



Forests and Livelihoods: Assessment, Research, and
Engagement (FLARE) Network

Livelihood and Well-being Survey Tool User Manual for Enumerators

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Preface

Dear User,

Welcome to the LivWell Survey User's Guide for Enumerators. We, the Forest and Livelihoods: Assessment, Research, and Evaluation (FLARE) research group, are excited to have you join our unique community, dedicated to the efficient and accurate collection of livelihood and well-being data.

The LivWell (“livelihood and well-being”) Survey was developed to assist researchers, government officials, and professionals in the efficient collection of widely comparable livelihood and well-being data. There are many surveys that aim to collect data on the livelihood and well-being of communities, but this survey has been designed to collect data as efficiently as possible, with straightforward directions for collecting and analyzing data. Using the LivWell Tool can help organizations collect data on changes in livelihoods and well-being, and to compare this data with other information from your project site and around the world.

The LivWell Tool includes the LivWell Survey, the manuals, and the visualization and analysis platform. As an enumerator, you will use the LivWell Survey and “The LivWell Survey Tool User Manual for Enumerators.” The manual for enumerators is designed to help you understand your role and responsibilities as an enumerator, conduct the survey in the field, and collect accurate livelihood and well-being data.

All components of the LivWell tool are available at <http://www.forestlivelihoods.org/resources/livwell/>.

Should you have any questions, comments, or concerns, please reach out to our team.

flare.network@umich.edu (For general FLARE inquiries)

livwell.help@gmail.com (For questions specific to the LivWell tool)

Sincerely,

The FLARE Team

Table of Contents

Preface	2
Table of Contents	3
Introduction.....	4
About the LivWell Survey	4
The Role of an Enumerator.....	4
Enumeration.....	6
How to Conduct an Interview	6
Using the Survey.....	6
What to Bring.....	7
LivWell Contents and Questions	8
LivWell Survey Tool Glossary	8
Question Guide	11
Survey Design	11
Section 1: Survey Information	12
Section 2: Geographic Location Information	13
Section 3: Household Member Information	14
<i>Household Head Information</i>	14
<i>Overall Household Information</i>	18
<i>Household Education Information</i>	19
Section 4: Income and Expenditure Information	19
Section 5: Assets	23
Section 6: Credit and Savings	25
Section 7: Household Shocks and Impacts	28
Section 8: Health and Nutrition	31
Section 9: Forest Information	34
Section 10: Household Interactions with Village and Extra-Village Governance	36
Section 11: Household Construction Materials	37
Section 12: Subjective Well-being	41
Section 13: Project Exposure	41
Appendix A: Code-Sheet for Political and Jurisdictional IDs	45
Appendix B: Local Units to Standard Units Conversion Sheet	46
Appendix C: Primary Occupation Descriptions.....	48

Introduction

About the LivWell Survey

With the LivWell Survey, you will be able to collect data on livelihoods and well-being from households that have been preselected by your project leader. “The LivWell Survey Tool User’s Manual for Enumerators” will provide you with the information you will need to understand your responsibilities as an enumerator and how to effectively conduct interviews. It also provides in-depth information about each question within the LivWell Survey. It is of utmost importance that you read this manual carefully. It will serve as a valuable resource when you are interviewing households using the LivWell Survey. If you have any questions, or should any problems arise during your interviewing process, you should contact your project leader. If there are any issues with the LivWell Survey itself, you may inform your project leader or get in touch with the FLARE team directly at flare.network@umich.edu. We are excited you are becoming part of the FLARE community, and we hope your time working as an enumerator and using the LivWell Tool is enjoyable and rewarding.

The Role of an Enumerator

Enumerators are fundamentally important to survey research. As an enumerator, you are tasked with using the LivWell Survey and your own interpersonal skills to generate data on household livelihoods and well-being. During this process, it is critical that you accurately ask the questions as they appear in the LivWell Survey, faithfully record the answers the respondent provides, and use common sense to assist in the accurate and faithful completion of each LivWell Survey you conduct. An enumerator’s most basic responsibilities are:

1. To follow instructions step-by-step to successfully accomplish their tasks.
2. To generate courteous relationships with their respondents, in order to receive accurate responses.
3. To act politely upon greeting household members--attending to both his/her manner and dress--in order to begin the interview appropriately.
4. To present him/herself with confidence concerning the interview process and the survey instrument.
5. To mention and emphasize the confidentiality of this research. The interview should be conducted between the enumerator and interviewee only, and non-household members should not be present during the interview, unless allowed by the interviewee.
6. To remember that his/her role is to ask questions, whereas the respondent’s role is to answer them. Therefore, the enumerator must neither offer their own suggestions to the respondent, nor should the enumerator express agreement, annoyance, or any other reaction in response to the answers given by the respondent, as this may bias the data collected.
7. To remind the respondent of the research objectives, as well as the confidentiality of the information given, in cases where the respondent does not readily respond to a question. But in no case should the enumerator force the respondent to answer.

8. To follow the correct sequence of questions, and manage the interview process effectively. If the respondent digresses during his/her responses, the interviewer should let the respondent do so and not seek to intervene. But after listening, the enumerator should try to politely direct them back to the original question as written in the LivWell Survey.

If you encounter any problems, you should petition help from your project leader. Thus, we recommend you bring a notebook and pens and take notes when you are using the LivWell Survey Tool, in order to bring up any issues with survey administration at later team meetings.

Your project leader will play a large role in clarifying your roles and responsibilities. They may add to this list as they see fit. If you have any questions about these responsibilities, please ask your project leader for clarification.

Project leader's contact information

Enumeration

How to Conduct an Interview

1. Introduction to the household (herein HH)
 - It is your responsibility to introduce yourself, with a manner of speech and dress that is polite and appropriate to the region in which you are working.
 - Your project leader will be able to provide you with examples for how to do this, should you not be familiar or aware of local custom.
2. Obtaining consent
 - It is absolutely crucial and mandatory that you read the informed consent text verbatim to the interviewee before continuing with the interview. If the interviewee does not provide their consent, you must not proceed with the interview.
3. Section 1, Questions 1.1 through 1.7 should be completed before you begin asking questions to the household respondent.
 - Your project leader will provide you with a “Code Sheet” (Appendix A) that lists all of the different codes for the region in which you are working. You will need this information to appropriately fill out “Section One: Survey Information” in the LivWell Survey.
 - Your project leader will assign you an enumerator code to identify each survey that you complete. This allows the project leader to assess the quality of the data you provide using the LivWell Survey, and it marks all the surveys you have completed.
4. Ask the respondent every question and check answers from options that match with what the respondent says to you or, where applicable, enter text. Follow instructions found in this manual and within the LivWell Survey.
 - To help record the respondent’s answers accurately, you should use the “Local Units to Standard Units Conversion Sheet” that you filled out with your project leader.
 - Provide each respondent with a way for getting in contact with you and your project leader, should the respondent have any questions or want more information.

Using the Survey

1. Open the LivWell Survey on your device.
2. Read the “Informed Consent” text out loud and verbatim and receive consent to continue with the interview from your respondent.
3. You have reached the end of the survey when you see the message, “You are at the end of the survey. Please select the sections that you wish to edit or review. Otherwise, click next.”
4. Your response will be automatically recorded if you click the “next” and select “yes”. Otherwise, you have the option to save the form as partially complete.
5. Click the “x” button on the upper right corner of the screen. You will be taken back to the Main Menu of the selected survey.
6. From the main menu, you can open and begin to complete another survey form: repeat steps one through six until you have completed all households indicated by your project leader.

What to Bring

Below we have provided a checklist of what to bring to the field.

- ✓ Form of identification (ID card) and letters of support (where applicable)
- ✓ Appropriate dress/uniform as specified by your project leader
- ✓ Device with the LivWell Survey already downloaded and ready for use (fully charged/with charger)
- ✓ Two or more paper copies of the LivWell Survey provided by your project leader
- ✓ The “Code-Sheet for Political and Jurisdictional Boundaries” and the “Local Units to Standard Units Conversion Sheet”
- ✓ A map or list of the households that you will survey
- ✓ A journal and pen to write down any issues that occur while conducting the survey
- ✓ Other field equipment: water, a hat/other sun protection, a rain jacket/coat/layers

LivWell Contents and Questions

Question Overview

The length of the LivWell Survey depends upon whether or not the enumerator is collecting a recall baseline as well as on how the respondent answers the questionnaire. At a minimum, the LivWell Survey contains 69 questions and at a maximum it contains 95 questions. These questions are organized into 13 sections which each represent a different focus of the survey. Table 1 provides information on these sections.

Table 1: Question overview for the LivWell Survey Tool

Section	Minimum number of questions	Maximum number of questions
Survey Design	1	1
1: Survey Information	8	8
2: Geographic location information	3	3
3: Household member information	11	11
4: Income and Expenditure	4	8
5: Assets	7	11
6: Credit and Savings	3	6
7: Household shocks and impacts	3	3
8: Health and nutrition	12	12
9: Forest information	6	11
10: Household interactions with village and extra-village governance	1	1
11: Household construction materials	8	10
12: Subjective well-being	1	2
13: Project exposure	0	7
Total	69	95

LivWell Survey Tool Glossary

The following terms are used throughout the LivWell Survey Tool. Please be familiar with them and be able to define these terms for your respondents, should they need clarification. A space for notetaking is below each key-term, so that you can supplement these definitions with clarifications from your project leader or field coordinator.

Household: A household refers to a social unit comprised of members who either (1) normally live in the same house and eat together and/or (2) live as part of the same economic unit. By way of example, in Tanzania the family unit of the Maasai (Olmarei) may include a permanent homestead (Enkang) as a socially defined unit with several women’s individual houses (aji), which can be linked with multiple satellite homesteads across urban or farming areas. In this case, the homestead and women’s houses can comprise the “household.” In other tribes practicing polygamy, men may have several dispersed households including in neighboring villages, managed more or less individually by the individual wives. These separate dwellings, together, can similarly comprise a single household. In other cases, a single

dwelling may contain multiple households, differentiated by a separating in cooking facilities and/or separate family economies. To accommodate this diversity of arrangements it is necessary to understand the definition of households for your survey research, and it is necessary to be able to similarly identify the household head when speaking with different respondents.

If you are uncertain how to define a household in the area where you will disseminate the LivWell Survey Tool, please seek clarification from your project leader or field coordinator. Although “household” may take on culturally different meanings, it is essential that a common understanding of “household” exists within each survey dissemination.

Notes:

Household Head: The household head is the key person in making decisions within the household and the members of the household acknowledges his/her authority as the decision maker. Therefore, a household member who provides economic means to the household may not necessarily be the head of the household.

The household head will vary, due to different family arrangements found across ethnic groups in the study area. We recommend using a similar question or set of questions to identify the household head, should respondents require further clarification of to whom the title “household head” refers.

Notes:

Household Member: Household members are the people who comprise the household. Please see the definition for “household” for more information.

When asking for quantitative responses, such as the number of household members below 15 years of age, you should emphasize that are interested in the total number of members within the entire household, even if there are multiple dwellings in which members of the household live. In areas where households are often comprised of members dispersed across different dwellings, you may need to first ask about all the dwellings that contain household members, and then ask about the total number of members.

Notes:

Pre-Intervention: The period before an intervention or an exposure (i.e. project implementation or a natural disaster) is referred to as the “pre-intervention” period in this survey. Questions that ask about information from the “pre-intervention” period are denoted with an “X” in their question number. These questions are only relevant for studies that seek to generate a “recall baseline.”

The project leader should determine the year the intervention started. This can have varying opinions, such as when the project was proposed to the community versus “breaking ground” on the project, and should not be treated trivially. Interviews with village leaders and project managers of the intervention (if possible) can help determine when material changes began. Material changes refer to the actual implementation of a project, such as providing a cash or in-kind payment to a village or group of households or recognition across a community through education of a policy change.

It may be challenging for interviewees to accurately recall a given year and their circumstances in that time period. To help interviewees recall this time, consider identifying the pre-intervention period using significant events in the identified year, such as key political events or natural disasters.

Notes:

Year/Last Year: The term “year” or “last year” is also important in this survey. The “last year” is determined by your project leader—it may refer to over the last calendar year (i.e. 12 months), the last full growing cycle, or another unit of measurement that amounts to a year. Be careful to explain what “year” means to your respondent, if he/she is uncertain.

Notes:

Question Guide

Each question from the LivWell Survey Tool is included below, along with an explanation of the question. Questions are organized into different modules. There are 13 modules and, at a maximum, 95 questions. It is mandatory for each enumerator to familiarize themselves with this manual and with the electronic survey form.

In this manual and in the electronic survey form, different text types indicate different instructions.

- **Bold text indicates a module heading or a question number. These items do not need to be read aloud.**
- *Italics indicate that the question does not need to be read verbatim, but can be read silently and answered by the enumerator.*
- Regular text indicates that the question should be read verbatim to the respondent.

If the respondent does not understand the question as you read it from the LivWell Survey Tool or the approved translation for your project, please consult this manual for potential misunderstandings and clarifications you can employ to improve respondent understanding.

On the electronic survey form, there are options for "Don't know", "Refuse to answer", and "Not applicable." However, these "non-response" options are not repeated throughout this manual. A note reminding enumerators about these options exists at the beginning of each section.

Non-responses generate "blanks" in the dataset that reduce the relevance and sample size of the dataset you are generating. Should a respondent be initially uncertain about a response, a skilled enumerator can often help respondents remember through probing questions. Many examples of how to ask probing questions exist within the explanations of the questions below. Although it is important to help respondents provide the most accurate answers possible, it is equally important to respect a respondent's wishes if he/she refuses to answer a question, for any reason. Should a respondent opt to skip a question, please be respectful, select "Refuse to answer," and continue with the questionnaire. Finally, it is possible that a question does not apply to a respondent. In the event that a question does not make sense for the respondent, please select "Not applicable."

If you are uncertain about any question, or if any explanation remains unclear, please communicate with your project leader.

Survey Design

Are you using this survey to collect data for both pre- and post-intervention?

- Yes, I need to collect both pre- and post-intervention data
- No, I just need to collect pre-intervention data
- No, I just need to collect post-intervention data

Explanation: Your project leader/s should inform you of the correct selection. According to your project leader, select whether you plan to collect both baseline and post-intervention data, and whether you already have baseline data or not.

The first option should be selected if you are interested in measuring the impact of an intervention, and the intervention has already occurred. To help respondents recall this time period, it is helpful to think of local events (elections, weather events, etc.) that mark this time period.

The second option should be selected if this is the first time you are collecting data in this community.

The third option should be selected if you already have a baseline dataset, and you are collecting information with the purpose of comparing your dataset to your baseline data to measure the impact of the intervention or project.

Note: This is a mandatory question that determines the structure of the rest of the survey. Therefore, non-response options (e.g. “Don’t know” or “Refuse to answer”) are not available.

Section 1: Survey Information

Explanation: This **module** asks about basic survey information to help identify and locate the survey data. Care must be taken to enter ID's consistently and correctly on every survey!

Question 1.1: Project ID

Explanation: This code is unique to each project and project site and is assigned by FLARE. Please confirm with your project administrator/head. This code will be the same for each form you complete.

Question 1.2: Country ID

Explanation: Refer to “Appendix A: Code-Sheet for Political and Jurisdictional IDs” for the appropriate province or state code.

Question 1.3: State/Province/District ID

Explanation: Refer to “Appendix A: Code-Sheet for Political and Jurisdictional IDs” for the appropriate province or state code.

Question 1.4: Village/Town/Smallest political unit needed for this study:

Explanation: Refer to “Appendix A: Code-Sheet for Political and Jurisdictional IDs” for the appropriate province or state code.

Question 1.5: Enumerator ID

Explanation: This is the ID that uniquely identifies you as the enumerator for the surveys you complete. Your project manager provides you with this ID.

Question 1.6: Household ID

Explanation: This is the three-digit ID that identifies each household within the village/smallest political unit in the study. Your project manager should provide you with the ID and the protocol for listing the ID at each household.

Question 1.7: Interview Start Date:

Explanation: Select the month, day, and year the survey is being conducted.

Informed Consent

Please read the following paragraph out loud to the respondent

My name is _____. I am part of a research team that measures household livelihoods, well-being, and the environment. In this (province/state/district/village) we will interview approximately (n) households to understand how people are doing, these days. We have selected you as one of the households we would like to interview. We will not share any of your personal details or answers with anyone. Any information you tell us will be kept confidential, and only used for the purposes of our study. We will make sure that your statements cannot be traced back to you. This survey is completely voluntary and you may stop at any time. Also, if you participate in it, you may choose not to answer any questions that are uncomfortable to you. We would greatly appreciate your cooperation and time. This interview will take about 30 minutes. Do you agree to take this survey?

- No
- Yes

Explanation: The respondent must respond “Yes” for the survey to continue.

Section 2: Geographic Location Information

Explanation: This **module** records the geographic location of the household based on the GPS unit or GPS app available to each enumerator.

Question 2.1: *GPS reference for household (Lat in decimal degrees)*

Explanation: Enter the latitude as indicated in the GPS unit or in the GPS app on the tablet. If you do not know how to use it, please consult your field coordinator or project manager.

Question 2.2: *GPS reference for household (Long in decimal degrees)*

Explanation: Enter the longitude information as indicated in the GPS unit or in the GPS app on the tablet. If you do not know how to use it, please consult your field coordinator or project manager.

Question 2.3: *Elevation (meters)*

Explanation: Enter the elevation information as indicated in the GPS unit or in the GPS app on the tablet. If you do not know how to use it, please consult your field coordinator or project manager.

Question 2.4: *GPS Waypoint number (if applicable)*

Explanation: Enter the waypoint number that identifies this household location from your GPS unit. If you are uncertain whether or not you are responsible for entering a GPS waypoint number, please check with your project leader or field coordinator.

Section 3: Household Member Information

Explanation: This **module** asks about the demographic information of the household head and other household members including age, gender, education level, occupation, and migration.

Before you begin this module, it is important that you and your respondent have a clear and mutual understanding of the household about which you are asking. You might want to ask if all members of the household live in the same dwelling, or if household members are dispersed. If household members are dispersed across different dwellings, it is important to ensure that your respondent consistently keeps these members in mind throughout the survey.

Note: Options for “Don’t know,” “Refuse to answer,” and “Not applicable” are also available on the survey form, when appropriate.

Household Head Information

Note: The household head is the key person in making decisions within the household and the members of the household acknowledges his/her authority as the decision maker.

Question 3.1: What is the gender of the household head?

- Male
- Female
- Other

Explanation: Enter the household head’s gender.

Question 3.2: What is the age of the household head?

(If the respondent doesn’t know, enter -93; if they refuse to answer, -94)

Explanation: Enter the household head’s age. If the respondent does not know the exact age of the household head, you may want to ask probing questions about the general age of the respondent or historical/local events that occurred around the same time the household was born, and then provide a “best guess” number rather than selecting “Don’t know.” Only if the respondent is unable to provide enough information for a best guess should you select “Don’t know.”

Question 3.3: How many years of formal education has the household head completed?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if they have not completed any formal education, enter 0)

Explanation: "Formal education" means primary (including kindergarten), secondary, and post-secondary schooling. This also includes vocational or technical training, but it does not include exclusively religious training or short courses such as computing and sewing.

Enter the number of years that the household head has completed.

Question 3.4: What is the household head's primary occupation?

- Manager
- Professional
- Technician and associate professional
- Clerical support worker
- Services and sales worker
- Farmer/crop grower/gardener
- Animal producers
- Forestry and Related Workers
- Fishery Workers, Hunters, and Trappers
- Craft and related trades worker
- Plant and machine operators and assembler
- Laborer (elementary and wage-based)
- Armed forces occupation
- Housewife/husband (e.g., homemaker)
- Student
- Retired
- Unemployed
- Other (specify) _____
- Don't know
- Refuse to answer

Explanation: Choose the answer that best describes the occupation on which the household head spends most of his/her time during an average week.

- Managers plan, direct, coordinate and evaluate the overall activities of enterprises, governments and other organizations, or of organizational units within them, and formulate and review their policies, laws, rules and regulations.
 - Common examples: Senior political officials, restaurant managers, hotel managers, agricultural production managers.
- Professionals increase the existing stock of knowledge; apply scientific or artistic concepts and theories; teach about the foregoing in a systematic manner; or engage in any combination of these activities.
 - Common examples: Doctors, nurses, veterinarians, teachers, lawyers, religious figures.
- Technicians and associate professionals perform technical and related tasks connected with research and the application of scientific or artistic concepts and operational methods, and government or business regulations.
 - Common examples: Construction supervisors, information technology (IT) support technicians.
- Armed forces occupations include regular members of the army, navy, air force and other military services, as well as conscripts enrolled for military training or other service for a specified period.
 - Common examples: Military officers, military personnel, non-commissioned officers, non-commissioned personnel

- Clerical support workers record, organize, store, compute and retrieve information, and perform a number of clerical duties in connection with money-handling operations, travel arrangements, requests for information, and appointments.
 - Common examples: Secretaries, money collectors/tellers.
- Services and sales workers provide personal and protective services related to travel, housekeeping, catering, personal care, protection against fire and unlawful acts; or demonstrate and sell goods in wholesale or retail shops and similar establishments, as well as at stalls and on markets.
 - Common Examples: Police officers, cooks, waiters, hairdressers, beauticians, salespersons, cashiers, childcare workers.
- Farmers /crop growers/gardeners are those whose major job is involved with any type of agricultural production activities, i.e. crop and livestock production. Household heads with this occupation make decisions about the crops they grow and when, and they either own or rent the area on which the crops are growing.
 - Common Examples: Smallholder farmers, subsistence farmers, animal producers, mixed crop and animal producers.
- Forestry and related workers use learned skills cultivate, conserve and exploit forests in order to provide food, shelter and income for themselves and their households.
 - Common examples: Park ranger, logging worker, tree feller, sawyer.
- Fishery workers, hunters, and trappers use learned skills to breed or catch fish; cultivate or gather other forms of aquatic life; or hunt animals in order to provide food, shelter and income for themselves and their households.
 - Common examples: Fisherman, fish farmer, hunter.
- Plant and machine operators and assemblers operate and monitor industrial and agricultural machinery and equipment on the spot or by remote control; drive and operate trains, motor vehicles and mobile machinery and equipment; or assemble products from component parts according to strict specifications and procedures.
 - Common examples: Drivers (car, van, motorcycle, truck, bus), large machine operator, assemblers.
- Craft and related trades workers apply specific technical and practical knowledge and skills to construct and maintain buildings; form metal; erect metal structures; set machine tools or make, fit, maintain and repair machinery, equipment or tools; carry out printing work; and produce or process foodstuffs, textiles, wooden, metal and other articles, including handicraft goods.
 - Common examples: Bakers, butchers, dairy-product makers, electrician, wood worker/carpenters, handicraft producer, blacksmiths, sewers.
- Laborer (elementary occupations) involve the performance of simple and routine tasks which may require the use of hand-held tools and considerable physical effort.
 - Common examples: Cleaners/Maids/Janitors, farm/forestry/fishery laborers (un-skilled), construction worker, miner, animal drawn vehicle drivers, hand/pedal vehicle drivers.
- Housewife/husband are those who mostly spend time in the house to take care of family members and/or housework.
- Students attend formal or informal schools or vocational and technical training programs
- Retired citizens are those who have selected to leave the workforce due to old age. Retirees may or may not receive a pension.
- Unemployed: choose this if the household head is willing, able to work, and actively looking for a job, but currently not spending time on any type of the occupations.

- Other, if above categories do not apply, specify them concisely by entering text into the space.

Please consult “Appendix C: Description of Primary Occupation Types” for extended definitions of primary occupations. If you believe the household head could be listed under two categories, select the topmost category from this set of options. For example, if a household head spends an equal amount of time working in craft/related trades and as a professional, select “professional.”

Overall Household Information

Note: Before asking questions 3.5-3.8, you may want to review the total number of household members. When you are done with the questions, make sure that the numbers match with the total reported number of household members.

Question 3.5: How many male(s) 14 years old and younger are there in your household?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if there are no males 14 years old or younger, enter 0)

Explanation: Enter the number of males within the household that are 14 years old or younger.

Question 3.6: How many female(s) 14 years old and younger are there in your household?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if there are no females 14 years old or younger, enter 0)

Explanation: Enter the number of females within the household that are 14 years old or younger.

Question 3.7: How many male(s) 15 years old and older are there in your household?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if there are no males 15 years old or older, enter 0)

Explanation: Enter the number of males within the household that are 15 years old or older.

Question 3.8: How many female(s) 15 years old and older are there in your household?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if there are no females 15 years old or older, enter 0)

Explanation: Enter the number of females within the household that are 15 years old or older.

Question 3.9: How many members of the household ever migrated to another location?
(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if no household members have ever migrated, enter 0)

Explanation: Enter the number of household members who have ever migrated to another location. Household members may migrate if they are attending school, seeking jobs, or receiving care in a location outside the smallest jurisdiction of your study.

Household Education Information

Explanation: This section assesses the overall education level of household members by asking how many people have over 5 years of education and whether children are attending school.

Question 3.10: Number of household members educated above 5 years of formal education (including kindergarten)
(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if no household member has received more than 5 years of formal education, enter 0)

Explanation: Enter the number of household members who have received more than five years of education from primary (including kindergarten), secondary, and post-secondary schooling. Formal education also includes vocational or technical training, but it does not include exclusively religious training or short courses, such as computing and sewing. Please ensure that the number entered here does not exceed the number of total household members.

Question 3.11: Do all children in this household of school age attend school almost every day while school is in session?

- No, none do
- Yes, only some of them do
- Yes, all do
- Don't know
- Refuse to answer
- Not applicable

Explanation: Choose “Yes” when ALL children aged between 5 and 14 attend school and “No” if none of the children attend school almost every day while school is in session.

Section 4: Income and Expenditure Information

Explanation: This **module** collects information about the level of wealth of a household by measuring income and expenditure, which are one of many indicators for household's standard of living. This **module** also contains the first set of pre-intervention questions for those study designs that ask this information. If you are disseminating a survey that asks about pre-intervention information, please take the time to remember the year and key-events that can help your respondents understand the period to which you will refer.

Note: Options for “Don’t know,” “Refuse to answer,” and “Not applicable” are also available on the survey form, when appropriate.

Question 4.1: Please select all the types of income-generating activities in which this household participates. Please provide the sources for all members of your household (select all that apply).

- Sale of crops
- Sale of livestock
- Sale of livestock products
- On-farm wage labor/casual earnings
- Off-farm wage labor/casual earnings
- Off-farm salaried employment
- Off-farm business income
- Cash remittances
- Fishing
- Sale of timber products
- Sale of non-timber forest products
- Firewood and charcoal
- Milling/wood working
- Other artisan
- Rent received (land or home)
- Pension/Government support or grant
- Other (specify)

Question 4.1X: Please select all the types of income-generating activities in which this household participated in before intervention. Please provide the sources for all members of your household (select all that apply).

- Sale of crops
- Sale of livestock
- Sale of livestock products
- On-farm wage labor/casual earnings
- Off-farm wage labor/casual earnings
- Off-farm salaried employment
- Off farm business income
- Cash remittances
- Fishing
- Sale of timber products
- Sale of non-timber forest products
- Firewood and charcoal
- Milling/wood working
- Other artisan
- Rent received (land or home)
- Pension/Government support or grant
- Other (specify)

Explanation for 4.1 and 4.1X:

Read the list to the respondent and check ALL sources of income for the household. If appropriate, answer this question for both before and after intervention. The following explains the definition of each item:

- Sale of crops: Income/Non-Cash income received for selling any agricultural product produced by the household. This includes income from selling of crops post-harvest, but it does NOT include income from selling prepared (i.e. cooked) food.
- Sale of livestock: Income/Non-cash income received for selling any (live) animals by the household.
- Sale of livestock products: Income/Non-cash income received for selling any product made from livestock (i.e. milk, skin/leather, meat, etc.)
- On-farm wage labor/casual earnings: Income/Non-cash income received for any work household members perform on a farm or in an agricultural setting on a temporary or occasional basis.
- Off-farm wage labor/casual earnings: Income/Non-cash income received for any work household members perform NOT on a farm or in an agricultural setting on a temporary or occasional basis.
- Off-farm salaried employment: Income/Non-cash income received for any work household members perform NOT on a farm or in an agricultural setting and receive regular, formally agreed upon, wages.
- Off farm business income: Income/Non-cash income received from a business that someone in the household owns and/or operates independently. This category includes income from traded goods as well as income from services provided.
- Cash remittances: Income/Non-cash income sent to the household by someone else (family member, friend, etc.)
- Fishing: Income/Non-cash income received from fishing (not including a fishing business)
- Sale of timber products: Income/Non-cash income received from selling timber (not including a timber products business)
- Milling/Wood working: Income/Non-cash income received from services that produce lumber, wood, or other timber products. This includes all wood-related activities from felling timber, sawing lumber, and treating or producing wood products.
- Other artisan activities: Income/Non-cash income received for any activities related to the production or sale of artisan products. Artisan products refer to any non-food product made by hand (i.e., handicrafts).
- Sale of non-timber forest products: Income/Non-cash income received from non-timber forest products (not including a non-timber forest product business OR sale of firewood/charcoal).
- Sale of firewood or charcoal: Income/Non-cash income received from firewood or charcoal production.
- Rent received (land or home): Income/Non-cash income received from renting land or property.
- Pension/Government support or grant: Income received from government or private pension schemes, government support, or grants.
- Other (specify): Other significant source of income/non-cash income not covered by the above categories.

Question 4.2: Please enter the average annual cash income that the household received in the last 12 months.

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if the household received no cash income, enter 0)

Question 4.2X: Please enter the average annual cash income that the household **received before intervention?**

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if the household received no cash income, enter 0)

Explanation: Using a common form of local currency (confirmed by project lead and communicated at training), ask the respondent for the total income from all household members over the last 12 months. Cash income refers to all forms of monetary compensation household members received, including salaries, wages, and cash winnings.

If a respondent has difficulty answering this question in sum, you can prompt them using the list of income generating activities they selected from Questions 4.1 and 4.1X.

Question 4.3: Thinking of all members in this household and all types of non-cash goods you and your household collect, harvest, or were given, what is the total annual worth of all non-cash goods your household received in the last 12 months?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if the household received no non-cash income, enter 0)

Question 4.3X: Thinking of all members in this household and all types of non-cash goods you and your household collect, harvest, or were given, what was the total worth of all non-cash goods your household received in the 12 months **before intervention**?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if the household received no non-cash income, enter 0)

Explanation: Non-cash income refers to goods or services received. If the respondent has difficulty answering this question, you may prompt them by asking about the types of goods collected or services received in the categories from Questions 4.1 and 4.1X.

Question 4.4: Thinking of all members in this household and all types of expenses, what was the total expenditure for this household over the last 12 months?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if the household has no expenditures, enter 0)

Question 4.4X: Thinking of all members in this household and all types of expenses, what was the total expenditure for this household in the 12 months **before intervention**?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if the household had no expenditures, enter 0)

Explanation: Expenditure refers to the total amount of money spent by the household on any good or service. This may be difficult for your respondent to answer without any prompting. You can help prompt a response by reminding them of major expense categories, which often include:

- Food
- Household durables (clothes, cosmetics, etc), household construction materials, fuel consumption
- Social/cultural and leisure activities
- Agricultural production: purchase of inputs (labor, fertilizer, pesticide, seed, machinery, etc.), livestock (veterinary, purchase of livestock assets, etc.)
- Education
- Paying back loans

If the respondent cannot provide an annual estimate, you might want to ask him/her to estimate the monthly average spending for food, household durables, and social/cultural and leisure activities, and multiply it by 12. However, if you prompt your respondent to think of average monthly costs, it will be

important to then ask about any yearly costs that are not reflected in an average monthly estimate (i.e. agricultural expenses, annual interest on loans, etc.)

Section 5: Assets

Explanation: This **module** complements the previous section to measure standards of living. Asset-based wealth indices are often easier to measure compared to expenditure and income as in the previous section, and they are highly correlated with the level of income and/or expenditure. The questions include the amount of land owned, livestock, and other household items such as TV and mobile phones.

Note: Options for “Don’t know,” “Refuse to answer,” and “Not applicable” are also available on the survey form, when appropriate.

Question 5.1: What is the total amount of land this household owns, in hectares?

(If the respondent doesn’t know, enter -93; if they refuse to answer, -94; and if they do not own any land, enter 0)

Question 5.1X: What was the total amount of land this household owned pre-intervention, in hectares?

(If the respondent doesn’t know, enter -93; if they refuse to answer, -94; and if they did not own any land, enter 0)

Explanation: Enter the total amount of land owned by the household that is officially recognized by the government or customary system. Enter zero if none. If the household only plants on communal land the answer to this question is zero.

Question 5.2: What is the total amount of land (owned privately, owned communally, or rented) this household cultivates, in hectares?

(If the respondent doesn’t know, enter -93; if they refuse to answer, -94; and if they do not cultivate any land, enter 0)

Question 5.2X: What was the total amount of land (owned privately, owned communally, or rented) this household cultivated before intervention, in hectares?

(If the respondent doesn’t know, enter -93; if they refuse to answer, -94; and if they did not cultivate any land, enter 0)

Explanation: Enter the total amount of land cultivated by the household. As per the question text, this includes any cultivated land that is owned privately, owned communally, or.

Question 5.3: How many of the following livestock does your household own?
(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if they do not own any livestock, enter 0)

Livestock Type	Number
Small livestock (ex. Chickens, ducks, geese, rabbits)	
Medium livestock (ex. Goats, sheep, pigs)	
Large livestock (ex. Cows, bulls, buffalo, horses)	

Question 5.3X: How many of the following livestock did your household own before intervention?
(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if they did not own any livestock, enter 0)

Livestock Type	Number
Small livestock (ex. Chickens, ducks, geese, rabbits)	
Medium livestock (ex. Goats, sheep, pigs)	
Large livestock (ex. Cows, bulls, buffalo, horses)	

Explanation: Enter the total number of livestock animals owned by all members in the household regardless of species. We are not asking numbers by livestock species in order to reduce the amount of time for the data collection. This allows us to get more general indicator of livestock assets that can be comparable across different regions/countries where they have different types of livestock.

Question 5.4: What is the type of ownership of this dwelling?

- A household member has the title
- Family house (e.g., relative has the title)
- Another organization (i.e. government, private entities) owns title but the household does not pay rent
- The household rents this dwelling
- Other (specify) _____

Explanation: This question asks about ownership of the dwelling in which the respondent lives. Options include:

- A household member has the title: The title of the house or property is held by a household member
- Another organization (i.e. government, private entities) owns title but the household does not pay rent: The land or dwelling is owned by the government or other agencies, the family is living there without paying rent
- The household rents this dwelling: The household members pay rent in order to live in the dwelling

Question 5.5: Does this household have electricity?

- No
- Yes – connected to the grid
- Yes – using generator (private or shared)

- Yes – solar powered
- Yes – other (specify) _____

Question 5.5X: Did this household have electricity **before intervention**?

- No
- Yes – connected to the grid
- Yes – using generator (private or shared)
- Yes – solar powered
- Yes – other (specify) _____

Explanation: Electricity refers to the ability to run lights and/or appliances using power generated from any electricity source (including private generators).

Question 5.6: Please indicate if your household owns any of the following assets:

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if they have not experienced hunger in the past year, enter 0)

Asset Type	Number
Radio	
Television	
Refrigerator	
Computer	
Mobile phone	
Motorbike/motorized boat	
Car/truck	
Tractor/other large agricultural machines	

Question 5.6X: Please indicate if your household owned any of the following assets before the intervention.

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if they do not own any assets, enter 0)

Asset Type	Number
Radio	
Television	
Refrigerator	
Computer	
Mobile phone	
Motorbike/motorized boat	
Car/truck	
Tractor/other large agricultural machines	

Explanation: Enter the total number of each asset owned by all household members.

Section 6: Credit and Savings

Explanation: The objective of this section is to investigate household access to credit and savings, and how they make use of such resources.

Note: Options for “Don’t know,” “Refuse to answer,” and “Not applicable” are also available on the survey form, when appropriate.

Question 6.1: Does a member of this household have an account at a bank, credit union, micro finance institution, post office, village savings organization or another financial institution?

- No
- Yes

Question 6.1X: Did a member of this household have an account at a bank, credit union, micro finance institution, post office, village savings organization or another financial institution before intervention?

- No
- Yes

Explanation: Ask whether any member in the household has an account at a bank, credit union, micro finance institution, post office, village savings organization or any other financial institution. It would be useful to provide some examples of names for micro finance or village savings within the context of the village/community so that the respondent can understand better. Choose yes if at least one household member has a bank account.

Question 6.2: Has a member of this household had a loan since the year of the intervention?

- No
- Yes

Question 6.2X: Did a member of this household have a loan before intervention?

- No
- Yes

Explanation: This question asks whether any household member has a loan. A loan is a sum of money that is borrowed from a bank or credit union, and is expected to be paid back with interest. Answer no if none of the household members borrowed any money from the bank or credit union.

Question 6.3: What does your household use the loan for? (select all that apply)

- Subsistence needs
- Agricultural land
- Agricultural machinery
- Agricultural inputs
- Livestock
- Business
- Housing
- Education/training

- Health
- Ceremonies
- Vehicle
- Other consumer goods
- Other (specify) _____

Question 6.3X: What did your household use the loan for? (select all that apply)

- Subsistence needs
- Agricultural land
- Agricultural machinery
- Agricultural inputs
- Livestock
- Business
- Housing
- Education/training
- Health
- Ceremonies
- Vehicle
- Other consumer goods
- Other (specify) _____

Explanation: This question asks the use of the loan. Please choose the ones mentioned by the participant. If there is any other use not mentioned above, please specify in the box marked “Other.” The categories are defined as:

- Subsistence needs: Costs associated with the purchase of food or water.
- Agricultural land: Any costs associated with the purchase or rent of agricultural land.
- Agricultural machinery: Any costs associated with the purchase or rent of machinery to assist with agricultural production.
- Agricultural inputs: Costs associated with any agricultural input costs that are neither covered by “Agricultural land” or “agricultural machinery.” This can include labor payments, fertilizers, pesticides/herbicides/fungicides, manure, seeds, and etc.
- Livestock: Costs associated with the purchase and keep of livestock.
- Business: Costs associated with running a business.
- Housing: All costs that are used for dwellings in which the household members live.
- Education/training: Any cost associated with schooling or training (formal or informal) received or taught by household members.
- Health: Any cost for medical visits, tests, supplies, or medicine.
- Ceremonies: Any costs associated with cultural, religious, or political ceremonies.
- Vehicle: Any purchase, repair, or improvement costs for trucks, buses, cars, motorbikes, or bicycles.
- Other consumer goods: Any costs for goods used by household members for activities not covered in the above categories. This may include (but is not limited to), televisions, laptops, refrigerators, etc.

Section 7: Household Shocks and Impacts

Explanation: This **module** investigates shocks experienced by the household, their impacts, and the strategies household members adopted to mitigate the negative impacts.

Note: Options for “Don’t know,” “Refuse to answer,” and “Not applicable” are also available on the survey form, when appropriate.

Question 7.1: During the past 12 months, how affected was your household by the following events?

	Very positively	Somewhat positively	Neither positively nor negatively	Somewhat negatively	Very negatively
Droughts/low rainfall					
Floods/storms/hurricanes/ extreme temperatures					
Illness/death					
Crop or livestock disease or die-off					
Economic shocks					
Theft/burglary					
War/violence					
Other (please specify)					

Explanation: This question asks how the household was affected by the events (shocks) listed above in the past 12 months. For each shock, indicate to what degree the household was affected by the shock. If the event did not occur, please select “Not applicable.” The list of events includes seven common shocks, such as natural disasters, human/livestock/crop health, and social issues such as economic shocks and violence. It is important to remember that shocks can indirectly impact households. For example, war/violence in a nearby community can negatively impact people in surrounding areas. Thus, a household may be affected by war/violence that does not occur directly within their community.

- Droughts/low rainfall: All shocks related to water shortages that affected the community.
- Floods/storms/hurricanes/extreme temperatures: All shocks related to extreme weather events that affected the community.
- Illness/death: Any human illness or death within the household or community.
- Crop or livestock disease: Any crop or livestock disease that affected the community
- Fire: All shocks related to fires that affected the community.
- Economic shocks: All economic shocks, including inflation, sharp increases or decreases in food/agricultural input prices, unemployment, energy/food price spikes, that affected the community.
- Theft/burglary: Any theft that has occurred directly to household members or in the extended community.
- War/violence: Any violence that has affected the community.

Question 7.2: Did your household experience the following impacts in the last 12 months as a result of the selected event(s)? (select all that apply)

- Loss of crops
- Loss of livestock
- Loss of salaried employment or non-payment of salary
- Loss of land
- Dwelling damaged or destroyed
- Loss of other assets
- Other (specify) _____

Explanation: The objective of this question is to investigate the specific impacts from the above events. We provide 10 options, which include loss of crops, livestock, salaried employment or land, land, as well as chronic/severe illness or accident of household member, death of household member, break-up of household, dwelling damage, or loss of other assets. If there is any other major impact from the events above, please specify in the option labeled “Other.”

Question 7.3: How did your household cope with the impacts experienced? (*Select all that apply*)

- Harvest more forest products
- Harvest more wild foods elsewhere than the forest
- Harvest more agricultural products
- Spend cash savings
- Sell assets (land, livestock, etc)
- Do extra casual labor
- Assistance from friends or relatives
- Assistance from NGO, community
- Get loan from money lender, credit, associations
- Reduce household spending
- Reduce household food consumption
- Purchase products from the market
- Migrate to other locations
- Change occupation
- Did nothing in particular
- Other _____
- Don't know
- Refuse to answer
- Not applicable

Explanation: This question asks about how households respond and cope with the mentioned impacts. Read through the list and ask the respondent if the household responded by using any of the listed options. If they name other coping strategies not listed enter this in the box labeled “Other”.

- Relied on own savings: Select if any household member responded to a listed impact by spending cash savings.
- Received unconditional help from relatives/friends: Select if any household member responded to a listed impact by receiving cash or non-cash assistance from friends or relatives.
- Received unconditional help from government: Select if any household member responded to a listed impact by receiving cash or non-cash assistance from any level of government or government organization.
- Received unconditional help from NGO/religious institution: Select if any household member responded to a listed impact by receiving cash or non-cash assistance from a non-government organization or a religious institution.
- Changed eating patterns: Select if any household member responded to listed impact by relying on less preferred food options, reducing the proportion of number of meals per day, skipping entire days of eating, or similar changes to regular eating patterns.
- Employed household members took on more employment: Select if any household member responded to a listed impact by performing additional work for either cash or non-cash benefits.
- Adult household members who were previously not working had to find work: Select if any household member who was previously not working responded to a listed impact by performing services or selling goods to generate cash or non-cash income.
- Household members migrated” Select if any household member migrated to a different location in response to a listed impact.
- Reduced Expenditures on health and/or education: Select if any household member reduced spending on health and/or education as result of a listed impact.
- Obtained credit: Select if any household member obtained credit from any organization or institution in response to a listed impact.

- Sold agricultural assets: Select if any household member responded to a listed impact by selling agricultural assets. Agricultural assets may include tools or other various inputs.
- Sold durable assets: Select if any household member responded to a listed impact by selling durable assets. Durable assets may include vehicles, electronics, or other household assets.
- Sold land/building: Select if any household member responded to a listed impact by selling land or buildings.
- Sold crop stock: Select if any household member responded to a listed impact by selling crop stock. Crop stock includes growing crops, seed stock, or other stock related to crops.
- Sold livestock: Select if any household member responded to a listed impact by selling livestock.
- Sent children to live elsewhere: Select if any household member responded to a listed impact by sending their children to live with a different household.
- Engaged in spiritual efforts—prayer, sacrifices, diviner consultations: Select if any household member responded to a listed impact by engaging in any spiritual efforts, including prayer, sacrifices, or consulting with diviners/shaman.
- Harvest more forest products: Select if any household member responded to a shock by harvesting more forest products (timber or non-timber). This includes fishing, hunting, or gathering of any animals/plants/products in the forest.
- Harvest more wild foods elsewhere than the forest: Select if any household member responded to a shock by harvesting more wild foods from non-forested areas (i.e. pastures, lakes, rivers, etc.). This includes fishing, hunting, or gathering of any animals/plants/products in areas that are not forest.
- Did not do anything
- Did nothing in particular: Select if no household members did anything in particular to respond to shocks.

Section 8: Health and Nutrition

Explanation: This **module** investigates access to food and health facilities, as well as the health conditions of household members.

Note: Options for “Don’t know,” “Refuse to answer,” and “Not applicable” are also available on the survey form, when appropriate.

Question 8.1: How many days in the last 12 months has your household not been able to satisfy its food needs?

(If the respondent doesn’t know, enter -93; if they refuse to answer, -94; and if the household never experienced unsatisfied food needs, enter 0)

Explanation: This question asks whether the household experienced any hunger in the past 12 months. Ask the respondent whether there was insufficient food to meet the consumption needs of household members. If so, then ask how many days in total such situation occurred. According to the response, enter the number in the dropdown box.

Question 8.2: How many days of primary daily activities (e.g. working in the fields, or at a job or attending school) did you and your household members 15 years old and above miss due to poor health during the last 12 months?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if no member missed a day due to poor health, enter 0)

Explanation: This question asks the total number of days of primary daily activities that all household members 15 years and older missed in the last 12 months, due to illness or injury. Although household members below 15 years old may contribute to the household economy, we use this cut-off based on the UN definition of childhood to keep answers consistently focused all household members who are not children. According to the response, enter the number in the dropdown box.

Question 8.3: How many times did you or a household member 15 years old or older visit a regional/specialized health center, including hospital during the last 12 months?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and no member 15 years old or older visited a health center, enter 0)

Explanation: This question asks whether any household members 15 years old or older have visited any health facility in the last 12 months. Health facilities only include hospital, community health centers, or private practices. If the respondent has difficulty responding in total, you may ask the number of times each household member visited a health facility, and then sum the total number for entry into the survey form.

Question 8.4: How many of your household members passed away in the last 12 months?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if no household members have passed away, enter 0)

Explanation: This question asks whether any household members passed away in the last 12 months. If yes, then ask the number, and choose the answer from the provided options.

If the respondent feels uncomfortable to answer this question, do not probe further.

Question 8.5: What was the age of the household member who passed away in the last 12 months? *If more than 3 HH members passed away, enter the age for the 3 household members most closely related to you.*

(If the respondent doesn't know, enter -93; if they refuse to answer, -94)

Household Member	Age
HH member 1	
HH member 2	
HH member 3	

Explanation: This question asks the age of death of the household members who died in the last year. Ask this question only if the respondent reported that one or more household members passed away. Enter the age as a number for each passed-away household member.

If the respondent doesn't know, enter -93; if they refuse to answer, -94.

Question 8.6: Do you have difficulty seeing, even if wearing glasses?

- No- no difficulty
- Yes – some difficulty
- Yes – a lot of difficulty
- Cannot do at all

Explanation: This question asks if the respondent has any difficulty seeing, when they are wearing corrective lenses. Make sure that the respondent understands that this question applies only to difficulty seeing even if wearing glasses or other corrective lenses.

Question 8.7: Do you have difficulty hearing, even if using a hearing aid?

- No- no difficulty
- Yes – some difficulty
- Yes – a lot of difficulty
- Cannot do at all

Explanation: This question asks if the respondent has difficulty hearing, even after trying to correct for hearing loss using a hearing aid.

Question 8.8: Do you have difficulty walking or climbing steps?

- No- no difficulty
- Yes – some difficulty
- Yes – a lot of difficulty
- Cannot do at all

Explanation: This question asks if the respondent has difficulty climbing steps without any device or support.

Question 8.9 Do you have difficulty remembering or concentrating?

- No- no difficulty
- Yes – some difficulty
- Yes – a lot of difficulty
- Cannot do at all

Explanation: This question asks if the respondent has any difficulty remembering or concentrating.

Question 8.10: Do you have difficulty (with self-care such as) washing all over or dressing?

- No- no difficulty
- Yes – some difficulty
- Yes – a lot of difficulty
- Cannot do at all

Explanation: This question asks if the respondent has difficulty caring for him/herself. This includes washing all over or dressing, but can also include other types of grooming or self-care.

Question 8.11: Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?

- No- no difficulty
- Yes – some difficulty
- Yes – a lot of difficulty
- Cannot do at all

Explanation: This question asks if the respondent has difficulty speaking, using their usual language. This question does not ask about the ability for others to understand the respondent’s usual language, but rather whether or not he/she can communicate effectively in whatever language is most comfortable to them.

Section 9: Forest Information

Explanation: The objective of this **module** is to investigate access to public and private forest resources, their management, and perception on forest conditions.

Note: Options for “Don’t know,” “Refuse to answer,” and “Not applicable” are also available on the survey form, when appropriate.

Question 9.1: What is the area (ha) of non-privately owned forest to which your household has access?
(If the respondent doesn’t know, enter -93; if they refuse to answer, -94; and if the household does not have access to any non-privately owned forest, enter 0)

Question 9.1X: What was the area (ha) of non-privately owned forest to which your household had access **before intervention**?
(If the respondent doesn’t know, enter -93; if they refuse to answer, -94; and if the household did not have access to any non-privately owned forest, enter 0)

Explanation: If the survey is being used to collect data for both pre- and post-intervention, ask whether the household had access to publicly owned or communal forest before a given intervention. Enter the total number of hectares in the box. Consult “Appendix B: Local Units to Standard Units” if you need to convert between units to enter this information in hectares.

If the respondent doesn’t know, enter -93; or if they refuse to answer, -94. If the respondent does not have access to communal or publicly owned forest, enter 0.

Question 9.2: How many ha of forest does your household own privately?
(If the respondent doesn’t know, enter -93; if they refuse to answer, -94; and if the household does not own any private forest, enter 0)

Question 9.2X: How many ha of forest did your household own privately, **before intervention**?
(If the respondent doesn’t know, enter -93; if they refuse to answer, -94; and if the household did not own any private forest, enter 0)

Explanation: This question asks whether the household has access to any privately-owned forest. Enter the total number of hectares in the box.

If the respondent doesn't know, enter -93; or if they refuse to answer, -94. If the respondent does not have access to communal or publicly owned forest, enter 0.

Question 9.3: How many hours per year does your household spend harvesting products in the forest?
(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if the household does not spend any time harvesting products in the forest, enter 0)

Question 9.3X: How many hours per year did your household spend harvesting products in the forest **before intervention**?
(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if the household did not spend any time harvesting products in the forest, enter 0)

Explanation: This question asks about the amount of time spent by household members harvesting forest products on an annual basis. The unit of measure is in hours.

If necessary, you can prompt the respondent to consider the number of hours per month from the last 12 months and sum to find the annual number of hours. Alternatively, you can ask the respondent about how many hours each household member spends harvesting forest products, either by month or by year, and then sum to find the total number of hours.

Question 9.4: Has your household been involved in making rules or managing the forest?

- No
- Yes

Explanation: This question asks about participation in making rules or managing forests by the household. Examples of making rules include specifying who can harvest forest resources at what time of the year in which patch of forest, monitoring forest condition, or serving as a ranger.

If any household member has ever been involved in any such activities, answer yes.

Question 9.5: How well managed are forests in your settlement?

- Well managed
- Somewhat well managed
- Poorly managed

Question 9.5X: How well managed were forests in your settlement **before intervention**?

- Well managed
- Somewhat well managed
- Poorly managed
- Don't know
- Refuse to answer

Explanation: This question asks the respondent to provide his/her opinion about the management of forests in their settlement.

Question 9.6: How would you describe the condition of the forest?

- High quality
- Medium quality
- Low quality
- Don't know
- Refuse to answer

Question 9.6X: How would you describe the condition of the forest **before intervention**?

- High quality
- Medium quality
- Low quality
- Don't know
- Refuse to answer

Explanation: This question asks the respondent to provide his/her opinion about the condition of the forest.

Section 10: Household Interactions with Village and Extra-Village Governance

Explanation: This **module** investigates participation in village and extra-village governance, particularly focusing on participation in meetings.

Note: Options for “Don’t know,” “Refuse to answer,” and “Not applicable” are also available on the survey form, when appropriate.

10.1 How often did any of your household member attend the following meetings over the last 12 months? Think of the household member that is most active in each meeting.

	Never	Rarely	Sometimes	Often	Nearly always
Village meetings					
Forest committee meetings					
County/district meetings					
Religious meetings s					
Farmer's cooperatives/associations meetings					
Village credit group meetings					
Other (specify)					

Explanation: This question asks about the frequency of participation in a set of six meetings. If such meetings do not exist in this community, please select “Not applicable.” Otherwise, select the best choice for how often any household member attends the following meetings.

- Religious meetings: Any meeting convened by a religious group or for a purpose related to religious activity
- Farmer’s cooperative/associations meetings: Any meeting by a farmer’s cooperative group or farmer’s association.
- Forest committee meeting: Any meeting by a group that manages a forest or makes decisions about forest use.
- Village credit group meetings: Any group within the village/smallest jurisdictional area that meets for the specific purpose of establishing and managing credit.
- Village meetings: Any village meeting that is not related to credit.
- County/District meetings: Any meeting of a higher jurisdictional unit (sub-district, district, county, etc.) for any governance purpose.

Section 11: Household Construction Materials

Explanation: This **module** investigates household construction materials, as well as access to toilet facilities, drinking water, and cooking fuel. These variables are useful livelihood and asset indicators.

Where specified in italics, you may record observations rather than respondent answers. However, if you are at all uncertain, please read the question verbatim to the respondent and provide clarification as needed.

Note: Options for “Don’t know,” “Refuse to answer,” and “Not applicable” are also available on the survey form, when appropriate.

Question 11.1: *The walls of the main dwelling are predominantly made of what material?*

- Earth/dirt/wattle/stones
- Wood (boards)
- Iron/metal sheets/cement
- Baked burnt bricks
- Concrete/cement
- Grass/fiber/straw
- No walls
- Other (specify) _____

Explanation: This question asks about the materials that have been used to construct the walls of the house, as they are the most fundamental part of a house. If the wall is made of multiple materials, choose the one that contributed the majority of the material. If the material observed or mentioned does not belong to any of the categories listed, specify in the box marked “Other”.

Question 11.2: *The roof of the main dwelling is predominantly made of what material?*

- Thatch/grass
- Wood (boards)
- Iron/metal sheets
- Tiles
- No roof
- Other (specify) _____

Explanation: This question asks about the materials used to construct the roof. If the roof is made of multiple materials, choose one that contributed the majority of the material. If the material observed or mentioned does not belong to any of the categories listed, specify in the box marked “Other”.

Question 11.3: *The floor of the main dwelling is predominantly made of what material?*

- Dirt
- Wood (boards)
- Iron/metal sheets
- Tiles
- Cement
- Other (specify) _____

Explanation: This question asks about the materials used to construct the floor. If the floor is made of multiple materials, choose one that contributed the majority of the material. If the material observed or mentioned does not belong to any of the categories listed, specify in the box marked “Other”.

Question 11.4: What kind of toilet facility do members of your household usually use?

- Pit latrine
- Flush toilet connected to sewage system
- Flush toilet connected to septic tank
- Other (specify) _____
- None (trees, bushes, river, etc.)

Explanation: This question asks about the toilet facilities used by household members. A brief explanation of the categories is below:

- Pit latrine: a toilet where the waste is deposited into a hole dug in the ground
- Flush toilet connected to sewage system: waste is flushed and connects to a public sewage system
- Flush toilet connected to a septic tank: waste is flushed and goes to a storage tank that is on-site

If the toilet used does not fit into any of the above categories please specify in the box marked “Other”.

Question 11.5: Do you share this toilet facility with other household(s)?

- No
- Yes

Explanation: If only members of this household use the toilet facility, answer “No”. If the facility is shared with neighboring households, answer “Yes.” If the household does not have a toilet facility (i.e. you selected “None” in Question 11.4), then select “Not applicable.”

Question 11.6: What is the main source of drinking water for members of your household?

- Piped to the house
- Piped external
- Well (private)
- Well (shared)
- Spring/river
- Other (specify) _____

Question 11.6X: What was the main source of drinking water for members of your household **before intervention**?

- Piped to the house
- Piped external
- Well (private)
- Well (shared)
- Spring/river
- Other (specify) _____

Explanation: This question asks about the drinking water source for the household.

- Piped to the house: the water is piped directly into the house (e.g., comes from a faucet).
- Piped external: the water is piped, but not directly to the house (e.g., a community tap).
- Well (private): the water is collected from a well that is owned by the household.
- Well (shared): the water is collected from a well that is shared by other households in the community.
- Spring/River: water is collected from a spring or a river.

Question 11.7: What are your household’s top two primary sources of fuel for cooking?

- Firewood
- Gas
- LPG/Bottled gas
- Dung cake
- Charcoal
- Briquet
- Kerosene
- Electric
- Other (specify) _____

Question 11.7X: What were your household’s top two primary sources of fuel for cooking **before intervention**?

- Firewood
- Gas
- LPG/Bottled gas
- Dung cake
- Charcoal
- Briquet
- Kerosene
- Electric
- Other (specify) _____

Explanation: This question asks about the two main types of fuel used for cooking by the household.

- Firewood: any wood that is collected or purchased and burnt for cooking.
- Gas: refers to natural gas (piped or bottled).
- LPG/bottled gas: refers to propane or liquid petroleum gas
- Dung cake: any animal dung that is used for cooking fuel
- Charcoal: charcoal that is either made by household members or purchased.
- Briquet: any form of briquette (coal or lignite) used for cooking
- Kerosene: any form of kerosene used for cooking.
- Other: If this household uses a fuel source not listed, please enter the fuel source here.

Once you have selected the top two fuel sources, you will then need to rank the fuel source most used for cooking (1), and the fuel source that was second most used for cooking (2).

Question 11.8: How many weeks in the last 12 months did you not have enough fuel?
(If the respondent doesn’t know, enter -93; if they refuse to answer, -94; and if the household did not experience a week without enough fuel, enter 0)

Explanation: Encourage the respondent to recall the use of cooking fuel, and ask him/her if the household experienced a shortage of fuel in the past 12 months. If so, ask how many weeks in total the household experienced fuel shortage. According to the response, select the number in the dropdown box.

Section 12: Subjective Well-being

Explanation: This **module** investigates the self-perceived well-being of the respondent. This information complements the objective, asset based, measures of well-being, and gives a more complete picture of the overall well-being of the household.

Note: Options for "Don't know," "Refuse to answer," and "Not applicable" are also available on the survey form, when appropriate.

Question 12.1: Overall, how happy are you with life as a whole?

- Very happy
- Somewhat happy
- Neither happy or unhappy
- Somewhat unhappy
- Very unhappy

Question 12.1X: Overall, how happy are you with life as a whole **before intervention**?

- Very happy
- Somewhat happy
- Neither happy or unhappy
- Somewhat unhappy
- Very unhappy

Explanation: This question asks the respondent about his/her self-perceived happiness. Please read both the question and the options to help the respondent know how they are expected to respond.

Section 13: Project Exposure

Explanation: This section focuses on the household's: 1) Exposure and engagement with the intervention in question, 2) Perceptions and experience of the outcomes of the intervention.

Note: Options for "Don't know," "Refuse to answer," and "Not applicable" are also available on the survey form, when appropriate.

Question 13.1: To your knowledge, did the intervention affect any of the following? (select all that apply)

- Rights of Households to the Resource (access, use, management, exclusion, and alienation)
- Household Resource Relationship (access, use, management, exclusion, and alienation)
- Other (please specify) _____
- None

Explanation:

- Rights of Households to the Resource: The rights of the household pertain to the household's legal ability to access, use, manage or manage a resource (i.e. water, forests, grazing, etc). It can

also include a household losing rights, such as being prevented, or excluded from using a given resource.

- Household Resource Relationship: The household resource relationship pertains to the household's actual use of the resource. For example, did the intervention change the way a household collects water, harvests products from the forest, etc.

Question 13.2: What private benefits have your household received from this intervention, since it began? (*Select all that apply*)

- Payments in cash
- Payments in-kind (e.g. livestock and/or crop, seedlings,)
- Home construction and/or cooking materials (i.e. stove, lighting, toilet)
- Agricultural/planting tools (e.g., cutlass, watering can, boots)
- Mechanized tools for agriculture
- Technical assistance for production
- Education
- Other (specify) _____
- None
- Don't know

Explanation: This question asks for any private benefits any members of the household received from the project interventions on which this survey focuses.

- Payments in cash: any money directly received from the project.
- Payments in-kind (e.g. livestock and/or crop): any non-monetary payment directly from the project that does not include home construction items, agricultural/planting tools, or mechanized tools for agricultural items.
- Home construction and/or cooking materials (i.e. stove, lighting, toilet): any materials for intended for improving a dwelling or for cooking.
- Agricultural/planting tools (e.g., cutlass, watering can, boots): any agriculture related items that are not mechanized.
- Mechanized tools for agriculture: any agricultural tools that are mechanized. Technical assistance for production: any assistance from extension agents or others that help the household with production activities.
- Education: any training or skills taught to household members that comes from the project.
- Other (specify) _____
- None

Question 13.3: What is the monetary value of all private benefits that your household received from this intervention, since it began?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if no household member received any private benefits, enter 0)

Explanation: Please list the total amount of all benefits the household received, individually, since the beginning of the intervention.

Question 13.4: What collective benefits did this intervention provide (not including trainings/classes)?
(select all that apply)

- Improvement in/new transportation infrastructure
- Improvement in/new health facilities
- Improvement in/new education facilities
- Improvement in/new government facilities
- Improvement in/new agriculture facilities or goods (i.e. nurseries, seedlings, community livestock assets, etc.)
- Improvement in/new sanitation facilities (i.e. water sources, toilets, cleaning supplies)
- Improvement in/new household energy sources (i.e. community cook-stoves, gas tanks, lighting, etc.)
- None

Explanation: This question asks about collective benefits provided to members of the community by the project.

- Improvement in/new transportation infrastructure: any improvement in roads, paths, or other transportation networks directly from the intervention.
- Improvement in/new health facilities: any improvement to or newly built health facility directly as a result of the intervention.
- Improvement in/new education facilities: any improvement to or a new educational facility directly from the intervention
- Improvement in/new government facilities: any improvement in or new government facility directly from the intervention.
- Improvement in/new agriculture facilities or goods (i.e. nurseries, seedlings, community livestock assets, etc.): any improvement in or new agricultural facilities or goods.
- Improvement in/new sanitation facilities (i.e. water sources, toilets, cleaning supplies)
- Improvement in/new household energy sources (i.e. community cook-stoves, gas tanks, lighting, etc.):
- Any improvement to or new household energy source. This can refer to individually received improvements/items, or community-level improvements/items.
- None

Question 13.5: How many days have you attended a training, class, or meeting related to this intervention?

(If the respondent doesn't know, enter -93; if they refuse to answer, -94; and if no household member has attended a training, class, or meeting, enter 0)

Explanation: Enter the total number of days that any household member has attended a training, class, or meeting related to this intervention.

Question 13.6: Taking all trainings, classes, and meetings together, how helpful have these sessions been for members of this household?

- Very helpful
- Somewhat helpful
- Neither helpful nor unhelpful
- Somewhat unhelpful
- Very unhelpful

Explanation: This question asks how helpful all educational services provided from the intervention have been.

Question 13.7: What type of effect on the whole did the intervention have on the members of this household?

- Very positive
- Somewhat positive
- Neither positive nor negative
- Somewhat negative
- Very negative

Explanation: This question asks the respondent's perspective of how positive or negative the effect from the intervention was. Please read the answers so that the respondent can answer directly.

END Thank you for your responses. We will ensure the confidentiality of this report. Please click next to submit your survey.

Appendix B: Local Units to Standard Units Conversion Sheet

Note: Please edit and adapt this table to suit your own needs. Standard Units may have more than one local unit. All standard units in the LivWell Survey are listed below.

Type of measurement	Standard Unit	Local Unit(s)	Conversion
Area	Hectare (ha)		
Area	Meter squared (m ²)		
Area			
Mass	Kg		
Mass			
Distance	Kilometer (km)		
Distance	Meter (m)		
Distance			
Time	Hours (h)		

Time	Minutes (m)		
Time			
Volume	Cubic meter (m ³)		
Volume			

Appendix C: Primary Occupation Descriptions

Note: All occupation descriptions come from the International Labor Organization's International Standard Classification of Occupations (ISCO-8), with the exception of "unemployed," "Housewife/husband," and "Retired."

Unemployed: If the household head is currently not spending time working in any of the occupations below and is not retired, select "unemployed."

Manager: Managers plan, direct, coordinate and evaluate the overall activities of enterprises, governments and other organizations, or of organizational units within them, and formulate and review their policies, laws, rules and regulations.

Tasks performed by managers usually include: formulating and advising on the policy, budgets, laws and regulations of enterprises, governments and other organizational units; establishing objectives and standards and formulating and evaluating programmes and policies and procedures for their implementation; ensuring appropriate systems and procedures are developed and implemented to provide budgetary control; authorizing material, human and financial resources to implement policies and programmes; monitoring and evaluating performance of the organization or enterprise and of its staff; selecting or approving the selection of staff; ensuring compliance with health and safety requirements; planning and directing daily operations; representing and negotiating on behalf of the government, enterprise or organizational unit managed in meetings and other forums.

Professional: Professionals increase the existing stock of knowledge; apply scientific or artistic concepts and theories; teach about the foregoing in a systematic manner; or engage in any combination of these activities.

Tasks performed by professionals usually include: conducting analysis and research, and developing concepts, theories and operational methods; advising on or applying existing knowledge related to physical sciences, mathematics, engineering and technology, life sciences, medical and health services, social sciences and humanities; teaching the theory and practice of one or more disciplines at different educational levels; teaching and educating persons with learning difficulties or special needs; providing various business, legal and social services; creating and performing works of art; providing spiritual guidance; preparing scientific papers and reports. Supervision of other workers may be included.

Technician or Associate Professional: Technicians and associate professionals perform technical and related tasks connected with research and the application of scientific or artistic concepts and operational methods, and government or business regulations.

Tasks performed by technicians and associate professionals usually include: undertaking and carrying out technical work connected with research and the application of concepts and operational methods in the fields of physical sciences including engineering and technology, life sciences including the medical profession, and social sciences and humanities; initiating and carrying out various technical services related to trade, finance and administration including administration of government laws and regulations, and to social work; providing technical support for the arts and entertainment; participating in sporting activities; executing some religious tasks. Supervision of other workers may be included.

Clerical Support Worker: Clerical support workers record, organize, store, compute and retrieve information, and perform a number of clerical duties in connection with money-handling operations, travel arrangements, requests for information, and appointments.

Tasks performed by clerical support workers usually include: stenography, typing, and operating word processors and other office machines; entering data into computers; carrying out secretarial duties; recording and computing numerical data; keeping records relating to stocks, production and transport; keeping records relating to passenger and freight transport; carrying out clerical duties in libraries; filing documents; carrying out duties in connection with mail services; preparing and checking material for printing; assisting persons who cannot read or write with correspondence; performing money-handling operations; dealing with travel arrangements; supplying information requested by clients and making appointments; operating a telephone switchboard. Supervision of other workers may be included.

Services and Sales Worker: Services and sales workers provide personal and protective services related to travel, housekeeping, catering, personal care, protection against fire and unlawful acts; or demonstrate and sell goods in wholesale or retail shops and similar establishments, as well as at stalls and on markets.

Tasks performed by services and sales workers usually include: organizing and providing services during travel; housekeeping; preparing and serving of food and beverages; caring for children; providing personal and basic health care at homes or in institutions, as well as hairdressing, beauty treatment and companionship; telling fortunes; embalming and arranging funerals; providing security services and protecting individuals and property against fire and unlawful acts; enforcing of law and order; posing as models for advertising, artistic creation and display of goods; selling goods in wholesale or retail establishments, as well as at stalls and on markets; and demonstrating goods to potential customers. Supervision of other workers may be included.

Farmers/crop growers: Market gardeners and crop growers plan, organize and perform operations to grow and harvest field crops; to grow fruit and other tree and shrub crops; to grow garden vegetables and medicinal and other plants; and to produce horticultural and horticultural nurseries products for sale or delivery on a regular basis to wholesale buyers, marketing organizations or at markets.

Tasks performed usually include: monitoring market activity and conditions, determining types and quantities of crops to be grown, and planning and coordinating production accordingly; purchasing seeds, bulbs and fertilizer; investing in land and land improvements; preparing land, sowing, planting, cultivating and harvesting various crops; tending working animals and maintaining farm buildings, machinery and equipment; producing saplings, bulbs and seeds; storing and carrying out some processing of produce; delivering or marketing farm products. Supervision of other workers may be included.

Animal Producers: Animal producers plan, organize and perform farming operations to breed and raise domesticated animals, poultry, insects and non-domesticated animals for the production of meat, dairy products, honey, skins, textiles and other products, or for use as working, sporting or recreational animals, for sale or delivery to wholesale buyers, marketing organizations or at markets.

Task performed usually include: monitoring market activity and conditions, determining kinds and amounts of products to produce and planning and coordinating production accordingly; raising, feeding and tending animals; preparing animals or animal products for market; monitoring and examining animals to detect illness, injury or disease, and to check physical condition such as rate of weight gain; performing duties related to animal reproduction such as breeding, artificial insemination and helping with animal births; renting or investing in, and maintaining and cleaning, buildings, machinery, equipment and structures; storing and carrying out some processing of produce; promoting and marketing products, arranging the sale, purchase and transportation of stock, produce and supplies, and maintaining and

evaluating records of activities and transactions; training and supervising workers in animal care procedures, maintenance duties and health and safety precautions, and hiring and discharging workers and contractors.

Forestry and Related Workers: Forestry and related workers plan, organize and perform operations to cultivate, conserve and exploit natural and plantation forests.

Tasks performed usually include; assessing sites for reforestation, selecting seedlings and planting trees using manual planting tools, and establishing and caring for forest stands; locating trees to be felled and estimating volume of timber; operating chainsaw and other power saws to thin young forest stands, trim, top and fell trees and saw them into logs; shaping rough wooden products from logs at a felling site; stacking logs and loading them in chutes or floating them down rivers; keeping watch to detect forest fires, participating in firefighting operations, completing firefighting reports and maintaining firefighting equipment; controlling weeds and undergrowth in regenerating forest stands, using manual tools and chemicals; operating and maintaining a skidder, bulldozer or other prime mover to pull a variety of scarification or site preparation equipment over areas to be regenerated; collecting seed cones, pruning trees, assisting in planting surveys and marking trees for subsequent operations; training and supervising other workers in forestry procedures, including forestry laborers and plant operators.

Fishery Workers, Hunters, and Trappers: Fishery workers, hunters and trappers breed and raise fish, harvest and catch fish, and hunt and trap animals, for sale or delivery on a regular basis to wholesale buyers, marketing organizations or at markets.

Tasks performed usually include: breeding, raising and cultivating fish, mussels, oysters and other forms of aquatic life as cash crops or for release into freshwater or saltwater; monitoring environments to ensure maintenance of optimum conditions for aquatic life; cleaning, freezing, icing or salting catch on- or offshore, and preparing fish and other products for shipment; renting or investing in and maintaining buildings, tanks, machinery, fishing vessels and other equipment; preparing and repairing nets and other fishing gear and equipment; operating fishing vessels to, from and at fishing grounds; baiting, setting, operating and hauling in fishing gear; setting traps to catch mammals, birds or reptiles; delivering or marketing products; supervising and training other workers.

Craft and Related Trades Worker: Craft and related trades workers apply specific technical and practical knowledge and skills to construct and maintain buildings; form metal; erect metal structures; set machine tools or make, fit, maintain and repair machinery, equipment or tools; carry out printing work; and produce or process foodstuffs, textiles, wooden, metal and other articles, including handicraft goods.

The work is carried out by hand and by hand-powered and other tools which are used to reduce the amount of physical effort and time required for specific tasks, as well as to improve the quality of the products. The tasks call for an understanding of all stages of the production process, the materials and tools used, and the nature and purpose of the final product.

Tasks performed by craft and related trades workers usually include: constructing, maintaining and repairing buildings and other structures; casting, welding and shaping metal; installing and erecting heavy metal structures, tackle and related equipment; making machinery, tools, equipment and other metal articles; setting for operators, or setting and operating various machine tools; fitting, maintaining and repairing industrial machinery, engines, vehicles, electrical and electronic instruments and other equipment; making precision instruments, jewellery, household and other precious metal articles, pottery, glass and related products; producing handicrafts; executing printing work; producing and processing foodstuffs and various articles made of wood, textiles, leather and related materials. Supervision of other workers may be included. Self-employed craft and related trades workers, who operate their own

businesses either independently or with assistance from a small number of others, may also perform a range of tasks associated with management of the business, account and record keeping and client service, although such tasks would not normally comprise the major component of the work.

Plant and machine operators and assembler: Plant and machine operators and assemblers operate and monitor industrial and agricultural machinery and equipment on the spot or by remote control; drive and operate trains, motor vehicles and mobile machinery and equipment; or assemble products from component parts according to strict specifications and procedures.

The work mainly calls for experience with and an understanding of industrial and agricultural machinery and equipment, as well as an ability to cope with machine-paced operations and to adapt to technological innovations.

Tasks performed by plant and machine operators and assemblers usually include: operating and monitoring mining or other industrial machinery and equipment for processing metal, minerals, glass, ceramics, wood, paper or chemicals; operating and monitoring machinery and equipment used to produce articles made of metal, minerals, chemicals, rubber, plastics, wood, paper, textiles, fur or leather, and which process foodstuffs and related products; driving and operating trains and motor vehicles; driving, operating and monitoring mobile industrial and agricultural machinery and equipment; and assembling products from component parts according to strict specifications and procedures. Supervision of other workers may be included.

Laborer (elementary and wage-based): Elementary occupations involve the performance of simple and routine tasks which may require the use of hand-held tools and considerable physical effort.

Tasks performed by workers in elementary occupations usually include: cleaning, restocking supplies and performing basic maintenance in apartments, houses, kitchens, hotels, offices and other buildings; washing cars and windows; helping in kitchens and performing simple tasks in food preparation; delivering messages or goods; carrying luggage and handling baggage and freight; stocking vending-machines or reading and emptying meters; collecting and sorting refuse; sweeping streets and similar places; performing various simple farming, fishing, hunting or trapping tasks; performing simple tasks connected with mining, construction and manufacturing including product-sorting; packing and unpacking produce by hand, and filling shelves; providing various street services; pedalling or hand-guiding vehicles to transport passengers and goods; driving animal-drawn vehicles or machinery. Supervision of other workers may be included.

Armed forces occupation: Armed forces occupations include all jobs held by members of the armed forces. Members of the armed forces are those personnel who are currently serving in the armed forces, including auxiliary services, whether on a voluntary or compulsory basis, and who are not free to accept civilian employment and are subject to military discipline. Included are regular members of the army, navy, air force and other military services, as well as conscripts enrolled for military training or other service for a specified period.

Housewife/husband (e.g., homemaker): Housewife/husband involve working in the house to take care of family members and/or housework. Housewives/husbands do not receive income for their work.

Student: A student spends the majority of his/her time attending formal or informal schools or vocational/technical programs.

Retired: A household head is in retirement if he/she formerly worked in one of the aforementioned occupations, but has left it and ceased to work. Retirees may or may not collect pension/retirement benefits.

If the above categories do not accurately capture the household head's primary occupation, please select "Other" and type the appropriate occupation.