



**NATIONAL PLANNING AND
DEVELOPMENT AGENCY**

CENSUS AND STATISTICS UNIT



POVERTY ASSESSMENT PROJECT

HOUSEHOLD SURVEY 2001

INTERVIEWER MANUAL

CONTENTS

INTRODUCTION	1
SECTION 1. HOUSEHOLD INFORMATION	2
Part A: The Household Roster	3
Part B: New Memembers Since the Violence in 1999.....	8
Part C: Persons Leaving the Household After the Violence.....	9
Part D: Information on Parents of Household Members	10
SECTION 2. HOUSING.....	13
Part A: Description of the Dwelling	13
Part B: Housing State.....	14
Part C: Services.....	16
Part D: Ownership and Expenditures.....	19
SECTION 3. ACCESS TO FACILITIES.....	22
SECTION 4. CONSUMPTION AND EXPENDITURE.....	23
Part A: Weekly Food Consumption.....	24
Part B: Monthly and Annual Non-Food Expenditure.....	30
Part C: Durable Goods.....	34
SECTION 5. EDUCATION	36
Part A: General Education	36
Part B: Attendance school years 1998/99-2000/01.....	38
SECTION 6. HEALTH.....	43
Part A: Health Care Use.....	43
Part B: Children’s Health.....	48
SECTION 7. FERTILITY AND CONTRACEPTIVE USE	51
SECTION 8. EMPLOYMENT	53
Part A: Labour Force Participation.....	55
Part B: Job Information.....	57
Part C: Individual Time Use	61
SECTION 9. AGRICULTURE	63
Part A: Plots	63
Part B: Crops Harvested.....	65
Part C: Agricultural Inputs.....	67
Part D: Forestry.....	68
Part E: Farming Equipment	68
Part F: Labour and Farm Produce.....	68
Part G: Livestock	70
Part H: Fishing and Aquaculture.....	71
SECTION 10: BORROWING, LENDING, TRANSFERS, AND SAVINGS	72
Part A: Transfers Given and Loaned	73
Part B: Transfers Received	74
Part C: Borrowing.....	75
Part D: Aid assistance.....	77
Part E: Savings.....	77
SECTION 12. SOCIAL CAPITAL	79
SECTION 13. SUBJECTIVE WELLBEING.....	81

Part A: Individual.....	81
Part B: Household.....	82
Part C: Vulnerability.....	83

INTRODUCTION

The interviewer manual for the 2001 Timor Leste Household Survey has not been completely translated from Bahasa to English. The sections of the manual about the methodology used, the organization of the survey, survey techniques, and how to fill in the questionnaire have not been translated. Much of this information can be found in the Basic Information Document. The sections of the manual that provide the detailed instructions for each section of the questionnaire, with the exception of Section 11, have been translated.

SECTION 1. HOUSEHOLD INFORMATION

Purpose This section has four main purposes. The first purpose is to identify all persons who are members of the household, among them the head of household who is the principal respondent for many sections. The second is to provide basic demographic information (i.e. age, sex, marital status) for each person. The third is to collect information on the parents of households members, even if they do not live in the same household. The fourth is to collect information on the impact of the violence in 1999 on household membership.

Section 1 is divided into four parts: Part A: Household Roster; Part B: New Members Since the Violence in 1999; Part C: Persons Leaving Household After Violence in 1999; Part D: Information on Parents of Household Members.

Respondent The respondent for this section should be the household head. The head of household will be identified on the front page of your questionnaire. In most cases, the head of household is the main provider, and will be most knowledgeable about the other members of the household. If he or she is not present or available (for example, he may have died, or be living abroad temporarily), an 'alternative 'head must be selected in consultation with senior household members.

Definition of household: A group of people who normally live and eat their meals together. For the purposes of this survey, "normally" is taken to mean that the person concerned has lived in the household for at least 3 of the past 12 months. The basic principle is that each person belongs to only one household.

People who live in the same dwelling, but do not share food expenses or eat meals together, are not members of the same household. For example, if two brothers, each having his own family, live in the same house but maintain separate food budgets and cooking facilities, they would constitute two separate households. Likewise, people who eat together but do not sleep in the same dwelling are not members of the same household.

1. Ordinarily, people who have lived away from the household for more than three months of the past twelve months are not considered members of the household for our purposes. This is true even if such people are considered members of the household by the household itself.

The only exceptions to be made to this rule should be for (i) infants who are less than three months old, and (ii) newly weds who have been living together for less than 3 months (iii) close relatives who has joined the household "permanently" (that is they intend to stay for a long time), even if he or she joined the household less than three months ago

2. Servants who live and take meals with the household are to be counted as household members, even though they may have no blood relation to the household head

It is very important that you define the household membership strictly according to the criteria outlined above. These guidelines may not be the same as others that you may be familiar with from other surveys, and at times they may not conform with the household's own notion of who

should be considered to be a household member. Please discuss any questions that arise in the field with your supervisor.

PART A: THE HOUSEHOLD ROSTER

Purpose The objective of this part is to identify the head of household, define household membership, and to collect information on basic personal characteristics.

Instructions

The roster must be filled out with the greatest of care. In order to do so, you must have a clear understanding of the TLLSS definition of a HOUSEHOLD and the guidelines for being classified as household member. In addition, you must probe carefully to ensure that all persons present in the household are listed in the roster. Compiling a complete list of all household members is vital, as in the remainder of the questionnaire you will collect information on household members only. It is therefore better to categorize persons as household members in case of any doubt.

On arriving in a new aldeia, rosters for all six households to be interviewed in the locality should first be filled before any of the other information in the household questionnaire is collected. The rosters for each of the households should be filled out during the first day in the aldeia. The rosters should be filled out in consultation with the head of household. In some instances, particularly in urban areas, the head of household may not be available during the first day of interviews to provide the names of household members for the roster. When this happens, it is in general not desirable to delay filling out the roster until you can speak to the head of the household. This may cause overall delays in collecting the remaining information for the household. When the head is not available, the interviewers should collect the information from one of the other knowledgeable members of the household, often the spouse of the head. If the roster is filled out by one spouse, it should be verified with the other to ensure that all members have been listed. If the roster is filled out by any adult other than the head of household or the spouse of the head, make a note of the respondent on the roster and inform the supervisor, and verify it with either the head of household or spouse at a later time. Filling out the roster is a good way to introduce yourself to the household and to schedule additional visits with specific household members.

Before filling in the roster, you first have to identify the head of household who is the principal respondent for this section. and to verify that this person has been present in the household for at least three of the past 12 months. In some cases, the household may name an individual as the head who does not fulfill the survey's criteria for being the head. For instance, the household may name a member who works in another city or country and did not spend 3 of the past 12 months living in the household. In this case, the interviewer should look for another person who, in the absence of the person who the household considers to be the head, manages the affairs of the household and designate this person to be the head.

Determining the head of household before starting the interview is very important because this person's name should be written in the first line of the roster. This rule still applies if the respondent for the Household Roster is not the head of household.

The first column of the Household Roster is labeled IDENTIFICATION CODE. Each line in the grid below is assigned a number from 1-15. The name of the head of household should be written in the first line. The identification code assigned to each member of the household is determined by the line in which the person's name is entered in the Household Roster. As the name of the head of household is always to be written in the first line, this person is assigned IDENTIFICATION CODE 1. If, for instance, the name of the spouse of the household head is written in the second line, this person is assigned the IDENTIFICATION CODE 2, the person in line 3 is assigned CODE 3, and so on.

The IDENTIFICATION CODE is extremely important, as it allows the information gathered in the various sections of the questionnaire that pertains to the same household member to be matched together. If a person is assigned IDENTIFICATION CODE 5 in the roster, then in all other sections of the questionnaire where information is collected for individual household members, the information pertaining to this particular person should always be entered in the line corresponding to IDENTIFICATION CODE 5. All such sections contain 15 rows where information for all household members is to be entered in the corresponding row. Every second row in these sections has been lightly shaded so as to aid the interviewer in entering the information pertaining to a particular member in the correct row.

Questions 1-3

After you have introduced yourself and explained the study and its purpose, tell the head of household that you would like to make a complete list of all people who normally live and eat their meals together in this dwelling. Enter the name of the household head in the first row. In making the rest of the list, ask the household head the following questions:

- * "First, I would like you to tell me the names of all the members of your immediate family who normally live and eat in this dwelling. Please start with your spouse, then your sons and daughters in order of age."

Question 1 of the Household Roster is printed on the fold-out section of the back page. This is for your convenience: it will allow you to see the roster regardless of the Section of the interview you are working in. Remember to fold this back in when you are transporting the questionnaire so that it does not tear off.

Try to organize the roster so that after the head of household and spouse, their children are listed by age, eldest to youngest. Following these, list other relatives, then non-relatives. If there are more than 15 names to be written on the questionnaire roster, obtain another questionnaire and complete the roster there. You will fill in the information for these people in that questionnaire.

To ensure that you get everyone who lives in the household, probe by asking the following questions:

- * "Please give me the names of any other persons related to you or your spouse, who often live and eat meals here."

- * “Are there any other people not related to you or your spouse, but who normally live and eat meals here?”
- * “Are there any other people who slept here last night, but who do not normally live here?”

Write down any additional names revealed by these questions. While writing down the name of each person, fill in Questions 2 and 3 on sex and relationship to head. Be careful in question 3 to obtain the relationship of the person in question to the head of household. Pay attention particularly when the respondent is not the head of household. The respondent in this case will often give the relationship of the person in question to him or herself and not to the head of household.

Questions 4-23. For each person listed in Q.1, ask Q.4-23 and classify him/her accordingly in Q.24. Complete the entire line for each person before going on to the next person listed.

Question 4. Write whether the head of the household knows the date of birth of the household member in question.

If the respondent does not know the household member’s date of birth, go to Q.6; otherwise ask Q.5

Question 5. Write down the household member’s date of birth.

Probe to see if the respondent has a birth certificate or an official document showing the date of birth of the household member.

Question 6. Write the household member’s AGE.

If the household member is 12 years of age or older, write the household member’s AGE in completed years on the day of the interview. For instance, if the person is age 28 years and 8 months, write 28 years. If the respondent does not know the household member’s age, you must make an effort to estimate his/her age by using events in his/her life or community as benchmarks to help in recall.

If the household member is below 12 years of age, write their AGE in years and months on the day of the interview. For instance, if their age is 6 years and 8 months, write 6 years and 8 months.

If the household member is below 12 years of age, go to Q.11; otherwise ask Q.7-10.

Question 7. Write down the household member’s main occupation.

If the household members occupation is not listed, write 13 and specify the household member's occupation. For instance if the household member is a soldier – an occupation which is not on the list – write “13” and “soldier”.

Question 8. Write down the present MARITAL STATUS of each person. Make sure that only those people who have never been married are classified as such, not those who are presently not married, but have been married in the past. For instance, individuals who are divorced or separated should be listed explicitly as such using code 2 or 3 respectively .

MARRIED. Male or female who live as husband and wife and fulfill their legal and religious obligations.

DIVORCED. A person who was once married but who has decided to separate from his/her spouse as per the conditions of law and religion and did not marry again.

SEPARATED. A person who is married but no longer lives with his/her spouse but whose separation is not officially recognized by the law or religion.

WIDOW/WIDOWER. A male or female person whose spouse is dead and who did not marry again.

NEVER MARRIED. A person who has never been married.

Ask Q.9 and Q.10 only for those persons who are currently married (i.e. code 1) or are currently separated (i.e code 3). For all others, skip to Q.11.

Question 9. If the spouse of a household member does not live in the household and he or she has not been mentioned before, be sure to probe to find out whether or not this person should be considered a household member

Questions 10. If the name of the spouse is listed in Q.1, enter his or her ID code. These codes are recorded in the column next to Q.1. If a man has two wives, record the ID code of the first wife in the first column and the ID code of the second wife in the second column.

Question 11. Write the name of the household member's mother tongue in the “language” column and the code of the language in the “code” column.

Question 12. In each language column write down whether the household member speaks the language.

Question 13. Write the name and posto code for the place where the person was born. Use “0” to indicate that the person still lives in the posto where she was born. If the person was born in another posto, identify this posto using the codes as listed on the opposite page. If district boundaries have changed since the time of birth, use the code of the district where the respondent's birth place is now located.

Question 14. Classify the place of birth as urban or rural depending on what it was when the person was born, not on what it is now. Use the standard CSU definition to distinguish between urban and rural areas.

Question 15. Write the name and posto code for the place where the household member lived immediately before the violence in 1999. See Question 13 for instructions on coding. This question allows us to identify persons who have been permanently displaced as a result of the violence in 1999.

Question 16. Write down whether the household member was displaced outside East Timor in 1999. That is, did the household member have to leave East Timor in 1999?

If the household member was not displaced outside East Timor in 1999, move to Question 19.

Question 17. Write down the month and the year in which the household member left East Timor.

For example if Manuel left East Timor in September 1999, write “9” in the “month” column and “1999” in the “year” column.

Question 18. Write down the month and the year in which the household member returned to East Timor.

For example if Manuel returned to East Timor in February 2000, write “2” in the “month” column and “2000” in the “year” column.

Question 19. Write down whether the household member joined the household in the last three months. If the answer is yes, move onto the next person.

Question 20. Write down whether the household member has been away from the household for more than one month in the last 12 months? If the answer is no, move onto the next person. This information is important for categorizing persons as members or non-members of households.

Question 21. Write down the total number of months that the household member has been away from the household in the last 12 months. See Question 13 for instructions on coding.

Question 22. Write down where the household member has been living during most of the time in the past 12 months while s/he has been away from the household.

For example if the household member has spent most of their time away from the household in West Timor write “West Timor” in the “name” column and code “99” in the code column.

Question 23. Write down the reason why the household member has been away from the household. Do not read the list of possible answers to the respondent. Rather, ask him/her to tell you why the person has been away from the household and pick the answer from the list that best

reflect his/her response. If the respondent provides more than one reason, ask him or her to specify the most important reason.

Question 24. Classify each person according to the following criteria (these are also listed on the last page of the interview):

If the answer to Q.19 is 'yes', he/she is a household member.

If the answer to Q.20 is 'no', he/she is a household member

If the answer to Q.21 is 9 months or more, only the following are household members:

- infants less than 3 months old
- newlyweds couples and close relatives who joined the household permanently
- a bride who has just joined her husband's household.

Any other person for whom the answer is 9 months or more is not a household member. Write "1" for a household member and "2" otherwise.

After Q. 4-24 have been completed for a particular person, ask these questions again for the next person on the list.

PART B: NEW MEMEBERS SINCE THE VIOLENCE IN 1999

Purpose The violence in 1999 led to large changes in household composition. This part collects information about persons who joined the household after the violence, and still live with the household ("new members").

Respondent: The respondent for this part is the principal respondent.

Question 1. Write down whether any of the present members of the household joined the household since the violence in 1999.

If no members of the household joined the household since the violence in 1999, go the Part C.

Question 2. Write down whether the person joined the household after the violence in 1999.

If the person was a member of the household before the violence write code "2" and move onto the next person.

Questions 3-7 are only to be answered by people who joined the household after the violence in 1999.

Question 3. Write down the number of the month (1-12) and the year in which the person joined the household.

For example if “Libha” joined the household in January 2000, write “1” in the “month” column and 2000 in the “year” column.

Question 4. Write down the reason why the person joined the household. Do not read the list of possible answers to the respondent. Rather, ask him/her to tell you why they joined the household and pick the answer from the list that best reflect his/her response. If the respondent provides more than one reason, ask him or her to specify the most important reason.

If the reason is not described by any of the categories in the list, write code “10” and then write the reason next to “10”.

Question 5. Write down the name of the posto that the person used to live in before joining the household in the “name” column and the code of the posto that the person used to live in in the “code” column.

Question 6. Write down how long the person is going to remain a member of the household.

If how long the person stays depends upon their job or studies ask Question 7, otherwise move onto the next person.

Question 7. Write down the name of the posto in which the person’s parents live in the “name” column and the code of the posto where the parents live in the “code” column. Then move onto the next person.

PART C: PERSONS LEAVING THE HOUSEHOLD AFTER THE VIOLENCE

Purpose This subsection addresses the counterpart of Part B. It inquires about persons who used to be members of the household before the violence but no longer belong to the household.

Respondent: Part C should be answered by the principal respondent.

Question 1. Write down whether there were members of the respondent’s household before the violence in 1999 who are not household members today. ie. Are there any people who have left the household since the violence in 1999?

If no one has left the household since the violence of 1999, go to Section 1, Part D.

Question 2. Write down the names of the people who lived in the household before the violence in 1999, but who are no longer household members today.

Question 3. Write down their relationship of each person who has left to the household to the head of the household.

For example, if “Lorenco” was the brother of the head of the household, write down code “7”.

If the persons relationship to the head of the household is not described by any of the categories in the list, write code “16” and then write next to “16” the nature of the relationship.

Question 4. Write down the sex of the person who used to be a member of the household.

Question 5. Write down how old the person is, or if the person has passed away write down how old they would be today if they were still alive.

Question 6. Write down the month and the year that the person ceased to be a household member.

For example, if “Lorenco”, ceased to be a household member in October 1999, write down 10 in the “month” column and “1999” in the year column.

Question 7. Write down by the person ceased to be a household member.

If the person died, move onto the next person.

Question 8. This question is only to be asked about persons who moved away from the household.

Write down the reason why the person moved away from the household. Do not read the list of possible answers to the respondent. Rather, ask him/her to tell you why the person moved away from the household and pick the answer from the list that best reflect his/her response. If the respondent provides more than one reason, ask him or her to specify the most important reason.

If the reason is not described by any of the categories in the list, write code “8” and then write the reason next to “8”.

Question 9. Write the name of the posto that the person moved to in the “name” column and the number of the posto in the “code” column.

Question 10. Ask the respondent whether they think the person has left the household permanently.

Move to the next person.

PART D: INFORMATION ON PARENTS OF HOUSEHOLD MEMBERS

Purpose Parents of household members sometimes do not live in the same dwelling as the household members. This section will collect information on those parents who do not live in

the same dwelling as their children, or who have died. Further, in the case of extended families, it will allow children to be matched correctly to their respective parents.

Respondent The questions in Part B are for all household members, that is, all those with a check in column A. To the extent possible, ask each person directly. If someone is not available, or is too young to answer, the household head, the spouse, or another well-informed member of the household may answer these questions. Complete all questions in this part before asking the next person.

Instructions

If the father of the respondent is living in the household, you will ask only Q.1, fill in Q.2 and then skip to Q.7. Similarly, if the mother of the respondent is living in the household, you will ask only Q.7, fill in Q. 8, and then skip to the next person.

If the father does not live in the household, or is deceased, you must skip Q.2 and ask Q.3 - 6. Similarly, if the mother of the respondent does not live in the household, or is deceased, skip Q.8 and ask Q.9 - Q.12.

Question 1. Write down whether the respondent's natural father is living in the household.

If the respondent's natural father is not living in the household, go to Question 3.

Question 2. If the father is living in the household, copy the ID for the father and then go to Question 6.

Question 3. Only answer this question if the respondent's natural father is not living in the household. Write down whether the respondent's natural father is still alive.

Question 4. Write down whether the respondent's father attended school.

If the respondent's father did not attend school, go to Question 6.

Question 5. Only answer this question if the respondent's father attended school.

Write the level and class of the highest grade that the father complete at school.

Question 6. Write down whether the respondent's natural mother is living in the household.

If the respondent's natural mother is not living in the household, go to Question 3.

Question 7. If the mother is living in the household, copy the ID for the mother and then go to the next person.

Question 8. Only answer this question if the respondent's natural mother is not living in the household. Write down whether the respondent's natural mother is still alive.

Question 9. Write down whether the respondent's mother attended school.

If the respondent's mother did not attend school, go to the next person.

Question 10. Only answer this question if the respondent's mother attended school.

Write the level and class of the highest grade that the mother complete at school.

SECTION 2. HOUSING

Purpose This section collects information in four areas. It collects information on the type of dwelling occupied by the household, the state of the structures that the household occupies, access to basic services (including water, sanitation, and electricity), the ownership of the dwelling and expenditures related to housing.

Respondent The appropriate respondent for this section is the best informed household member. This will usually be the household head. If he or she is not available, ask their spouse.

Instructions Before you start the interview, ask respondents who have electricity, piped water or a telephone to get any recent utility bills that they may have, so they can refer to them during this session. This will help to prevent interruptions and minimize the time the interview takes.

PART A: DESCRIPTION OF THE DWELLING

DWELLING means the building, or group of buildings, in which the household lives. The dwelling may be a hut, a group of huts, a single house, a group of houses, a villa, an apartment, several one-room apartments on a courtyard, or any other type of residential unit.

Questions 1-5. Provide the information for these questions on the respondent's dwelling through observation if you can. If cultural considerations limit your access to the dwelling, obtain the information from the respondent.

Questions 1-3. If more than one material is used, code the predominant material used in the main structure.

Question 1. Write down the **major** construction material of the external walls.

Walls are the outside/border of a building or which divides it from other physical buildings.

Question 2. Write down the major material of the roof.

The roof covers the top part of a building so that people living beneath it are protected from the sun, rain etc. For a two-storey building, the roof is the most upper part of the building.

Concrete roof is a roof made from iron framework filled in with cement, gravel, and sand and water mixture.

Wood roof is made from pieces of thin wood usually made of *Ulin* wood or Iron wood.

Metal Sheet/zinc

Roof tile is made from mould clay that is heated. Included also concrete tile (made from mixing cement and sand), fiber cement tile and ceramic tiles.

Sugar Palm Fibre

Leaves

Others are other roofs besides Code 1-6

Question 3. Write down the primary material of the floor.

A floor is the lowest part/base of a room made from wood, cement or tiles. Vinyl or carpet is not considered as a type of floor.

Question 4. Classify the type of dwelling that the household occupies.

Question 5. Rate the condition of the dwelling unit.

Question 6. Write down the number rooms the household occupies.

Include bedrooms, living rooms and rooms used for household enterprise, but **do not** count bathrooms, kitchens, balconies and corridors.

Question 7. Write down the number of rooms that are used **primarily** for household enterprise or trade. If a room is sometimes used for household enterprise or trade, but this is not its primary or main purpose do not count it.

If no rooms are primarily used for household enterprise or trade, write zero.

Question 8. Write down the floor area of the dwelling in square meters. If the respondent does not know exactly ask them to estimate. A square meter is 100 centimeters times 100 centimeters.

Question 9. Write down how long the household has been living in the dwelling.

Only write down the number of months if the household has been living in the dwelling less than three years.

Question 10. Write down the year in which the dwelling was built. If the respondent is unsure of the exact year, ask them for an estimate.

PART B: HOUSING STATE

Part B seeks to understand the impact of the violence in 1999 on the structures and buildings used by the household.

Question 1. Write a list of all the structures that the household occupies for living and/or other household activities.

Include all rooms and all separate buildings used by the household members for living or for storage of agricultural products or livestock or to operate a business.

Probe carefully to ensure that all structures are written down, including any that were used before the violence in 1999, even if they are not being used now.

Once the list is complete ask Questions 2-10 for each building, before moving onto the next building (i.e ask questions row by row, not column by column).

Question 2. Write down whether the building was damaged in the violence of 1999.

If the building was not damaged, move onto the next building.

Only ask Questions 3-10 if the building was damaged in the violence of 1999.

Question 3. Classify the purpose of the building as being either for “living”, “livestock”, or “storage”. If the building was used for two or more of these purposes write down code “4”.

Question 4. Write down whether the building was completely or only partially damaged in the violence in 1999.

Question 5. Write down whether the household has rehabilitated the building.

If the building has not been rehabilitated at all, move onto the next building.

Only ask Questions 6-10 for buildings that have been partially or completely rehabilitated.

Question 6. Write down whether the household received any assistance to rehabilitate the building.

If the household did not receive any assistance for that building skip to Question 10.

Only ask Questions 7-9 if the household received assistance rehabilitating the building.

Question 7. Write down who provided the assistance rehabilitating the building. If assistance was received from more than one source, write down who provided the most assistance.

Question 8. Write down the type of assistance the household received to rehabilitate the building. If the household received more than one type of assistance (i.e both labor and money) write down the most significant type of assistance the household received.

Question 9. Write down the value of the assistance that the household received in the last 12 months to rehabilitate that building.

Probe carefully to ensure that you add up both the cash value and the value of any in-kind assistance that the household may have received. For example if the household received building

materials to rehabilitate the building, ask the respondent to estimate the value of the building materials. Similarly if other people worked on the building (labor assistance) estimate the value of their labor. Do this by asking how much the household would have had to pay those people to do that work.

Question 10. Write down the cost **to the household** in the last 12 months of rehabilitating the building.

Be sure to include not only the amount of cash spend, but also the value of any material that the household used, but did not have to buy.

Do not however include the value of work supplied by the household.

After you asked Questions 10, asks Questions 2-10 for the next building.

Once you have asked Questions 2-10 about all the buildings move onto Part C.

PART C: SERVICES

Part C seeks to understand the services available to the household.

Question 1. Write down the main source of water for drinking for the household.

Please remember that the question is the source. If the household respondent obtains water from a water spring that is distributed to their house, the water source is water spring. If the respondent uses water that comes from several water resources, select the water resource with the water volume mostly used by the household.

Bottled water is water produced and distributed by a water bottling company (500ml, 600ml, 1 liter, 1.5 liter or 19 liter) packaged in a plastic glass

Tap water is water produced through purification and sanitation process before distributed to the consumer through an installation in a form of tap water.

Information:

1. Household that drinks tap water by purchasing it from a water vendor or from neighbors is considered as having tap water resource.
2. Household that drinks water from a spring or stored rain water which is distributed to houses using hard plastic pipes/water pipes, the drinking water resource is still considered as spring water or rain water.
3. Household that uses rainwater in the rainy season and purchase water in the dry season, the source of drinking water depends on the type mostly used during a month ago.
4. Household that uses water from a river, lake, water well, and stored rain water that is purified using a purification machine is considered as having tap water resource

Pump water is ground water obtained by using hand pumps, electric pumps or wind mills, including artesian wells (wells drilled to the ground).

Well water is water drawn from the ground. The way of taking the water is by using a water dipper or bucket with or without a pulley. A protected well (coded 4) is if the circle of the well is protected by a wall minimum 0.8 meters above ground and 3 meters deep into the ground, also has a cement floor as far as 1 meter from the circle of the well.

Information:

If a household uses a protected well as the resource of drinking water, but obtains the water by using a pump (hand pump or electric pump) the resource of water is categorized as: a Protected Well if the rim of the well is opened and Pump if it is closed.

Spring water is a resource of water at the surface of the ground where the water comes out by itself. It is categorized as Protected (code 6) if the spring water is protected from waste water (water used after bathing, washing, etc).

Others are other water resources not included in the list.

Be careful in defining the household water resource because in several areas there are water distributed from rivers or springs from mountains to their houses using bamboo or hard plastic pipes. In this matter the resource of drinking water is river water or springs not taps.

If the main source of water for drinking is bottled water, tap water, river stream, lake, pond, rainwater or other skip to Question 3.

Question 2. Only ask this question if the main source of water for drinking is a pump, a well or a spring.

Write down the distance from the household to the nearest septic tank.

Question 3. Write down whether the drinking water facility is private, shared or public.

Drinking water facilities are drinking water installations or non-drinking water companies including dig well and pump well. Installations organized by non-drinking water companies may use the same or different method for purification such as the distribution of water from water springs to houses using pipes or bamboo.

Note:

1. A household that uses water from rivers, lakes and rain water is considered as not having facilities, except if the purification process is conducted by a business unit or households that uses a purification machine.

2. Household that purchases water from vendors or use bottled/package water is considered as not having facilities.

Code 1 : Private, if the drinking water facility is used by one household only

Code 2 : Shared, if the drinking water facility is used together with several other households

Code 3 : Public, if the drinking water facility may be used by every household

Code 4 : None, if the household does not own certain drinking water facilities example having to fetch water straight from rivers or from rain water.

If the drinking water facility is private skip to question 5.

Question 4. Write down the one way distance to the nearest drinking water source in meters. Also write down the time (in minutes) it takes to travel one way to the drinking water source.

Question 5. Write down whether the household treats their drinking water in any way.

If the household does not treat their drinking water in any way skip to Question 7.

Question 6. Write down how the household treats its drinking water.

Question 7. Write down the household's main source of water for bathing and washing

Question 8. Write down where the household members bathe.

If the household members do not bathe in a bath or a shower (whether indoor or outdoor) skip to Question 10.

Question 9. Write down whether the bath/shower is only used by the household.

Question 10. Write down the type of toilet used by the household.

Question 11. Write down the type of access that the household has to the toilet.

The type of access is divided into 4 categories, which is private, shared, public and others.

Private if the toilet facility is used by one household only

Sharing if the toilet facility used by a household is also used by several certain households (limited to only several households)

Public if the toilet facility used by a household is also used by other households who needs to use it (anybody may use it).

Other is a type of access not described above.

Question 12. Write the location of the final disposal of the sewage.

a. Septic tank is the final disposal place that is usually a container made out of bricks or concrete with or without an absorption container. In several types of toilets available in public places such

as at the park, the container usually is a cylinder made of iron or wood. This container can be released and moved to the disposal place. In this case the final disposal place of this toilet is considered as a tank.

b. Pond/ field if the final disposal is in a pond or rice field.

c. River/lake/sea if the final disposal is in a river, lake or the sea.

d. Hole if the final disposal is in a hole in the ground without any boundaries/wall (does not absorb water)

e. Sea shore/open field if the final disposal is at a sea shore or in an open field including a yard.

f. Others are places not mentioned above

Question 13. Write down the main source of light in the household's dwelling.

If the household's main source of light was not electricity skip to Question 15.

Question 14. Write down the average number of hours per day during which electricity was available in the household's dwelling over the last three months.

Question 15. Write down the type of fuel that the household uses most often for cooking.

PART D: OWNERSHIP AND EXPENDITURES

Question 1. Write down whether the household owns the dwelling in which they are living.

If the household does not own the dwelling skip to Question 5.

Questions 2-4 should only be answered if the household owns their dwelling.

Question 2. Write the year in which the household bought the dwelling.

Question 3. Write down whether a person from another household disputes the ownership of this dwelling.

This is a very important, but sensitive question. You will need to probe carefully and respectfully. It may help to assure the person that the fact that someone disputes the ownership of the dwelling does not necessarily mean that the household does not own the dwelling.

Question 4. Write down an estimate of the amount of money that the household could receive if they rented their dwelling to another person or household for one month.

After asking Question 4, skip to Question 8.

Questions 5-7 should only be answered if the household does not own their dwelling.

Question 5. Write down the ownership status of the dwelling.

Lease/Rent – The household does not own the dwelling, but instead pays the owner of the dwelling (either in money or in-kind)

Official House – If a certain state/private institution provides the house that covers the rent or rent purchase

Rent Free – This means that the household is not paying rent, either in cash or in-kind, for the use of the house.

Others – use other if the ownership status of the dwelling is not covered by one of these four options above.

If the household is not leasing or renting the dwelling, skip to Question 7.

Question 6. Write down from whom the household leases the dwelling.

Question 7. Write down how much the household pays in cash or in-kind to rent the dwelling for one month.

If no rent is paid, ask the respondent to estimate how much it would cost to rent the dwelling for one month.

Question 8. Write down whether the household owns a generator

If the household does not own a generator skip to Question 10.

Question 9. Write down the type of fuel that the generator uses.

Ask Questions 10-11 for each type of service listed under SERVICE
(i.e ask questions row by row, not column by column)

Question 10. Write down the amount that the household paid in the past month for the particular service (eg. how much did the household pay for kerosene in the past month)

If the household did not pay anything for the service write “0”.

Question 11. Write down the amount that the household paid in the past 12 months for the particular service (eg. how much did the household pay for kerosene in the past 12 months)

If the household did not pay anything for the service write “0”.

Note: Only ask Questions 12 and 13 for Kerosene and Firewood

Question 12. Write down the amount of the service that the household used in the past month. Be sure to write down both the amount and the unit.

If the household did not use a particular service in the last month write “0”.

Question 13. Write down the amount of the service that the household used in the past 12 months. Be sure to write down both the amount and the unit.

If the household did not use a particular service in the last 12 months write “0”.

SECTION 3. ACCESS TO FACILITIES

Purpose This section collects information on the time taken to reach various facilities from the household's dwelling unit.

Respondent The appropriate respondent for this section is the household head. If he or she is not available, ask the best informed person.

Instructions

The second column lists the types of facilities, coded from 1 to 15. Kiosk, shop, everyday market, periodic market refer to facilities to purchase food and other items; money lender is a facility to borrow money; primary and secondary schools are educational facilities; trained midwife, nurse, and traditional birth attendant are persons with specific health care skills; health post, health community center, and hospitals are health care facilities; grain mill is a device to process grain; church and chapel are facilities to conduct religious services; vehicle-passable road and paved road are transportation infrastructure facilities.

Question 1: Record 1 for YES if [FACILITY] is located within the Suco boundaries, and skip to Question 3. Otherwise, record 2.

Question 2: Record the code of where the [FACILITY] is located. For example, write 3 if [FACILITY] is located in another district. Skip to Question 4 after responses 4, 5, or 6.

Question 3: Record in km the distance of [FACILITY] from the household.

Question 4: Indicate the usual or most common way members of the household get to [FACILITY]. For example, write 6 if they usually go by foot. Skip to Question 6 after responses 3, 4, 6, and 7.

Question 5: Record the Rupiah value of the costs of transportation from the household to [FACILITY].

Question 6: Record how long it takes to go from the house to [FACILITY] in the rainy season, one way, using the mode of transport as indicated in Question 4. Some facilities may be only minutes away, others may be hours away. For example, if it takes 15 minutes to get to the primary school, record 0 in the HOURS column, and 15 in the MINUTES column. If household members travel to the facility on foot, record the time it takes to get there for a healthy adult at an average speed, without a load. If [FACILITY] is located right next to the house, record 0 in both the HOURS and MINUTES columns. If [FACILITY] is not accessible, put 999 in HOURS column.

Question 7: Record how long it takes to go from the house to [FACILITY] in the non-rainy season, one way, using the mode of transport as indicated in Question 4.

SECTION 4. CONSUMPTION AND EXPENDITURE

Section 4 collects information on household consumption and expenditures for food and non-food items. The objectives of this are to understand the following:

- Average consumption/expenditures per household or per person based on the type of food and non-food item.
- Consumption patterns and people's expenditures, either between the food groups or non-food groups.
- Average consumption per capita in energy and protein

Section 4 is covers over 100 food categories and over 50 non-food categories. In addition, Section 4 collects information on ownership of specific durable items. Section 4 tries to ascertain quantities of food items. For the value of food and non-food items Section 4A and Section 4B asks for the value by source of the item.

SUMMARY SECTION 4

Number of Food items (Part A)	129
Number of Non-food items (Part B)	59
Number of Durable items (Part C)	21
Recall period for Food	7 days
Recall period for Non-food	30 days & 12 months
Source of item	disaggregate by source

Respondent

Section 4 should be answered by the most knowledgeable respondent. This section will typically be answered by the spouse (head female) who usually manages and organizes information about consumption and most household expenses. If this person is unavailable or not the person with the most knowledge about consumption for household needs, then Section 4 can be also answered by another household member 18 years or over who keeps information about consumption and expenses of the household.

Recall Period

Different items and questions have different recall periods. Specifically, the food items have a shorter recall period because they are purchased more frequently. Non-food items (clothing, furniture) has a longer recall period. It is important that all interviewers use the same standard to define the recall period. The standard rules for these recall periods are defined as follows:

“Last 7 days” is the period of the past 7 consecutive days that ended a day before the enumeration. For example, if the enumeration was conducted on January 15th, then the last 7 days are considered January 8th – 14th. Items that are frequently consumed/purchased will have a 7 day recall period, such as food.

“Last 30 days” is the period of the past 30 consecutive days that ended a day before the enumeration. Items that are less frequently purchased will have a 30 day recall period, such as education fees or festivities.

“Last 12 months” is the period of the past 365 consecutive days that ended a day before the enumeration. For example, if the enumeration was conducted on January 15th 2002, then the last 12 months are considered January 14th 2001 – January 14th 2002, exactly 365 days until the previous day from the interview date.

PART A: WEEKLY FOOD CONSUMPTION

Section 4A collects information on over 100 separate food categories. There are fourteen food categories/subgroups (cereals, tubers, fish, meat, eggs and milk products, vegetables, legumes/nuts, fruit, oil & fat, beverages/drinks, spices & honey, miscellaneous foods, alcoholic drinks, tobacco & betel) of food items.

The food consumption recorded in Section 4A are for food for household members only. Food expenditures for the usage of household businesses or expenditures for another person outside the households are not to be included. For food items, we want to measure the value and quantity of food that was actually consumed during the referral time of the survey.

The food items recorded in Section 4A list should be only food consumed by a household member. Some examples that are should not be measured as “food” consumption in Section 4A are:

1. All types of food material that is used to make food to be sold as part of the household business. For example, the household buys a large quantity of rice which they will cook and sell at their food stall. The value of this rice is not to be included in Section 4A.
2. Rice or other food items used for sale, festivities, or gifts to others who are not household members.
3. Food given to workers that are not household members (are not listed on the roster) that work in the household (servants), or that work in the household business.

The sources of food consumed are:

1. Purchased by the household in cash, in debt or by credit (installments). This includes food consumed from household businesses such as food taken and eaten from a food stall owned by the household or a household member. Food taken from the food stall owned by the household is considered as purchased.
2. Self-produced by the household where the food consumed is a product of the household or household member. For example, if the household has agricultural products grown in a garden that are not part of the household business, this is considered “self-produced”. If the

household raises chickens for household consumption (meat or eggs) or has a garden with a papaya tree, this is considered self-production.

3. In-Kind covers all consumption that is received by the household from any one outside the household as a gift or in-kind payment. For example, food from an employer (such as rice received by civil servants) is considered as in-kind. Any food received by barter is also considered in-kind. The value of the food received in-kind should be made based in the current market price in that town/village/area.

Each type of food consumed is recorded with the quantity (“amount”) entered in the first columns of questions 2, 4, and 6. The units are set to be standardized in the second columns of questions 2, 4, and 6. The Rupiah value is entered in questions 3, 5, and 7.

Question 1: Before going through the questions 2, 3, and 4 in Section 4A, the interviewer will first ask Question 1 for all food items. The interviewer will record which of the food items were consumed by at least one member of the household during the last seven days. Ensure that you fill in this question first for all food items, before moving on to Question 2. For each food item, put a cross [x] in the column for NO if no member of the household has consumed this food item during the last seven days. Put a cross [x] in the column for YES if at least one member of the household has consumed this food item during the last seven days. Mark the YES column even if not all members of the household have consumed this item, as long as at least one member consumed this item. Mark the YES column only if the food items was actually consumed rather than just purchased for processing or resale.

Be careful that you do not miss any food item. You have to ask about each type of food one by one, reading out the names written in the ITEM column of Question 1. This is to remind the respondent about the food that has been consumed by at least one member of the household during the last seven days, whether it is purchased by the household, home-produced, or obtained in-kind or for free.

Households may consume various types of food that are not listed explicitly. In order to accommodate all food items that are consumed, most food sub-groups have row OTHER to write the names of food items which are otherwise not mentioned. If a household consumes a type of food which does not appear in the list, then write it into the row OTHER in the appropriate subgroup.

Question 2: Question 2 and the following Question 3 relate to food items which were purchased and consumed by the household. This include all those purchased items that were consumed within the last seven days, regardless of whether the household purchased them during the last seven days or previously.

For example, suppose the household consumed 0.5 kg of rice during the last week after purchasing 1 kg rice 14 days ago. In this case, the quantity of 0.5 kg rice has to be entered in Question 2. Record the amount purchased by the household during the last seven days for each food item for which you marked the cross [x] in the YES column in Question 1. Mark the quantity of the food item in the AMOUNT column based on the unit in the UNIT column. If the

respondent reports consuming an amount in a different unit than the unit on the questionnaire, use your conversion chart to convert this amount the respondent reports into a standard unit.

Questions 2 and 3 include the value of food consumed from a household business. For example, if the household ate some noodles from their food stall, this is considered a purchase and should be recorded in Questions 2 and 3.

If the amount consumed is less than 1 (such as 0.5 kilograms), the interviewer should write:

0.5

Do not forget to include “0” in front of the decimal. Do not write: .5

Question 3: Question 3 applies to the amount of the food item reported in Question 2. Mark the Rupiah value of the quantity consumed as indicated in Question 2. The value of food consumed has to be evaluated at the local market price during the last week.

For example, a week ago Mr. Amat’s household consumed 2 kg of Bawal fish (Pomfret) that costs Rp. 9,000, 1 kg of Gurame fish that costs Rp. 7,000 and 0.5 kg of Flying fish that costs Rp. 2,000. None of these types of fish are listed specifically in the list of Fish items (codes 1021-1031). Rather, the interviewer should record all these fish under “Other fresh fish” (code 1025). If all these fishes were purchased, then in Question 2, the amount should be 3.5 kg. And, in Question 3, the Rupiah value of these fish would be recorded as Rp. 18,000.

The response for Question 3 is already in 1000’s on the printed questionnaire. So, if the respondent says the household ate 10,000 Rp. worth of rice in the past 7 days, the interviewer will need to write only “10” because “,000” is already printed on the questionnaire.

If the rupiah amount is not in 1000’s, you will round up from 500 Rupiah and down for values below 500 Rupiah. For example, for 10,500 Rp., the interviewer should record 11,000 Rp. If the value is 14,250 Rp., the interviewer should record 14,000 Rp.

For example, suppose the household purchased powdered milk in a tin for 3 months stock at a price of Rp. 32,500/kg. The household consumed 0.5 kg of milk during the past week. When purchasing the same type of milk a week ago, the price was higher at Rp. 36,000/kg. The recorded value of milk consumed is therefore 0.5 times Rp 36,000 = Rp 18,000. If the respondent does not know the price of milk a week ago, then record down the value using the purchasing price: 0.5 times Rp32,500 = Rp16.250 (but rounded, the value written will be Rp. 16,000) .

Question 4: Question 4 and the following Question 5 relate to food items which were produced by the household. Include all those home-produced items that were consumed within the last seven days, regardless of whether the household produced them during the last seven days or previously. This does not include food that is taken from a household business such as a food stall. Such food from a household business is considered to be purchased food in Questions 2 & 3.

Question 5: Mark the Rupiah value in Question 5 that pertains to the value of the amount of food consumed in Question 4 evaluated at the local market price during the last 7 days.

Question 6: Question 6 and the following Question 7 relates to food items which were received in-kind, as a gift (for example food aid) or as a payment for work by the household. Include all those in-kind items that were consumed within the last seven days, regardless of whether the household received them during the last seven days or previously.

Question 7: Mark the Rupiah value in Question 7 that pertains to the value of the amount of food consumed in Question 6 evaluated at the local market price during the last 7 days.

Completing Part A

The content (volume) of foods/beverage varies for the same type of food. For example, mineral water is packed in a 200ml plastic bottle, 500ml small bottle, 1 liter, 1.5 liters, and even in a large size (20 liters). In order to have an overall quantity that can be applied to each food item, we must standardize into the unit on the questionnaire. Use your conversion chart to assist you if the respondent does not know the conversion into the standard unit.

The interviewer should record the total amount of Rupiah on consumption for each of the food categories. There are three possible answers which can be recorded in Questions 3, 5 and 7 :

1. The Rupiah value of consumption if the household consumed any of the foods in that category in the last 7 days.
2. If no one in the household consumed the food item from that source, the interviewer should write '0' in the available space.
3. If the respondent says they do not know, the interviewer should probe for a response. Try asking the question again or changing the question wording to be more clear. If the respondent still says 'don't know' after the interviewer tries probing, the interviewer should write "DON'T KNOW". It is important to give the respondent time to think about and answer the question. Also, for food from self-production or food given as a gift, it is ok to explain that we want an estimation since we know the respondent might not be able to report the exact amount. The respondent might also worry that you are expecting the exact value. If they are worried, they might report "DON'T KNOW" rather than give you an answer they think is wrong. It is very important that we try to avoid having "DON'T KNOW" answers. This requires extra effort by the interviewer to be patient and to probe when needed.

The following cases should get the special attention because they might appear during the field work and cause confusion about how to be recorded :

- Respondent both the head householder and spouse are at work in the morning and during the night at the household's food stall . They make few purchases for foodstuffs because it is already served in the stall. They report very small values of food consumption in Questions

3, 5, and 7. In this case the interviewer should probe to uncover that food was consumed from the household business and should be recorded in Questions 2 & 3.

- A household has purchased rice which they consumed last week but they have not paid for all of that rice. They are indebted to the rice seller. However, the quantity and value of the rice consumed should still be recorded in Questions 2 and 3. Questions 2 and 3 include consumption from purchases paid by installments or by debt.
- The household operates a food stall. They have purchased noodles in the last week for the food stall and sold all of those noodles to customers. This is a purchase of food for the household business. It should not be recorded in Section 4A.

In some cases, the food category consists of several food items. For example, there are many vegetables that are not explicitly listed in items 1051-1078. In many cases, the respondent will report the value of the consumption for each individual vegetable item by source. In this case, write each Rupiah value for each vegetable in your notebook and add them together after all have been listed. The rule applies for all other foodstuff and all questions in Section 4. The interviewer can use their calculator to compute the sum of all the values in the food category.

If some food categories were purchased in one package, the respondent may have difficulty assessing the value of each such as the purchase of salt, fish palette, red onion and chile in one package. In this case, the interviewer should give the respondent time to consider their answer. If the respondent is unable to separate the total value across the different food items, the interviewer should record the value for one food category (the category of the food item of most value among the items in the package) and '0' for other food categories. This is not the same a "prepared" food in which the food ingredients are already combined, such as a cake or bread.

There is a possibility that the respondent will only give information on what was purchased, so please be aware that not everything that is purchased in also consumed. For example, a housewife may usually buy basic needs such as sugar, rice, salt, cooking oil, etc... for the household's monthly needs. The interviewer needs to be alert that the respondent understands that the question doesn't ask about purchases, but about consumption. In this matter, the sugar, rice, salt, and cooking oil must be recorded for the consumption in the past 7 days even though the purchase may have occurred two weeks prior or even though the purchase for that past week was really to stock the household needs for one month. Only the value consumed in the past 7 days should be collected.

For example, the respondent reports that she bought 10,000 Rp. of oil in the last week. The interviewer then asks the respondent to report how much of these oil products were consumed by the household in the past 7 days. The respondent reports that she bought the Rp. 10,000 of oil to stock the household for one month. In the past 7 days, everyone in the household consumed Rp. 3,000 of oil. The interviewer then records Rp. 3,000 in Question 2 for oil.

Food Categories in Part A

Cereals: This subgroup consists of five items (codes 1001 to 1007).

Local rice (code 1001) rice is of domestic origin (from East Timor).

Unhusked rice (code 1002) is rough rice, or rice where the husks or hulls have not been removed from the rice grain.

Imported rice (code 1003) is rice imported or purchased from abroad (from outside East Timor).

Corn (code 1004). If the household consumes fresh corn with husks then convert it to by the weight of 0.69. For example, if last week the household purchased and consumed 7.25 kg of fresh corn with husks. Write the corn consumption quantity as $7.25 \text{ kg} * 0.69 = 5 \text{ kg}$ of corn without husks.

Tubers: This subgroup consists of items codes 1011-1016.

Fish: This subgroup consists of items codes 1021-1029, comprising fresh fish, shrimp and water animals, and preserved fish.

Other fresh fish (code 1023) includes all fresh fish not listed above, such as Flying fish, Pomfret, Tembong, Layur, Lemuru, Belanak, Sebelah, Pari, Cucut, Gerot-gerot, Petek, Japuh, Gurame, Tawes, Jambal, Patin, Belida, Eel and Frog.

Canned fish (code 1025) includes sardines, canned tuna fish and cane tiny sea fish (teri).

Squid (code 1026) includes cuttle fish and octopus.

Fresh shrimp (1027) includes small shrimp (Rebon).

Meat: This subgroup consists of items codes 1031-1038, comprising fresh meat, preserved meat, and others.

Goat meat (code 1033) includes mutton.

Canned meat (code 1036) includes corned beef (from cow, mutton or other animal's meat).

Eggs and milk: This subgroup consists of items codes 1041-1047.

Other eggs (code 1042) includes quail eggs, goose eggs and salted eggs.

Fresh milk (code 1043) includes fresh milk that is obtained directly from animals such as cow's milk, goat's milk and horse's milk. It also includes factory liquid milk such as Ultra and Bear Brand.

Powdered milk (code 1045) is packaged in a tin or a box.

Vegetables: This subgroup consists of items codes 1051-1078.

Legumes/nuts: This subgroup consists of items codes 1081-1087.

Soya bean (code 1081) should include soya beans on the stalk. If the household consumes soya beans on a stalk, convert the weight s 0.18 of the total of soya beans with the stalk. For example, if the household reports consuming 5 kg of soya beans with stalk, then record the quantity of soya beans as $5 \text{ kg} * 0.18 = 0.9 \text{ kg}$

Other pulses (code 1087) includes peas, lima beans, bogor nuts, Koro nuts, Jugo and Ercis.

Fruit: This subgroup consists of items codes 1091-1107.

Oil & Fat: This subgroup consists of items codes 1111-1116.

Coconut oil (code 1111) is made out of coconut and not yet purified, usually called village oil or Klentik oil.

Frying oil (code 1113) includes corn oil used for cooking, palm oil, and sunflower seed oil.

Beverages/drinks: This subgroup consists of items codes 1121-1127.

Ingredients: This subgroup consists of items codes 1131-1137.

Miscellaneous foods: This subgroup consists of items codes 1141-1149.

Prepared food and beverages (code 1149) are not prepared or cooked by the household, but consumed by members of the household either inside their home, or outsides such as in a rice stall, at the office, or at school.

Alcoholic drinks: This subgroup consists of items codes 1151-1155.

Other alcoholic drinks (code 1155) include whiskey, jenever, brandy, gin, rum, arak, sake, tuak, wine (from grapes, apples, pineapples, and malaga) and brem (traditional drink made out of rice).

Tobacco and beetle leaves: This subgroup consists of items codes 1161-1169.

Betel leaves (code 1168) includes gambir (ingredient used for chewing beetle leaves).

PART B: MONTHLY AND ANNUAL NON-FOOD EXPENDITURE

This section aims to record the various expenditures/consumption by household members for non-food items during the past 30 days and the past 12 months from any source:

1. Purchases of non-food items using cash, debt or credit (installments). Non-food items taken from the stall owned by the household are considered as purchased.

2. In-kind gifts or payments for work by another household. This category includes, for example, textile received by textile workers as wage payment or a gift from a family member who lives in a different household.

The list of items in Section 4B should be exclusive. There are six subgroups (goods and services; clothing, footwear and headgear; durable goods; taxes and insurance; festivities and ceremonies; and other expenses).

Several of the categories are similar (such as different items related to health expenditures which appear on 7 separate lines in Section 4B). Interviewers must be care to not have the same expenditure recorded under more than one line. That is, we want to avoid double counting expenditures. Interviewers should pay close attention to the items that households report consuming and be aware of double counting. The expenditures of household members, who are not at home and left temporarily, have to be added to the expenditures of the household, predicted by estimating the quantity usually consumed.

For non-food items, we want to measure the value of non-food items that were purchased/obtained from another party as long as it is for the household needs.

For non-food items in 11B, do not include furniture or other non-food purchases for the needs or a household business such as a table bought for the household's food stall.

Question 1: The interviewer will start Section 4B by completing Question 1 for every item on the list. For each item, mark whether the item was purchased or obtained in-kind by the household during the last 12 months. Ensure that you fill in this question first for all items before moving on to Question 2. For each non-food item, put a cross [x] in the column NO if the household did not purchase or received in-kind this item during the last 12 months. Put a cross [x] in the column YES if the household did purchase or received this item in-kind in the last 12 months.

Be careful that you do not miss out on any non-food item. You have to ask about each type of non-food one by one, reading out the names written in the ITEM column of Question 1. This is to remind the respondent about the non-food items that were purchased or received in-kind during the last 12 months.

Households may have purchased or received in-kind various types of non-food that are not listed explicitly. In order to accommodate such items, each non-food sub-group has a row OTHER to write the names of items which are otherwise not mentioned. If a household consumes a type of non-food which does not appear in the list, then write it into the row OTHER in the appropriate subgroup.

Questions 2 and 3: After completing Question 1 for all items, the interviewer will proceed to Questions 1 and 2 for each item.. Questions 2 and 3 questions ask if any member of the household purchased or received for free the item during the past month and, if yes, the value of the this expenditure. This is the actual value of the item purchased plus the value of the item received for free. It is not the expenditures during the last 12 months divided by 12.

Question 4: Question 4 records the value of the item purchase or received for free over the past 12 months. So, the expenditures during the past 12 months covers the expenditures of the past 30 days. But, the expenditures of the past 12 months is not necessarily spent in the period of the past month. Question 4 must always be larger than Question 3.

If the item received for free was a service (like a haircut or health care or education), the respondent will probably not be able to value the service. However, for goods received for free (like clothing or a radio), we do expect the respondent to be able to estimate a value of the good. If the respondent says they do not know the value of the goods they received for free, explain to the respondent that you are asking for an estimate and not an exact value.

Non-food Categories in Part B

Goods and Services: This subgroup consists of items codes 3001-3024.

Item 3001: personal care items includes things like shampoo, soap, toothpaste and cotton buds.

Item 3002: Expenditures for cosmetics include items such as hair oil, perfume, powder, lipstick, nail polish, hairspray, comb, sanitary napkins.

Item 3003: Expenditures for personal services include facial, nails, and hair (cutting, perm, hair-wash at a hairdresser).

Items 3005 to 3012 are expenditures for health, such as medical treatment at a public hospital, private hospital, mobile clinic, private nurse, traditional healer, and medicine for self-treatment (medicine for flue, headache, cough, rheumatism, etc).

Item 3005 covers pulic health services.

Item 3006 refers to private health services.

Items 3012: Other expenditures for health include expenditures for pregnancy examinations, for giving birth, for immunization of children, and for examination and usage of family planning devices. Health expenditures includes those covered by insurance (ASKES). The respondent will need to estimate how much would have been paid without the insurance.

Items 3013-3015 are expenditure for school. What is meant by school activity/education ranges from pre-school/playgroup, Kindergarten, elementary school, junior high school, senior high school, University (S1, S2 and S3) and non-graduate courses. For the amount paid in the last 12

months, these expenditures could span two school years (the end of the previous school year and the current school year).

Item 3021: Expenditures for entertainment include expenses for admittance fees, tickets for a cinema, renting a sports place, admittance fee into an entertainment place such as a zoo, amusement park etc.

Items 3022 and 3023: Payments to servants includes those who live and do not live in the household. Expenses should only be listed if the servants or drivers are not members of the household.

Clothing, Footwear and headgear: This subgroups consists of items codes 3031-3042. These questions record expenditures on all types of clothing, shoes and head gear either purchases or received as a gift in the last 30 days and last 12 months. Also included in this list are clothing cleaning supplies (washing soap for clothes), laundry fees, and other supplies for clothing (moth balls). Clothing such as military uniforms and clothes that are only worn as the office/job are not considered as consumption because it is a working attribute.

Item 3031: Expenditures for ready-made clothes for male adults includes items like blazer, shirt, jacket, sarong, pants, tee shirt, underwear, ready-made sport clothes, and uniforms for work and school.

Item 3032: Ready-made clothes for female adults include gown, long cloth, blouse, housecoat, cardigan, skirt, sarong, scarf, angkin, underwear, and uniforms for work and school.

Item 3033: Ready-made clothes for children include shirt, pants, cardigan, underwear, tee shirt, and school uniforms. Clothing material includes wool, tetoron, cotton, silk, polyester and hero.

Item 3035: Tailoring repair includes thread and other sewing needs such as lace, needle and buttons.

Durable Goods: This subgroup consists of codes 3051 to 3064.

Item 3051: Furniture includes table, chair, bed, cupboard, wardrobe, credenza, food cabinet and book rack.

Item 3052: Household equipment includes sewing machine, refrigerator, fan, washing machine and air conditioner.

Item 3053: Household linens and items include mattress, pillows, bed sheets, blanket, curtain, carpet, and ashtray.

Item 3054: Household tools include iron, broom, scissors, shovel, knife, cleaver, saw, hammer, and vacuum cleaner.

Item 3055: Kitchen tools include plate rack, stove, cooking-pot, pan, bucket, frying pan, spoon, thermos flask, plates, glass, cookie jar, mixer, rice cooker, blender, oven and others made of tin, glass or plastic. It also includes banana leaves used in cooking for preparing food.

Item 3059: This includes entertainment equipment such as television, video, radio, tape recorder, laser disc, cassette, projector, guitar, piano/organ, computer, games such as Nintendo, Sega, video games.

Item 3063: Expenditures for raising pets and plants include purchasing the food and maintenance for fishes, birds, Bonsai plants, Bottle Palm tree, Red Palm tree, bird food and fertilizer for decorative plants.

Taxes and insurance: This subgroup consists of items codes 3071-3073.

Item 3071: Expenditures for land and building taxes are a compilation of various taxes paid once a year. For the expenses for one month ago, divide the amount of annual taxes by 12.

If the vehicle tax which is paid by any one outside the household (such as an employer) then the cost is not recorded.

Festivities and ceremonies: This subgroup consists of items codes 3081-3084. This should be money or items for a household member. It should not be for the festivities or ceremonies for people who are not household members.

Item 3081: Wedding expenses are expenses incurred for the entire wedding celebrations such as hiring the bridal decorations, rent a building, renting the chairs, plates, bridal make-up, etc.

Other expenses: This subgroup consists of items codes 3091-3096, including donations to the church, gambling losses, and deposits to saving accounts.

Item 3092: Charity/donations includes funds spent on ceremonies or festivities for people who are not household members.

Item 3094: Cash loss is literally losing money. This is money that is lost, dropped, or stolen.

PART C: DURABLE GOODS

The purpose of this section is to collect information on all the durable goods which the household owns. There are 21 different categories of goods.

These items should exclude durable goods which are mainly used by a household business. For example, farm equipment used for the household farm business should not be recorded in Section 4C. For example, if the household has a tailor shop, the sewing machines and any other equipment that is used for the tailor business should not be recorded in Section 4C. Some

durable items may be used for *both* the household business and for the family personally. For example, the family may have a sewing machine in the tailor shop. Most of the time the sewing machine is used for the business. Sometimes, the sewing machine is used for the family to repair the household clothing. If the sewing machine is used *mainly* for the business, it should not be listed in Section 4C.

Section 4C can include durable goods that the household has not paid for in full yet. For example, if the household has a stove which they pay for in installments, this is included in Section 4C.

For each type of durable, in Section 4C information is collected on how many items the household owns and how many years the household has owned the item.

Question 1: The interviewer will begin Section 4C by asking the household to report the number of all items owned in each category by the household or any member of the household.

Mark how many items in each of the durable categories the household currently owns. Be careful that you do not miss out on any durable. You have to ask about each type one by one, reading out the names written in the ITEM column of Question 1.

If the household does not own a type of durable, write down “0”.

Question 2: This question asks the estimated value of the all the goods the household owns in each category. For example, for code 4015, if the household owns two bicycles, the respondent should estimate the value of these bicycles if the respondent sold the bicycles now. Remember that many respondents might not have a very exact estimate of the value of these items. Ask the respondent to estimate as best they can but do not suggest a value for the respondent.

SECTION 5. EDUCATION

Purpose This section collects information on the following:

- (i) literacy of household members - i.e. which persons in the household can read and write;
- (ii) the educational attainment for each person - i.e. the highest level of schooling completed as well as the type of school attended;
- (iii) expenses on education incurred by the household during the past 12 months;
- (iv) record of school attendance and grade repetition over the last three years;
- (v) school inputs: textbooks, chair/desk, teachers.

Respondent Respondents for this section are all household members aged five years and older. You should interview each one directly. If the individual is not available, or is too young to answer for him/herself, obtain the information from a parent or from the best-informed person. In all cases, write the ID code of the person providing the information in the first column of the section. Complete the whole section for each individual (i.e., all relevant parts) before going on to the next person.

PART A: GENERAL EDUCATION

Instructions

Question 1. Write down whether the person is answering for himself/herself.

Questions 2. Copy the ID code of the respondent from the Household Roster.

Questions 3. This question seeks to ascertain whether the respondent can read.

This and the next question attempts to measure literacy of individuals. While persons who have attended at least primary school should be literate, persons who have not attended school may have learnt reading and writing either by themselves or in courses outside school. These questions are sensitive as it is difficult to admit to illiteracy. It is important that the enumerators probe carefully to ascertain whether a person can actually read and write.

Ask the respondent whether they can read a letter. If the respondent has no difficulties reading the letter, write 1. If the respondent had difficulties reading the letter write 2. If the respondent can not read the letter write 3.

Question 4. This question seeks to ascertain whether the respondent can write.

Ask the respondent whether they can write a letter. If the respondent has no difficulties writing a letter, write 1. If the respondent had difficulties writing a letter write 2. If the respondent can not write a letter write 3.

Question 5.

The answer recorded for this question determines which further questions are to be asked for each person. The possible responses to this question are as follows:

YES: Code “1” is for individuals who have attended school. If the respondent has attended school, ask question 7.

NO: Code “2” is for those individuals who report never having attended school. In this case, you must ask question 6 asking about why the person never attended school before going on to the next individual.

Question 6. This question is only to be asked of those individuals who have never attended school. Do not read the list of possible answers to the respondent. Rather, ask him/her to tell you why they did not attend school and pick the answer from the list that best reflect his/her response. If the respondent provides more than one reason, ask him or her to specify the most important reason. If the respondent will not answer or claims he/she does not know, use code 20.

Notes: Reason “2” is not applicable to this question.

Question 7. Write down what type of school the respondent last attended.

PUBLIC: A school that is funded by the by the government.

PRIVATE SECULAR: A school that is not funded by the government and is non-religious.

PRIVATE RELIGIOUS: This is a school funded by a religious organization, like the Catholic Church. So any school run by the Catholic Church is classified as “PRIVATE RELIGIOUS”.

OTHER: If the type of school that the respondent attended is not covered by the above categories write down Code “4” and then write in words the type of school.

Question 8. Write down the highest level and class that the respondent completed in school.

For instance, if the respondent completed Year 10, write “SMA” in the Level Column and “1” in the Class Column.

Note that –there are two different types of post-secondary education, “academia” (technical studies of at most three years) and “universitas” (university studies of up to 6 years). For instance, if the respondent completed a Bachelors degree over four years write “UNIVERSITAS” and “4”.

Question 9. If the respondent has attended school anytime since September 1998 write Code “1” and then proceed to Part B.

If the respondent has not attended school anytime since September 1998, write Code “2” and then answer question 10.

Question 10. This question is only to be asked of those individuals who have not attended school anytime since September 1998. Do not read the list of possible answers to the respondent. Rather, ask him/her to tell you why they did not attend school and pick the answer from the list that best reflect his/her response. If the respondent provides more than one reason, ask him or her to specify the most important reason. If the respondent will not answer or claims he/she does not know, use code 20.

PART B: ATTENDANCE SCHOOL YEARS 1998/99-2000/01

Instructions

Question 1. Write down whether the respondent attended school in the academic year 1998/99.

If the respondent attended school in the academic year 1998/99, ask Question 2.
If respondent did not attend school in the academic year 1998/99, ask Question 3.

Question 2. This question is only to be answered by respondents who attended school in the academic year 1998/99. Write down level and class that the respondent attended.

For instance, if the respondent completed Year 10, write “SMA” in the Level Column and “1” in the Class Column.

After the person answers this question, skip Question 3 and ask Question 4.

Question 3. This question is only to be answered by respondents who did not attend school in the academic year 1998/99. Do not read the list of possible answers to the respondent. Rather, ask him/her to tell you why they did not attend school and pick the answer from the list that best reflect his/her response. If the respondent provides more than one reason, ask him or her to specify the most important reason. If the respondent will not answer or claims he/she does not know, use code 20.

After the person answers this question, ask Question 4.

Question 4. Write down whether the respondent attended school in the academic year 1999/2000.

If the respondent attended school in the academic year 1999/2000, ask Question 5.
If respondent did not attend school in the academic year 1998/99, ask Question 7.

Question 5. This question is only to be answered by respondents who attended school in the academic year 1999/2000. Write down the number of months that the respondent attended school.

For this school year, we also record the number of months, since the violence in 1999 led to wide-spread school closures throughout the country. Most, if not all, students will have had a reduced school year.

Question 6. This question is only to be answered by respondents who attended school in the academic year 1999/2000. Write down level and class that the respondent attended.

For instance, if the respondent completed Year 10, write “SMA” in the Level Column and “1” in the Class Column.

After the person answers this question, skip Question 7 and ask Question 8.

Question 7. This question is only to be answered by respondents who did not attend school in the academic year 1999/2000. Do not read the list of possible answers to the respondent. Rather, ask him/her to tell you why they did not attend school and pick the answer from the list that best reflect his/her response. If the respondent provides more than one reason, ask him or her to specify the most important reason. If the respondent will not answer or claims he/she does not know, use code 20.

After the person answers this question, ask Question 8.

Question 8. Write down whether the respondent attended school in the academic year 2000/2001.

If the respondent attended school in the academic year 2000/01, ask Question 10.
If respondent did not attend school in the academic year 1998/99, ask Question 9.

Question 9. This question is only to be answered by respondents who did not attend school in the academic year 2000/01. Do not read the list of possible answers to the respondent. Rather, ask him/her to tell you why they did not attend school and pick the answer from the list that best reflect his/her response. If the respondent provides more than one reason, ask him or her to specify the most important reason. If the respondent will not answer or claims he/she does not know, use code 20.

After the person answers this question, start the education interview with the next person.

Question 10. Write the name of the school that the attended in 2000/01 and the aldeia and the suco in which the school is located.

Question 11. Write down what type of school the respondent attended in the academic year 2000/01.

PUBLIC: A school that is funded by the government.

PRIVATE SECULAR: A school that is not funded by the government and is non-religious.

PRIVATE RELIGIOUS: This is a school funded by a religious organization, like the Catholic Church. So any school run by the Catholic Church is classified as “PRIVATE RELIGIOUS”.

OTHER: If the type of school that the respondent attended is not covered by the above categories write down Code “4” and then write in words the type of school.

Question 12. Write down the Level and Class that the respondent attended in academic year 2000/2001.

For instance, if the respondent attended Year 10, write “SMA” in the Level Column and “1” in the Class Column.

Question 13. Write down whether the respondent completed or graduated from the grade in academic year 2000/01 – that is at the end of the academic year was the respondent qualified to attend the next level of school ?

Question 14. Write the number of days the respondent was absent from school in the last three months of the 2000/01 academic year.

If the respondent was not absent from school any day during the previous three months, start the education interview with the next person.

Question 15. This question is only to be answered by respondents who were absent from school during the previous three months.

Do not read the list of possible answers to the respondent. Rather, ask him/her to tell you why they were absent and pick the answer from the list that best reflect his/her response. If the respondent provides more than one reason, ask him or her to specify the most important reason. If the respondent will not answer or claims he/she does not know, use code 20.

Question 16. This question covers all the schooling expenditures made by the household for students attending school during the academic year 2000/01. It is likely that the expenditure information will be obtained from the head or household, or the parent of the child, rather than from the student himself/herself.

Some respondents will have difficulty remembering expenditures made up to 12 months before. In such case, ask the respondent to give you approximate figures. For example, you can ask him whether the amount was between Rp. 5,000 and Rp. 10,000, or between Rp. 3,000 and Rp. 5,000.

If, after probing and help from you, the respondent (or his/her parents) cannot recall expenditures by category, write DK (DON'T KNOW) in the appropriate column and write only the total in Column I. If detailed expenditures are provided for some or all categories, write them in the appropriate columns; write any other expenditures for which the breakdown is not known in column H, then sum the amounts up and write the total in column I. Note however that the breakdown of expenses by type is extremely important, so as far as possible, try to obtain the expenses separately for each of the categories by probing.

Column E: Other educational materials (pens, exercise books, etc.). This should not only include expenses for books, stationery and pens, but also calculators and other learning tools such as computers.

Column G: Fees for tutoring or extra classes. These fees typically occur when a student, particularly one who has poor academic progress, is provided with individualized instruction outside of school to improve his or her academic performance.

Column H: Other fees and expenses. Other expenses include miscellaneous expenses, such as student memberships fees for clubs, etc. Record here also amounts that the respondent cannot break down into the other categories.

Question 17. Write down whether any people who are not members of the respondent's household paid any of the respondent's educational expenses in the academic year 2000/01

For instance, if an uncle who is not part of the household paid some of the respondent's school fees, write Code "1".

Question 18. Write down how much money (in rupiah) this person (or people) paid for the respondent's educational expenses in academic year 2000/01.

Question 19. Write down how long in hours and minutes it takes the respondent to travel one way to school.

Question 20. Write down the main way in which the respondent travels to school. If the respondent uses several modes of transport, write down the mode which takes them the furthest.

Question 21. Write down whether the respondent has a complete set of textbooks for their use in academic year 2000/01.

If the respondent does not have any textbooks, write Code "3" and ask Question 25.

Question 22. Write down whether the respondent has exclusive use of these textbooks or whether the respondent must share the textbooks with other students.

Question 23. Write down how the respondent obtained the textbooks for 2000/01. You can note up to three sources. Use the first column for the primary source, the second column for the secondary source and third column for the third source.

Question 24. Write down whether the respondent has a chair/desk to sit in at school.

Question 25. Write down whether the respondent had breakfast before going to school.

Question 26. Write down what fraction of the time the respondent's teachers were in school to teach.

For example if the respondent's teachers were only in the school to teach half the time write code "4".

Question 27. Write down the main (ie the primary) language of instruction in the respondent's school.

If the primary language used is a language other than Tetum, Bahasa, Portuguese, write code "4" and use the language codes to note what language is used.

Question 28. Write down how many hours of homework the respondent did in a typical academic week in the academic year 2000/01.

SECTION 6. HEALTH

Purpose

This section asks about health status, illness, and health care utilization situation and respective expenditure for health services in the last 30 days and in the last 12 months of all household members, and vaccination records of children. It collects information on:

- (i) current health status,
- (ii) health complaints during the last 30 days,
- (iii) health care utilization and self-treatment during the last 30 days,
- (iv) hospitalization during the last 12 months, and
- (v) children's vaccination record.

Respondent

The respondents for Parts A will be all household members. Part B is for children under 6 years of age. The mother, or a knowledgeable adult (preferably female) should report for those 6 years and under.

Instructions for Calculating and Recording

PART A: HEALTH CARE USE

Question 1: Write 1 for YES if [NAME] is answering himself/herself and skip to Question 3. Write 2 for NO if somebody else is answering for [NAME].

Question 2: Write the ID code of the [NAME] as specified in the roster.

Question 3: This is a general subjective measure of the [NAME]'s health status. Record the code corresponding to the [NAME]'s health evaluation.

Question 4: This is a measure of the change in [NAME]'s health status. Record the code corresponding to [NAME]'s evaluation of the change in the health status.

Question 5: Record whether the [NAME] slept under a mosquito net last night. Note that more than one person may sleep under the same mosquito net. Write 1 for YES and 2 for NO.

Question 6: Ask about diseases, injuries that the [NAME] contracted in the last 30 days. Ask all household members regardless of their health status by reading out the listed diseases. Do not ask in a combined way like: "have you been ill or sick in the last 30 days?", as this is likely to

lead to under-recording of diseases. For example, most farmers do not regard a runny nose, headache, cold, or mild flu as diseases, though they have bought drugs for treatment of these illnesses. Some persons with chronic diseases, such as angina (sore throat), cough, stomach ache, etc., if asked in a combined way, may not report any illness. Apart from the listed illnesses, the [NAME] may get sick but they do not know what it is. In this case, if available, it is recommended to ask for medical records, drug prescriptions... to record the correct diseases. Social diseases may be "sensitive", therefore the interviewer has to be careful when asking to avoid insulting the [NAME]. We may ask about the diseases through physician's comments, for example "In the physician's view, what disease did you contract ?".

Diseases or injuries might be contracted: a) at any point during the last 30 days, regardless of whether they are cured or not cured by the time of the interview; or b) prior to the last 30 days but still ongoing during the last 30 days, regardless of whether they are cured or not cured by the time of the interview. Write 1 for YES if the [NAME] contracted a disease or injuries as in the two above cases. Otherwise, record 2 for NO and skip to Question 14.

Question 7: Ask which type of health complaint the [NAME] contracted. Allow for up to two health complaints, ranked according to "severity". For example, if the [NAME] had a stomach ache, and a cold, record in the 1st column 5 and in the 2nd column 2.

Question 8: Ask whether the health complaint interrupted the [NAME]'s daily activities. Primary daily activities is defined as activities regularly performed in a certain time period, including work as defined in Section 8 and other activities such as housework, school attendance, etc. For example, if a pupil has to stay out of school; a worker has to stay out of the workplace, a housewife has to abstain from housework. The daily activities of small children are difficult to define. Probe whether they received better care, or had to sleep more. For persons with chronic diseases, this question has to be asked in relation to the time prior to this disease, not in relation to the last 30 days since they have contracted this disease for a long time and their daily activities have already been affected by this disease for a long time. Write 1 for YES if the [NAME]'s health complaint interrupted the daily activities. Otherwise, record 2 for NO and skip to Question 10.

Question 9: Record the number of days the [NAME]'s primary daily activities were interrupted. Days recorded in question 9 must be no more than 30. For example, if [NAME] was sick and been confined to hospital for 7 days in the last 30 days, and, after hospital discharge, stayed for 4 more days, then record 11.

Question 10: Ask whether [NAME]'s primary daily activities are still interrupted by the health complaint. Write 1 for YES if the [NAME]'s health complaint still interrupts the primary daily activities. Otherwise, record 2 for NO.

Questions 11: This, and the next two, questions ask about health care facility or health provider visits for the treatment of [NAME]'s reported health complication during in the last 30 days.

Write 1 for YES if [NAME] sought treatment for the health complaint, and skip to Question 13. Otherwise, record 2 for NO.

Question 12: Record the code for the reason why [NAME] did not receive any treatment from a health facility or health provider. In case [NAME]'s response is unclear, probe to clarify, and read out the possible responses.

Question 13: Record the type of health care facility or health provider visited. If [NAME] went more than once, allow for up to two responses.

Question 14 - 29: These questions ask about health care facility visits for consultation, treatment and health care expenditure in the last 30 days of those with illness and those who do not report that they have contracted diseases or injuries in the last 30 days. Groups of questions are repeated for different health facilities and providers, distinguishing health care facilities offering outpatient care (questions 14 to 20); private doctors, private nurses, paramedic or trained midwives (questions 21 to 25); and traditional health practitioners (questions 26 to 29).

Question 14: Record the number of visits to a health care facility (public hospital, public health post, community health center, mobile clinic, private hospital, private health clinic, church clinic) during the past 30 days. If [NAME] did not attend any health care facility over the past 30 days, write 0 and skip to Question 21.

Question 15: Record the type of health care facility visited during the last 30 days. If [NAME] went more than once, record the type of health care facility for the most recent visit.

Question 16: Record the code for the reason why [NAME] went for a visit at the health facility. In case [NAME]'s response is unclear, probe to clarify, and read out the possible responses.

Question 17: Record the Rupiah value of all the costs associated with [NAME]'s most recent visit to a health facility. Include in-kind payments, evaluated at the local market price. Include any medicines prescribed during this visit even if purchased elsewhere. Exclude transportation costs.

Question 18: Record the Rupiah value of the transport costs associated with [NAME]'s most recent visit to a health facility. Include the transport costs of any persons accompanying. Include in-kind payments, evaluated at the local market price.

Question 19: Record the hours (in the HOURS column) and minutes (in the MIN column) of the time spent traveling to the health care facility *one-way*. If the times spent to get to and return from the health care facility differ, ask for the average of the two trips.

Question 20: Record how [NAME] traveled to the health care facility. For example, record 1 if [NAME] walked to the facility.

Question 21: Record the number of visits to a private doctor, private nurse, paramedic or trained midwife during the past 30 days. If [NAME] did not visit any of them, write 0 and skip to Question 26.

Question 22: Record which health care provider [NAME] visited during the last 30 days. If [NAME] went more than once, record the health care provider attended during the most recent visit.

Question 23: Record the code for the reason why [NAME] went for a visit at the health facility. In case [NAME]'s response is unclear, probe to clarify, and read out the possible responses.

Question 24: Record the Rupiah value of all the costs associated with [NAME]'s most recent visit to a health facility. Include any medicines prescribed during this visit even if purchased elsewhere. Include in-kind payments, evaluated at the local market price. Exclude transportation costs.

Question 25: Record the Rupiah value of the transport costs associated with [NAME]'s most recent visit to a health facility. Include the transport costs of any persons accompanying. Include in-kind payments, evaluated at the local market price.

Question 26: Record the number of visits to a traditional health practitioner or a traditional birth attendant during the past 30 days. Traditional health practitioners or birth attendants typically have not received any formal training in modern medicine, and apply health techniques based on local knowledge based on through generations. If [NAME] did not visit any of them, write 0 and skip to Question 30.

Question 27: Record the code for the reason why [NAME] went for a visit at the health facility. In case [NAME]'s response is unclear, probe to clarify, and read out the possible responses.

Question 28: Record the Rupiah value of all the costs associated with [NAME]'s most recent visit to a health facility. Include any medicines prescribed during this visit even if purchased

elsewhere. Include in-kind payments, evaluated at the local market price. Exclude transportation costs.

Question 29: Record the Rupiah value of the transport costs associated with [NAME]'s most recent visit to a health facility. Include the transport costs of any persons accompanying. Include in-kind payments, evaluated at the local market price.

Questions 30: This, and the next three, questions are about purchasing medicine without prescription as self-treatment in the last 30 days of those with and without reporting that they have contracted a disease or injury in the last 30 days. If a respondent says that they have bought drugs without reporting their disease or injuries, check whether they had any diseases. Report drug buying expenditure in the line for the individual with the disease, not in the line for the drug buyers (for example, if the mother buys drugs for her children, report the drug buying expenditure in the line for the children). Write 1 for YES if [NAME] purchased medicine for the health complaint, and skip to Question 13. Otherwise, record 2 for NO and skip to Question 34.

Questions 31: Record which type of medicine [NAME] purchased.

Questions 32: Record where [NAME]'s medicine was purchased. If medicine was purchased more than once, report the location for the last purchase.

Questions 33: Record the Rupiah value spent on medicine purchased without prescription as self-treatment. Include in-kind payments, evaluated at the local market price.

Question 34: Record whether [NAME] was hospitalized during the *last 12 months*. Hospitalization refers to staying in a hospital or clinic for one or more night. Write 1 for YES if [NAME] was hospitalized in the last 12 months. Otherwise, write 2 and skip to the next person.

Question 35: Record the number of times [NAME] was hospitalized in the last 12 months. For example, if [NAME] was hospitalized five months ago for 5 days for dengue fever, and two months ago for 4 days for an accident, record 2.

Question 36: Record the type of health care facility [NAME] was hospitalized in. If [NAME] was hospitalized more than once, record the most recent stay.

Question 37: Record the number of days [NAME] was hospitalized for.

Question 38: Record the Rupiah value of all the costs associated with [NAME]'s most recent stay in a health facility. Include in-kind payments, evaluated at the local market price. Include any medicines prescribed during this visit even if purchased elsewhere. Exclude transportation costs.

Question 39: Record the Rupiah value of the transport costs associated with [NAME]'s most recent stay in a health facility. Include the transport costs of any persons accompanying. Include in-kind payments, evaluated at the local market price.

Question 40: Record the hours (in the HOURS column) and minutes (in the MIN column) of the time spent traveling to the health care facility *one-way*. If the times spent to get to and return from the health care facility differ, ask for the average of the two trips.

Question 41: Record how [NAME] traveled to the health care facility. For example, record 1 if [NAME] walked to the facility.

PART B: CHILDREN'S HEALTH

This part has to be asked for all children under 6 years of age. List each child in the row corresponding to the child's ID code, as coded in the roster. Ask the mother or, if she is unavailable, another knowledgeable adult (preferably female).

BCG: gives protection against tuberculosis.

DPT: given in three monthly doses (usually two months apart) to children below the age of 5 years, it provides protection against diphtheria, pertussis (whooping cough) and tetanus.

POLIO: Provides protection against poliomyelitis. Like DPT, it is given in three monthly doses.

MEASLES: provides protection against rubella.

Question 1: . IMMUNIZATION is a method of making a person immune to disease by injecting certain substances into the body which stimulate the production of disease-fighting antibodies. To be effective, all immunizations in a series must be given (for example, 3 DPT immunizations must be given for the protection to be effective). Further, the series must not be started before the child reaches the right age. Thus, dates of immunization are very important. Ask to see the immunization card for the child. If it is available, write 1 for YES, SEEN. If the child has an immunization card but it cannot be found in the household, write 2 for YES, NOT AVAILABLE, and skip to 3. If the child does not have an immunization card, write 3 for NO and skip to Question 3.

Question 2: Record from the card the number of times the child received vitamin A. Then skip to Question 4.

Question 3: This question is only asked for children who do not have immunization cards, or whose immunization cards are not available. Ask whether the respondent remembers when [NAME] received which type of vaccination. If the respondent remembers the dates for some of the vaccinations, but not all of them, fill in Question 4 for those which the respondent remembers, and ask the relevant questions 6 – 12 for those which the respondent does not remember. Write 1 for YES if the respondent does remember, otherwise write 2 for NO and skip to Question 6.

Questions 4–5: These questions are only asked about a child whose immunization cards are available, or where the respondent is sure to remember the dates of each type of vaccination for the child. If the respondent remembers the dates for some of the vaccinations, but not all of them, fill in Question 4 for those which the respondent remembers, and ask the relevant questions 6 – 12 for those which the respondent does not remember.

Question 4: Copy the vaccination date for each vaccine (BCG, Polio 0/1/2/3, DPT1/2/3, Measles, Most recent vitamin A) from the card, or write as reported by the respondent. Write the number corresponding to the month (for example 11 for November) in the MONTH column, and the year (for example, 99 for 1999) in the YEAR column for each vaccine. Make sure to fill in the dates comprehensively.

Question 5: Probe carefully whether the child received any additional vaccination that is not recorded on the card. If yes, record it in Question 4. Once you have recorded all vaccinations, write 2 and move on to the next child.

Questions 6 - 12: These questions are only asked about children who do not have a vaccination card, or where the respondent did not remember the dates of each type of vaccination for the child. If the respondent remembers the dates for some of the vaccinations, but not all of them, fill in the relevant questions 6 – 12 for those which the respondent does not remember.

Question 6: Ask whether [NAME] received a BCG vaccination. Explain that a BCG vaccination is an injection in the upper arm that leaves a scar. If there is any doubt, ask to see whether [NAME] has a scar on either upper arm.

Question 7: Ask whether [NAME] received a polio vaccine. Explain that a polio vaccine consists of pink or white drops in the mouth. Write 1 for YES. Write 2 for NO, and 3 for DON'T KNOW. Skip to Question 10 after response 2 or 3.

Question 8: Record whether the polio vaccine was given just after birth or later.

Question 9: Record the number of times [NAME] received the polio vaccine.

Question 10: Ask whether [NAME] received a DPT vaccination. Explain that a DPT vaccination is an injection usually given in the thigh or buttocks at the same time as the polio vaccine. Write 1 for YES. Write 2 for NO, and 3 for DON'T KNOW. Skip to Question 12 after response 2 or 3.

Question 11: Record the number of times [NAME] received the DPT vaccination.

Question 12: Ask whether [NAME] received an injections against measles.

SECTION 7. FERTILITY AND CONTRACEPTIVE USE

The main objective of this section is to record information about the respondent's fertility history and contraceptive use.

Respondent

This section will be answered by all female respondents ever married and between the ages of 10 and 49.

Instructions for Calculating and Recording

Question 3: This question asks at what age was the respondent first married. If the respondent has been married more than once, the age at the first marriage should be recorded.

Question 4: This question asks if the respondent has ever given birth to a child. If the respondent has been pregnant but never given birth, the answer to this question "NO". If the respondent has never given birth, the interviewer will skip to question 15.

Question 5: If the respondent reports having given birth to a child, the interviewer will ask how many boys the respondent has given birth to and how many girls. After asking the number of boys and girls, the respondent should calculate the total number of children born and enter this is in the column "TOTAL".

Question 6: After asking about the number of births, this questions asks how many of these children are still living. The interviewer will ask how many boys the respondent has given birth to are still living and how many girls are still living. After asking the number of boys and girls alive, the respondent should calculate the total number of children alive and enter this is in the column "TOTAL".

Question 7: This question asks if the woman has given birth after August 1998. If "NO", then skip to question 15.

Question 8: This question pertains to the last child born. It asks if this child is still alive. If the child is not alive, skip to question 10.

Question 9: If the last child born is alive, the interviewer will record the child's identification code from the household roster. If the child does not live in the household with the mother, record "99". After completing this question, skip to question 11.

Question 10: If the last child born is now deceased, this interviewer will ask the age of the child when the child died. Record the age and the appropriate unit for the age (hours, days, months or years).

Question 11: This question asks how soon after giving birth did the woman start to breastfeed the child. There are three categories for responding: less than 1 hour after birth, 1-2 hours after birth or more than 2 hours after birth.

Question 12: This question asks at what age was the child when the child was first given any drink in addition to breastfeeding (such as sugar water). If the child has never been given any other food or drink yet, record “99”.

Question 13: This question asks what age was the child when the child was first given any food in addition to breastfeeding (such as bubur). If the child has never been given any other food yet, record “99”.

Question 14: This question asks what age was the child when the mother stopped breastfeeding. If the mother is still breastfeeding the child, record “99”.

Question 15: This question asks if the respondent is currently married. If the respondent is divorced or widowed, then the interviewer is finished with Section 7 for this respondent. If the respondent is currently married, then the interviewer will continue to Question 16.

Question 16: This question asks if the respondent is currently using any contraceptive method. If the respondent is currently using any contraceptive method, the interviewer will skip to Question 18.

Question 17: This question asks why the respondent is not currently using any contraceptive method. After completing this question, the interviewer will skip to Question 19.

Question 18: This question records the contraceptive method the respondent is currently using. If respondent is using more than one method of contraceptive, record only the one with the longest effective use. If the length of effective use is the same, then record the method frequently used. If still the same, record the first method mentioned by the respondent. After completing this question, the interviewer has finished Section 7 for this respondent.

Question 19: This question asks if the respondent has ever used a contraceptive method in the past. This question is only asked of respondents who are not currently using a contraceptive method. After completing this question, the interviewer has finished Section 7 for this respondent.

SECTION 8. EMPLOYMENT

The purpose of this section is to collect information about the economic activities and time use of the respondent. Household economic activities include agricultural activities (cultivation, animal husbandry), forestry, aquaculture, small-business production (industry, handicraft, fishing), business (trade in various services, goods), services (doctor, lawyer, other services ...), military and working for the government.

Respondent

This section is to be answered by all household members 10 years of age and older. The interviewer is required to ask the individual about themselves. If a child is out, or can't answer then another member who knows the information can respond instead of him/her. If any adult of over 10 years of age is out, ask all people who are present, then make an arrangement to come back and finish with the absent member.

A. Concept of Employment

Employment or working means that the respondent is working towards acquiring and or assisting to acquire income or profit. The income and profit include salary, allowance, incentive and business revenue such as rent, interest and profit in a form of money or stuff.

This section on employment is one of the most important sections since it relates to a key content of the survey, household income. Data on all economic activities for which household members earn an income or produce goods that are necessary for the support of the households are included here. Stress that all responses will be kept confidential. If necessary, the interviewer should allow the respondent to write the answer on a piece of paper if they do not want other persons to listen to their incomes.

Economic activity could involve work of different types, including working: for the government, for the military, for a factory, as hired labor on someone's farm, for the household's own farm, in a household business like a food stall or tailor shop or as independently such as being a taxi driver.

"Employment" of household members is defined as one of three following forms:

- a. Paid worker: Do work to receive salary or remuneration paid in cash or in kind for the work.
- b. Self-employed to make a profit for him/herself. This includes working in agricultural production (including forestry or aquaculture) on land owned or managed by the household. It also includes working in non-agricultural economic activities run or partly run by the household. These activities may be done by household members or combined with hiring of labour. It could mean activities where the household head acts as the manager and most workers are hired.

Self-employment is very diversified and might be mixed up with working for hire (paid worker). A nurse who may work at a clinic during the day and receive a salary is considered paid worker. This person may work as an independent nurse and work in the evening from

her house and be considered self-employed. A tailor may make clothes on contract (get materials, make completed products and get salary on the amount of completed products) and then they are self-employed. A person may raise chickens on contract (build own poultry house or shed, get chicks, food, and hand over the full-grown chickens after 3 months) and is considered self-employed. A mason who has worked for a construction contractor and got a salary is paid labor. However if this person has been contracted to build a house and hired workers to work for him, has managed and run the construction work and received salary from the house owner for the, this case should be considered self-employment. Another mason with only a trowel, a “hark”, a meter tape who goes to build or repair houses for anyone in need, and doesn’t work for any certain person, should be considered self-employed.

- c. Unpaid family worker: Do work for his/her household without being paid remuneration or salary for the work. This means any respondent who worked in the household business is unpaid family worker. This includes working on the household farm or working in the household’s food stall with no set salary. In fact, the interviewer often misses those involved in a household business or production and do not consider that involvement as their work. If they work in the household business, it should be regarded as work.

Other concepts of employment for this survey are:

- Some people will have more than one employment.
- Some people will have employment but not as their main activity. For example, a High school student (SMU) may spend most hours of the week in school or studying, but he may also spend a small number of hours working for the household’s business. He is working.
- People whose activity is growing various grains and crops which is self-consumed and some sold. This is considered as working.
- People whose activity is doing non-farm activities for the house like sewing own clothes, cooking own meal, or fishing for hobby are not considered as working.
- The member of household who is assisting the householder or member of household on the wet field, dry field, shop etc, is considered as working although they are not paid. They are an unpaid family worker.
- Person who's business is renting agriculture machine or equipment, industrial machine, party equipment, transportation vehicle, etc. are considered as working self-employed.
- A housemaid is considered as working if she/he gets paid (in cash or in-kind). This includes housemaids who are listed on the roster of the employer's household or not listed on the roster of the employer's household.
- A prisoner who is doing activities like cultivating, producing furniture and etc. is not considered as working.
- A person who rents agriculture land to others with sharecrop system is categorized as working if the person gets payment or has a share in managing the agriculture business mentioned.

Instructions for Calculating and Recording

All questions in Section 8 must be completed for one person before proceeding to the next person. The important thing is to record the correct line for that person since this section has many pages, and it is easy to make mistakes between the line for this person and for the other. In order to help the interviewer avoid mistakes, three alternating grey and white lines are designed in the questionnaire page, and each page has repeated the codes for each household member. The interviewer must be careful to follow the correct skip pattern; if there is a mistake in the skip pattern, that could lead to extra and unnecessary questions, which makes the work harder.

PART A: LABOUR FORCE PARTICIPATION

Question 2: You must make every effort to talk to the respondent directly. If it is impossible to do so, record the ID code of the proxy respondent in this column.

Question 3: This question asks about activities for which the respondent receives salary or remuneration paid in cash or in kind for the work. If the respondent worked for an hour or more in the last 7 days as an employee, consider this work.

Question 4: This question asks about activities for which the respondent receives salary or remuneration paid in cash or in kind for the work. If the respondent worked for an hour or more in the last 12 months days as an employee, consider this work. This would include a regular worker, government or private employee who is not working in the last 7 days because of taking a leave, sick, on strike, absentee, the company temporary stopped the activity but does work during the last 12 months.

Question 5: This question asks about self-employment in agricultural activities (cultivation and animal husbandry), forestry, aquaculture. Respondents who worked one or more hours on the family farm in the last 7 days are “YES”. This includes working in the rice fields and tending livestock. It also include repondents whether they are the household head who manage the farm or other household members who help the houseohld head. Both are considered to as working.

Question 6: This question asks about self-employment in agricultural activities (cultivation and animal husbandry), forestry, aquaculture. The recall period is the last 12 months. This may include a farmer and his wife who has agriculture business and did not work in the last 7 days because of waiting for the next work, waiting to yield a harvest, or waiting for the rainy season to be able to work on the land. It also includes any member of the household who worked on the farm in the last 12 months and not just the principal farmer.

Question 7: This questions asks about self-employment in non-agricultural activities such as a tailor or having a food stall. Respondents who worked one or more hours on the family non-farm busienss in the last 7 days are “YES”. This includes househld members who operate a

family business (such as, a kiosk, a stall selling food) and those household members who help in the family business and worked one or more hour in the last 7 days. Both are considered to as working.

Question 8: This questions asks about self-employment in non-agricultural activities such as a tailor or having a food stall. Respondents who worked one or more hours on the family non-farm busienss in the last 12 months are “YES”. This includes househld members who operate a family business (such as, a kiosk, a stall selling food) and those household members who help in the family business and worked one or more hour in the last 12 months. Both are considered to as working.

The interviewer should know how to distinguish between Question 3 and Question 7. Question 3 refers to whether the household members work for other persons outside the household to get remuneration/payment. Question 7 refers to whether the household members works for a business, trade managed or run by the household themselves.

The family owned agriculture business means agriculture business owned by the family for example a family has plantation, wet field, cattle farm (Questions 5 & 6). Whereas Non-Agriculture Business means business besides agriculture business for example shop, repair shop, tailor etc (Questions 7 & 8). Working in agriculture or non agriculture business own by the family can be as a labor or employee and also can be unpaid family worker.

Question 9: The interviewer has to look at answers to Questions 3, 5, and 7. If there is a “yes” answer (code 1) in Questions 3, 5, and 7, that is an individual has worked in the last 7 days, the interviewer records 1 to Question 9 and moves to Question. 10.

If all answers are no; no (code 2), that is, an individual has not worked in the last 7 days, the interviewer records 2 to Question 9 and skips to Question 11.

Question 10: This question asks how many hours the respondent worked in the previous week. If today is July 22, 2001 which is a Sunday, then start by entering in the hours worked on Saturday in the column for Saturday, and then complete for the day before, Friday etc.

If the interview date was a Wednesday, then start with the previous day (Tuesday). Enter hours for Tuesday and then Monday and so on.

If the individual worked in multiple jobs – for example, worked on the family farm during the morning for 4 hours and worked in the household owned shop in the afternoon for 5 hours, then include the total number of hours spent working (9 hours) in the column in the appropriate day.

If the respondent worked less than a rounded hour, round up from 30 minutes and higher and round down from 29 minutes and lower. For example, if the respondent says they worked 4 hours and 45 minutes on Sunday, enter 5 hours for Sunday. If the respondent says they worked 3 hours and 15 minutes on Monday, enter 3 hours for Monday.

Add the total number of hours for the week and put it in the column under TOT. Ask the respondent, “So you worked XX hours in the past week.” to confirm the total.

After asking Question 10, skip to Question 15.

Question 11: This question is asked for respondents who did not work in the last 7 days. It asks if the respondent has a permanent job although they did not work in the last 7 days. Sometimes individuals may be on vacation – for example, a school teacher may not be working during the school summer vacation. In this case, the school teacher would respond with a yes to this question. If the respondent says “YES”, skip to Question 13.

Question 12: This question asks the main reason for not working at the permanent job in the past 7 days. After completing this question, the interviewer will skip to Question 15.

Question 13: This question asks if the respondent had looked for a job in the last 7 *days*. If the respondent was actively seeking work by approaching potential employers, then record “YES” and skip to Question 15.

Question 14: This question asks the main reason that the respondent did not look for work in the past 7 days.

Question 15: The *interviewer* has to look at answers to questions 4, 6, 8, and 9. If any of these questions are “YES”, then continue with Section 8B. If all of these questions are not “YES”, then skip to Section 8C.

PART B: JOB INFORMATION

Section 8B asks questions about the respondent’s main and their secondary job. It is collected for all respondents who worked at least one or more hours in the last 12 months. Some people have more than one job. Questions 2-22 collect information on the main job. If the respondent has more than one job, the respondent needs to tell the interviewer which job they consider to be their main job. It does not have to be the job they worked more hours in the last 7 days; it does not have to be the job that earns more money. If the respondent can not decide which is their main job, choose the job where the income is highest. If you still have not decided a main job, choose the job with more hours in the past 12 months.

Question 1: This question asks if the respondent has had a job in the past 3 months. If the respondent has not had a job in the last 3 months, skip to Part C of Section 8.

Question 2: This question asks for the occupation of the respondent’s main job. The interviewer should record a description of the occupation. After recording the description, refer to the list of occupation codes and enter the corresponding code.

Question 3: This question asks for the trade or business of the respondent's main job. The interviewer should record a description of the industry. After recording the description, refer to the list of industry codes and enter the corresponding code.

"Industry" is a concept reflecting the nature of economic activities done in an office, business or production establishments of the main job.

In case an individual works in an office, business or production establishment, based on the types of products or economic or social functions of the office, business or production establishment should be classified into the respective industry. For example, one person working as a driver for the Census and Statistics Office, is under the industry of Public Administration/military (including policemen), code 12. If a person also is a driver but he works for a company that does railway transport operations, then he is under Transportation, storage and communications, code 10.

When asking questions 1 and 2, interviewer should allow the respondent to describe in detail his/her work and if s/he works for an office or a business, production establishment, the interviewer should ask about information on the office or establishment such as its name, its functions or products ...with the aim of identifying the right related occupation of the respondent. If the interviewer fails to identify the occupation or industry, then s/he should describe succinctly the respondent's work, organization, business, production establishment, fill in column 1 and 2 respectively and discuss with the team supervisor about recording the correct industry or occupation codes. The team supervisor will help in recording the occupation and industry codes according to the list of industries and occupations in the household questionnaire.

Occupation classification is based on the nature, contents of the work of the laborer. Industry classification is based on the functions, responsibilities of the office, business, production establishment with private accounting or not or the nature of economic activities to whom it is related.

Careful attention should be paid to occupation coding. Industry and occupation may differ. For example, in the construction industry, the occupation may be accountant (01) or a construction worker (12), or various other types of occupations.

Question 5: This question asks about the total hours worked in the main job in the last 7 days. It is not about the normal work schedule for this job, but hours that the respondent did work in the last 7 days.

Question 6: This question asks about the actual number of days worked in the main job in the last 7 days. It is not about the normal work schedule for this job, but days that the respondent did work in the last 7 days.

Question 7: This question asks about the total weeks worked in the main job in THE last 3 months. It is not about the normal work schedule for this job, but weeks that the respondent did work in the last 3 months.

Question 8: This question asks about the usual number of hours each week *the* respondent worked in this job for the last 3 months.

Question 9: This question asks where the work for this job is performed.

Question 10: This question asks the respondent what type of worker they are. Respondent's work status is divided into 6 categories:

1. Self employed with paid workers: This means that respondent is the owner of the business who manages and runs the business and hires people to work (has employees). If “YES” skip to Question 21.
2. Self-employed: This means the respondent is the owner and operated of a business and works along (no hired labor and no family members help). If “YES” skip to Question 21.
3. Self employed assisted by unpaid family workers: This means the respondent is the owner and operates a business. The respondent has no hired labor but the respondent does get assistance in the business from unpaid family workers. If “YES” skip to Question 21.
4. Unpaid family worker: This includes respondents whose main job is helping in the household business but they do not receive any pay. Unpaid Family worker means working for the parents, spouse, relative or children without payment although the business gains revenue. If “YES” skip to Question 23.
5. Paid worker in a household business (farm or non-farm business): This includes any household member who works for the household business and does receive pay for this work. If “YES” skip to Question 17.
6. Employee: This includes anyone who works for someone or a company outside the household. This include government employee or labor (people working for the government or government company, and people working for private business (large company or a small business or shop owned by someone outside the household).

Question 11: This question asks employees who they work for.

Question 12: This question asks how many people work together at the respondent’s place of work. Some companies may have many establishments (places of work). Record the number of people at the establishment of work and not the total number of people that work for the company.

Question 13: This question asks how many times per week the respondent travels from home to work for their job. For example, if the respondent works 5 days a week and goes home between days, then the answer to Question 15 is 1 time per day. If the respondent works 5 days a week, but makes one trip and spends the night at their place of work, then the answer to Question 15 is 1 time per week.

Question 14: This question asks for the usual travel time from the respondent’s home to their place of work.

Question 15: This question asks if the respondent receives payment (in cash or in kind payment) for their work for this business. If the respondent does receive payment, skip to Question 17.

Question 16: Some respondents may have not received any payment from their employee. This question asks why the respondent has received no payment. After asking this question, the interviewer should skip to Question 23.

Question 17: This question asks for the salary (cash) payment for the respondent. It also asks for the time period the payment covers. Some respondents will be paid for each day of work. Others will be paid for one week of work or maybe one month of work. Be sure to enter the correct time unit. This is critical information to use with the salary.

If the respondent is able or unwilling to report their salary, please probe.

Question 18: This question asks the total hours of work that the payment is for. So if the payment is for one month, we are asking the respondent how many hours in the month they work for that payment.

Question 19: This question asks if the respondent receives any in-kind payment (non-cash payment) for their work from the employer. This can include food or non-food items. If “NO”, skip to Question 23.

Question 20: This question asks the respondent to estimate the value of the non-cash payment they receive from the employer. It is important to include all payment in-kind that the respondent received and to estimate the time over which these payments are applicable. After completing these questions, skip to Question 23.

Question 21: This question asks for an estimate of the net income to the respondent from their business for the business operation in the last 1 month. “Net income” is the difference between total revenue and total expenditures for the business. If the respondent is unable to estimate, please probe. If the respondent can still not answer about net income, ask for gross income. Gross income is the total revenue from the business.

We want to find out the amount of “take home” income. Therefore we want to find out the net income. This net income is usually difficult for respondent to estimate. In this case, interviewer should ask respondent to estimate. If respondent couldn't answer the net income after is probed, then ask the gross income gain from the business, which is the income before the cost is taken out.

Sometimes respondent could answer the quantity of production and the price of each product. For example, a farmer could say in the interview that he sells rice at certain price per kilogram in the last month. In this case, ask the amount of rice for sale then multiply it with the price of rice per kilogram, therefore we will have the total selling value. The total selling value is the gross income. Then ask the expenses for seeds, fertilizer, fuel, the wage for agriculture labor and etc. The net income is the gross income minus the business expenses.

If the respondent's business had no profit (no sales or expenditure), record "0" and the unit "3". For example, this may happen if a farmer has not been farming in the past 30 days because it is the off season.

If the respondent had business losses, record the amount of the loss and the unit "4". This will happen if the expenditures for the business in the last 30 days were larger than the revenue from business sales.

Question 22: This question asks about net income in the last 12 months from the main job. See instructions for Question 21. Remember, we want to record net income. Only if the respondent is unable to estimate net income and after the interviewer probes, then try to collect information on gross income.

Question 23: This question asks if the respondent has worked in any other jobs in the past 30 days, in addition to the main job they have just described. If "NO", skip to Section 8C.

Questions 24-33: This set of questions correspond to Questions 02-11 in Section 8B, but they refer to the secondary job.

Questions 34-41: This set of questions correspond to Questions 15-22 in Section 8B, but they refer to the secondary job.

It is possible that the respondent has more than one additional job. Ask the respondent to identify the additional (secondary) job considered to be the most important to the respondent. This is the job that Questions 24-41 refer to.

PART C: INDIVIDUAL TIME USE

The questions in Section 8C ask about time use in 4 main activities. This is time use related to working around the household. This is not time use in an activity that earns income. The 4 categories are: fetching water, fetching wood, house keeping (cooking, cleaning, washing, home repair) and child care. This does not include activities that the respondent does for income.

For example, the respondent is age 14 and is a student. The respondent also does some work collecting water for a neighbor. This is a job. This job should be asked about in Section 8B.

For example, the respondent is age 15 and is not in school. The respondent helps her mother in the household by cleaning clothes or watching the other small children. The respondent earns no income from these activities. Also the respondent does not work as unpaid family labor in the household's business (such as a farm or food stall) and the respondent does not earn income as an employee. The time of the respondent in cleaning and childcare should be asked about in Section 8C. The respondent should have no information in Section 8B because Section 8B is only for respondents who have a job with income or work in the family business. This respondent did neither.

Question 1: This question asks if the respondent spent any time fetching water in the last 7 days. If “NO” skip to Question 3.

Question 2: This question asks the total number of hours spent fetching water for the household in the last 7 days. If the respondent gives you hours for each of the 7 days, record these in the interviewer notebook and use your calculator to add the number of hours for each day to compute the total. Be careful to not confuse minutes and hours (1 hours=60 minutes) – this is an easy mistake to make. Enter the total. If the total is less than 30 minutes, enter “0”. If the total is 2 hours and 30 minutes, round up to 3 hours. If the total is 5 hours and 20 minutes, round down to 5 hours.

Question 3: This question asks if the respondent spent any time fetching wood in the last 7 days. If “NO” skip to Question 5.

Question 4: This question asks the total number of hours spent fetching wood for the household in the last 7 days. If the respondent gives you hours for each of the 7 days, record these in the interviewer notebook and use your calculator to add the number of hours for each day to compute the total. Be careful to not confuse minutes and hours (1 hours=60 minutes) – this is an easy mistake to make. Enter the total. If the total is less than 30 minutes, enter “0”. If the total is 2 hours and 30 minutes, round up to 3 hours. If the total is 5 hours and 20 minutes, round down to 5 hours.

Question 5: This question asks if the respondent spent any time in housework (cooking, cleaning, washing clothes, or performing maintenance on the house) in the last 7 days. If “NO” skip to Question 7.

Question 6: This question asks the total number of hours spent in housework (cooking, cleaning, washing clothes, or performing maintenance on the house) for the household in the last 7 days. If the respondent gives you hours for each of the 7 days, record these in the interviewer notebook and use your calculator to add the number of hours for each day to compute the total. Be careful to not confuse minutes and hours (1 hours=60 minutes) – this is an easy mistake to make. Enter the total. If the total is less than 30 minutes, enter “0”. If the total is 2 hours and 30 minutes, round up to 3 hours. If the total is 5 hours and 20 minutes, round down to 5 hours.

Question 7: This question asks if the respondent spent any time in child care in the last 7 days. If “NO”, then the interview of Section 8 for this respondent is done.

Question 8: This question asks the total number of hours spent in child for small children in the last 7 days. This does not include the time while children were sleeping. If the respondent gives you hours for each of the 7 days, record these in the interviewer notebook and use your calculator to add the number of hours for each day to compute the total. Be careful to not confuse minutes and hours (1 hours=60 minutes) – this is an easy mistake to make. Enter the total. If the total is less than 30 minutes, enter “0”. If the total is 2 hours and 30 minutes, round up to 3 hours. If the total is 5 hours and 20 minutes, round down to 5 hours.

SECTION 9. AGRICULTURE

Purpose

This section collects information on the agriculture, raising of livestock, forestry and fishing carried out in East Timor. Agriculture is very important to the people of Timor, and the information collected in this survey will be used to help the government and other organizations plan projects and set good policies to help the farmers of East Timor

The agriculture is organized in eight parts.
The parts of the agriculture module are:

- A: Plots of the household
- B: Crops harvested
- C: Inputs used on the farm
- D: Forestry
- E: Equipment
- F: Labour and Farm Produce
- G: Livestock
- H: Fishing

Respondent

The respondent for Parts A and B must be the person who takes the decision regarding the farming of this land. For the other parts the most knowledgeable person about the household's farming should answer. Usually, this person will be the household head.

PART A: PLOTS

We are interested in any plot of land that the household farmed or any arable land that the household owned even if they did not farm it. For example, land left fallow for several years should still be counted in the landholdings, even though the farmer did not plant on it this year. The household does not have to own the land for it to be counted as land they are farming. In East Timor, much of the land that farmers cultivate is public land.

Many farmers think of their land in plots - land in one area that is planted with a crop or mixture of crops, or that is a continuous piece of land (such as swamp or bush) and this part (Part A) asks questions about each plot of land that the household controls.

There is space on the questionnaire page for 9 plots. If a household should have more than 9 plots, try to determine the eight most important ones, then combine the smaller ones. However, if this is a large farm, you could use a second questionnaire, and mark clearly on the first questionnaire that the data is continued on a second questionnaire. In general in the testing done, a household had 1-4 plots.

Question 2: First list all the plots that a household has. For example, there may be a rice field, a garden area near the house, and a field with cassava and squash, so this would be listed as three plots.

Question 3: This question seeks to find out who makes the decisions regarding the plot. This is the person who has the right to say how the crops of the plot will be used. There could be several different household members who control different plots of land. For instance, the head of the family could be a woman, and she controls one plot, and her older son controls another plot. Once the person responsible for the plot is identified, it is preferable if all the rest of the questions in this part and part B are answered by that person, who knows in the most detail about this plot.

Question 4: This is one of the most important questions in this whole section, because the area of the plots will be added together to get the total area the household farms, and this figure is important for all policy decisions. Sometimes it is difficult to get the area of the plot, and you have to be patient and make sure that the information is reasonable. One of the greatest sources of error in this question is not properly recording the unit of measurement for the areas. We are using 4 units of measurement:

- 1- square meter
- 2- ares, which is an area 10 meters wide by 10 meters long (100 square meters).
- 3- hectare - 100 m long by 100 meters wide (10,000 square meters, or 100 ares)
- 4- other. Sometimes the respondent will tell you the area in a local measure. It is preferable to use either square meters, are or hectare, but if they respond in a local measure, record the name carefully and try to get an idea of the size so that it may be expressed in a known unit.

Question 5: this question records what kind of land the plot is. Code 1 - annual crops or fallow is for land used for crops with a less than one-year growing cycle which must be newly sown or planted for further production after the harvest, or for lands that are left in a rest phase (fallow) before replanting.

Question 6: Mark the code for the percentage of the plot that was planted. Farmers may plant only part of a plot. For instance, a farmer may plant only half a maize and beans field because he did not have enough labor to plant the entire plot.

Question 7 : put the code that corresponds to the reason the entire plot was not planted. Lack of inputs (code 2) means lack of seeds or manure or fertilizer that the farmer needs to plant.

Question 8: the land tenure of a plot refers to the arrangements or rights under which a holder (the person operating the plot) holds or operates a plot. Different plots operated by a household may have different tenure forms, but each plot should be operated under only one form. For instance, a household may have a rice plot on land owned by the household (so it would be code 1), and a plot of bananas planted on public land near their house (so it would be code 5).

Questions 9 -13: These questions ask about the family title to the land, and an estimate of the land value.

Questions 15-18 : these questions ask about irrigation on the plot.

Question 17 - Please note that this question refers only to the irrigation used on the plot, so that the option 6 "MIXED" refers to two or more methods of irrigation being used on the plot. It does not refer to a method of irrigation plus rain. If a farmer usually uses rain, but relies on a ditch irrigation if there are little rains, then this would be counted only as option "2" (DITCH/CANAL).

Question 20: Ask the farmer the most important crops grown on the land. Use the list of crop codes on the upper page, and record up to five crops. For example, if the farmer says cassava is most important, then corn, then sweet potato, you would write code 4 under the 1st column, 3 under the 2nd column, and 8 under the 3rd column.

PART B: CROPS HARVESTED

Part B asks questions about 18 crops that the farmer may have grown. The first thing to do is to ask the farmer if any of the crops on the list were harvested by household in the last year. Mark 1 for YES and 2 for NO, then go back and ask the rest of the questions on the page for the crops that the farmer has indicated that the household grew.

Question 2: For a specific crop we wish to know the area on which the crop was grown in the last year. Please note that the question is divided in two parts, one for the area amount, and the other for the unit. It is very important to fill both parts of the question in, or we will have no way to know what the area is. For instance, if a farmer has 5 ares of peanuts planted, you will put 5 under amount, and 2 under the area unit, since 2 is the code for ares.

In cases of mixed cropping, the amount under cultivation for EACH of the crops will be the area of the plot. For instance, if a farmer has a one-hectare plot on which she or he grows corn, cassava, squash and vegetables, you will enter 1 hectare for line 3 (corn), one hectare for line 4 (cassava), one hectare for line 11 (squash), and one hectare for line 16 (vegetables). **THUS THE TOTAL OF COLUMN 2 WILL NOT EQUAL THE TOTAL PLOT AREA OF 1, BUT WILL BE 4 BECAUSE THERE ARE 4 CROPS PLANTED ON THE 1-HECTARE AREA.**

In cases where a farmer is growing the same crop on more than one plot, you must add the areas to calculate the amount of area. For instance, if a farmer had two plots of rice, one of 4 ares and one of 11 ares, then you would put as the total area under rice, 15 ares in question 2. (This would be 15 under "AMOUNT", and 2 under "AREA UNIT".)

Coffee: Coffee has been divided into two lines, (lines 5 and 6) , one for "cherries" and one for "dry beans". Of course, the area planted with coffee will be the same whether the farmer later sold his crop as cherries or dried, but it is important to ask the farmer how he sold his harvest to record the area on the proper line. For instance, if the farmer says he or she had 2 hectares of coffee planted, you must ask "How did you sell your harvest, as cherries or as dry bean coffee?". If the farmer answers "dry beans", then you would record the 2 hectares on line 6. (Put a 2 under "AMOUNT" and 3 under "AREA UNIT".) You should not record anything on line 5.

Question 3: In this question we are asking how many times per year the farmer harvested the crop. This is so that we can calculate the yields, by knowing the total area in the year that a certain crop was planted and harvested.

Question 4: In this question we are asking the total amount harvested in the last 12 months for each crop. For each crop harvested, record the amounts and the unit code for the amount, according to the codes written at the bottom of the page:

Kilograms - 1

Kaleng (11 liters) - 2

Kaleng Susu (390 g) - 3

Buah - 4

Karung (50 kg) - 5

Karung (100 kg) - 6.

It is very important to write both the amount harvested AND THE UNITS in column 4.

For instance, if a farmer says that he or she harvested 20 kalengs of sweet potato in the year, then you will put 20 under "AMOUNT" and 2, which is the code for kalengs under "UNIT CODE".

If the farmer harvested the crop several times in the year, he or she may tell you the amounts harvested each time, and you will have to add them to get the total amount harvested in the year. For instance, if the farmer says the corn was harvested twice, and the first time he or she harvested 40 kg, and the next time 18 kg, you will write the total of 58 under "AMOUNT", and 1 (for kilograms) under "UNIT CODE".

Question 6 - In this question, which asks the price the farmer received for the crop, you are again required to write both the amount and then use the correct measurement unit from the unit codes at the bottom of the page

Question 11 - In this question we are seeking to know how much of the crop the household will consume - either they have already consumed it, or it is being stored for future consumption or to be used as seeds for the next planting of the crop.

Question 12 - For the three main staple foods of rice, corn, and cassava, we are trying to see if the household produced enough for their household's needs, or if they had to buy some, and what amount they bought in the last 12 months. Again, it is important to put both the amount and the unit for this question. For instance, if a household says they had to buy three 50-kg karungs of corn in the year, record 3 under "AMOUNT", and record 5 (for karung(50 kg)) under "UNIT CODE".

PART C: AGRICULTURAL INPUTS

"Inputs" in this section refer to the materials used for the production of crops - seeds, manure, fertilisers, pesticides and herbicides.

We ask two questions at the top of the page, and if the answer is NO to both these questions, we ask only question 3 then go to the next page.

Question 1 asks if the farmer has used manure, fertilizers, pesticides or herbicides on any of the crops grown in the year.

Definitions:

Manure is a mixture of solid excreta of animals with the litter used for their bedding.

Fertilizers are mineral or organic substances that are applied to soil or irrigation water to supply plants with the necessary nutrients.

Pesticides and herbicides - are synthetic chemicals produced in concentrated forms, which are diluted for application to crops to control or eliminate pests.

Question 2 : asks if the farmer has bought or been given for free any corn, rice or bean seeds. In many cases a farmer will have produced his or her own seeds, and we do not wish to identify that here, we answer YES only if the farmer has bought seeds, or been given the seeds for free.

Question 3 : If the answers to both questions 1 and 2 have been NO, then we ask the farmer why he or she is not using fertilizers, pesticides or herbicides, and we record the answer. (Do not read the responses; let the farmer tell you the reason.). Then go on to the next page.

Question 4 : ask for each input before proceeding to questions 5-12.

Question 6, 9 11: All these questions ask for the amounts, and please make sure to record the units as well as the amounts. The possible units are kg - 1, and litre - 2. If the farmer answers by another unit, for instance a cart-full in the case of manure, please express the amount in kilograms.

Question 12: This question asks for the crops that the input was used for. You can record up to three crops. For instance, if the farmer says he or she used manure on the corn and the vegetables, you would look up the crop codes on the list on the upper page, and put 3 (for corn) in the first column, and 16 (for vegetables) in the second column.

PART D: FORESTRY

Part D asks questions about wood for cooking, forest animals, medicinal plants, and products harvested from the forest.

Question 8: This question deals with forest products that the household may have produced in the year. Note that the units for each product are given, so the amounts reported must be in the specific units. For instance, the unit for bamboo is "pieces (1.85m)", so you must report the amount of bamboo as pieces.

PART E: FARMING EQUIPMENT

This part asks questions about implements and equipment used by the household, either wholly or partly for agricultural production. If equipment is used exclusively for non-agricultural purposes it should not be included. Also, only implements or equipment in usable conditions should be included.

Questions 1-2 ask about commonly owned implements, and ask only for the number of each implement.

Question 3 asks if the household has owned or rented any larger equipment in the last year. If the answer is NO then proceed on to the next page.

If the answer is YES, then questions 4-8 are asked. For each kind of equipment, ask if the household has owned or rented it.

Questions 7 and 8: If the household has rented a certain equipment, note that Question 7 asks how many days IN TOTAL IN THE LAST YEAR did the household rent the equipment, while Question 8 asks for the rental price for ONE DAY to rent the equipment.

PART F: LABOUR AND FARM PRODUCE

Part F is divided in two parts - the first part asks about the labour hired to help with the agricultural activities, and the second part asks about farm products sold for cash.

Labour:

Question 1: If the household did not hire any labourers in the year, go to question 7 at the bottom.

Question 2: We are interested in dividing the labourers into three categories:

1. Male adult- this is any male 15 years of age or older.
2. Female adult - this is any female 15 years of age or older.
3. Child - either a male or female under 15 years of age.

Question 3: asks the number of labourers of each type hired. For instance, if the household hired 3 female adults and a 14 year-old boy, you would record a 0 (adult males) in line 1, a 3 (adult females) on line 2 and a 1 (child) on line 3.

Question 4: you must record the total number of days worked in the year by each type of labourer. For instance, if the farmer says for the three women he hired, two worked for 20 days, and one worked for 6 days, the amount to record (for adult women) is the total, so you would record a 46 on line 2 ($20+20+6=46$). And if the farmer then said the boy worked for 3 weeks, you would ask how many days per week, and if the answer was 6 days per week, then you would record 18 on line 3 (6×3).

It is common for a farmer to give help to a neighboring farm (for harvesting, for example) , and in return get help for his own harvest. This is called exchange days, and should be counted as hiring labourers. For instance, if you are interviewing the household of Mr. Soares, and Mr. Soares tells you that he helped his neighbour, Mr. Cardoso, for 8 days during harvest, and in return Mr. Cardoso's 20-year-old son, Antonio, helped him for 8 days to harvest his corn, then you would record Antonio as one adult male in Column 3, and record 8 as the number of days worked .

Question 5: this question asks if the payment was in kind, in cash, or both. Many farmers pay a portion of the crop to the labourers, and this is in-kind payment. For exchange days just discussed, the answer is also in-kind.

Question 6: This question asks the wage for ONE DAY for the labour. For instance, if the farmer had hired 3 female adults, you ask the farmer for the daily wage for one female adult. If the wage was paid in-kind by giving an amount of the crop, please ask the farmer to estimate the value of the crop given per day of work.

Question 7: this question tries to determine if there are other costs associated with the agricultural activities on the farm. It asks for two categories, for transportation and for irrigation. For transportation, this would include all costs associated with transportation of inputs for the farm, or transportation of the crops to the market or to the household, or transportation of livestock to or from the household. Some examples of costs that should be reported under transportation:

- the farmer had to pay for the coffee he harvested to be taken by bus to the market
- the farmer paid for the delivery by truck of a bull he bought
- the household paid for two boys to carry corn from the field to the market.

For irrigation, record any payments the household has had to pay (to an agency or an individual or government, etc.) for irrigation of the land they are cultivating.

Farm Produce:

Question 8: If the household did not sell any farm products in the year, proceed to the next page.

Questions 9-10: Record the total amount of money received in the past 12 months for the sale of any farm produce. This does not refer to bartering, or in-kind payments, but only products sold FOR CASH.

PART G: LIVESTOCK

We are interested in two periods of reference for owning livestock: the time just prior to the violence in 1999, and the 12 months preceding the interview. We wish to determine if the households have built up their livestock resources to the level they owned before the violence.

Question 1: If the household has owned livestock either before the violence or now, or both, answer YES. That is, if the household owned livestock before the violence, and does not now, or did not own livestock before the violence, but does own now, answer YES and go on to the next questions. Otherwise, if the household has not owned livestock at either of those two periods, go to the next part.

Question 2: Complete this question, asking for each type of animal, before proceeding to questions 3-15.

Question 3: Record the total number of animals, both young and adult, owned by the household immediately preceding the violence in 1999.

Question 4: Record the number of young animals owned by the household on the day of the interview. Note that for chickens and ducks, the young animals are not asked, so record the total number of all chickens and ducks under the adult animals in question 6.

Question 5: Record the amount the farmer would get if he or she sold ONE of the young animals today. Even if the farmer does not intend to sell the animal, ask how much he or she would receive if they did wish to sell it.

Questions 6 and 7: These questions are the same as those for the young animals except these ask the number and price for adult animals.

Questions 8-13: ask about the numbers of animals that were sold, lost to disease, stolen, eaten by the household, and bought IN THE LAST YEAR.

Question 14: Record how many of the animals reported (both young and adult) have been vaccinated.

Question 15: Record whether the household uses the renca system with the animals.

PART H: FISHING AND AQUACULTURE

This last part of the Agriculture section asks about fishing and aquaculture.

Question 1: If the household has not been involved in fishing or in raising fish, then answer NO and go to the next section.

Question 2: If the household fishes, but does not own a boat, the NO answer instructs you to skip to question 12. Otherwise you proceed to Question 3 about boats.

Questions 3-11 are questions about the boat used by the household member or members who fish. There are 3 lines, and if the household members use more than one boat, a separate line should be used for each boat. For instance, if a household member owns a basic canoe, and also is a shared owner of a wooden boat, you should use line one for the basic canoe, and answer the questions 4-11 about the basic canoe, then use line 2 for the wooden boat, and answer questions 4-11 about the wooden boat.

Questions 12-23 ask questions about the fishing gear, fishing times, and disposition of the fish caught. If the household does not have a boat, (fishes from the shore) then only the top line (line 1) should be filled for these questions. If the household uses one boat, there will also only be the first line filled for these questions. However, if the household uses more than one boat, there will be more than one line filled in this fishing portion. For instance, in the previous example of the basic canoe and the wooden boat, the basic canoe was put on line 1 and questions 3-11 were answered about the boat. Then the fishing questions 12-23 should be answered for the fishing done from the basic canoe and the responses filled in on the top line 1. Likewise for the wooden boat, which was put on line 2, the responses on the fishing for questions 12-23 should be put on line 2, and should report on the fishing done from the wooden boat.

Aquaculture:

Questions 24-26: These questions refer to aquaculture - the raising of fish or shrimp in a pond owned or controlled by the household.

Question 26: In this question you should record the name of the main species grown in the pond, and how much (in kilograms) was produced for each species. Write the name of the species in the language of the farmer if the name in Tetun or Bahasa Indonesian is not known.

SECTION 10: BORROWING, LENDING, TRANSFERS, AND SAVINGS

Purpose

This section collects information about monetary and in-kind flows between the interview households and other households, banks, organizations, and about household savings. Overall, it has five purposes. The first purpose is to measure the flow of remittances, payments, and loans from the interview household to other households. This is covered in Part A (Transfers given and loaned). The next three parts deal with flows received by the household, be it as a transfer for free from other households (Part B), as a loan from other households, banks, and organizations (Part C), or as aid from organizations like NGOs (Part D). The second purpose is to measure the flow of remittances and payments, which do not have to be repaid, from other households to the interview household. This is covered in Part B (Transfers received). The third purpose is to measure the amounts the household has borrowed and now owes to other individuals or organizations. This is covered in Part C (Borrowing). The fourth purpose is to measure the amount of aid assistance that the household received from NGOs, the church, or other organizations. This is covered in Part D (Aid assistance). The fifth purpose is to collect information on household savings in cash, accounts in banks, gold and other precious metals, and jewellery. This is covered in Part E (Savings). With exception of Part E, the reference period is the last 12 months. Do not include payments for work or purchases of goods or services in this section, and do not include transfers between household members.

Respondent

The respondent for this section must be a person who knows well the transfer, loans, credits, and savings from all household members. In most cases, this person will be the household head.

Instructions

Information in this section is about items that household members have borrowed, lent and saved; including cash and value of goods, assets. Many people are understandably reluctant to reveal details of their financial dealings. You must do your best to ensure that the respondent has confidence in you. Remind him/her that the information they give is confidential. Stress that accuracy of response is important. For your own part, probe carefully here. Make sure you ask these questions in private.

In some instances, respondents may not be clear about certain concepts regarding transfers, loans, and credits. Borrowing is an amount of money or kind that household members borrow from other non-household members or borrow from banks, or collectives, and is paid back on the agreed conditions and terms. Lending is an amount of money or kind that household members lend to other non-household members in a specified time, and is paid back on the agreed conditions and conditions. The key difference between borrowing and lending on the one

hand and assistance or transfers received or given is that there is no expectation of a repayment by the recipient. Assistance is therefore like a “gift”. Many loans granted to relatives or friends, or credits received from relatives or friends, may not have clear repayment schedules, or indeed a clear requirement for repayment at all. It is up to the respondent to specify whether a particular financial transaction is a loan or a assistance. Most assistance carries some form of obligation; if the obligation is financial and linked to the amount of the assistance, then it should most likely be considered as a loan for the purposes of this section.

PART A: TRANSFERS GIVEN AND LOANED

This part measures the flow of remittances, payments, and loans from the interview household to other households. Include both transfers that the household does not expect to be repaid, and loans that the household expects to be repaid.

Question 1: We want to know about the transfers and loans that the household gave over the last 12 months to other households. These include

- (i) transfers or assistance to other households given over the last 12 months which the household does not expect to be paid back;
- (ii) loans provided by household members to persons outside the household over the past 12 months (both loans still to be repaid and loans already repaid); and
- (iii) loans provided made earlier by household members to persons outside the household which still were partly or fully repaid during the last 12 months.

Write 1 for YES if the household gave such assistance or loans over the last 12 months. Otherwise, write 2 for NO and move to Part B.

Question 2: Record the names [NAME] of all the persons who received assistance or loans from the household over the last 12 months. Make sure to list all the names before moving on to question 3 to 14. If the respondent does not want to reveal the names of the recipients, record in order of the first, second, ...

Question 3: Record 1 for YES if the assistance or loan to [NAME] was provided by a specific member (“primary lender”) of the household. Otherwise, record 2 for NO and skip to Question 5.

Question 4: Copy the ID code of the person who provided the assistance or loan to [NAME] from the roster.

Question 5: Record 1 for YES if [NAME] is related to the household head. Otherwise, record 2 for NO, and skip to Question 7.

Question 6: Record the code for the relation of the household head to [NAME]. For example, if [NAME] is the son of the household head, record 3.

Question 7: Record [NAME]’s gender (1 for MALE, 2 for FEMALE).

Question 8: Record the code for [NAME]’s location, using the location codes printed on the back of the previous page.

Question 9: Record the Rupiah value of the money given in assistance or loans to [NAME] over the last 12 months.

Question 10: Record the Rupiah value of in-kind (food, goods, or services) given in assistance or loans to [NAME] over the last 12 months. Ask the respondent to use local market prices to evaluate the amount of in-kind assistance and loans.

Question 11: Record whether [NAME] repaid, or is expected to repay, the assistance or loans to the household. Record 1 for YES, 2 for PARTLY, and 3 for NO. A loan granted to a relative, which the respondent expects to be repaid, may not be reported as a loan because of the relationship between the respondent and the borrower. Prompt the respondent to record 1 or 2. Stress that all such loans, regardless of when they will be repaid (if ever) should be recorded as 1 or 2.

Question 12: Ask whether the assistance or loans was granted for a specific reason. Record 1 of YES. Otherwise, record 2 for NO, and skip to Question 14.

Question 13: Record the code for the main reason for the assistance or loans. For example, if [NAME] received a loan to finance medical expenses, record 3.

Question 14: Record the number of times per year [NAME] receive assistance or loans.

PART B: TRANSFERS RECEIVED

This part measures the assistance or transfers received by the interview household from other households. Include only transfers that the household does not expect to repaid. Exclude assistance received from organizations, like NGOs, which is covered in Part D.

Question 1: We want to know about the assistance that the household received over the last 12 months from other households. Write 1 for YES if the household received such assistance over the last 12 months. Otherwise, write 2 for NO and move to Part C.

Question 2: Record the names [NAME] of all the persons who provided assistance to the household over the last 12 months. Make sure to list all the names before moving on to question 3 to 13. If the respondent does not want to reveal the names of the recipients, record in order of the first, second, ...

Question 3: Record 1 for YES if [NAME]'s assistance was provided to a specific member of the household. Otherwise, record 2 for NO and skip to Question 5.

Question 4: Copy the ID code of the person who received [NAME]'s assistance from the roster.

Question 5: Record 1 for YES if [NAME] is related to the household head. Otherwise, record 2 for NO, and skip to Question 7.

Question 6: Record the code for the relation of the household head to [NAME]. For example, if [NAME] is the son of the household head, record 3.

Question 7: Record [NAME]'s gender (1 for MALE, 2 for FEMALE).

Question 8: Record the code for [NAME]'s location, using the location codes printed on the back of the previous page.

Question 9: Record the Rupiah value of the money received in total by [NAME]'s assistance over the last 12 months.

Question 10: Record the Rupiah value of in-kind (food, goods, or services) received in total by [NAME]'s assistance over the last 12 months. Ask the respondent to use local market prices to evaluate the amount of in-kind assistance and loans.

Question 11: Ask whether [NAME]'s assistance was granted for a specific reason. Record 1 of YES. Otherwise, record 2 for NO, and skip to Question 13.

Question 12: Record the code of the main reason for [NAME]'s assistance. For example, if [NAME] provided the assistance to finance medical expenses, record 3.

Question 13: Record the number of times per year [NAME] provides this assistance.

PART C: BORROWING

This part measures the borrowing activities of the interview household from other households, organizations, and banks. Include only loans that the household has already repaid or expects to repay. Include loans received from organizations and banks.

Question 1: We want to know about the borrowing activities of the household over the last 12 months. These include:

- (i) loans received by household members over the past 12 months (both loans still to be repaid and loans already repaid)
- (ii) loans taken earlier which were partly or fully repaid over the past 12 months.

Do not include loans members of the household. A loan is a direct transaction between a borrower and a lender. Commercial bills, mortgage loans, bank overdrafts and other bank and non-bank domestic and foreign loans are included. Also included are credit and advances for the

purchase of goods and services, and advances for the production of goods and services whether currently in progress or to be undertaken. Loans can be both guaranteed and not guaranteed.

Write 1 for YES if the household received a loan over the last 12 months. Otherwise, write 2 for NO and move to Part D.

Question 2: Record the Rupiah value of the total amount borrowed over the last 12 months. Ask the respondent to use local market prices to evaluate the amount of in-kind borrowing.

Question 3: Record the number of times the household borrowed over the last 12 months.

Question 4: Ask about the last loan the household obtained. Record the Rupiah value of the last loan. If the last loan contained in-kind borrowing, ask the respondent to use local market prices to evaluate this amount of in-kind borrowing. Exclude interest or other fees from this amount.

Question 5: Record the code for where the household obtained this last loan. For example, if the household borrowed from a private money lender, write 3.

Question 6: Record the code for what purpose the loan was taken. For example, if the household borrowed to pay for agricultural inputs, write 1.

Question 7: Record what collateral the household provided to obtain this loan. Collateral is something used to guarantee the loan. Usually, the lender retains the deed or property rights if property is used as the collateral, for instance buildings or land. In some cases, the respondent will not have to offer any collateral to secure the loan. He or she uses instead the signature of a well-established businessman or landowner. If the household did not provide any collateral, write 9.

Question 8: Record whether the household pays, or paid, interest on this loan, or, in other words, whether the total amount of money (or in-kind resources) that the household paid back or expects to pay back is more than the amount received originally. Write 1 for YES if the household pays interest. Otherwise, write 2 for NO and move to Part D.

Question 9: Record the interest rate, and the frequency at which the interest rate has, or had, to be paid, of the loan. Ask the respondent to include other fees and costs of loan processing to obtain the “effective interest rate”. If the respondent provided you with this information, skip to Part D. If the respondent is unable to provide you with this information, write 5 and go to the next question.

Question 10: Record the period in which the loan is expected to be repaid, or was repaid. Write down the number of days, months, or years in the first box, and indicate in the second box the time period (days 1, months 2, years 3) in the second box. For example, if the loan has to be repaid within three months, write 3 in the first box (“number of”), and 2 in the second box (“months”). If the respondent uses a different time period as reference, convert the numbers to any of the three listed time periods. For example, if the respondent states that the loan has to be

repaid within a year and a half, write 18 in the first box (“number of”), and 2 in the second box (“months”).

Question 11: Record the Rupiah value that the household is expected to pay back, or paid back, over the entire loan period. Include other fees and costs of loan processing.

PART D: AID ASSISTANCE

This part measures the aid assistance received by the interview household from organizations, the church, and NGOs. Do not include assistance received from other households.

Question 1: We want to know about the aid assistance received by the household from organizations, the church, and NGOs over the last 12 months. Write 1 for YES if the household received such assistance over the last 12 months. Otherwise, write 2 for NO and move to Part E.

Question 2: Read out the list of aid assistance programs, and record 1 for YES, and 2 for NO, for each program that the household received assistance from. Record any aid assistance programs, which are not listed and from which the household benefited, in the rows coded 19 (for food only), 20, and 21. Make sure you answer Question 2 for all programs before moving on to question 3 to 6. Ask questions 3 to 6 only about those programs that the household received assistance from.

Question 3: Record the date when the household received assistance from the program the last time. For example, if the household received the last time assistance in June 2001, write 6 for month, and 2001 for year.

Question 4: Record the name and the code of the organization which provided assistance the last time.

Question 5: Record the total amount of aid assistance received from all organizations over the last 12 months. Use the units specified in the UNIT column.

Question 6: Record the Rupiah value of the total amount of aid assistance received from all organizations over the last 12 months. Ask the respondent to use local market prices to evaluate the amount of in-kind assistance.

PART E: SAVINGS

This part measures savings, held in cash, bank accounts, gold or other precious metals, jewellery or other, by the interview household.

Question 1: We want to know about any savings held by the household, be it the form of cash, bank accounts, gold or other precious metals, jewellery or other. We also want to know whether the household had savings in bank accounts in Indonesia before the violence in 1999. Write 1 for YES if the household has any such savings. Otherwise, write 2 for NO and move to the next section.

Question 2: Read out the list of types of savings, and record, for each type of savings, 1 for YES, and 2 for NO. Record any other types of savings, which are not listed and which the household holds, in the last row. For each type of savings that the household is engaged in, record the Rupiah value in the AMOUNT column, and the currency in the UNIT column. For example, if the household has AUS\$100 cash savings, write 100 in the AMOUNT column and the corresponding code for Australian Dollar in the UNIT column.

SECTION 12. SOCIAL CAPITAL

Purpose This section collects information about activities of household members in local user and community groups. As explained in the lead-in sentence, we ask the respondents about the two main group activities during the last 12 months.

Respondent This section is asked to each individual aged 15 years and over. If he or she is not available, ask the best informed person, typically the household head or spouse of the head.

Instructions

This section inquires about the two main user or community group activities undertaken by each household member aged 15 years and older over the last 12 months. In case the individual takes part in more than two group activities, ask to talk about the two principal group engagements. The questions on the first (questions 5 to 11) and the second (questions 13 to 20) principal activities are identical.

Question 1: Write 1 for YES if the household member is answering himself/herself and skip to Question 3. Write 2 for NO if somebody else is answering for the household member.

Question 2: Write the ID code of the respondent as specified in the roster.

Question 3: Ask whether [NAME] has participated in any user or community group during the last 12 months. Write 1 for YES. Otherwise, write 2 for NO and skip to the next person.

Question 4: Ask what type of group [NAME] was involved in. Write the type in the TYPE column and the code in the CODE column using the codes printed at the back of the previous page.

Question 5: Ask whether [NAME] paid a membership fee over the last 12 months to participate in the group. Membership fees are payments charged to gain access to group meetings. Include in-kind payments.

Question 6: Write in the RUPIAH column the Rupiah value of monetary and in-kind (evaluated at local market prices) membership fees paid by [NAME]. Write in the TIME PERIOD column the period for which this fees is paid. For example, if the group meets monthly, and for each meeting requires a payment of R1,000, then put R1,000 in the RUPIAH column and 2 in the TIME PERIOD column.

Question 7: Write the number of times the group met during the last 3 months. This includes meetings that [NAME] attended and not attended.

Question 8: Write the number of times [NAME] attended group meeting during the last 3 months. This number must not be larger than the number in Question 7.

Question 9: Ask about the main group activities during the last 3 months, allowing for up to two responses. Write the main activity in the 1st column, and the secondary activity in the 2nd column.

Question 10: Ask about the main benefits [NAME] gained as a result of the participation in group activities during the last 3 months, allowing for up to two responses. Write the main benefit in the 1st column, and the secondary benefit in the 2nd column.

Question 11: Ask about the main problems encountered by the group during the last 3 months, allowing for up to two responses. Write the main problem in the 1st column, and the secondary problem in the 2nd column. If the group did not experience any problems, write 1 in the 1st column and leave the 2nd column blank.

Question 12: Ask whether [NAME] has participated in any other user or community group during the last 12 months. Write 1 for YES. Otherwise, write 2 for NO and skip to the next person.

Questions 13 to 20: These questions are the same as questions 4 to 11, this time asking about the secondary group activity.

SECTION 13. SUBJECTIVE WELLBEING

Purpose

This section collects information about perceptions of household members about both their own life and life in East Timor in general. The section pursues three objectives. It inquires about perceptions on

- (i) life in East Timor at present, and the changes since the violence in September 1999 (Part A);
- (ii) various aspects of the adequacy of the household's living standards (Part B); and
- (iii) food security and household strategies to deal with food shortages (Part C).

Respondent

Part A of this section has to be answered by all individuals aged 15 and older. In other individual parts of this questionnaire, it is possible to obtain the required information from other individuals if the individual herself is not available. However, this part *must* be answered by the individual herself – it is about perception of the individual, therefore about “subjective” rather than “objective” information, so by its very nature it cannot be obtained from others. Part B and Part C should be obtained from the most informed household member, typically the head of household, or the head's spouse.

Instructions

This section differs from other parts of the questionnaire in that it does not collect “facts” describing the lives of households but is concerned with the respondents’ “perception” about their lives. In other parts of the questionnaire, we interview households because they know best about their own living standards, say, their degree of schooling or employment situation, even though we could in principle collect information about this household from other sources, like school registrations, enterprise records etc. However, the information for this section has to be directly obtained from households, as there are no other sources on the respondents’ perceptions and views on their lives. While for other parts of the questionnaire, responses are either accurate or inaccurate, in that they reflect underlying facts (like, a person has primary education, yes or no; a person is employed, yes or no), in this section, the only yardstick of the accuracy of a person's response is her own perception. Therefore, it is especially important to ensure that the respondents fully understand the purpose of this section, and it is more important than for other sections to carefully probe about the meaning of the responses. At the same time, it is essential not to be suggestive in the way questions are posed, or to give the respondent yardsticks that may influence their own perceptions. For example, a person who owns fertile land, a newly constructed house, and a profitable business may still have the perception of being unsatisfied with her life, while a poor person may tell you she has all what she needs. In the other parts of the questionnaire, we collect detailed information that will allow us to distinguish the rich from the poor, but in this section, we are exclusively interested in hearing their views.

PART A: INDIVIDUAL

This part inquires an individual's perceptions about his/her life at present, and the changes in living conditions compared to before the violence in 1999. If individuals ask for a more precise reference date than “violence in 1999”, explain to them this refers to the time around September 1999. Be sure that each individual responds to the questions himself/herself.

Question 1: Ask how the respondent lives now compared to two years ago, before the violence in 1999.

Question 2: Ask about what has improved since the violence in 1999. If the respondent has difficulties answering this question, read out the eleven coded categories. Allow for up to two responses but write only one in the 1st column if the respondent feels only one aspect has improved.

Question 3: As Question 2, about what has worsened.

Question 4: As Question 3, about what is most important for improving the respondent's living standards. Emphasize that this question is specifically about the well being of the respondent, rather than his/her family, or East Timor in general.

Question 5: As Question 4, about what is most important for improving living standards in East Timor. Emphasize that this question is specifically about the well being of in East Timor in general, rather than of the respondent's family.

Question 6: Ask whether there is more or less corruption now compared to before the violence in 1999. Corruption is a broad term referring to an inducement to use improper and unlawful means. It should be interpreted in the sense of the Indonesian word KKN (corruption, collusion, and nepotism).

Question 7- 10: The following four questions ask the respondent to position himself/herself vis-à-vis the East Timorese population on a 9-step ladder, with the first step signifying the poorest (questions 7 and 8) or those without rights, and the highest step signifying the richest or those with a lot of power (questions 9 and 10). Questions 7 and 9 refer to the current position, and question 8 and 10 refer to the position before the violence in 1999. Emphasize that the ranking is relative to other people rather than some absolute notion of being poor or powerless.

PART B: HOUSEHOLD

The purpose of this section is to ask the principal respondent for a subjective estimate of the economic well-being of the household. It will give a sense of whether or not they feel their economic resources are sufficient to meet their basic needs.

ADEQUATE means neither more nor less than what the respondent considers to be the minimum consumption needs of the household.

Questions 1-6: Each question asks about the household's adequate provision with a particular aspect (food, housing, clothing, health care, schooling, total income) over the past month. Question 5 should only be answered if the household has children between the age of 5 to 16 years. For each question, write the code of the response in the appropriate box:

- * It was less than adequate for your family's needs.
- * It was just adequate for your family's needs.
- * It was more than adequate for your family's needs.

Question 7: Ask about how much money the household needs to make ends meet for one month. This refers to a situation where the household has just enough to cover the minimum consumption needs of the members. Remind the household to evaluate in cash the value of food and other goods.

Question 8: Ask about the amount of the household's total income over the last months. Remind the household to evaluate in cash the value of food and other goods.

Question 9: Ask about the religion of this household. In case, say, husband and spouse have different religions, mark MIXED.

PART C: VULNERABILITY

The purpose of this section is to ask the principal respondent for an assessment of food security over the course of the year, and about household strategies to overcome food shortages.

Questions 1-12: Each of these 12 questions asks about the whether the household's food consumption was less than adequate, just adequate, or more than adequate during one specific month over the past 12 months. ADEQUATE means neither more nor less than what the respondent considers to be the minimum food consumption needs of the household.

Question 13: Ask for how many month, in the past 12 months, the household did not have enough rice or maize to eat. In some regions of the country, rice is the main crop, in others maize. If none of the answers to questions 1 to 12 are "less than adequate" or 1, move to the next section. Otherwise, that is if at least one answer to question 1 to 12 is "less than adequate" or 1, ask questions 14 and 15.

Question 14: Ask which of the household members were affected most by the food shortage. Enter up to three ID codes in the appropriate boxes, starting with the ID code of the most affected person, but write only one or two ID codes if the respondent feels only one or two persons are affected. If all members are equally affected, write "0" in the 1st ID CODE box.

Question 15: Ask which actions the household took in order to deal with the food shortage. If the respondent has difficulties answering this question, read out the seven coded categories. List up to three actions, in the appropriate boxes, starting with the most important action, but write only one or two if the respondent says only one or two actions were taken.