons.**

After asking questions 001, 002 and 003, you need to ask the three "check" questions at the bottom of either page 2a or page 2b (depending on how many usual residents there are). These

questions are "built-in probes" that may remind the respondent of someone he forget to include as a usual resident of the household. If the response to any of these questions is "Yes", meaning that there are other persons, ask for their name and relationship to the head and enter this information in questions 001, 002 and 003. At this point, you should have questions 001, 002 and 003 completed for all usual members of the household.

What you do next is begin asking questions 004 through 015 across the page for each person listed. Read the instructions for questions 004 to 015 in your manual.

(Allow time)

At question 004, we want the person's age in complete years, not years and months.

Q. What would you enter in the boxes if someone was six years and eight months old?

A. Enter "06". *(Be sure to write zero six, since the answer must be right-justified and zero-filled)*

Q. What do you enter if the person is less than one year old?

A. Enter "00".

Q. What do you enter if the age is over 99?

A. Enter "99".

In some cases, the respondent may not know the exact age of a household member. When this happens, you will need to probe. "Age" is very important in this survey, and if all else fails you should estimate the person's age yourself. An estimate is preferable to no answer.

Q. What are some methods of probing for the age of a person if the respondent is unsure?

A. Ask to speak to the person, ask for documentary evidence, relate the age to someone else whose age is known or ask about historical events to provide a reference point.

Question 005 asks for the location of the usual place of residence of the person's mother at the time of the person's birth. Note that this may not be the same as the actual place of birth of the person. You will insert "his" or "her" when asking the question based upon the answer to question 003. This type of question, that is, asking for the province or country, district and village, town or city, is repeated throughout the questionnaire and is one of the most important pieces of information to be collected. For this reason, it is absolutely essential that you understand and follow the procedures for probing and recording the answers, which you have just read. These procedures apply to all the location questions in the questionnaire.

Q. What do you record on the "province/country" line if the place named is another country?

A. The name of that country.

If the respondent names another country, the "district" and "v/t/c" lines can be left blank. "v/t/c" is the abbreviation used for "village, town or city".

Q. What do you do if the answer to this question is "here", meaning the same v/t/c as where you are interviewing?

A. Record "Here".

In this case, also, the "here" entry on the province/country line is the only answer you have to record.

In most cases, however, you will have to enter a province, a district and a v/t/c, that is, most places named will be within the country. All the locations recorded in this type of question will be

coded in the office, so it is important that the answers you enter are as accurate and precise as possible. You should probe if the respondent is uncertain about a location and accept a "don't know" only as a last resort.

Q. What should you do if the respondent names a large identifiable city like Bangkok?

A. Probe by asking, "Was it actually Bangkok or just close by?"

The reason you need to probe is that some respondents have a tendency to answer location questions by giving the name of the closest large metropolis, not the name of the exact place. On this survey, we want precise locations, no matter how small or how close they are to a major city.

When you write down the name of the village, town or city, always check with the respondent whether the place you are writing down is a village, a town or a city and write in "v", "t" or "c" before the name. This helps us as we may not know what type of place it is just by looking at the name.

Are there any questions about the instructions for questions 001 to 005?

(Answer questions)

Now read the instructions for questions 006 and 007.

(Allow time)

Questions 006 and 007 concern the migration status of the usual household residents. You remember that, when we talked about general concepts and definitions in specific field procedures, I said that there were two types of moves that were considered "migrations" for the purpose of this survey.

Q. What are the two types of moves?

(Record the answer on the blackboard)

A. A change in residence of one year's duration or more and a move of less than one year if the reason for the move was to work, to look for work or to study.

These two questions find out whether any of the usual household residents have made a migration according to our definition. Note that question 007 is only asked of persons six years old or more. Also note that when asking these questions you must insert the "place" from question 005. This means that the spatial reference point for questions 006 and 007 is the "place of origin" that you found out in question 005. The answer to these questions is coded simply by entering a "1" for Yes or a "2" for No in the box provided.

If it appears that the respondent does not understand the question, repeat it slowly, emphasizing "ever lived in a place other than ... (the place in question 005)". Are there any questions about questions 006 or 007?

(Answer questions)

Now read about questions 008 to 012 in your manual.

(Allow time)

Question 008 asks for the duration of the person's stay since the last move to the v/t/c where you are interviewing. Note that the code boxes are for years or months. If the answer is one year or more, fill the "years" box only with the whole years. Ask the number of months only if the duration is less than one year.

Q. What do you record if the answer is seven months?

A. Enter "07" in the months boxes and leave the years boxes blank.

Q. What do you record if the answer is one year and seven months?

A. Enter "01" in the years boxes and leave the months boxes blank.

Q. What do you enter if the respondent has lived there since birth?

A. Enter "99" in the years and months boxes.

Question 009 asks whether the person slept in the household the night before the survey or was away that night.

Q. If the answer is "Here", where do you go to next?

A. Question 013.

Questions 010, 011 and 012 are asked only about those persons who were reported as temporarily away in question 009. Question 010 asks for the reason the person is away. The answer is recorded by entering a number 1-5 in the cell and, if the answer is code 5 (Other), you must specify the reason in the larger box.

Question 011 finds out how long the person has been away from the household. Code either weeks or months and leave the other blank. If the answer is "less than one week", enter "0" in the weeks box. There is an important "Note" in your instructions to question 011. The note tells you what to do if, in the course of completing these questions, you find out that the respondent included as a "usual" resident someone who is not a usual resident according to our definition. Section 3 referred to in the note is for out-migrants from the household.

Question 012 is another location question; this one asks where the person is at the time of the interview. Follow the instructions for question 005 in coding the response.

Now read about questions 013 to 015, which takes you to the end of section C of this chapter.

(Allow time)

Notice that if the person you are asking about is less than six years old (you recorded age in question 004), you will skip questions 013 to 015 and begin asking question 004 for the next person. If the age of the person is six years or more, you will ask question 013 about the number of school years completed.

Q. In question 013, should school years repeated or not finished be included?

A. No.

Q. Should correspondence courses be included?

A. Only if the courses were given by a regular school or university and directed towards promotion in the regular school system.

Q. Do you include "years" completed by passing an equivalency exam?

A. Yes.

Note that questions 014 and 015 are asked only of persons aged 15 to 64. If the person is less than 15, begin asking question 004 for the next person.

Like question 005, question 014 on activity status is repeated throughout the questionnaire and is very important.

Q. How do you ask question 014?

A. Interviewer should read the question at the top of page 3a and the answer codes at the bottom of the page.

Q. Why is it important to read the whole question, including the answer categories?

A. Because we want the respondent to answer in terms of one of the codes provided.

The answer to this question is recorded by entering the appropriate two-digit code in the boxes. Note that the reference period is the previous month, that is, the four weeks before the survey is taken.

Under the instructions for question 014 you will find definitions for each of the answer categories. You can see from the definitions that the objective of this question is to fit virtually all types of employment into 10 general categories. The biggest problem you will encounter with this question is that respondents will want to tell you about activities in their own words, rather than using one of the answer categories. Your probes on this question will be an attempt to guide the respondent to answer in terms of the provided categories. For example, let us assume that question 014 is answered by "Oh, he's a farmer." That answer cannot be coded. The person referred to could:

(a) Be farming as part of a government organized public works project (*write "01" on the blackboard*);

(b) Be working for a private employer as a farmer (*write "02" on the blackboard*);

(c) Be a self-employed farmer with no paid employees (*write "03" on the blackboard*);

(d) Own a farm and have employees (*write "04" on the blackboard*);

(e) Be an unpaid family worker working on a farm (*write "05" on the blackboard*).

You can see that the response "Oh, he's a farmer" is really very much more complex than it would initially appear to be. The farmer could fit into any one of five of the answer categories. Since this question type is repeated so often in the questionnaire, it is important that respondents realize, early in the interview, what kind of answer you want. In most cases, by the third or fourth time you read the answer categories the respondent will begin answering exactly in the words of the possible choices.

Q. What should you do if the respondent answers question 014 by simply saying that he is "unemployed"?

A. You should probe to see if he is "unemployed, looking for work" (code 06) or "unemployed, not looking for work" (code 07).

Question 015 asks for the person's current marital status. The answer is recorded by entering a code, 1 to 5, in the cell provided. Are there any questions about questions 013 to 015 or anything in section 1?

(Answer questions)

Now we are going to review section 1 by doing a practice interview on it. I will play the part of the respondent and you will take turns being the interviewer. Take out your questionnaire and open it at pages 2a and 3a. Everyone should follow and record the answers as we go through the example. If there are any questions or anyone feels that the interviewer did something incorrectly, stop us and we will talk about it. Assume that I am the head of the household.

(Call on an interviewer to start. Change interviewers every few minutes and – if an error is made and not noticed by the other interviewers – correct it)

Interviewer: *(Should say):* Please give all the names of persons who usually live here. Let's start with the head of the household. What is this person's name?

Respondent: My name is Somsak *(Interviewer should enter code "1" for male and then probe by saying "Who else usually lives here?")*

R: Then there is Pen.

I: What is the relationship of this person to (the head of the household/you)?

R: She is my wife. *(Check that the interviewer entered "2" on the second line at question 002, and coded sex at 003)*

R: There are several other people living here. Do you want me to list them in any particular order?

I: Yes. *(Should read the order at the bottom of page 3a)*

R: Well, there is my son Pongsak and my daughter Pongsri.

I: *(Should probe):* Anyone else?

R: I have a son who is away at the university studying but he lives with us during vacations. Should he be counted?

I: No.

R: Then there is my son Somporn and his wife and their two children. His wife's name is Suda and their children are called Lek and Peak. That's all.

I: *(Should ask sex if necessary and then the three "check" questions at the bottom of page 2a. Answer "No" to the first two. To number 3 you say: "My brother Soontorn usually lives here but is away on a business trip. Does he count?" (Interviewer should say "Yes" and enter Soontorn on line 09 with relationship code 08). At this point, questions 001, 002 and 003 should be answered for all persons)*

(The interviewer should now begin asking questions 004-015 across the page for each person listed in the table)

LINE 01: SOMSAK

I: *(Should ask for age)*

R: 48.

I: *(Place of origin question)*

R: Khon Kaen province, the district of Nong Rua, town of Nong Rua. *(Check that "t" has been written before Nong Rua for the v/t/c)*

I: *(Question 006)*

R: Yes.

I: *(Question 007)*

R: Yes.

I: *(Question 008)*

R: Eleven and a half years. *(Interviewer should enter "11" in years boxes)*

I: *(Sleep here last night)*

R: Yes. *(Skip to question 013)*

I: *(Education question)*

R: Twelve.

I: *(Activity question)*

R: I was working. *(Interviewer should probe)*

R: I'm an employer.

I: *(Marital status)*

R: I'm married.

You would now return to question 004 and begin asking questions 004 to 015 for the next person listed, in this case the spouse, Pen.

LINE 02: PEN

I: *(Should ask for age)*

R: 45.

I: *(Question 005)*

R: Nonthaburi.

I: *Should probe: "Was it really the district of Nonthaburi or just somewhere close by?"*

R: Well, really, it was the town of Suan Yai, district of Nonthaburi.

I: *(Question 006)*

R: Yes.

I: *(Question 007)*

R: No.

I: *(Question 008)*

R: Eleven and a half years. *(Interviewer should enter 11 in "years" boxes)*

I: *(Question 009)*

R: Here.

I: *(Question 013)*

R: Nine years. *(Interviewer should enter "09" in boxes)*

I: *(Question 014)*

R: Keeping house. *(Interviewer should enter "09" in boxes)*

I: *(Question 015)*

R: Married.

LINE 03: PONGSAK

I: *(Should ask for age)*

R: He is 27.

I: *(Question 005)*

R: Province of Mae Hong Son, district and town of Khun Yuam.

I: *(Question 006)*

R: Yes.

I: *(Question 007)*

R: Yes.

I: *(Question 008)*

R: Eleven and a half years also. *(Interviewer should enter "11" in years boxes)*

I: *(Question 009)*

R: He's away right now. *(Code 2 and continue with 010)*

I: *(Question 010)*

R: He's away for a short visit. *(Code 1)*

I: *(Question 011)*

R: One week. *(Should enter 1 in weeks box and leave months boxes blank)*

I: *(Question 012)*

R: In the district of Ban Mi in Lop Buri province. *(Interviewer should probe to find out in which village, town or city the person is)*

R: He is in the village of Ban Changon Kawao.

I: *(Question 013)*

R: Twelve.

I: *(Question 014)*

R: He was working. *(Interviewer should probe to get the respondent to answer with one of the categories)*

R: He was employed by a private firm.

I: *(Question 015)*

R: Never married.

LINE 04: PONGSRI

I: *(Should ask for age)*

R: She's nine.

I: *(Question 005)*

R: Here. *(Interviewer should record "HERE")*

I: *(Question 006)*

R: No.

I: *(Question 007)*

R: No.

I: *(Question 008)*

R: She's lived here all her life. *(Interviewer should enter "99" in years and months)*

I: *(Question 009)*

R: Here.

I: *(Question 013)*

R: Three *(Interviewer should enter "03" and then return to question 004 for the next person listed, Somporn)*

(You have now taken the interviewers through section 1 for four people. If they seem to be having any trouble whatsoever, continue with the persons on lines 05, 06, 07, etc. If you continue, make sure that your answers are consistent and that they illustrate the important points in the instructions. If you are absolutely certain that the interviewers understand section 1, ask if anyone has any questions. Resolve problems on recording answers by using the sample pages of the questionnaire on the following pages)

The next part of the questionnaire is section 2, which is on pages 4 and 5. Read the instructions for this table, which is for non-usual residents of the household. You will find the instructions in your manual in section D of chapter IV, which deals with questions 016 to 029.

(Allow time)

Q. Section 2 basically obtains the same type of information as section 1, but for what type of people?

A. For people who stayed in the household the previous night but are not usual residents.

If the answer to question 016 is "Yes", circle the 1 and proceed to question 017. After listing all the visitors, their relationship to the head and their sex, ask questions 020 to 029 for each person listed. The only questions that are not identical with the ones in section 1 are 024, 025 and 026. Note that question 025 asks for the location of the person's usual resident.

The respondent may not know all this information for each person listed in section 2. You may need to probe by asking the respondent to check with the person for questions like place of origin, education, migration status, birthplace, age, etc. Are there any questions about Section 2 of the questionnaire?

(Answer questions)

Now read the instructions for section 3 on movement from the household, that is, questions 030 to 043.

(Allow time)

Section 3 collects information on out-migrants from the household; by this, I mean persons who used to be permanent members of this household, but have moved and are now living permanently elsewhere.

Begin the table by asking question 030 at the top of page 6 of the questionnaire. You see that this is a long question and rather complex. If it appears that the respondent does not understand the question, repeat it. If you receive a "No" response to question 030, skip to question 044. A "Yes" response means that you will complete the section. Complete this section in the same way as you did

| SECTION 1 | | USUAL RESIDENTS | | | | | | | | | | | |
|----------------------|-----------------------------|---|--|--|--|--|--|----|--|--|---|------------------|--|
| 13 | 0 | 14 | 1 | INTERVIEWER: LIST ALL USUAL RESIDENTS OF THE HOUSEHOLD | | | | | | | | | |
| SAMPLE SELECTION NO. | SERIAL NO. (or card No.) | TOTAL POPULATION | | | | | | | | | | Migration status | |
| | | Name 001. Please give all the names of persons who usually live in this household. Let's start with the head of the household. What is this person's name? | Relation-ship 002. What is the relationship of this person to the head of the household? (See codes at the bottom of page 3a) | Sex 003. Is this person male or female? 1-Male 2-Female | Age 004. How old is this person? (Give age in complete years) | Place of origin 005. Where did the mother of this person usually live at the time of his/her birth? | | | 006. Has this person ever lived in a place other than... (Place in 006) for a period of one year or more? 1-Yes 2-No | 007. Has this person ever lived in a place other than... (Place in 006) for a period of less than one year to work, to look for work or to study? 1-Yes 2-No | | | |
| 0 | 1 | Somsak | 1 | 1 | 4 | 8 | Province (or country) <i>Khon Kaen</i> District <i>Nong Rua</i> Village, town or city <i>C. Nong Rua</i> | 28 | 29 | 1 | 1 | | |
| 0 | 2 | Pen | 2 | 2 | 4 | 5 | Province (or country) <i>Nonthaburi</i> District <i>Nonthaburi</i> Village, town or city <i>C. Suan Yai</i> | 28 | 29 | 1 | 2 | | |
| 0 | 3 | Pongsak | 3 | 1 | 2 | 7 | Province (or country) <i>Mae Hong Son</i> District <i>Khun Yuem</i> Village, town or city <i>C. Khun Yuem</i> | 28 | 29 | 1 | 1 | | |
| 0 | 4 | Pongsri | 3 | 2 | 0 | 9 | Province (or country) <i>HERE</i> District Village, town or city | 28 | 29 | 2 | 2 | | |
| 0 | 5 | Somporn | 4 | 1 | | | Province (or country) District Village, town or city | 28 | 29 | | | | |
| 0 | 6 | Suda | 5 | 2 | | | Province (or country) District Village, town or city | 28 | 29 | | | | |
| 0 | 7 | Lek | 6 | 2 | | | Province (or country) District Village, town or city | 28 | 29 | | | | |
| 0 | 8 | Peak | 6 | 1 | | | Province (or country) District Village, town or city | 28 | 29 | | | | |
| 0 | 9 | Soonporn | 8 | 1 | | | Province (or country) District Village, town or city | 28 | 29 | | | | |
| 1 | 0 | | | | | | Province (or country) District Village, town or city | 28 | 29 | | | | |

Just to make sure I have a complete listing of all the persons -

1. Are there any other persons, such as small children, infants or old persons that we have not listed?

Yes (Enter their names in the table)
 No

2. Are there any other persons who may not be members of your family such as friends or lodgers who usually live here?

Yes (Enter their names in the table)
 No

3. In addition, are there any members of the family who usually live here and are away at present for a vacation, a family visit or business trip?

Yes (Enter their names in the table)
 No

| TOTAL POPULATION | | | | | | | | | | | | | POPULATION 6 YEARS AND OVER | | POPULATION 15 YEARS AND OVER | | | |
|---|----|--------|---|---------|---|--------|--|-------|--------------------------------|-----------------------|--|--|---|----|--|----|---|----|
| Current residential status | | | | | | | | | | | | | Education | | Activity status | | Marital status | |
| 008. How long has this person been living in... (This place) since he/she last came to... (This place)? INTERVIEWER: Ask number of months only if duration is less than one year. | | | 009. Did this person sleep in this household last night or was he/she away last night? 1-Here (Skip to 013) 2-Away last night | | 010. Is this person away for a visit or for work, to look for work or to study? 1-For a visit 2-For work 3-To look for work 4-To study 5-Other (Specify) | | 011. How long has this person been away from this household? INTERVIEWER: Ask number of weeks only if duration is less than one month. | | 012. Where is this person now? | | | | 013. How many school years (classes) has this person completed? | | 014. What was this person doing most of the time last month? That is, was this person... (Read codes below) | | 015. What is the marital status of this person? 1-Never married 2-Married 3-Widowed 4-Separated 5-Divorced | |
| Years | | Months | | Specify | | Months | | Weeks | | Province (or country) | | | | 46 | 47 | 48 | 49 | 50 |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | Province (or country) | | | | 46 | 47 | 48 | 49 | 50 | |
| 1 | 1 | | | 1 | | | | | District | | | | 1 | 2 | 0 | 4 | 2 | |
| | | | | | | | | | | Village, town or city | | | | | | | | |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | Province (or country) | | | | 46 | 47 | 48 | 49 | 50 | |
| 1 | 1 | | | 1 | | | | | District | | | | 0 | 9 | 0 | 9 | 2 | |
| | | | | | | | | | | Village, town or city | | | | | | | | |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | Province (or country) | | | | 46 | 47 | 48 | 49 | 50 | |
| 1 | 1 | | | 2 | 1 | | | 1 | Lop Buri | | | | 1 | 2 | 0 | 2 | 1 | |
| | | | | | | | | | | District | | | | | | | | |
| | | | | | | | | | | Ban Mi | | | | | | | | |
| | | | | | | | | | | Village, town or city | | | | | | | | |
| | | | | | | | | | | or Ban Chanson Kawao | | | | | | | | |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | Province (or country) | | | | 46 | 47 | 48 | 49 | 50 | |
| 9 | 9 | 9 | 9 | 1 | | | | | District | | | | 0 | 3 | | | | |
| | | | | | | | | | | Village, town or city | | | | | | | | |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | Province (or country) | | | | 46 | 47 | 48 | 49 | 50 | |
| | | | | | | | | | District | | | | | | | | | |
| | | | | | | | | | | Village, town or city | | | | | | | | |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | Province (or country) | | | | 46 | 47 | 48 | 49 | 50 | |
| | | | | | | | | | District | | | | | | | | | |
| | | | | | | | | | | Village, town or city | | | | | | | | |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | Province (or country) | | | | 46 | 47 | 48 | 49 | 50 | |
| | | | | | | | | | District | | | | | | | | | |
| | | | | | | | | | | Village, town or city | | | | | | | | |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | Province (or country) | | | | 46 | 47 | 48 | 49 | 50 | |
| | | | | | | | | | District | | | | | | | | | |
| | | | | | | | | | | Village, town or city | | | | | | | | |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | Province (or country) | | | | 46 | 47 | 48 | 49 | 50 | |
| | | | | | | | | | District | | | | | | | | | |
| | | | | | | | | | | Village, town or city | | | | | | | | |
| 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | Province (or country) | | | | 46 | 47 | 48 | 49 | 50 | |
| | | | | | | | | | District | | | | | | | | | |
| | | | | | | | | | | Village, town or city | | | | | | | | |

CODES FOR RELATIONSHIP (QUESTION 002)

- 1 - Head
- 2 - Spouse of head
- 3 - Unmarried child (in order of age)
- 4 - Married child
- 5 - Spouse of married child
- 6 - Grandchild
- 7 - Father/mother/father-in-law/mother-in-law
- 8 - Brother/sister/brother-in-law/sister-in-law/other relative
- 9 - Servant/employee/other non-relative

CODES FOR ACTIVITY (QUESTION 014)

- 01 - Employed by government
- 02 - Employed by a private firm
- 03 - Self-employed
- 04 - Employer
- 05 - Unpaid family worker
- 06 - Unemployed, looking for work
- 07 - Unemployed, not looking for work
- 08 - Student
- 09 - Housework
- 10 - Too old/retired/disabled/sick

for sections 1 and 2, that is, ask for the name, relationship to the head, and sex first, and then ask questions 034 to 043 across the page for each person listed. Most of these questions are similar to questions in sections 1 and 2. Some, however, are quite a bit different and we will now go over these questions.

Question 032 asks for the relationship to the head at the time of the move. This might not be the same as the current relationship. For instance, an unmarried child may now be married, a "non-relative" may now be a brother-in-law or sister-in-law, etc.

Question 036 asks for the main reason the person moved. This means the main reason as perceived by the respondent. You should record the answer verbatim and make sure that you have written only one reason in the box provided.

Question 038 asks how many times the person has returned to visit the household in the last 12 months, that is, the 12 months before the time of the interview. Be sure to right-justify and zero-fill the answer.

Question 039 asks for the person's age at the time of the move, and questions 040, 041 and 042 are about other personal characteristics at the time of the move.

Question 043 concerns the current activity status of the person. Note that we are interested in what the person usually does now.

Are there any questions about section 3 of the questionnaire?

(Answer questions)

Now read the instructions in your manual for sections 4 and 5 of the questionnaire, that is, the instructions for questions 044 to 057.

(Allow time)

Section 4 of the questionnaire asks about the flow of money and goods from the household where you are interviewing to anyone presently living elsewhere. Questions 044 to 050 concern money or goods sent or given by the household. You see that space is provided for up to seven recipients of the money or goods.

Q. How many rows should be filled if money or goods are sent to three persons in the same household?

A. Three.

That's right. The receiving unit in both sections 4 and 5 is the individual. Each individual should be listed separately.

After listing all the "receivers" in question 045, ask questions 046 to 050 across the page for each receiver listed.

Q. When do you use the phrase "to each person" in questions 047, 048, 049 and 050?

A. When there is more than one row filled for question 045.

Q. What should you do if there were several amounts sent over the last 12 months and the respondent doesn't know the total?

A. Add the amounts at the bottom of the page.

Q. What do you enter for question 047 if the answer is "None", meaning no money was given or sent?

A. Enter "0000".

- Q. What do you enter for question 048 if the money was sent for one purpose but the respondent knows it was used for something else?
- A. Enter the purpose for which it was sent.

In question 049 you should list the goods sent or given, if applicable, and in question 050 ask the respondent to estimate the approximate value of the goods.

Keep three points in mind when you are recording the answers to questions 047 and 050:

- (a) If the amount is stated in terms of anything but the national currency, specify what that currency is;
- (b) Question 050 refers to the value of the goods to the sending household, not the receiving household;
- (c) If there are not enough boxes to record an amount or value, write the figure at the bottom of the page and leave the boxes blank. Note the row and question number where the figure goes.

Questions 051 to 057 are identical with questions 044 to 050, except that they refer to money or goods received by household members where you are interviewing. Are there any questions about how to complete sections 4 and 5 of the questionnaire?

(Answer questions)

Now read the instructions for sections 6 and 7 of the questionnaire, which concern land holding and business operations. Questions 058 to 066 deal with this.

(Allow time)

The purpose of question 062 is to find out whether anyone in the household has access to land for cultivating crops or raising livestock.

- Q. By access, do we mean ownership?
- A. No, it may belong to anyone, but the household can use it if they want to.

If the answer to question 058 is "Yes", continue with 059 to 062. Question 059 asks for the location of the land. Note that information can be obtained about land in three different locations.

As we did with section 1, let us practise with you playing the interviewer and I will play the respondent. We will start with question 058 and go through to 062.

(Call on someone to begin)

I: *(Asks question 058)*

R: Yes.

I: *(Question 059)*

R: It's in the village of Koak Makarm in the district of Ban Mo in Saraburi province.

I: *(Question 060)*

R: We own 35 rai, we rent 60 rai, we don't sharecrop any but my uncle has 90 rai that we can use if we want. *(Check that everyone entered "0035" for owned, "0060" for rented, and 0090 for other)*

I: *(Question 062 should be repeated for temporary employees)*

R: My son works on the land part time and is not paid. Should he be included? *(Interviewer should say "No")* Then there aren't any. *("000" should be entered in the boxes)*

Are there any questions about this section?

(Answer questions)

Question 063 asks about any non-farming business owned by the household family members. Information can be collected about three such businesses. In question 065 you should record the respondent's description of the business and question 066 is just like question 062 on regular and temporary employees. Are there any questions about this section?

(Answer questions)

Now read the instructions for questions 067 to 073 on housing characteristics.

(Allow time)

I will be the respondent again and you interview me.

I: *(Asks question 067)*

R: We own the house but rent the land. *(Interviewer should code "Own")*

I: *(Question 068)*

R: Should I include the bathrooms? *(Interviewer should say "No")* Well, the living room and dining room are separated by a bookcase. Are they one or two rooms? *(One room)* In that case, we have five rooms.

I: *(Question 069)*

R: Concrete blocks.

I: *(Question 070)*

R: A pump and a spring. *(Interviewer should probe for main source)*

R: The spring.

I: *(Question 071)*

R: Yes.

I: *(Question 072)*

R: It's a flush system.

I: *(Question 073)*

R: We only have it from 6 until 10 at night. Does that count? *(Interviewer should say "Yes")*

Are there any questions about these items or anything else in the household schedule?

(Answer questions)

You have now completed the household schedule. The next step is to choose the household member who will be the respondent for the individual questionnaire. The procedure for doing this is described in section I of chapter IV of your manual, after the instructions for question 073. Take a few minutes to read about selecting the sample respondent.

(Allow time)

Now let us review the example in your manual to make sure that everyone understands how to select the respondent.

(Review the example point by point with the interviewers)

Let us check one important point. This is the case of a usual resident of the household who did not sleep in the household the night before the interview.

Q. Would that person be numbered if he or she was away to look for work?

A. No.

Q. And if that person was away just for a visit?

A. Yes, if he or she was expected to return while the group was still interviewing in the area.

Q. And if that person was away for a visit and the respondent did not know whether he or she would return by the last day of interviewing?

A. No.

Are there any questions about selecting the individual questionnaire respondent?

(Answer questions, and then distribute exercise 3 on selecting the respondent for the individual questionnaire. Allow time for all the interviewers to complete the exercise and then review it. Before continuing, make sure that all the interviewers understand the procedure)

E. THE INDIVIDUAL QUESTIONNAIRE

Now let us begin going over the individual questionnaire. This is the most important part of the core questionnaire and it is important to follow the exact wording of the questions and the instructions written in the questionnaire.

Q. Why is it important to ask all questions exactly as worded?

A. The information from all the questionnaires will be put together and each question must be asked in exactly the same way to each respondent. When the question is asked exactly as worded, it will be possible to compare the results.

Let me expand further on this subject, even though it is something we talked about earlier. If all or some interviewers do not ask the questions exactly as they appear on the questionnaire, the respondents' replies would no longer be answers to the original question but would vary from interviewer to interviewer. This defeats the objective of standardization and dilutes the respondent's answers with the interviewer's own ideas. Does everyone understand?

(Pause. Answer questions)

Now let us discuss the individual questionnaire. Please turn to page 13 of your questionnaire and to chapter V of your manual. Read section A about the cover sheet.

(Allow time. Hold up copy of the individual questionnaire)

Before you begin interviewing the selected respondent, you must complete the cover sheet. The first thing you should do is enter the name of the selected respondent. There is also a space provided to record the serial number of the selected respondent. Note that this is the serial number from section 1 or 2 of the household schedule and not the sample selection number you just assigned. The serial numbers are pre-printed along the left-hand side of pages 2a, 2b and 4. Does everyone see this?

(Explain further if necessary)

Once you have filled in the information required for the identification of the individual, you must complete the interviewer record.

- Q. If during the first visit the interview was completed, how would you fill in the result?
- A. A "X" should be entered in the box provided in the first row (Completed), in the first column "1" under "Interviewer calls". The date and time of the visit and the time the interview began and ended should also be entered in the appropriate spaces. The questionnaire control record, which is the last part on the cover sheet, should be left blank.

The individual questionnaire is divided into three sections. Section 10 deals with migration history and experience, section 11 is about mobility and activities during the last 12 months and section 12 concerns future mobility. We are not going to discuss all the questions in detail, since our time is limited. However, there are some situations I want to point out. Keeping your questionnaire open at page 14, read the instructions for questions 101 to 106 in your manual.

(Allow time)

- Q. Why is it important to ask question 101 even though it repeats question 005 in the household schedule?
- A. Because the individual questionnaire respondent is likely to be different from the household respondent.
- Q. If a respondent told you she was born "August 1950", how would it be recorded in question 103?
- A. You write the month in letters and the year in figures.
- Q. When do you ask question 106?
- A. When code 2 in question 105 is circled.
- Q. Where do you go after asking question 106 and recording the answer?
- A. Question 109.

Make sure that the correct skip patterns are followed. Keep in mind that skip instructions are a method of tailoring the questionnaire to fit the respondent's situation and to prevent you from asking irrelevant questions. Are there any questions?

(Answer questions)

Questions 107 to 110 refer to the education and skill of the respondent. Read the instructions for those questions in your manual.

(Allow time)

- Q If a respondent tells you he has completed two years at a general secondary school, which box would you mark in question 107?
- A. You put a "X" in the box where the "Highest grade" column intersects the "Highest level" row: column 2, row 2.
- Q. What would happen if the respondent says he has completed three years of undergraduate work at a university?
- A. You would then ask whether the course of study was completed or not, and put a "X" for either completed or not completed in level 4 (university, undergraduate).

If the answer to question 107 is level 4, 5 or 6, continue with question 108 regarding the main field of study.

Question 109 asks about any vocational or technical training that the respondent may have received and question 110 concerns the skill obtained.

- Q. What should you do if the respondent mentions two skills in question 110?
- A. Probe for the skill the respondent considers to be the most important and record it.

Are there any questions about this?

(Answer questions)

Now read the instructions for questions 111 to 116.

(Allow time)

Questions 112 to 114 ask about the respondent's migration status up to the age of 15 and usual place of residence at age 15.

- Q. What "place" do you insert when asking questions 112 and 113?
- A. The "place" from question 101.

Questions 115 and 116 are very important because the answers recorded in both these questions determine whether questions 117a to 120 are to be asked. If the answers to both questions 115 and 116 are "No", questions 117a to 120 should be left blank and the place from question 114 should be transcribed to the first line of question 121. If the answer to either question 115 or question 116 is "Yes", then you should continue with question 117a. Is this clear to all of you?

(Answer questions)

Now read the instructions for questions 117 to 120.

(Allow time)

Questions 117, 118 and 119 refer to the first move from the place the respondent was living at the age of 15. If the respondent has not moved since he was 15, the answers to both questions 115 and 116 will be "No" and the questions are inappropriate.

Notice that the reference place for questions 117 to 120 is the place in question 114. In question 117a, you should enter the one main reason for moving. You then probe for additional reasons and enter them in question 117b.

Please look at question 113 in the questionnaire now.

(Pause)

- Q. If a respondent told you that his spouse and parents-in-law were responsible for making the decision for his move, how would you record his response?**
- A. By circling codes 2 and 16.**

Questions 119 and 120 are similar to question 118 in that a respondent's answer is recorded by circling all applicable codes. Notice that, whenever the code for "Others" is circled in any of these questions, you must specify, in the space provided, the name of the person or the thing which was involved in the decision. Are there any questions?

(Answer questions)

Now please turn to your manual and read about the "Life history". Read down to the instructions for question 121. Turn to pages 16 and 17 in your questionnaire so that you can refer to it while reading the instructions in the manual.

(Allow time)

The section you have just read in the manual is the introduction to the life history table, which is probably the most important part of the questionnaire. The purpose of the life history table is to obtain basic information about the respondent since he or she was 15 years old. The information is obtained in tabular form so that the different events can be related to one another. The table appears on pages 16, 17, 18 and 19 of your questionnaire. Ages 15 to 39 are on pages 16 and 17 and ages 40 to 64 are on pages 18 and 19. The basic information obtained is:

(Record on blackboard)

Movement

Activities

Family events

By "movement", I mean all migrations that have involved residences of one year's duration or more, or of less than one year if the reason for the move was to work, to look for work or to study. By "activities", I mean the activities status, education and occupation/industry of the respondent. By "family events", I mean marital status and births and deaths of children in the family.

All this information is linked to the respondent's age at the time an event occurred. To make this easier, you see that the respondent's age is pre-printed on the left-hand side of pages 16 and 18. There are two rows corresponding to each age, which means that the table can accommodate two locations, occupations, etc. for each year of the respondent's life from age 15 to the present.

The procedure for filling in the table is really quite straightforward. You will first complete question 121, "Location", for every valid residence the respondent has had since the age of 15, that is, all the location columns are filled in before you ask anything else. You will next ask questions 122 to 125 across the page for each location in question 121. In this way, the respondent will be able to related the events to one another more easily.

The general points that you have just read about in the manual are important to keep in mind when asking the life history table. However, this is the one place in the interview where we want the respondent to see the questionnaire. Respondents will play an active part in completing this table. As respondents see their moves, activities and family events laid out visually before them, they will tend to remember things that they might otherwise have forgotten and will also provide answers that are more accurate. You therefore should encourage respondents to look at this section of the question-

naire and provide their own comments when completing the life history table. You will also quickly discover that your most successful probes on the life history questions are probes that reference an event already reported, that is, if the respondent is not sure when a son was born (for example), relate that event with your probe to a move or occupation change that occurred around the same time. Finally, be patient if you find yourself having to change responses frequently. The respondent's memory will improve as he sees his life represented in this manner. It is only logical to expect to have to change answers as the sequence of events becomes more clearly focused in the respondent's mind. Now read the instructions for question 121 in the manual.

(Allow time)

Pay particular attention to the methods of asking the question and recording answers. You start by reading the introduction and entering the place from question 114 on the first line opposite "age 15". You next ask, "How many years did you live in (Place) before you moved?" and you then ask where the respondent moved to next. This is followed by the built-in probe confirming the respondent's age at the time of the move. This process, that is, asking question 121a and 121b and the built-in probe, is repeated until you reach the respondent's current age and the v/t/c where the interview is taking place.

Q. How do you record the answer in question 121 if the respondent did not move between the ages of 15 and 25?

A. Draw a vertical line down column 121 from the place of residence at age 15 to the time the respondent reports the next move (in this case, age 25).

Q. How do you record two locations in the same year?

A. The first location goes on the top line and the second on the next line.

Are there any questions about the life history table so far?

(Answer questions)

Now read about questions 122 to 124.

(Allow time)

When you have finished question 121 on location, you will begin asking questions 122 to 124 for the place where the respondent lived at age 15. Let us assume that the respondent lived in the province of Chachoengsao, town of Phanom Sarakham, at age 15. You would ask question 122 the first time as follows: "During this time in Phanom Sarakham, Chachoengsao, what was your main activity, that is . . .?". The appropriate 2-digit code should then be entered in column 122.

Next comes the only really tricky part of this table: questions 123 and 124. Questions 123 and 124 are not asked for all the possible activity statuses that appear in question 122. Look at questions 123a, 123b and 124 on page 16 of your questionnaire. If the respondent reported a "working status" in question 122 (that is, any of codes 01 to 05), you will ask questions 123a and 124. If the respondent said he was a student in question 122 (code 08), you will ask question 123b and skip question 124. And if the respondent reported an activity status of 06, 07, 09 or 10 in question 122, then both questions 123 and 124 must be skipped.

Q. In question 122, the respondent says he was an employer. What do you ask next?

A. Questions 123a and 124.

Q. In question 122 he says he was unemployed, not looking for work. What do you do next?

A. Skip to question 125, leaving out questions 123 and 124.

Q. In question 122 the respondent says he was a student. What do you do?

A. Ask question 123b and leave out question 124.

Does everyone understand how this works?

(Answer questions)

Now take a look at the built-in probe that follows question 124, the one that begins “During your stay in . . . did you change your main activity” etc. This built-in probe is the mechanism by which answers to questions 122 to 124 are related back to the location from question 121 and the respondent’s age. As is stated in your manual and the questionnaire, you must always ask this probing question, and, if the respondent says “Yes, something did change”, you must ask when that change occurred, record it on the appropriate “age” line and repeat questions 122 to 124.

Question 123 asks for the respondent’s occupation (or education if the answer to question 122 was code 08) and question 124 asks for the type of industry. Occupation and industry questions are not difficult to ask, nor is it difficult to obtain responses to these questions. The problem, however, is that the responses must be coded in the office. For this coding to be done accurately, it is important that the responses to occupation and industry questions are clear and specific. As stated in your manual, “agent” or “engineer” are not sufficiently specific for occupation description. What type of agent? What kind of engineer? These are the questions that should be answered.

The same thing applies to the “industry” question. This is why there are a few pages of instructions in your manual concerning only industry coding. The point of these instructions is that the respondent’s industry must be spelt out as completely as possible. This is something that you can do easily in the field, but something that the office coders cannot do when they are reviewing the case.

In these questions, as for location, “no change” is to be indicated by drawing a vertical line down the column until there is a change. Remember to use the built-in probe after question 124 and to record answers verbatim.

After completing questions 122 to 124 for the first location in question 121, you can proceed to question 125 on the family history. Please read the instructions for question 125.

(Allow time)

Question 125 concerns the respondent’s family history. By “family history”, we are referring to very specific events, namely the respondent’s marital status and the births or deaths of sons or daughters. These are the only events that should be entered in column 125.

Begin by asking question 125a on marital status. Notice that as with the earlier questions, you ask “During this time in . . . (place)”, etc. This means that this question is also linked to location (question 121) and the respondent’s age. Record the respondent’s marital status at age 15 and then, later, any changes to that status. If the respondent reports that he or she was married, you will ask when this occurred, record the answer opposite the appropriate age and ask question 125b: “Did you (or your wife depending on who you are interviewing) give birth to a son or daughter during this time?” If the answer is “Yes”, ask when this occurred, and enter “Birth of son” or “Birth of daughter” opposite the appropriate age. You would then ask question 125c and record the answer in the same way.

On page 16 of your questionnaire you see that there are two built-in probes that are used for question 125. The first one is used after all family history events are reported for a specific location of residence. This is the probe that starts “During your stay in . . . did you change”, etc. Changes should be recorded on the appropriate “age” line. The second built-in probe is used after you have completed

the life history table and it serves to verify the total number of children "ever born". Now, are there any questions on any part of the life history table?

(Answer questions)

What we are going to do now is review the life history table by doing a practice interview on it with me being the respondent. Everyone should record the answers as we proceed. If there are problems, we will try to resolve them as we go along and we will discuss all the answers at the end. Before we begin, make a note of the following information:

(Record on blackboard)

Respondent was born in 1945

At age 15, the respondent lived in the province of Chiang Mai, district of Chiang Mai, town of Hai Ya

Respondent was 35 years old at the time of the interview

Interview took place in Bangkok

(Call on someone to begin. Change interviewers periodically and make sure that questions are asked as worded, the built-in probes are used and answers are recorded properly)

I: *(Should first say):* Now I want to ask you some questions about each place you have lived since you were 15 years old. By this, I mean each residence of one year's duration or more, or less than one year if the move was to work, to look for work or to study. Let's start with the town Hai Ya in Chiang Mai province.

(Interviewer should enter "Chiang Mai" province, "Chiang Mai" district and "t. Hai Ya" opposite age "15", and "60" in the year boxes)

I: *(Question 121a):* How many years did you live in Hai Ya before you moved?

R: Five years.

I: *(Question 121b):* Where did you move to?

R: I moved to the town of Ban Chung in the district of Pathum Thani, Pathum Thani province.

I: *(Built-in probe):* That is, you were 20 years old when you moved to Ban Chung, is this correct?

R: Yes.

(Check vertical line from age 15 to 20)

I: *(Question 121a):* How many years did you live in Bang Chung before you moved?

R: Nine years.

I: *(Question 121b):* Where did you move to?

R: I moved to the city of Bangkok.

I: *(Built-in probe):* That is, you were 29 years old when you moved to Bangkok, is this correct?

R: Yes.

I: *(Question 121a):* How many years did you live in Bangkok before you moved?

R: I couldn't find work, so I only stayed there about four months.

I: *(Question 121b):* Where did you move to?

R: I moved back to Chiang Mai. I stayed in the town of Pra Sing, district of Chiang Mai.

I: *(Built-in probe)*: That is, you were 29 when you moved to Pra Sing, is this correct?

R: Yes.

(Check that there are two location entries for age 29)

I: *(Question 121a)*: How many years did you live in Pra Sing before you moved?

R: Four years.

I: *(Question 121b)*: Where did you move to?

R: I then moved here again, to Bangkok.

I: *(Built-in probe)*: That is, you were 33 when you moved to Bangkok, is this correct?

R: Yes.

(Trainer: now say "You have now completed question 121. You have listed all the respondent's residences from age 15 to the present and you can continue with question 122")

I: *(Question 122)*: During this time in Hai Ya, what was your main activity, that is?

R: I was a student. *(Interviewer should record code 08 opposite age 15 in column 122)*

I: *(Question 123b)*: What was your level of education at this time?

R: I was in a technical secondary school. *(Interviewer should record "technical secondary school" in column 123)*

I: *(Built-in probe)*: During your stay in Hai Ya, did you change your level of education?

R: No, I stayed at technical school three years and then I left.

I: *(Built-in probe)*: So, during your stay in Hai Ya did you change your main activity?

R: Yes, when I left school I was 18 and I started working on the family farm.

I: *(Should probe to fit response to code categories)*

R: I was an unpaid family worker. *(Interviewer should record code 05 opposite age 18 in column 122)*

I: *(Question 123a)*: What was your main occupation at this time?

R: I was a farmer. *("Farmer" in column 123)*

I: *(Question 124)*: In which type of industry, agriculture or service were you working at this time?

R: It was just a farm.

I: *(Should probe for type of farm)*

R: It was a tapioca farm. *("Tapioca farm" in column 124)*

I: *(Built-in probe)*: During your stay in Hai Ya did you again change your?

R: No. *(At this point, vertical line can be drawn down columns 122, 123 and 124 to age 20)*

I: *(Question 125a)*: During this time in Hai Ya, were you single, married, divorced, separated or widowed?

R: I was single the whole time. *(Interviewer should write "Single" in column 125 and draw a vertical line to age 20)*

(Trainer: now say "All the life history columns have now been completed for the respondent's first location and ages 15 to 20 of the respondent's life. You now begin asking question 122 about the respondent's next location")

I: *(Question 122)*: During this time in Ban Chung, what was your main activity, that is . . .

- R: I was still a farmer.
- I: *(Should probe)*
- R: I was self-employed as a farmer. I bought my own farm when I moved there. *(Code 03 in column 122 opposite age 20. Respondent has already said he was a farmer, so there is no need to ask question 123)*
- I: *(Question 124):* In which type of industry, agriculture or service were you working at this time?
- R: I was a rice farmer. *(“Rice farm” in column 124)*
- I: *(Built-in probe):* During your stay in Ban Chung, did you change ?
- R: Yes.
- I: When did this occur? *(Trainer: point out that even though this is not a built-in probe, you must find out when the change occurred)*
- R: Well, when I was 25 I sold the farm and went to work as a press operator in a shoe factory. *(Vertical line in column 123 can be extended to age 24)*
- I: *(Sufficient information has been obtained to code the age, occupation and industry, but the interviewer must probe for activity status in column 122)*
- R: I was employed by a private firm. *(Code 02 should be put opposite age 25 in column 122 and a line should be drawn from “rice farm” at age 20 down to age 25)*
- (Trainer: now say “You have just found out that the respondent changed his activity status, occupation and industry at age 25. Note that the respondent’s occupation was ‘farmer’ from age 18 to age 25, even though his industry and activity status changed at age 20. At age 20 he became self-employed in a rice farm rather than an unpaid family worker on a tapioca farm. Continue now, remembering you are still asking about activities during the time in Ban Chung”)*
- I: *(Built-in probe):* During your stay in Ban Chung, did you again change your ?
- R: Well, I also worked part-time as a taxi driver.
- I: *(Probe to see on which job longer hours were worked)*
- R: I worked more at the shoe factory. Taxi driving was only part-time and I didn’t have any other changes. *(As taxi-driving was not his main activity, this is not recorded)*
- I: *(Question 125a):* During this time in Ban Chung were you single, married, divorced, widowed or separated?
- R: I was single at first and then I got married.
- I: *(Probe to determine when respondent got married)*
- R: I got married when I was 23. *(A line should be drawn from single at age 20 down to age 22. “Married” should be written in column 125 opposite age 23)*
- I: *(Question 125b):* Did your wife give birth to a son or daughter at this time?
- R: Yes, we had a son when I was 25 and a daughter when I was 27.
- I: *(Question 125c):* Did any of your sons or daughters die at this time?
- R: No.
- I: *(Built-in probe):* During your stay in Ban Chung did you change your marital status or were there births or deaths of children?
- R: I really don’t remember if there were any other changes.
- I: *(Should probe by asking about the move at age 29. “Were there any changes before you moved to Bangkok?”)*

- R: Yes, we had another son right before we moved.
- I: *(Probe for respondent's age)*
- R: I guess I was 28.
- I: *(Question 122):* During this time in Bangkok, what was your main occupation, that is?
- R: I was unemployed, but looking for work. I just couldn't find a job there, so we moved very soon.
- I: *(Built-in probe):* During your stay in Bangkok, did you change your main activity ?
- R: No.
- I: *(Question 125a):* During this time in Bangkok, were you single, married,?
- R: Married.
- I: *(Question 125b):* Did your wife give birth to a son or daughter at this time?
- R: No.
- I: *(Question 125c):* Did any of your sons or your daughters die at this time?
- R: No, we were only there for about four months and nothing happened.
- (Trainer: point out that the built-in probe following question 125 should be skipped since the respondent stated that "nothing happened", then say "You should now return to question 122 and begin asking about activity status, etc. in Pra Sing")*
- I: *(Question 122):* During this time in Pra Sing, what was your main activity, that is ?
- R: I was employed by the government the whole time. *(Code 01 in column 122 opposite the second line for age 29)*
- I: *(Question 123a):* What was your main occupation at this time?
- R: I was an electrician.
- I: *(Question 124):* In which type of industry, agriculture or service were you working at this time?
- R: It was with the telephone company.
- I: *(Built-in probe):* During your stay in Pra Sing, did you change your main activity?
- R: I worked for the telephone company the whole time, but I became a supervisory electrician.
- I: *(Probe for when this change occurred)*
- R: That happened when I was 31.
- (Trainer: Point out that the occupation changed, but the activity status and industry remained the same. "Supervisory electrician" should be entered in column 123 opposite age 31)*
- I: *(Should repeat built-in probe):* During your stay in Pra Sing, did you again change your?
- R: No.
- I: *(Question 125a):* During this time in Pra Sing, were you single?
- R: I was still married.
- I: *(Question 125b):* Did your wife give birth to a son or daughter at this time?
- R: Yes, she had a baby boy when I was 31.
- I: *(Question 125c):* Did any of your sons or daughters die at this time?

R: No.

I: *(Built-in probe):* During your stay in Pra Sing, did you change your marital status or ...?

R: Apart from the birth of the son, there was nothing.

I: *(Question 122):* During this time in Bangkok, what was your main activity, that is ...?

R: I am still employed by the government telephone company as a supervisory electrician. I was transferred to Bangkok from Pra Sing.

(Point out that the respondent has answered all three questions, 122, 123 and 124, for the time since his arrival in Bangkok)

I: *(Question 125a):* During this time in Bangkok, were you single?

R: Still married.

I: *(Question 125b):* Did your wife give birth to a son or daughter at this time?

R: No.

I: *(Question 125c):* Did any of your sons or daughters die at this time?

R: No.

I: *(Interviewer should now use final built-in probe following question 125, asking for total number of children ever born)*

R: Four children is the total.

This completes the life history table. Are there any questions about it?

(Answer questions and resolve problems using the example pages of the questionnaire that follow)

Now turn back to your manual to the interviewer's instruction before questions 126a and 127 and to page 20 in your questionnaire. Read the instructions for interviewers and for question 126.

(Allow time)

Q. Based on the practice exercise we just did, which box do you mark at the top of the page?

A. Box 1.

Q. Also based on the practice exercise, what do you record and how do you ask the probe question?

A. Record Pra Sing in the district of Chiang Mai, Chiang Mai province and ask if the respondent moved from there when he was 33.

Q. Assume that only two locations were recorded in the life history table. In which of the boxes would you have put a "X"?

A. Box 2.

Q. Where do you skip to if box 2 was marked?

A. Skip to question 131.

Q. Let us assume now that there is only one location in the life history table, meaning the respondent did not move after the age of 15. Which box do you mark and where do you go?

A. Mark box 3 and ask question 126a.

Question 126 is another one of the "main reason" and "other reason" questions. Are there any questions?

(Answer questions)

Questions 127 to 130 are similar to questions 117 to 120 except that they refer to the move from the last place. Be careful to insert the correct "place" name when asking these questions. The "place" is the "reference location" you entered at the top of page 20.

- Q. Look at question 130 in your questionnaire. If a respondent tells you that his wife, children and parents followed him later, how would you record his answers?
A. Circle codes 2 and 4.

Now I would like all of you to read the instructions for questions 131 to 137.

(Allow time)

These questions are very easy and straightforward. Your primary concerns here are to insert the correct "place" name, record verbatim and probe for "other" reasons.

Now read the instructions for questions 138 to 145 in your manual.

(Allow time)

Are there any questions?

(Answer questions)

Now let's try another interview. Let us assume the respondent's second last place of residence was Bangkok and the present place is Chiang Mai.

(Record second last place and present place on blackboard for reference)

Each of you complete the necessary questions just as if you were conducting the interview. I'll be the respondent. Start with question 127a on page 20 of your questionnaire and go through to question 145.

I: *(Question 127a):* What was the main reason for moving from Bangkok?

R: The cost of living was too high there.

I: *(Question 127b):* What other reasons can you think of?

R: It was too polluted.

I: *(Question 128):* Who was mainly responsible for making the decision for your last move to Chiang Mai?

R: Myself and my wife.

I: *(Question 129):* During this last move from Bangkok, who accompanied you to Chiang Mai?

R: My family.

I: *(Should probe for more specific answer)*

R: My wife, children and parents.

I: *(Question 139):* After this last move, who followed you later from Bangkok to Chiang Mai?

R: No one.

| LIFE HISTORY | | | INTERVIEWER: FIRST SAY - Now I want to ask you some questions about each place you have lived since you were 18 years old. By this, I mean each residence of one year's duration or more, or shorter than one year if the move was for work, to look for work or to study. Let's start with ... (Place in question 114). Enter place on first line (Age 18). | | | | | | | | | | | | | | | | | | |
|---|----|----|--|---------------|------|-----|-----------------------|--|--------------|--|-------------------|--|--|--|--|--|--|--|--|--|--|
| Section | 13 | 14 | 0 | 121. LOCATION | | | | | | | | | | | | | | | | | |
| | | | | Card | Year | Age | Province (or country) | | District | | Village/Town/City | | | | | | | | | | |
| 121a. How many years did you live in before you moved? <i>INTERVIEWER: Record the following events against the appropriate age with a maximum of two entries for each event per year.</i> | 15 | 16 | 17 | 18 | 19 | 20 | Chiang Mai | | Chiang Mai | | t. Hai Ya | | | | | | | | | | |
| | 0 | 3 | 6 | 0 | 1 | 5 | | | | | | | | | | | | | | | |
| 121b. Where did you move to? <i>INTERVIEWER: Probe - That is, you were . . . years old when you moved to . . . is this correct?</i> | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | |
| | 0 | 5 | | | 1 | 7 | | | | | | | | | | | | | | | |
| 122. During this time in . . . what was your main activity, that is: (01) employed by government, (02) employed by a private firm, (03) self-employed, (04) employer, (05) unpaid family worker, (06) unemployed, looking for work, (07) unemployed, not looking for work, (08) student, (09) housework or (10) too old or retired? | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | |
| | 0 | 7 | | | 1 | 9 | | | | | | | | | | | | | | | |
| 123a. If working (codes 01-05), what was your main occupation at this time? | 15 | 16 | 17 | 18 | 19 | 20 | Rathum Thani | | Rathum Thani | | t. Ban Chung | | | | | | | | | | |
| | 0 | 8 | 6 | 5 | 2 | 0 | | | | | | | | | | | | | | | |
| 123b. If student (code 08), what was your level of education at this time? | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | |
| | 1 | 0 | | | 2 | 2 | | | | | | | | | | | | | | | |
| 124. If working (codes 01-05), in which type of industry, agriculture or service were you working at this time? <i>INTERVIEWER: Probe - During your stay in . . . did you change your main activity/occupation/education/type of industry? If "Yes", repeat question(s) 122 and/or 123 and/or 124.</i> | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | |
| | 1 | 3 | | | 2 | 5 | | | | | | | | | | | | | | | |
| 125a. During this time in . . . were you single, married, divorced, separated or widowed? | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | |
| | 1 | 5 | | | 2 | 7 | | | | | | | | | | | | | | | |
| 125b. If ever married, did you (your wife) give birth to a son or a daughter at this time? If "Yes", record a birth of son or daughter. | 15 | 16 | 17 | 18 | 19 | 20 | Bangkok | | Bangkok | | c. Bangkok | | | | | | | | | | |
| | 1 | 7 | 7 | 4 | 2 | 9 | Chiang Mai | | Chiang Mai | | c. Pra Sing | | | | | | | | | | |
| 125c. If ever married and with children, did any of your sons or daughters die at this time? If "Yes", record a death of son or daughter. <i>INTERVIEWER: Probe - During your stay in . . . did you change your marital status or were there births or deaths of children? If "Yes", repeat question(s) 125a and/or 125b and/or 125c.</i> | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | |
| | 1 | 8 | | | 3 | 0 | | | | | | | | | | | | | | | |
| <i>INTERVIEWER: Sum the number of children ever born from the family history:</i> TOTAL OF 4 CHILDREN. Then ask: How many children have you had including those who died? Total of 4 children. If different from family history total, probe for correct number. | 15 | 16 | 17 | 18 | 19 | 20 | Bangkok | | Bangkok | | c. Bangkok | | | | | | | | | | |
| | 2 | 1 | 7 | 8 | 3 | 3 | | | | | | | | | | | | | | | |
| | 2 | 2 | | | 3 | 4 | | | | | | | | | | | | | | | |
| | 2 | 3 | 8 | 0 | 3 | 5 | | | | | | | | | | | | | | | |
| | 2 | 4 | | | 3 | 6 | | | | | | | | | | | | | | | |
| | 2 | 5 | | | 3 | 7 | | | | | | | | | | | | | | | |
| | 2 | 6 | | | 3 | 8 | | | | | | | | | | | | | | | |
| | 2 | 7 | | | 3 | 9 | | | | | | | | | | | | | | | |

| 122. ACTIVITY STATUS | | 123. OCCUPATION OR EDUCATION | 124. TYPE OF INDUSTRY | 125. FAMILY HISTORY |
|----------------------|-----|------------------------------|-----------------------|---------------------|
| 28 | 0 5 | Technical secondary school | | Single |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 0 5 | Farmer | Tapioca farm | |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 0 5 | | Rice farm | |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 29 | | | Married |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 0 2 | Press operator | Shoe factory | Birth of son |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 29 | | | Birth of daughter |
| 47 | 48 | | | |
| 28 | 29 | | | Birth of son |
| 47 | 48 | | | |
| 28 | 0 6 | | | |
| 47 | 0 1 | Electrician | Telephone company | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 29 | Supervisory electrician | | Birth of son |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
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| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |
| 28 | 29 | | | |
| 47 | 48 | | | |

INTERVIEWER: "X" one of the following boxes according to the entries in Life History (from question 121)

- 1 More than two locations recorded
 2 Two locations recorded (Skip to question 131)
 3 Only one location recorded

From the Life History, write in the box provided below the second last location recorded under location question 121. This is the place from where the respondent moved directly to his/her present location:

| | |
|-----------------------|---------|
| Province (or country) | Bangkok |
| District | Bangkok |
| Village, town or city | Bangkok |

This is the REFERENCE LOCATION for questions 127a, 129 and 130 below

Probe to make sure that this is correct: Is it correct that the last move you made was when you were . . . years old when you moved from . . . (Second last location in question 121) to here?

If the answer is "No" you will have to probe and adjust the Life History and the location above as necessary

126a. What is the main reason you have never moved since you were 15?

Main reason

b. What other reasons can you think of?

(1)

(2)

(Skip to section 11, page 24)

127a. What was the main reason for moving from . . . (See REFERENCE LOCATION above)?

Main reason

Cost of living was too high

b. What other reasons can you think of?

(1) It was too polluted

(2)

128. Who was mainly responsible for making the decision for your last move to . . . (Present place)?

INTERVIEWER: Circle all that apply

- 1 Himself or herself
 2 Spouse or children
 4 Parents
 8 Brothers or sisters
 16 Parents-, brothers- or sisters-in-law
 32 Other relatives or friends
 64 Employers
 128 Other (Specify) 7

129. During this last move from . . . (See REFERENCE LOCATION above), who accompanied you to . . . (Present place)?

INTERVIEWER: Circle all that apply

- 1 Nobody
 2 Spouse or children
 4 Parents
 8 Brothers or sisters
 16 Parents-, brothers- or sisters-in-law
 32 Other relatives or friends
 64 Other (Specify) 7

130. After this last move, who followed you later from . . . (See REFERENCE LOCATION above), to . . . (Present place)?

INTERVIEWER: Circle all that apply

- 1 Nobody
 2 Spouse or children
 4 Parents
 8 Brothers or sisters
 16 Parents-, brothers- or sisters-in-law
 32 Other relatives or friends
 64 Other (Specify) 7

131. At the time of arrival here from your last place of residence, did you look for employment or work?
 1 Yes (Skip to question 133a) 2 No

132. Why did you not look for employment or work at the time of arrival?
 1 Already had a job
 2 Transferred by employer
 3 Did not want a job
 4 Unable to work

133a. What was the main reason for choosing (Present place)?
 Main reason
It doesn't cost as much to live here

b. What other reasons can you think of?
 (1)
 (2)

134a. During the first month after your arrival here from your last place of residence what was the main difficulty you faced as a direct result of moving here?
 Main difficulty
Finding a good school for my children

b. What other difficulties can you think of?
 (1)
 (2)

135a. What is the main difficulty you are facing now?
 Main difficulty
Finding suitable housing

b. What other difficulties can you think of?
 (1) *Public transportation* → *not as good as in Bangkok*
 (2) *Cultural events*

136. If you had known about these difficulties in (Present place) before you moved here, would you still have decided to move from your last place of residence?
 1 Yes 2 No

137. How did you learn about (Present place)?
 INTERVIEWER: Circle all that apply
 1 Lived here before
 2 Previous visit
 4 From relatives or friends
 8 From newspaper, radio or other mass media
 16 From government agencies
 32 Other (Specify) →

138. Who among your relatives or friends were already living in (Present place) at the time of your arrival?
 INTERVIEWER: Circle all that apply
 1 Nobody (Skip to question 141)
 2 Spouse
 4 Children
 8 Parents
 16 Brothers or sisters
 32 Parents- brothers- or sisters-in-law
 64 Other relatives or friends
 128 Other (Specify) →

- I: *(Question 131): At the time of arrival here?*
 R: Yes.
- I: *(Question 133a): What was the main reason for choosing Chiang Mai?*
 R: It doesn't cost as much to live here.
- I: *(Question 133b): What other reasons can you think of?*
 R: None.
- I: *(Question 134a): During the first month after your arrival?*
 R: Finding a good school for my children.
- I: *(Question 134b): What other difficulties can you think of?*
 R: That was the only one.
- I: *(Question 135a): What is the main difficulty you are facing now?*
 R: Finding suitable housing.
- I: *(Question 135b): What other difficulties can you think of?*
 R: Public transportation and cultural events are not as good as in Bangkok.
- I: *(Question 136): If you had known about?*
 R: Yes.
- I: *(Question 137): How did you learn about Chiang Mai?*
 R: I came to visit once and some friends live here and like it.
- I: *(Question 138): Who among your relatives or friends . . . ?*
 R: Just some friends.
- I: *(Question 139): As you know . . . ?*
 R: Yes.
- I: *(Question 140): What kind of assistance did you get from them?*
 R: I stayed with them.
- I: *(Should probe to see whether respondent stayed there free or paid for the lodging)*
 R: I stayed there free. *(Code 1)*
- I: *(Question 141): Did any of your relatives?*
 R: No.
- I: *(Question 143): Since you arrived here?*
 R: No.
- I: *(Question 145): Compare your situation?*
 R: *(Trainer: make up answers for this question)*

Does anyone have any questions about this material?

(Answer questions. Use the sample pages from the questionnaire on the previous pages to illustrate answers)

Turn now to pages 24 and 25 in your questionnaire and read section C, part 1, of chapter V of your manual, which gives you basic information on the section on mobility and activities during the last 12 months.

(Allow time)

In this section, information is collected about the respondent's activities and mobility during the 12 months prior to the survey. Note that you start with the current activity and work back through all the activities engaged in over the last 12 months. Notice at the bottom of page 24 in your questionnaire the codes that you must use to record a respondent's answer to question 146. Depending on the code entered, you must follow the skip instructions given. For example, if code "03" was recorded in question 146 for working status, questions 147a and 148 to 156 must be asked. However, if a respondent told you that she did housework, code "09" must be entered and only questions 150 and 153 must be asked. The number of questions to be asked depends on the codes entered.

The central questions in this section are 146 to 150. A change in any of these five (i.e., activity, occupation/education, industry, location of activity and location of residence) is considered of sufficient importance to warrant entry in a separate row of the table. For example, a farmer may work on a construction job during the slack season without changing either his location of residence or the location of the activity. In this case, questions 146, 147 and 148 have changed, so two rows in the table would have to be completed. Another example would be a bank clerk who was transferred to a nearby town (question 149) but did not change his residence (question 150) or activity, occupation or industry (questions 146-148). This situation also means that two rows in the table must be completed. Another example would be a person who changes his place of residence (question 150) without changing either the type of activity (questions 146-148) or location of activity (question 149).

The most difficult distinction that you will have to make here involves occupation and industry. You have to remember that a person can change his occupation while staying in the same industry, or he can change the industry without changing occupation. In both cases, however, you will need to complete a separate row in the table to show the change. For example, a person whose occupation is "night watchman" can change industry from soap factory to car assembly plant. Or a person whose industry is "law office" can change his occupation from stenographer to legal assistant. Are there any questions?

(Answer questions)

In addition, the table is designed to obtain information on persons who have more than one regular activity at the same time. For example, a person may work in the city during the week (and sleep close to the place of work in rented accommodation), and then return to the village at weekends perhaps to farm or fish. In this case, the activity (question 146), occupation (question 147), industry (question 148), location of activity (question 149) and place of residence (question 150), all change, and the months in which the person was involved in the activities overlap (question 153). Again, two rows should be completed for these two activities. Two rows should also be completed for persons who regularly work at one job during the day and another job in the evening. Similarly, a person may work as a farmer for 10 months of the year and go to a city to look for work for the other two months of the year. Again, these are two distinct activities (question 146) and sets of locations (question 149 and 150) and should be entered in two rows in the table.

Now read parts 2, 3 and 4, which give detailed instructions for questions 146 to 156.

(Allow time)

Let us do a practice exercise to see how well you understand what I have just covered.

(Pause)

Everyone please fill out your copies of the questionnaire and I will be the respondent. Begin by reading "INTERVIEWER READ".

I: Some people may work in more than one occupation at any given time or perhaps study and work at the same time. I would like to know all the activities you have engaged in over the last 12 months. (*Question 146*): Please tell me all the activities that you have engaged in over the last 12 months.

R: I worked for a private company for eight months. (*Interviewer enters code 02 for working status*)

I: (*Question 147*): What is this occupation?

R: Seafood processor.

I: (*Question 148*): In which type of industry ?

R: Fish-canning factory.

I: (*Question 149*): Where is this activity located? That is, in which village, town or city?

R: In Samut Prakan province, town of Samut Prakan.

I: (*Question 150*): Where are you actually living (that is, sleeping) when engaged in processing seafood.

R: The same place. (*Interviewer should write "Samut Prakan", not "Same"*)

I: (*Question 151*): What is the average time . . . ?

R: About 20 minutes.

I: (*Question 152*): Do you usually travel by ?

R: By bus.

I: (*Question 153*): In which months of the year did you engage in processing seafood?

R: I started working at the fish-canning factory in September and I still work there.

(*Interrupt interviewer and say: Assume that you are conducting the interview in April*)

I: (*Question 154*): How many weeks did you engage in this activity during the last 12 months?

R: About 30.

I: (*Question 155*): What was the average number of days per week engaged in this activity?

R: Five days.

I: (*Question 156*): How much cash income did you earn per week from this activity?

R: About 875 baht.

I: How much in kind income did you earn per week from this activity?

R: None.

I: (*Interviewer probe*): Are you engaged in any other activity at the same time?

R: Yes, in my spare time I sell handwoven baskets that my wife makes. (*Interviewer enters code "03" for working status in question 146, "basket salesman" for occupation in question 147 and "retail sales" for industry in question 148*)

Does everyone know what to enter for type of work/occupation and type of industry?

(*Pause. Explain if necessary*)

I: (*Question 149*): Where is this activity located? That is, in which village, town or city?

F: I sell the baskets in Bangkok.

- I: *(Question 150):* Where are you living (that is, sleeping) when engaged in selling baskets?
R: In my house.
- I: *(Probe):* Is that in Samut Prakan?
R: Of course it is.
- I: *(Question 151):* What is the average time ?
R: About 60 minutes.
- I: Do you usually go by . . . ?
R: By bus and on foot.
- I: *(Question 153):* In which months of the year did you engage in selling baskets?
R: All year long.
(The interviewer can skip question 154 as we know that he was engaged in selling baskets, over the whole year);
- I: *(Question 155):* What is the average number of days per week engaged in this activity?
R: One day.
- I: *(Question 156):* How much cash income did you earn per week from this activity?
R: 125 baht.
- I: How much in kind income did you earn per week from this activity?
R: Usually I could trade some of the baskets for other things we needed.
- I: *(Probe):* How much in kind income like that did you usually get per week?
R: I suppose about 75 baht worth.
- I: *(Probe):* Are you engaged in any other activity at the same time?
R: No.
- I: *(Probe):* What other activities have you engaged in over the past 12 months?
R: I took a course at a school close to my house. *(Interviewer enters code "08" for studying or training in question 146)*
- I: *(Question 147b):* What was this level of education?
R: It was an evening course in electronics.
- I: *(Question 149):* Where was this activity located? That is, in which village, town, or city?
R: In Samut Prakan.
- I: *(Question 150):* Where were you living (that is, sleeping) when taking this course?
R: In the same place. *(Interviewer should write "Samut Prakan", not "Same")*
- I: *(Question 151):* What was the average time ?
R: 10 minutes.
- I: *(Question 152):* Did you usually . . . ?
R: I walked.
- I: *(Question 153):* In which months of the year did you ?
R: That was in May, June and July of last year.
- I: *(Interviewer probe):* What other activities have you engaged in over the past 12 months?
R: Well, before I got the job in the seafood processing plant I worked as a car mechanic. *(Interviewer should probe for employment status, that is, self-employed, employed by a private firm etc. If the interviewer fails to probe, correct him or her)*

- R: I was employed by a private firm.
- I: *(Question 147)*: What was your occupation?
- R: I was an automobile mechanic.
- I: *(Question 148)*: In what kind of industry did you work?
- R: It was a car repair shop.
- I: *(Question 149)*: Where was this activity located? That is, in which village, town or city?
- R: It was in Bang Poo town in the province of Samut Prakan.
- I: *(Question 150)*: Where were you living (that is, sleeping) when engaged in this activity?
- R: In my house in Samut Prakan.
- I: *(Question 151)*: What is the average time . . . ?
- R: About 15 minutes.
- I: *(Question 152)*: Did you usually travel . . . ?
- R: By private car.
- I: *(Question 153)*: In which months of the year did you engage in . . . ?
- R: I did that from last May through August.
- I: *(Question 154)*: How many weeks did you engage in . . . ?
- R: About 16.
- I: *(Question 155)*: What was the average number of days per week engaged in this activity?
- R: Four.
- I: *(Question 156)*: How much cash income did you earn per week for this activity?
- R: About 600 baht.
- I: How much in kind income did you earn per week from this activity?
- R: None.
- I: *(Probe)*: What other activities have you engaged in over the past 12 months?
- R: None.

(Use the sample pages from the questionnaire on the following pages to resolve problems)

- Q. What code did you enter in question 146 for working in a fish-canning factory? Anyone?
- A. Code 02.
- Q. If the respondent had said that he was retired, what code would you have entered?
- A. Code 10.
- Q. If code 10 is entered in question 146, then what question would you ask next?
- A. Question 150.
- Q. Which months of the year did you circle in question 153 for the seafood processing activity?
- A. January, February, March, April, September, October, November and December.
- Q. Which months of the year did you circle for studying?
- A. May, June and July.

| Section | | | | MOBILITY AND ACTIVITIES DURING THE LAST 12 MONTHS | | |
|---|--|----|--|---|--|----------------------|
| 13 | 14 | | | | | |
| 1 | 1 | | | | | |
| INTERVIEWER READ: Some people may work in more than one occupation at any given time or perhaps study and work at the same time. I would like to know all the activities you have engaged in over the last 12 months. | | | | | | |
| CARD NO. | 146. Please tell me all the activities that you have engaged in over the last 12 months. | | 147a. What is this occupation? 147b. What is this level of education? | | 148. In which type of industry, agriculture or service is this activity? | |
| | INTERVIEWER: Start with current activities and work back through all activities engaged in over the last 12 months. See codes and instructions below. | | | | | |
| | 15 | 16 | 17 | 18 | | |
| | 0 | 1 | 0 | 2 | Seafood processor | Fish-canning factory |
| | 15 | 16 | 17 | 18 | | |
| | 0 | 2 | 0 | 3 | Basket salesman | Retail sales |
| | 15 | 16 | 17 | 18 | | |
| | 0 | 3 | 0 | 8 | Evening course in electronics | |
| | 15 | 16 | 17 | 18 | | |
| | 0 | 4 | 0 | 2 | Automobile mechanic | Car repair shop |
| 15 | 16 | 17 | 18 | | | |
| 0 | 5 | | | | | |
| 15 | 16 | 17 | 18 | | | |
| 0 | 6 | | | | | |
| 15 | 16 | 17 | 18 | | | |
| 0 | 7 | | | | | |
| 15 | 16 | 17 | 18 | | | |
| 0 | 8 | | | | | |
| 15 | 16 | 17 | 18 | | | |
| 0 | 9 | | | | | |
| CODES AND SKIP INSTRUCTIONS FOR QUESTION 146 01 - Employed by the government 02 - Employed by a private firm 03 - Self-employed 04 - Employer 05 - Unpaid family worker 06 - Looking for work - Ask questions 149, 150 and 153 07 - Unemployed, not looking for work - Ask questions 150 and 153 08 - Student - Ask questions 147b and 149-153 09 - Housework - Ask questions 150 and 153 10 - Too old/retired/disabled/sick - Ask questions 150 and 153 | | | | | | |

| 149. Where is this activity located? That is, in which village, town or city? | | | 150. Where are you actually living (that is, sleeping) when engaged in (This activity)? | | | 151. What is the average time (in minutes) you spend on your journey to your (work/school) every day? | | | 152. Do you usually go to (work/school) by: | | | | | | | | |
|---|----|----|---|----|----|---|----|----|---|----|----|---|----|-----|----|----|----|
| 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 40 | 41 | 42 | 1 | 8 | 64 | 43 | 44 | 45 |
| Province (or country) | | | Province (or country) | | | | | | | | | | | | | | |
| Samut Prakan | | | Samut Prakan | | | | | | | | | | | | | | |
| District | | | Samut Prakan | | | | | | 0 | 2 | 0 | 2 | 18 | 128 | | | |
| Village, town or city | | | t. Samut Prakan | | | | | | | | | 4 | 32 | 256 | | | |
| Province (or country) | | | Province (or country) | | | | | | | | | | | | | | |
| Bangkok | | | Samut Prakan | | | | | | | | | | | | | | |
| District | | | Samut Prakan | | | | | | 0 | 6 | 0 | 2 | 18 | 128 | | | |
| Village, town or city | | | t. Samut Prakan | | | | | | | | | 4 | 32 | 256 | | | |
| Province (or country) | | | Province (or country) | | | | | | | | | | | | | | |
| Samut Prakan | | | Samut Prakan | | | | | | | | | | | | | | |
| District | | | Samut Prakan | | | | | | 0 | 1 | 0 | 2 | 16 | 128 | | | |
| Village, town or city | | | t. Samut Prakan | | | | | | | | | 4 | 32 | 256 | | | |
| Province (or country) | | | Province (or country) | | | | | | | | | | | | | | |
| Samut Prakan | | | Samut Prakan | | | | | | | | | 1 | 8 | 64 | | | |
| District | | | Samut Prakan | | | | | | 0 | 1 | 5 | 2 | 16 | 128 | | | |
| Village, town or city | | | t. Bang Bo | | | | | | | | | 4 | 32 | 256 | | | |
| Province (or country) | | | Province (or country) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| District | | | | | | | | | | | | | | | | | |
| Village, town or city | | | | | | | | | | | | | | | | | |
| Province (or country) | | | Province (or country) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| District | | | | | | | | | | | | | | | | | |
| Village, town or city | | | | | | | | | | | | | | | | | |
| Province (or country) | | | Province (or country) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| District | | | | | | | | | | | | | | | | | |
| Village, town or city | | | | | | | | | | | | | | | | | |
| Province (or country) | | | Province (or country) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| District | | | | | | | | | | | | | | | | | |
| Village, town or city | | | | | | | | | | | | | | | | | |

153-156

| Section | | MOBILITY AND ACTIVITIES DURING THE LAST 12 MONTHS | | | | | | | | | | | | | | |
|----------|----|--|--------|--------|--------|---|----|----|----|---|----|---------|----|----|----|----|
| 13 | 14 | Continued | | | | | | | | | | | | | | |
| CARD NO. | | 153. In which months of the year did you engage in . . . (This activity)? | | | | | | | | | | | | | | |
| | | INTERVIEWER: Circle all that apply | | | | | | | | | | | | | | |
| | | 154. How many weeks did you engage in this activity during the last 12 months? | | | | 155. What was the average number of days per week engaged in this activity? | | | | 156. How much . . . (Type) income did you earn per week from this activity? | | | | | | |
| | | | | | | | | | | Cash | | In kind | | | | |
| 15 | 16 | 01 Jan | 02 Feb | 03 Mar | 04 Apr | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 |
| 1 | 1 | 05 May | 06 Jun | 07 Jul | 08 Aug | 3 | 0 | 5 | 0 | 8 | 7 | 5 | 0 | 0 | 0 | 0 |
| | | 09 Sep | 10 Oct | 11 Nov | 12 Dec | | | | | | | | | | | |
| 1 | 2 | 05 May | 06 Jun | 07 Jul | 08 Aug | 5 | 2 | 1 | 0 | 1 | 2 | 5 | 0 | 0 | 7 | 5 |
| | | 09 Sep | 10 Oct | 11 Nov | 12 Dec | | | | | | | | | | | |
| 1 | 3 | 05 May | 06 Jun | 07 Jul | 08 Aug | | | | | | | | | | | |
| | | 09 Sep | 10 Oct | 11 Nov | 12 Dec | | | | | | | | | | | |
| 1 | 4 | 05 May | 06 Jun | 07 Jul | 08 Aug | 1 | 6 | 4 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 09 Sep | 10 Oct | 11 Nov | 12 Dec | | | | | | | | | | | |
| 1 | 5 | 05 May | 06 Jun | 07 Jul | 08 Aug | | | | | | | | | | | |
| | | 09 Sep | 10 Oct | 11 Nov | 12 Dec | | | | | | | | | | | |
| 1 | 6 | 05 May | 06 Jun | 07 Jul | 08 Aug | | | | | | | | | | | |
| | | 09 Sep | 10 Oct | 11 Nov | 12 Dec | | | | | | | | | | | |
| 1 | 7 | 05 May | 06 Jun | 07 Jul | 08 Aug | | | | | | | | | | | |
| | | 09 Sep | 10 Oct | 11 Nov | 12 Dec | | | | | | | | | | | |
| 1 | 8 | 05 May | 06 Jun | 07 Jul | 08 Aug | | | | | | | | | | | |
| | | 09 Sep | 10 Oct | 11 Nov | 12 Dec | | | | | | | | | | | |
| 1 | 9 | 05 May | 06 Jun | 07 Jul | 08 Aug | | | | | | | | | | | |
| | | 09 Sep | 10 Oct | 11 Nov | 12 Dec | | | | | | | | | | | |

INTERVIEWER PROBE:

- a. Are you engaged in any other activity at the same time?
- b. What other activities have you engaged in over the past 12 months?

FOLD ON THIS LINE

NOTE FOR KEY PUNCHER: Code columns 17-40 are for question 153

- Q. What would you have done if the respondent had reported that his first job at the factory was as a processor, but that he is now a shift supervisor?
- A. This would mean that a separate row in the table would have to be filled in to show the change in occupation within the same industry.
- Q. What would you have done if some of the months were not circled for any activity?
- A. Probe by asking about activities in those months.
- Q. How did you record the average time the respondent spent on his journey from his house to the fish-canning factory?
- A. 020. Right-justified and zero-filled.
- Q. In question 152, how did you record the answer for the basket salesman?
- A. By circling codes 16 and 128.

Does everyone understand how to complete this table?

(Answer questions)

In addition to the information collected about the respondent's activities and mobility during the 12 months before the survey, we also collect information concerning regular travel between different villages, towns or cities. Turn to page 27 of your questionnaire and read the instructions for questions 157 to 160 in your manual.

(Allow time)

The purpose of question 157 is to pick up regular patterns of travel from the present place apart from a daily journey to work or to school. A good example would be that of a respondent who travels to another village to see his parents every two weeks and does not engage in any activity while there. If the answer to question 15 is "Yes", you circle code 1 and proceed to question 158.

In question 158 you will find out which place the respondent regularly travelled to from his present place of residence. Question 159 asks how often the respondent travelled. Enter the code 1, 2 or 3 in the box and in question 160 record the reason verbatim. Are there any questions about this section?

(Answer questions)

Now read section D on future mobility, questions 161 to 174. This is the last part of the questionnaire.

(Allow time)

This section concerns the respondent's future plans with regard to migration. It also deals with the location of the respondent's relatives and finds out whether or not he has visited them in the past year. These questions are very easy and should present no trouble in the field. The most important things to keep in mind when asking these questions are to follow the skip patterns carefully and record verbatim where necessary.

Question 170 asks for the respondent's future activity status. It is important that the response given is in terms of one of the codes provided. You should probe in question 170 to obtain a response that you can code if you do not initially get one.

- Q. For example, in question 170, if a respondent says that he expects to work as a carpenter, do you have to probe?
- A. Yes.

Q. Why?

A. Because the question was not answered in terms of the codes provided.

In the example I just gave, you can tailor the probe to the situation. For example, "Do you expect to work as a carpenter for the government, for a private firm, on your own or for your family as an unpaid worker?"

Questions 173 and 174 and the accompanying table are designed to do two things:

(a) To find out where the respondent's spouse, son(s), daughter(s), parent(s) and other relatives(s) live;

(b) To find out whether the respondent has visited them during the past 12 months.

Q. What do you do if the respondent answers "No" to question 173?

A. End the interview.

In question 174a, circle the number corresponding to the relatives who live elsewhere. These are the relatives you will ask about in questions 174b and 174c. When asking question 174b, insert the "relative type" in the question. Note that for each relative type, except spouse, you can have more than one location marked. In 174c, you will then ask whether the respondent has visited his relatives in each location marked in the past 12 months.

Let us practise questions 173 and 174 to make sure that everyone understands how they work. I will be the respondent and you interview me, as usual.

I: (*Question 173*): Do any of your relatives . . . ?

R: Yes.

I: (*Question 174a*): Which relatives live in another . . . ?

R: My sons, daughter and parents. (*Interviewer should circle 2, 4 and 8 on the top line of the table*)

I: (*Question 174b*): Where do your sons live: in the capital city . . . ?

R: They live in the capital city and another big city.

I: (*Question 174c*): During the past 12 months . . . ?

R: I visited the one in the capital, but not the other one.

I: (*Question 174b*): Where does your daughter live . . . ?

R: She lives abroad.

I: (*Question 174c*): During the past 12 months . . . ?

R: No.

I: (*Question 174b*): Where do your parents live . . . ?

R: In a village.

I: (*Question 174c*): During the past 12 months . . . ?

R: Yes.

Does everyone understand this final section of the questionnaire?

(*Answer questions. Use the sample page from the questionnaire on the following page to illustrate the answers*)

Q. What should you do if you find that you incorrectly omitted one of the questions on the critical items list?

A. Return to the household to collect the missing information.

Are there any questions about the critical items checklist or anything else that we have discussed so far in training?

(Answer questions)

Annex I

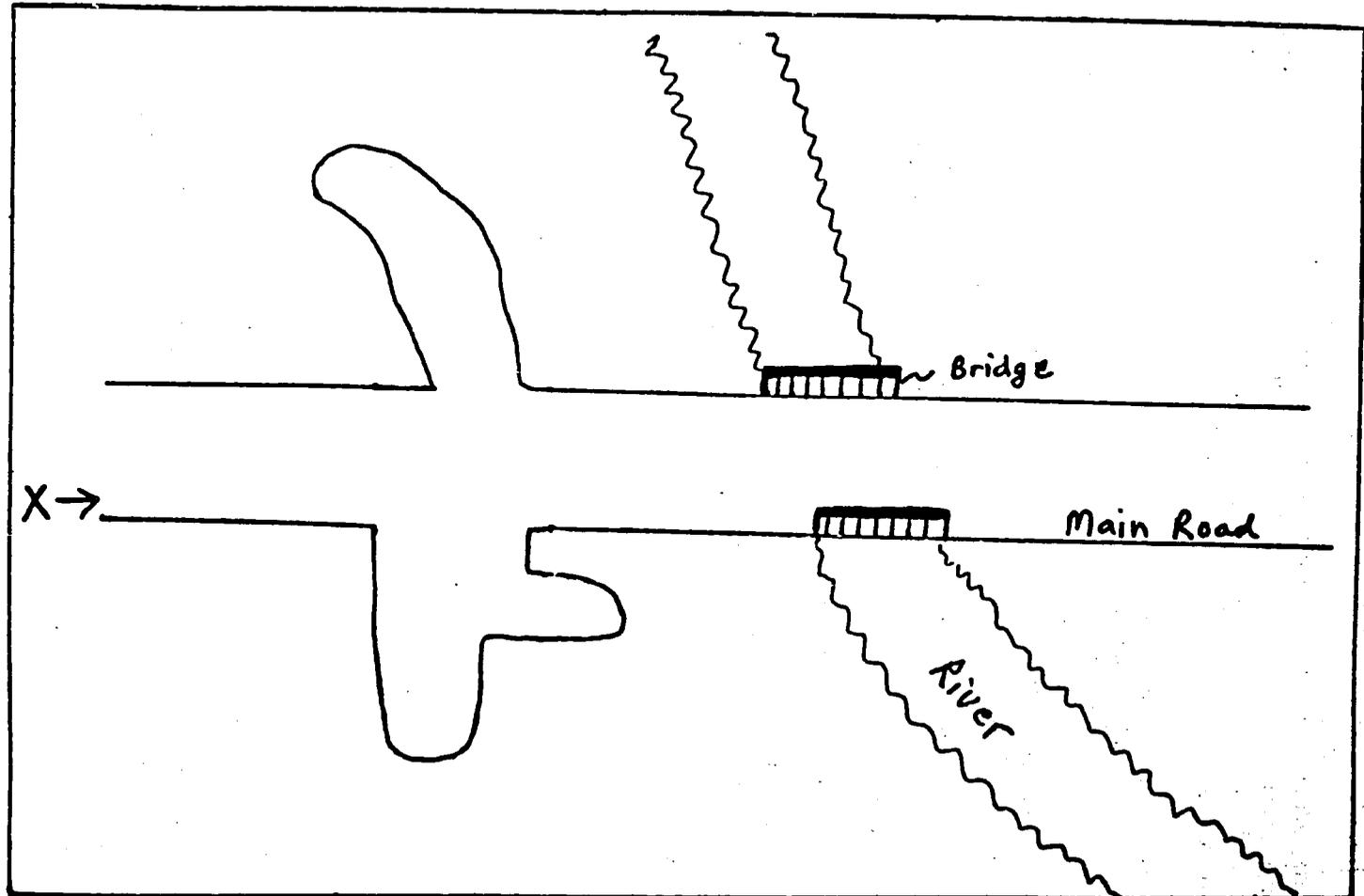
PRACTICE EXERCISES

EXERCISE 1: LISTING AND MAPPING

For each structure described below, fill in columns (a) to (f) of the sample household listing sheet that is provided. Then place a small square on the map provided at the spot where the housing unit is located. Also enter successive arrows on the map to show your route of travel. Assume that you begin canvassing at point "X" shown on the sketch, in the direction indicated by the arrow.

- A. As soon as you begin canvassing, you come to a concrete house with a tin roof. Kaew Harndej lives here with his family.
- B. The next structure that you come to is a wooden house with a tin door. It is located at the corner of the main road and the first intersecting road you come to. Panya Nukul lives here with his wife and three children.
- C. Near the end of the intersecting road, you see a bamboo hut with a kennel in the front. As you approach the hut, a boy comes out to control a barking dog. (Would future interviewers like to know this?) Ladda Maniya lives here with her two sons.
- D. Next to this hut you find a shed with farming tools.
- E. Before you get back to the main road, you come to another intersecting road. Here you see a bamboo hut with a tin roof. It is clear that someone lives here but no one is at home when you knock on the door. After talking to a neighbour you find out that the family will be back from a trip in two weeks.
- F. At the end of this second intersecting road is a tin shack with a bamboo roof. It is vacant.
- G. Before you leave the second intersecting road, you see a concrete house with a wooden roof. There is a water tower next to the house. Wira Bunmee and his wife and four children live here.
- H. As you return to the main road, you see a bamboo shack with a tin door. There is a short wooden fence around the shack. Don Na-dee and Muang Saokaew live here. They live and eat together. Since neither one is considered the head of the household, choose Mr. Na-dee as the head.
- I. Along the main road you find a stable for farm animals.
- J. Walking along the main road, you come to a bridge where the main road crosses the river. Before the bridge, on the right, there is a wooden house with two floors. After asking questions, you find out that the two households live and eat separately here. Kwan Harndej and his family live on the ground floor. Suk Mukda and his sons live upstairs.
- K. Just as you finish crossing the bridge, you discover a wooden house with a bamboo roof. Pim Leela lives here with her family.
- L. Next to the Leelas' house is a grove of trees. Behind the trees you find a concrete house with a wooden roof. Snit Dokmai and his family live here.

Exercise 1. Mapping



Exercise 1. Listing

FIGURE IV. HOUSEHOLD LISTING SHEET

Page.....of.....pages

Cluster No.....

Province..... District..... Village, town or city.....

Name of enumerator.....

FOR SUPERVISOR USE ONLY

| <i>Housing unit number (a)</i> | <i>Household number (b)</i> | <i>Address/ unit description (c)</i> | <i>Name of head of household (d)</i> | <i>Callback information (e)</i> | <i>Notes (f)</i> | <i>Sample selection (g)</i> | <i>Assigned to (h)</i> | <i>Returned (i)</i> | <i>Status (j)</i> |
|--------------------------------|-----------------------------|--------------------------------------|--------------------------------------|---------------------------------|------------------|-----------------------------|------------------------|---------------------|-------------------|
| | | | | | | | | | |

EXERCISE 2. GENERAL INTERVIEWING PROCEDURES

1. Why is it important to maintain a neutral attitude when asking the questions?

2. When may you change the wording of a question?

3. What is the difference between a precoded and an open-ended question?

4. What is "bias"?

5. What probe would you use in each of the following cases?

(a) QUESTION: What is the main source of drinking water used by this household?

ANSWER: Open well and piped water.

PROBE: _____

(b) QUESTION: What was the amount of money sent or given (to each person)?

ANSWER: Two or three hundred.

PROBE: _____

(c) QUESTION: Did this person sleep here last night or was (he/she) away last night?

ANSWER: Yes.

PROBE: _____

(d) QUESTION: What was this person doing most of the time last month? That is, was this person employed by government, employed by a private firm, self-employed, employer, unpaid family worker, unemployed looking for work, unemployed not looking for work, student, housework, too old/retired/disabled/sick.

ANSWER: Working.

PROBE: _____

6. What are the two main reasons for editing?

(a) _____

(b) _____

7. How often should you give an account to your supervisor of all the cases completed during the day?

8. Briefly discuss how you would handle a respondent who refuses to be interviewed.

EXERCISE 3. SELECTING THE RESPONDENT FOR THE INDIVIDUAL QUESTIONNAIRE

Using the random number table provided, select a respondent for the households listed in examples 1 and 2 and answer the following questions. (Note that example 2 consists of both sections 1 and 2 of the household schedule.) In using the random number table, assume that you visit the two households consecutively, that is, household 1 and then household 2. The only questions included from the questionnaire are those you need to complete the exercise.

Example 1

1. How many eligible respondents are there in household 1? _____
2. Who is the selected respondent in household 1? _____
3. Is Ruang an eligible respondent? _____
4. Is Somsri an eligible respondent? _____
5. Who would be the selected respondent if the first random number you came to in the table was 6? _____
6. What would you do if the random number had been 4?

7. When can you, the interviewer, substitute selected respondents if the one chosen is not available?

Example 2

1. How many eligible respondents are there in household 2? _____
2. Who is the selected respondent in household 2? _____
3. Is Decha an eligible respondent? _____
4. Is Phong eligible? _____
5. Who would be the selected respondent if the first random number you came to in the table was 7? _____

Example 1. Household 1

| SECTION 1 | | USUAL RESIDENTS | | | |
|----------------------|--------------------------|---|---|---|---|
| 13 | 0 | 14 | 1 | INTERVIEWER: LIST ALL USUAL RESIDENTS OF THE HOUSEHOLD | |
| SAMPLE SELECTION NO. | SERIAL NO. (or card No.) | TOTAL POPULATION | | | |
| | | Name | Relation-ship | Sex | Age |
| | | 001. Please give all the names of persons who usually live in this household. Let's start with the head of the household. What is this person's name? | 002. What is the relationship of this person to the head of the household? (See codes at the bottom of page 3a) | 003. Is this person male or female? 1-Male 2-Female | 004. How old is this person? (Give age in complete years) |
| 0 | 1 | Bunna | 1 | 1 | 48 |
| 0 | 2 | Dokmai | 2 | 2 | 46 |
| 0 | 3 | Buri | 3 | 1 | 26 |
| 0 | 4 | Chatri | 3 | 1 | 23 |
| 0 | 5 | Ruang | 4 | 1 | 25 |
| 0 | 6 | Lamai | 5 | 2 | 21 |
| 0 | 7 | La-or | 6 | 2 | 04 |
| 0 | 8 | Preecha | 4 | 1 | 20 |
| 0 | 9 | Somsri | 5 | 2 | 19 |
| 1 | 0 | Bunlua | 6 | 1 | 02 |

Just to make sure I have a complete listing of all the persons -

1. Are there any other persons, such as small children, infants or old persons that we have not listed?
 Yes (Enter their names in the table)
 No

2. Are there any other persons who are members of your family such as lodgers who usually live here?
 Yes (Enter their names in the table)
 No

| 008. Did this person sleep in this household last night or was he/she away last night? 1-Here (Skip to 013) 2-Away last night | | 010. Is this person away for a visit or for work, or to study? 1-For a visit 2-For work 3-To look for work 4-To study 5-Other (Specify) | | 011. How long has this person been away from this household? INTERVIEWER: Ask number of weeks only if duration is less than one month. | |
|---|----|--|--------|--|-------|
| | | Specify | Months | Weeks | |
| 34 | 35 | | | 36 | 37 38 |
| 1 | | | | | |
| 34 | 35 | | | 36 | 37 38 |
| 1 | | | | | |
| 34 | 35 | | | 36 | 37 38 |
| 1 | | | | | |
| 34 | 35 | | | 36 | 37 38 |
| 2 | 1 | | | | 2 |
| 34 | 35 | | | 36 | 37 38 |
| 2 | 3 | | | | |
| 34 | 35 | | | 36 | 37 38 |
| 1 | | | | 0 | 1 |
| 34 | 35 | | | 36 | 37 38 |
| 1 | | | | | |
| 34 | 35 | | | 36 | 37 38 |
| 2 | 1 | | | | 2 |
| 34 | 35 | | | 36 | 37 38 |
| 1 | | | | | |

Example 2. Household 2

| SECTION 1 | | USUAL RESIDENTS | | | |
|----------------------|--------------------------|---|---|---|---|
| 0 | 1 | INTERVIEWER: LIST ALL USUAL RESIDENTS OF THE HOUSEHOLD | | | |
| SAMPLE SELECTION NO. | SERIAL NO. (or card No.) | TOTAL POPULATION | | | |
| | | Name | Relation-ship | Sex | Age |
| 15 | 16 | 001. Please give all the names of persons who usually live in this household. Let's start with the head of the household. What is this person's name? | 002. What is the relationship of this person to the head of the household? (See codes at the bottom of page 3a) | 003. Is this person male or female? 1-Male 2-Female | 004. How old is this person? (Give age in complete years) |
| 0 | 1 | Tawee | 1 | 1 | 50 |
| 0 | 2 | Wanna | 2 | 2 | 45 |
| 0 | 3 | Thap | 3 | 1 | 26 |
| 0 | 4 | Mali | 3 | 2 | 20 |
| 0 | 5 | Bua | 4 | 2 | 28 |
| 0 | 6 | Korn | 5 | 1 | 29 |
| 0 | 7 | | | | |
| 0 | 8 | | | | |
| 0 | 9 | | | | |
| 1 | 0 | | | | |

| 008. Did this person sleep in this household last night or was he/she away last night? | 010. Is this person away for a visit or for work, or look for work or to study? | 011. How long has this person been away from this household? |
|--|--|---|
| 1-Here (Skip to 013) 2-Away last night | 1-For a visit 2-For work 3-To look for work 4-To study 5-Other (Specify) | INTERVIEWER: Add number of weeks only if duration is less than one month. |
| | Specify | Months |
| 34 | 35 | 36 37 38 |
| 1 | | |
| 1 | | |
| 1 | | |
| 2 | 4 | 0 9 |
| 1 | | |
| 1 | | |
| | | |
| | | |
| | | |
| | | |

Just to make sure I have a complete listing of all the persons -

1. Are there any other persons, such as small children, infants or old persons that we have not listed?
 Yes (Enter their names in the table)
 No

2. Are there any other persons who are members of your family such as lodgers who usually live here?
 Yes (Enter their names in the table)
 No

Example 2. Household 2 (continued)

| SECTION 2 | | NON-USUAL RESIDENTS | | | | |
|--------------------------|----|---|---|--|--|--|
| 13 | 0 | 016. Is there any person who is a non-usual resident of this household but who stayed in this household last night? 1 Yes <u>2</u> 2 No (Skip to question 030, page 8) | | | | |
| SAMPLE SELECTION NO. | | TOTAL POPULATION | | | | |
| SERIAL NO. (or card No.) | | Name 017. Please give me the names of all non-usual residents who stayed in this household last night. | Relation-ship 018. What is the relationship of this person to the head of the household? (See codes below) | Sex 019. Is this person male or female? 1-Male 2-Female | Age 020. How old is this person? (Give age in complete years) | Purpose 028. Is this person here for a visit or for work, to look for work or to study? 1 - For a visit 2 - For work 3 - To look for work 4 - To study 5 - Other (Specify) |
| 15 | 16 | | 17 | 18 | 19 | 20 |
| 3 | 1 | Decha | 3 | 1 | 31 | 1 |
| 3 | 2 | Phong | 3 | 1 | 42 | 3 |
| 3 | 3 | Amnarit | 3 | 1 | 22 | 3 |
| 3 | 4 | | | | | |
| 3 | 5 | | | | | |
| 3 | 6 | | | | | |
| 3 | 7 | | | | | |
| 3 | 8 | | | | | |
| 3 | 9 | | | | | |
| 4 | 0 | | | | | |

Specify

CODES FOR RELATIONSHIP TO HEAD OF THIS HOUSEHOLD (QUESTION

| | |
|-----------------------------|----------|
| 2 - Spouse of head | 6 - Grn |
| 3 - Unmarried child | 7 - Fath |
| 4 - Married child | 8 - Brot |
| 5 - Spouse of married child | 9 - Serv |

Table of random numbers

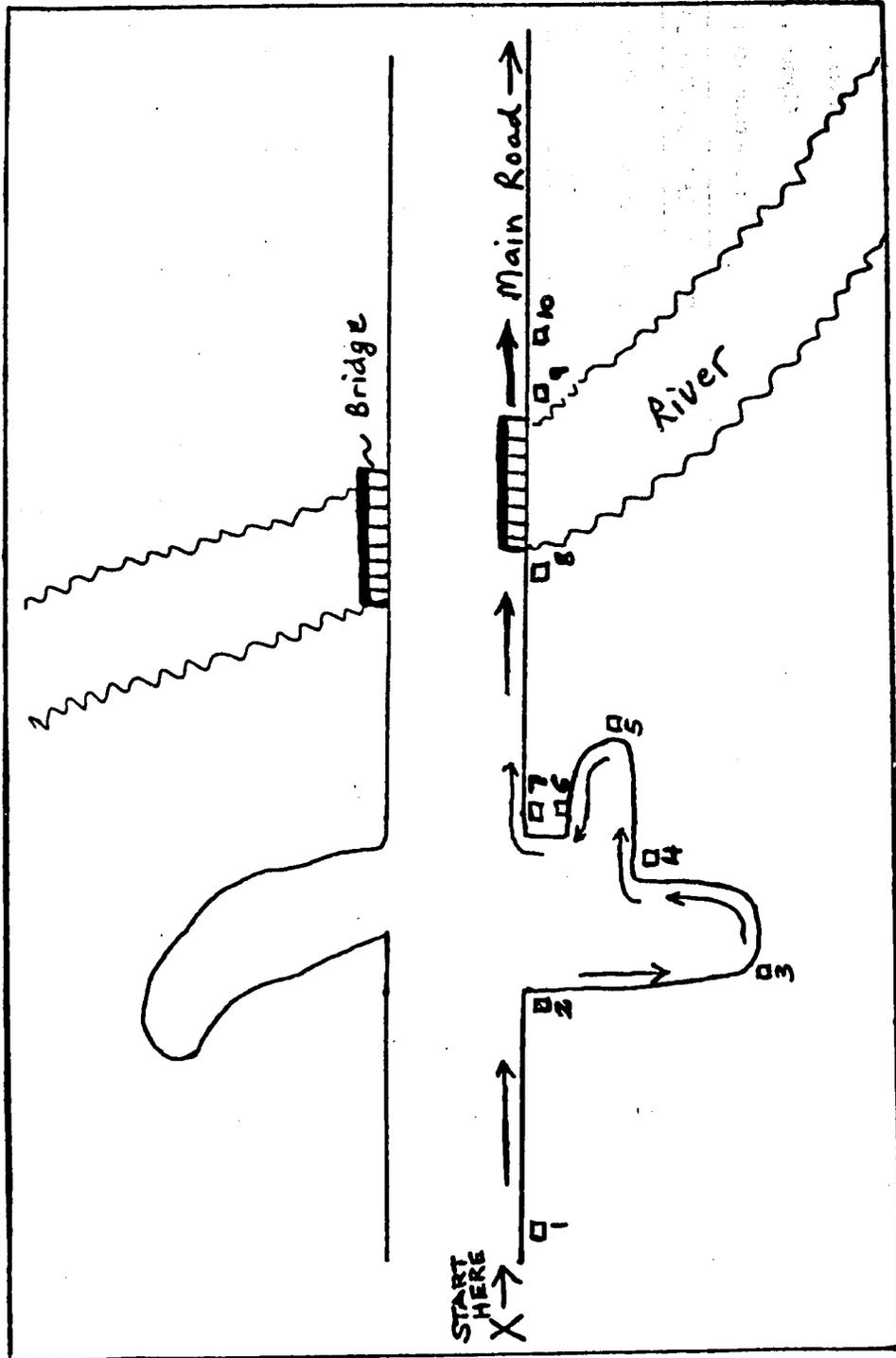
| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 12 | 20 | 16 | 1 | 10 | 20 | 2 | 12 | 5 | 4 |
| 20 | 20 | 19 | 11 | 16 | 10 | 9 | 1 | 9 | 3 |
| 9 | 7 | 10 | 19 | 18 | 18 | 3 | 9 | 6 | 12 |
| 19 | 8 | 20 | 7 | 18 | 16 | 7 | 14 | 5 | 15 |
| 5 | 6 | 5 | 18 | 5 | 9 | 1 | 7 | 2 | 11 |
| 15 | 20 | 10 | 11 | 18 | 14 | 20 | 13 | 11 | 13 |
| 11 | 12 | 8 | 7 | 16 | 20 | 12 | 15 | 3 | 20 |
| 4 | 15 | 17 | 9 | 2 | 5 | 2 | 4 | 3 | 6 |
| 1 | 1 | 6 | 9 | 19 | 13 | 8 | 15 | 2 | 15 |
| 13 | 10 | 14 | 18 | 10 | 20 | 12 | 20 | 8 | 14 |
| 8 | 4 | 20 | 3 | 6 | 14 | 17 | 2 | 8 | 13 |
| 5 | 19 | 13 | 13 | 2 | 3 | 13 | 17 | 20 | 11 |
| 13 | 5 | 16 | 16 | 4 | 5 | 20 | 17 | 6 | 8 |
| 2 | 8 | 3 | 6 | 9 | 19 | 12 | 14 | 5 | 7 |
| 6 | 17 | 14 | 8 | 14 | 3 | 18 | 3 | 17 | 4 |
| 1 | 3 | 12 | 15 | 5 | 4 | 7 | 6 | 7 | 20 |
| 2 | 17 | 10 | 11 | 4 | 10 | 7 | 18 | 4 | 2 |
| 20 | 19 | 16 | 18 | 13 | 15 | 6 | 14 | 6 | 8 |
| 16 | 16 | 10 | 18 | 13 | 7 | 6 | 12 | 6 | 7 |
| 20 | 4 | 13 | 7 | 4 | 5 | 8 | 8 | 20 | 20 |

Annex II

ANSWER KEY TO PRACTICE EXERCISES

ANSWER TO EXERCISE 1. LISTING AND MAPPING

Answer key for mapping



Answer key for listing

FIGURE IV. HOUSEHOLD LISTING SHEET

Page of pages

Cluster No.

Province District Village, town or city

Name of enumerator

FOP SUPERVISOR USE ONLY

| Housing unit number (a) | Household number (b) | Address/ unit description (c) | Name of head of household (d) | Callback information (e) | Notes (f) | Sample selection (g) | Assigned to (h) | Returned (i) | Status (j) |
|-------------------------|----------------------|-------------------------------|-------------------------------|-------------------------------|---------------------------|----------------------|-----------------|--------------|------------|
| 1 | 1 | Concrete house, Tin roof. | Kaew Harndej | | | | | | |
| 2 | 1 | Wood house, Tin door. | Panya Nukul | | | | | | |
| 3 | 1 | Bamboo hut. | Ladda Maniya | | Barking dog | | | | |
| 4 | | Bamboo hut, Tin roof. | | Family will return in 2 weeks | | | | | |
| 5 | | Tin shack, bamboo roof. | | | Vacant | | | | |
| 6 | 1 | Concrete house, wooden roof. | Nira Bunmee | | Water tower next to house | | | | |
| 7 | 1 | Bamboo shack, fence. | Don Na-dee | | | | | | |
| 8 | 1 | Wooden house, two floors. | Kwan Harndej | | House before bridge | | | | |
| 8 | 2 | | Suk Mukda | | | | | | |
| 9 | 1 | Wooden house, bamboo roof. | Pim Leela | | House after bridge | | | | |
| 10 | 1 | Concrete house, wooden roof. | Snit Dokmai | | House behind the trees | | | | |

ANSWER TO EXERCISE 2
GENERAL INTERVIEWING PROCEDURES

1. Why is it important to maintain a neutral attitude when asking the questions?
Because it is important not to influence the respondent's answers.

2. When may you change the wording of a question?
If, after repeating a question, the respondent still does not understand it, you may change the wording by using simple language.

3. What is the difference between a precoded and an open-ended question?
A precoded question is one in which the answer categories are printed in the questionnaires. Open-ended questions do not list the possible answers in the questionnaire.

4. What is "bias"?
The distortion of responses caused by the interviewer favouring one answer rather than another.

5. What probe would you use in each of the following cases?
 - (a) QUESTION: What is the main source of drinking water used by this household?
ANSWER: Open well and piped water.
PROBE: Which is the main source ?

 - (b) QUESTION: What the amount of money sent or given (to each person)?
ANSWER: Two or three hundred.
PROBE: Is it closer to 200 or 300 ?

 - (c) QUESTION: Did this person sleep here last night or was (he/she) away last night?
ANSWER: Yes.
PROBE: Repeat the question.

(d) QUESTION: What was this person doing most of the time last month? That is, was this person employed by government, employed by a private firm, self-employed, employer, unpaid family worker, unemployed looking for work, unemployed not looking for work, student, housework, too old/retired/disabled/sick.

ANSWER: Working.

PROBE: Yes, but was the person employed by the government,
employed by a private firm, self-employed, an employer, et.

6. What are the two main reasons for editing?

(a) To learn from mistakes

(b) To catch errors and omissions so that they can be corrected

7. How often should you give an account to your supervisor of all the cases completed during the day?

Every day, if possible

8. Briefly discuss how you would handle a respondent who refuses to be interviewed.

Tell the respondent the general purpose of the survey, the confidential nature of the interview answers and the important and impersonal use of the survey information.

ANSWER TO EXERCISE 3
SELECTING THE RESPONDENT FOR THE INDIVIDUAL QUESTIONNAIRE

Example 1

1. How many eligible respondents are there in household 1? 7
(Note that Chatri and Somsri are away only for visits and should return before interviewing is finished in the area)
2. Who is the selected respondent in household 1? Buri (sample selection No. 5)
3. Is Ruang an eligible respondent? No
4. Is Somsri an eligible respondent? Yes
5. Who would be the selected respondent if the first random number you came to in the table was 6? Preecha
6. What would you do if the random number had been 4?
Chatri would be the selected respondent. As he is temporarily absent, but is expected to return before you leave the area, you will arrange a time to interview him when he is available.
7. When can you, the interviewer, substitute selected respondents if the one chosen is not available?
Never

Example 2

1. How many eligible respondents are there in household 2? 7
2. Who is the selected respondent in household 2? Bua (sample selection No. 4)
3. Is Decha an eligible respondent? No
4. Is Phong eligible? Yes
5. Who would be the selected respondent if the first random number you came to in the table was 7? Amnart

Example 1. Household 1

| SECTION 1 | | USUAL RESIDENTS | | | | |
|--|-----------------------------|---|--|--|--|----|
| 13 | 0 | 14 | 1 | | | |
| INTERVIEWER: LIST ALL USUAL RESIDENTS OF THE HOUSEHOLD | | | | | | |
| TOTAL POPULATION | | | | | | |
| SAMPLE SELECTION NO | SERIAL NO. (or card No.) | Name 001. Please give all the names of persons who usually live in this household. Let's start with the head of the household. What is this person's name? | Relation-ship 002. What is the relationship of this person to the head of the household? <i>(See codes at the bottom of page 3e)</i> | Sex 003. Is this person male or female? 1-Male 2-Female | Age 004. How old is this person? <i>(Give age in complete years)</i> | |
| | | | | | 17 | 18 |
| 1 | 0 1 | Bunma | 1 | 1 | 4 | 8 |
| 2 | 0 2 | Dokmai | 2 | 2 | 4 | 6 |
| 3 | 0 3 | Buri | 3 | 1 | 2 | 6 |
| 4 | 0 4 | Chatri | 3 | 1 | 2 | 3 |
| | 0 5 | Ruang | 4 | 1 | 2 | 5 |
| 5 | 0 6 | Lamai | 5 | 2 | 2 | 1 |
| | 0 7 | La-or | 6 | 2 | 0 | 4 |
| 6 | 0 8 | Preada | 4 | 1 | 2 | 0 |
| 7 | 0 9 | Somsri | 5 | 2 | 1 | 9 |
| | 1 0 | Bunlua | 6 | 1 | 0 | 2 |

Just to make sure I have a complete listing of all the persons -

| | |
|---|--|
| 1. Are there any other persons, such as small children, infants or old persons that we have not listed? <input type="checkbox"/> Yes (Enter their names in the table) <input type="checkbox"/> No | 2. Are there any other persons who be members of your family such as or lodgers who usually live here? <input type="checkbox"/> Yes (Enter their names in the table) <input type="checkbox"/> No |
|---|--|

| 009. Did this person sleep in this household last night or was he/she away last night? 1-Here (Skip to 013) 2-Away last night | 010. Is this person away for a visit or for work, to look for work or to study? 1-For a visit 2-For work 3-To look for work 4-To study 5-Other/Specify/ | 011. How long has this person been away from this household? <i>INTERVIEWER: Ask number of weeks only if duration is less than one month.</i> | |
|---|--|--|--------------|
| | | Specify | Months Weeks |
| 34 | 35 | | 36 37 38 |
| 1 | | | |
| 34 | 35 | | 36 37 38 |
| 1 | | | |
| 34 | 35 | | 36 37 38 |
| 1 | | | |
| 34 | 35 | | 36 37 38 |
| 2 | 1 | | 2 |
| 34 | 35 | | 36 37 38 |
| 2 | 3 | | |
| 34 | 35 | | 36 37 38 |
| 1 | | 0 | 1 |
| 34 | 35 | | 36 37 38 |
| 1 | | | |
| 34 | 35 | | 36 37 38 |
| 1 | | | |
| 34 | 35 | | 36 37 38 |
| 2 | 1 | | 2 |
| 34 | 35 | | 36 37 38 |
| 1 | | | |

Example 2. Household 2

| SECTION 1 | | | USUAL RESIDENTS | | | |
|----------------------|------------------------------|---|---|--|---|----|
| 0 | 1 | 1 | INTERVIEWER: LIST ALL USUAL RESIDENTS OF THE HOUSEHOLD | | | |
| SAMPLE SELECTION NO. | SERIAL NO. (for card No.) | TOTAL POPULATION | | | | |
| | | Name 001. Please give all the names of persons who usually live in this household. Let's start with the head of the household. What is this person's name? | Relation-ship 002. What is the relationship of this person to the head of the household? (See codes at the bottom of page 3a) | Sex 003. Is this person male or female? 1-Male 2-Female | Age 004. How old is this person? (Give age in complete years) | |
| 1 | 0 1 | Tawee | 17 | 18 | 19 | 20 |
| | | | 1 | 1 | 5 | 0 |
| 2 | 0 2 | Wanna | 17 | 18 | 19 | 20 |
| | | | 2 | 2 | 4 | 5 |
| 3 | 0 3 | Thep | 17 | 18 | 19 | 20 |
| | | | 3 | 1 | 2 | 6 |
| | 0 4 | Mali | 17 | 18 | 19 | 20 |
| | | | 3 | 2 | 2 | 0 |
| 4 | 0 5 | Bua | 17 | 18 | 19 | 20 |
| | | | 4 | 2 | 2 | 8 |
| 5 | 0 6 | Korn | 17 | 18 | 19 | 20 |
| | | | 5 | 1 | 2 | 9 |
| | 0 7 | | 17 | 18 | 19 | 20 |
| | 0 8 | | 17 | 18 | 19 | 20 |
| | 0 9 | | 17 | 18 | 19 | 20 |
| | 1 0 | | 17 | 18 | 19 | 20 |

Just to make sure I have a complete listing of all the persons -

| | |
|---|--|
| 1. Are there any other persons, such as small children, infants or old persons that we have not listed? <input type="checkbox"/> Yes (Enter their names in the table) <input type="checkbox"/> No | 2. Are there any other persons who are members of your family such as lodgers who usually live here? <input type="checkbox"/> Yes (Enter their names in the table) <input type="checkbox"/> No |
|---|--|

| 009. Did this person sleep in this household last night or was he/she away last night? 1-Here (Skip to 013) 2-Away last night | | 010. Is this person away for a visit or for work, to look for work, or to study? 1-For a visit 2-For work 3-To look for work 4-To study 5-Other (Specify) | | 011. How long has this person been away from this household? INTERVIEWER: Give number of months only if duration is less than one month. | | |
|---|----|--|--------|--|----|--|
| | | Specify | Months | Months | | |
| 34 | 35 | | 36 | 37 | 38 | |
| 1 | | | | | | |
| 34 | 35 | | 36 | 37 | 38 | |
| 1 | | | | | | |
| 34 | 35 | | 36 | 37 | 38 | |
| 1 | | | | | | |
| 34 | 35 | | 36 | 37 | 38 | |
| 2 | 4 | | 0 | 3 | | |
| 34 | 35 | | 36 | 37 | 38 | |
| 1 | | | | | | |
| 34 | 35 | | 36 | 37 | 38 | |
| 1 | | | | | | |
| 34 | 35 | | 36 | 37 | 38 | |
| | | | | | | |
| 34 | 35 | | 36 | 37 | 38 | |
| | | | | | | |
| 34 | 35 | | 36 | 37 | 38 | |
| | | | | | | |

Example 2. Household 2 (continued)

| SECTION 2 | | NON-USUAL RESIDENTS | | | | |
|---------------------------|---|---|--|---|----|--|
| 13 | 0 | 14 | 2 | 016. Is there any person who is a non-usual resident of this household but who stayed in this household last night? <input checked="" type="radio"/> Yes <input type="radio"/> No (Skip to question 030, page 8) | | |
| SAMPLE SELECTION NO. | | TOTAL POPULATION | | | | |
| SERIAL NO. (for card No.) | Name 017. Please give me the names of all non-usual residents who stayed in this household last night. | Relation-ship 018. What is the relationship of this person to the head of the household? (See codes below) | Sex 019. Is this person male or female? 1-Male 2-Female | Age 020. How old is this person? (Give age in complete years) | | Purpose 028. Is this person here for a visit or for work, to look for work or to study? 1 - For a visit 2 - For work 3 - To look for work 4 - To study 5 - Other (Specify) |
| | | | | 17 | 18 | |
| 3 | 1 Decha | 3 | 1 | 3 | 1 | 40 Specify 1 |
| 6 | 3 2 Phong | 8 | 1 | 4 | 2 | 40 3 |
| 7 | 3 3 Amnarf | 8 | 1 | 2 | 2 | 40 3 |
| 3 | 4 | | | | | 40 |
| 3 | 5 | | | | | 40 |
| 3 | 6 | | | | | 40 |
| 3 | 7 | | | | | 40 |
| 3 | 8 | | | | | 40 |
| 3 | 9 | | | | | 40 |
| 4 | 0 | | | | | 40 |

CODES FOR RELATIONSHIP TO HEAD OF THIS HOUSEHOLD (QUESTION 018)

| | |
|-----------------------------|---------|
| 2 - Spouse of head | 6 - Grt |
| 3 - Unmarried child | 7 - Fat |
| 4 - Married child | 8 - Bro |
| 5 - Spouse of married child | 9 - Ser |

Comparative study on migration, urbanization and development in the ESCAP region

Survey manuals

- I. Survey organization and monitoring
- II. The core questionnaire
- III. Manual for interviewers
- IV. Manual for supervisors
- V. Manual for interviewer trainers
- VI. Sample design manual
- VII. Manual for office editors and coders

Country reports

- No. 1. *Migration, Urbanization and Development in the Republic of Korea* (Bangkok, ESCAP, 1980).
- No. 2. *Migration, Urbanization and Development in Sri Lanka* (in press)
- No. 3. *Migration, Urbanization and Development in Indonesia* (forthcoming)

In preparation

- Tabulation plan
- Data processing system manual

In preparation

- Philippines
- Pakistan
- Malaysia
- Thailand
- South Pacific

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For publications from the project and other Population Division publications, contact: The Clearing-house, Population Division, ESCAP, United Nations Building, Rajdamnern Avenue, Bangkok 2, Thailand.