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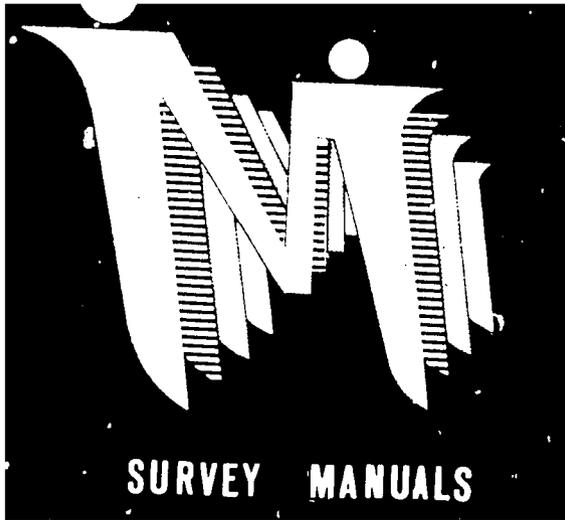
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NATIONAL
MIGRATION
SURVEYS

III. MANUAL FOR INTERVIEWERS



This manual was prepared by the ESCAP project staff with the technical assistance of the United States Bureau of the Census funded under a resource support services agreement with the United States Agency for International Development (USAID).

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

III. MANUAL FOR INTERVIEWERS



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.

This provisional manual of instructions for interviewers is divided into five chapters: instructions for listing; general interviewing procedures; specific field procedures; the household schedule; and the individual questionnaire. While not all countries may require all the materials contained in the earlier parts of this manual, it is felt that there is benefit in providing all the basic procedures and methods needed for the implementation of a complicated and large-scale sample survey, such as the national migration survey.

I. INSTRUCTIONS FOR LISTING

A. OVERVIEW AND THE INTERVIEWER'S ROLE

The migration survey is a sample survey, which means that some, but not all, of the households in your country will be interviewed for the survey. The information obtained from this group (or sample) of households will then be used to make inferences about all the households in your country.

The data from the sample of households can be used only if the sample truly represents all households. If it does not, then the sample is biased and the survey data will present a distorted picture. The only way to ensure an unbiased sample is to give every eligible household in the country a chance to be selected for the sample.

The way we plan to ensure that every unit has an equal chance of selection in the sample is by a carefully controlled listing procedure whereby every household within a sample area appears on the list we use to select the sample households. The list you compile must contain relevant information about every household in your assigned area. The area you are assigned is called an enumeration area or EA. If households in your EA are omitted, duplicated or misclassified, the list will be biased even though it was done for the specific purpose of selecting a sample of households. The listing is therefore critical to the success of the survey. We are relying on you, the interviewer, to provide complete and accurate information during the listing procedure. You must travel every street, road and path in your assigned enumeration area, locate and spot on the map all housing units. This section of the manual provides detailed instructions for the listing operation.

Your role and responsibilities as an enumerator during the listing operation consist of three equally important and related steps:

- (a) Precanvassing;
- (b) Planning your best route of travel;
- (c) Listing each housing unit and household: spotting housing units on the map and filling in the listing sheet.

For the listing procedure you will need a map of your enumeration area and a listing book.

B. MAPS OF ENUMERATION AREAS

1. Care of maps

You are responsible for the care of your EA maps. The maps will be used throughout the survey and must remain in a legible condition.

It is better not to fold or roll your map. An EA map is normally small enough for you to keep flat at all times. If it must be folded, however, do so the same way each time so that it remains a neat, compact package. Since folding will develop lines of weakness in the paper, it is best to limit the number of folds. If the map is torn, it should be repaired as soon as possible, so that the problem does not become worse.

In the field, you should take care to protect your map during bad weather. Water, in particular, causes rapid deterioration of the paper. Make all entries on the map in pencil rather than pen.

If the map should get wet, the ink might run and destroy valuable information. Also, errors in pencil can be easily erased.

2. Map symbols

EA maps will usually have symbols, a legend and a scale. Symbols are designs that represent natural or man-made features such as rivers, swamps, parks, roads, public buildings and houses. They may be in the form of figures, lines, colours or patterns. The legend will give an explanation of all the symbols used on the map. The scale will help you determine the distances in covering your EA.

When symbols are shown on the EA map, you should know how to interpret them using the legend. Understanding the map symbols is essential for identifying boundaries, planning travel, recognizing multiple dwellings and locating landmarks so as to keep within the EA. Remember that you must visit every structure or place where people might live in the EA, whether or not the structure is shown on the EA map.

C. BEFORE STARTING TO CANVASS AND LIST

1. Identify your EA

One of the most important features on EA maps is the EA boundary. This boundary identifies the area in which you are to perform the listing operation. It serves as a "fence" around your assignment and helps to ensure complete coverage of the housing units in the EA. You must be able to recognize the boundaries and locate them accurately. You are to list only within the EA boundaries. If the boundary is the middle of a street or road, you should include only the side of the street that is inside the boundary.

In order to locate your EA, you must often first locate the general area immediately outside the EA. If the EA map does not show this surrounding area, request assistance from your supervisor.

2. Orient yourself

Upon arrival in the field, you must orient yourself with respect to your EA map. The first step is to lay the map flat so that the entire map and legend are clearly visible. It is usually preferable to begin listing at a major street or road intersection, since this can often be readily located both on the map and on the ground. Other nearby features such as houses, churches, railways and rivers should be checked against the symbols shown on the map. Note that certain man-made features, especially buildings, may be newly constructed and others may no longer exist. You must still use your map even if changes have taken place on the ground which are not reflected on the map.

3. Map corrections

Maps of EAs may sometimes be out of date or they may contain incorrect information about specific group features. You are responsible for making corrections on your EA map. Map correction is an essential part of your listing job.

(a) Changes in names

Streets and roads are important since they represent lines of travel and listing and in determining location of features. They are the primary references within an EA. The name of a road or street serves to separate that particular feature from other similar ones and all names must be accurate.

and current. If a name change is found, including a change in spelling, draw a line through the original name on the map and enter the correct one. Corrections for spelling and placement of names should not be limited to roads and streets; names and locations of all natural and man-made features on the map should be examined and corrected, if necessary.

(b) Adding or deleting features

It is important to add to the EA map any new features in the area. This includes new roads, important buildings, bridges, etc. When adding such features, locate them as accurately as possible and enter them on the map with symbols similar to those indicated in the legend. Ground features that have been demolished or otherwise removed from the area should be crossed out on the map. A "X" can be used to cross out buildings and eliminate roads. Map corrections can be made throughout the listing operation.

D. PLANNING YOUR PATH OF TRAVEL

Travel your EA from boundary to boundary, along the main road, before doing any listing, in order to obtain a general idea of the location and layout of the housing units. This is called canvassing. Plan the most efficient route for canvassing the EA. Canvass the entire area, being certain to cover it from boundary to boundary. Canvass all roads and paths, even though they may not be shown on your map. If a road or path is not indicated on your map, draw it in as you canvass it.

Begin at one boundary on a main road if possible. Canvass on the right side of the road as you travel along it. Always keep to the right side of any road or path. When you come to an intersecting road or path, enter it; keep to the right and continue your path of travel.

In urban-type areas, the EA usually will be a city block (or blocks). Proceed as follows (see figures I and II):

- (a)* Start at one corner of the block and proceed in a clockwise fashion;
- (b)* As you proceed, walk through all alleyways, passageways, courts and footpaths in the EA;
- (c)* Look for "hidden" units, such as living quarters at the back of a store or behind other houses;
- (d)* Cover one block completely before proceeding to the next.

In figure I, the arrows indicate the direction for travel of an EA comprising three city blocks. The "X" indicates the starting point.

The EA in figure II comprises two blocks of different types. In the first block, the cul-de-sac in the eastern boundary is considered part of Pohang Avenue. Note that in the second block to the east, the starting point is the entrance to the group of units rather than a corner of the block.

In rural EAs, where there is no uniform street or road pattern, you may encounter obstacles during your canvassing. These obstacles may include natural features such as swamps, rivers, deep valleys or mountains. Most obstacles of this type are essentially permanent and may be shown on the EA map. You should take such difficulties into account in planning the listing. While such obstacles are rarely impassable, a lengthy side trip may be required to travel around them. A good plan for your path of travel must make allowance for this. For example, if during your canvassing you find a large stream in your EA with only one bridge, your path of travel should provide for separating the area into sections which would minimize the number of times the stream must be crossed.

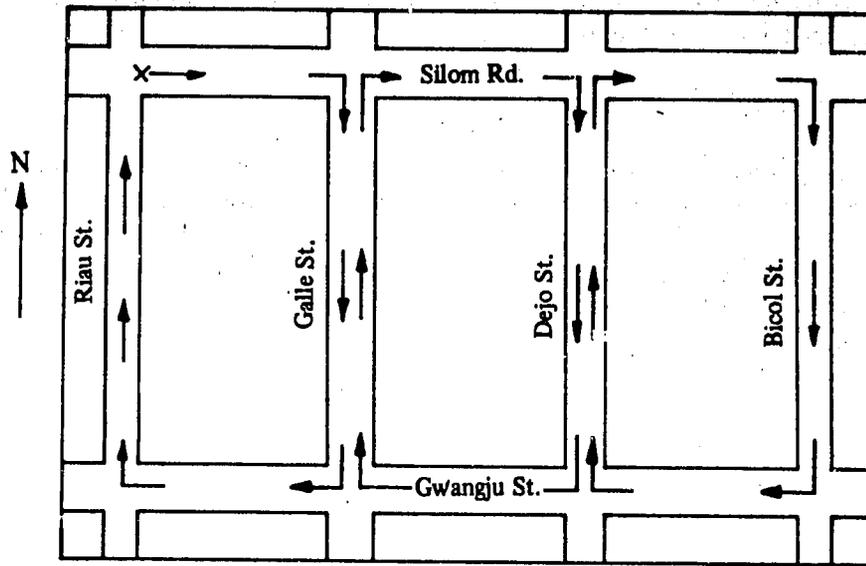


Figure I. Directions for travel in three city blocks of similar shape

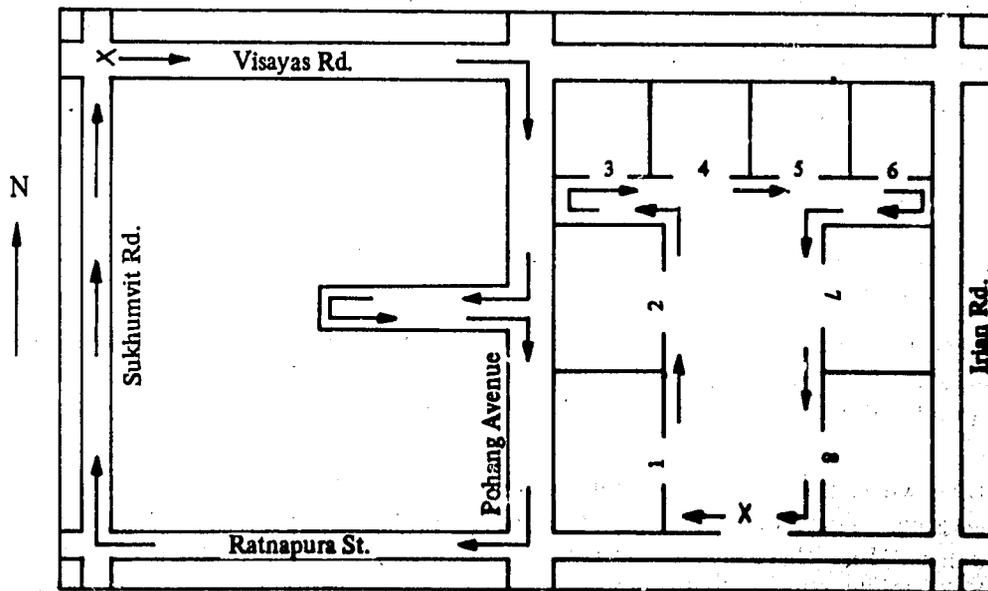


Figure II. Directions for travel in two city blocks of different shape

Here are some guidelines for listing in rural areas:

(a) Begin at some convenient corner and make sure you cover every road, road section and path within the EA. Indicate the point where you begin listing by entering a "X" and the notation "Start here."

(b) In general, travel in a clockwise fashion. Proceed along the main road that forms one of the boundaries of the EA until it intersects one of the other boundaries; proceed along this boundary until it intersects the next, etc.

(c) Where secondary roads, private roads or footpaths intersect the boundaries, you will have to interrupt your listing of a main road.

(d) On roads, footpaths, etc. that are within the EA, list all the housing units on both sides of the road, path or stream.

(e) For each road, path or stream that forms the outside boundary of the EA, list only those units on the side that falls within the EA.

(f) List each housing unit once, and only once, from the most accessible road or path.

(g) Look for side paths, breaks in the trees, electric wires, etc., that may indicate the presence of housing units.

(h) Walk up all paths and lanes to see whether they lead to housing units.

(i) Inquire whether there may be housing units in the area even where there are no obvious paths.

(j) Enter successive arrows on the map to show your route of travel.

Draw these arrows as you canvass the area and list the units.

In figure III, the arrows indicate a possible direction of travel to ensure systematic coverage. Note that you must list all housing units on both sides of Daimaru Path and Cliff Path since these paths lie entirely within the EA. On the other hand, you would list only the housing units on the south side of Matara Road, the west side of Ilocos Road, the north side of Jinju Path, and the east side of Chidlom Lane.

The starting point is the intersection of Chidlom Lane and Matara Road. You would travel east on Matara Road to Ilocos Road, then south on Ilocos Road to Solo River. Since there is no path along the river bank, you would travel along Daimaru Path, making sure you cover the housing units between the path and the river as well as the housing units to the north of Daimaru Path. On Cliff Path, since the map indicates you would return to Daimaru Path, you would cover the east side as you proceed north and the west side on the return trip. Proceeding north on Jinju Path, then Chidlom Lane, you would complete the coverage of the EA.

E. LISTING HOUSING UNITS, HOUSEHOLDS AND SPECIAL DWELLING UNITS

List housing units in an orderly fashion. In an area of single-family houses, list the housing units as you come to them. If there is more than one housing unit on the same plot of ground, the general rule is to list front before rear.

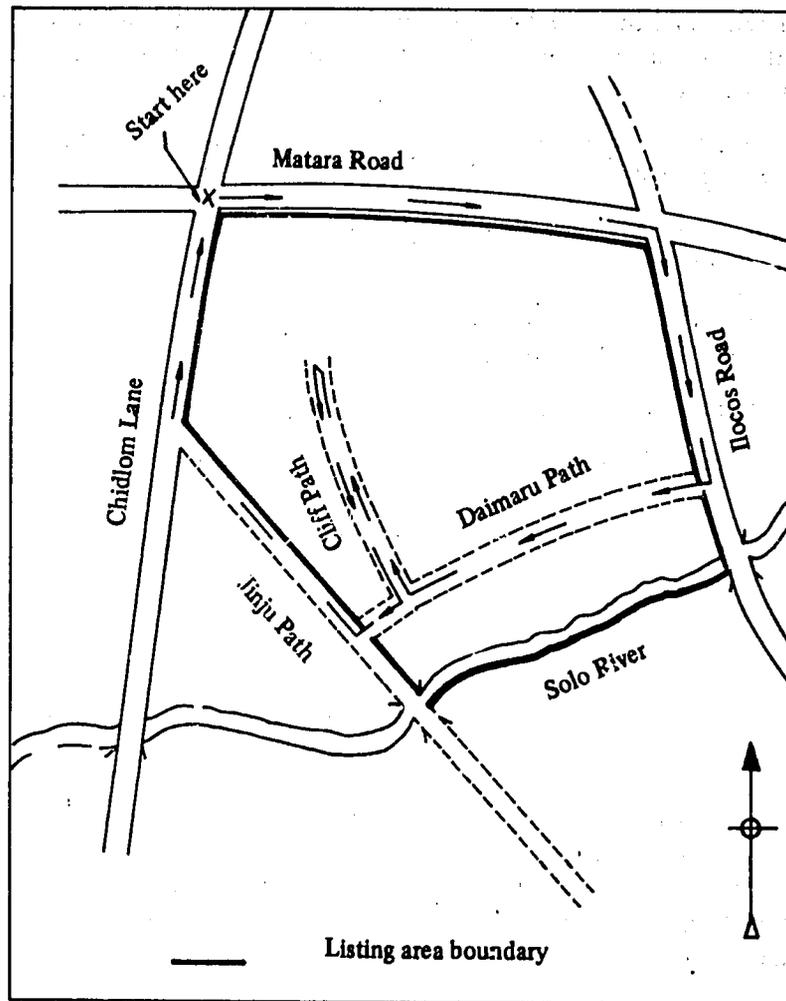


Figure III. Directions for travel in a rural area

1. What to list

You will be listing housing units, households within housing units and special dwelling units. A housing unit, or living quarters, is a group of rooms or a single room which is occupied as a separate and independent place of abode, or if vacant, which is intended for occupancy as a separate and independent abode.

The two important words are separate and independent. An enclosure is considered separate if it is surrounded by walls, a fence, etc. and covered by a roof so that its occupants can isolate themselves from other members of the community for purposes of sleeping, preparing meals and protecting themselves from the hazards of climate or the environment. Independence requires direct access from the street or an arrangement where the occupants can enter or leave their housing unit without

going through someone else's premises. **Direct access** can be a direct entrance to the housing unit from the outdoors, such as a street, road, alley, courtyard, driveway, path, etc. or an entrance to the housing unit from a hall, lobby or vestibule which is usually used by the occupants of more than one unit or by the general public.

A household would comprise either an individual living alone in all or part of a housing unit, or a group of two or more persons who combine to occupy the whole or part of a housing unit and to provide themselves with food or the other essentials of living. The general criteria which should be used in identifying members of a household are common housekeeping arrangements, sharing the principal meals in the sense that the household's food supply is obtained for common consumption or paid for out of a common budget, and having common arrangements for supplying basic living needs.

The occupants of a housing unit do not automatically constitute a single household. The fact that the occupants share the same housing unit does not mean that they occupy the unit collectively. They may constitute two or more distinct groups, each of which has exclusive rights to part of the accommodation, takes its meals apart from the other group or groups and has a separate budget. As each of these groups make up a separate household, it follows that there can be two or more households in the same housing unit.

Special dwelling units are housing units where six or more unrelated people live together or places where people live collectively for health, disciplinary, religious, education or other reasons; such places as monasteries, school dormitories and work camps fit into this category. Army barracks, hotels and compulsory special dwelling units such as prisons, hospitals and nursing homes are to be excluded from this survey. However, all the following special dwelling units are to be listed and included in the survey:

School dormitories

Industrial living compounds and dormitories

Work camps

Boarding houses

Monasteries

Refugee camps

Houses with six or more teachers living together

However, if an industrial living compound or work camp is divided into separate housing units, the household listing procedures described in the previous pages should be used.

2. Map spotting

Place a small square on the map at the spot where the housing unit or special dwelling is located. Identify each square by using the number of the housing unit in the listing book for that particular housing unit. If you cannot pinpoint the exact location of the housing unit, place a symbol at the approximate location. At a minimum, indicate the side of the road or street on which the housing unit is located. In urban areas, it is ordinarily not possible to plot the location of each housing unit on the EA map because of the large number of housing units in a city block and the relatively small size of the map, so you can put the range of the housing unit numbers for that block. However, if there is a hidden housing unit or one which is difficult to locate, indicate its location on the map.

3. Listing

Make sure that you cover each part of the EA. In order to ensure complete coverage and proper sampling, you must proceed in a systematic fashion.

In structures containing more than one housing unit, determine first whether the units are already identified by a number or letter.

If there is a regular numbering or lettering system, proceed as follows:

(a) Begin with the lowest number or letter and proceed numerically or alphabetically to the highest number or letter.

(b) If there are some units which are not numbered or lettered (for example, the owner or manager may live in an unnumbered apartment), be sure to list them; where possible, list such units first, then list the numbered or lettered units.

If there is no regular numbering or lettering system, proceed as follows:

(a) Always list units on a lower floor before listing those on a higher floor.

(b) Proceed in a clockwise fashion when listing units on each floor of a multi-unit structure. If this is not feasible, then list units in the front before listing those in the back, covering the floor in a systematic fashion.

Note: In some situations, it may be advisable to draw a rough sketch of the structure showing the location of each unit and the housing unit number from the listing sheet for the unit. Do this only when you feel that another person would have difficulty in determining the location of a unit you have listed in a structure which has no regular numbering or lettering system.

F. FILLING IN THE LISTING SHEETS

1. Household listing

Always ask a responsible person when inquiring about living arrangements. Normally this would be an adult who lives in the structure.

List each vacant housing unit as well as each occupied unit. A vacant housing unit is living space intended to be occupied as separate living quarters by a family or other group of persons, or by a person living alone.

You will be listing households within housing units. Remember that the occupants of a housing unit do not automatically constitute a single household. You will need to determine if there is more than one household in a housing unit. Check to see whether all members of the housing unit prepare and eat their meals together. That will be an indication of a single household. If they do not, then there is more than one household in the housing unit and you will need to get the name of each head of household.

Complete the columns (a) to (f) in your household listing sheet (figure IV) as directed below:

(a) *Housing unit number.* Each housing unit should have its own unique number. Start with 1 for the first housing unit in your EA and continue numbering consecutively. Note that there may be buildings with several housing units, for example, apartment buildings. Each housing unit in an apartment building should be given a different number.

(b) *Household number.* If there is only one household in a housing unit, then its household number should be 1. However, if there is more than one household in a housing unit, each household will have the same housing unit number but will have a unique household number. For example, if housing unit 23 has three households, the households will all have housing unit number 23 in column (a) but the households will be numbered 1, 2 and 3 in column (b).

(c) *Address/unit description.* Enter the address or a description of the housing unit. If no address exists, describe permanent features that help to distinguish the unit from others in the area.

(d) *Name of head of household.* Enter the full name (first, last and any titles). The head of household is defined as the person who is regarded as the head by the members of the household. If you find two or more unrelated persons forming a household, designate one person as the head. For a vacant housing unit, enter "vacant" in this column.

(e) *Callback information.* When you list an occupied housing unit but are unable to contact anyone, attempt to find out when someone will be there and enter this information in column (e).

(f) *Notes.* Enter in this column any pertinent information that may be helpful in interviewing, or any notes that may help another interviewer identify the listed unit.

If it is necessary to call back to a housing unit and two or more households are identified in that unit, one household should be listed on the corresponding line of the listing sheet. The other household (s) should be added at the end of the listing sheet for the EA, repeating the housing unit number and continuing with household number 2.

Columns (g) through (j) are to be left blank. Your supervisor will complete these.

2. Special dwelling unit listing

A separate special dwelling unit listing sheet will be used to list all persons between the ages of 15 and 64 years living in a special dwelling unit within the EA boundaries. A separate listing sheet should be used for each special dwelling unit in the EA. Each dormitory or building within a special dwelling compound should be listed on a separate sheet.

At the top of the sheet, the name, location and type of special dwelling unit should be entered, along with the information to identify the EA. A separate entry should be made for each person between the ages of 15 and 64 years living in the unit.

Sometimes an administrative office may have a list of all the occupants of a special dwelling unit which can be used for completing the listing sheet, although you should probe to find out whether there are any changes as the list will probably not have been updated. In other cases, it may be necessary to visit the special dwelling unit when the occupants are at home and inquire at each room the name of the occupant(s). Persons contacted may be able to give the names of roommates and neighbours. If two or more persons share a room, each should be listed separately.

In the case of dormitories or rooms with many beds, you should draw a sketch map (figure VI) of each room, marking the location of each bed with a small square. Write the name or number of the dormitory at the top of the map. If the beds within a room are numbered, these numbers should be entered next to the corresponding squares in the sketch map. If no numbers exist, you should assign the numbers in sequence in the same order as you list. You should begin the listing of beds at the first row on the left-hand side of the room, listing one row of beds at a time. Indicate bunk beds by two adjacent squares, using the top square for the upper bed, and begin the numbering with the lower bed. This sketch map should be attached to the listing sheet.

Dormitory X

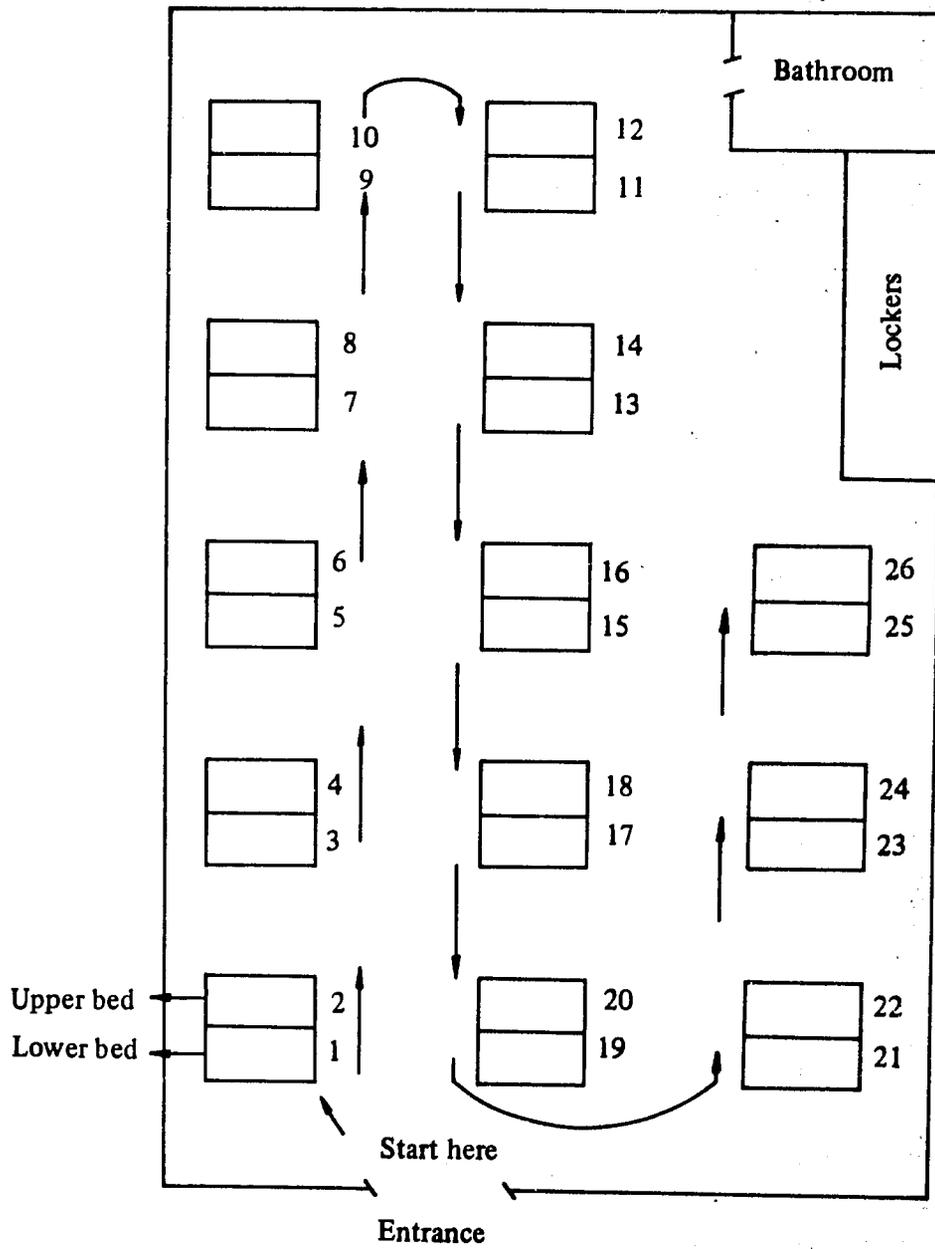


Figure VI. Sketch map of beds in a dormitory

If it is not possible to obtain the name of a certain occupant, write the word "occupant" in the place of the name, and be sure that the number and description of the room is included. Rooms temporarily vacant should also be listed with the word "vacant" in column (c) for name of person.

The columns of the special dwelling unit listing sheet should be completed as follows:

(a) *Person number.* Each person within a special dwelling unit should have a unique number. Start with No. 1 for the first person listed within the special dwelling unit and continue numbering consecutively.

(b) *Room No. or location.* Enter the number of the room if one exists, or a description of where the room is located.

(c) *Name of person.* Enter the full name (first, last and any titles). If it is not possible to find the name of an occupant, write "occupant" in this column. For a vacant room, enter "vacant" here.

(d) *Callback information.* See instructions for household listing sheet above.

(e) *Notes.* Columns (f) to (i) are for sample selection and are to be left blank. Your supervisor will complete these.

G. GLOSSARY

Listed below are definitions of common words used in listing:

- Canvassing:** Systematic coverage of an enumeration area.
- Enumeration area:** Area to be covered by one enumerator; must have identifiable boundaries.
- Household:** An individual living alone or a group of persons living in a housing unit separately from any other person in the structure, with common arrangements for eating and housekeeping.
- Household number:** A number used to identify individual households uniquely within a housing unit on the listing sheet.
- Housing unit:** A separate and independent house or apartment occupied or intended for occupancy by a family or other group of persons living together, or by a person living alone.
- Housing unit number:** The number used on the listing sheet and in map spotting to identify the housing unit structure uniquely in the EA.
- Legend:** A descriptive list of symbols and scale used on maps.
- Listing sheet:** Form which provides for listing, in a systematic fashion, the places where people live in the EA.
- Map spotting:** Indicating on the map the location of each housing unit as it is listed on the listing sheet.
- Multi-unit structure:** A building that contains more than one housing unit, for example, an apartment building.
- Scale:** Relationship of distances on map to actual distances.

Special dwelling unit: Housing units where six or more unrelated people live together, or places where people live collectively for health, disciplinary, religious or other reasons.

Symbols: Designs representing natural or man-made features.

II. GENERAL INTERVIEWING PROCEDURES

A. INTRODUCTION

1. What is a survey?

A survey usually involves collecting data from a scientifically selected sample of the population. The sample is selected to represent the entire population to be studied accurately. Data are collected from the sample respondents by administering a questionnaire.

Skilful interviewing procedures are used to ensure full and accurate information. Careful techniques are used so that the data gathered from the sample of the respondents can be used with confidence to represent the total population. The use of a sample means that a small number of respondents can be selected to represent the whole population. This makes it possible to avoid the expensive and time-consuming process of taking a census, which involves a complete accounting of every person in the population being studied.

Survey information can be collected in many different ways. Questions can be asked face to face or questionnaires can be distributed by hand or through the mail. Questionnaires can request extended comment by the respondent or answers indicated by simply marking a box or circling a code number. The type of survey technique used varies from study to study, depending on the type of information sought, factors of time and budget, and the characteristics of those who are surveyed.

The ESCAP national migration survey is a two-stage personal interview. In this type of interview, the interviewer goes to the home of the respondents to administer the questionnaire face to face. In the first stage, you will complete the household section of the questionnaire with the head of the household and, in the second stage, you will complete the individual section with a randomly selected person in the household.

2. Role and duties of the interviewer

The field interviewer is the eyes and ears of the research team. The interviewer serves as a link between those who analyse and act upon the data and the respondents who furnish the data. The information collected in any survey is only as good as the interviewers working on the survey. Interviewer quality, in turn, depends on all interviewers following the same procedures. Only when the same techniques have been used for all interviews can the data be effectively analysed and policies confidently implemented.

In general, your duties include:

- (a) Locating the correct dwelling unit and household to be interviewed;
- (b) Administering the household schedule to the appropriate household member;
- (c) Following specific guidelines in choosing the respondent for the individual questionnaire and carefully administering it;
- (d) Calling back to interview households and/or individuals that were not available at the time of your first visit;
- (e) Maintaining contact with your supervisor.

3. The ethics and rules of conduct of survey interviewing

As an interviewer, it is your responsibility to keep completely confidential anything you learn or observe during an interview. Never disclose the facts about anyone you interview to someone else. Respondents should be told that the information they provide will be used in statistical form only and that their names will never be associated with their answers when the data are analysed. Remember that you have the same ethical duty to your clients (respondents) as that of a doctor or clergyman.

B. BEFORE MAKING CONTACT AND BEGINNING THE INTERVIEW

1. Before making contact

Before you make contact with respondents, there are four important steps which must be taken:

(a) *To review your interviewer training materials*

This includes reviewing the general interviewing procedures, the specific field procedures and the question-by-question instructions.

(b) *To review the questionnaire*

Before you begin interviewing, practise using the questionnaire to build up your confidence. A successful interview requires an interviewer who fully understands the questionnaire and can use it easily and correctly. Stumbling through the questionnaire (losing your place, shuffling papers, etc.) can disturb the respondent.

(c) *To organize your materials*

Be sure that you know what materials you need before you go out to interview and that you have them with you before going into the field.

(d) *To be aware of your appearance and behaviour*

The first thing that the respondent notices about the interviewer is his appearance. It is important to create a good first impression, so you should be polite, neat and courteous to respondents.

2. Gaining co-operation

(a) *Establishing a good relationship*

A comfortable relationship between the interviewer and the respondent is the foundation for good interviewing. The respondent's impressions of you during your introduction and early remarks will largely determine the atmosphere for the interview. If you seem bored, uninterested and hostile, the respondent will probably act in a similar way.

Remember that respondents tend to react favourably if they think the person at the door is someone with whom they will enjoy talking. This means that the interviewer tends to impress the respondent as being someone who is friendly and understanding. Through your behaviour you can create an atmosphere in which the respondent can talk freely and fully.

(b) *Overcoming any barriers the respondent may feel about the interview*

Removing a respondent's doubts can be accomplished by short, clear statements.

you about the general purpose of the study, the confidential nature of the interview, and the important and impersonal use of the survey information. In addition, you must be able to answer any general questions that respondents may have about you and the survey.

3. Introduction at the door

(a) *Tell the respondent who you are and whom you represent*

Introduce yourself by name and tell the respondent what government agency you represent. You will have an identification badge in order to offset any possible suspicions about your identity or purpose.

(b) *Tell the respondent what you are doing*

Have information about the survey clearly in mind so that you can explain it in such a way that it stimulates the respondent's interest.

(c) *Doorstep introduction should be brief*

The doorstep introduction should be just long enough to obtain the respondent's co-operation so that he will invite you inside to complete the interview. Be careful, at the door, not to ask questions which can lead to a negative response. For example, instead of asking "May I come in?", use the positive statement, "I would like to come in and talk to you on an important matter".

You should attempt to complete the household section of the interview on the first contact but make arrangements to return at another time if the respondent suggests it or if you think the respondent might be more willing to be interviewed later. You will almost always need to return at a later date to complete the individual section of the interview.

Use the following introduction:

"Good morning. I am (name) from (sponsoring agency). Here is my identification card. You have probably heard that we are conducting a national migration survey. Your household has been selected to be included in the sample for this survey. I would like to come in and ask you some questions. The information that you give me will be held strictly confidential. It will not be used in any way for purposes of taxation or investigation. It is going to be combined with the information gathered from other persons to produce country-level statistics and analysis. The report that (sponsoring agency) will write will only include data concerning groups of persons or households. It will never contain any information concerning only one person or household, nor will it ever mention anyone by name."

4. Answering respondents' questions

It is not unusual for respondents to ask questions at the door or during the interview. Some of the questions respondents most frequently ask and suggested answers are:

(a) *Basic information*

"Who are you?"

"What do you want?"

Your answer to this question should include your name, display of identification card and mention of the government agency you are representing.

(b) Selection of respondent's household

"Why did you pick me?"

It is important that the respondents understand that they are part of a sample chosen quite impersonally. You may want to say something like: "Since it is impossible to interview every housing unit in the country, a sample was selected and your unit was chosen to be included."

(c) Confidentiality

"Is my name going to be released with this information?"

"What will you do with my information?"

You should say that all of the information collected will be strictly confidential.

(d) Length of interview

"How long will this take?"

You should say that the whole interview will take about one hour: about half an hour for the general household questions and another half hour with the person chosen for the individual questionnaire. The latter will probably have to be done at a time to be arranged when the chosen respondent is present.

(e) Reinterview

"If I answer these questions, will I be visited again?"

The respondent should be told that quality control procedures require that a percentage of all respondents be revisited and asked some questions from the questionnaire. Therefore, it is possible that the respondent will be interviewed again although a second interview would be much shorter only involving a few minutes time.

5. The setting for the interview

Once the introduction is made and the respondent has agreed to the interview, the next consideration is to arrange a proper setting for the interview. The following two factors are important in arranging this setting.

(a) Avoid an audience

Remember that respondents will give better, more complete information if they are alone with the interviewer. The presence of even close friends or relatives may bias responses. Some ingenuity and tact may be required to obtain privacy. Explain to the respondent that some of the questions are private and confidential and ask where the best place is for privacy (e.g., a veranda, a corner of the main room, a bedroom or the kitchen).

(b) Arrange suitable seating

The first priority is always to be sure that the respondent is comfortable. You may suggest sitting at a table if it is clear that one is available. Try to sit across from the respondent whenever possible, not side by side, as the respondent may try to read ahead in the questionnaire.

C. USING THE QUESTIONNAIRE

The interviewer's goal is to collect accurate information by using the survey questionnaire and by following standard interviewing practices. To reach this goal, the interviewer should

stand the questionnaire and the principles for its use, including how to ask the questions, how to follow instructions in the questionnaire and how to identify the various types of questions.

1. Asking the questions

(a) *Always remain neutral*

You must maintain a neutral attitude with respondents. You must be careful that nothing in your words or manner implies criticism, surprise, approval or disapproval of either the questions asked or of the respondent's answers.

You can put respondents at ease with a relaxed approach and gain their confidence. The respondent's answers to the questions should be obtained with as little influence as possible by the interviewer. Another interviewer should be able to obtain exactly the same answers as you.

The questions are all carefully worded to be neutral. They do not suggest that one answer is preferable to another. When a respondent gives an ambiguous answer, never assume what the respondent means; never say something like "Oh, I see, I suppose you mean. . . Is that right?". If you do this, very often the respondent will agree with your interpretation, even though it is not correct.

(b) *Ask all questions in the order presented in the questionnaire*

Never change the order of the questions in the questionnaire. The questions follow one another in a logical sequence; to change that sequence could alter the intention of the questionnaire. Asking a question out of sequence can affect answers you receive later in the interview.

(c) *Ask all questions exactly as they are worded*

Do not change even one small word in the question. If the respondent does not seem to understand the question, simply repeat it. However, if you do have to repeat a question, read all the words in the question. In order that the information from all the questionnaires can be put together, each question must be asked in exactly the same way to each respondent.

In some unusual cases, the respondent may simply not be able to understand a question. If it is apparent that a respondent does not understand a question after you have repeated it using the original language, you can rephrase it in simpler or more colloquial language. However, you must be careful not to alter the intention of the question when doing this.

Sometimes, respondents will ask you to define words in a question or explain some part of a question. When this occurs, consult the question-by-question specifications in chapters IV or V of this manual. All important words and terms are defined there. If a word is not defined, tell the respondent to answer using his (or her) own definition. Say, "Whatever it means to you - just answer that way."

(d) *Every effort should be made to ensure that the respondent does not see the questions*

Respondents can be influenced by knowing what questions are coming next or by seeing the answer categories which are not read with the questions.

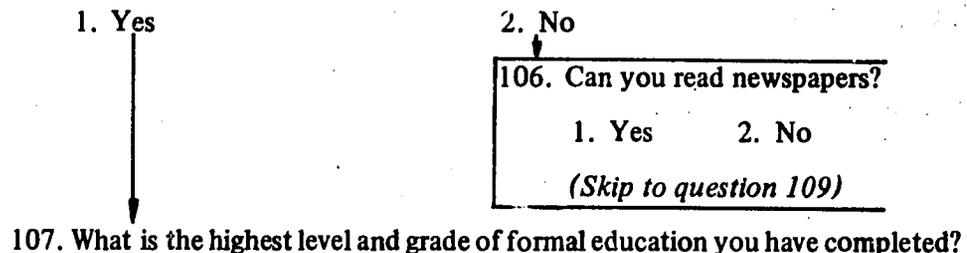
2. Instructions in the questionnaire

In addition to the questions you must ask, the questionnaire contains instructions to you, the interviewer. The instructions are there to help you to use the questionnaire correctly and must be followed closely. These instructions are printed so that you can tell the difference between instructions and questions.

(a) *Skip instructions*

Skip instructions direct the flow of the interview and tell you which question to ask next. Skip instructions are a method of tailoring the questionnaire to fit the respondent's situation and to prevent you from asking irrelevant questions. Skip instructions appear in two different ways. In many cases, an arrow is used to indicate what you should ask next. In other cases, the instructions are written out.

EXAMPLE: Question 105. Have you ever been to school?



In the above example, a "No" response leads to question 106 (as indicated by the arrow under "No"), which further requires skipping to question 109 (as indicated by the instruction). A "Yes" answer leads you to question 107 (as indicated by the arrow under "Yes").

(b) *A space in a question marked by a row of dots*

Sometimes you will have to insert the appropriate word or phrase in a question. This is another method of adapting the questionnaire to fit the respondent.

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

When asking this question, you should insert the name of the last place where the respondent used to live before he or she moved here to the present place. In this case you have to refer back to the REFERENCE LOCATION given on the same page. In all the questions where a choice of words has to be made, the correct word or phrase will be apparent from observation or answers to earlier questions.

(c) *Question-specific instructions*

In addition, there are "question-specific" instructions to you in the questionnaire. These instructions usually alert you to a consistency check that has to be made at the time of the interview, or tell you how to record an answer. In all cases, these instructions will be printed in italics.

EXAMPLES:

Question 008. *INTERVIEWER: Ask number of months only if duration is less than one year.*

Question 118. *INTERVIEWER: Circle all that apply.*

3. Type of questions

You will find the following types of question in the questionnaire:

(a) *Precoded questions*

A precoded question is one in which the answer categories are printed in the questionnaire.

(i) The simplest form of a precoded question requires a "yes/no" answer.

EXAMPLE: Question 131. At the time of arrival here from your last place of residence, did you look for employment or work?

1. Yes

2. No

(ii) Others offer several possible answers of which you must circle one.

EXAMPLE: Question 167. Would you prefer to live in the capital city, another big city, a town, a village or abroad?

1. Capital city

2. Another big city

3. Town

4. Village

5. Abroad

6. Don't know

(iii) Occasionally, a precoded question may call for multiple answers. In this case you would circle all the answer categories the respondent selects.

EXAMPLE: Question 119. During this first move from. . . . (Place in question 114), who accompanied you to your destination (v/t/c)?

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) →

(b) Open-ended questions

Open-ended questions are those which do not list the possible answers in the questionnaire. There are two types of open-ended questions. One type usually asks the respondent to give a number or perhaps a date ("How long?", "How much?", "When?"). This type of question is followed by a line or boxes in which to enter the answer. These are questions which, in theory, could have been followed by precoded categories, but for one reason or another (for instance, one cannot list all the lengths of time) do not include these categories. This type of question is answered by recording the number or date on the line or in the boxes.

EXAMPLE: Question 103. What is your date of birth?

Month	Year
-------	------

EXAMPLE: Question 060. How much land does your household own, rent, sharecrop or otherwise have access to or use?

Own				
Rent				
Sharecrop				
Other				

The second type of open-ended question requires that you write down a phrase or a sentence.

EXAMPLE: Question 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)

Here you should record the respondent's answer in the space provided.

D. PROBING

1. What is probing and why is it necessary?

Probing is the technique of questioning by the interviewer to obtain a full, complete and relevant answer from the respondent. An answer is probed whenever it is not meaningful or complete, that is, when it does not adequately answer the question. There are a number of reasons why respondents sometimes do not answer questions adequately.

In everyday social conversation, people normally speak in vague and loose terms. It is understandable then that respondents may at first answer questions in a way which is not clear or specific. It is essential, however, to encourage respondents to express themselves more precisely and in very specific terms.

Respondents sometimes miss the point of a question. They will provide an answer of a kind but they do not answer the question. It is easy to be misled by a respondent who is talkative and gives a full and detailed response - a response, however, which is quite beside the point and irrelevant. In most cases, respondents give an irrelevant answer because they have missed an important word or phrase in the question.

Sometimes, respondents will think that they are answering a question when all they are doing is simply repeating an answer which was already given, or repeating parts of the question. A respondent can talk a great deal and still be merely repeating the question in different words.

Probing, therefore, has two major functions:

- (a) To motivate respondents to expand upon or clarify their answers;
- (b) To make the respondent's answer precise so that irrelevant and unnecessary information can be eliminated.

Probing must be done without introducing bias or antagonizing the respondent. Respondents must never be made to feel that you are probing because their answer is incorrect or unacceptable.

Below are examples of answers that, for different reasons, fail to answer the question adequately. Each of the answers given requires probing.

- QUESTION:** Question 008. How long has this person been living in. . . . (This place) since he/she last came to. . . . (This place)?
- ANSWER:** Four or five days. (Respondent is not sufficiently specific.)
- QUESTION:** Question 169a. What is the main reason for your choosing this place or this type of place?
- ANSWER:** I had a job here and housing is cheap. (The question asks for the main reason and the respondent gave two reasons.)
- QUESTION:** Question 114. When you were 15 years old, where did you usually live?
- ANSWER:** I lived in the province of Chiang Mai. (Not specific enough; the respondent must give the name of the village, town or city and the district.)
- QUESTION:** Question 009. Did this person sleep in this household last night or was he/she away last night?
- ANSWER:** Yes. (Respondent has misunderstood the question.)

2. Understanding the intention of the question

The kind of probe to use must be adapted to the particular respondent and the particular answer given. There are some general types of probes that are frequently useful but the most important point is to avoid getting into the habit of using the same probe. Instead, you must seek to understand what the intention of each question is, so that you will always know in what way a particular answer falls short of being satisfactory. The probe, then, should be devised to meet this gap. This will require ingenuity, tact and persistence.

3. Neutral probing methods

It is always very important to use neutral probes. By "neutral" we mean that you must not imply to the respondent that you expect a particular answer or that you are dissatisfied with an answer. The reason for probing is to motivate the respondent to answer more fully or more precisely without introducing bias. Bias is the distortion of responses caused by the interviewer favouring one answer over another.

Examples of biased probes

QUESTION: Question 165a. What is the main reason you still want to move from. . . . (Present place)?

ANSWER: I feel uncomfortable here.

IMPROPER PROBE: Do you mean that this place is run down or that you don't get along with the people you live with?

(This improper probe is pushing the respondent to one of two alternatives when the respondent may mean something entirely different.)

PROPER PROBE: What do you mean by uncomfortable?

QUESTION: Question 145. Compare your situation now with when you used to live in your last place of residence. Do you think that by moving to. . . . (Present place) your situation is better, the same or worse with regard to (a) your type of work?

ANSWER: I'm doing all right.

IMPROPER PROBE: Then you would say your situation is better.

(This improper probe is an attempt to define the answer for the respondent.)

PROPER PROBE: Yes, but is your type of work here better, the same or worse than in the previous place?

4. Probing precoded and open-ended questions

(a) Probing precoded questions

Many respondents answer precoded questions in the exact words of one of the answer categories, meaning that your job is simply to code the correct answer. However, sometimes an answer will not directly correspond with the categories, making it difficult to code the response accurately. When this happens, you need to probe. Frequently, the best probe for a precoded question is neutral questions or comments like "Well, which comes closest?" or "In general, is it this way or that way?" Or "Most of the time?"

EXAMPLE:

QUESTION: Question 070. What is the main source of drinking water used by this household?

- | | |
|-----------------------|------------------------------|
| 1. Piped water/system | 5. Spring |
| 2. Artesian well | 6. Rain water |
| 3. Pump | 7. Lake, river, stream, etc. |
| 4. Open well | 8. Other (Specify) |

ANSWER: Well, it depends.

PROBE: "Well, most of the time, what is the source. . .?" or "In general, what is the source. . .?"

(b) Probing open-ended questions

When a question requires a numerical answer, the respondent may answer with a range rather than a single figure. When this happens, your probe should be designed to make the respondent be specific or give a usual figure.

EXAMPLE:

QUESTION: Question 04'. What was the amount of money sent or given (to each person)?

ANSWER: Two or three hundred.

PROBE: Is it closer to two hundred or three hundred?

On longer open-ended questions, probing must be used to the full. Frequently, the initial answer given by the respondent will fall far short of being specific, clear and complete.

EXAMPLE:

QUESTION: Question 127a. What was the main reason for moving from

..... (See REFERENCE LOGATION

ANSWER: I just didn't like the place.

PROBE: What do you mean by that?

The important thing to remember is that the need to probe always exists as long as the initial answer is not relevant, clear, specific and complete.

5. The "don't know" (DK) response

When respondents say "I don't know," they can mean a number of things. For example:

- (a) They don't understand the question and say "don't know" to avoid saying they don't understand;
- (b) They are thinking about the question and say "don't know" to fill the silence while they are thinking;
- (c) They may be trying to evade the issue because they are afraid of giving the "wrong" answer or because the question seems too personal;
- (d) They may really not know.

Try to decide which of the above is the case. Do not immediately settle for a "don't know" reply. If you sit quietly - but expectantly - the respondent will usually think of something to say. Silence and waiting are frequently your best probe for a "don't know" answer. You will also find that other useful probes are: "Well, what do you think?" or "I just want your own ideas on that."

If you feel that the respondent has answered "don't know" because he or she was afraid of admitting ignorance, you should say that there are no right or wrong answers to the questions and that you just want the respondent's answer or opinion. Likewise, if you think the respondent says "don't know" because a question is too personal, you should remind the respondent that the survey information is confidential.

Always probe at least once to obtain a response to a "don't know" before accepting it as the final answer, but be careful not to antagonize the respondent or force an answer if they say again that they don't know. Each time you have to accept a "don't know" as the final response, be sure to record a "DK" next to the appropriate answer box in the questionnaire. Your supervisor will then know that the question was not omitted or overlooked.

6. When to stop probing

You should stop probing only when you have a clear, relevant answer. However, if at any time the respondent becomes irritated or annoyed, stop probing that question. We do not want the respondent to refuse to complete the rest of the interview.

E. RECORDING ANSWERS

Asking the questions correctly and obtaining clear answers is only part of your job. Equally important is recording the answers given by the respondents. Always record answers in blue ball-point pen, and always have extra pens with you in the field.

1. Recording precoded questions

Precoded questions are easy to record. The answers will be clearly shown on the questionnaire and will be designated by numbers corresponding to the respondent's reply. The way to indicate the answer is to circle the appropriate code, as shown in the example below.

EXAMPLE: Question 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) →

Employer

An "Other" category, as shown in the example, is for answers that do not correspond to the given categories. In addition to circling the code ("32" in the example) you also should write out in the space provided the actual answer given by the respondent.

There will sometimes be a "don't know" choice added to the list of codes to be circled. Follow the rules in section D (5) above on probing if the respondent answers "don't know" to a precoded question, that is, probe at least once when you receive a "don't know" response.

Another type of precoded question requires you to mark "X" to indicate the answer.

EXAMPLE: Question: Are there any other persons, such as small children, infants or old persons that we have not listed?

Yes

No

2. Recording open-ended questions

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

EXAMPLE: Question 104.How old are you?

Age in complete years.

Another type of open-ended question requires a few words or a sentence to answer. The key to this type of question is to "record verbatim". This means you must write down exactly what the respondent says in his or her own words. Do not summarize what the respondent said and do not try to improve or correct the language used by the respondent. Write down the answer during the interview. You should not rely on your ability to recall the answer after you have left the unit.

EXAMPLE: Question 133a.What was the main reason for choosing. . . . (Present place)?

Main reason	<i>It was close to my place of work.</i>
-------------	--

A third type of open-ended question requires you to enter numbers or a number in boxes.

EXAMPLE: Question 068.How many rooms are there in this dwelling?

Exclude kitchens and bathrooms

rooms

To code the answer, you simply enter the number of rooms in the boxes.

If there is more than one answer box, you should right-justify and zero-fill the answer. This means that the answer should be recorded in the boxes furthest to the right, and that you should enter zeros ("0") in the unused boxes on the left.

EXAMPLE: Question 062. How many . . . (Type) employees are working on your land and paid by you?

--	--	--

Assume the respondent says "7". This answer should be recorded as:

0	0	7
---	---	---

NOT

7	0	0
---	---	---

and NOT

7		
---	--	--

and NOT

		7
--	--	---

In order that the answer is clear and unambiguous, it can only be:

0	0	7
---	---	---

3. General rules for recording answers

(a) Pre-coded questions

In precoded questions, carefully circle the code or mark "X" in the box. It is unfortunate if an answer has to be thrown out because the interviewer, in a hurry, made a circle that covered two codes or ticked two answers and did not make corrections. In these cases, we cannot determine which answer is correct.

(b) Open-end questions

In open-ended questions, carefully and legibly record the respondent's answer on the lines provided. Numbers or words that cannot be read are of no use. Remember to zero-fill and right-justify numbers entered in boxes.

(c) Refusal

If a respondent refuses to answer a question, explain again the confidential nature of the survey. If the respondent still refuses, leave the answer categories uncoded and write "refused" next to the question.

(d) Mistakes

If you make a mistake in recording or the respondent changes his mind, do not erase the wrong recording. Cross it out with two horizontal lines and then circle or tick the correct code.

F. ENDING THE INTERVIEW

It is important that you leave respondents with the idea that you are grateful for their co-operation. After all the questions have been asked, thank the respondent and mention that his or her co-operation has been most helpful in providing information for the study.

G. EDITING THE QUESTIONNAIRE

As soon as possible after leaving a household, you should read through the interview(s) to check for accuracy, completeness and legibility. Even if you have asked a question, probed and obtained a full answer, the entire response can be lost if what you wrote or coded is unclear. The process of reading and checking through the questionnaire is called "editing" and it is an important part of your job as an interviewer.

There are two main reasons for editing:

(a) To learn from your mistakes

By editing each questionnaire soon after it has been completed, you will become aware of any errors you have made and will be able to avoid making those same errors in the future.

(b) To correct errors and omissions in recording

This is probably the most important reason for editing. During an interview, you may inadvertently omit questions, ask unnecessary questions or record responses in an unclear way. Editing 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 easily to ask any questions which were omitted by mistake.

At the back of each questionnaire there is an edit checklist. This is called the critical items checklist. It must be completed as soon after leaving the household as possible. Detailed instructions on how to complete this list can be found in chapter VI of this manual. The checklist contains a list of certain key items in the questionnaire. In addition to reading through the entire questionnaire, all items on the list should be carefully checked on each questionnaire before it is handed in to your supervisor.

The easiest way to edit the questionnaire is to go through it twice – first for general legibility, consistency, completeness, etc. and secondly to review the items on the critical items checklist.

III. SPECIFIC FIELD PROCEDURES

A. GENERAL CONCEPTS AND DEFINITIONS

Some of the general concepts and definitions that will be used throughout the survey are now explained. These are very important, as they are the basic elements and terms of the survey operation.

1. Household survey

A household survey is the total process of collecting, compiling, evaluating, analysing and publishing data pertaining, at a specified time, to a sample of households in a country. The data generally are demographic, economic and social in nature.

2. Enumeration

Enumeration is the action of obtaining data for a population. (Population is used here in its statistical sense, that is, a set of statistical units defined in such a manner that it is always possible to say if a unit belongs to the population or not.)

3. Building

A building is any independent free-standing structure consisting of one or more rooms or other spaces covered by a roof and enclosed within external walls or dividing walls which extend from the foundation to the roof. It usually consists of one or more rooms internally connected with one another, having a common entrance and exit.

A building can be intended for living, storage, shelter, manufacturing or some other useful purpose. Not included in the definition of "building" are farm structures in which no-one sleeps (these are an extension of the farmer's residence). Also not included are buildings used for animals such as chickens, pigs and dogs, structures such as police outposts, cigarette and newspaper stands, makeshift stores which contain no "housing unit" (see next definition), and other small structures such as curing barns for tobacco or storehouses for farmers.

4. Housing units

Housing units are structurally separate and independent places of abode. An enclosure may be considered separate if it is surrounded by walls, fences, etc. and covered by a roof, so that its occupants can isolate themselves from other members of the community for purposes of sleeping, preparing meals and protecting themselves from the hazards of climate or the environment. The criterion for independence is direct access from the street or, more generally, an arrangement whereby the occupants can enter or leave their living quarters without going through someone else's living quarters.

5. Actual place of residence

Actual place of residence is the geographic place (village, town, city, etc.) where the enumerated households reside at the time of the survey. In the questionnaire, "village, town or city" is often abbreviated as v/t/c.

6. Household

A household comprises either an individual living alone in all or part of a housing unit, or a group of two or more persons who combine to occupy the whole or part of a housing unit and to provide themselves with food or other essentials of living. The general criteria which should be used in identifying members of a household are common housekeeping arrangements, sharing the principal meals in the sense that the household's food supply is obtained for common consumption or paid for out of a common budget, and having common arrangements for supplying basic living needs. Other details are given in chapter I, section E.

7. Definitions of migrants

As population migration involves a movement across space and through time, it must be defined basically in spatial and temporal terms. The spatial or areal units will be predefined by the participant countries. These will usually be the basic administrative units into which a country is divided. Movements from one of these divisions to another will constitute a migration. There are additional questions to gauge movements within sectors (e.g., intra-urban mobility).

There are two temporal divisions. Long-term migration consists of all moves involving a residence at a destination of 12 months or more. All moves involving a period of residence of less than 12 months will also be considered migrations provided that their purpose was for work, to look for work or to study.

B. SURVEY MATERIALS

The materials needed to carry out your job can generally be divided into two categories: the questionnaires and the normal supplies necessary for interviewing.

1. Questionnaires

The core questionnaire consists of two main parts:

- (a) The household schedule for collecting information on all the household members;
- (b) The individual questionnaire for collecting in-depth information from a selected member within the household.

2. Interviewing supplies

Before going into the field make sure that you have the following items:

- (a) Your copy of the *Manual for Interviewers*;
- (b) Your identification card and letter of introduction;
- (c) A clip board or heavy piece of cardboard to support the questionnaire while you are writing;
- (d) A briefcase or something similar for carrying the questionnaires so that they will be protected from the weather;
- (e) Any personal belongings you may need if you are going to be interviewing in an area for several days without returning home.

While in the field make sure that you have these additional materials before going out to work every day:

- (a) Your listing sheets;
- (b) A sufficient quantity of household and individual questionnaires;
- (c) Blue ballpoint pens for filling in the questionnaires;
- (d) A list of the addresses you have to visit and any maps or sketches that may be available to help you to locate the selected units.

C. FIELD PROCEDURES

1. Contact procedures

Since it is impossible to predict when respondents may be home, you must be prepared to call back at units when an initial attempt to interview is not successful. The following contact procedures apply for this survey.

You will almost always need to visit a household twice to complete the core questionnaire. This is because the core questionnaire may be asked of two different persons. The head of the household (or another knowledgeable adult) is the respondent for the household schedule - the first part of the questionnaire. A randomly selected person in the household is then asked to be the respondent for the individual questionnaire - the second part. In some cases, the respondent for the household schedule may be the same as the randomly selected respondent for the individual questionnaire. If the randomly selected individual is in the household after you have completed the household schedule, then the individual questionnaire may be completed during that visit if that person is agreeable. However, it is likely that the selected person is not in the household and you will have to make an appointment to come back when he or she will be there. As a general rule, you should plan to make at least two visits to a household in order to complete the entire core questionnaire.

• Three callbacks must be made (for each type of questionnaire) before a case can be assigned a "non-interview" status and given to your supervisor. You must strictly adhere to the following points:

(a) All contact attempts must be made by actually going to the door of the housing unit. Simply walking by a place and concluding that it looks as if no one is at home cannot be counted as an attempted contact.

(b) If no one is home on your first visit, you should call back at a different time of day or on a different day.

(c) Use good judgement and common sense when attempting to interview. Any information from a neighbour or non-respondent household member should be taken into consideration in deciding when callbacks should be made.

(d) If you find out that a household or individual is going to be away during the entire time you are working in an area, make only one more attempt to interview. That attempt should be made near the end of your work in the area.

2. Potential field problems

There are several types of problems you may encounter at a specific unit. This section describes potential problems and methods of handling them.

(a) Address not found

If you cannot locate a unit where you are supposed to interview, make inquiries from people in the area. If you are still unsuccessful, report the case to your supervisor. The supervisor will decide what to do next.

(b) Address not a dwelling

If you find that an address is not a dwelling, make sure that there are no living quarters attached to the building or upstairs. If there are none, report the case to your supervisor.

(c) Dwelling unit vacant or demolished

If this occurs, report the case to your supervisor. Do not follow former residents to their new unit.

(d) Incomplete interview

If a respondent is unwilling to answer a question, remind him of the confidential nature of the interview. If the respondent still refuses to answer, note "Refused" next to the question and continue. Do the same if a respondent refuses to answer a series of questions or breaks off the interview before completing it.

(e) Interruptions during the interview

If this happens, be patient and polite. If an interruption becomes too long and your presence is clearly an inconvenience, you should suggest returning at another time to complete the interview.

3. Handling refusals

In any survey, there are always some respondents who refuse to be interviewed. With a good approach and introduction on your part, the number of respondents who do not co-operate can be kept quite small. However, interviewers do need to be prepared to obtain co-operation from a respondent who does not want to be interviewed. Successful handling of these respondents depends upon the resourcefulness of the interviewer. If you are pleasant and good-natured, yet business-like, in your approach, most respondents will co-operate with you. You should understand that this is an important survey and be able to convey that idea to respondents.

Just as one respondent differs from another, the reason for refusals are many and varied. Some respondents may not refuse outright, but may express some hesitancy, reservation or initial hostility. In a short time, you will become sensitive to how firm a "no" you are receiving. You may be able to overcome resistance by being understanding and adapting yourself to fit the respondent's point of view. You will begin to sense reasons behind the hesitancy and develop ways to reassure the respondent. It is always helpful to precede a rebuttal to a respondent's objection with a token agreement or understanding of his viewpoint; that is, saying something like, "I can understand that" or "You certainly have the right to feel that way." This takes the respondent off the defensive.

Finally, try to leave before receiving a final, absolute "no". You may have visited the respondent at a bad time or he may have misunderstood the purpose of your visit. Remember that you or another interviewer may have more luck with the respondent at a later visit. If the refusal does appear to be final, report the case to your supervisor.

D. RELATIONS WITH THE SUPERVISOR

1. Overview of interviewer supervisor relations

While in the field you will work in teams and be accompanied by your supervisor. While you do most of the actual interviewing, your supervisor is responsible for ensuring that you do your work in a satisfactory manner. You will receive assignments from the supervisor and return completed cases to him. Since the supervisor is responsible for planning and monitoring the field-work in any given work area, your duty is to accept whatever work is allocated to you and to complete it on time. Of course, the supervisor will try to ask of you only what is reasonable.

Upon receiving your work, the supervisor will check it to see that the interviews have been carried out correctly. In some cases, the supervisor may ask you to return to a unit and ask questions that have been omitted by mistake. The supervisor will occasionally observe your interview in order to spot errors and improve your performance as an interviewer. You will meet the supervisor regularly to discuss any problems with your work and any new instructions from the Central Office.

In addition, your supervisor will revisit some respondents after you have interviewed them. During these visits the supervisor will readminister parts of the questionnaire to verify that no mistakes were made. Such checking by supervisors is used in all good surveys and is an integral part of a survey which aims to collect high-quality data.

The supervisor receives the necessary field supplies such as questionnaire, sample addresses, maps and sketches from the Central Office. You receive these materials from the supervisor and should return them when you have finished interviewing.

The supervisor will have general information on such matters as travel, accommodation, etc. for the areas in which you work. It is your duty to ensure that he passes on the relevant information to you. If, for example, you are supposed to make your own arrangements for travel, accommodation or food in some area, you should be told this before going into the field. Similarly, you should be told if you are required to take along anything personal like bedding, utensils, food, etc.

The supervisor serves as a link between you and the Central Office. Just as he informs you of directions from the Central Office, you must inform him of problems or difficulties that you have. When in doubt about a procedure or a question, ask your supervisor. If he cannot answer your question, he will forward it to the Central Office.

2. Receiving assignments

Your supervisor will regularly assign you sample addresses which you must visit and interview. Your assignments will consist of enough addresses to keep you busy for at least one day and your supervisor will give you any maps or sketches that may be helpful in locating the units.

3. Returning assignments

Every day you should give an account to your supervisor of all the cases you completed during the day. You will hand over your completed questionnaires and those which have to be abandoned as incomplete. You should discuss cases that present special problems (cannot locate the unit, no one ever home, potential refusals, etc.). You keep those cases requiring additional call-backs.

IV. THE HOUSEHOLD SCHEDULE

A. THE COVER SHEET

The cover sheet must be filled in carefully, since it contains the basic information to identify the sample household and the status of the interview.

1. Identification of the household

This section will be completed by the supervisor, based on the information from the listing sheet. The purpose of this section is to identify the household uniquely and to provide information to help you to locate the correct household for interviewing. This section includes the name of the head of household, address/unit description, the names of province, district and village, town or city, as well as the cluster number and sample selection number.

Although the name of the head of household should help you to locate assigned households in most cases, the key information for identifying the selected household is the address or unit description. If the household listed at an assigned address has moved out and been replaced by a new household, the current household should be interviewed. This is because it is the location that was sampled. In this case, you should put a line through the name of the previous head of household and write in the name of the new head of household. When a housing unit has more than one household, you must be sure that the assigned household (or its replacement, if the household has moved) is interviewed.

2. Interviewer record

The purpose of this section is to keep a record of the interview status and to assess the average number of calls and the interviewing time required for the survey.

(a) Name and identification number of interviewer

At the beginning of each interview, always remember to write here your name and the identification number you were assigned during training.

(b) Results of the interview

You should record here the status of the interview at each call by checking the appropriate box. There is one column each for three separate calls. This section refers only to the interview results of the household schedule. The interview status for the individual schedule is recorded in the cover sheet for that questionnaire. The five categories for interview status are:

- (i) Completed. This box should be marked only if the entire household schedule is completed during the visit;
- (ii) Not at home. If neither the head of household nor any other eligible respondent is at home, mark this box and try to find out from a neighbour when they are expected to return.
- (iii) Refused. If the household refuses to be interviewed even after you explain the confidentiality of the data and the importance of the survey, check this box and refer the problem to your supervisor, who will contact the household personally to try to obtain co-operation.

(iv) **Vacant.** This box should be checked only after it is confirmed from neighbours that no one is currently living in the housing unit at the assigned address.

(v) **Appointment.** If the head of household or other eligible respondent is too busy or not available during the call, try to set up an appointment for the interview. After marking this box, enter the date and time of the appointment in the space provided.

(c) Complete for all calls

At the beginning of each call, you should record the date and time in the space following the instructions "Complete for all calls".

(d) Time interview started and ended

When the head of household or other eligible respondent agrees to be interviewed for the household schedule, enter the starting time (hour and minutes) of the interview in the appropriate boxes. As soon as the household schedule is completed, return to the cover sheet and record the time, as it is important to estimate the length of the interview.

3. Questionnaire control record

This section is for supervisor and office use only.

B. THE STRUCTURE OF THE HOUSEHOLD SCHEDULE

The remainder of the household schedule consists of eight sections:

(a) Section 1 contains a list of all the usual residents of the selected household and the basic characteristics and migration status of each individual in the household;

(b) Section 2 is similar to section 1 but exclusively for non-usual residents of the household who stayed in the dwelling on the night before the interview. This includes casual visitors.

(c) Section 3 contains a list of people who used to be permanent members of the household but who have been away from the household during the last five years (or since the household was in the dwelling if it has been established in the dwelling for less than five years).

(d) Section 4 concerns money and goods sent by the household members.

(e) Section 5 concerns money and goods received by the household members.

(f) Section 6 concerns the land tenure system and the access to land by household members.

(g) Section 7 concerns non-farming business owned by the household members.

(h) Section 8 concerns the characteristics of the dwelling unit.

C. SECTION 1: USUAL RESIDENTS

Section 1 consists of 15 questions. The first column is for sample selection (to be discussed later) and is followed by printed serial numbers of the household members, numbers 01-10 on page 2a and numbers 11-20 on page 2b. The first question you will ask, question 001, asks for the name of every individual considered by the head of household as a usual resident of the household, even those who may be away for the time being.

1. Head of household

The head of the household is the person who generally provides the chief source of income for the household unit. This is the adult person, male or female, who is responsible for the organization and care of the household or who is regarded as such by the members of the household. In situations where the actual head of the household is away for a few days and cannot be reached for the interview, ask the spouse or any knowledgeable adult member to answer the questions in the household schedule on behalf of the actual head.

There must be one and only one head of household. In some households you will find two or more persons who are not related sharing a house unit. Since there can be only one head, they should designate one as the head. An example of this situation is when a group of five students live together, share the same cooking facilities and share the same meals. Enter as head whoever is designated as such by the residents.

You may also find a housing unit where two couples are staying together but have separate cooking facilities and take separate meals. In this case there are two households with one head each and you must add the second household to your listing sheet. See your supervisor for the selection of the household to be interviewed. An example of such a case might be that of two married couples or a married couple and another single individual sharing one dwelling unit but cooking and eating their meals separately.

2. Usual members of the household

These are members of the household who regard the dwelling unit as their home or the place where they usually sleep, that is, persons who usually live in the household and are not just accidentally present on the day of the survey (they are not just guests, visitors, etc.).

Enter as usual members of the household all those temporarily absent or out of the residence at the time of enumeration for various reasons such as vacation, a business trip, confinement in a hospital, persons in the armed forces, in jail, etc.

Boarders or lodgers who regularly sleep and eat in the same dwelling unit should be included as usual residents.

Members of the household who are living elsewhere for work or attending school/college should not be included in section 1 even though they may be in the household (at home) on vacation.

Employees and domestics who live with the household or at least sleep and eat in the same dwelling unit are also included as usual residents. (The precise location of these persons in either section 1 or elsewhere will be based upon national census definitions.)

Question 001: "Please give all the names of persons who usually live in this household. Let's start. . ."

Question 002: "What is the relationship of this person to the head of the household?"

Question 003: "Is this person male or female?"

Start with the head of the household and write this person's name opposite the serial number (01). Then ask for the names of all other members of the household. Write down their names, the code of their relationship to the head of the household and their sex, that is, complete questions 001, 002 and 003 for the entire household before moving to the other questions. The codes to be used for the relationship to the head of the household can be found at the bottom of pages 3a and 3b of the questionnaire. Begin with the nuclear family, that is the head of the household, that person's spouse and their unmarried children. This is the standard order to be used. The listing of the

household members should be in the following order:

1. **Head**
2. **Spouse of head**
3. **Unmarried child (if several, in descending 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/other employee/other non-relative**

If there is more than one married child in the household, list the oldest married child first, with his or her spouse and his or her children before listing the next married child.

There are spaces for 10 persons in the household schedule on pages 2a and 3a of the questionnaire. In cases where there are more than 10 persons in the household you will enter the additional persons on pages 2b and 3b.

The question regarding sex (003) should be asked only if you cannot code the answer from the person's name or by observation.

3. Checking the answers

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

After you have recorded the names of the persons, their relationship to the head and their sex, you must make sure that the respondent did not forget anyone who should have been listed. This is the purpose of questions 1-3 at the bottom of pages 2a and 2b of the questionnaire. If there are 10 or fewer persons in the household, you will ask the question on page 2a. If there are more than 10 persons, you will ask them on page 2b. You should read the names of the usual household members that you have recorded under question 001 and then ask questions 1-3.

1. "Are there any other persons, such as small children, infants or old persons that we have not listed?" This question finds out if the respondent has forgotten to give you the names of any infants, young children or old persons. If the answer to this question is "Yes", put a "X" in the "yes" box and then ask for the names of the persons, their relationship to the head of the household and their sex and add them to the list of people in question 001. Complete all the relevant questions for these people. If the answer is "No", put a "X" in the "no" box and proceed to the second question.

2. "Are there any other persons who may not be members of your family such as friends or lodgers who usually live here?" This question finds out whether some persons such as friends or lodgers have been omitted from the list. If the answer to this question is "Yes", add their names, relationship to the head of the household and sex and complete the relevant questions for these people. Otherwise put a "X" in the "no" box and proceed to the third question.

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?" This question finds out the household members who usually live in the household but who at the time of the survey are away for a visit, business trip or holiday. If the answer is "Yes", put a "X" in the "yes" box and add the names, relationship to the

head of the household and sex to the list. Complete the relevant questions for these people. Otherwise put a "X" in the "no" box.

At this point, you should have questions 001, 002 and 003 completed for all usual members of the household.

4. Questions 004-015

Next, ask questions 004-015, working across the page for each person listed. Preface the questions by saying: "Now I would like some information about these people who usually live in your household".

Question 004: "How old is this person?"

Complete years are wanted, that is, age at last birthday. For example, if a child is 5 years and 10 months old, write only 05 in the boxes. If age is less than one year, enter "00" (double zeros). Particularly for young children, you should be careful not to write the age in months, but in complete years. If age is more than 99 years, enter "99".

It is very important to obtain the age of each person as accurately as possible since eligibility for the individual interview depends upon age. This is especially important for persons who are around the ages of 15 and 64, which are the limits for sample selection. If there seems to be any doubt, it may help to ask the person concerned directly, if he is available at the house when the interview is being conducted.

Sometimes it may be possible to ask for documentary evidence, for example, a birth certificate or identity card to obtain the age more accurately. In case of difficulty, it may also help to try to relate a person's age to that of some other member whose age is known. For example, if there is a woman whose age is not known but who has a son aged 30, you might ask "How old was she when she had that son?". If this question can be answered, you can easily calculate the age of the mother. Even if the age is not known, it is very important to obtain as accurate an estimate as possible.

Obtaining an accurate answer to age requires considerable care, as people may give incorrect answers, either from ignorance or from forgetfulness or from a desire to conceal their ages. Try to get the age as accurately as possible. Check the answer for reasonable agreement of age of husband, wife and children. It may help to ask aged persons to recall events in the past by which their ages might be determined; or perhaps it may help if they are asked whether they are older or younger than some person whose age is known. If every attempt to obtain the correct age fails, enter the best estimate you can make. An estimate is preferable to no entry.

If the date of birth is mentioned in terms of animal years, use the table provided for you to convert the animal years into numerical calendar years. (This will be provided on a separate sheet by national statistical offices along with other materials that might be useful in standardizing age estimates.)

Question 005: "Where did the mother of this person usually live at the time of his/her birth?"

It is not the person's place of birth that is wanted, but the name of the place where the person's mother usually lived at the time of (his/her) birth. (Note that you should insert "his" or "her" when asking the question. This will be based upon the answer to question 003.) For example, in the case of a person whose mother gave birth in a place that was different from her usual place of residence, do not record the actual birthplace but the usual place of the mother's residence. If the head of the household is not sure about the usual place of residence of a household member's mother at the time of birth, ask the head to check with that person. Accurate information on location is of

great importance in this survey, and you should never settle for a "don't know" response without probing (or checking with the person in question).

To record the answer, enter the name of the province or country, then the name of the district, then the name of the village, town or city (v/t/c) in the spaces provided.

In the space for province/country, you must record:

- (a) The name of the province if the place is located within the country;
- (b) The name of the country if the place is located abroad;
- (c) If it is in the same village, town or city as the enumerated household, write "HERE".

You should also record the district on the line for "district".

In the place provided for recording the name of the village, town or city, record the full name of the locality. Also, and this is true for all location questions in the questionnaire, if the respondent names a large identifiable city (e.g., Jakarta, Bangkok, etc.), you must probe with "Was it actually . . . (place), or just close by?". We want the exact place, not the primary city or provincial capital that it was close to. If you are not sure of the spelling, ask the respondent.

If the respondent does not know the name of the province or the district or the locality, record "DK" (DK means "Don't know") in the space provided.

Question 006: "Has this person ever lived in a place other than . . . (Place in 005) for a period of one year or more?"

For the purpose of this survey, "living in another place" is defined as having changed the place of residence from the place of origin (question 005) to a different village, town or city, either temporarily or permanently. This change of place of residence may occur for a number of reasons such as work, study, exploring better opportunities or just joining other members of the family. Other movements different in purpose, such as short-term family visits, holidays and business trips are not recorded as migrations.

This question is to determine whether a person actually lived in a different place from his or her place of origin for a period of one year or more, irrespective of the age at which the person made the move, the purpose of the move and whether the person considered his or her move temporary or permanent. The respondent might interrupt his long-term stay in one place by short visits back to his home town or to other places. For example, a student might go home for three months during school vacation but his usual place of residence is the place where he studies and not his home town. The short visits back home are not counted (unless they were for work, to look for work or to study) and so the period away from the place of origin can actually include short visits back to it.

Some people might have stayed in public residences such as nursing homes, jails or hospitals away from their usual residence. Their stay in these places should not be considered as a move unless it was for one year or more.

When asking question 006, the place named in question 005 should be inserted in the appropriate place.

Enter the appropriate code. The codes provided for question 006 are as follows:

Code 1. "Yes". This applies to the case where the person referred to lived in one or more places different from the "place of origin" (question 005) for a period of one year or more.

Code 2. "No". This applies to the case when a person was never away from the "place of origin" named in question 005 for a period of one year or more.

Question 007: "Has this person ever lived in a place other than . . . (Place in 005) for a period of less than one year to work, to look for work or to study?"

This question should be asked for all respondents six years of age or older, whether they experienced long-term moves or not. The question is not relevant for people younger than six years old but note that, for reasons of space and flow in the questionnaire, this skip pattern has not been written into the questionnaire.

Reasons for short-term movements (less than one year) are numerous. In this survey these reasons are classified into two categories. The first category is to work, to look for work or to study; the second one includes reasons such as family visits, holidays or short business trips. Of central concern here are the movements of individuals in the first category, since, for the purpose of this study, these movements are considered to be short-term migrations. The second category of reasons are excluded from this survey.

The codes provided for question 007 are:

Code 1. "Yes". This code applies when the person lived for a period of less than one year in a place different from the place in question 005 and the reason for living there was to work, to look for work or to study.

Code 2. "No". This code applies when the person has never lived elsewhere for a period of less than one year to work, to look for work or to study.

Question 008: "How long has this person been living in . . . (This place) since he/she last came to . . . (This place)?"

Ask for the duration of this person's stay since he last moved to "this place", that is, to the village, town or city where you are interviewing. Record the duration in either the "years" box or the "months" box, but not both. Only if the duration is less than one year should you record the number of months. If less than one month, write "00" (double zeros) in the "months" box. The unused boxes should be left blank, unless the respondent has lived there since birth, in which case you should write "99" in both the year(s) and the month(s) boxes. If the respondent does not remember the duration, probe for an estimate. An effective probe is to relate the duration of stay to some important event in the person's personal life or in the history of the country.

If the respondent has lived here all his life except for short periods away of less than 12 months for vacations, business trips, etc., code him or her as a lifetime resident (99,99). If the period of absence was 12 months or more, or less than 12 months but the reason for the absence was to work, to look for work or to study, enter the years (or months) since his or her return.

Question 009: "Did this person sleep in this household last night or was he/she away last night?"

This question is intended to identify the household members who usually live in the household but who are away temporarily.

If a person slept in the household last night, enter code "1" and skip to question 013 if he or she is six years old or over. If the person is less than six years old, skip the rest of the questions and start asking question 004 of the next household member.

If a person did not sleep in the household last night, enter code "2" and proceed to ask question 010.

Question 010: "Is this person away for a visit or for work, to look for work or to study?"

This question is to be asked only of persons for whom you have recorded the answer "2" in question 009.

Here you must distinguish between the persons who are absent for a short period of time for a visit, a holiday, etc. and those who are away from the household to work, to look for work or to study. Record code "1" for those who are only visiting, code "2" for those who are temporarily living in another place for work, code "3" for those who are looking for work in another place, code "4" for those in a school or university, and code "5" for "other" reasons (be sure to specify the reason).

Question 011: "How long has this person been away from this household?"

Specify the period of absence in weeks if the person has been away for less than one month or in months if the person has been away for one month or more. If the person has been away for less than one week, enter "0" in the weeks box. The unused box(es) should be left blank.

Note. Questions 009 to 011 are very important to identify the usual residents of the household. For example, sometimes the head of the household may consider that his son, who is studying in another village, town or city is a "usual" member of the household since he is a member of his family and is only away temporarily for schooling. However, according to the definitions used in this survey, the son would not be considered a "usual" resident, but an "out-migrant". The correct place to record this type of person is in section 3 of the household schedule. If something like this happens, complete the row through question 015 even if you believe that the person is not a usual member of the household. However, be sure that the person's name appears again in section 3.

Question 012: "Where is this person now?"

This question asks for the name of the place where the person you are speaking about is staying at the time of the survey.

To record the answer, follow the instructions for question 005.

If the person is six years old or over, proceed to question 013. Otherwise, skip the rest of the questions and start asking question 004 for the next household member.

Question 013: "How many school years (classes) has this person completed?"

Record the total number of school years successfully completed by this person. You must count all the school years successfully completed in schools, colleges and universities. Do not count:

- (a) The years which the person repeated in one grade;
- (b) The school years the person did not finish;
- (c) The current school year if it is not finished at the time of the survey;
- (d) The years spent in kindergarten.

In general, exclude training received through correspondence. If, however, correspondence courses were given by a regular school or university, and directed towards promotion in the regular school system, such years of schooling should be included. You should also include "years" completed by means of successfully passing an exam, for example, a secondary school equivalency exam.

If the person's age is 15 years or more, proceed to question 014. Otherwise, skip the other questions and start asking question 004 for the next household member.

Question 014: "What was this person doing most of the time last month? That is, was this person . . ."

This is the first place the respondent is asked about his or her "activity status". It is very important that the response is in terms of one of the codes which are given at the bottom of the

same page in the questionnaire. For this reason, you should read the response categories when asking the question and probe if the initial response does not exactly "fit" any of the given codes.

The reference period in the question is the previous month, that is, the four weeks before the survey was taken.

Enter one of the codes that are listed at the bottom of the table. These are:

Code 01. "Employed by government". Under this category, the following are included:

(a) All officials and employees in national, provincial, city and municipal government and in other agencies and offices of the government, such as workers in government hospitals, schools, waterworks, public works projects under government administration and banks;

(b) All officials and employees of government-owned corporations, such as the national railways, the national power corporation, etc.;

(c) Persons working in embassies, legations, chancelleries, or consulates of foreign governments in the country, and those working in international organizations such as the United Nations.

Code 02. "Employed by a private firm". This category includes:

(a) Persons who work for a private employer for wages, salary, commissions, tips, etc., either in cash or in kind;

(b) Persons working for pay for a religious organization, a union, an association, or a private non-profit-making organization;

(c) All officials and employees of private incorporated businesses, whether incorporators, stockholders or not, from the president and members of the board to the lowest class of employees;

(d) Persons working in a public works project on a private contract, whether the public works project is under the administration of an official agency or a private contractor;

(e) Persons working for private employers as servants, maids, paid housekeepers, etc.

Code 03. "Self-employed". Those who work in their own business, farm, profession or trade, for profit or fees and who do not have any paid employees to assist them.

Code 04. "Employer". Employers in their own business, farm, profession or trade, with at least one paid employee; for example, a farmer who hires a farm labourer, a doctor who employs a nurse, or a lawyer who employs a stenographer.

Code 05. "Unpaid family worker". This class of worker refers to members of the household working without pay on a family farm or in a family enterprise operated by another member related by blood, affinity or adoption. Note that room and board or a cash allowance are not counted as pay for family workers. If the members of the household receive money which is definitely considered as salary or wages, they fall under the code 02 classification.

Code 06. "Unemployed, looking for work". This refers to those who did not work during the last 30 days and who do not have a job or business but who want to work and are looking for employment. A person who was laid off and will not be reporting for work within 30 days but is awaiting reinstatement to his old job and a person who is told to report to a new job which would start after 30 days from the visit should be considered as employed.

This code also applies to persons who would have wanted work last week except for the fact that they were incapacitated temporarily, or for such circumstances as the recent death of a relative or a flood or typhoon, which might temporarily prevent a person from working for a short period.

But a person who would like to work after he graduates from high school or college where he is currently studying should be reported as a "student".

For persons temporarily ill, etc., as mentioned above, probe in order to get the correct answer. For instance, ask: "Would this person have wanted work last month if he were not sick?"

Looking for work includes any of the following activities during the last month:

- (a) Registering with an employment agency;
- (b) Placing or answering advertisements;
- (c) Writing letters of application;
- (d) Contacting prospective employers or persons who may be able to secure a job for the person;
- (e) Obtaining letters of recommendation;
- (f) Working without pay to gain training and experience;
- (g) Exerting efforts to start a business or profession.

Code 07. "Unemployed, not looking for work". This applies to those people who did not work over the last 30 days and who do not have a job or business but who do not want a job or who did not actively look for a job over the period. Often young people who have left school want a period of doing nothing before taking up regular employment. They would fall into this category.

Code 08. "Student". This applies to persons who are attending regular classes full time. An entry of 08 should be used even if the individual does not actually go to school because of illness. However, for a person who is a student but who worked at least 80 hours per month, the correct entry is any of the codes 01 to 05.

Code 09. "Housework". This applies to persons who do such housework as cooking, washing dishes, laundering for family members of the household. It does not include a person working as a paid housekeeper for another person. For a person who is paid by the household to do such work, the correct entry is code 02.

Enter 09 for a person whose chief activity during the last month would have been "keeping own house". Two or more members of the household may be reported as "keeping own house" and a male member may be reported as doing this kind of work.

Code 10. "Too old/retired/disabled/sick". This applies to persons who do not intend to work any more because they are aged or are retired with a pension or have a permanent or regular income (whatever the source of this money may be) that allows them to live without working. This code also covers people who cannot work because they are permanently disabled or are suffering from a permanent illness that prevents them from working.

Question 015: "What is the marital status of this person?"

Record the current marital status of the person at the time of the interview. Enter the appropriate code as follows:

Code 1. "Never married". This is a person who has never been married.

Code 2. "Married".

(a) A person who is married in the ordinary sense, either living together with spouse or temporarily separated for reasons of work, illness or service in the armed forces, etc.

(b) A person who lives with someone as husband or wife, whether legally married or not.

Code 3. "Widowed". A married person whose spouse has died and who did not remarry.

Code 4. "Separated". A person permanently separated from his or her spouse, legally or otherwise, because of marital discord. "Separated" in this sense does not mean separated because of husband's military service duty, hospitalization, etc., which would separate the couple from one another temporarily.

Code 5. "Divorced". A person who was granted such status through the decree of a court or authorized officer.

D. SECTION 2: NON-USUAL RESIDENTS

Section 2 consists of questions 016 to 029.

Question 016: "Is there any person who is a non-usual resident of this household but who stayed in this household last night?"

The aim of the question is to find out if there are any visitors who stayed in the household last night but who usually live elsewhere. If the answer is "yes", circle code 1 and continue. If the answer is "no", circle code 2 and skip to question 030. (The first column is for sample selection and the second column contains printed serial numbers of non-residents in the household.)

Question 017: "Please give me the names of all non-usual residents who stayed in this household last night."

List the names of persons who are not usual residents of the household but who were in the household last night, including casual visitors. That person may have already left. The person may be in the household for various reasons such as a holiday, family ceremony (birthday or marriage) or visiting friends. In this particular case all must be recorded. Visitors include:

(a) Persons who just pay a short visit to the household for purposes of business, holiday, family reasons, etc. and who have a permanent residence elsewhere;

(b) Persons who are living elsewhere for work or attending school or college, if they are at the household (at home) on vacation. However, students who commute daily to their schools are considered usual residents and recorded in section 1.

There are spaces for 10 persons in this table.

Question 018: "What is the relationship of this person to the head of the household?"

Write down each person's relationship to the head of the household using the codes provided at the bottom of the page. For instructions, see question 003.

Question 019: "Is this person male or female?"

For instructions, see question 003.

Complete questions 017 to 019 for all non-usual residents using the same system as in section 1. Then ask questions 018 to 029 working across the table for each person.

Question 020: "How old is this person?"

For instructions, see question 004.

Question 021: "Where did the mother of this person usually live at the time of his/her birth?"

For instructions, see question 005.

Question 022: "Has this person ever lived in a place other than . . . (Place in 021) for a period of one year or more?"

For instructions, see question 006.

Question 023: "Has this person ever lived in a place other than . . . (Place in 021) for a period of less than one year to work, to look for work or to study?"

For instructions, see question 007.

Question 024: "How long has this person been in . . . (This place) this time?"

Ask the duration of this person's stay in this village, town or city. Enter "weeks" if the person has been visiting less than one month or "months" if the duration of the stay is one month or more. The unused box(es) should be left blank.

Question 025: "Where does this person usually live?"

This question is to find out the name of the place where the person usually lives.

To record the answer, follow the instructions for question 005. In case the head does not know the name of the place, ask for the type of place (village or town or city). If the head fails to give the type of place, record "DK" (for don't know).

Question 026: "Is this person here for a visit or for work, to look for work or to study?"

Enter code 1 for those who are here for a visit or a holiday, code 2 for those who are here for work, code 3 for those who are looking for work, code 4 for those in a school or university or code 5 for any other reason and specify the purpose of their visit.

Question 027: "How many school years (classes) has this person completed?"

For instructions, see question 013.

Note that this question is to be asked of persons aged six years and over. The following questions 028 and 029 are to be asked of people 15 years of age and over.

Question 028: "What was this person doing most of the time last month? That is, was this person . . .?"

For instructions, see question 014.

Question 029: "What is the marital status of this person?"

For instructions, see question 015.

E. SECTION 3: MOVEMENT FROM THE HOUSEHOLD

The objective of section 3 is to collect information on the people who used to be permanent members of this household but who have moved out and are now living elsewhere. The reference period here is the last five years and since the household has been in this dwelling unit if it has been less than five years in the unit. The definition of household is given in subsection A6 of this chapter even if during the five-year period there have been changes in the household size, composition or head.

Two categories of people are to be listed in this table:

(a) Out-migrants: those who moved out of the household during the last five years and are now living in a different village, town or city.

(b) Intra-urban migrants: those who moved out of the household and are now living in the same village, town or city.

Note. Countries have the option to restrict information regarding category (b) to the residents of the primary city only or to residents of cities of more than one million inhabitants. In this case, for other localities, section 3 includes only out-migrants from the household (category (a)) and question 030 should be extended to specify these people by adding "living elsewhere in another village, town or city?"

Question 030: "During the last 5 years, or since this household has been in this dwelling if it is less than 5 years, has anyone who used to be a permanent member of the household moved out and is now permanently living elsewhere?"

If the respondent answers "Yes", circle code 1 and continue with question 031. If the answer is "No", circle code 2 and skip to question 044.

Repeat the question if necessary.

Questions 031–043

This group of questions is to be asked of respondents who answer "Yes" to question 030.

The first column in the table shows the printed serial number of persons who used to be permanent members of this household but who have moved out during the last five years. Up to 10 persons can be included in the table. Record the names, relationships and sex as you did in sections 1 and 2.

Question 031: "What are the names of these persons?"

For instructions, see question 001.

Question 032: "What was the relationship of this person to the head of the household at the time of the move?"

Record the person's relationship to the head of the household at the time he/she moved (codes are listed below the table).

Question 033: "Is this person male or female?"

For instructions, see question 003.

Next ask questions 034–043, working across the page for each person listed. Preface questioning by saying: "Now I would like some information about these people who used to live in your household. Let's start with . . . (person)" using each person's name.

Question 034: "Where did the mother of this person usually live at the time of his/her birth?"

For instructions, see question 005.

Question 035: "Where does this person usually live now?"

For instructions, see question 005.

Question 036: "What was the main reason for this person moving from this household?"

A person may have many reasons for leaving his or her usual place of residence for another place. These reasons to move may be a function of an individual's satisfaction in connection with the place where he used to live, that is, the motivations to move may be related only to the previous place. There may have been difficulties which made him move out of that place, or, even if he had no pressing difficulties, he may have been dissatisfied with the place for personal or economic reasons.

For others, the motivations to move may be more related to the place of destination. There may have been no difficulties in the previous place, but the person was attracted to a new place where he believed that he would be happier and more satisfied. In some cases, a move is a combination of both of these "push" and "pull" factors which have different weights in the decision-making process. Question 036 asks the head about the main reason why this person moved out of the interview household. It does not mean that you will record only negative factors which motivated the move but also positive factors which motivated him to move to the other place. For some people, the main reason to move may be related only to the other place. Write the answer exactly as the respondent says it and do not show any sign of agreement or disagreement with what the respondent believes to be the reason.

Question 037: "How long has it been since this person moved away from this household?"

For instructions on recording the answer, see question 008, although remember that in this case it is the time in years or months that the person has been away from the household since the last time he moved out.

Question 038: "How many times has this person been back to visit this household in the last 12 months?"

Simply record the number of visits no matter what the purpose or the duration of the visits. You should right-justify and zero-fill responses of less than "10", that is, "seven" should be coded in the boxes as "07". If the respondent cannot remember the exact number of visits, probe for an estimate. If there have been 100 or more visits, code 99. If the person has not visited the household during the last 12 months, code 00.

Question 039: "How old was this person at the time of the move?"

For instructions, see question 004. Note that you should skip to question 043 if the age was less than 15.

Question 040: "How many school years (classes) had this person completed when he/she moved?"

Record the total number of school years (classes) that this person had completed prior to his or her move out of the household. For instructions, see question 013.

Question 041: "What was the marital status of this person when he/she moved?"

For instructions, see question 015.

Question 042: "What was this person doing most of the time in the month before he/she moved? That is, was this person . . ."

Use one of the codes that are shown at the bottom of the table. See question 014 for definitions of activity status.

Note that the reference period in the question is the month before the person left the household.

Question 043: "As far as you know, what is this person doing most of the time now? This is, is this person . . ."

For instructions, see question 014.

Note that the question asks for usual current activity.

F. SECTIONS 4 AND 5: FLOWS OF MONEY AND GOODS THROUGH MIGRANT NETWORKS

The objective of sections 4 and 5 (pages 8 and 9) is to collect information on money and goods exchanged between the household and anyone who is currently living in another village, town or city. These remittances are in the form of money or goods transferred from one place to another by any method. In addition to the questions about the amount of money and goods, information is also obtained about the places where they were sent and the purpose of the remittance. The receiving "unit" in section 4 is the individual. If money or goods were sent to more than one person in a household, there should be one entry for each individual. Likewise, in section 5, if remittances were received from more than one member of a household, each "sender" should be listed separately.

Questions 044–050

The purpose of this set of questions is to find out whether the respondent or any member of his or her family has sent or given money or goods to any family or household at present living in another village, town or city during the previous 12 months (or since this household has been in this dwelling if this is less than 12 months).

Question 044: "During the last 12 months did you or any member of your household SEND or GIVE money or goods to anyone who is presently living in a place other than . . . (This place)?"

The reference period is the 12 months prior to the date of the interview (or since the household has been in this dwelling if less than 12 months). Circle code 1 for a "Yes" answer and continue. If the answer is "No", circle code 2 and skip to question 051.

Question 045: "To whom did you or your household member send or give money or goods?"

Code the relationship of persons receiving money or goods to the head of this household using the codes given at the bottom of the page. After listing all the receivers, start working across the page asking questions 046 to 050 for each receiver listed.

Question 046: "Where did this person live?"

For instructions on recording the names of the place, see question 005.

Question 047: "What was the amount of money sent or given (to each person)?"

This question asks the respondent to remember the amount of money sent during the last 12 months to the people listed in the first column. Insert the phrase "to each one" if there is more than one person recorded in question 045.

You may need to add up separate amounts that have been sent by a specific person over the last 12 months and enter the total amount. Such additions should be done at the bottom of the page.

If no money was sent (that is, the remittances were only in terms of goods), write "0000" in the spaces available.

Question 048: "For what main purpose was the money sent or given (to each person)?"

You should record in the space provided the purpose for sending the money. Remember that the sender may send the money for different purposes. What you should record here is the purpose for which most of the money (more than half) was sent. The important thing is the purpose for which the money was sent, not whether the receiver actually spent the money for that purpose.

Question 049: "What kinds of goods were sent or given (to each person)?"

Some people may send goods as well as, or instead of, money. This is particularly common when items are cheaper in the place where the sender lives than in the receiver's location. We are interested in the approximate value of the goods sent over the last 12 months. Because of the difficulty in estimating the total value of these items, you should list the items first in the space provided and then ask about the approximate value of the goods.

You should ask for the approximate value of each item listed in question 049, and probe for estimates if the respondent is unsure. An effective probe is to ask the respondent if the item was more or less than a certain figure.

If no goods were sent or given, enter "None" in question 049 and "0000" in question 050.

Question 050: "What was the approximate value of the goods sent or given (to each person)?"

This refers to the value of the goods to the sending household, not the value in the receiving household. You may need to add up the values of several items; do this at the bottom of the page. The total amount should be entered in the boxes provided. Be careful to right-justify and zero-fill.

Questions 051-057

The aim of this set of questions is to find out whether the respondent or any other family member has received money or goods from any family or household at present living in another village, town or city during the previous 12 months (or since this household has been in this dwelling if less than 12 months).

For instructions, see questions 044-050.

Note. In question 055 you should ask about how the household actually used most of the money received (that is, more than half of it). In question 057 you refer to the value of the goods to the receiving household.

G. SECTIONS 6 AND 7: LAND HOLDING AND BUSINESS OPERATIONS

Question 058: "Do you or any family member in the household own, rent from others, sharecrop or otherwise have access to land for cultivation of crops or raising livestock (excluding kitchen gardens)?"

The objective here is to find out whether the head or any family member of the household has access to land for cultivating crops or raising livestock. The land does not necessarily have to be owned, rented or even currently used. The land may belong to parents, relatives or friends, but it can be used for cultivation or raising livestock by family members if they choose to do so. Included here is any land which is used, even though the land is not owned by the household and/or no rent is being paid for its use. If the answer is "Yes", circle code 1 and complete questions 059 to 062. If the answer is "No", circle code 2 and skip to question 063.

Question 059: "Where is this land located?"

For instructions on recording the names of the locations, see question 005. Space to record three different locations is provided.

Question 060: "How much land does your household own, rent, sharecrop or otherwise have access to or use?"

In each row enter the total area by each type of use, that is, owned, rented, etc. If the house-

hold has access to more than one block of land at one location (from question 059) and there is a combination of owned and sharecropped land, you should record these amounts separately in question 060. Enter the total amounts owned, rented, sharecropped or otherwise used in the boxes provided. Use the local units, but specify what those units are in the space provided.

Remember that this includes land that may not be actually used by the household members while you are taking the survey. It includes the land they could use if they wanted to.

Question 061: "How is this . . . (Type) land being used? Is it . . .?"

You should ask this question for each "type" with an entry in question 060. For example, if the respondent owns and rents land, you would first ask, "How is this owned land used? Is it . . .?", and then do the same thing for the next type of use, inserting the word "rented".

Four codes are provided:

1. Cultivated/ used for livestock by yourself
2. Rented to others
4. Lying fallow or not used
8. Given free or on loan to others

Circle all the answers that apply.

Question 062: "How many . . . (Type) employees are working on your land and paid by you?". This "type" refers to "regular" or "temporary" employees.

DO NOT INCLUDE UNPAID FAMILY WORKERS. The employees are those who are employed by the household to help in the farm and who earn wages. Depending on the size and the use of land, some employees will be employed regularly throughout the year and some on a temporary basis, employed only for specific periods of time. A distinction is made between these two types of employees. You first ask about "regular" employees and then about "temporary" employees. If there are no employees, enter "000" and "000" in the boxes provided.

Question 063: "Do you or any family member of your household own a business which you operate for non-farming activities?"

Non-farming activities include such things as forestry, hunting, fishing, mining, quarrying, manufacturing, construction, wholesale or retail trade, restaurants, hotels, transport, storage, communication, financing, insurance, real estate and services.

If the answer is "Yes", circle 1 and complete questions 064-066.

If the answer is "No", circle 2 and skip to question 067.

Question 064: "Where is this business located?"

To record the place, see the instructions in question 005. Space is provided for three businesses.

Question 065: "What type of business is this?"

Ask the respondent to describe his type of business. Record the answer exactly as the respondent says it.

Question 066: "How many . . . (Type) employees are working in this business and paid by you?"

For instructions, see question 062.

H. SECTION 8: HOUSING CHARACTERISTICS

Question 067: "Do you own or rent this dwelling?"

This question refers to the respondent's dwelling unit, not to the land on which it is located or to the whole building (if it is in an apartment building). You should code the unit as "owned" if the respondent reports that he has a mortgage or loan and is in the process of buying the dwelling. Code as "rented" if the respondent regularly pays rent for the dwelling. If the respondent neither owns nor rents and gives another answer, specify under "other" (for example, if he lives there rent free).

Question 068: "How many rooms are there in this dwelling?"

Record here the total number of rooms in the dwelling, excluding kitchens and bathrooms. A "room" is defined as a space in a dwelling unit enclosed by walls reaching from the floor to the ceiling or roof covering, or at least to a height of two metres, which are of permanent or semi-permanent structure, of a size large enough to hold a bed for an adult. This includes bedroom, dining room, living room and other separate spaces used or intended for dwelling purposes, as long as they meet the criteria of walls and floor space. Passage ways, verandas, lobbies, bathrooms, toilet rooms and kitchens should not be counted as rooms even if they meet the criteria.

If the dining room and living room are separated only by a piece of furniture or curtain, consider them as only one room. However, if they are separated by a semi-permanent structure (made of wood, cement or other material and nailed to one part of a permanent structure such as a wall or the floor of the dwelling unit) as a divider, consider them as two different rooms.

In a case where the household shares the dwelling with one (or more) other households, record only the total number of rooms used by the household you are interviewing. Do not record the rooms that are used privately by the other household.

Zero-fill and right-justify in the boxes provided.

Question 069: "What is the main type of material used in the walls of this building?"

Circle the code for the main kind of material used in the construction of the walls. Circle only one answer.

The kinds of materials used and their codes are as follows:

1. Concrete, including hollow blocks, adobe, stone, bricks, etc.
2. Galvanized iron or other metals
3. Wood, including plywood
4. Bamboo
5. Straw, mud, etc.
6. Other (*Specify*)

If the walls are constructed of more than one material, the predominant material should be reported. If you cannot determine the type of construction material from the above-mentioned criteria, determine the type of material from the point of view of permanency of construction or on an assessment of its durability. (The precise code categories will be established by the countries.)

Question 070: "What is the main source of drinking water used by this household?"

Circle the code corresponding to the main source of drinking water for the household. Circle only one answer.

The codes are:

1. Piped water system
2. Artesian well (free flowing)
3. Pump
4. Open well
5. Spring
6. Rain water
7. Lake, river, stream, etc.
8. Other (Specify)

If a household gets its drinking water from two or more sources throughout the year, report the source used during the greater part of the year.

Question 071: "Is there a private toilet for the exclusive use of this household?"

If the household uses "public toilets" or shares a toilet with other households or has no toilet at all, record the answer "No". If the household has its own private toilet, record the answer "Yes".

If the answer is "No", circle 2 and skip to question 073. If the answer is "Yes", circle 1 and proceed to question 072.

Question 072: "What is the main type of toilet used?"

This question is to be asked only of respondents who answer "Yes" to question 071. Circle the code corresponding to the type of toilet facility used by the household. The different types of toilet facility commonly used are the following:

Code 1. Flush system/water sealed. "Water sealed" is the type of toilet where, after water is flushed or poured into the bowl, a small amount of water is left in the bowl which seals its bottom from the pipe leading to the depository. In effect, the flush toilet is one type of water-sealed toilet. Another type of water-sealed toilet is the cement bowl, which is as tall as the enamel bowl and connected to a septic tank of concrete depository, drum or closed pit. The other kind of cement bowl is a very low one meant for squatting.

Code 2. Closed pit. This is a type of toilet without a water-sealed bowl and is usually a pit or drum that is covered on top and has a small opening. It may or may not have a box for sitting or squatting over the opening.

Code 3. Open pit system. This is a pit which is entirely open or only partially covered.

Code 4. If the answer does not fit any of the codes 1 to 3, use code 4 and specify the type of toilet as given by the respondent.

Question 073: "Has electricity been installed in this dwelling?"

Circle the answer "Yes" if electricity has been installed in the dwelling. If electric wires have been installed and the electric current is supplied only for some hours a day, also record "Yes". If electricity has never been installed, circle "No".

I. SELECTING THE SAMPLE RESPONDENT FOR THE INDIVIDUAL QUESTIONNAIRE

You have now completed the household schedule and it is time to choose the respondent.

for the remainder of the interview, the individual questionnaire. In order to do this, you will use information collected in sections 1 and 2 and a "random number table" (see below). There are specific procedures for selecting the respondent.

(a) Turn back to section 1, the table listing usual residents. Using the information in question 004 (age) and question 009 (slept here last night), you should number the persons aged 15 to 64 inclusive who did sleep in the unit the night before (those persons aged between 15 and 64 entered in question 004 and those with "1" entered in question 009). However, you must check the codes entered for question 010 for those persons with code 2 entered in question 009. If the code in question 010 is 1 (absent for a visit) or 5 (absent for some other reason), you must find out whether that person is likely to return to the household within a few days. You can take the last day of interviewing in your area as the deadline for that person's return. Your supervisor will tell you the day. For example, you would ask, "Will . . . (the person) return by next Wednesday?", if next Wednesday is the last day you will be interviewing in this area. If the answer is "Yes", then this person is eligible for interviewing and you must include him or her in the list of eligible respondents. If the answer is "No" or "Don't know", then that person is not eligible and is omitted from the numbering of eligible respondents. Enter these numbers (beginning with "1") in the box labelled "Sample Selection No."

EXAMPLE

Sample Selection No.	Serial No.	Question 001	Question 004	Question 009	Question 010
1	1	Miguel	38	1	
2	2	Samaiah	39	1	
3	3	Sombat	20	1	
	4	Adam	19	2	2
4	5	Malinee	17	1	
	6	Lee	07	1	
5	7	Ernestina	33	1	

Notice that "Adam" was not numbered. This is because he did not sleep in the unit the night before (code 2 entered in question 009) and was away for reasons of work (code 2 in question 010).

(b) Now turn to section 2, the non-usual resident table. Continue numbering all of the persons in question 017 who are aged 15 to 64 inclusive (question 020) and whose purpose for visiting (question 026) is for work, to look for work or to study (code 2, 3 and 4). This means that non-usual residents who are in the household just for a visit (code 1) should not be numbered. (Note. The eligibility of persons in the household for any "other" reasons, code 5, will be examined after the pilot survey.) To continue with the previous example, assume section 2 looks like this:

Sample Selection No.	Serial No.	Question 017	Question 020	Question 026
6	31	Sam	25	3
	32	Nancy	23	1
7	33	Somchai	17	4

Following the above procedures, "Sam" becomes a person number 6, "Nancy" is not numbered since she is there just for a visit and "Somchai" is person number 7 for sample selection. The persons numbered 1-7 are those who are eligible to be the respondent for the individual questionnaires.

(c) Now turn to the table of random numbers which has been given to you. The table contains 200 numbers between 1 and 20 in 10 columns of 20 numbers each. You should always read the table row by row from left to right. Each table has one number circled. You will begin using the table with the first number following the circled number. If the first number following the circled number is greater than the number of persons you have just numbered in the household, draw a line through that number. Continue doing this until you get to a number less than or equal to the number of persons to whom you assigned numbers. Draw a circle around this number, and explain to the respondent that you now want to make an appointment to talk to the person who corresponds to the circled number.

Using the random number table given as an example in figure VII and the example of seven eligible persons and the circled start at 17, the next random numbers are 20, 11, 13 and 5 (in that order). You will cross out the first three (as there are only seven eligible persons in the household) and then circle the "5". You would next ask to make an appointment to speak to the person with "5" by their name in the sample selection column in section 1. This means that Ernestina would be the respondent for the individual questionnaire. Remember that you can never substitute respondents for the individual questionnaire. If there are problems in contacting Ernestina, refer the case to your supervisor. DO NOT SUBSTITUTE ANOTHER PERSON.

(d) In the next household, you will number the eligible persons as described in steps (a) and (b) and select the respondent as described in step (c). Your "starting" random number in any household will be the number following the one you used in the previous household.

(e) When you have reached the bottom of the table, go back to the beginning and continue until you reach the number that was circled when you first received the table. At this point, you should ask your supervisor for another 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

Figure VII. Example of a table of random numbers

V. THE INDIVIDUAL QUESTIONNAIRE

A. THE COVER SHEET

The cover sheet for the individual questionnaire is very similar to that for the household schedule. Therefore reference should be made to the instructions in chapter IV for the cover sheet of the household schedule, with the following exceptions.

1. Identification of the individual

Since the household identification has already been obtained in the household schedule, it is only necessary to identify here the respondent selected from sections 1 or 2. After the household schedule is completed and the individual respondent is selected, the name and serial number of this respondent should be immediately recorded in the appropriate boxes.

2. Results of interview

The interview status and time in this section refer only to the individual questionnaire. They are to be filled out after the household schedule is complete. The column for the first interviewer call refers to the last visit in which the household schedule was completed, regardless of how many calls were necessary to complete that schedule. In most cases it will be necessary to make an appointment to interview the selected respondent, as that person may not be at home at the time the household schedule is completed. The date and time of the appointment are to be recorded in the space provided in the first box for "Appointment". Columns are provided for up to three calls. Note that the category "Vacant" on the cover sheet of the household schedule is not included here as it does not apply. The date and time for the first call should be the same as for the end of the household schedule interview.

B. MIGRATION HISTORY AND EXPERIENCE

1. Basic information

The remainder of this manual contains the question-by-question specification for the individual questionnaire. The individual questionnaire begins with section 10: migration history and experience.

Question 101: "Where did your mother usually live at the time of your birth?"

This is the same as question 005 in the household schedule but it has to be asked again as in the individual questionnaire the respondent is likely to be different from that of the household schedule. It can be used as a check for question 005. The question refers to the name of the place where the respondent's mother was usually living at the time of his or her birth. Write down the name of the village, town or city, together with the name of the province and the district in which the v/t/c is located. Write the name of the country if the mother was usually living abroad. For additional instructions to complete this question, see question 005.

Question 102: "Is this where you were actually born?"

In this case you will have to write down where the respondent was actually born. In some cases, the mother may have gone back to a village to give birth or she may have moved to a hospital in a city.

If the place is the same as in question 101, circle "Yes" and continue to question 103. If the respondent was born in a different place, circle "No" and write down the details following the usual format in the space provided.

Question 103: "What is your date of birth?"

Write the month in letters and the year in figures (e.g., July 1953).

For specifications on age estimation, see question 004. If the respondent does not know the year, probe by asking about events in the household history or in the country's history. Many people carry some type of identity card which they will look at to check their date of birth. If you see the I.D. card or the respondent reads the date of birth from the card "X" the box provided.

Question 104: "How old are you?"

Write the age in complete years, that is, age at last birthday (for example, if a person is 15 years and 11 months, write only "15"). For additional instructions, see question 004.

If there is a discrepancy between the answers to questions 103 and 104, probe for the correct age.

Question 105: "Have you ever been to school?"

School attendance means attendance in school, college or university (public, private or religious) in which students attend regular classes during the day or in the evening.

Circle code 1 for all persons who have attended a school or college for at least one full year.

Circle code 2 for all persons who have never attended a school or college or who have attended for less than one full year.

If the answer is "Yes", skip to question 107. If the answer is "No", proceed to ask question 106.

Question 106: "Can you read newspapers?"

Circle "Yes" if the respondent declares that he or she can read newspapers. Never question this answer, even if you think that the respondent is not telling the truth. After recording the answer to question 106, skip to question 109.

Question 107: "What is the highest level and grade of formal education you have completed?"

The highest level of schooling completed refers to the level of education completed, such as primary and secondary, university, etc., including education received at religious schools. "Grade" refers to the years completed at a specific level. To record the answer, "X" the highest grade at the highest level if the level is primary, general secondary or technical secondary (levels 1, 2 and 3) and then ask question 109. If the highest level was levels 4, 5 or 6, you should ask whether the course of study was completed. Put a "X" for either completed or not completed and proceed to question 108.

[Each country will provide a brief description here of the education system in terms of levels and grade, i.e., "primary level", "general secondary level", "technical secondary level", "university level", etc.]

Question 108: "What was your main field of study?"

This question is asked only of those persons who reported university or "other" training in question 107. You should record in the provided box the main field of study reported by the respondent. This could be, for example, teacher training, medicine, statistics, etc.

Question 109: "(Other than formal education), have you obtained any vocational or technical training including on-the-job training of at least one month?"

When asking this question, you should read the words in parenthesis (i.e., "Other than formal education") if the answer to question 105 was "Yes", i.e., the respondent has been to school. If the answer to question 105 was "No", i.e., the respondent has not been to school, then you should read the question as "Have you obtained any vocational or technical training . . . one month?"

Usually, the persons who possess vocational or technical training are those who are engaged in crafts or manual operations which require the exercise of considerable initiative, independent judgment and trade knowledge in varying work conditions. In addition, they may show proficiency or technical ability in art, science, handicrafts, etc. These abilities and this knowledge are typically acquired through a formal programme of apprenticeship or training.

If the answer to this question is "No", circle code 2 and skip to question 111.

If the answer is "Yes", circle code 1 and proceed to question 110.

Question 110: "In what type of skill have you been trained?"

Here you must inquire about the skills obtained through whatever means. If the respondent mentions more than one skill, ask about the type of skill which the respondent considers most important. Record only one skill, using the same wording as the respondent.

Question 111a: "What language do you speak at home?"

or b: "What is your religion?"

or c: "What is your ethnic group?"

Countries may choose one or more of the above questions according to their particular culture and data needs.

Question 112: "Before you reached the age of 15, did you ever live in a place other than . . . (Place in question 101) for a period of one year or more?"

For instructions, see question 006.

Question 113: "Before you reached the age of 15, did you ever live in a place other than . . . (Place in question 101) for a period of less than one year to work, to look for work or to study?"

For instructions, see question 007.

Question 114: "When you were 15 years old, where did you usually live?"

For instructions, see question 005.

The entry required here is the name of the place the respondent usually lived when he was 15 years old. If the respondent, at his fifteenth birthday, was temporarily away from the usual place of residence, do not record the name of the place where he was temporarily staying but rather the name of the place where he usually lived.

Question 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?"

For instructions, see question 006.

Note that the person referred to in this question is the respondent himself. The codes for question 115 are as follows:

Code 1. "Yes" applies when the respondent, between the age of 15 and the time of the interview, lived in one or more places different from the place recorded in question 114 for a period of one year or more at each place.

Code 2. "No" applies when the respondent never lived in a place other than the one stated in question 114, or if he or she did, they were there for a period of less than one year.

Question 116: "Since you were 15 years old, have you ever lived in a place other than . . . (Place in question 114) for a period of less than one year to work, to look for work or to study?"

For instructions, see question 007.

If the answer to both questions 115 and 116 is "No", skip to page 16 of the questionnaire, enter the location from question 114 on the first line of the table (age 15) of question 121. Continue to question 122 and ask questions 123 to 125 for a full life history. If the answer to either question 115 or 116 is "Yes", continue with question 117.

2. Information on first move made since the age of 15

Questions 117–120

Note that the time referred to in these questions is the time when the respondent first moved away from the place where he was living at the age of 15.

Question 117a: "What was the main reason for moving from . . . (Place in question 114), that is, for your first move after the age of 15?"

Carefully record the main reason on the first line provided, writing down exactly what the respondent says. Then ask:

Question 117b: "What other reasons can you think of?"

Again write down what the respondent says. Space is provided for recording two additional reasons. Probe for these but don't force the respondent to reply. There may be only one main reason.

Question 118: "Who was mainly responsible for making the decision for you to move from . . . (Place in question 114), that is, your first move after the age of 15?"

Circle all answers that apply.

Code 1. Himself or herself. This applies when the respondent made the decision alone without consulting any other person.

Code 2. Spouse or children. This applies when the spouse and/or child(ren) of the respondent were responsible for the decision.

Code 4. Parents. This applies when either one or both of the parents of the respondent were responsible for the decision to move.

Code 8. Brothers or sisters. This applies to brothers and/or sisters of the respondent.

Code 16. Parents-, brothers- or sisters-in-law. This applies to the in-laws of the respondent.

Code 32. Other relatives or friends. This applies when other relatives (e.g., uncles, aunts, nephews, nieces, cousins, grandfathers, grandmothers or friends of the respondent) were responsible for the decision to move.

Code 64. Employers. This applies when the employer of the respondent was responsible for the move (this is the case when the respondent is transferred by his employer).

Code 128. Other (specify). This applies when codes 1 to 64 are not applicable. In this case, specify, in the space provided, the name of the person or the thing (for example, work) which was involved in the decision.

Question 119: "During the first move from . . . (*Place in question 114*), who accompanied you to your destination (v/t/c)?"

Here you should record those persons who accompanied the respondent. By "accompanied" we mean those people who moved with the respondent from the place in question 114 to the destination to settle in that destination. Circle all that apply. See instructions for question 118, although note that code 1 in this question is "nobody". If this code is circled, clearly no other code can be circled.

Question 120: "After this first move, who followed you from . . . (*Place in question 114*) to your destination (v/t/c)?"

Record those persons who followed the respondent to his destination (defined as the v/t/c) after he moved there. By "followed" we mean those people known to the respondent who moved from the place in question 114 to the destination to settle in that destination after the respondent had moved. Circle all that apply. See instructions for questions 118 and 119.

3. The life history

The next section of the questionnaire is the life history. It is in many ways the centre of the questionnaire and its most important part. The life history is in the form of a table. The principal purpose of the table is to obtain basic information about the respondent's life since the age of 15. The information obtained is:

(a) Question 121: location of all residences of one year's duration or more; or shorter than one year if the reason for the move was for work, to look for work or to study;

(b) Questions 121-124: what types of activities and occupations the respondent has done since the age of 15;

(c) Question 125: what important events have occurred in the respondent's family life since the age of 15 (such as marriage, divorce, birth of sons or daughters and deaths in the family).

In other words, the life history is a whole history of the respondent in tabular form where his employment and significant events in his family life can be linked to his movements from age 15 to the present time.

Notice that the respondent's age is printed down the left side of the page so that all of the locations and activities reported in the questions (121-125) can be linked directly to the respondent's age. The general rule for this table is that it flows down the columns rather than across the rows. This means that question 121 is repeated until the respondent reports his last move to the place of his current residence and you come down to his current age, at which time you will begin asking question 122.

In the "year" column, calculate and enter the last two digits of the year in which the respondent was aged 15 (from question 103), i.e., 46 (for 1946), or 52 (for 1952). The easiest way to do this is to find out the respondent's current age. Circle that age and enter the present year (1980 or 1981) in the boxes provided. You can then work back to find out what year it was when he was 15 years old.

There are several general points to keep in mind while asking the respondent for the information in the life history.

(a) This is the one place in the questionnaire where we want the respondent to see the questionnaire form. The reason for this is that, as the respondent's moves, occupations and important events are laid out visually before him or her, the respondent will tend to remember things he or she might otherwise have forgotten and will also provide answers that are more accurate.

(b) Your most successful probe for these questions will be to reference an event already reported. For example, if the respondent is not sure when he changed jobs, you might say something like "Was that before or after you were 19 and moved from place A to place B?" Or, if the respondent is not sure when a child was born, you may be able to probe according to a change in activity or location that occurred about the same time. You may also want to reference the year in which an event occurred. This is done by calculating and entering the year in the first column for every event reported by the respondent in questions 121 to 125. In the ideal situation, the respondent will view the life history almost as a game, in which moves, activities and events are linked to his age at the time they happened.

(c) The respondent will be an active participant in completing the life history and there is a likelihood that you will frequently need to change incorrect responses. This will happen as the sequence of moves, activities and events becomes clearer in the respondent's mind. When the respondent changes his mind about the timing of something, you should carefully cross out the incorrect answer (with two horizontal lines) and enter the new answer opposite the correct age.

You will notice that the questions are laid out down the left-hand side of the table. This is purely for reasons of space and layout. The nature of the question "location", "occupation or education", etc. only is given at the head of each column while the detailed questions you read are down the left-hand side. With practice you will find this form remarkably easy to use in the field, although at first it may appear rather frightening.

Question 121: Location and duration of residence

This question asks the respondent to give the exact location of all the places where he lived from the age of 15 up to the present time. This means, according to our usual definitions, all residences of one year's duration or more; or shorter than one year if the reason for the move was to work, to look for work or to study. The question also obtains the approximate duration of the respondent's stay at each location.

There are two ways of entering the life history. The first is if the respondent has never moved, that is, if the answers to both questions 115 and 116 are "No". In this case you skip questions 117 to 120 and enter directly at question 121. You write in the place where the respondent was living when he was 15 years old (from question 114) in the top line of question 121 opposite age 15. As the respondent has "never moved" according to our definitions, there is no need to continue asking question 121. Just draw a line down the first column from where the respondent was at the age of 15 to his or her current age. This shows that the respondent has never changed his or her place of residence. Then you continue to questions 122 to 124 to ask about the respondent's occupational history from age 15 to current age and question 125 on his or her family history.

The second way of entering the table is if the answers to either questions 115 or 116 are "Yes", in which case you know that the respondent has "migrated" according to the definitions used here, that is, moved since the age of 15 for one year or more, or less than one year if the move was for work, to look for work or to study. In this case, you continue asking questions 117 to 120 and arrive at the life history knowing that the respondent will report at least two locations of residence.

The specific method of asking question 121 is:

(a) Read the introduction, beginning "INTERVIEWER: FIRST SAY - Now I want to ask you . . .". At the end of the introduction you are instructed to enter the "place" from question 114 on the first line of the table at the top of the left-hand page (i.e., opposite age 15).

(b) You then ask question 121a, "How many years did you live in . . . before you moved?". Count the number of years down the column so that you are at the age the person moved. [Note that there are two lines for each year and the life history continues on to pages 18 and 19 of the questionnaire to include all ages up to 64.] Then you ask "Where did you move to?" Then ask the built-in probe in question 121b: "That is, you were . . . years old when you moved to . . . Is this correct?" If a change is necessary, you must make it. You should also probe by asking "That means you did not have a change in residence between the ages of . . . and . . . Is that correct?" Again, correct if necessary.

(c) Step (b) is repeated until you reach the respondent's current age and the village, town or city where the interview is taking place.

To record the answers in question 121, you should:

(a) Carefully enter the province (country), district and village, town or city on the line provided.

(b) Make a vertical line down the first column of question 121 until the age at which the respondent reports the next move. For example, assume that at age 15 the respondent was living in the province of Chiang Mai, in the town of Chiang Mai. In response to question 121, the respondent reports that after he was 15 years old he stayed four years in Chiang Mai before he moved, that is, he moved at the age of 19. In response to question 121b the respondent reports that he moved to Bangkok. You would draw a line from Chiang Mai down to the line corresponding to age 19 (indicating residence there during ages 16, 17 and 18), and then enter "Bangkok" on the age 19 line. This process is repeated until you reach the respondent's current age. If the respondent in the example is now 24 years old and he or she moved back to Chiang Mai at age 22 and then did not move again, you would have a line from age 19 or from Bangkok through ages 20 and 21, Chiang Mai would be written opposite 22 and then a line would be drawn from there down to the current age of 24 to indicate that no further moves had taken place.

(c) If the respondent reports two moves within one year (that is, moves of less than one year's duration to work, look for work, or to study), enter the first location on the first line of a particular year and the second move on the second line. If more than two moves had been made, try and record only the two most important moves - either by duration or by the importance given to them by the respondent. Do not cram in additional detail by recording three or four moves at the expense of legibility. You will find that in practice there will be space to record most of the moves made by respondents. If there are several important moves made in one particular year and not in adjacent years, the line above as well as the line below a particular age line can be used as long as you get the sequence of moves correct. However, remember that legibility is of greater importance than a lot of detail that cannot be read.

When you have completed the location or migration history section of the life history, go back to age 15 and begin recording the respondent's activity history - again from age 15 to current age.

The activity history consists of three questions: question 122 on activity status, question 123 on occupation or education and question 124 on type of industry. These three questions will be asked as a "block", that is, for each year or part of a year you ask the three questions. Do not go down the columns 122, 123 or 124 separately but ask all three questions for each year they are related and make sense only when asked together.

The first question of this series is question 122 which relates the activity status to where a person is living.

Question 122: "During this time in . . . what was your main activity, that is . . .?"

This question is designed to obtain information about the respondent's activities - the main types of things he has done in his life. It is very important that you read all of question 122 to the respondent exactly as it is worded. By doing this, the respondent will be encouraged to answer with one of the categories provided (e.g., "employed by the government", "employed by a private firm", etc.) If the respondent does not answer with one of the provided categories, you will need to probe. The instructions to complete this question are those for question 014. However, there is one important difference. The reference period is obviously not the month before the survey but applies to what the respondent's principal activity was while he was at a particular location or during a particular period. The reference period is therefore flexible. As with the location, there is space to record two activities against every year so it is possible to record the principal activity of every six-month period. If there are more than two activities in any one year, again find out which ones the respondent considered to be the most important and record those.

You will start by asking the main activity at age 15. There are several rules you should follow in recording the answers to question 122:

(a) The answer must be one of the categories provided in the question, that is, you enter the 2-digit code most appropriate to what the respondent was doing. For example, if the person owned a business and employed people, you enter 04.

(b) As with question 121, if there was no change of activity, you should draw a line down to the age at which the respondent's activity did change.

(c) There must be an activity corresponding to every year of the respondent's life since age 15, that is, the answer column must contain an unbroken line of entries and vertical lines from age 15 to current age.

Once you have determined the activity status at age 15 you will then have to find out the type of occupation or level of education in which the respondent is involved (question 123). However, this applies only to certain types of activities. Codes 01 to 05 and code 08 demand an entry in question 123, codes 06, 07, 09 and 10 do not. When any of the latter four codes, which do not have occupation or type of industry, are entered in question 122, you will continue down the activity status column relating activities to the locations and checking for any changes in the activity between two locations. You should always ask the built-in probe, "During your stay in . . . did you change your main activity?" If the answer is "Yes", repeat question 122 and then ask questions 123 and 124, if appropriate.

With codes 01 to 05 you will automatically have to record an occupation in question 123 and an industry in question 124. With code 08 (full-time student) you will automatically have to record the type of education in question 123 but there will be no entry under question 124 on industry.

Question 123a: "What was your main occupation at this time?" This question is asked if the respondent was working (codes 01-05) at the time.

The purpose of this question is to describe the specific job or occupation performed by the respondent, e.g., typist, bus driver, car mechanic, civil engineer, lawyer and so on. You must record the most detailed answer possible. For this purpose, you have to describe the specific job or occupation performed by the person, such as farmer, typist, bus driver, lawyer, doctor, etc. Such answers to the question on occupation as "agent" or "engineer" do not adequately describe the work performed.

As with question 122 on activity status, the reference period is flexible. We want to know the occupation the respondent did most of the time during a particular year or when he or she was at a particular place. For a person working at two jobs, the job at which he or she worked longer hours should be the entry. If respondents spent almost the same amount of time on each job, enter the job which they considered the main one. For example, a secretary who also teaches at night in a vocational school should be reported as a secretary if she works the full eight hours a day as a secretary. However, if the length of time devoted to these two jobs is equal, let the respondent decide which one is the main occupation.

Remember that a person's occupation could have changed although the activity status did not. Therefore the built-in probe "During your stay in . . . did you change your occupation?" is particularly important. If the answer is "Yes", you will have to repeat question 123a.

You should probe for changes in occupation with changes in location. For example, "I see that you moved from Chiang Mai to Bangkok at this time. Did you change your occupation as well?". The secret to filling out the life history well is continuous probing. With practice you will soon build up considerable expertise in questioning and going back and forth and up and down the table in relating the events to each other.

Question 123b: "What was your level of education at this time?"

This question is asked if the respondent was a student (code 08) at the time. The purpose of this question is to describe the level of education that a person has reached at a specific time, that is, secondary, technical secondary, vocational, university, post-graduate. Write down exactly what the respondent says. Remember that code 08 in question 121 refers to full-time education. You do not write down part-time courses that a respondent might have been doing while engaged in other activities. Educational levels will clearly be more important for the ages between 15 and 25 in respondents' lives. You must probe to see if the level of education changed at particular locations or was associated with changes in location and pay particular attention to this early period in respondents' lives. Ask the built-in probe, "During your stay in . . . did you change your level of education?" If the answer is "Yes", you must repeat question 123b. Also look out for the change from education to another activity that you should already have recorded under question 122 as a change from 08 to another code.

After recording each occupation you must ask for the type of industry to which it belongs.

Question 124: "In which type of industry, agriculture or service were you working at this time?"

This question is asked if the respondent was working (codes 01-05) at the time. Here you refer to the type of industry to which each occupation belongs that you have recorded in question 123a. Again you should probe for changes in the type of industry even though there have been no changes recorded in occupation. For example, a respondent could have been a "driver" and changed from one government department to another. This type of change should be recorded.

Always check with the probe "During your stay in . . . did you change your type of industry?". If the answer is "Yes", repeat question 124.

The answer to the question on type of industry should describe specifically and adequately the character and nature of the industry of the place where the work was being performed in connection with the job or occupation, e.g., farm, leather shoe factory, rice mill, etc. If the answer to this question is vague or is not specific, clarify the respondent's answer by asking such probing questions as: "What kind of retail store was this, a grocery, bazaar?" or "Did this factory manufacture leather or rubber shoes?"

Company names or firm names are not acceptable entries since many large companies engage in different types of business. Hence, further clarification is required.

If a person was in government service, the name of the office will generally suffice except when the government office engages in activities other than administrative services, such as education, communication, health, transportation and construction. Persons working in such offices must be reported in their corresponding activity, such as railroad, airport, insurance, public high school, highway construction or cement factory.

A distinction should be made between manufacturing and repairing in cases where an establishment engages in both activities. The entry in this column should be according to the part of the establishment in which the respondent works. Similarly, manufacturing should be differentiated from wholesaling. For example, a travelling salesman working for a distributor of soft drinks will have an entry of "wholesale distributor for soft drinks" for industry. You must also distinguish between two kinds of businesses specializing in selling. A wholesale store sells primarily to retailers and a retail store directly to consumers.

For a person who conducted his business in his own home, report his business just as you report regular establishments, such as tailor shop, radio repair shop, law office or dental clinic.

In cases where a person's work was done "on the spot" rather than at a specific location, report the kind of business or industry of the firm for which this person worked. If a person worked on his own account, describe the kind of business in which he was engaged.

Industries which need special care in classification

In certain industries, the common titles are inadequate. Listed below are examples of industries over which special care must be taken:

Agency	Specify bill collection agency, advertising agency, real estate agency, travel agency, etc.
Agriculture	Specify rice paddy, sugar-cane plantation, a tobacco plot, etc.
Assembly plant	Specify motor vehicle assembly plant, furniture assembly plant, etc.
Box factory	Specify paper box factory, wooden box factory, metal box factory, etc.
Business	Specify kind of business.
Canning factory	Specify fruit-canning factory, vegetable-canning factory, fish-canning factory, etc.
Clinic	Specify dental clinic, medical clinic, etc.
Club	Specify golf club, fraternity club, night club, etc.
Construction company	Specify building construction, highway, road or street construction, irrigation project, waterworks construction, airport construction, etc.
Factory	Specify hardware factory, candy factory, soap factory, rope factory, etc.

Fishing	Specify fish pond, lake fishing, river fishing, shore fishing, deep-sea fishing, pearl diving, etc.
Furniture factory	Specify rattan furniture factory, wood furniture factory, metal furniture factory, etc.
Laundry	Specify dry cleaning, steam laundry. The entry should be "laundry" for a laundry woman working in her own home without a regular shop and "private family" for a laundry woman working in the home of a private family.
Lumber company	Specify sawmill, lumber yard, planing mill, logging camp, etc.
Mill	Specify rice mill, flour mill, corn mill, native sugar mill, sawmill, knitting mill, etc.
Mining	Specify coal mine, gold mine, chromium mine, manganese mine, iron mine, etc.
Office	Specify law office, life insurance company, bank, municipal government, etc.
Plant	Specify ice plant, electric light and power plant, etc.
Private firm	Specify kind of business.
Public utility	Specify bus company, taxicab company, electric, light and power plant, gas company, telephone company, waterworks, etc.
Public works project	See "Construction company".
Repair shop	Specify shoe repair shop, radio repair shop, blacksmith shop, welding shop, auto repair shop, bicycle repair shop, office machine repair shop, etc.
School	Specify public elementary school, private elementary school, public high school, public college, private college, dancing school, etc.
Shoe factory	Specify leather shoe factory, rubber shoe factory, wooden shoe factory, etc.
Shop	Specify dress shop, beauty salon, barber shop, auto repair shop, radio repair shop, etc.
Terminal	Specify bus terminal, railway terminal, airport, etc.
Textile	Specify knitting mill, spinning mill, jute mill, etc.
Transportation company	Specify trucking company, inter-island steamship company, airline, taxicab company, bus company, etc.

General points on questions : 22 to 124

Remember that any change in any of the three questions on activity status, occupation or education and industry must be recorded and if there is a change in one there will usually, although not necessarily, be a change in one or both of the other two. A change in activity status will almost certainly indicate a change in the other two columns. However, it is more difficult when there is no change in one but there have been changes in the others. Considerable probing is required using the probe question, "During your stay in . . . did you change your main activity or occupation or level of education or type of industry?" after each of the questions. You will have to repeat the questions and the probes until all the changes have been recorded and all years from age 15 to the current age have been accounted for.

As for location and activity status, you can draw a line down through those years when no changes occurred in occupation or education and type of industry. You will, however, have sections which are deliberately left blank under those two questions. This is where the questions do not apply; that is, blank sections in question 123 for codes 06, 07, 09 and 10 (from question 122) and blank sections in question 124 for codes 06 to 10. Otherwise, there should be entries or vertical lines through all the ages that apply from age 15 to current age.

After completing the occupation history you return to age 15 and record the family history. Here you will record the sequence and years of the following important events that occur in a person's life: marriage, divorce, birth of sons or daughters, deaths of children or spouse.

Hence there are a sequence of questions that you ask for each period or location.

Question 125a: "During this time in . . . were you single, married, divorced, separated or widowed?"

If the respondent got married or was divorced, find out the year when this occurred and write in "married" or "divorced" on the appropriate line.

For those who are or have been married you ask:

Question 125b: "Did you (or your wife, depending on who the respondent is) give birth to a son or a daughter at this time?"

Write "Birth of son" or "Birth of daughter" on the appropriate line when the event happened.

For those who have been married and have had children, you ask:

Question 125c: "Did any of your sons or daughters die at this time?"

Write "Death of son" or "Death of daughter" on the appropriate line.

As in the case of the previous questions you probe for any change in any of the above events. Use the probe question, "During your stay in . . . did you change your marital status or were there births or deaths of children in the family?" If the answer is "Yes", you must repeat the relevant part(s) of question 125.

Again draw a line down the column through those years when there were no changes in family status. There should be no blanks in this column but a continuous line of entries or vertical lines from the age of 15 to current age.

As a check that you have all the births recorded after you have completed the family history, sum the number you have recorded in the life history. Then ask the check question, "How many children have you had, including those who died?" Record the answer in the space provided in the bottom left-hand corner of the questionnaire and compare with the total recorded in the life history. If there is a difference, probe to reconcile the results and adjust accordingly.

Although you will work down the columns for the three questions you will also relate back across the table to the locations recorded in question 121. The key to this method of collecting information is to relate one event against another - occupation against location, location against family history and so on. Respondents may remember what they were doing because they were in Chiang Mai, or they may remember that they had a child when they were 24 years old because that was the time they got a new job in Bangkok and so on and so forth. This is why it is important that the respondents actually see the form as once the sequence of events becomes clearer in their minds they themselves may make corrections by pointing out "No, wait a minute, that was the time I was working for the electricity commission in Chiang Mai. My second son was born before that not after" and you will have to adjust the answers accordingly.

You have now completed the life history. For migrants (those who answered "Yes" to either or both of questions 115 and 116, questions 121 to 125 should have complete entries down to current age. For non-migrants (those who answered "No" to both questions 115 and 116) there should be a vertical line down the first column of question 121 under province (or country) and complete entries for questions 122 to 125 from 15 to current age.

4. Interviewer instruction before questions 126a and 127a

When you have completed the life history, turn to page 20 of the questionnaire and "X" the appropriate box depending on the number of locations of previous residences in question 121.

(a) If there are more than two locations in question 121, "X" box 1, write in the second last location in question 121 in the box provided and ask the probe question, "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 to this probe is "No", you will have to question further using question 121 to find out what that last move was. You will then have to adjust the life history and the information in the box provided here. The location written in the box is the REFERENCE LOCATION for questions 127a, 129 and 130. When you ask these questions, you will include this location with the question.

(b) If there are only two locations in column 121, "X" box 2 and skip to question 131 (this means the respondent has only moved once since the age of 15);

(c) If there is only one location in column 121, "X" box 3 and ask question 126a (this means the respondent has not moved since the age of 15).

5. Those who have never moved

Question 126a: "What is the main reason you have never moved since you were 15?"

This is answered only by those who have never moved since they were 15, i.e., those with an "X" in box 3 above. The instructions are the same as those for question 117a except that this time you record the reasons why a person has never moved. Then ask:

Question 126b: "What other reasons can you think of?"

See instructions for question 117b. Then skip to section 11, page 24.

6. The last move to the present place

Questions 127a to 130 refer to the last move to the present place. For instructions, see questions 117a to 120. Remember that these questions refer to the move from the last place of residence before coming to the present place, that is, from the place recorded in the box above or the

second-to-last location recorded in question 121. This is the **REFERENCE LOCATION** for these questions.

Question 131: "At the time of arrival here from your last place of residence, did you look for employment or work?"

For the definition of "looking for work", see the instructions for question 014, code 06. If the answer is "Yes", circle code 1 and skip to question 133a. If the answer is "No", circle code 2 and continue with question 132.

Question 132: "Why did you not look for employment or work at the time of arrival?"

There may be four main reasons for not looking for employment or work at the time of arrival. Circle only one of the answers.

(a) The respondent had already found a job before his migration and thus did not have to look for a job when he moved to the present place.

(b) The respondent had been transferred by his employer.

(c) The respondent did not want to work for some reason.

(d) The respondent was unable to work for some reason.

Question 113a: What was the main reason for choosing . . . (Present place)?

b: What other reasons can you think of?

Note that in this question you insert the name of the present place, not the last place as in the previous questions. See instructions for question 117.

In the decision-making process of the move, one might have alternative places to move to, each having some advantages and some disadvantages. There may be reasons for moving out of a place (recorded before) and there may also be reasons for choosing the particular place where the respondent is now. It is the reasons why the respondent chose this particular place to come to that are required in this question. Record exactly what the respondent says. Once you single out the leading reason, ask about other reasons, if any, and record them in the space provided.

Question 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?"

Migrants frequently face many problems when they arrive at a new destination, for example, finding a job, a house, a school for their children, problems concerning their adaptation to the new environment, and so on. This question refers to these problems and other difficulties which they may have had to face as a direct consequence of their movement during the first month after their arrival at the present place. You ask first for the main difficulty and write down exactly what the respondent replies. Then you ask:

Question 134b: "What other difficulties can you think of?"

Space is provided for recording two difficulties. Probe for additional difficulties and record the answers given by the respondent if he can think of additional problems.

Question 135a: "What is the main difficulty you are facing now?"

b: "What other difficulties can you think of?"

See instructions for question 134a and b. Here we want to record the type of difficulties

the respondent is facing now to see if these are different from the ones he or she faced on arrival at the present place.

Question 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?"

Here we want to test the significance and the magnitude of the difficulties which the respondent experienced as a result of his move. These problems could be major ones which, had they been known before the move, would have made him decide not to move from the previous place. Circle either code 1 or code 2.

Question 137: "How did you learn about . . . (Present place)?"

Here we want to know the different sources from which the respondent learned about the conditions of living, housing, etc. in the present place. Circle all the answers that apply.

Code 1. Lived here before: applies when the respondent used to live in this place in the past.

Code 2. Previous visit: applies when the respondent made one or more visits to this place before moving.

Code 4. From relatives or friends: applies when the respondent has had contact with his friends or relatives.

Code 8. From newspaper, radio or other mass media: applies when the respondent received information through reading newspapers or any other mass media such as radio or television.

Code 16. From government agencies: applies when the respondent obtained information through official government agencies.

Code 32. Other (*Specify*): used when the answer does not fit any of codes 1 to 16. In this case, specify the exact source of information in the space provided.

Question 138: "Who among your relatives or friends were already living in . . . (Present place) at the time of your arrival?"

This question is to find out who among the respondent's relatives and friends were already living in the present place when the respondent arrived. If the respondent answers "Nobody", circle 1 and skip to question 141. Otherwise circle all that apply and continue to question 139.

Question 139: "As you know, on arrival at a new place, some people may need assistance from their relatives or friends who are already living there. Did any of them assist you in settling down here when you arrived?"

You must pay attention to the fact that this question refers to friends and relatives who were already living in the present place at the time of the respondent's arrival.

If the answer is "No", circle code 2 and skip to question 141. If the answer is "Yes", circle code 1 and continue to question 140.

Question 140: "What kind of assistance did you get from them?"

Circle all that apply. The codes provided are:

Code 1. Stayed and lived with them without paying rent: means that the respondent stayed in the residence of a relative or friend without paying rent for the accommodation provided.

Code 2. Rented a room in their dwelling: means that the respondent stayed in the residence of the people who helped him and paid rent for the accommodation provided.

Code 4. Assisted with money: means that the respondent's relatives or friends gave or lent him money when he arrived or just afterwards.

Code 8. Helped to get employment or work: means that the respondent's relatives or friends helped by giving him a job in their business or home, or looked for a job for him prior to his arrival, or gave him recommendations because of their knowledge of the place or because of their knowledge of potential employers.

Code 16. Other (*Specify*): this is to be circled if the answer does not fit any of codes 1 to 8. In this case, you have to write the respondent's answer in the space provided.

Question 141: "Did any of your relatives or friends who lived in your last place of residence assist you in settling here?"

This refers to relatives or friends who, at the time of the respondent's move to the present place, were living in the place where he or she came from. If the answer is "No", circle code 2 and skip to question 143. If "Yes", circle code 1 and continue to question 142.

Question 142: "What kind of assistance did you get from them?"

Record the kind of assistance that the respondent received from relatives or friends living in the last place the respondent lived before he or she moved to the present place. Write down the answer in the space provided, using the exact words of the respondent.

Question 143: "Since you arrived here, have you ever assisted any relatives or friends to settle in . . . (*Present place*)?"

Circle the answer "Yes" if the respondent has ever helped any relatives or friends to move to this particular place and continue to question 144. If the answer is "No", circle code 2 and skip to question 145.

Question 144: "What kind of assistance did you give them?"

Circle all that apply. For instructions, see question 140. Note that in this case it is the assistance that the respondent gave to relatives or friends.

Question 145: "Compare your situation now with when you used to live in your last place of residence. Do you think that by moving to . . . (*Present place*) your situation is better, the same or worse with regard to . . .?"

Here, for each of the ten items, you must record the respondent's perception of his situation by entering only one code (1 - better; 2 - the same; 3 - worse; 4 - don't know; 5 - not applicable) in the box provided opposite each category.

The items are as follows:

- (a) Your type of work;
- (b) Your income received;
- (c) Your education or skill obtained;
- (d) Schooling of your dependants;
- (e) Living near the rest of your family;
- (f) Your personal relationship with your relatives, neighbours and friends;
- (g) Your housing condition;
- (h) Your health care;
- (i) Public transportation used;

(f) Marketing, meaning buying and selling.

C. MOBILITY AND ACTIVITIES DURING THE LAST 12 MONTHS

1. Basic information

In this section, information is collected about the respondent's activities during the 12 months prior to the survey. The information is obtained in tabular form and includes:

Question 146. Activity status;

Question 147. Occupation and level of education;

Question 148. Industry, agriculture or service;

Question 149. Location of activity;

Question 150. Location of residence when engaged in the activity;

Question 151. Average commuting time;

Question 152. Mode of transportation;

Question 153. Months of the year when engaged in the activity;

Question 154. Number of weeks in last 12 months engaged in the activity;

Question 155. Average number of days per week engaged in the activity;

Question 156. Income per week for the activity.

Note. Only questions 150 and 153 apply to all activities and questions 147-149, 151, 152 and 154-156 are relevant for specific types of activities. See the "Codes and skip instructions for question 146" at the bottom of page 24 of the questionnaire.

In this section, information is also obtained about regular travel between different villages, towns or cities from questions 157 to 160.

The principal questions in this section are 146, 147, 148, 149 and 150. A change in any one of these five items (i.e., activity, occupation or level of education, industry, location of activity and location of residence) is considered of sufficient importance to warrant an entry in a separate row of the table. For example, a farmer may have a second activity as a bricklayer on a construction job (questions 146, 147 and 148) during the slack season but changes neither his location of residence (question 150) nor the location of the activity (question 149). This situation would require completion of two rows in the table: one for the occupation and industry of farmer and the other for the occupation and industry of bricklayer.

Another example would be a bank clerk (questions 146-148) who was transferred to a nearby town (question 149) but did not change his residence (question 150) or his economic activity or occupation/industry (questions 146-148). This situation also requires completion of two rows in the table: one for each of the two locations of his activity/occupation/industry.

Another example would be a person who changes his place of residence (question 150) without changing either his type of activity, occupation or industry or the location of the activity.

Lastly, if a bank clerk who was promoted to the position of chief teller (that is, a change in question 147 on occupation) two rows of the table would need to be completed - one for each occupation.

This point needs emphasizing. A change in the status in one (or more than one) of the items in questions 146 through 150 demands the entry of the details of all the questions in a row of the table. There are nine rows in the table which can be used for nine different activities.

and/or industries, or locations of activity/occupation/industry or locations of residence while engaged in these activities.

2. The questions

The flow of this table is row by row from left to right. You take each activity in turn and ask the appropriate questions from 147 to 156 for each activity. Then you proceed to the next activity and so on.

You will have to record all activities engaged in over the last 12 months, both main activities and secondary activities. People often have two jobs that they do at the same time, one during the day and another at night. Details on all these activities must be collected.

Question 146: "Please tell me all the activities that you have engaged in over the last 12 months."

You should start with the respondent's current main activity, that is, the last activity that is recorded in the life history in section 10 (question 122). Always ask what the current activity is and check that the information you record in question 146 is consistent with that in question 122 in the life history. If not, probe. For instructions, see question 122.

Question 147a: (for those who were working, i.e., codes 01-05) "What is this occupation?"

Question 147b: (for those who were students, i.e., code 08) "What is this level of education?"

For general instructions, see question 123a and b.

Question 148: (for those who were working, i.e., codes 01-05 only) "In which type of industry, agriculture or service is this activity?"

For instructions, see question 124.

Again check questions 147 and 148 against questions 123 and 124 in the life table for consistency.

Question 149: "Where is this activity located? That is, in which village, town or city?"

[This question is not applicable for activity codes 07, 09 and 10.]

Here you record the location of the activity. See the instructions for question 005.

On the first row, you must write out the location information. Write the activity location in detail, even if it is the same as any one mentioned before. Some types of activities may be difficult to locate at a particular destination, for example, bus or truck drivers, salesmen or other kinds of people who are constantly travelling associated with their work. In these cases, you allocate the location of the activity to the company headquarters - regional or national - at which the person is based.

Question 150: "Where are you actually living (that is, sleeping) when engaged in ... (This activity)?"

[This question is applicable for all activities.]

This purpose of this question is to obtain the location of the place where the respondent lives when engaged in the activity. You must write the name of the place whether or not it is the same as the activity location (question 149) and even if it is the same as any of the living locations mentioned before. To write "here" is not sufficient; you must specify the place.

Question 151: "What is the average time (in minutes) you spend on your journey to your (work/school) every day?"

[This question is not applicable for activity codes 06, 07, 09 and 10]

Here you find out how long it took the respondent (in minutes) to travel between his place of residence (question 150) and the location of the activity (question 149). If the respondent is not sure, probe for a usual figure or an estimate. Enter the number of minutes in the boxes, being careful to right-justify and zero-fill.

Note that this question asks for length of time taken to go to work or school only, not both coming and going. If the respondent works in his or her residence and there is no travel time to work, write "000" in the boxes provided.

Question 152: "Do you usually go to (work/school) by:"

[This question is not applicable for activity codes 06, 07, 09 and 10]

In this question we find out the respondent's usual mode of transportation to work or school. You will read the answer categories to the respondent and then circle all the answers that apply. Note that code 128 "on foot" applies to those journeys which involve a substantial walk to work or to some other form of transportation. Walking to a car or 50m to a bus would not apply.

After recording the answer, fold the page along the dotted line on page 26 and continue asking questions 153 to 156 (if they are applicable).

Question 153: "In which months of the year did you engage in . . . (This activity)?"

[This question applies to all activity codes]

Here you will circle the months of the last year during which the respondent was engaged in the activity. For an example, if a respondent worked from January through May, you would circle each of those months in the answer box.

Question 154: "How many weeks did you engage in this activity during the last 12 months?"

[This question is not applicable for activity codes 06-10]

Here you ask for the number of weeks that the respondent has spent on this activity over the last 12 months. Enter the answer in the box provided.

Question 155: "What was the average number of days per week engaged in this activity?"

[This question is not applicable for activity codes 06-10]

Here you ask for the average number of days per week that the respondent engaged in the activity. Enter the answer in the box provided.

Question 156: "How much . . . (Type) income did you earn per week from this activity?"

[This question is not applicable for activity codes 06-10]

This question asks how much income was obtained per week from the activity. The first time you ask the question you should insert "cash" in place of "type" and the second time you should insert "in kind". The respondent may have a difficult time remembering the exact income or placing a value on "in kind" income, or (especially with farmers) providing an average weekly figure. You will have to probe if the respondent has difficulty answering the question.

When you have completed the current main activity, probe for a secondary activity that the respondent may be engaged in at the moment using the probe question, "Are you engaged in any other activity at the same time?". If the answer is "Yes", then record the activity in question 146 and ask all the appropriate questions between 147 and 156.

If the respondent is not engaged in a secondary activity, probe for other activities that he or she may have been engaged in over the last 12 months.

Note. In this case, when you ask the questions relevant to each activity they will have to be phrased in the past tense.

After completing each additional activity, probe again for secondary activities and then for other activities. Work back through time until you have covered the entire 12-month period.

Note. The "level of education" in question 147b is very general (see question 123b) – secondary, university, post-graduate. When a respondent reports being a student part-time at evening courses, record 08 under question 146 and note evening course or part-time under question 147b. It is not necessary to write down the type or the name of the course.

When you have completed all the activities a respondent has engaged in over the last 12 months, check in question 153 that all the 12 months have been accounted for, that is, that each month has been circled at least once across all the activities recorded. Remember that a particular month can be circled several times if the respondent was engaged in different activities during that month.

3. An example

Assume that the respondent answers question 146 by saying "At present as you know, I am working for a private firm." You should enter "02" in the first row of column 146 and begin asking questions 147–156. At question 153, the respondent says he has been engaged in this activity from June until December (assuming the interview to be taking place in December). You would circle those months and continue with question 154.

In response to the second probe question after question 156, the respondent says "I was looking for work sometimes during the year". You should return to question 146 and enter "06" in the second row. You would then only ask questions 149, 150 and 153 as these are the only ones relevant to the "looking for work" activity status. For question 153, the respondent reports looking for work in May. You circle "May" and repeat the probing question for activities earlier in the year.

In answer, the respondent says "I was self-employed for a while early in the year." You should return to question 146 and begin recording information in the third row. In the case of activity "03" all questions 147 to 156 apply. Enter code "03" and then ask about the respondent's specific occupation (question 147) and industry (question 148). Continue asking questions 149–156 about this activity. Note that there is no contradiction if, for example, the respondent says "April and May" at question 153, that is, even though the respondent earlier reported "looking for work" in May, it is perfectly possible to have more than one activity per month.

After completing this third activity the respondent reports, in response to the probe question, that he or she was "sick for a while". This is activity status "10" and the information for this activity is entered on the fourth row. This entire process is repeated until the respondent answers the probe question by saying that he had no other activities during the past 12 months and you can see from question 153 that no other months remain to be accounted for.

4. General rules for recording answers to questions 146–156

(a) In question 153, it is possible to have more than one activity circled per month. However, all months must be accounted for. This means that while it is acceptable to have several activities circled for, for example, March, it is not acceptable to have nothing circled for March.

(b) The activities should be recorded from the current main activity, through the current secondary activity or activities back through the last 12 months.

(c) It is important that you ask only the relevant questions for each activity. These questions are:

<i>Activity</i>	<i>Questions to ask</i>
Working (codes 01–05)	147a–156
Unemployed, looking for work	149, 150, 153
Unemployed, not looking for work	150, 153
Studying or training	147b, 149–153
Housework	150, 153
Too old, retired, disabled, sick	150, 153

Note. All activities answer questions 150 and 153.

(d) Remember that any change in any one of the following: activity (question 146), occupation (question 147a), level of education (question 147b), industry (question 148), location of activity (question 149), or location of residence (question 150) means that you must complete another row in the table.

5. Other regular mobility

Question 157: “Apart from your daily commuting, did you travel regularly between . . . (*Present place*) and another village or town or city over the last 12 months (*or since the respondent came to this place if less than 12 months*)?”

The purpose of this question is to pick up regular patterns of commuting apart from a daily journey to work or school, that is, regular travelling to other villages, towns or cities. For example, a respondent worked in place A during the week and returned to place B for the weekend, not to engage in any activity but just to rest. (Note that if the respondent did engage in an activity during the weekends, it should have been recorded in the previous table.)

If the answer is “No”, circle code 2 and skip to section 12. If the answer is “Yes”, circle code 1 and proceed to question 158.

Question 158: “To which place(s) did you travel regularly?”

Specify the location(s) using the usual format.

Question 159: “How often did you travel to this place: once or twice a week, once or twice a month or a few times a year?”

Circle the code that applies.

Questions 158 and 159 ask the respondent to give the locations of regular travel apart from the daily journey to work or school and the frequency of the travel. Be on the lookout particularly for regular travel back to the home village, perhaps at weekends.

Question 160: “What was the main reason for travelling regularly to this place?”

Write down exactly what the respondent says. Note that here we are interested only in the main reason. Any other reasons are not required.

There is space to record three places to which a respondent might travel regularly. After recording the first place, probe to see if there were other places and complete the table accordingly.

D. SECTION 12: FUTURE MOBILITY

1. Introduction

This section considers the respondent's future plans with regard to migration. It also deals with the location of the respondent's friends and relatives and whether or not the respondent visited them in the last year.

Begin by reading the short introductory statement, "Now I want to ask you some questions about your future plans with regard to moving."

2. The background questions

Question 161: "Have you ever wanted to move from . . . (*Present place*)?"

Circle code 1 if the respondent ever wanted to move and skip to question 163.

If the answer is "No", circle code 2 and proceed to question 162.

Question 162a: "What is the main reason you have never wanted to move from . . . (*Present place*)?"

b: "What other reasons can you think of?"

This question is to be asked only of persons who have answered "No" to question 161. For instructions for this type of question, see question 117. After recording the main reason, probe for additional reasons and then skip to question 173.

Question 163: "Do you still want to move from . . . (*Present place*)?"

If the answer is "Yes", circle code 1 and skip to question 165. If the answer is "No", circle code 2 and proceed to question 164.

Question 164a: "What is the main reason you changed your mind about moving?"

b: "What other reasons can you think of?"

Since the respondent wanted to move but failed to do so, we want to know why he changed his mind. For instructions, see question 117. Once you single out the main reason, ask about other reasons, if any, and record them in the space provided.

After completing question 164, skip to question 173.

3. Questions relating to definite intention to move

This set of questions deals with the motivations of the persons who, at the time of the survey, want to move from their present place of residence.

This group of questions is to be asked of the respondents who have answered "Yes" to both questions 161 and 163.

Question 165a: "What is the main reason you still want to move from . . . (*Present place*)?"

b: "What other reasons can you think of?"

Here you must record what the respondent says is the main reason for still wanting to move. Write down exactly what the respondent says.

For instructions, see question 117. Note that reference is made to moving from the village, town or city, not from the household. Once you single out the main reason, ask about other reasons, if any, and record them in the space provided.

Question 166: "Do you know exactly where you want to go?"

If the answer is "Yes", circle code 1 and probe to find out the place to which the respondent wants to move. Specify in the usual format in the space provided. After recording the answer, skip to question 168. If the answer is "No", circle code 2 and proceed to question 167.

Question 167: "Would you prefer to live in the capital city, another big city, a town, a village or abroad?"

If the answer to question 166 is "No", the respondent does not know the exact place he wants to move to, but he may have some idea about the type of place he would prefer to live in. The answers provided are:

1. Capital city
2. Another big city
3. A town
4. A village
5. Abroad
6. Don't know

Circle one code. If the answer is one of the codes 1 to 5, skip to question 169. If the answer is code 6, skip to question 173.

Question 168: "How did you learn about this place?"

[This question is to be asked only of persons who have answered "Yes" to question 166.]

Here we want to know the different sources from which the respondent received information about the place to which he wants to move. Circle all the answers that apply. For instructions, see question 137.

Question 169a: "What is the main reason for your choosing this place or this type of place?"

b: "What other reasons can you think of?"

[This question is to be asked only of persons who have answered question 167 with one of codes 1 to 5.]

To record the answer, refer to question 117. Write the main reason first and then ask "What other reasons can you think of?" If there are any other reasons, specify these in the space provided.

Question 170: "What do you expect to do when you arrive at ... (New place)?"

This question refers to expected activity status. To record the answer, refer to question 014. However, because you are referring to future activities, the categories are not exactly the same. There is no "unemployed, not looking for work" and there are two new categories: 10 "Don't know" when the respondent has no idea what he or she will be doing on arrival at the new place, and 11 "Other" where the answer does not fit into any of the categories given. In this case you will have to specify what the respondent says in the space provided. The answer categories are phrased differently.

Question 171: "Do you know when you will move from ... (Present place)?"

If the respondent knows when he will move, write down his answer in terms of months from now. If he does not know, circle "No".

Question 172: "How long do you expect to live there - less than one year or one year or more?"

Circle the correct code and continue. If the respondent does not know, circle code 3.

4. Location of relatives

The filter questions 173 and 174 and the accompanying table are designed to do two things:

(a) To obtain the location of the residence of the respondent's parents, children, brothers and other relatives;

(b) To find out whether or not the respondent has visited any of them during the past 12 months.

Begin by reading the introductory comment, "Now I would like to ask you some questions about where your relatives are living", and then ask the filter question 173.

Question 173: "Do any of your relatives live in another village, town or city or abroad?"

If the answer is "Yes", circle "Yes" and continue with question 174. If the answer is "No", circle "No" and the interview is now finished for that respondent.

Question 174a: "Which relatives live in another village, town or city or abroad?"

Circle the types of relative who live "elsewhere" - that is, spouse, son(s), daughter(s), parent(s) or other relative(s) on the top line of the table and ask:

Question 174b: "Where does your . . . (Type of relative) live: in the capital city, in another big city, in another village or abroad?"

Insert the types of relative you have circled in question 174a into the question and put a "X" in the appropriate location in the table.

Remember that if you are interviewing in the capital city you will delete this location from the possible answers, as in this case relatives living in the capital city would be classified as living in this city and hence should have been excluded by question 173.

Immediately you have put a "X" in an appropriate location, ask question 174c.

Question 174c: "During the past 12 months, have you visited him/her/them?"

Put a "X" in either the "Yes" box or the "No" box and repeat questions 174b and 174c for each relative or each relative type living elsewhere.

Note that more than one location can be marked "X" for each relative type (except spouse), for example, in the case where one son was in "another village" and another son was in "another town".

The interview is now over. Before leaving the household, thank the respondent for his cooperation and answer any questions about the survey he or she might have. Thank the household head too and assure him that the information will be confidential and that it will be used to improve development planning in the country.

VI. CRITICAL ITEMS CHECKLIST

A. BACKGROUND

After leaving the household you should check your form for missing information or inconsistent answers. In some cases, you might even have to go back to collect missing data or check some answers. It is important that you check the information as soon after leaving the household as possible as the longer you leave checking the information the more difficult it will be to go back to the household to collect missing information or reconcile inconsistencies.

To help you check the form there is a "critical items checklist" at the back of the questionnaire. This folds out so that you can go through the questionnaire checking the items off on the form at the same time.

The "critical items" are those considered "key" in the questionnaire. They will indicate if any sections have been missed, if skips have been correctly followed and whether there may be important information that is incorrect.

There is a brief description on the checklist to remind you what you should be looking for when you check each item. In some cases you will check the information in one question with that in another question or other questions. In these cases, the question numbers of both questions appear on the same line, e.g., 022:023:026.

If the question(s) checked seem to be correct or consistent, you should "✓" the box on the appropriate line under "For interviewer". If the information is missing or incorrect, put a "X" in that

OK

box. After going through all the critical items you will have to recheck those items with a "X" and go back to the household, if necessary, to collect missing information or to reconcile a particular problem.

Do not write anything under the columns marked "For supervisor". Your supervisor will later check the critical items for consistency.

B. CHECKS ON THE HOUSEHOLD SCHEDULE

Parts 1, 2 and 3 at
bottom of pages 2a/2b

Make sure that one of the boxes in each question has a "X". If not, you may have forgotten to ask for additional people in the household and you should go back and check.

006:007:008

If you have coded 2 in both question 006 and 007, you must have 9999 in question 008. If you have code 1 in either question 006 or question 007, you must have a legitimate duration in years or months in question 008.

016

Either "Yes" or "No" must be circled and, if "Yes", there must be an entry in the table. If neither is circled you may have missed this section. Check.

022:023:026

If you have codes 2, 3 or 4 in question 026 you must have 1 in either 022 or 023. If you have coded 2 in both questions 022 and 023, then the code in question 026 must be 1 or 5.

- 022:024** If there is an entry of 12 months or more in question 024, then there must be a code 1 in question 022.
- 030** Same check procedure as for 016.
- 044** Same check procedure as for 016.
- 051** Same check procedure as for 016.
- 058** Same check procedure as for 016.
- 063** Same check procedure as for 016.

C. CHECKS ON THE INDIVIDUAL QUESTIONNAIRE

- 101:005** These should be consistent. If not, you will have to check.
- 107:108** Check that only one level has a "X", i.e., one of codes 1-6. Check also for correct flow. If one of codes 1, 2 or 3 has a "X", the flow is to question 109. If one of codes 4, 5 or 6 has a "X", question 108 must be completed.
- 112-116** Check that these are complete in every questionnaire.
- Interviewer instructions after 116** Make sure that the correct skip instructions have been observed. If "No" is circled in both questions 115 and 116, there will be no entries in questions 117-120 and only the top line of question 121 should be completed. If "Yes" is circled in either or both questions 115 and 116, questions 117 to 120 must be completed before entering the life history table.
- 121:114** The information on the top line of question 121 must be consistent with that in question 114.
- 121** Must be completed for all those who replied "Yes" to one or both of questions 115 and 116.
- 122-125** Must be completed for all respondents. Make sure that the information is complete up to the current age.
- 122-124** Ensure correct completion of this block. Questions 123 and 124 must be completed for codes 01-05. Question 123 must also be complete for 08 (student).
- Interviewer instructions at top of page 20** Make sure the correct box has a "X". Check the number of locations against those recorded in question 121 and make sure that the correct skip instructions have been followed. More than two locations recorded in question 121 means that your first entry after the history was in question 127 and that questions 127-131 have been completed. Two locations only recorded in question 121 mean that you skip to question 131.
- Only one location recorded means that you completed question 126 and then skipped to section 11, page 24. If there has been some confusion here, you will almost certainly have to go back to the household to check on missing or incorrect information.
- Section 11** Check that questions 150 and 153 are complete for every activity.

146-156

Ensure that the correct skip instructions at the bottom of page 24 have been followed to question 146, that is, for codes 01-05 there are entries in all the columns of the table; for code 06 questions 149, 150 and 153 are complete; for codes 07, 09 and 10, questions 150 and 153 are complete; and for code 08 questions 147b and 149-153 are complete.

157

Same check procedure as for 016.

161

Check that this is complete for all respondents and that the correct skip pattern follows.

173

Check that this is complete for all respondents.

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

For further information on the comparative study project, contact: The Chief, Population Division, ESCAP, United Nations Building, Rajdamnern Avenue, Bangkok 2, Thailand.

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.