KINGDOM OF CAMBODIA
NATION RELIGION KING

Cambodia Living Standards Measurement Study – Plus 2019/20

Field Operational Manual for Enumerators & Supervisors

National Institute of Statistics
Ministry of Planning
Phnom Penh, Cambodia

INTRODUCTION TO THE PROJECT

The World Bank Living Standards Measurement Study (LSMS) program and the National Institute of Statistics (NIS) are collaborating on the design and implementation of the Cambodian Living Standards Measurement Study Plus (LSMS+) Survey.

The **LSMS+** project aims to improve the availability and quality of individual-disaggregated household survey data in 6 countries in collecting intra-household, sex-disaggregated household survey data following international best practices in questionnaire design and minimizing the use of proxy respondents while collecting personal information.

As of September 2019, the surveys directly supported by the LSMS+ include: **Malawi** Integrated Household Panel Survey, **Tanzania** National Panel Survey – Extended Panel, **Ethiopia** Socio-Economic Survey, **Cambodia** Socio-Economic Survey and the **Nepal** Living Standards Survey. The results from these LSMS+ surveys will generate operational guidelines on individual-disaggregated survey data collection in priority topics.

SURVEY PERIOD AND SAMPLE DESIGN

The survey will take approximately 3 months. The NIS will collect the required data by sampling 6 additional households in the 252 enumeration areas that are going to be visited during the period of October-December 2019 by the 2019/20 round of the Cambodia Socioeconomic Survey (CSES). The LSMS+ Survey sample will include a total of 1,512 households.

In each household, the LSMS+ Survey will survey all adult individuals (18 years and above) in private, on (i) ownership of and rights to selected physical and financial assets, and (ii) health, education, and employment (iii) migration and (iv) time use. In addition, at least one of the managers of each household off-farm enterprise will be interviewed as part of a module on household enterprises.

STRUCTURE OF THE QUESTIONNAIRE

The questionnaire has two parts. The first part is the **Household Questionnaire**. The second part is the **Individual Questionnaire**. The Individual Questionnaire will be administered to all adult individuals (18 years and above) in the household

The design of all questionnaire modules has been informed by the design of the questionnaire in other countries but have been adapted to the Cambodian context.

In Cambodia, each adult household member will be administered the LSMS+ Survey individual-level modules on ownership of and rights to (i) land, (ii) livestock, (iii) consumer durables and valuables, (iv) financial assets, and (v) mobile phones and valuables. The asset modules will ask separately regarding (i) reported ownership, (ii) economic ownership, (iii) documented ownership, (iv) perceived tenure security, and rights to (v) sell, (vi) bequeath, (vii) use as collateral, (viii) rent out, and (ix) make improvements/invest.

Field Staff Recruitment

To cover the additional workload brought on by the LSMS+ Survey, the NIS will integrate 2 additional enumerators (1 male and 1 female) in each of the 21 CSES mobile teams. The total number of additional LSMS+ Survey enumerators is 42.

Field Staff Training

The NIS will train the 42 LSMS+ Survey enumerators to carry out the fieldwork. The training, including formal classroom training and field practice, will last 14 days. Given the complexity of the data collection set-up and the sensitive nature of the material contained in the individual-level data collection, emphasis will be placed on content training, field practice, the use of the *Survey Solutions* computer assisted data entry application, and fieldwork preparations. Additionally, a training session will be held on (i) respondent sensitization, (ii) building rapport, (iii) avoiding conflicts at the household and community levels in the context of soliciting sensitive information, (iv) tips for scheduling one-on-one interviews and (v) soliciting information on hidden assets will be implemented.

Before each training session, you should study this manual carefully along with the questionnaire, writing down any questions you have. Ask questions at any time to avoid mistakes during actual interviews. Interviewers can learn a lot from each other by asking questions and talking about situations encountered in practice and actual interview situations.

Each of you will receive the following materials:

- Sample Household Questionnaire
- Sample Individual Questionnaire
- Interviewer's Training Manual

Each team will receive the following equipment:

- 2 Android Tablets
- 2 Android Tablet External Batteries

Please ensure that you bring these materials each day during training and to the field during fieldwork. During training, the questionnaire sections, questions, and instructions will be discussed in detail. You will see and have demonstration interviews conducted in front of the class as examples of the interviewing process. You will practice reading the questionnaire aloud to another person several times so that you may become comfortable with reading the questions aloud. You will also be asked to take part in role playing in which you practice by interviewing other trainees.

The training also will include field practice interviewing in which you will interview household respondents.

You will be required to check and edit the questionnaires just as you would do in the actual fieldwork assignments. During the training, you will be given TESTS to see how well you are progressing during your formal training period. The training you receive as an interviewer does not end when the formal training period is completed. Each time a manager meets with you to discuss your work; your training is continuing. This is particularly important during the first few days of fieldwork. As you run into situations you did not cover in training, it will be helpful to discuss them with your team member(s). Other interviewers may be running into similar problems, so you can all benefit from each other's experiences.

Fieldwork Implementation

One enumerator will be assigned to each LSMS+ Survey household for the household-level questionnaire. Individual-level questionnaires will be shared between enumerators so that male enumerators interview male respondents and female enumerators interview female respondents. During the fieldwork, the enumerators will sync their tablets daily, and the NIS will regularly monitor the completion and quality of data collection, and will handle the enumeration area and household assignments, as part of the *Survey*

Solutions system. Reports of detected errors will be shared with the NIS on a weekly basis for further review and discussion with the LSMS+ Survey field staff.

LIST OF HOUSEHOLD MEMBERS

Respondent: The enumerator must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the enumerator can contact another adult household member.

Column 1: It is pre-printed and is the "ID Number" or the "ID Code" of each household member. These ID Numbers will be used in recording answers to several questions throughout the Household Questionnaire. It is vitally important to record the same unique ID number (from col.1 of the List of Household Members) for each individual throughout the Household Questionnaire, when needed.

Column 2: The enumerator must ask the respondent about each individual being a household member. The ID numbers (in col. 1) and names of members (to be written in col. 2) will form the List of Household Members usually residing in the household. Ask the person interviewed the question: "How many persons usually reside in this household?" Then list each of these individuals down in the column 2 marked "Name of household member." Start with the household head, followed by his/her spouse and then list other members from the oldest to the youngest.

Only when you have finished with the list of all household members in this column, you can proceed with columns 3 to 14 about each individual. Ask questions in column 3 to 14 about the first person, and only when finished, go on with the second household member, and so on.

Column 3: Ask sex of each household member. Write code "1" for males and code "2" for females. It is important to ask the sex of the persons when information is being given to you by a third person. Bear in mind that some names can be misleading in this respect. For example, Vichet or Socheat can be used for a male as well as a female. For eunuchs and hermaphrodites write code "1".

Column 4(a-c): Try to get the exact date of birth for each person, and the correct birth dates for children less than five years of age is very important. If the date is not known, ask if the animal sign of the Buddhist/ Cambodian calendar is known. If the animal sign is known, then use a conversion table to calculate it into the Western date (Gregorian date). If the respondent doesn't know the animal sign, try to ask him/her to remember the age in uncertain cases by comparing or matching it to any historical event possible listed. Sometimes the respondent apparently remembers that, he/she/other household member was born in coincidence with the event (occur at the same time).

Note: Please write '-' in column 4a (day), '-' in column 4b (month) '-' in column 4c (year) if the respondent do not know "the day, month or year". This information would help in entering age in column.5.

Column 5 (a): For age in years, write '0' if a baby is less than 1 year. If the respondent has difficulty in answering the question, compute the person's age from the reported date of birth. Note that age should be in completed years, or age at last birthday. Write '-' if the respondent don't know the age or it is impossible to calculate the age.

Column 5 (b): Ask about birth certificate registered for children aged less than 5 years old, they are: infant aged less than one year (that is 0 year), child aged one year, two years, three years and four years. Noted that, birth registration is every important in basically strengthening the examination and evaluation mechanism on child's accessibility to getting birth certificate as well as helping them receive economic and social protection like getting access to education, food supply, supported grant, etc.

Column 6: In this column you will have to record the relationship to head of household. In the case of the head write code"1". For others write code of relationship to the household head (from code 2 to 15) as provided in details in the questionnaire.

Column 7: Ask whether the father of the individual you are asking about, lives in the household. If this is the case copy his ID Number in this column. If no, then write '-' which will indicate that the father doesn't live in the same household.

Column 8: Ask whether the mother of the individual you are asking about, lives in the household. If this is the case copy her ID Number in this column. If no, then write '-', which will indicate that the mother doesn't live in the same household. Note how the ID Numbers are repeated on this page. You must write the entries for each person against the same ID Number on each page.

Column 9: This question should be asked only about household members aged 13 years and above. Persons who have been widowed or divorced but remarried are to be recorded as currently married.

Note:

- "Never married", i.e. for those who have never entered into any form of marital union.
- "Married", will include those persons who are traditionally married or contractually married but not yet living as a husband and wife, even if a marriage is disputed in the neighborhood if the person concerned says he or she is married and is in stable de facto union.
- "Separated" will include both legal and de facto separations.
- "Widowed" or "divorced" persons who were widowed or divorced but have remarried must be recorded as married.

Column 10: This question should be asked only about household members who are "Currently married"/"Live together (code 1 in column 9)". Ask whether the spouse lives in the household. If this is the case copy his/her ID Number in this column. If no, then write '-', which will indicate that the spouse doesn't live in the same household.

Column 11(a-b): This question is asking about ethnicity including "Khmer" and other ethnic groups. See in the questionnaire.

Column 12 (a-c): In this question you should register any language spoken by each household member, excluding "Khmer". You can write up to 3 different languages. If the household member doesn't speak any other language, write '0' in the first column (column 12 a) and go on with next question. Note that for the children under two years old, the language they speak normally is the language of their mothers. If the mother died when the children was under 2 years old, so the language the children speak is a normal language usually used/communicated at home.

Column 13: This question is asking about the presence of each household member during the last week.

Column 14: This question is asking about the number of weeks where each household member was absent from home during the past 12 months. Note that, these two questions (Col.13 and Col 14) are very important and used to examine how the related questions regarding the absent household member's income and expenditure were recorded correctly or not in the diary sheet Form 4 (but this form 4 is excluded from the CSES 2016), in the section on food, beverage and tobacco consumption during the last 7 days and also relevantly recorded in the household questionnaire (Form 3).

Continue with the following household member registered in the list (Start with Column. 2).

Section 3: CHILDREN LIVING ELSEWHERE

Direct informants: Head of household or other informed adult household member(s).

Q1. The list should include all children of the head and/or spouse who are above the age of 15, are alive and do not live in the household, regardless of whether they have ever lived in the household or when they may have left.

The enumerators **MUST** list all relevant children of household head and spouse first in Q1, before recording answers for Q2 and on. The module **MUST** then be administered in its entirety **one individual/line at a time**, **NOT** ***page by page***.

Q**3.** Ask the gender of the child on whom information is being sought. Do **NOT** guess based on the name.
Q7. Refers to the current location of biological children living elsewhere.
Q8. This question determines the length of time that the child lived in the location reported in Q7. Record the unit and length of stay in the spaces provided. For example, if the child lived in the location reported in Q7 for 13 years, the length will be 13 and the unit will be 2 in Q8.

- Q6 and Q8 provide different information. Example: The son John (age 25) left the household in Poipet in 2004 to move first to Phnom Penh. He moved to Battambang, his current residence, in 2006. In this case, Q6 = 2004 but Q8: 4 years.

Q9. This question identifies the current activity status of the child. It is essential to identify whether or not the child is currently working, since **Q10** asks about the current main occupation for those that are identified as working in Q9.

- Handicapped refers to someone who was not working, not in school, not doing domestic duties, and is disabled/handicapped.

Q10. Main occupation is either the only occupation or occupation at which the child spends the most hours, if he/she is currently working at more than one job. For individuals with two occupations with same number of hours, the main occupation is the one that gives the largest income. If equal in number of hours and income, the one that the respondent considers as the child's main occupation should be noted.
Q11-Q14. These questions concerning the cash remittances sent to the household during the last 12 months.
Q15-Q17. These questions concerning the in-kind remittances sent to the household during the last 12 months.

Section 4: HOUSING

Respondent: The enumerator must contact the head of household to complete this part. If he/she is not at home then and only then try with his/her spouse. If both of them are absent, then the enumerator can contact another adult household member.

Question 1: Ask for the number of households residing in the same housing unit as their household.

Question 2: Enter the floor area occupied by the household in square meters, taking into account the number of floors in the building occupied by the household. So, if a dwelling has two floors and each floor has 100 square meters of space, and the household occupies all the rooms in this dwelling, then the total floor area occupied by the household is 200 square meters. If the respondent does not know the exact total area, ask for an estimate. The area under the house, separate toilet/kitchen/storeroom etc., outside the house should be excluded from the floor area.

Question 3: Ask the number of rooms in the dwelling unit that is used by the household. A room should have four walls with a roof and a doorway. It should be wide and long enough for a person to sleep in. In giving the number of rooms occupied by household you should exclude kitchen, store room, bathroom and toilet, which are not normally usable for living or sleeping. A room which is shared by more than one household will not be counted by any of them.

Question 4: Wall material: This question can be answered through observation, but, if in doubt, ask the person interviewed. For a two-storied house, especially in the rural areas, where the ground floor is used for poultry, grain storage, storage of farm implements etc. and the household lives on the upper floor, report the material used in walling the upper floor. If the household has more than one material of the wall, then write the most important one. The codes for wall materials are given in the questionnaire.

Question (5-6): Roof and floor material: The instruction for **Question 4** is valid for these questions. The codes for roof and floor materials are given in the questionnaire.

Question 7: Main source of lighting: Determine the type of lighting used in the household most of the time and give the appropriate code. The types of the lighting and their codes are given in the questionnaire.

> **Note**: City Power (Code 1) means electricity supplied by Electricity Department or any Agency. Generator (code 2) refers to private generator use by household.

Question 8: Ask for the main source of drinking water. The codes for response categories in water sources are detailed in the housing module of the household questionnaire.

> **Note:** Drinking water is defined as improved or unimproved drinking water. To get information if a household has access to improved or unimproved drinking water **it is very important** to follow the instructions given in the questionnaire and in the manual.
>
> A dug well can be an improved or unimproved water source. A **protected dug well** is an improved water source. To be **considered protected the dug well** needs to include **all** of the following:
>
> - lining
> - headwall
> - platform
> - cover
>
> If none or only some of these the dug well is unprotected.
>
> Rainwater can be improved or unimproved. For **improved rain water collection** the catchment tank needs **all** the following:
>
> - to be completely closed
> - to have a tap to withdraw water
> - to have at least 3000 litres capacity
>
> **See pictures in the Appendix G**
>
> Water from **pond, river or stream** can be fetched directly from the pond, river or stream or pumped to the house. There are two different categories in the questionnaire (code 6 and 7).
>
> Water **bought from tanker truck or vendor** can be brought home by the vendor (home delivery) or collected by any household member (code 10 and 11).

Question 16: Water charges last month: Write '0'if the household didn't pay anything. The water charge should be written in Riel's. If it is paid in dollar or other foreign currency, please convert into Riel's by using the market exchange rate fixed in last month (the month that the household paid the water charge). If the bill covers more than one month, divide the amount into monthly amounts. For example: The amount cover two month, divide the amount in 2.

Question 19(a-b): Report the toilet facility available inside the premises or in the area close to the dwelling, even if some members of the household use another facility. Toilet refers to any installation that is used for the disposal of human excreta. If the household do not have toilet facilities within the premises (code "7" = "None"), ask Q 19b about what toilet facilities outside of the premises that the household usually use.

Note: To get information on the household access to adequate sanitation it is very important to follow the instructions given in the questionnaire and in the manual.

Pour flush (or flush) is..............

Pit latrine is...............................

See the pictures in the Appendix

Question 20: Spent on sewage or waste water disposal last month. Write '0' if they did not spend any amount. The sewerage or waste water charge should be written in Riel's. If it is paid in dollar or other foreign currency, please convert those into Riel's by using the exchange rate fixed in last month (the month that the household paid for sewerage or waste water).

Question 21: Spent on garbage collection last month. Write '0' if they did not spend any amount. The charge for garbage collection is written in Riel's. If it is paid in dollar or other foreign currency, please convert it into Riel's by using the exchange rate fixed in last month (the month that the household paid for garbage collection).

Question 26: Fuel for cooking:

a. Type of fuel mainly used for cooking. If gases from animal enter code 8 (other) and specify.

b. If code "1" or "2" (Firewood or Charcoal) ask if the vendor bring it home (home delivery).

c. If no home delivery then asks which household members who are collecting or fetching firewood and/or charcoal. You can write up to 3 ID Numbers, if more than 3 ask for the three persons who are mainly responsible for collecting or fetching firewood or charcoal. Copy their ID Numbers from the list of household members (Initial Visit, Part A).

d. Ask how many hours per week in total all household members together spend on collecting or fetching firewood/charcoal. If less than 1 hour, write '0'.

Question 27: Spent on energy (including lights and cooking) last month: The charge for each energy item should be written in Riel's. If it is paid in dollar or other foreign currency, please convert those into Riel's by using the exchange rate fixed in last month (the month that the household paid for each item). Include the value of own production or received as payment in kind for work or as gift or free collection. Ask for each item:

a. How much did you spend on Electricity last month?
b. How much did you spend on Gas (LPG) last month?
c. How much did you spend on Kerosene last month?
d. How much did you spend on Firewood last month?
e. How much did you spend on Charcoal last month?

f. How much did you spend on Battery last month?
g. How much did you spend on other energy sources last month?

Notes that, for electricity the bill in Phnom Penh/Provincial towns can cover more than one month. I so, divide the amount into monthly amounts. For example: The amount cover two month, divide the amount in 2.

Question 28: If parents and adult children (e.g. son and daughter in-law) and the parents own the house enter code "1". The house is owned by persons in the household.

Question 29a: Rent paid last month. The payment for rented house should be written in Riel's. If it is paid in dollar or other foreign currency, please convert those into Riel's by using the market exchange rate fixed in last month (the month that the household paid for the rented house).

Question 29b: For households owned dwellings or not owned but no rent is paid, ask how much the households have to pay per month to rent a similar dwelling. The payment should be estimated in Riel's.

Question 30: Expenditure on maintenance and minor repairs of the dwelling during last month: Refer to the dwelling where the household usually is living (the same dwelling as in Q1). The expense should be written in Riel's. If it is paid in dollar or other foreign currency, please convert those into Riel's by using the market exchange rate fixed in last month (the month that the household paid for maintenance and minor repairs of the dwelling).

Note: Check over the sections completed to make sure that all questions have been answered properly. Make sure that all your handwritten responses are legible. Do not change any responses unless you ask the question again from the respondent. Also, if you find a missed question (other than those which were intentionally skipped), or you notice a confusing response, re-check it with the respondent.

Section 5: FOOD, BEVERAGE AND TOBACCO CONSUMPTION

Respondent: The household member who knows most about the consumption of food, beverages and tobacco in the last 7 days.

Q1: This question is asked to get the information whether the household has any economic activity (agricultural production, farming, producing goods, service etc.) This question is asked because we want to know whether to household has any economic activity. The expenditure for these activities should not be included in the expenditure/consumption asked in this module.

Reference period: The last 7 days.
You should help the respondent, by saying, for instance: "…. that is, since last Wednesday until yesterday…."

Column 1: It is a serial pre-printed number of food, beverage and tobacco.
Column 2: There is a list of items in Col. 2. For all items you must try to get the estimated quantity consumed by reading all the examples listed within bracket. Ask for the consumed quantity day by day during the last 7 days and add up to 7 days.
Column 3: Ask how much the household has paid in total (in Riel's) for the consumed quantity that is purchased in cash during the last 7 days, and then
Column 4: For the quantity consumed the last 7 days that came from own production, or received as payment in kind for work, or as gift, or free collection you should record an imputed value (in Riel's). Use the current market price to estimate the value.

Note:

- Ask for the consumed quantity for each day during the last seven days and add up to 7 days.

- Do not write down the estimate quantity of each group of items consumed in the questionnaire. You only record the value in Riel's of that quantity, separating what was purchases in-cash, and what was received in different ways (own production or received as payment in kind for work, or as gift, or free collection).

- Any consumption of food, beverage, and tobacco that the households give to the animals or use for other economic activity/business purposes during the last 7 days will not be included in this section, because they will be asked in the livestock section and economic activities.

Section 6: RECALL NON-FOOD EXPENDITURES

Respondent*:* The household member who knows most about the household expenditures on non-food during the indicated time periods (reference period).

Column 1: It is a serial pre-printed number of non-food expenditures.
Column 2: There is a list of items in Col. 2. For each item (each line) you must try to get the value spent by the household during the reference period (see column 3) by reading all the examples listed within bracket.
Column 3: Reference period: The last month, last 6 months or last 12 months.
Column 4: Ask how much the household have spent in total (in Riel's) for each item that is purchased in cash.
Column 5: For items that the household has spent in kind or as gift given away you should record an imputed value (in Riel's). Use the current market price to estimate the value

Note:
- For the reference period, you record the value the household had spent in Riel's of each item, separating what the household had spent in-cash, and in kind or gifts that has been given away.

- Any household's expenditure on economic activity/business purposes during the reference period should not be included in this section, because it will be asked in section 5 −Economic activities.

Section 7: HOUSEHOLD ENTERPRISES

Household business or enterprise is an organized commercial activity, a commercial establishment, owned and managed by household members. It can be very informal and have no hired labor or formal registration. For instance, non-agricultural one-man operations providing goods/services for various different non-household members/groups, i.e. working independently on their own-account, **MUST** be classified as household enterprises.

This module collects detailed information on the ownership and operation of any income–generating enterprises by the survey household that were in operation over the past 12 months. ***The main criterion for an enterprise to be listed in this module is that it operated at some point over the past 12 months, including those that operated over the past 12 months but are closed temporarily or permanently as of***

the interview date, and those that may not have operated full-time every month over the past 12 months. In fact, the module is interested in capturing seasonality in business activities, i.e. the fact that the nature of some businesses leads owners not to operate continuously throughout the last 12 months.

Each row of the module on the questionnaire represents one household enterprise. Household non-agricultural income-generating enterprises include those that produce or trade goods or services, including owning a shop or operated a trading business, no matter how small. Enterprises might include, for example, making mats, bricks, or charcoal; working as a mason or carpentry; firewood selling; metalwork; tailoring; repair work; food processing, fish marketing, petty trading and so on. Although you **MUST NEVER** list ***household farms*** in this module, you **MUST** list household enterprises based on post-harvest processing and trading of own-produced agricultural by-products, such as starch, juice, beer, jam, oil, seed, bran, etc... AND household enterprises based on trading of agricultural crops purchased from non-household members.

Q1 – Q8. These are filtering questions for the entire module. If no member of the household operated a non-agricultural income-generating enterprise during the past 12 months, the rest of this module is skipped.
Q9. All enterprises **MUST** be listed here first, and then go **one enterprises at a time**, **NOT** ***page by page***.
• The description should be short and succinct (to the point), sufficient to inform HQ in what sort of industry the enterprise should be classified. Examples include:

- vegetable seller in market
- bicycle repair
- furniture or coffin making
- used clothes trading

Q10. There must be at least one person listed as a manager. If there are more than two managers in the household, record the two who are most engaged in the business operations.
Q11. ***The LSMS+ project requires that the respondent for each enterprise MUST be one of the managers of the enterprise. The enumerator must put their best effort into interviewing the manager(s) before reverting to a proxy respondent.***
Q12. There must be at least one person listed as an owner. If there are more than two owners in the household, record the two who have most authority in the business. You **MUST NEVER** assume that the owner and the manager of the household enterprise will be the same person.
Q14. Indicate the share of profits kept by the household rather than the other owners outside the household. Try to assist the respondent without giving them leading answers. This is not an easy question as it requires an estimate from the respondent.
Q15. Ask the respondent to provide the month and year when the enterprise first started.
• If the enterprise stopped its operations briefly and restarted, the date should be the one when the enterprise **FIRST** started operating. Do NOT record the date when it was restarted after a brief period of inactivity.
Q16. Start-up capital is wealth in the form of money or property that an individual or partners have accumulated in order to cover the costs of setting a business in operation

- The main source of funds used to start up the household enterprise, if there are multiple sources, is the source from which the largest amount of money was obtained. Record maximum of two sources and rank them.
- Note that a 'loan' needs to be formally repaid, while a 'gift' does not.
- 'Sale of assets owned' means that the owner sold some item of value in order to obtain the money needed to begin the household enterprise is engaged.

Q17. Information is sought here where the enterprise is located. Ask the respondent where the business takes place. If the business may have moved temporarily, inquire about the usual place of business.
Q20. Information is sought here on who makes use of the services and/or good provided by the household enterprise.

- 'Final consumers' would imply that the enterprise is retail-oriented.
- 'Institutions' would include schools, hospitals, prisons and the like.

- ‘Manufacturers’ would imply that the enterprise provides unfinished products or raw materials to other enterprises, who use them as part of the process of creating a final product for the market.

Q21. If the respondent does not know if the enterprise is registered with the Ministry of Commerce. ***Avoid excessive probing on this question which may unnecessarily cause worry for the respondent.***

Q23. Information is sought whether and in which months the enterprise operated for the past 12 months. For the successful administration of the question, you **MUST** mark the beginning and end of the 12-month period of interest. For each month in turn, starting with the most recent month, you **MUST** inquire about whether the enterprise was operational.

Q25-29. These questions concern the last month of operation in the past 12 months. Last month of operation in the past 12 months **DOES NOT** have to be the same as the ***last calendar month*** during which the enterprise may not have operated.

SECOND TABLE: EXPENSES ON THE ENTERPRISES / BUSINESS ACTIVITIES

In this table you have a list of 21 different expenses-items, and then you have 5 columns, one for each enterprise listed in the previous table. In each column (that is for each enterprise) ask the expenses for each of the 21 items. Write "0" if no expenses for any of them.

Note: These expenses are only related with the business/enterprise, not with the household. Line Nº 22 is to register the total from line (01-21).

Note: Be extremely careful in writing the expenses for:

1. Enterprise Nº 1 from the first table, in Col.3
2. Enterprise Nº 2 from the first table, in Col. 4
3. …………………………………………......

5. Enterprise Nº 5 from the first table, in Col. 7. If more than three activities run by the household – use two extra pages attached in the questionnaire.

Try to separate expenses by each enterprise. Do not mix the expenses!

THIRD TABLE: INCOME FROM THE ENTERPRISES / BUSINESS ACTIVITIES

In this table you have a list of 20 different income-items, and then you have 5 columns, one for each activity listed in the previous table. In each column (that is for each enterprise) ask the expenses for each of the 20 items. Write "0" if no expenses for any of them.

Note: This income is only related with the business / enterprises. Line Nº 21 is to register the total from line (01-20).

Note: Be extremely careful in writing the income from:

1. Enterprise Nº 1 from the first table, in Col.3
2. Enterprise Nº 2 from the first table, in Col. 4
3. …………………………………………..

5. Enterprise Nº 5 from the first table, in Col. 7.

If more than three activities run by the household – use two extra pages attached in the questionnaire.

Try to separate income by each enterprise. Do not mix the income!

Note: After you have asked about expenditure and income, **check the consistency between expenditure and income.**
Pay also special attention
- to high amounts, with many "Zeros", so the correct digits are reported
- when total expenditure is much higher than total income.
Ask again if you are not sure that you have reported correct amounts in the table.

Section 8: LAND OWNERSHIP AT THE HOUSEHOLD -LEVEL

Respondent: The respondent identification is the identity of the person responding for the respective parcel, recorded from the household roster. The respondent should be the most knowledgeable household member for each parcel. Therefore, the respondent may differ for each parcel.

The optimal respondent should be identified through a discussion amongst the enumerator and all adult members of the household (or as many as possible) prior to beginning the module. During this meeting, the roster of parcels should be completed and the optimal respondent identified for each.

Definition: A **parcel** is any piece of land, of one land tenure type, entirely surrounded by other land, water, road, forest or other features not forming part of the holding or forming part of the holding under a different land tenure type.

Q1: This is the screening question to determine whether any member of the household uses, owns, or has use rights to any parcel, either exclusively or jointly with someone else. Apartment/condos are units in buildings that are not associated with any parcel.

Q2: The roster of parcels should contain all parcels for which any household member(s) holds use rights or owns at the time of the interview. The first parcel listed should be the parcel on which the household resides. The parcel name must be unique to each parcel, as it will be used to refer to the specific parcel throughout the remainder of the module. And in the individual-level land module each adult in the household must be able to clearly understand the parcel under discussion.

Q3: This identifies how the household acquired the parcel of land.

Q4: Here we are trying to get at the legal tenure status of the parcel, as reflected in the official categorization of the Cambodian Constitution. These categories regulate formal property rights. It may be necessary to read the responses to the respondent in order for them to understand.

Q5: Identify if the dwelling lies on this parcel.

Q6-8: These questions pertain to the use of the land. In some cases, such as when land is rented out, the actual use may not be known, hence the inclusion of the “Don’t Know” response. However, wherever possible, the actual *use* of the land should be recorded.

Q9: Ask the respondent to estimate the area of the agricultural parcel. Record the response in the unit that they provide to you.

Section 9: LIVESTOCK OWNERSHIP AT THE HOUSEHOLD-LEVEL

Respondent: The respondent should be the most knowledgeable household member regarding livestock owned by the household. The optimal respondent should be identified through a discussion amongst the enumerator and all adult members of the household (or as many as possible) prior to beginning the module.

Q1: This is the screening question to determine whether any member of the household owns any livestock, either exclusively or jointly with someone else. Note that someone may own livestock that is not kept on the premises; the livestock may be in another location in the care of a caretaker. All livestock present at the farm or away should be counted. Also note that livestock does not include pets. Ask Q1 for all categories of livestock listed before proceeding to the remaining questions in the module. If nobody in the household owns **any** of the categories of livestock listed, skip to section 11.

Q2: Record the total number of animals of each category of livestock owned by any member of the household. Again, this includes all livestock present at the farm or away.

Section 10: CONSUMER DURABLES OWNERSHIP AT THE HOUSEHOLD-LEVEL

Q1: This is the screening question to determine whether any member of the household owns any consumer durables, either exclusively or jointly with someone else.

Q2: Record the total number of items of each category of durable owned by any member of the household.

INDIVIDUAL-LEVEL MODULES

Respondent: The remaining modules are administered **separately and alone** to all adults in the household 18+ years and above (including household heads and spouses that are less than 18 years of age). Some of the questions are sensitive and we must make sure respondents feel comfortable responding honestly especially to questions on ownership and rights.

Enumerator: Male enumerators will interview male respondents and female enumerators will interview female respondents.

Interview Setting: Present questions in such a way that the respondents feel comfortable sharing any hidden assets (do not sure hidden assets terminology) DO NOT SHARE INFORMATION FROM THESE CONFIDENTIAL INTERVIEWS WITH OTHER HOUSEHOLD MEMBERS OR NON-HOUSEHOLD MEMBERS. The last question of each section asks the enumerator to enter the appropriate code for the ability of the respondent to be interviewed alone (without other household or non-household members present). Although the module should be administered while the respondent is alone, please answer this question truthfully in case it was not possible to administer in private.

Logistical Considerations:

Approaching communities & respondents: clearly communicating objective of the survey

Scheduling interviews: The two enumerators must strategically plan the best timing for scheduling interviews with all adults in every household. After the selection of the LSMS+ households they should identify the number of eligible adults in each household and the gender composition to determine workload. Individual interviews should not all be saved for the last day in the EA, but should be conducted throughout the days in the EA.

Administration of questionnaire in CAPI: CAPI will feed forward the parcel, apartment, livestock, and durables rosters built at the household-level to the individual-level modules.

Section 11: EDUCATION AND LITERACY

Column 1: It is pre-printed and is the "ID Number" of each household member.

Column 1b: Note down the ID number of responding household member. (E.g. if the head of the household "ID number 1" is responding for the a child between 3 - 6 years of age with "ID number 5" then note down "1" in col. 1b for "ID number 5". If the child is responding by itself then note down "5" in col. 1b).

> **Note**: The **ID Numbers** are repeated on this page. You must write the entries for each person in this section on the line with the household members ID Number from the household list. There will be some empty lines for those household members that are less than 3 years, i.e. persons who do not correspond to the age-range defined for this section. **It is vitally important to record the information about a person after the same unique ID number (from column 1 of the List of Household Members: Initial visit, Part A).**

Column 2: Ask whether the person you are asking about can read a simple message, **in any language**. Enter code "1" (Yes) for persons who know how to read a simple message even if they can no longer do so because of some physical defect or illness (e.g., blindness). Also enter code "1" for a blind person who can read using the Braille script.

Column 3: Ask whether the person you are asking about can write a simple message, **in any language**. Enter code "1" (Yes) for persons who know how to write a simple message even if they can no longer do so because of some physical defect or illness (e.g., blindness). Also enter code "1" for a blind person who can write using the Braille script.

> **Note**: Literacy is the ability to read and write with understanding in any language. A person is literate when he/she can both read and write a simple message in any language or dialect. A person who cannot both read and write a simple message is considered illiterate. Also to be considered as illiterate is that person who is capable of writing or reading only his/her own name or numbers, as well as persons who can read but not write, or vice versa.

Column 4: Ask each household member whether he/she attended or not attended school. School can be public or private institution that everyone may have access to study through educational/academic system.

Column 5: Number of years that each household member has attended school. This question is important to cross-check the consistency with question in Col.6 asking about the highest level completed.

Column 6: Highest level of education **completed** by each household member. The codes in details:

98 = Don't know

88 = No class completed
00 = Pre-school/Kindergarten
01 = Class one
02 = Class two
03 = Class three
04 = Class four
05 = Class five
06 = Class six
07 = Class seven
08 = Class eight

09 = Class nine completed without certificate
10 = Class ten
11 = Class eleven
12 = Class twelve completed without certificate
13 = Lower education certificate (Diploma)
14 = Higher education certificate (Bac II)
15 = Technical/vocational pre-secondary diploma/certificate
16 = Technical/vocational post-secondary diploma/certificate
17 = College/university undergraduate, but no degree
18 = Bachelor's degree (B.A, BSc, etc)
19 = Master's degree (M.A, MSc, etc)
20 = Doctorate's degree (PhD)
21 = Other (specify)

Note 1: If the person is a child currently going to school, then the highest level completed is what he/she completed last school year. Let's say he/she is currently in 4^{th} grade, then the last level successfully completed is 3^{rd} grade.

An exception is university undergraduate. They have completed one or more term/year exam but do not yet accomplished a degree. Then note down code "17".

Note 2: For children who failed their final examinations during the last academic year, the highest grade level successfully completed may have been completed **more than one year ago**.

Note 3:

- The classes of old school system are different from the new school system. For instance, the class one was called class 12, the class two was called class 11, etc. In this case, the enumerator should note that, the class one in the old school system is equivalent of class 12 in the new school system, the class two in the old school system is equivalent of class 11 in the new school system, etc,………….. and the class 12 in the old school system is equivalent of class one in the new school system.

- On the other hand, since 1979, the classes in the primary school are continuously changed. From 1979 up to around 1987, the "primary level" completed was class 4, it was class 5 until around 1997, and since 1998 is class 6.

- Compare the entry in Col.6 with the entry in Col.5 to see that they are consistent. If the entries are not consistent, please ask the respondent to clarify.

Column 7: Currently attending school. By **current**, it means attendance in school during this semester or school year.

Note: If the child is on holidays, he/she is considered being in the school system.

Column 8: Current grade in the school system. The codes in details:

00= Pre-school/Kindergarten
01 = Class one
02 = Class two

03 = Class three
04 = Class four
05 = Class five
06 = Class six
07 = Class seven
08 = Class eight
09 = Class nine
10 = Class ten
11 = Class eleven
12 = Class twelve
15 = Technical/vocational pre-secondary diploma/certificate
16 = Technical/vocational post-secondary diploma/certificate
17 = College/university undergraduate studies
21 = Postgraduate studies

Note:

Note that the codes to be entered in Col. 6 & Col. 8 will be generally different and never lower. For a student currently studying in class nine, the entry in Col. 6 (completed level) would be 8 but the entry in Col. 8 would be 9.

Column 9: Public or private school. A **public school** is a Government (Community)-owned or -operated school, while a **private school** is one operated or owned by a non-government entity, including religious denominations, missionaries, private individuals or companies and NGOs. Schools running by pagodas should be treated as public. Noted that, for a public or private school is referred to any household member who is currently attending class 1 or higher classes (code 1 and code 2). But for another household member who is currently attending pre-school/kindergarten should use code 3 to code 8.

Column 10: Private lessons that each household member is taking **after school**, for example: languages, math, science, music, sports, computer classes outside the formal school system, etc. After completing this question, go on with Col. 12, and leave Col. 11 blank.

Column 11: Reason why not attending school. This question is asked for household members that is **below 18 years of age**. Note that this question is applicable to individuals who have attended school in the past ("Yes" in Col. 4) but are not currently in school system ("No" in Col. 7), **and** individuals who have never attended school ("No" in Col. 4). If more than one reason, ask for the most important reason for not attending school.

Column (12-14): Ask each household member whether he/she ever attended non-formal education and currently is attending non-formal education or not. Types of non-formal education are described in detail in the questionnaire (Col.14 from code 1 to code 6).

Column 15 a: This question is asked to know if the person attended school (included non-formal class) the past school year. You should help the respondent identifying the past school year: "that is for example since **early October 2014 until mid-July 2015**" or say in a simple way its duration is considered by starting **from the reopening of classes in 2014 until the school vacation** (a period of the years when schools in Cambodia are officially closed) **in 2015**. Next questions about educational expenses are asked for the past school year. If a person is currently in school system **it is not sure** that he/she attended school the past school year.

Column 15 b: This question is asked to each household member about the level that he/she had attended in the last school year. This question is very important and lets us have calculated a number of key education indicators such as:

- ✓ Promotion rate
- ✓ Repetition rate
- ✓ Dropout rate
- ✓ Survival rate
- ✓ Completion rate
- ✓ ....etc.

Column 16 (a-h): Educational expenses should be asked to all persons that attended school the past school year, even if they are not currently in school system. Ask for the expenses on the different items listed in Cols 16 (a-g) during the past school year. The expenses on different item should be recorded in Riels. If it is in dollars or other foreign currencies, please convert them into Riels by using the market exchange rate fixed during the past school year.

Note 1: If the interview takes place (for example) in January 2015, then the past school year is from early October 2014 until mid-July 2015, or if the interview takes place in October 2016, then the past school year is from early October 2015 until mid-July 2016. It should be the last completed school year.

Note 2: If you cannot separate the educational expenses into the categories, please write the total amounts of all categories in Col. 16h. However the enumerator has to try the best to get the expenses into detailed categories as required. By doing this, it will provide more accurate expenses on the past-year education system.
It is also noted that, all education expenses for the past school year should include the expense on non-formal education and private lesson if he/she has attended.

Section 12: HEALTH

Note: Ask all household members about illness and expenditure on health care in the last 30 days.

Column 1: It is pre-printed and is the "ID Number" of each household member.

Note: You must write the entries for each person on this section against the same ID Number from the household list. It is vitally important to record the information about a person in front of the same unique ID number (from Col.1 of the list of household members: Initial visit, Part A)

Column 2: Ask if the household member you are asking about is sick, has an illness or injury now or at any time in the last 30 days.

Illness: For the purpose of this survey, any short-term or long-term health problem such as a sickness, injury, or a pregnancy related problem is defined as illness.

Column 2a: Ask what kind of illness the person has had in the last 30 days. If more than 1 ask about the main presenting ("most important"). If injury, leave blank.

Column (4-5): Refer to the last 30 days. Ask if the household member was so ill that he/she could not do his/her usual activities. For small children/old persons that don't have any usual activities there is a special code (code 3 in col. 4). Also ask the number of days that he/she stopped doing usual activities (col. 5).

<u>Column (6-8)</u>: Refer to the last 30 days. Ask if advice or treatment was sought for this illness/injury (in col. 6). Then you ask if there has been any other reason to go to health facility or seek health care (in col.7). The first 3 codes in col. 7 are valid only for women. Code 5 means health checks for students, for work, HIV before marriage etc. Finally ask how many times he/she sought health care in the last 30 days. Include doctors/nurses that come to the village/household on request of the government (commonly go to the remote areas).

<u>Column 9(a-b)</u>: Ask for the **first provider** consulted for the person's health problem (col. 9a). If health care was sought more than one time (more than 1 in col 8) ask for the **most recent provider** that was consulted (col. 9b). The codes for provider are listed in the questionnaire.

Column 9(c-d): Ask whether the person who was ill was hospitalised or not. If the person was hospitalised then ask for how many days she/he was hospitalised the last 30 days.

<u>Column (10-11):</u> Ask how much was spent **on transport to go and return** from any health provider in the past 30 days (in col. 10). In col. 11 you ask how much in **total spent on treatment**. Expenditure should include travelling cost overseas for treatment. Write "0" if no expense.

<u>Column 12(a-c):</u> Ask how the sick person's treatment was financed. Enter up to the three financing sources with the highest amount on health care. The financing sources are as follows:

1 = Household income
2 = Savings
3 = Borrowing
4 = Selling assets
5 = Selling household production in advance
6 = Other source (specify)

<u>Section 13: MIGRATION</u>

This module collects information on population movements at home and abroad. Through the information we collect, we aim to build a migration story. The migration module consists of parts **A: Internal migration of household members** and **B: International migration of household members**. The questions are identical except that in part A you will record migration episodes within Cambodia and in part B you will record migration episodes abroad.

The instructions below apply to Part A and Part B. Both sections consist of two sub-sections: the most recent migration (questions 4 to 11) and the first migration episode (questions 2, 12-22). <u>Most recent migration</u>: Attention, it is the last migration of a person, if he has migrated more than once.

Q1: For persons who answered "no", i.e. marked 2 in question 1, no questions are asked from 2 to 22, but are passed to question 23.
Q5-6: Provide information on the province/district, or country in which the person migrated the last time and how long the person was there.
Q7-10: Occupation of and hours worked in the main job. (See employment manual)
Q11: Provide the answer to the <u>main</u> reason for this return.
Q12-18: The information gathered in this part of the section on the <u>first</u> migration is the same as the information collected about the <u>last</u> migration in questions 5-11.
Q19-22: These are additional questions about the first migration episode. The person specifies the main source of information to go to and / or find work in this latest migration, the main source of funding for this last migration.
Q23-24: relate to whether the person has any plans to migrate again within the next year, and if so, where.

Section 14: EMPLOYMENT

Note that the recall period changes through this module.
The reference period for **Q3-7** is the **LAST 12 MONTHS**.
The reference period for **Q9-22** is the **LAST 7 DAYS**.
The reference period for **Q24-25** is the **LAST 30 DAYS**.
The reference period for **Q28 - Q61** is the **LAST 12 MONTHS**.

Q6 & 15. Farming activities should capture ALL activities between land preparation and planting and crop harvest, as well as post-harvest activities tied specifically to the **own farm operations** and the specific products that are produced on the household farm, which includes processing and marketing of own products. **Livestock activities** should capture ALL activities associated with keeping and raising livestock (including work animals) as well as production and marketing of livestock and livestock products. **Fishing activities** should capture full-time fishing, part-time fishing, fish-processing and fish trading.

Q10-17. These questions ask about time spent on some economic activities, and the recall period is the **LAST 7 DAYS**. These questions may require making some calculations. If the respondent cannot remember the number of hours over the past 7 days, ask for the number of hours in one day and ask how many days the task was done. Then multiply the number of hours by the number of days to get the total number of hours for the last 7 days.

Q19-27. These questions concern individuals who did not engage in any activities during the **LAST 7 DAYS**.

In this module, from **Q28** and on-ward, detailed information is collected about the main and secondary jobs. These questions concern **wage** employment.

- Farming land that is owned or rented is **NOT** wage employment.

Q30. Occupation. The main employed occupation over the past 12 months is either an individual's only occupation **OR** the occupation that the respondent worked the most hours, if the respondent worked at more than one job. For individuals with two occupations with the **same number of hour**s, the **main employed occupation** is the one that **gives the largest income**. If equal in number of hours and income, the one that the respondent considers as his or her main occupation should be noted.

Occupation refers to the kind of work the person does or the kind of the work he/she did, when he/she was working. This question is to enquire specifically about the nature of the job he/she is doing most of the time in the last 12 months. **If the person uses vague answers such as Civil Servant, Businessman, or 'Laborer', ask him/her the exact type of job he/she did most of the time, and then write the occupation in the space provided.** The occupation will best be described by such job titles as teacher, driver, cook etc. Try to get comprehensive answers, for example, it is not enough for a respondent to inform you that he/she is a teacher. Probe to find out if he/she is a primary or secondary school teacher etc. Record secondary school teacher or whatever the case maybe.

Q31. **Industry/Main Products/Services.** This question is to determine the economic sector in which the respondent works. Write a description of what the establishment where the respondent worked does.

- Industry refers to the activity of the establishment in which an individual works at his or her occupation. An industry is usually identified on the basis of the nature of the goods and services produced.
- Do **NOT** write the exact name of the company or the institution, except for those individuals who work for government ministries, or official/ public organizations.
- Do **NOT** write a generic description such as "workshop", "industry", "factory", etc. since **this would not provide enough descriptive information**.
- If the place where the person works produces more than 1 item (such as a factory that produces two different items) list the main/primary item produced.

Example: A person may be an accounts clerk and employed by a dairy farmer. His occupation is 'Accounting Clerk' but his industry is 'dairy farming'.

Q40-41. Last payment for wages/salary. For a job that was recently started and no payment has been received as of the interview date, the respondent should provide information on the expected payment instead.
Q40-42. Q40 & Q41 ask about the last payment for wages/salary paid for the main job in the last 12 months, while Q42 asks about allowances and gratuities, which include allowances and per diems paid to business employees and civil servants for costs related to travel, fieldwork, workshops, and the like.

- The amount reported in **Q42** should include hotel accommodation payments directly made by the employer on behalf of the employee, if any.
- In estimating the value of in-kind allowances or gratuities in **Q42**, the respondent should estimate what he or she would have paid for the item, had they purchased it in the market.

Q45–61. The questions on the secondary job questions are the same those for the main job.

Section 15: TIME USE

This section is a **1-Day Time-Use Diary** to capture a detailed accounting of respondent's activities such as house chores, agricultural activities, etc. from morning of yesterday (a day) prior to the day of interview, and up until morning of the day of interview. The interviewer should:

1. Record the time use for each adult individual on the Time Use sheet template provided
2. Insert (at a later time) the time use recorded on the sheet into the CAPI questionnaire. It is advisable to do so immediately after you complete the interviews for the that household before moving to a new and subsequent household.

Please use the date indicated on the CAPI questionnaire to implement the time use diary.

Read the paragraph below to the respondent and then, follow-up with the questions afterwards.

Now I would like to ask you about how you spent your time during the (DAY) day. We will begin from yesterday morning, and continue through to this morning. This will be a detailed accounting. I'm interested in everything you did (i.e. resting, eating, personal care, work inside and outside the home, caring for children, cooking, shopping, socializing, etc.), even if it didn't take you much time.

Q1: Ask the respondent what time s/he woke up yesterday. Record the wake-up time in the box provided on the right. Usually, a farmer would know what time s/he woke up because it almost often the same time every day.
Q2: Ask the respondent what time him/her went to sleep yesterday. Record the bedtime in the box provided on the right.

The questions Q3 to Q9 will guide you to fill in the time use diary of each respondent. use the time-use diary chat/table provided as a guide to record the main (primary activity) and simultaneous activity, respectively. For each activity, enter the respective activity code under the time box created at 15 minutes interval. For example, if the respondent prayed between 5 and 5:30AM yesterday, the first two boxes between 5AM and 6AM would be coded "O".

Q3: Ask the respondent what was the first activity s/he did in the morning yesterday. Examples of such activities can be "I said my prayers", "I brushed my teeth" or grooming, etc. The responses here should be categorized under the options listed in the daily ACTIVITY CODES. For example, praying would fall under the "Religious activity category" (O) while brushing of teeth will fall under the "Personal daily activity" (A).

For questions (Q4 & Q5) and (Q7-Q9),
Another example: If the main activity of tilling the ground (agricultural work on plot—D) was done between 8am and 12pm, interviewer will select activity code (**D**) in the "Primary activity box from 8am to 12pm in the diary table provided. In addition, assuming the manager was simultaneously watching over a child s/he brought to PLOT, the code (**B**) will be selected into the "Simultaneous activity" boxes in the same period.
Q4: This question asks at approximately what time the respondent started the MAIN ACTIVITY. The main activity is selected from the categories of activity code provided. This question, in combination with Q5, should be used as a guide to fill-out the diary provided.
Q5: This question asks approximately how long the respondent spent doing the MAIN ACTIVITY. That is, approximately how many minutes or hours did you spend on the MAIN ACTIVITY? This question in combination with Q4, should be used as a guide to fill-out the time-use diary table provided.
Q6: This question wants to know if the respondent was doing anything else while s/he did the MAIN ACTIVITY, including watching children. That is, was the respondent performing a SIMULTANEOUS ACTIVITY alongside the MAIN ACTIVITY? The aim of this question is to assess if the respondent had divided attention while working on the main activity. If "YES" to Q7, follow the **Guideline** examples above to fill-out Q8 and Q9, respectively.
Q7: If respondent was doing anything else while doing the main activity, what other activity was s/he doing alongside the MAIN ACTIVITY? Select the other activity from the category of activities provided. In combination with Q9 (timing of activities), use this question Q8 as a guide to fill-out the diary provided.
Q8: Ask for how long the respondent spent doing SIMULTANEOUS ACTIVITY while doing the MAIN ACTIVITY. That is, how much time was spent doing the other activity while simultaneously doing the main activity? In combination with Q8 (type of activities), use this question Q9 as a guide to fill-out the diary provided.
Q9: Ask for what the respondent did after the MAIN ACTIVITY. This will enable the respondent to move to the next activity

Note: REPEAT Q4-Q9 UNTIL RESPONDENT INDICATES THAT S/HE WENT TO BED FOR THE NIGHT

Section 16: LAND OWNERSHIP AT THE INDIVIDUAL-LEVEL

All parcels rostered in Section 8 are fed forward to each individual interview in Section 16. The parcel name, use, and acquisition status are intended to assist each respondent in identifying the parcel of land under discussion.
Q1: This is the screening question to determine whether the respondent uses, owns, or holds use rights to each of the parcels, either exclusively or jointly with someone else. The enumerator asks the respondent specifically "do **you** use, own…" for each parcel owned by the household. The module must be administered one parcel at a time.
Q2-4: Reported Ownership This is the screening question to determine whether the respondent owns each of the parcels, either exclusively or jointly with someone else. If the answer to Q2 if "yes" and they record that it is jointly owned in Q3, then record up to 3 additional household members as joint owners and the number of outside males and number of outside females. We will be asking additional information about ownership, so the owner in this question is not necessarily the person who is listed on the title as the owner. We want the person or people within the household and outside the household who claim ownership.
Q5-6: Documented Ownership We are asking whether there is an ownership document for the parcel of land and what type of document it is. It may or may not have the name of someone in the household on it.

Q10: Indicate whether the respondent was able to produce the ownership document for confirmation purposes by entering the appropriate code. It is critical that the enumerator does their best to view the document, but also must respond truthfully.
Q11: Right to sell First identify if the respondent has the right to sell the parcel even if he or she needs to obtain the consent or permission of someone else. If the respondent does not have the right, skip to the next question. Then enter '1' if this person needs the permission or consent of someone else to bequeath the dwelling and plot of land or '2' if the person does not need permission/consent. If '1', enter the ID code(s) of the person(s) from whom permission/consent is needed. Record up to 3 additional household members with the right. The number of outside males with this right and the number of outside of the household females with this right are also listed.

The individual providing permission/consent to the respondent to exercise a particular right is the individual that has the final say/veto power in whether that particular right (e.g. selling a parcel) can be exercised by another individual.

The individual seeking permission/consent from another individual to exercise a particular right is the individual that CANNOT act on his/her own AND that needs to receive authorization from another individual to exercise a particular right.

One individual member simply informing another individual of his/her plans to sell, rent out, use as collateral or make improvements in a parcel is NOT the same as seeking permission!

Q12: Right to bequeath When an owner(s) bequeaths an asset, it means that he/she has the *de facto* ability to transfer rights to the parcel either in life or in death**.** See further instructions in Q11.
Q13: Right to Use as Collateral When an owner(s) uses an asset as collateral, it means that he/she provides the asset as a security/guarantee for obtaining loans or other obligations. See further instructions in Q11.
Q14: Right to Rent Out When the owner(s) rents out an asset, it means that he/she bestows the use rights of the asset onto another person(s) for a specific period of time, in return for cash or in-kind benefits. See further instructions in Q11.
Q15: Right to Make Improvements/Invest See further instructions in Q11.
Q17-19: Decision-maker(s) for plots Ask the respondent if they are among the decisionmakers for the parcel about the timing of crop activities, crop choice and input use. First identify if the respondent would be among those deciding about the timing of crop activities, crop choice and input use on any part of the parcel and, if so, they should list up to 3 additional household roster IDs and the number of outside males and the number of outside of the household females that would also be among the decisionmakers.
Q20-21: Real estate market Ask whether land owners sell or rent out dwellings in and around the community and if the respondent is informed regarding the value of recent sales of dwellings or rental transactions. Enter the appropriate code.
Q22: Value of parcel Ask the respondent to estimate in Cambodian Riels how much could be received for the parcel if it were to be sold today. The estimate should be based on the location and condition of their particular parcel. If he/she can't estimate this, enter "dk" ("does not know").
Q23-25: Economic Ownership Ask the respondent, if the parcel were to be sold today, would they be among the decisionmakers on how the money would be used. Note that this question is hypothetical so the respondent should answer even if there are no plans to sell the parcel. First identify if the respondent would be among those deciding on how to use money from the sale of the parcel and, if so, they should list up to 3 additional household roster IDs and the number of outside males and the number of outside of the household females that would also be among the decisionmakers.
Q26: This last question of each section identifies the likelihood of the respondent involuntarily losing ownership/use rights to the parcel in the next five years. Responses are made on a scale from 1 to 5, with 1 being not at all likely and 5 being extremely likely. Responses should be specific to the respondent's

individual rights to the parcel, not the household's rights.

Section 17: LIVESTOCK OWNERSHIP AT THE INDIVIDUAL-LEVEL

Q1: These responses are carried over from Section 9 Question 2, Number of Livestock owned by any member of the household. It will be used as a reference point for the remaining questions in the section.
Q2: This is the screening question to determine whether the respondent owns any livestock, either exclusively or jointly with someone else. The enumerator must read the categories of animals listed and reference the total number of animals owned by the household. The enumerator asks the respondent specifically "do **you** own…" any of the livestock type owned by the household. THIS QUESTION WILL BE ENABLED IF THE RESPONSE IN QUESTION 2 IS GREATER THAN ZERO AND NOT MISSING.
Q3: The remainder of the module is broken down by ownership type – individually owned versus jointly owned. In question 3, the respondent is asked "Are any of the livestock owned exclusively …" as reported in question 1.
Q4: This question is asked if the respondent reported "yes" in question 3 that they exclusively own any livestock of a particular type. In this question they record the total livestock that they exclusively own. This number must be less than or equal to the total number of livestock owned by the household reported in question 1.
Q5: Ask the respondent to estimate in Cambodian Riels how much they would receive if they were to sell all livestock exclusively owned by the respondent. This is the value across the total number of animals recorded in question 3.
Q6: The remainder of the questions in the module ask about livestock jointly owned by the respondent. In question 7, the respondent is asked "Are any of these livestock jointly owned, with someone else…" any of the livestock owned by the household as reported in question 1. Joint ownership refers to other owners both inside and outside of the household. THIS QUESTION WILL BE ENABLED IF THE RESPONSE IN QUESTION 1 IS GREATER THAN ZERO AND NOT MISSING.
Q7: This question is asked if the respondent reported "yes" in question 6 that they jointly own with anyone else any livestock. In this question they record the total livestock that they jointly own with anyone else. This number must be less than or equal to the total number of livestock owned by the household reported in question 1.
Q8: Ask the respondent who else both inside and outside of the household owns the livestock with them. Record the ID codes of the household members that jointly own this livestock with the respondent and record the number of male and female outside household members that jointly own the livestock separately. This should be joint owners for any of the animals among this livestock type
Q9: Ask the respondent to estimate in Cambodian Riels how much they would receive if they were to sell all livestock jointly owned by the respondent.

Section 18: DURABLES AND VALUABLES OWNERSHIP AT THE INDIVIDUAL-LEVEL

The first column for consumer durables is the responses carried over from Section 10 Question 2, Number of Durables owned by any member of the household. It will be used as a reference point for the remaining questions in the section.
Q1: This is the screening question to determine whether the respondent owns any durables, either exclusively or jointly with someone else. The enumerator must read the categories of durables listed and reference the total number of animals owned by the household. The enumerator asks the respondent specifically "do **you** own…" any of the durable type owned by the household. THIS QUESTION WILL BE ENABLED IF THE RESPONSE IN QUESTION 2 IS GREATER THAN ZERO AND NOT MISSING. Ask the respondent to estimate in Cambodian Riels how much could be received for all of the items they own in each category of durables or valuables if they were to be sold today. This is a sensitive question so approach the question with care.
Q2: This question is only activated for valuables because these items were not asked at the household-

level. This is the screening question to determine whether the respondent owns any valuables, either exclusively or jointly with someone else.
Q3: Record the number of each type of consumer durable or valuable that the respondent owns, either exclusively or jointly with someone else.
Q4: Ask the respondent to estimate in Cambodian Riels how much could be received for all of the items they own in each category of durables or valuables if they were to be sold today**.** This is a sensitive question so approach the question with care.

SECTION 19: MOBILE PHONES

Q1: Ownership of Mobile Phones This is the screening question to determine whether the respondent owns any mobile phone, either exclusively or jointly with someone else. This refers to mobile phones in working condition, meaning able to be charged to initiate at least one call.
Q2: Record the number of mobile phones that the respondent owns, either exclusively or jointly with someone else.
The remainder of the module is administered at the phone level. There is one row for each mobile.
Q7: Ask the respondent if they can access the internet on this mobile phone. This question is trying to assess the quality of the phone.
Q8: Ask the respondent to estimate in Cambodian Riels how much could be received for the mobile phone if it were to be sold today**.**
Q9: See section 17 question 27.

Section 20: FINANCIAL ASSETS

Q1. Ownership of financial assets
This is the screening question to determine whether the respondent owns a financial asset, either exclusively or jointly with someone else. The enumerator must read the categories of financial assets listed. Ask Q1 for all categories of financial assets listed before proceeding to the next question in the module. If the household member does not own **any** of the categories of financial assets listed, or the respondent doesn't know or refuses to respond, skip to the next individual-level module. Even if the respondent's name is not officially on the account, but they consider themselves an owner, they should record "yes".
The remainder of the module is administered at the account level.
Name of Financial Institution. Record the name of the financial institution on each row so that the combination of the name and financial asset code in Q3 uniquely identify each account.
Q3: Financial assets codes Enter the codes of financial assets that were identified as being by the respondent in Q1. If 2 or more of the same financial asset are owned (for example, if two bank accounts are owned within the household), enter the code for each asset within the category (for example, for each bank account).
Q4-5: These questions refer to reported ownership.
Q6-8: These questions refer to documented ownership and whose names are on the account.
Q9: Value of financial asset Ask the respondent to estimate in Cambodian Riels the current value of the account. This is a sensitive question so approach the question with care.
Q10: Knowledge of financial asset Ask the respondent whether there is anyone in his/her household above the age of 18 who does **not know** about the financial asset the respondent owns, either solely or jointly with another person(s). If 'no', skip to the next financial asset or Q13 if there are no other financial assets owned by a member of the household.
Q11: Sole knowledge of financial asset Ask the respondent whether he or she is the only household member above the age of 18 who knows about the financial asset he or she owns. If 'yes", skip to the next financial asset or to Question13 if there are no other financial assets owned by a member of the household.
Q12: ID of person(s) who do not know about financial asset Enter the household roster ID(s) of the person(s) above the age of 18 who do not know about the respondent's financial asset. Up to 3 IDs can be listed.