



The 2007 Socio-economic Assessment of Ein El-Hilweh Refugee Camp

Volume II



Summary of Survey Statistics

Report to UNRWA
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1. Introduction

The background to the study and a description of its objectives and overall organization is found in Volume I of this report. Suffice here to say that while covering a number of aspects of relevance to the lives and living standards of the Palestinian refugees residing in Ein El-Hilweh refugee camp, the study concentrated on their *livelihoods*, a concept that alludes to the capacities, assets and strategies that people use to make a living.

The study entailed three distinct but complementary data collection activities:

1. Sample survey of 904 households covering Ein El-Hilweh and adjacent areas (12 Feb – 3 March)
2. In-depth interviews of Ein El-Hilweh inhabitants (12 Feb – 29 March)
3. Feedback to the Ein El-Hilweh community and focus group discussions (25 April – 7 May)

In this section we shall describe the survey organisation, including its preparatory stages, and briefly explain the sampling procedure applied in the household survey. Section 2 contains a summary of major survey findings, while detailed descriptive statistics in the form of tables organised by broad topics are found in Volume III of this report. This report further contains annexes with details on sampling and the questionnaires.

Survey Organisation

From the Fafo side, the project was headed by Åge A. Tiltnes. With regard to the household survey, he received support from colleagues Amsale Temesgen (design, data entry programming), Jon Pedersen (sampling), Huaifeng Zhang (sampling, cleaning of survey data, statistical analysis) and Mohammad Alloush (translation, questionnaire design). Yousef al-Madi, Technical Manager of the Palestinian Central Bureau of Statistics, Damascus branch, was crucial for the success of the household survey, as he both gave input into its design and directed all fieldwork activities. UNRWA provided logistical support, including computers for data entry of survey results and transportation between Beirut and Saida/ Ein El-Hilweh. Finally, the offices of the PLO/Fatah Women's Union served as a base for the fieldworkers inside the camp, and the Joint Christian Committee for Social Service in Lebanon (the JCC) housed the field staff conducting editing, post-coding and data entry.

The survey team consisted of the fieldwork director, three supervisors, 12 interviewers and four office staff, plus four UNRWA employees who observed all aspects of the fieldwork and also practiced some functions. The fieldwork team were Palestinian refugees residing in Ein El-Hilweh, former residents of the camp, or they had intimate knowledge of the camp through relatives and friends living there. All interviewers were women, while there were one male and two female supervisors. Both genders were equally represented in the office team of four persons doing editing, coding and data entry. The bulk of the team had a lower university degree or a vocational degree after secondary education. Some were secondary school graduates only, and a few middle-aged women merely had attended preparatory school. A majority had prior experience from household sample surveys.

Preparations

During the fall of 2006, UNRWA and Fafo held discussions concerning study objectives and about the survey's content. In particular we would like to commend UNRWA's Jomana El-Atwani for her input on survey design at this early stage. Mona Christophersen, the study focal point at UNRWA, provided valuable contributions also.

We later sought to anchor the project locally through meetings with the two Popular Committees of Ein El-Hilweh, the NGOs operating in the Ein El-Hilweh community, and with the UNRWA camp and area officers. We presented study objectives, methods and the practical steps to be taken, and the suggested survey content. Attendees were urged to voice their concerns with regard to living conditions and livelihoods and asked to comment on a draft survey questionnaire. Local representatives were also invited to send written feedback on the draft questionnaire to the research team. In retrospect, we acknowledge that these meetings should have occurred sooner in order to give the Popular Committees and NGOs more time to respond. Nevertheless, the meetings were well received and we gained insights about the community that impacted survey and questionnaire design.

Sampling

The budget allowed for a sample of up to 1,000 households. The selection was a three-stage procedure, where the first stage included selecting building structures, and the second stage entailed selecting households in each building. The sample frame was based on a complete listing of all households resulting from a housing and population census carried out by the Palestinian Central Bureau of Statistics (PCBS), the Damascus branch, in 1998. While the original frame covered altogether 57 communities all over Lebanon (12 refugee camps and 45 so-called “gatherings”), the sample frame for this survey comprises Ein El-Hilweh refugee camp and adjacent areas. In total, the frame contained 6,426 households in 3,413 building structures. The sample was stratified according to size of building structure. A total number of 640 houses were selected in stage one.

After the first stage, the households in all selected buildings were re-listed, and then randomly selected. Since the original sampling frame was old, nearly ten years, one could expect four types of problems: (1) New buildings may have been erected. We heard about and in fact visited a few new buildings, but due to the tight restrictions on construction enforced by the Lebanese Army, which prevents building material from entering the camp, the number of new building structures the past decade must be fairly limited. Households residing in such new houses would not be included in the sample frame, and thus not be included in the survey. (2) New dwellings may have been built within building structures that existed in 1998; new households may have been formed or moved in. Such ‘new’ households would be identified during re-listing and stand the same chance of being selected as ‘older’ households. (3) Building structures may have been demolished. This would lead to a decreased sample, as the procedure did not allow any form of substitution. (4) A dwelling within a house may have been demolished, or may be empty; households may have ‘disappeared’ from the building structure. This would be corrected during the listing. However, to the extent that the actual number of households in a selected building is lower than the number of households in the frame and allocated from that building, the total sample size would shrink. Our original sample contained 1,001 households, but in the end, and due to factors 3 and 4 just mentioned, our final sample turned into 904 households.

The sampling also involved a third stage, whereby one person aged 15 and over was randomly selected from each household to answer a number of questions pertaining to him or herself, and enquiries into the person’s attitudes and opinions. For more details on the survey sample, we refer to the Sampling annex.

Before the actual sampling took place, we explored whether we could use satellite images for sampling purposes. Our field tests revealed technical problems and challenges related to the security of

the interviewers. With regard to the first aspect, locating building structures marked on the pictures proved difficult, although not impossible. The main challenge is the compactness of the built-up areas of the camp, with their very narrow alleyways and with roofs sometimes covering more than one building and masking some of the narrowest pathways. If we had lacked an alternative, however, we may have considered basing our sampling on the satellite images, provided this had been the sole difficulty. A second challenge, however, was security-related. While senior UNRWA staff and Popular Committee representatives advised us that the use of satellite images would not make the camp dwellers suspicious and feel threatened in any way, the four members of the field team that participated in the testing clearly felt uncomfortable walking the streets and passages with the satellite images in search for the selected houses, more so in the more 'political' quarters of the camp. Since we had an alternative strategy, and given the 'complex' political landscape and occasional tensions in Ein El-Hilweh, the decision to make use of the 'old' frame was, in the final analysis, an easy one.

Training

The fieldwork team participated in a six-day training course just before the implementation of the survey. The first four days were in-house training, consisting of a general introduction to research, survey methods, interviewer techniques, sampling, and questionnaire design, and a detailed and thorough explanation of the Ein El-Hilweh survey design and questionnaires. The group was very keen and active, which stimulated constructive discussions enhancing the quality of the training. The four days ended with a written test to gauge the theoretical knowledge of the team. For the interviewers, the last two days of training consisted of field practices and subsequent discussions of experiences with fellow team members and instructors. Fafo also gave feedback on the test results and clarified common errors. Supervisors received additional instructions from the fieldwork director during the afternoons, and they practiced their duties during the field exercises. The interviewer field practice of coders, editors and data entry operators was cut short to allow time for specific training regarding their respective duties.

Fieldwork

Fieldwork lasted about three weeks, from 12 February to 3 March 2007. Due to the re-listing of households in the selected housing structures just prior to the fieldwork, the response rate was very high, at 98.3 percent. We encountered very few problems in the field. On ten occasions respondent households were somewhat sceptic about participating in the survey and hesitant to answer our questions, but their collaboration was ensured after explanations of objectives etc., sometimes with the support of the interviewer's supervisor or the fieldwork director. Four households refused to participate in the survey, and the data collected from one household was deemed 'not usable'.

Data Quality

In addition to thorough training, data quality was ensured through extensive follow-up of fieldworkers. The supervision entailed in-the-field editing of questionnaires, that the supervisor sat in with the interviewer on about a third (32.7 percent) of the interviews (usually for parts of the interview), and that the supervisor checked on interviewer performance through re-interviews of 8.7 percent of all interviews. During the re-interviews, either performed with re-visits to the households or as telephone interviews, a limited number of key questions were asked to verify that the interviewer had actually carried out the interview, and to examine the quality of the interview. The re-interviews did not identify any attempts to cheat. The final stage of quality assurance was the editing and coding of

questionnaires taking place in the office. We practised ‘parallel’ data entry, keeping the time-lag between the interview and data entry to an absolute minimum (usually one day), and with office editing and coding taking place fairly soon after the interview. Thus, it was workable to return imperfect questionnaires to the field for clarifications. It occurred a few times during the initial stage of fieldwork only.

From experience we know that during the third sampling stage, where one adult is randomly selected from each household (the RSI), it is tempting for some interviewers to substitute the selected person with another household member. Substitutions would primarily be triggered by the wish to avoid re-visits, which would have to be scheduled if the selected person is away during the initial visit, for instance due to studies or work outside of the camp (those employed in the camp would normally be fetched by a child or neighbour). The main problem of substitution is that the sample might become less representative with respondents holding traits and characteristics deviating from the ‘average’. Our supervision and control mechanisms, including the re-visits by supervisors to confirm that the RSI selection occurred according to set procedures, did not identify any substitutions. As shown in Table 1, the sample of randomly selected individuals (RSIs) closely resembles the total sample of adult Palestinian refugees in Ein El-Hilweh.

Table 1 Comparison of the RSI sample and the total sample of adults (aged 15+) with regard to gender, age, and labor force participation

	Total sample	RSI sample
Gender		
Male	48.9	44.0
Female	51.1	56.0
Total	100.0	100.0
Age		
15-19 yrs	18.8	14.5
20-24 yrs	11.7	10.1
25-29 yrs	9.6	9.2
30-34 yrs	10.2	11.8
35-39 yrs	11.1	14.8
40-44 yrs	11.1	10.5
45-49 yrs	6.5	6.1
50-54 yrs	5.3	4.4
55-59 yrs	3.3	3.1
60-64 yrs	3.7	4.1
65+ yrs	8.7	11.3
Total	100.0	100.0
Labor force participation		
Male	64.9	70.2
Female	13.1	12.3
All	38.5	37.7

In conclusion, we believe the survey data to be of good quality. One limitation is that we did not capture people residing in newly constructed building structures, as they were not part of the sample frame. However, we have no indication that such households were abundant. Presumably households in recently constructed buildings would be better off than the average camp household, so if anything, the data paint a picture of people’s living conditions and livelihoods which are slightly bleaker than is actually the case. Yet, one aspect of the data that may be weaker than the other

aspects is income levels. This has nothing to do with sampling, however. Surveys of this kind usually result in under-reporting of income, and this is presumably the case here as well. Underreporting may result from recall errors and respondents might not want to reveal all incomes for a variety of reasons. The approach of this survey was to list 35 different (grouped) income sources (see annex with questionnaires) and for each source to ask if the household had any income the past 12 months. The argument is that the likelihood of forgetting incomes is reduced when so many possible income sources are presented. For five common types of wage income we also used past month as a reference period.

2. Key Findings

This section summarises some principal statistics generated by the survey. For more details we refer to Volume III, which contains 176 comprehensive tables. At the outset, some key demographic aspects of the Ein El-Hilweh population are laid out. After that, we present statistics shedding light on people's dwellings and their living environment. A crucial feature of the latter is health and education services, which we turn to next. How satisfied are the inhabitants of Ein El-Hilweh with the services provided by UNRWA? We also present data on educational attainment. Since the main focus of the assessment is livelihoods, employment and income are the final two topics covered by this section. Adhering to international definitions, we portray people's labour force participation, including the kind of work they hold (industry and occupation), and provide unemployment rates. Finally, this section gives an overview of income sources and income levels, and shows how durable goods are distributed among the Ein El-Hilweh population.

Demography & Civil Status

The size of the Palestinian households covered by the survey ranged from one to 12 household members, while the average household residing in Ein El-Hilweh consists of 4.6 persons.¹ As shown in Table 2, households typically have from four to six members. Nuclear families make up the majority of all households (Table 3). By far the most common household constellation is husband and wife plus one or more children below the age of 15, while couples with older children only and single-parent families also make up a considerable proportion of all households. Extended household are perhaps less widespread than commonly thought, while nearly one in ten households consists of one single person.

Table 2 Distribution of households by household size

1 person	9.6
2-3 persons	23.9
4-6 persons	46.2
7+ persons	20.4
Total	100.0

Table 3 Distribution of households by household type

Single-person household	9.6
Single parent	12.4
Couple with children below 15	51.7
Couple with children 15+	12.3
Couple without children	7.3
Extended family	6.7
Total	100.0

¹ A household is a group of individuals who are usually related (but need not be so), and who reside in the same dwelling and pool their resources together. Usually this entails sharing most meals. If a son has married and occupy a room in the same house as his parents and contribute to the overall economy of the parents and his siblings and eat with them, the son as his wife would be members of the same household as the parents and siblings (an extended family). However, if the newly-weds were to have a separate entrance to their room and had established a separate economy, including eating most meals alone, they would have formed an independent household.

The proportion of males and females in Ein El-Hilweh is the same. There appears to be a slight majority of males in the younger age cohorts, and a majority of females from age 40 upwards. Furthermore, a substantial number of men aged 30-34 are 'lacking', as in this age group they make up only 42 percent, while women make up 58 percent.

Half the population aged 15 and above is married, while six percent are widowed and two percent are divorced. About one-fourth of men and women in their thirties are still unmarried, while one in five women in their forties still is (Table 4).

Table 4 Percentage of single, never married persons by gender and age groups

Age groups	Male	Female	All
15-19	100	93	96
20-24	95	58	79
25-29	71	42	57
30-39	26	23	24
40-49	6	21	14
50-59	3	17	10
60-69	3	8	6

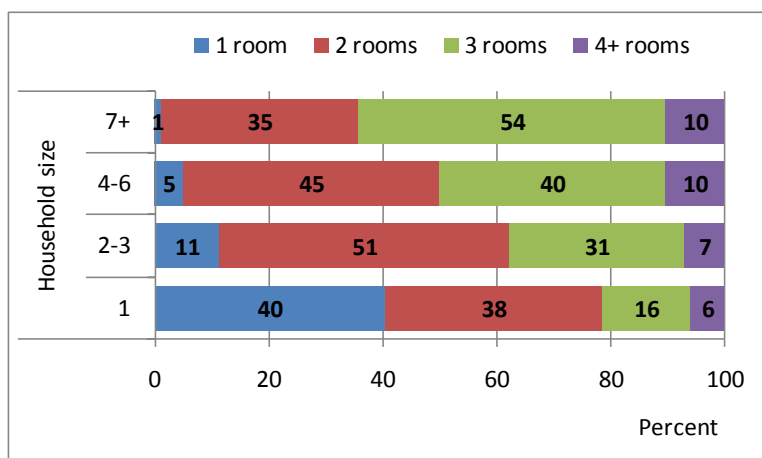
The vast majority of the surveyed inhabitants of Ein El-Hilweh are Palestinian nationals (98 percent), whereas a few are of Lebanese, Syrian and other nationalities. The majority carries Lebanese travel documents for Palestinian refugees (95 percent) while the remaining have Lebanese, Jordanian, Syrian or other passports. Ninety-seven percent of the Palestinian refugees are registered with UNRWA in Lebanon; two percent are registered with UNRWA in the West Bank and Gaza, Jordan or Syria while a tiny minority of one percent is not registered with UNRWA. The bulk of the refugees are registered with the Lebanese Directorate for Refugee Affairs (97 percent).

Housing & Assessment of Living Area

Size of Dwelling

Dwellings in Ein El-Hilweh typically contain two or three rooms (making up 44 and 38 percent of all dwellings, respectively). Nine percent of dwellings are one-room apartments, while a similar proportion of dwellings contain four, five or six rooms. The latter size is very uncommon. As Figure 1 shows, the size of the dwelling varies with household size in a 'natural' way, implying that the more spacious homes house the larger households. For instance, while very few of the largest households have one room at their disposal, four in ten loners reside in a one-room apartment. On the other hand, two thirds of households with seven members or more have at least three rooms. Not surprisingly, dwelling size is influenced by economic standing: only four percent of households in the lowest income quintile (the 20 percent of households with the lowest income) have four rooms or more as compared with 20 percent in the highest income quintile (the 20 percent of households with the highest income).

Figure 1 Size of dwelling by household size



It is quite widespread that dwellings have some sort of extra space – areas from which the household can benefit in various ways: 73 percent of dwellings have a roof area for the use of its dwellers, 36 percent of households have access to a compound, 28 percent have a balcony of some sort, five percent have access to a kitchen garden, while four and two percent of dwellings, respectively, contain shop areas or workshops - space used for income-generating activities.

Six percent of all interviewed households had added new space to their living quarters before the year 2000 and a similar proportion of households had expanded their dwellings in the years since. Such construction activities are not systematically associated with economic standing but related to the need for space: The larger the household, the higher the share of households that have undertaken such an activity.

Approximately half the households are very satisfied or satisfied with their living space/the size of the dwelling (49 percent) and privacy (52 percent).

Water

The bulk of households (95 percent) have access to piped water in their dwellings, or in their building but outside the dwelling itself (one percent). Four percent say they make use of wells of some sort. Nearly every household mentions instability in the water supply, but all households depending on piped water use water tanks to buffer the intermittent and irregular water supply. Merely seven percent think the water is of excellent or good quality, while 48 percent say it is bad or very bad. 45 percent are of the opinion that the water quality is acceptable. Nine percent of the households rely on bottled water for drinking.

Indoor Environment

About one-half of the households in Ein El-Hilweh (55 percent) are very satisfied or satisfied with the indoor environment. However, this far from implies that everything is all right. Some of the problems the survey identified were:

- Dwelling characterized by humidity and dampness, 74 percent

- Dwelling cold and difficult to heat in winter, 71 percent
- Dwelling uncomfortably hot in summer, 67 percent
- Exposure to regular cigarette smoking inside the living quarters, 66 percent
- Daily or occasional exposure to noise that prevents normal conversation indoors, 62 percent
- Dark and gloomy dwelling, 51 percent
- Poorly ventilated dwelling, 49 percent

Outdoor Environment and Services

The survey also enquired about the immediate surroundings of the dwelling, and found that 16 percent of households judge it to be dirty and one percent says it is very dirty. Roughly one-half of the households are bothered with smell from garbage or sewage daily or occasionally (52 and 54 percent, respectively). Taking multiple factors into consideration, less than a third (31 percent) of the households are very satisfied or satisfied with outdoor cleanliness and pollution.

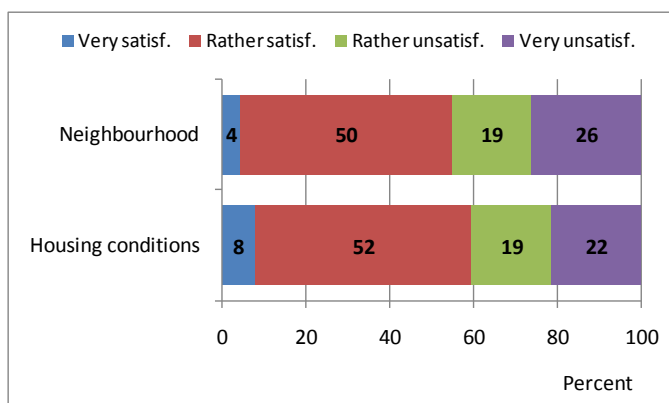
The survey asked about people’s satisfaction with a number of other aspects concerning their place of living, i.e. the Ein El-Hilweh refugee camp. The result, expressed as the percentage of households very satisfied or satisfied, is as follows:

- Public transportation, 88 percent
- Shops and commerce, 85 percent
- Traffic, 56 percent
- Safety for children, 46 percent
- Health services, 44 percent
- Schools, 42 percent
- Water supply, 32 percent
- Cultural institutions, 21 percent
- Water quality, 16 percent
- Work and business opportunities, one percent

Additional findings pertaining to health and educational services are found below.

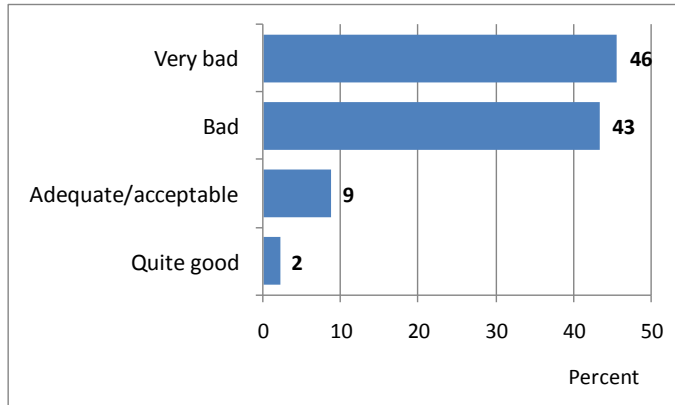
As shown in Figure 2, when considering all aspects of their housing conditions and living area (defined as the neighbourhood or *hara*) 60 and 54 percent of all households, respectively, expressed their satisfaction.

Figure 2 Satisfaction with dwelling and living area



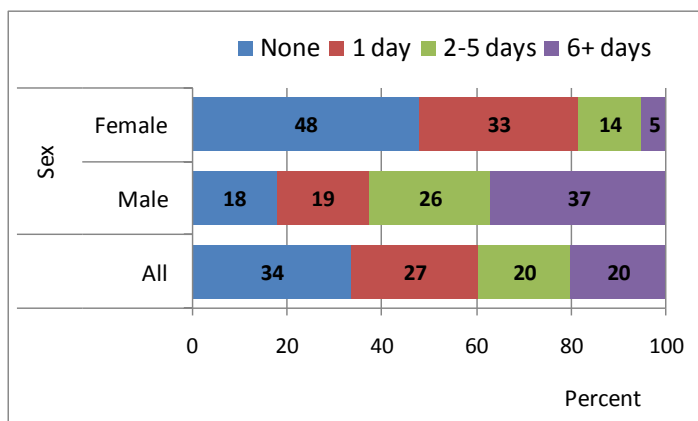
Despite a fairly decent rating of the living area, there is one aspect that receives a particularly poor score. The survey asked the following question to one randomly selected adult in each household: ‘All things considered, what do you think about the security situation in Ein El Hilweh?’ As is evident from Figure 3, the vast majority finds it appalling.

Figure 3 Assessment of security situation in Ein El-Hilweh



We were also interested in the extent to which the population of Ein El-Hilweh interact with people residing outside of the camp. Thus, the survey asked the randomly selected adults how often they leave the camp in any normal week. Nearly half of women do not usually cross the camp border. Only forty percent of the adults of Ein El-Hilweh (60 percent of men; 20 percent of women) visit areas outside of the camp more than once a week (Figure 4). One third of the adults feel the relationship between the Ein El-Hilweh refugee camp and Saida is excellent or quite good, 38 percent say it is acceptable, while 29 percent hold the opinion that the relationship is bad or very bad.

Figure 4 Number of days leaving the camp in a normal week by gender; percent of adults



Health & Assessment of Health Services

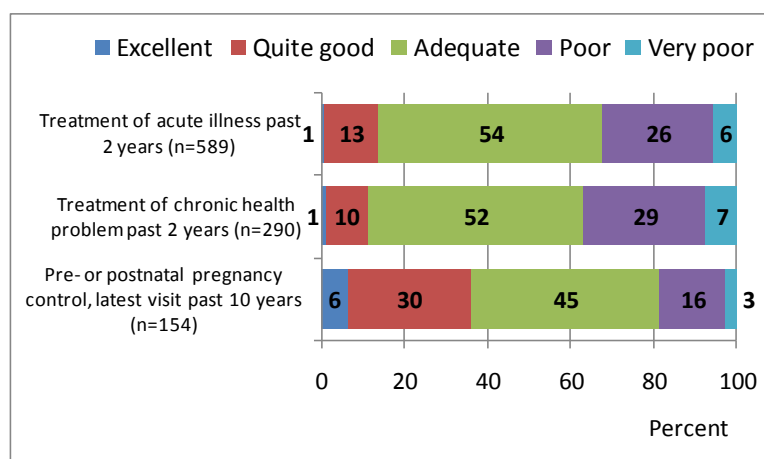
Chronic Health Failure

One quarter of the population surveyed claimed to suffer from a chronic physical or psychological illness or disability. Such health problems are obviously more prevalent among the older generation, and increase gradually from approximately ten percent among people younger than 30 to 85 percent among those 60 years and older. There appears to be a correlation between health failure and economic standing. Among those with a lasting health problem, three in ten are so affected that their daily lives are substantially hampered (they need help to get out of the house).

Satisfaction with Services

The survey asked one randomly selected adult person in each household, and who had fairly recent personal experience from UNRWA health services, to assess the quality of the services they had received. The result is revealed in Figure 5. Care and treatment in relation to pregnancies are clearly rated better than services provided in connection with acute or chronic health failure. While one-fifth of the respondents say pregnancy follow-up is 'poor' or 'very poor', more than a third of respondents have experienced 'poor' or 'very poor' services in relation with consultations for acute or chronic health problems. Overall, roughly half the respondents think UNRWA's health services are 'adequate'.

Figure 5 Satisfaction with UNRWA health services



Enquiring what should be improved at UNRWA's two health centres in Ein El-Hilweh, the answers concentrate on three clusters of issues: (i) free medicines for treatment of chronic illnesses, or free medicines in general; (ii) enhanced cooperation and easier referral and transfer to specialized hospitals; and (iii) improved quality of health personnel and equipment at the health centres.

Education & Assessment of Education Services

Current enrolment

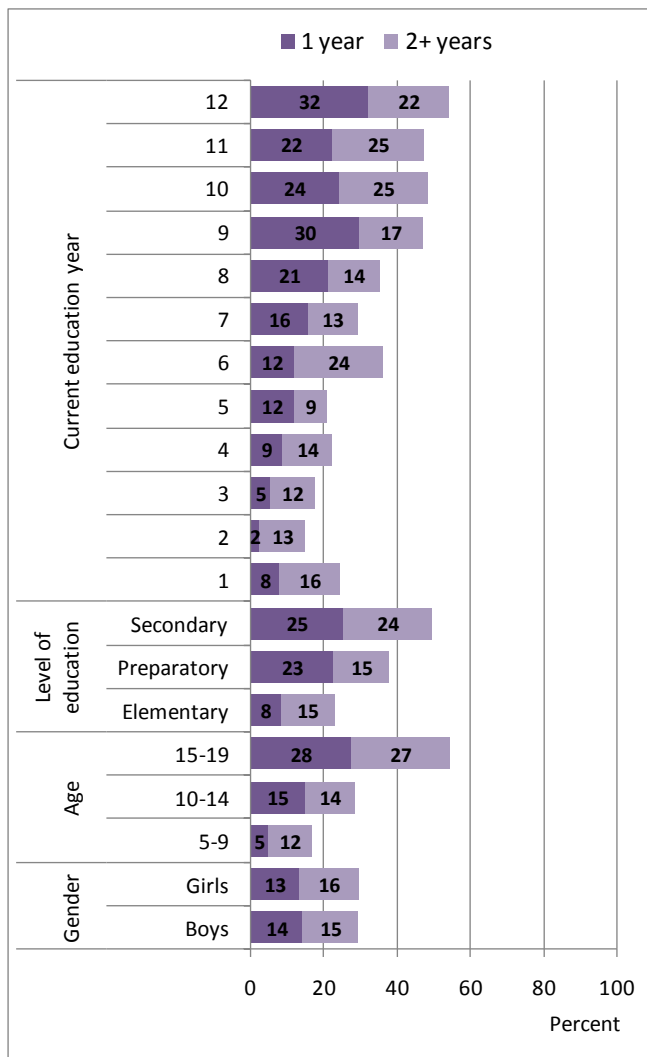
More than half of all individuals aged 6-29 (53 percent) are currently enrolled in the formal educational system. A higher percentage of females (57) than males (49) are enrolled. Enrolment drops

consistently by age. In the age group 20-24 one in ten are studying while among those aged 25-29 merely two percent are. Enrolment is associated with economic standing.

While there is no significant variation by gender among the youngest children, it is evident from age 12 and upwards. In the age group 12-14, 61 percent of girls attend preparatory as compared with 51 percent of boys. Similarly, in the age group 15-17, 29 percent of girls contrasted with 19 percent of boys attend secondary education. At this level, the economic standing of the household seems to play a role: whereas only seven percent of children in households with few durable goods (the 20 percent lowest score on an assted index) are enrolled in secondary, 37 percent of children of households with many durables are.

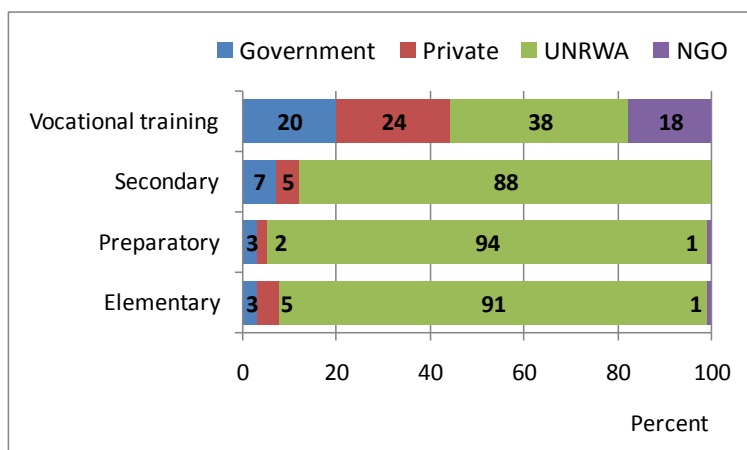
As shown in Figure 6, school repetition appears to be quite widespread. In fact a majority of persons aged 15-19 have repeated at least one school year. There is no disparity between boys and girls. However, and as could be expected, the older the child the higher the likelihood that he or she has repeated at least one or two classes.

Figure 6 School repetition; children who have repeated one or more school years by gender, age, stage of education, and class/year



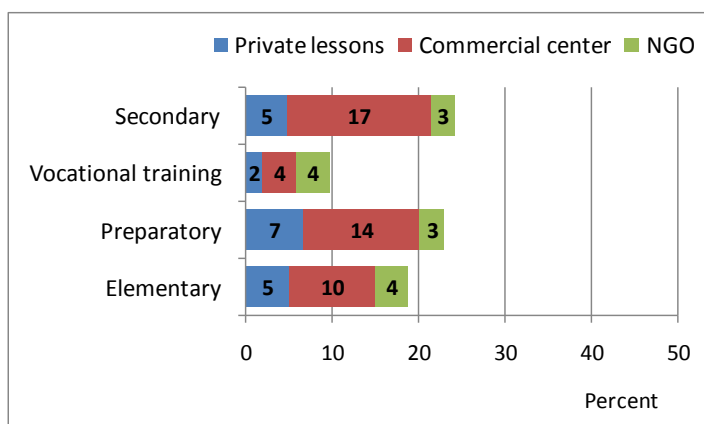
Most children in Ein El-Hilweh attend educational facilities run by UNRWA, but as shown by Figure 7, a fair number of children also attend institutions supervised by other authorities. In particular vocational education of various sorts is offered by other institutions - private, public, and run by NGOs. Twelve percent of children covered by the survey reportedly attend secondary education operated by the Lebanese government or the private sector.

Figure 7 Authority of education in which the children of Ein El-Hilweh (aged 5-19) are enrolled



A substantial number of children, approximately 20 percent, take private lessons or attend extra classes in subjects taught at school, be it at the basic or secondary level. This is equally popular among boys and girls. Commercial centers attract the majority while some also take private lessons or attend extra tuition provided by NGOs (Figure 8). While some providers are free or charge nominal fees only, attending classes at other providers cost a significant amount of money. Yet the survey suggests that the prevalence of extra tuition is not affected by the households' economic standing. A minority of seven percent of pupils and students (aged 6-29) receives economic support to cover educational expenses from relatives and friends (four percent), from Palestinian parties (one percent), and scholarships, grants and support from elsewhere (two percent). Such external funding is most common for the older children and youth, and particularly among those attending vocational education or the few who are enrolled at colleges and universities. In fact 20 percent of students taking higher education receive financial support of sorts.

Figure 8 Percentage of currently enrolled children who take extra lessons, by provider



Reasons for dropout

The survey explored why people leave school. Up to three explanations could be given for each case. For those aged 10-19 who have dropped out of school, the predominant reason given is 'lack of interest in school' (48 percent) and 'repeated failure' (29 percent). Other factors related to the school itself are 'bad treatment at school' (seven percent) and 'school too demanding' (four percent). For others, the economic situation of the household is an important factor. For 11 percent the reason to leave was 'family poverty', in five percent of the cases the person chose to 'work to help family economically', and two percent stated that they 'could not afford education'. Some reasons are only relevant for the decision of, or for, girls: In a few cases 'the family did not want the girl to attend school' (five percent of dropout cases), some girls aged 10-19 left for marriage (11 percent), and for some (eight percent) care for family members was the main reason for leaving school, or at least a contributing factor behind the decision to do so.

Vocational education and training

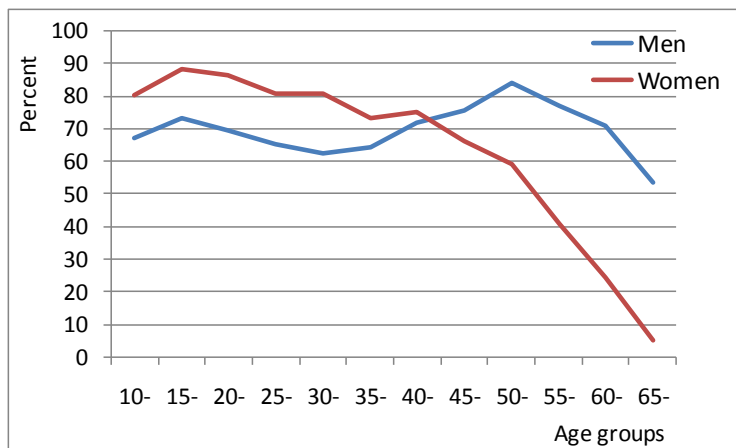
Among those currently attending vocational training or being enrolled at an institution providing semiprofessional education, the following fields top the list: business and business administration (27 percent), electricians (21 percent), computer science (14 percent), health and paramedics (12 percent), and teacher training (seven percent). As compared with those who learned skills from vocational training providers before, the popularity of subjects seems fairly stable, with a few exceptions: computer science is relatively more popular nowadays, while arts and crafts and mechanics used to have a stronger position.

Nearly one in five (23 percent of males and 13 percent of females) has ever attended vocational training outside the formal educational system, or they have received on-the-job training. Such training is slightly more common among people from households with a relatively good economy, and with education beyond elementary school. A higher prevalence among those aged 20-29, as compared with older generations, suggests that the availability of vocational courses is higher today than it used to be. There is a blend of providers of vocational training ranging from programs at UNRWA, NGOs and private, commercial institutions to people learning new skills and trades at work and being trained by a *muallim*. The most common types of skill and competence learned at vocational courses since year 2000 are: computers science (22 percent of courses reported), arts and crafts (19 percent), personal grooming (12 percent), mechanics (nine percent), business administration (eight percent), electricians (eight percent), paramedics (seven percent) and construction (six percent). Six in ten say they attend vocational courses to obtain work skills, while the remaining persons attend such training as a hobby, or for personal development or social reasons.

Literacy

Altogether two thirds (67 percent) of Ein El-Hilweh's population aged six and above can read properly. Twelve percent are totally illiterate, while 21 percent are partially illiterate. The overall literacy rate is considerably higher among households with high wealth and income as compared with poor households. As suggested by Figure 9, literacy seems to have developed somewhat differently for women and men. Yet if we concentrate on the age groups from 35-39 and downwards, the trend has been positive for both genders, albeit at a lower level for males. The gender gap is stable at around 15 percentage points for the youngest age groups.

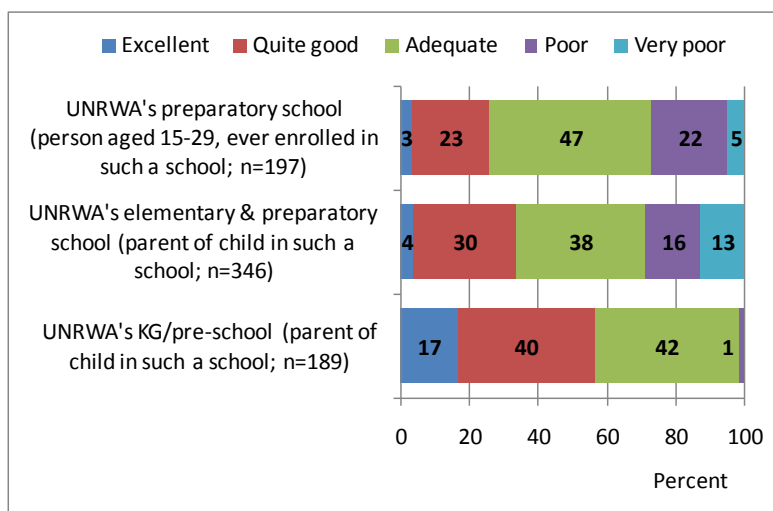
Figure 9 Literacy rates for women and men aged 10+, by age groups



Satisfaction with services

The survey asked parents with a child in pre-school or basic education and young adults who had attended preparatory school about their overall assessments with regard to these various educational levels. The result is shown in Figure 10. It shows that the respondents were most pleased with the services provided for pre-school children, as only one percent rated that type of institution below 'adequate' and two thirds hold them as 'very good' or 'good'. Parents with at least one child currently enrolled in basic schooling (elementary or preparatory), or young adults who had attended preparatory schooling not long ago were more critical, as nearly thirty percent rated those schools as 'very' poor or 'poor'. Overall, approximately four in ten respondents think UNRWA's educational services are 'adequate'.

Figure 10 Satisfaction with UNRWA education services



Investigating the respondents' thoughts about what should be improved in the various institutions, gave the result presented below. We only include the issues with the most support. Regarding pre-

schools, the parents are concerned about pricing, space and physical facilities, and the pedagogical content. They believe that,

- Costs should be reduced, 40 percent
- Additional training in reading and math skills should be provided, 30 percent
- Educational equipment and learning facilities should be improved, 22 percent
- The institutions should have larger, better equipped playgrounds, 22 percent
- The buildings and physical infrastructure should be improved, 19 percent
- Teaching methods and practices ought to become better , 18 percent

Nearly eight in ten respondents proposed at least one issue to be improved in the pre-schools.

Among parents with a child in basic schooling, virtually everyone suggested one or more issues that ought to be improved. The top of the list is,

- Too many pupils in class, 77 percent
- Double-shift regime, 65 percent
- Textbook and curriculum, 30 percent
- Teaching methods and practices, 27 percent
- Teachers lack qualifications, 25 percent
- Teachers commitment to teaching, 21 percent
- Teachers attitudes towards and perception of pupils, 14 percent

People concentrate their critique and proposals on three groups of perceived problems: (i) the two-shift arrangement of the schools and crowding in class; (ii) aspects of textbooks and curriculum; and (iii) the qualifications, attitudes and commitment of the teachers.

The young adults, who attended preparatory school some time back, basically concur with the parents of children currently enrolled in the basic level. The following, they suggest, are the most crucial aspects to upgrade, develop and improve:

- Too many pupils in class, 77 percent
- Double-shift system, 60 percent
- Teaching methods and practices, 30 percent
- Teachers lack qualifications and skills, 28 percent
- Textbook and curriculum, 23 percent
- Teachers commitment to teaching, 17 percent
- Student conduct, behaviour and discipline, 14 percent
- Teachers attitudes towards and perception of pupils, 12 percent

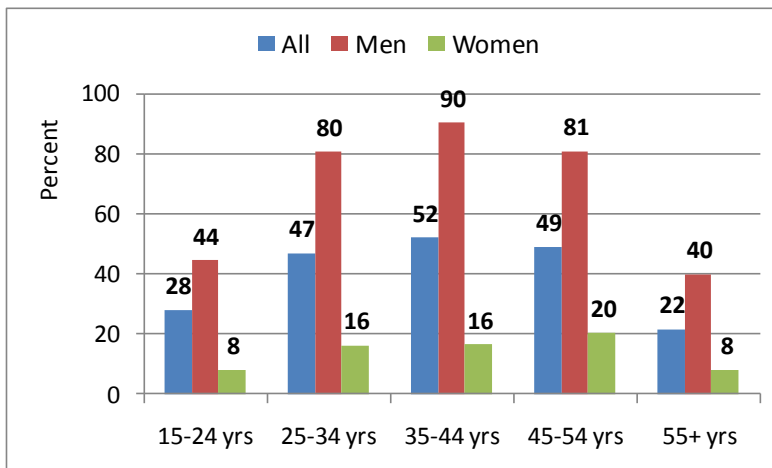
Labour Force

Labour Force Participation

Four in ten (39 percent) of the adult population (aged 15 and above) of Ein El-Hilweh are members of the labour force, as measured by the survey in accordance with ILO standards. That is to say, they worked – for cash or in-kind remuneration, or worked without pay in a family business of some sort -

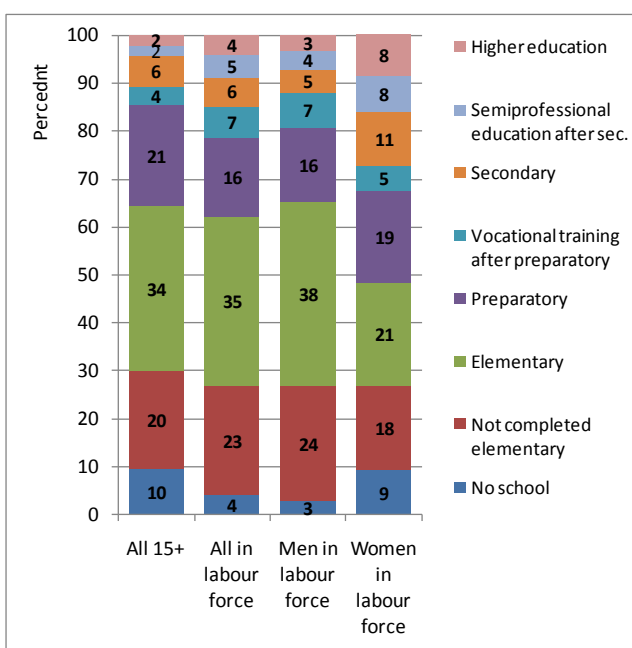
at least one hour during the seven days preceding the interview, or they were temporarily laid off, or they were active job seekers. Overall, two-thirds of the males are in the labour force as compared with only 13 percent of females. Variation in labour force participation across age is shown in Figure 11. The form of the graph suggests a parallel age-variation in participation for both genders. However, while the participation rate never surpasses 20 percent for women (it peaks in the age group 45-54), it reaches 90 percent for men (aged 35-44 years).

Figure 11 Labor force participation rate; by gender and age groups



As is shown in Figure 12, the labour force is somewhat better educated than the adult population. That is primarily caused by the educational profile of female labour force members, who have acquired far better education than their male counterparts. For example, in the female labour force, 27 percent have accomplished a secondary degree or higher as compared with 12 percent in the male labour force.

Figure 12 Educational profile of the labor force by gender, and of all adults

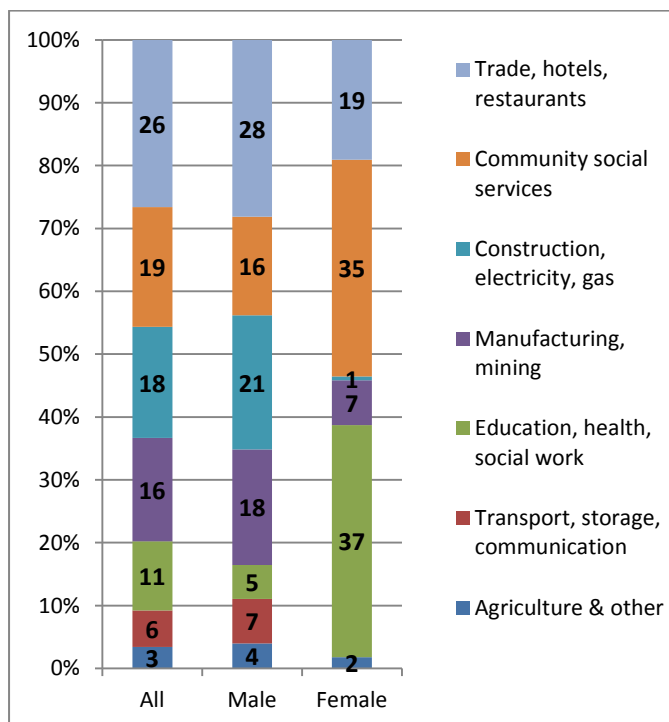


The population of Ein El-Hilweh is for the most part private sector wage earners (72 percent; 77 percent of men and 47 percent of women). Another important sector is the PLO and other political factions, which employ more than one in ten persons (11 percent). UNRWA employs four percent of the labour force, while the Palestinian Red Crescent Society (PRCS) employs two percent and other NGOs have three percent of the labour force on their payrolls. UNRWA and the NGOs is particularly popular with women, as a quarter (26 percent) of all female employees are gainfully employed in this sector. Nine percent of all employed women work for a private household, while seven percent of them have jobs at a Lebanese governmental institution. These two sectors are insignificant for the men of the camp.

About a third (36 percent) of the labour force in Ein El-Hilweh works inside the camp, while the remaining people are employed elsewhere. A few (four percent) commute to a different refugee camp, while six in ten people work outside a camp. The tendency to work outside a refugee camp is highest among the youngest adults (71 percent in the age group 15-24), and the share of men working outside a camp is slightly higher than the share of women (63 versus 50 percent).

In what industries do we find the economically active population of Ein El-Hilweh? The answer is provided by Figure 13. It shows that various services such as restaurants, social services, and education and health services are crucial areas of employment. These three industries totally dominate the picture for women, while many men are also found in the construction sector.

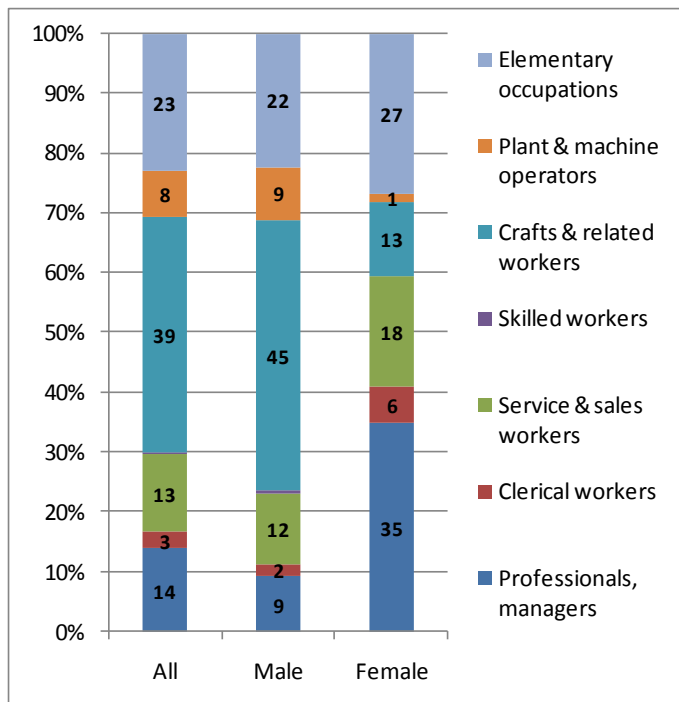
Figure 13 Industry of work by gender



The distribution of the labour force across type of employment is strongly influenced by people's educational background which, as we saw above, is limited overall (Figure 14). A majority is craftsmen of various sorts and elementary occupations and service and sales are other key occupations.

However, reflecting the better education among women, over a third of the female labour force is categorized as professionals.

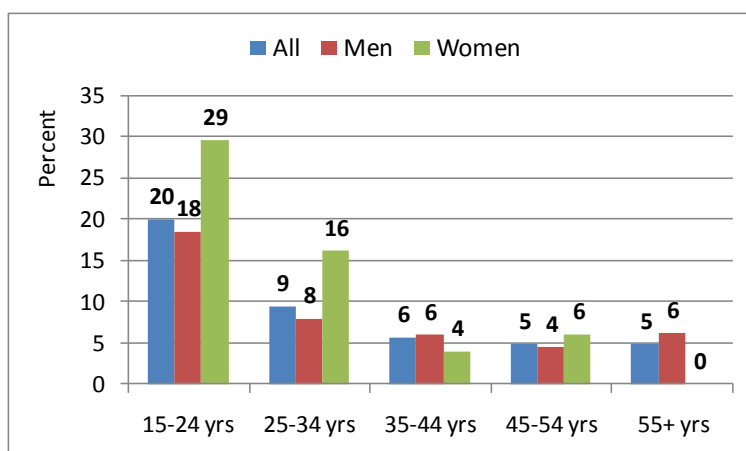
Figure 14 Occupation of work by gender



Unemployment

To be classified as unemployed according to the ILO, a person should not have worked a single hour in the reference period (past week) and should be actively seeking employment. Applying such a definition yields an overall unemployment rate of ten percent for Ein El-Hilweh. Unemployment is slightly higher for women (11 percent) than men (nine percent). Figure 15 shows unemployment by gender and age groups.

Figure 15 Unemployment rate (ILO); by gender and age groups



As indicated, unemployment is significantly more widespread among the younger age groups. Young women are particularly vulnerable to joblessness, as three in ten women aged 15-24 and members of the labour force are looking for work. One-half of all unemployed are below 25 years of age. Only five percent are fifty years or older. The educational profile of the unemployed does not divert significantly from the educational profile of other labour force members. In other words, it is not people's level of education that seems to 'explain' joblessness.

About one third of the unemployed have stayed without a job for more than a year.

If those who have given up finding work and are discouraged from actively seeking a job are included in the unemployment estimates, the unemployment rate increases from ten percent to 23 percent. This 'relaxed' definition of unemployment yields an unemployment rate of 21 percent for men and 29 percent for women.

The survey asked the randomly selected adults whether they thought that many housewives would turn to wage employment had the availability of jobs been better, and nearly four in five said yes. Next we asked the housewives among them if they would have liked to have paid work outside the home. Ten percent said they would have liked to have a full-time job, while 32 percent said they would want part-time work. A full-time post was more often attractive among the youngest housewives.

Child Employment

Approximately 86 percent of all children aged 10-14 are enrolled in school, two percent are employed, while 12 percent (14 percent boys; 10 percent girls) are neither working nor attending school. Whereas school dropout seems to be associated with economic standing, there is no evidence from the survey that children from poor households work more often than children from households with higher income and wealth.

Economic Situation

Income Sources

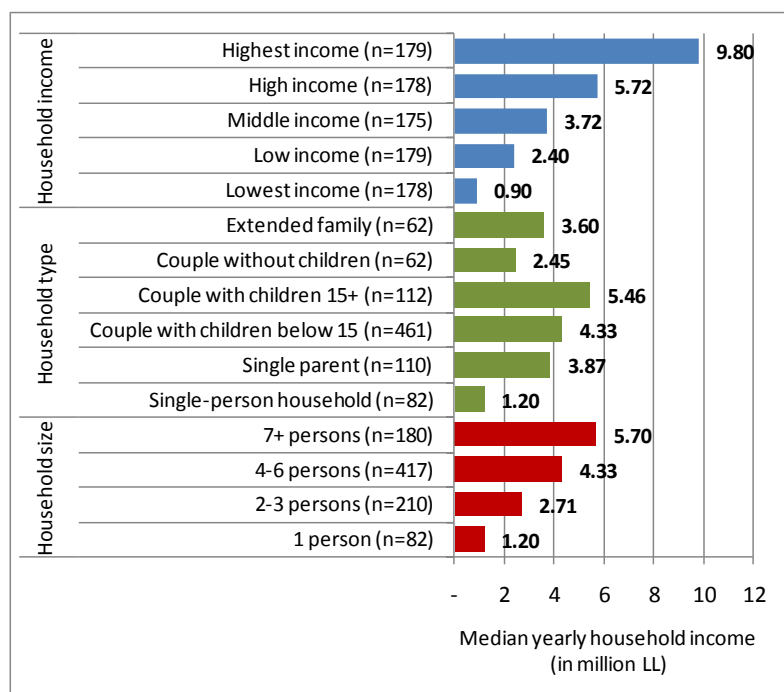
One percent of the households in the survey sample did not report any income whatsoever for the 12 months preceding the interview. Fifty-four percent had wage income, 34 percent had self-employment income, and 60 percent received transfer income. Five percent of the households reported some sort of other income. Approximately five percent acknowledged receiving UNRWA poverty-relief payments (which is considered transfer income). Among those, nearly one-half also reported wage income.

Income Level

Mean yearly household income is 5,761,000 LL (Lebanese pounds), or approximately 3,840 USD. The mean yearly income of those households that receive poverty-relief support from UNRWA stands at two-thirds of the average. Median yearly household income is 3,696,000 LL, or 65 percent of the mean, suggesting that the income distribution is rather skewed, with the higher income segments earning very well compared to the poorer segments of the Ein El-Hilweh population. This is reflected in Figure 16, which also shows income according to household type and size, and income level (quintiles). Households in the highest income segment report earnings ten times higher than those in the

lowest segment. Furthermore, couples with children report higher incomes than other household types. Single-person households have the lowest income by far. Income generally increases with household size.

Figure 16 Median annual household income (in million LL) by household size, household type and income quintile



Twenty-two of the 48 households that said they received poverty-support from UNRWA also reported wage income. Moreover, their wage income during the past 12 months was not significantly lower than the wage income of other wage income earners, on average. While the median and mean annual wage income of UNRWA poverty relief recipients was 3.4 and 4.1 million LL, respectively, it was 4.1 million and 5.3 million LL for the other households which reported wage income.

When asked to compare their current situation with that one year earlier, six percent of all households reported higher income, 43 percent said the income was at the same level as before, while 51 percent said that the household income had fallen. The picture was the same in all income groups except one: Among the best off, 11 percent reported increased income and 'only' four in ten households (38 percent) had experienced income reduction.

Savings

Very few households report savings: Overall, four percent have a savings account at a bank or credit institution, five percent have savings in the form of gold or precious metals, whereas informal *jam'iyah* saving is somewhat more widespread, reported by seven percent of all households. As compared with other households, savings are of course significantly more often reported by the relatively wealthy segments in Ein El-Hilweh.

Subjective indicators of hardship

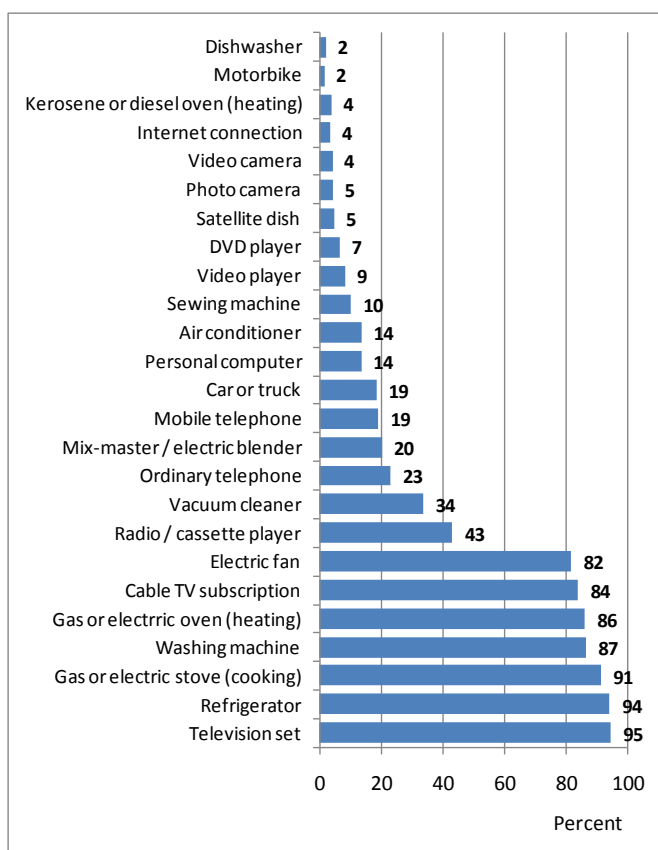
As could be expected, essentially no households classify themselves as being among the well offs in Lebanon. One in twenty households (five percent) say they 'are not rich, but manage to live well' (15

percent in the highest income group), while fifty percent characterise themselves as ‘neither rich nor poor’. The survey asked whether the households would be able to raise 300,000 LL within a week. One in ten households answered in the affirmative and would use savings; three in ten households said they would manage with help from others; one in ten said ‘perhaps’ but that it was doubtful; while half the households said it would be impossible to raise the suggested amount of money.

Consumer Durables

Durable goods are accessible to the households of Ein El-Hilweh to a varying extent (Figure 17). Some goods, such as refrigerators, washing machines, electric fans and heaters are found in a vast majority of homes. Eighty-four percent of households even have cable TV. Other durables, however, are much more scarcely available. Fewer than one in four households have an ordinary telephone within the walls of their dwelling, and only one-fifth of them own a mobile telephone. A similar proportion has a car and one in seven households owns a computer. Merely four percent have access to Internet at home. Thus, the Palestinian refugees of Ein El-Hilweh are clearly disadvantaged with respect to means of communication. Ownership of durables is associated with economic standing. For example, whereas respectively three and seven percent in the lowest of five income groups (quintiles) have a computer and a mobile telephone in their possession; comparable figures for households in the highest income quintile are 31 and 39 percent.

Figure 17 Access to durable goods



3. Annex A: Sampling Design (Post Fieldwork Version)

By Huafeng Zhang

Introduction

This document describes the sample of the survey in relation to the Socio-economic Assessment of Ein El-Hilweh Refugee Camp (EHC) Project. Its main aim is to document the sampling procedures and the procedures for handling non-response in the survey.

Requirements of the sample

The design of the EHC sample was – like any other sample – subject to a number of constraints. The main design characteristics for the sample were the following:

1. The population selected for this study was all households residing in Ein El-Hilweh refugee camp and two adjacent areas.
2. The budget allowed for a sample of 1,000 households.
3. The survey contains two questionnaires: the main questionnaire and the RSI questionnaire. The main questionnaire was designed to ask one respondent in the household questions about the overall condition of the household and that would yield basic information about all household members. To complete the RSI questionnaire, in each selected household one household member should be selected randomly among all the household members aged 15+ (the Randomly Selected Individual. i.e. the RSI).

The sample frame

The sample frame for the EHC survey is based on a complete listing of all households following a housing and population census carried out by the Palestinian Central Bureau of Statistics (PCBS), the Damascus branch, in 1998 (Ugland ed. 2003:285-289). The original frame covered altogether 57 communities: 12 refugee camps and 45 so-called “gatherings”. The sample frame for this survey comprises Ein El-Hilweh refugee camp and two adjacent areas or gatherings.

The census list is a complete listing of household heads in all the houses (building structures). It is organised as a file with the following variables:

Table 5: List of variables in the sample frame

Variable	Explanation
Governoret	Governorate, region
Camp	Camp (21 “Ein Al Helwi”, 24 “Jabal Haleb”, 26 “Baraksat”)
Area	Area code in the camp
Road	Road number
Dwilling	House/structure number in the camp
Name	Name of household head

In addition to the camp itself, area 21 “Ein Al Helwi” also includes Tawareq (an areas to the north of EHC), El Sekeh (a small strip of land to the west), and Dard Seen (a tiny area south, southeast of the formal camp border). Area 24 in the frame, “Jabal Haleb” (a fairly large area to the east of the camp

– some of which is agricultural land) actually encompasses two areas: Sohoun (the northernmost part) and Jabal Haleb (the southernmost part). Area 26 in the frame, "Baraksat", shows up on UNRWA's maps as a rectangular adjacent plot of land area to the north, northeast of the camp.

In total the file contains 6,426 households in 3,413 houses.

The number of households in the houses (building structures) varies from one household per house to 111 households per house. Many houses contain too few households, which makes it impossible to select enough households from them in the second sampling stage. The houses with very few households were, therefore, merged into separate strata.

Sample design

The key elements of the sampling are the following:

1. PSUs were houses in the camp.
2. PSUs/houses were explicitly stratified according to the size of PSUs/houses: all the houses with one household were assigned to stratum 1; all the houses with two households were allocated in stratum 2; all the houses with three households were allocated in stratum 3; all the houses with four to 14 households were allocated in stratum 4; one house with 15 households was stratum 5; and one house with 111 households was stratum 6.
3. Before selection, the sample frame was sorted by the size of the PSU/house.
4. The allocation of the EHC survey sample makes the sample approximately self weighting, so that the sample was proportional to the size of strata, i.e. the total number of households in each stratum.
5. All the selected PSUs/houses were re-listed.
6. From the updated list the selection of households was made with linear systematic sampling.
7. A predetermined number of household/households were selected from each selected PSUs/houses in the strata. This number was determined before re-listing and was not changed after re-listing.
8. One household member was randomly selected from all the household members aged 15+ in each selected household to answer the RSI questionnaire.

Sample selection procedures

Selection of PSUs/houses

The selection of houses was conducted with linear systematic PPS sampling within each stratum.

Table 6: Allocation of PSUs/houses to strata

	# of houses in frame	# of households in frame	Allocation (# of houses)
House with 1 household	1,888	1,888	294
House with 2 households	760	1,520	119
House with 3 households	411	1,233	96
House with 4-14 households	352	1,674	129
House with 15 households	1	15	1
House with 111 household	1	111	1
Total	3,413	6,426	640

Re-listing of PSUs/houses

The selected PSUs/houses were re-listed. The re-listing serves two purposes: (i) to enable the selection of households, and (ii) to enable interviewers to locate the selected households. Furthermore, the sample frame is fairly old - from 1998. Although there have been restrictions on construction activities since that time, and particularly difficult to erect new houses, existing building structures may have been expanded and new households may have been added in some houses. Therefore, it is important to re-list the selected PSUs/houses in order to update the number of households currently living in each house.

All households within a selected PSU/house were listed.

Selection of households

In stratum 1, where all the PSUs/houses contains only one household in the initial estimate, only one household was selected in each PSU/house. In stratum 6, altogether 17 households were selected. In all the other strata, altogether two households were selected in each PSU/house. Linear systematic sampling was used to select households from the list of re-listed households. The sample is considered as a sample of households.

Additional households in house units

The list of households is intended to be a complete list of households in a PSU/house. In stratum 1, all the houses have only one household in the initial estimate, and only one household has been designed to be selected. Therefore, even if more than one household was re-listed afterwards, only one household was selected. Similarly, only pre-determined numbers of households should be selected in all the PSUs/houses, no matter how many households were re-listed afterwards. After re-listing, some a good number of PSUs/houses turned out to contain fewer households than the pre-determined number of households to be selected from. Therefore, the total sample became smaller than planned. Instead of 1,001 households, the sample became 904 households.

Substitution

No substitution of selected PSUs/houses or households was to take place.

Random selection of an individual aged 15 or above within the household

The interviewer is responsible for the selection of the RSI. The RSI selection is from a subset of the household members aged 15 or above and who live at least one day every week with the selected household. The random selection entails two steps. Firstly, the interviewer listed and sorted all eligible household members by sex and age, i.e. listed males first and then females, the older first and then the younger. The second step was the random selection from a pre-sorted list, with the help of a random number table, i.e. a so-called kish table, attached to the questionnaire. The kish table scheme is probably the most common way of selecting individuals at random within households. We used Kish’s original set of eight tables, which is reproduced below:

Proportions assigned	Table #	Number of eligible					
		1	2	3	4	5	6+
1/6	1	1	1	1	1	1	1
1/12	2	1	1	1	1	2	2
1/12	3	1	1	1	2	2	2
1/6	4	1	1	2	2	3	3
1/6	5	1	2	2	3	4	4
1/12	6	1	2	3	3	3	5
1/12	7	1	2	3	4	5	5
1/6	8	1	2	3	4	5	6

Source: Kish 1965: 399

To use the table, the interviewer must know which table to use, and how many eligible members there are in the household. Thus, if table 4 is to be used, and there are 6 eligible members in the household, person number 3 is selected. If table 7 is to be used with 6 eligible members person number 5 would be chosen. Etc.

Furthermore, in the case of the original Kish table, the tables are allocated to the interviews in different proportions. Thus, in a sample of 1,200 households, table 1, 4, 5 and 8 should each be allocated to 200 households, while table 2, 3, 6 and 7 should be used for 100 households each. The tables were printed on the questionnaires.

Inclusion probabilities and weights

It follows from the above that the sample in general is a two-stage sample.

Notation

In order to describe the sample precisely and calculate inclusion probabilities we need to introduce some notation. This is done in Table 7. In general the notation uses subscripts to indicate the sample stage, and superscripts to indicate the source of the data used. Thus $N_{h,c}$ means the population in stratum h , cluster c .

Table 7: Notation used

Symbol	Meaning
N	Household count (initial estimate)
N^l	Household count as listed
N	Number of households Uppercase: Total numbers in population

Symbol	Meaning
	Lowercase: Sample numbers
$N_{h,d}^{\geq 15}$	Number of eligible household members for selection of RSI, i.e. aged 15 or older and live at least one day per week with the household
m	Sample number of PSUs /houses
p	Inclusion probability
h	Index of stratum
c	Index of PSU
f and i	Index of household (f used to indicate household in the sampling stage, i used to indicate the list of all households from 1 to n in the sample)
d and r	Index of RSI (d used to indicate RSI in the sampling stage, r used to indicate the list of all eligible household members from 1 to N in the household)

Selection of PSUs

The inclusion probability for a PSU c in stratum h is the following.

Equation 1: Inclusion probability for PSU

$$p_{h,c} = \frac{N_{h,c} m_h}{N_h}$$

Equation 2: Inclusion probability for household

$$p_{h,c,f} = \frac{n_{h,c}}{N_{h,c}^l}$$

Note that the listed number of households is used, rather than the initial estimate of households from the census. The $n_{h,c}$ is pre-determined number of households to be selected in each PSU, which is same within each stratum, but different between different strata.

The overall inclusion probability for a household then becomes:

Equation 3: Overall inclusion probability for household

$$p_i = p_{h,c} \cdot p_{h,c,f} = \frac{m_h N_{h,c} n_{h,c}}{N_h N_{h,c}^l}$$

Selection of RSIs

The inclusion probability for RSI d within the N adults (members 15+) of household i is:

Equation 4: Inclusion probability for RSI

$$p_d = \frac{1}{N_{i,d}^{\geq 15}}$$

Since only one RSI is selected, the overall inclusion probability for a random selected individual becomes:

Equation 5: Overall inclusion probability for RSI

$$p_r = p_i \cdot p_d = p_{h,c} \cdot p_{h,c,f} \cdot p_d = \frac{m_h N_{h,c} n_{h,c}}{N_h N_{h,c}^l N_{i,d}^{\geq 15}}$$

Sampling weights

There are two types of sampling weights. The expansion weights create estimates equivalent to real numbers in the population, while the relative weights retain the sample size and only adjust the relative contribution of each unit of analysis (household or individual). Only the expansion weights, which are the inverse of the sampling probability, were calculated in this survey.

Thus, the expansion sampling weight for household i is:

Equation 6

$$W_i^e = \frac{1}{p_i}$$

The expansion sampling weight for RSI r is:

Equation 7

$$W_r^e = \frac{1}{p_r}$$

The sampling weights as such are not used in estimation of survey results, because the sampling weights are adjusted for non-response as will be discussed below.

The sample, and the various size measures that go into it, must be documented accurately. This is necessary in order to be able to calculate the weights properly. It is practical to use a spreadsheet for this task. The sample and the various size measures that go into it is all that is needed for the

calculations of the inclusion probabilities down to the household level. A suggested variable list for the documentation file is given below, together with the source for the information.

Table 8: Sample documentation file structure

Variable name	Meaning	Source of information	Variable name in questionnaire
AC02	Number of eligible RSI	Merged from data	AC02
Governoret	Governorate	Standard coding	
Camp	Camp	Standard coding	
Area	Area	Standard coding	
Road	Road	Standard coding	
Dwilling	Dwelling number in each area	Coding	
Name	Name of Head of Household	Created by re-listing	
RESULT	Result of re-listing households	Created by re-listing	
strata	Unique stratum number	Created by sample	
Tpsu	Total number of PSUs/houses in stratum	Merged from sample frame	
cluster	Total number of households in stratum	Merged from sample frame	
household	Number of households in PSU/house (Old list)	Merged from sample frame	
psu	Number of PSUs/houses to be selected in each stratum	Created by sample	-
n	Number of households to be selected in each PSUs/houses	Created by sample	
p1	Inclusion probability of PSU	Calculated in SPSS Equation 1 $household * psu / cluster$	
household2	Number of households in each PSU/house as listed (New list)	Field work	
p2	Inclusion probability of household	Calculated in SPSS Equation 2 $household2$	
p_hh	Overall inclusion probability of household	Calculated in SPSS Equation 3 $P1 * P2$	
p3	Inclusion probability of RSI in the household	Calculated in SPSS Equation 4 $1 / AC02$	
p_RSI	Overall inclusion probability of RSI	Calculated in SPSS Equation 5 $P1 * P2 * P3$	
HHw	The expansion sampling weight for household	Calculated in SPSS Equation 6 $1 / P_hh$	
RSIw	The expansion sampling weight for RSI	Calculated in SPSS Equation 7 $1 / P_RSI$	

Non-response and non-response corrections

The response rate achieved during the fieldwork of a survey is crucial for the quality of the survey results. When response rates are low, one may justifiably suspect biases in the results.

In general one can distinguish between two types of non-response: unit non-response and item non-response. Unit non-response pertains to the non-response of a whole unit, such as a household. In that case almost nothing is known about that household.

Item non-response pertains to the lack of information on a specific item for a unit, for instance that a person does not answer questions about income.

Here we will only consider unit non-response.

Unit non-response: the household

The results of interviews or attempted interviews can be studied using a classification of non-response in the questionnaire, derived from Hidioglou, Drew and Gray (1993). The response categories in the framework are given in Table 5.

The framework is built around the observation that an interview can be missing for two reasons. First, it may be that the selected household does not belong to the sampling frame. This is the case for instance for diplomats which were not considered eligible. Second, a selected household, which actually exists and is eligible, may refuse, or not be found at home. Also, the classification has to take into account that there will be some situations where the interviewer cannot determine if a household exists or not. In addition, interviewers sometimes encounter the situation where a household is available for interview, but that no useful information can be obtained because the respondent is sick or otherwise incapable of answering.

Table 9: Response categories

Category	Response type
1 Interview completed	Interview is possible (response)
2 Refusal converted by supervisor (The respondent initially refused, but co-operated after a visit by the supervisor)	Interview is possible (response)
3 Partly completed	Interview is possible (non response)
4 Status not determined (The field work team could not find out if a household was living at the address)	Not clear, usually distributed over possible and not possible interview
5 No usable information (for instance because the respondent was sick, mentally ill, not really co-operating)	Interview is possible, non-response
6 Dwelling unit did not exist	No interview possible
7 Dwelling unit was vacant	No interview possible
8 Dwelling unit is under construction	No interview possible
9 Not eligible	No interview possible
10 No contact (the household exists, but could not be found at home)	Interview is possible, non-response
11 Refusal	Interview is possible, non-response

A number of rates can be computed from the above framework as indicated by the table below.

Table 10: Calculation of non-response rates in EHC (based on first interview in each round)

Item	Calculated as	Response
Total- n	All households/dwelling units drawn in the sample	904
Resolved – n	Total minus the units with indeterminate status (code 4)	904
In scope – n	Resolved minus the not existing, not eligible or vacant units	904
Completed interview –n	Interviews with at least first visit	889
Resolved rate	Resolved/Total	100
In scope rate	In scope/Resolved	100
Non-existence rate	Non-existent units/resolved units	0
Temporary out of scope rate	(Vacant + Not eligible) / resolved	0
Response rate	Completed interviews/In scope	98.3
Refusal rate	Refusals/In scope	4.4
Refusal conversion rate	Refusals converted/(Refusals + converted)	71.4
No contact rate	(Not determined + No contact)/ (Not determined + In scope)	0
Non-response rate	(Not determined + Refusals + No contact)/(Not Determined + In scope)	71.4
Residual non-response rate	No usable information / In Scope	0.1

The framework allows for showing both non-response that is due to imperfections in the sample frame and imperfections that is due to problems during interviewing. As one can see, the response rates are very high due to the re-listing before interviewing.

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Syntax used during sampling

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get file='C:\zhang huafeng\91066 Ein Hilweh\PPS sampling\FRAME
LEBANON.sav'.
sel if camp=21 or camp=24 or camp=26.
*.
aggregate outfile * mode=addvariable
/break governoret camp area dwelling
/household=n(dwilling).
var lab household 'Number of households in the dwelling (old list)'.
sort cases by governoret camp area dwelling.
save outfile='C:\zhang huafeng\91066 Ein Hilweh\PPS sampling\FRAME Ein
Hilweh.sav'.
*.
aggregate outfile *
/break governoret camp area dwelling
/household=min(household).
```

```

*.
if household=1 strata=1.
if household=2 strata=2.
if household=3 strata=3.
if household>3 and household<15 strata=4.
if household=15 strata=5.
if household>16 strata=6.
sort cases by strata.
exe.
*.
if strata=1 psu=294.
if strata=2 psu=119.
if strata=3 psu=96.
if strata=4 psu=129.
if strata=5 psu=1.
if strata=6 psu=1.
exe.
*.

aggregate outfile * mode=addvariable
/break strata
/Tpsu=n(household)
/cluster=sum(household).
*.
var lab strata 'Number of stratum'.
var lab psu 'Number of PSUs selected in each stratum'.
var lab Tpsu 'Total number of PSUs in each stratum'.
var lab cluster 'Total number of households in each stratum'.
*.
drawpps stratv=strata mos=household psups=psu totsams=1001.
save outfile="C:\zhang huafeng\91066 Ein Hilweh\PPS
sampling\selection.sav".
get file="C:\zhang huafeng\91066 Ein Hilweh\PPS sampling\selection.sav"
/keep Governoret Camp Area Dwilling household strata cluster psu selected.
select if selected.
save outfile="C:\zhang huafeng\91066 Ein Hilweh\PPS
sampling\selection2.sav".
*.
sort cases by governoret camp area dwilling.
match files /table=*
/file='C:\zhang huafeng\91066 Ein Hilweh\PPS sampling\FRAME Ein Hilweh.sav'
/by governoret camp area dwilling.
sel if selected=1.
exe.
save outfile="C:\zhang huafeng\91066 Ein Hilweh\PPS
sampling\selection3.sav".

```

4. Annex B: Questionnaires

Household Questionnaire

Survey among Palestinian Refugees in Ein El-Hilweh Camp

Questionnaire Identification				Interview status (cont'd)																																																															
AI01	Serial number of questionnaire	_ _ _ _ _ _ _		AR03	Interview 1 date	dd-mm	_ _ _ - _ _ _																																																												
AI02	Kish table number	_		AR04	Start of interview (time)	hh-mm	_ _ _ - _ _ _																																																												
	Kish table	_		AR05	Stop of interview (time)	hh-mm	_ _ _ - _ _ _																																																												
				AR06	Interview 2 date	dd-mm	_ _ _ - _ _ _																																																												
				AR07	Start of interview (time)	hh-mm	_ _ _ - _ _ _																																																												
				AR08	Stop of interview (time)	hh-mm	_ _ _ - _ _ _																																																												
				AR09	Interview 3 date	dd-mm	_ _ _ - _ _ _																																																												
				AR10	Start of interview (time)	hh-mm	_ _ _ - _ _ _																																																												
				AR11	Stop of interview (time)	hh-mm	_ _ _ - _ _ _																																																												
				AR12	Edited date	dd-mm	_ _ _ - _ _ _																																																												
				AR13	Coded date	dd-mm	_ _ _ - _ _ _																																																												
AS01	Interviewer	_ _ _		AR14	Data entry date	dd-mm	_ _ _ - _ _ _																																																												
AS02	Supervisor	_																																																																	
AS03	Did supervisor sit in on interview?	Yes	1	Respondents and questionnaires																																																															
		No	2																																																																
AS04	Re-interview carried out?	Yes	1	AC01	Number of HH members	_ _ _																																																													
		No	2	AC02	Number of eligible RSIs	_ _ _																																																													
AS05	Editor	_		AC03	Main respondent HH Que	R. number: _ _ _																																																													
AS06	Coder	_		AC04	Add. respondent HH Que	R. number: _ _ _																																																													
AS07	Data entry operator	_		AC05	RSI	R. number: _ _ _																																																													
Interview status																																																																			
AR01	Total visits carried out	_																																																																	
AR02	Interview status			All persons aged 15+ are eligible as RSIs. Fill their names, roster numbers, sex and age in the selection table below. Then use Kish table to select one RSI and mark the selected person with an X in selected column.																																																															
		Interview completed	1	Selection table <table border="1"> <thead> <tr> <th>HR01 (Name)</th> <th>HR01 (R. number)</th> <th>HR03 (Sex)</th> <th>HR05 (Age)</th> <th>Selected</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>				HR01 (Name)	HR01 (R. number)	HR03 (Sex)	HR05 (Age)	Selected																																																							
	HR01 (Name)	HR01 (R. number)	HR03 (Sex)					HR05 (Age)	Selected																																																										
	Refusal converted	2																																																																	
	Partly completed	3																																																																	
	Status not determined	4																																																																	
	No usable information	5																																																																	
	Dwelling unit did not exist	6																																																																	
	Dwelling unit is vacant	7																																																																	
	Dwelling unit is under construction	8																																																																	
	Not eligible	9																																																																	
	No contact	10																																																																	
	Refusal	11																																																																	
	COMMENTS:																																																																		

Section: *The Dwelling and Its Environment* (Filled in by interviewer/ supervisor)

Subsection HU: Type of living area			
HU01	Type of location To be filled in by Supervisor	Inside official camp borders Adjacent area/ outskirts of camp DK	1 2 8
Subsection HA: Dwelling and its amenities			
<i>I would like to begin with some questions about your housing.</i>			
HA01	How many rooms do you have in your living quarters? Include glassed-in verandas. Do not include kitchen, bathroom, and hallways. Do not include areas that are rented out.	DK=98 NA=99 Number	|_|_|
HA02	Does your living quarters include some of the following areas that you can use? Do you have a If you can observe it, do not ask.	1 = Yes 2 = No 8 = DK 9 = NA	
	1...Garden plot/ kitchen garden (<i>hakura</i>)? 2.....Compound? 3.....Balcony/ veranda? 4.....Roof area? 5.....Shop area? 6.....Workshop?	1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9 1 2 8 9	
HA03	Does your household have own private toilet, a shared toilet, or no toilet? If you know by observation, do not ask	Private toilet (within compound/building) Shared toilet (within compound/building) Use outdoor or other places DK NA	1 2 3 8 9
HA04	Where is your toilet located? If you know by observation, do not ask	In living quarters In building, but outside of living quarters Outside of building DK NA	1 2 3 8 9
HA05	How does the household dispose of garbage? If a (public or UNRWA) container, ask: Is it an open or closed type of container? Circle all that apply	Collected (UNRWA or public) container, open (UNRWA or public) container, closed Burned Dumped Composted Other ways, specify: _____ DK NA	1 2 3 4 5 6 7 8 9
HA06	What is the main source of water for the household?	Piped into residence Piped into building, but not into residence Piped into yard, plot Public tap Public reservoir Tanker truck, vendor Well for collecting rainwater Well/ borehole for 'ground' water Other, specify: _____ DK NA	1 2 3 4 5 6 7 8 9 98 99

HA07	<p>Does this source of water give you a stable or reliable supply?</p> <p>If no, ask:</p> <p>Do you face problems from time to time, weekly or daily?</p> <p>If daily problems, ask:</p> <p>Do you have daily cut-offs or do you normally only have water some hours per day, or often prolonged periods without water?</p>	<p>Yes, almost never problems 1</p> <p>Problems from time to time (during summer) 2</p> <p>Weekly problems 3</p> <p>Daily short cut-offs 4</p> <p>Only water some hours per day 5</p> <p>Prolonged periods without water (irregular intervals) 6</p> <p>DK 8</p> <p>NA 9</p>	
HA08	<p>Do you have one or more water storage tanks?</p>	<p>Yes 1</p> <p>No 2</p> <p>DK 8</p> <p>NA 9</p>	
HA9	<p>What is the main source of <u>drinking</u> water for the household?</p>	<p>Piped into residence 1</p> <p>Piped into building, but not into residence 2</p> <p>Piped into yard, plot 3</p> <p>Public tap 4</p> <p>Public reservoir 5</p> <p>Tanker truck, vendor 6</p> <p>Bottled water 7</p> <p>Well for collecting rainwater 8</p> <p>Well/ borehole for 'ground' water 9</p> <p>Other, _____ 10</p> <p>DK 98</p> <p>NA 99</p>	
HA10	<p>What is your opinion about the water quality (from this source)? Is it ...</p>	<p>Excellent 1</p> <p>Good 2</p> <p>Fair/acceptable 3</p> <p>Bad 4</p> <p>Very bad 5</p> <p>DK 8</p> <p>NA 9</p>	

Subsection EN: Indoor and outdoor environment

I will now ask you some questions about conditions inside and in the vicinity of the house.

EN01	Are all or some of the rooms in your living quarters, including hall and kitchen:	1 = Yes, 2 = No 8 = DK, 9 = NA	
	1.....Characterized by humidity or damp?	1 2 8 9	
	2..... Cold and difficult to heat in winter?	1 2 8 9	
	3..... Uncomfortably hot in summer?	1 2 8 9	
	4.....Poorly ventilated?	1 2 8 9	
	5.....Dark and gloomy?	1 2 8 9	
EN02	Does anybody in your household smoke regularly inside the living quarters?	Yes No NA	1 2 9
EN03	When inside the dwelling, are you usually exposed to noise?	Yes No NA	1 2 9 → EN05 → EN05
EN04	Is the noise so disturbing that it is difficult to have a normal conversation indoors? If yes, probe: Does that happen daily or occasionally?	Yes, daily Yes, occasionally No DK NA	1 2 3 8 9
EN05	In general, would you describe the immediate surroundings of your residence (<i>hara</i>) as [...]?	Very clean Clean Acceptable Dirty Very dirty DK NA	1 2 3 4 5 8 9
EN06	Are you in or in the vicinity of your dwelling (<i>hara</i>) bothered with smell from waste/garbage? If yes, probe: Does that happen daily or occasionally?	Yes, daily Yes, occasionally No DK NA	1 2 3 8 9
EN07	Are you in or in the vicinity of your dwelling (<i>hara</i>) bothered with smell from sewage? If yes, probe: Does that happen daily or occasionally?	Yes, daily Yes, occasionally No DK NA	1 2 3 8 9

Subsection HT: Tenure and imputed rent				
<i>I will now ask you some questions about how you got your house and what the cost is for living here</i>				
HT01	<p>Is this living quarters owned by the household, or is it rented or occupied without paying rent?</p> <p>If not owned by the household, ask:</p> <p>Is it rented or occupied from a private person/ company/ organisation, a government enterprise or agency (local or central), or granted or rented from UNRWA?</p>	<p>Owned by household (even if have debt) 1</p> <p>Squatter 2</p> <p>Rented or occupied from private person or company/organisation 3</p> <p>Rented or occupied from government 4</p> <p>Granted or rented from UNRWA 5</p> <p>DK 8</p> <p>NA 9</p>	<p>→HT03</p> <p>→HT03</p> <p>→HT03</p> <p>→HT03</p>	
HT02	<p>How much do you usually pay per month for these living quarters?</p>	<p>No rent: 0000, DK: 9998, NA: 9999</p> <p>Enter usual rent in 1,000 LL |_|_|_|_|_|_|_|</p>		
HT03	<p>If you had to rent your living quarters at market rates, how much rent would you expect to pay per month?</p>	<p>Not applicable (no similar house for rent) 9997</p> <p>DK 9998</p> <p>NA 9999</p> <p>Enter market rent in 1,000 LL</p> <p>|_|_|_|_|_|_|_|</p>		
HT04	<p>Since you got these living quarters, have you added new space to it?</p>	<p>Yes 1</p> <p>No 2</p> <p>DK 8</p> <p>NA 9</p>	<p>→ PM01</p> <p>→ PM01</p> <p>→ PM01</p>	
HT05	<p>When was the last time you added new space to your living quarters?</p>	<p>y y y y</p> <p>|_|_|_|_|_|_|_|</p> <p>DK 9998</p> <p>NA 9999</p>		

Subsection PM: Satisfaction with housing and living area (=camp + adjacent areas)

<p>PM01</p>	<p>People are more or less satisfied with their housing conditions and with the area where they live. I will now go through a list of items which many feel are important for their satisfaction with the dwelling and the living area. With “living area” we mean the EHC and its adjacent areas.</p> <p>Please tell me, for each of the following items, whether it is very satisfactory, rather satisfactory, acceptable, rather unsatisfactory or very unsatisfactory for <u>your household</u>.</p> <p style="text-align: right;">Housing</p> <p>1..... Space/size 2..... Privacy 3..Housing cost (incl rent, buying cost, maintenance, etc.) 4..... Exposure to noise 5..... Indoor environment</p> <p style="text-align: right;">Outdoor environment</p> <p>6.....Pollution and outdoor cleanliness 7..... Safety for children 8.....Traffic</p> <p style="text-align: right;">Services</p> <p>9.....Schools 10.....Health services 11..... Public Transport 12.....Water supply 13..... Water quality 14.....Shops and commerce 15..... Cultural institutions</p> <p style="text-align: right;">Work</p> <p>16.....Work and business opportunities</p>	<p>1 = Very satisfactory 2 = Rather satisfactory 3 = Acceptable 4 = Rather unsatisfactory 5 = Very unsatisfactory 8 = DK 9 = NA</p> <p>1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9</p>	
<p>PM02</p>	<p>In general, are your family very satisfied, rather satisfied, rather unsatisfied, or very unsatisfied with your <u>housing conditions</u>?</p>	<p>Very satisfied Rather satisfied Rather unsatisfied Very unsatisfied DK NA</p>	<p>1 2 3 4 8 9</p>
<p>PM03</p>	<p>In general, are your family very satisfied, rather satisfied, rather unsatisfied, or very unsatisfied with the place in which you live? By “place” is here understood the EHC + adjacent areas.</p>	<p>Very satisfied Rather satisfied Rather unsatisfied Very unsatisfied DK NA</p>	<p>1 2 3 4 8 9</p>

Section: Household roster

DEMOGRAPHY					
HR01	HR02	HR03	HR04	HR05	
# of person	Name	Sex	What is the date of birth of [...]?	How old was [...] at his/her last birthday?	
	<p>of persons that stay here at least one day every week</p> <p>Defined as: Name + father's name + grandfather's name</p> <p>Enter the names starting with the household head</p>	<p>1 Male 2 Female</p>	<p>Enter date, month and year</p> <p>If unsure of full date, fill in what is known, leave rest blank.</p> <p>98 DK 99 NA</p> <p>d d m m y y y y</p>	<p>97 = ≥ 97 years 98 = DK 99 = NA</p> <p>If less than 1 year, mark 00</p>	
1		1 2			
2		1 2			
3		1 2			
4		1 2			
5		1 2			
6		1 2			
7		1 2			
8		1 2			
9		1 2			
10		1 2			

STATUS					
# of person	HR06 What is [...]’s nationality?	HR07 What kind of passport is [...] holding, or can [...] get?	HR8 Is [...] a ...	HR9 Is [...] registered with UNRWA?	HR10 Is [...] registered with the Lebanese Directorate for Refugee Affairs?
	1 Palestinian 2 Lebanese 3 Syrian 4 Other, specify _____ 8 DK 9 NA	Two answers allowed 1 Lebanese travel document for Palest. refugees 2 Other Palestinian travel document 3 Lebanese 4 Jordanian 5 Syrian 6 Other Middle East 7 US or Canadian 8 European 9 Other, specify _____ 10 No passport or travel document 98 DK 99 NA	1 Refugee from 1948 2 Expelled from Israel after 1948 3 Refugee from 1967 4 None of the above → HR11 8 DK → HR11 9 NA → HR11	1 Yes, in Lebanon 2 Yes, in Jordan 3 Yes, in Syria 4 Yes, in West Bank/Gaza 5 No 8 DK 9 NA	1 Yes 2 No 8 DK 9 NA
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MARITAL STATUS (Person aged 15+)									
# of person	HR11 Interviewer check HR05: Is [...] 12 years or older? 1 Yes 2 No → ED		HR12 What is [...]’s marital status? Is (s)he ... 1 Single, never married 2 Married 3 Widowed 4 Divorced 5 Separated 8 DK 9 NA						
	1	2	1	2	3	4	5	8	9
1	1	2	1	2	3	4	5	8	9
2	1	2	1	2	3	4	5	8	9
3	1	2	1	2	3	4	5	8	9
4	1	2	1	2	3	4	5	8	9
5	1	2	1	2	3	4	5	8	9
6	1	2	1	2	3	4	5	8	9
7	1	2	1	2	3	4	5	8	9
8	1	2	1	2	3	4	5	8	9
9	1	2	1	2	3	4	5	8	9
10	1	2	1	2	3	4	5	8	9
11	1	2	1	2	3	4	5	8	9
12	1	2	1	2	3	4	5	8	9
13	1	2	1	2	3	4	5	8	9
14	1	2	1	2	3	4	5	8	9
15	1	2	1	2	3	4	5	8	9

Section: Education

	Educational status		Currently enrolled			
	ED01 Has [...] ever attended pre-school, school or vocational training? 1 Yes 2 No → ED12 8 DK → ED20 9 NA → ED20	ED02 Is [...] currently enrolled in school? If Yes, ask: Is this pre-school, or other school? 1 Yes, pre-school → HH 2 Yes, other school 3 No → ED9 8 DK → ED13 9 NA → ED13	ED03 In what grade is [...] currently enrolled? Mark <u>stage</u> of education and <u>grade</u> within that stage 1 Elementary (1-6) → ED05 2 Intermediate/ preparatory (1-3) → ED05 3 Vocational training/trade after Intermediate (1-2) 4 Secondary (1-3) → ED05 5 Semiprofessional training after Secondary (1-3) 6 College/Baccalaureate/ (T.S. /B.A./ B.S.) (1-6) → ED05 7 Graduate studies/ University (1-7) → ED05 8 DK → ED05 9 NA → ED05	ED04 What vocational courses does [...] now attend? Is it [...]? 1. Business 2. Computer Science 3. Electrical 4. Building 5. Paramedical 6. Teacher training/ Education 7. Mechanical 8. Clothing 9. Personal Grooming 10. Arts and Crafts 11. Domestic work and food 12. Agriculture 13. Driving 14. Other, specify: _____ 98. DK 99. NA	ED05 What <u>type</u> of school does this person now attend? Is it [...]? 1 Government 2 Private Lebanese 3 Private foreign in Lebanon 4 UNRWA 5 NGO 6 Other/ abroad 8 DK 9 NA	
# of perso			Stage/level	Grade		
1	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
2	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
3	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
4	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
5	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
6	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
7	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
8	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
9	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
10	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
11	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
12	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
13	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
14	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9
15	1 2 8 9	1 2 3 8 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 2 3 4 5 6 8 9

	Currently enrolled cont'd			Not currently attending	
	ED06 For how many years has [...] gone to school altogether? Include current year and repeated years 98 DK 99 NA Number of years	ED07 Does [...] take additional lessons by a professional in some of the same subjects as [...]’s regular education? If Yes, ask: Is it private lessons or classes at a NGO center? 1 Yes, private lessons 2 Yes, at a commercial center 3 Yes, organized by an NGO No 8 DK 9 NA	ED08 Is [...] receiving contributions to the educational expenses from outside of the household this school year? If Yes, ask: From where is [...] receiving this support? 1 Yes, from relatives or friends 2 Yes, from Student Fund 3 Yes, other scholarship, grant, etc. 4 No 8 DK 9 NA Circle all that apply All → ED13	ED9 What is the most advanced level of education [...] has completed? 1. None - Did not complete elementary → ED11 2. Elementary school → ED11 3. Preparatory/ Intermediate school → ED11 4. Vocational training/trade after Intermediate 5. Secondary → ED11 6. Semi-professional training after Secondary 7. College/Baccalaureate/ (TS./B.A./ B.S.) → ED11 8. Ma. (Magister) → ED11 9. Ph.D. (Doctorate) → ED11 10. Other, specify _____ → ED11 98. DK → ED11 99. NA → ED11	ED10 What kind of vocational course did [...] attend? Was it [...]? 1. Business 2. Computer Science 3. Electrical 4. Building 5. Paramedical 6. Education 7. Mechanical 8. Clothing 9. Personal Grooming 10. Arts and Crafts 11. Domestic work and food 12. Agriculture 13. Driving 14. Other, specify: _____ 98. DK 99. NA
1		1 2 3 4 8 9	1 2 3 4 8 9		
2		1 2 3 4 8 9	1 2 3 4 8 9		
3		1 2 3 4 8 9	1 2 3 4 8 9		
4		1 2 3 4 8 9	1 2 3 4 8 9		
5		1 2 3 4 8 9	1 2 3 4 8 9		
6		1 2 3 4 8 9	1 2 3 4 8 9		
7		1 2 3 4 8 9	1 2 3 4 8 9		
8		1 2 3 4 8 9	1 2 3 4 8 9		
9		1 2 3 4 8 9	1 2 3 4 8 9		
10		1 2 3 4 8 9	1 2 3 4 8 9		
11		1 2 3 4 8 9	1 2 3 4 8 9		
12		1 2 3 4 8 9	1 2 3 4 8 9		
13		1 2 3 4 8 9	1 2 3 4 8 9		
14		1 2 3 4 8 9	1 2 3 4 8 9		

		Not currently attending (cont'd)			Vocational training and on-the-job training			
# of person	ED11 For how many years did [...] go to school altogether?	ED12 What are the <u>three</u> most important reasons why [...] is not attending school [never attended school]?			ED13 Has [...] ever been involved in any vocational training to improve his/her skills or learn new skills outside of the formal educational system? This includes on-the-job-training or training with a <i>muallim</i> ?	ED14 Where did you receive this training?	ED015 When did (will) [...] complete this training?	ED16 How long did (will) the training last?
	98 DK 99 NA Number of years	1. Below legal age → HH 2. Finished education 3. Health problems (disability, illness) 4. Family poverty 5. Work in order to help family economically 6. Could not afford education 7. Family disintegration 8. Left school for marriage/having children 9. Care for family members 10. Family does not want the girl to go to school 11. Concerns about safe traveling to and from school 12. Transportation not available 13. No (appropriate) school or educational inst. nearby 14. Two-shift system 15. School, class overcrowded 16. Bad quality of school 17. Poor/lack facilities 18. Bad treatment at school 19. Not interested in school/bored at school 20. School too demanding/ too much homework 21. Repeated failure 22. Lack classes in arts and sports 23. Not accepted by educational institution 24. Other, specify: _____ 98. DK 99. NA	1st reason	2nd reason	3rd reason	1 Yes 2 No → LF 8 DK → LF 9 NA → LF	1. Training program at private vocational, institutions 2. Training program at Palestinian/Lebanese NGO 3. Training program at UNRWA 4. Training program at international organizations & institutions 5. Informal training by employers/ <i>muallim</i> 6. Informal training by HH members 7. Training program at work (current job) 8. Correspondence courses 9. Other, specify: _____ 98. DK 99. NA	1 < 1980 → ED20 2 1980-89 3 1990-99 4 2000- 8 DK 9 NA	Fill in number of months If the course lasted last than 1 month, enter 00
								m m
1	□□□	□□□ □□□ □□□	□□□	□□□	□□□	□□□	□□□	□□□
2	□□□	□□□ □□□ □□□	□□□	□□□	□□□	□□□	□□□	□□□
3	□□□	□□□ □□□ □□□	□□□	□□□	□□□	□□□	□□□	□□□
4	□□□	□□□ □□□ □□□	□□□	□□□	□□□	□□□	□□□	□□□
5	□□□	□□□ □□□ □□□	□□□	□□□	□□□	□□□	□□□	□□□
6	□□□	□□□ □□□ □□□	□□□	□□□	□□□	□□□	□□□	□□□
7	□□□	□□□ □□□ □□□	□□□	□□□	□□□	□□□	□□□	□□□
8	□□□	□□□ □□□ □□□	□□□	□□□	□□□	□□□	□□□	□□□

	Voc. training and on-the-job training cont'd			Literacy	
	ED17 Who sponsored or paid for this training?	ED18 What type of training did [...] receive?	ED19 Why did [...] take this vocational training?	ED20 Can [...] read and understand everyday written material, such as a letter or newspaper?	ED21 Can [...] write; say a letter to a friend?
	1. Self or family 2. Employer (other than family) 3. UNRWA 4. Other UN agency 5. Charitable or religious organization or NGO 6. PLO, political party 7. Government (Lebanese) 8. Other, specify: _____ 98. DK 99. NA	1. Business 2. Computer Science 3. Electrical 4. Building 5. Paramedical 6. Teacher training/Education 7. Mechanical 8. Clothing 9. Personal Grooming 10. Arts and Crafts 11. Domestic work and food 12. Agriculture 13. Driving 14. Other, specify: _____ 98. DK 99. NA	1 Hobby/Personal interest 2 Social reason 3 To obtain work skills 4 Other, specify: _____ 8 DK 9 NA	1 Yes, easily 2 Yes, with difficulty 3 No → LF 8 DK 9 NA	1 Yes, easily 2 Yes, with difficulty 3 No 8 DK 9 NA
# of person					
1	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
2	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
3	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
4	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
5	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
6	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
7	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
8	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
9	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
10	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
11	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
12	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
13	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
14	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9
15	□□□	□□□	1 2 3 4 8 9	1 2 3 8 9	1 2 3 8 9

Section: Labour Force

Now I would like to ask some questions about the employment of people in your household.

# of person	Work Status					Not Working Past Week	
	LF01	LF02	LF03	LF04	LF05	LF06	LF07
	Interviewer check item: Is [...] <10 years of age? 1 Yes → HH 2 No	During the <u>past week</u> (last 7 days), did [...] work for wages or any payment in kind, even if only for one hour? 1 Yes → LF15 2 No 8 DK 9 NA	During the <u>past week</u> , did [...] make any money – including payment in kind – from self-employment? Give examples 1 Yes → LF15 2 No 8 DK 9 NA	During the <u>past week</u> , did [...] work for an enterprise or crop production belonging to a member of the household, even if not paid or for own consumption? 1 Yes → LF15 2 No 8 DK 9 NA	Did [...] have a job or business from which (s)he was temporarily absent last week, due to illness, holidays, temporary layoff or other reasons? 1 Yes → LF15 2 No 8 DK 9 NA	Did [...] want to work last week? 1 Yes 2 No → LF11 8 DK → LF11 9 NA → LF11	If a job had been available during the last week or will be available the coming two weeks, would [...] have been able to start working? 1 Yes 2 No → LF11 8 DK → LF11 9 NA → LF11
1	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
2	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
3	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
4	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
5	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
6	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
7	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
8	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
9	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
10	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
11	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
12	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
13	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
14	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9
15	1 2	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9	1 2 8 9

Not working past week cont'd									
# of person	LF08	LF09	LF10		LF11		LF12		LF13
	<p>By what means did [...] look for work during the past 4 weeks?</p> <p>Circle all that apply</p> <p>1 Directly to employer 2 Friends/relatives 3 Employment office 4 Job ad in newspaper, TV, Internet and etc. 5 Tried to start own business 6 "Daily labour pool" 7 Other, specify _____ 8 Did not look for work → LF11 98 DK 99 NA</p>	<p>For how long time has [...] been actively looking for work?</p> <p>If less than one month, enter 00.</p>	<p>You said [...] want to work and is available for work. What were the two most important reasons why [...] has not found a job until now?</p> <p>1 Contracted, not started work yet 2 Waiting to return to previous job 3 Just started to look for job 4 Wages /salaries of available work not acceptable 5 Conditions of available work not acceptable 6 Available work not compatible with skills or training 7 Too limited information about available jobs 8 Job opportunities are so scarce 9 Lack of work permit 10 Other legal obstacles</p> <p>11 Long distance/costly travel to areas with employment 12 Discrimination of Palestinians 13 Discrimination of women 14 Cheap labour from other countries 15 Other reason, specify: _____ 98 DK 99 NA</p> <p>If more than one reason given, ask respondent to rank them according to importance</p> <p>For all → LF12</p>		<p>What were the two most important reasons why [...] did not want to/ was not able to/ was not looking for work past week?</p> <p>1 Contracted, not started work yet 2 Waiting to return to previous job 3 DK how to look for job 4 Wages /salaries of available work not acceptable 5 Conditions of available work not acceptable 6 Available work not compatible with skills or training 7 Too limited information about available jobs 8 Lost hope - No jobs available 9 Lack of work permit 10 Other legal obstacles 11 Legal restriction to areas with employment 12 Long distance/costly travel to areas with employment 13 Discrimination of Palestinians 14 Discrimination of women 15 Cheap labour from other countries 16 Had independent means 17 Housewife/ domestic work 18 Parents/husband disagree/social restrictions 19 Student 20 Disabled or sick 21 Retired/pensioner 22 Other reason, specify: _____ 98 DK 99 NA</p> <p>If more than one reason given, ask respondent to rank them according to importance</p>		<p>Did [...] work the past 12 months?</p> <p>1 Yes 2 No → LF14 8 DK → LF14 9 NA → LF14</p>		<p>Altogether, how many months did [...] work during the past 12 months?</p> <p>If less than one month, enter 00.</p>
		y y	m m	1 st reason	2 nd reason	1 st reason	2 nd reason	1 2 8 9	m m
1									
2									
3									
4									
5									
6									
7									
8									
9									

	Not working cont'd		Main or most important job		LF16 What kind of work was [...] doing on this job? (Industry) Write down (a) <u>job title</u> and (b) most important <u>duties</u> (Occupation code to be filled out by office or supervisor) DK = 98NA =99	LF17 When did [...] start this job? DK= 98 NA= 99	LF18 For who does [...] work? 1 UNRWA 2 PRCS 3 Other NGO 4 PLO, political faction 5 Government sector (Lebanon) 6 Private company or business 7 Family business 8 A private household 9 Other, specify: _____ 98 DK 99 NA
	# of person	LF14 Has [...] ever worked before at a job or business? Do not ask if obvious 1 Yes 2 No 8 DK 9 NA For all → HH	LF15 For main or most important job: What type of business or organization is [...] 's employer? (Occupation) Give examples Write down type of business, or main product or services. Note if business is wholesale trade, retail trade, manufacturing, or services) DK NA	Boxes for post-coding				Boxes for post-coding	m m y y y y
1	1 2 8 9			(a) _____ (b) _____			
2	1 2 8 9			(a) _____ (b) _____			
3	1 2 8 9			(a) _____ (b) _____			
4	1 2 8 9			(a) _____ (b) _____			
5	1 2 8 9			(a) _____ (b) _____			
6	1 2 8 9			(a) _____ (b) _____			
7	1 2 8 9			(a) _____ (b) _____			
8	1 2 8 9			(a) _____ (b) _____			
9	1 2 8 9			(a) _____ (b) _____			
10	1 2 8 9			(a) _____ (b) _____			
11	1 2 8 9			(a) _____ (b) _____			
12	1 2 8 9			(a) _____ (b) _____			
13	1 2 8 9			(a) _____ (b) _____			

Main important job, cont'd																						
# of person	LF19 In this current job, what was [...]’s employment status? Was (s)he ... Read all answers 1 A paid employee (receiving a wage or salary) 2 Paid employee in family business 3 An employer (with paid workers other than family members) → LF21 4 Self-employed (or employs only family members) → LF21 5 Unpaid worker in a family farm or business → LF22 6 Trainee/ work without pay → LF22 8 DK 9 NA									LF20 On what basis (how) does [...] get paid in this main job? 1 Daily wage 2 Weekly wage 3 Monthly wage 4 Payment at completion of work 5 By quantity/ piece 6 Other, specify: _____ 8 DK 9 NA			LF21 How much did [...] earn in this main job last week? DK=9998 NA=9999			LF22 Where is this job mainly located? Is it ... 1 In this camp 2 In another camp 3 Outside a refugee camp 8 DK 9 NA			LF23 How long does it usually take [...] to reach his/her place of work? Fill in 00, if work at home DK=98 NA=99		LF24 How many hours did [...] spend in this main job last week? DK=98 NA=99	
	In 1,000 LL			Hours		Minutes																
1	1	2	3	4	5	6	8	9														
2	1	2	3	4	5	6	8	9														
3	1	2	3	4	5	6	8	9														
4	1	2	3	4	5	6	8	9														
5	1	2	3	4	5	6	8	9														
6	1	2	3	4	5	6	8	9														
7	1	2	3	4	5	6	8	9														
8	1	2	3	4	5	6	8	9														
9	1	2	3	4	5	6	8	9														
10	1	2	3	4	5	6	8	9														
11	1	2	3	4	5	6	8	9														
12	1	2	3	4	5	6	8	9														
13	1	2	3	4	5	6	8	9														
14	1	2	3	4	5	6	8	9														
15	1	2	3	4	5	6	8	9														

	Main important job, cont'd	Additional jobs and underemployment	
	LF25 How did [...] obtain this job? 1 Directly to employer 2 Friends/relatives 3 Employment office 4 Job ad in newspaper, TV, Internet and etc. 5 Started own business 6 Family business 7 "Daily labour pool" 8 Other, specify: _____ 98 DK 99 NA	LF26 In addition to this job, how many, if any, additional job(s), either full-time or part-time, did [...] have last week? 'Job' includes work in a family business, farming or in own self-employed business. If 00, All → LF29 7 = 7 or more jobs 8 = DK 9 = NA	LF27 How much did [...] earn in all jobs (including main job) last week? DK=9998 NA=9999 In 1,000 LL
# of person			
1	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>
13	<input type="text"/>	<input type="text"/>	<input type="text"/>
14	<input type="text"/>	<input type="text"/>	<input type="text"/>
15	<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional jobs and underemployment, cont'd						Work past 12 months
# of person	LF28 How many total hours did [...] work last week in all jobs (including main job)? Include overtime and hours worked for a job at home or household farm, etc.	LF29 During the past week (last 7 days) did [...] want to work more hours? 1 Yes 2 No → LF33 8 DK → LF33 9 NA → LF33	LF30 Was [...] available for more work during the past week (last 7 days) or will [...] be available for more work in the next two weeks? 1 Yes 2 No 8 DK 9 NA	LF31 What are the <u>two main reasons</u> that [...] is not working as much as (s)he wants? 1 Not allowed or not permitted by employer 2 DK how to look for job 3 Wages /salaries of available work not acceptable 4 Conditions of available work not acceptable 5 Available work not compatible with skills or training 6 Too limited info about available jobs 7 Job opportunities are too scarce 8 Lack of work permit 9 Other legal obstacles 10 Legal restriction to areas with employment 11 Long distance/costly travel to areas with employment 12 Discrimination of Palestinians 13 Discrimination of women 14 Cheap labour from other countries 15 Home duties/housework 16 Parents/husband disagree/social restrictions 17 Illness or disability 18 Too old 19 Other, specify: _____ 98 DK 99 NA If more than one reason given, ask respondent to rank them according to importance	LF32 In the past 4 weeks, did [...] actively seek more work? 1 Yes 2 No 8 DK 9 NA	LF33 Altogether, how many months did [...] work during the past <u>12 months</u> ? 98 DK 99 NA
	Hours worked			1 st reason	2 nd reason	
1	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
2	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
3	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
4	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
5	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
6	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
7	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
8	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
9	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
10	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
11	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
12	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
13	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
14	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9
15	<input type="text"/>	1 2 8 9	1 2 8 9	<input type="text"/>	<input type="text"/>	1 2 8 9

Section: Health

Chronic illnesses					
# of person	HH01				HH02
	<p>Does [...] suffer from any physical or psychological illness of prolonged nature, or any afflictions due to an injury, due to a handicap, or due to age?</p> <p>Do not include temporary complaints the respondent might experience at the moment</p> <p>1 Yes 2 No → HE 8 DK → HE 9 NA → HE</p>				<p>Does [...] find it difficult to go out on his/her own without the help of other people because of the chronic health problem or handicap?</p> <p>1 Yes, a bit difficult 2 Yes, definitely 3 Not applicable / < 2 years 4 No 8 DK 9 NA</p>
1	1	2	8	9	1 2 3 4 8 9
2	1	2	8	9	1 2 3 4 8 9
3	1	2	8	9	1 2 3 4 8 9
4	1	2	8	9	1 2 3 4 8 9
5	1	2	8	9	1 2 3 4 8 9
6	1	2	8	9	1 2 3 4 8 9
7	1	2	8	9	1 2 3 4 8 9
8	1	2	8	9	1 2 3 4 8 9
9	1	2	8	9	1 2 3 4 8 9
10	1	2	8	9	1 2 3 4 8 9
11	1	2	8	9	1 2 3 4 8 9
12	1	2	8	9	1 2 3 4 8 9
13	1	2	8	9	1 2 3 4 8 9
14	1	2	8	9	1 2 3 4 8 9
15	1	2	8	9	1 2 3 4 8 9

Section: Economy

CONSUMER DURABLES		Household Owns?						
		Yes=1	No=2	DK=8	NA=9			
HE01	I am going to read a list of items. For each, please tell me whether your household or one of its members owns such an item.	1	.....	Refrigerator	1	2	8	9
		2	.....	Gas or electric stove (cooking)	1	2	8	9
		3	.....	Gas or electric oven (heating)	1	2	8	9
		4	.....	Kerosene or diesel oven (heating)	1	2	8	9
		5	.....	Electric fan	1	2	8	9
		6	.....	Washing machine (for clothes)	1	2	8	9
		7	.....	Dishwasher	1	2	8	9
		8	.....	Vacuum cleaner	1	2	8	9
		9	.....	Sewing machine	1	2	8	9
		10	.....	Mix-master / electric blender	1	2	8	9
		11	.....	Radio / cassette player	1	2	8	9
		12	.....	Television set	1	2	8	9
		13	.....	Cable TV subscription	1	2	8	9
		14	.....	Satellite dish	1	2	8	9
		15	.....	Video player	1	2	8	9
		16	.....	DVD player	1	2	8	9
		17	.....	Photo camera	1	2	8	9
		18	.....	Video camera	1	2	8	9
		19	.....	Ordinary telephone	1	2	8	9
		20	.....	Mobile telephone	1	2	8	9
		21	.....	Personal computer	1	2	8	9
		22	.....	Internet connection	1	2	8	9
		23	.....	Air conditioner	1	2	8	9
		24	.....	Car or truck	1	2	8	9
		25	.....	Motorbike	1	2	8	9

<p><i>We will now list all the various types of income that the household may possibly have, and ask you to estimate the net (after tax) income for each type that the household or any of its members received during the past 12 months.</i></p> <p><i>For income in kind, we will ask you to estimate the market value of the income type. By market value we mean the amount of money you would have to pay if you had to buy these commodities or services in the market.</i></p>		<p>1 Yes, had income 2 No, did not have 3 Had, don't know LL 4 Had, refuse to tell LL 8 DK 9 NA</p>	<p>INCOME LAST YEAR, IN 1,000 LL</p>	<p>INCOME LAST MONTH, IN 1,000 LL</p>
Wage income				
HE02	Wages, salary, commission payments, bonuses or other cash income (including overtime allowances) from employer	1 2 3 4 8 9	_____, _____	_____, _____
HE03	In kind payments (except free or subsidised housing) from employer	1 2 3 4 8 9	_____, _____	_____, _____
HE04	Pay for seasonal labour in agriculture (harvest, weeding etc.)	1 2 3 4 8 9	_____, _____	_____, _____
HE05	Other income received from employer	1 2 3 4 8 9	_____, _____	_____, _____
Self employment income				
HE06	Income from household non-agricultural enterprise	1 2 3 4 8 9	_____, _____	
HE07	Income from household agricultural enterprise including sale of eggs, meat, vegetables produced by the household	1 2 3 4 8 9	_____, _____	
HE08	Income from home production for pay/sale such as embroidery, carpet weaving, other handicrafts or food preparation	1 2 3 4 8 9	_____, _____	
HE09	Income from street vending etc. of cigarettes, lottery coupons, and value of food or other items collected (or acquired through begging) for own consumption.	1 2 3 4 8 9	_____, _____	
HE10	Market value of consumption of own-produced food from garden plots, fruit/olive trees, or ordinary agriculture, eggs or meat from own production	1 2 3 4 8 9	_____, _____	
HE11	Income from informal taxi or other transport services, building repair work painting, plumbing or other such work for payment, for cash or in kind	1 2 3 4 8 9	_____, _____	
HE12	Other self-employment income	1 2 3 4 8 9	_____, _____	

Transfer income							
HE13	Money gifts/assistance/transfer from relatives abroad	1	2	3	4	8 9	□□□□, □□□□
HE14	Money gifts/assistance/transfer from relatives inside the country	1	2	3	4	8 9	□□□□, □□□□
HE15	Gifts/assistance/transfer in kind from relatives abroad	1	2	3	4	8 9	□□□□, □□□□
HE16	Gifts/assistance/transfer in kind from relatives inside the country	1	2	3	4	8 9	□□□□, □□□□
HE17	Money gifts/assistance/transfer from other households/individuals abroad	1	2	3	4	8 9	□□□□, □□□□
HE18	Money gifts from other households/individuals inside the country	1	2	3	4	8 9	□□□□, □□□□
HE19	Retirement pensions (from former employers)	1	2	3	4	8 9	□□□□, □□□□
HE20	Social security payments, pensions, unemployment benefit, child benefits, housing support or other money support from UNRWA	1	2	3	4	8 9	□□□□, □□□□
HE21	Support in kind from UNRWA (food rations, food coupons etc.) except subsidised housing	1	2	3	4	8 9	□□□□, □□□□
HE22	UNRWA poverty relief payments	1	2	3	4	8 9	□□□□, □□□□
HE23	Money support or support in kind from private or religious organisations / non-government org.	1	2	3	4	8 9	□□□□, □□□□
HE24	Other gifts or transfers	1	2	3	4	8 9	□□□□, □□□□
Property income							
HE25	Income in cash or kind from renting out land	1	2	3	4	8 9	□□□□, □□□□
HE26	Income in cash or kind from renting out buildings, rooms	1	2	3	4	8 9	□□□□, □□□□
HE27	Interest income from savings/loans given out, yields on stock and bonds etc.	1	2	3	4	8 9	□□□□, □□□□
HE28	Other property income	1	2	3	4	8 9	□□□□, □□□□

Other income			
HE29	Student Fund and other scholarships, grant	1 2 3 4 8 9	_____, _____
HE30	Insurance payments or other compensation for damages	1 2 3 4 8 9	_____, _____
HE31	Alimony, inheritance, dowry received	1 2 3 4 8 9	_____, _____
HE32	Income from lottery / gambling	1 2 3 4 8 9	_____, _____
HE33	Sale of tangible assets (cars, durables, jewellery) and other used items (furniture, clothes, household equipment)	1 2 3 4 8 9	_____, _____
HE34	Sale of land or buildings	1 2 3 4 8 9	_____, _____
HE35	Other receipts	1 2 3 4 8 9	_____, _____
Total income			
HE36	Altogether, how much did all members of your household earn or receive as gifts, in cash or kind, the last 12 months?	998 = DK 999 = NA	_____, _____

Savings and Economic self-assessment				
HE37	In the last 12 months, did your household have more, the same or less income than in the 12 months before that?	More income (Almost) the same income Less income DK NA	1 2 3 8 9	
HE38	Does anybody in your household have a savings account at a bank or other formal credit institution?	Yes No DK NA	1 2 8 9	
HE39	Does anybody in your household have savings in the form of gold or other precious metals?	Yes No DK NA	1 2 8 9	
HE40	Does anyone in the household use informal <i>jam'iyya</i> to save money?	Yes No DK NA	1 2 8 9	
HE41	Consider the total economic situation of your household. Please tell me if the following statements describe your situation? Read options one by one. If yes in 1, circle no in 2,3 directly. Do not ask	1 = Yes, 2 = No, 8 = DK, 9 = NA 1. We feel we are among the well-offs in Lebanon 2 .....We are not rich, but we manage to live well 3 .....We are neither rich nor poor	 1 2 8 9 1 2 8 9 1 2 8 9	
HE42	If your household had a sudden need for LL 300.000 would you be able to raise the money within a week? If yes, probe: How?	Yes, I would use savings Yes, with some help from others Perhaps, but I doubt it No, it would be impossible DK NA	1 2 3 4 8 9	→ HE45

HE43	Since when has the economic situation of your household been difficult?	More than 10 years or always Last 5-10 years Last 2-5 years Last 2 years Last year Situation not difficult DK NA	1 2 3 4 5 6 8 9	→ HE45
HE44	Do you think this situation will improve in the future? If yes, ask: When do you think it will be better?	Yes, in some weeks Yes, in some months Yes, hopefully in a few years No, it will last Up to God DK NA	1 2 3 4 5 8 9	
HE45	Does UNRWA consider your household as a “Special Hardship Case”?	Yes No DK NA	1 2 8 9	

EHC Survey

Survey among Palestinian Refugees in Ein El-Hilweh Camp

Person (RSI) Questionnaire

Respondent	
AC12	RSI R. Number <input type="text"/>
Interview status	
AR01	Interview status
	Interview completed 1
	Refusal converted 2
	Partly completed 3
	No usable information 4
	No contact 5
	Refusal 6

WC: Working Conditions and Training

WC01	Interviewer check item: Is this person marked Yes (=1) in LF02, LF03 or LF04 (worked last week), or LF05 (absent from job)	Yes No	1 2	→ SW
Your household member informed us that you were working or temporarily absent last week. First, I want to ask some questions about your current <u>main or most important job</u> .				
WC02	What is the approximate number of employees at this workplace?	DK=998, NA=999 Number of employees	_____	
WC03	Have you signed a written contract for this job?	Yes No DK NA	1 2 8 9	
WC04	To what extent do you use the knowledge/skills you acquired during your education on this job? Is it ... Read all categories	Not at all Very little Somewhat Very much Not applicable – No education DK NA	1 2 3 4 5 8 9	
WC05	Which working schedule best describes your situation? Is it ... Read all categories	Normal day shift (6 am - 6 pm) Work outside regular hours (6 pm - 6 am) Rotating shift (i.e. shift work which involves night work regularly) Other/ “mixed” work schedule DK NA	1 2 3 4 8 9	
WC06	Now, I would like you to describe how much you feel satisfied with this job. Are you generally ...	Very satisfied Satisfied A little bit dissatisfied Very dissatisfied	1 2 3 4	
WC7	Do you fear losing your main job due to closures, redundancies or for other reasons during the next few years?	Yes, due to redundancies Yes, for other reasons No Not applicable – daily labour DK NA	1 2 3 4 8 9	→ SW
WC08	If you lost this job, how easy would it be for you to find another job? Would it be ...	Very easy Fairly easy A little difficult Very difficult Impossible DK NA	1 2 3 4 5 8 9	
WC09	How did you obtain this job?	Directly to employer Friends/relatives Employment office Job ad in newspaper, TV, Internet and etc. Started own business Family business “Daily labour pool” Other, specify: _____ DK NA	1 2 3 4 5 6 7 8 98 99	

SW: Seeking Work

SW01	Have you ever tried to find a job?	Yes No DK NA	1 2 8 9	
SW02	Are you now actively looking for a long-term job/permanent or <u>additional</u> work, or did you during the past 5 years look for a job?	Yes, looking now Yes, looked before No NA	1 2 3 9	→ AE → AE
SW03	Looking for work, what are/were the <u>two</u> <u>greatest</u> <u>difficulties</u> you encounter(ed)? If more than one difficulty, ask respondent to rank them.	Wages /salaries of available work not acceptable Conditions of available work not acceptable Available work not compatible with skills or training Too limited information about available jobs Job opportunities are too scarce Lack of work permit Other legal obstacles Legal restriction to areas with employment Long distance/costly travel to areas with employment Discrimination of Palestinians Discrimination of women Cheap labour from other countries Other reason, specify: _____ DK NA	1 2 3 4 5 6 7 8 9 10 11 12 13 98 99	1 st |_|_| 2 nd |_|_|

AE: Attitudes about Education and Health Services

AE01	Interviewer check HR05: Is respondent aged 15-29?	Yes No	1 2	→ AE05
AE02	Have you ever been enrolled in UNRWA intermediate school in EHC?	Yes No NA	1 2 9	→ AE05 → AE05
AE03	All things considered, how good was the quality of the education you received in the intermediate school? Would you say it was ...	Excellent Quite good Adequate Poor Very poor DK NA	1 2 3 4 5 8 9	
AE04	What do you think are the <u>3 most important</u> issues to be improved on in UNRWA's Intermediate school in EHC? If Respondent mentions more than 3 issues, probe for the <u>3 most important</u>	Textbooks and curriculum Educational equipment and learning facilities Too many pupils in class Teachers lack qualifications or skills Buildings and physical facilities School is too small School is too big Teaching methods and practices Teachers' commitment to teaching Teachers' attitudes and perception of pupils Communication between parents and school, and the role of parents in school Student conduct, behaviour, and discipline Double-shift system was not convenient Other, specify: _____ No improvements needed DK NA	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 98 99	
AE05	I would like to ask about your opinion about the relationship between education and work. Overall, how important do you think education is for finding a job? Is it ...	Very important Fairly important Not very important Not important at all DK NA	1 2 3 4 8 9	
AE06	Do you have a child (or more) currently enrolled in UNRWA's elementary or preparatory school in EHC, or do you have a child who have attended UNRWA's elementary or preparatory school in EHC during the past five years but who have now completed or left the school?	Yes No	1 2	→ AE09
AE07	All things considered, how good is the education [...] is/was receiving in his/her/their school? Would you say it is/was ...	Excellent Quite good Adequate Poor Very poor DK NA	1 2 3 4 5 8 9	

AE08	<p>What, in your opinion, are the most important issues to be improved on in the UNRWA schools?</p> <p>Mark up to <u>3</u> answers</p> <p>If respondent mentions more than 3 issues, probe for the <u>3 most important</u></p>	<p>Textbooks and curriculum 1</p> <p>Educational equipment and learning facilities 2</p> <p>Too many pupils in class 3</p> <p>Teachers lack qualifications or skills 4</p> <p>Buildings and physical facilities 5</p> <p>School is too small 6</p> <p>School is too big 7</p> <p>Teaching methods and practices 8</p> <p>Teachers' commitment to teaching 9</p> <p>Teachers' attitudes and perception of pupils 10</p> <p>Communication between parents and school, and the role of parents in school 11</p> <p>Student conduct, behaviour, and discipline 12</p> <p>Double-shift system was not convenient 13</p> <p>Other, specify: _____ 14</p> <p>No improvements needed 15</p> <p>DK 98</p> <p>NA 99</p>	
AE09	Interviewer check: Is respondent a woman or a man?	<p>Woman 1</p> <p>Man 2</p>	→ AE15
AE10	Interviewer check HR05: Is respondent <45 years of age?	<p>Yes 1</p> <p>No 2</p>	→ AE15
AE11	Interviewer check HR12: Is respondent currently married (HR12=2)?	<p>Yes 1</p> <p>No 2</p>	→ AE15
AE12	Do you have a child who is now <10 years of age?	<p>Yes 1</p> <p>No 2</p> <p>NA 9</p>	→ AE15 → AE15
AE13	In relation to your latest pregnancy, did you visit the UNRWA clinic in EHC either for pre-natal or post-natal check-ups at least once?	<p>Yes 1</p> <p>No 2</p> <p>NA 9</p>	→ AE15 → AE15
AE14	All things considered, how good was the quality of the control you received? Would you say it was ...	<p>Excellent 1</p> <p>Quite good 2</p> <p>Adequate 3</p> <p>Poor 4</p> <p>Very poor 5</p> <p>DK 8</p> <p>NA 9</p>	
AE15	Have you during the past two years at least one time visited an UNRWA clinic in EHC with problems in relation to a chronic illness or disability you might have?	<p>Yes 1</p> <p>No 2</p> <p>NA 9</p>	→ AE17 → AE17
AE16	Thinking back at the last time you visited an UNRWA clinic in EHC with your chronic health problem, how good was the quality of the consultation and treatment you received? Would you say it was ...	<p>Excellent 1</p> <p>Quite good 2</p> <p>Adequate 3</p> <p>Poor 4</p> <p>Very poor 5</p> <p>DK 8</p> <p>NA 9</p>	
AE17	Have you during the past two years at least one time visited an UNRWA clinic in EHC due to acute illness?	<p>Yes 1</p> <p>No 2</p> <p>NA 9</p>	→ AE19 → AE19

AE18	Thinking back at the last time you visited an UNRWA clinic in EHC for an acute illness, how good was the quality of the consultation and treatment you received? Would you say it was ...	Excellent Quite good Adequate Poor Very poor DK NA	1 2 3 4 5 8 9
AE19	Considering everything you know about UNRWA's health clinics in EHC, including your own possible experience from using them, what, in your opinion, are the most important issues to be improved on? Mark up to <u>3</u> answers If respondent mentions more than 3 issues, probe for the <u>3 most important</u>	Higher number of personnel More attendance More time with doctor More time during consultations Better skilled health personnel Larger rooms More privacy Better hygiene Better information Always doctors of both sexes on duty Less waiting/shorter waiting time Guaranteed access to a doctor Free medicines Better cooperation with specialised clinics or hospitals Easier transfer to specialised clinics or hospitals Other, specify: _____ No improvements needed DK NA	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 98 99

Attitudes on Other Issues

<i>Finally I will enquire about you opinions to various issues. The initial questions deals with life in EHC.</i>			
PRO1	All things considered, what do you think about the security situation in EHC? Would you say it is ...	Excellent Quite good Adequate/acceptable Bad Very bad DK NA	1 2 3 4 5 8 9
PRO2	People in EHC interact with the population of the neighbouring city of Saida to various degrees. All things considered, what is your opinion about the relationship between Saida and EHC? Would you say it is ...	Excellent Quite good Adequate/acceptable Bad Very bad DK NA	1 2 3 4 5 8 9
PRO3	In a normal week, how many days do you leave the camp at least once?	Number of days	9 NA |_|
<i>I am now going to ask you some questions about your attitudes towards women, work and family life.</i>			

PR04	<p>What follows are some statements about women. For each of the statements, we would like to know if you support it, feel indifferent, or are against it.</p> <p>If a woman wants to, she should be allowed to ...</p> <ol style="list-style-type: none"> 1. work outside the house. 2. take higher education 3. participate in voluntary social activities. 4. drive cars. 5. run a business. 6. vote in elections. 7. be a minister or parliamentarian 	<p>1 = Support 2 = Indifference 3 = Are against 8 = DK 9 = NA</p> <p>1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9</p>	
PR05	<p>I will next present six statements about woman and work. For each statement, please tell me how much you agree or disagree with it. Do you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree that ...</p> <ol style="list-style-type: none"> 1. A married women should not have paid employment if she has a husband capable of supporting the family 2. Women should not combine full-time employment and raising children 3. In times of high unemployment married women should stay home 4. If the children are well looked after, it's good for a woman to work 5. Most women work because they are in need for money, and not for extras 6. A pre-school aged child is likely to suffer if his or her mother works 	<p>Strongly agree=1 Agree=2, Indifferent=3, Disagree=4, Strongly disagree=5, DK=8, NA=9</p> <p>1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9 1 2 3 4 5 8 9</p>	
PR06	<p>Now I will list some jobs. For each job, please indicate whether you think the job is particularly suitable for men only, particularly suitable for women only, or suitable for both men and women equally.</p> <ol style="list-style-type: none"> 1. Social worker..... 2. Police officer..... 3. Secretary..... 4. Car mechanic..... 5. Nurse..... 6. Teacher..... 7. Lawyer..... 8. Bank manager..... 9. Family doctor/General practitioner..... 10. Director of international company..... 11. Construction worker..... 12. Housemaid..... 13. Street cleaner..... 14. Waiter..... 15. College teacher..... 16. Researcher..... 17. Agricultural worker..... 	<p>1=Suitable for men only 2=Suitable for women only 3=Equally suitable; 8=DK; 9=NA</p> <p>1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9 1 2 3 8 9</p>	
PR07	<p>If the availability of work were better, do you think that many housewives would turn to paid employment outside the home?</p>	<p>Yes 1 No 2 I am not sure (DK) 3 NA 9</p>	
PR08	<p>Interviewer check: Is respondent a housewife not in the labour force (LF11=17)?</p>	<p>Yes 1 No 2</p>	<p>→ End</p>

PR09	If you had the opportunity, would you like to have paid work outside the home either part time or full time?	Yes, full time	1
		Yes, part time	2
		No	3
		DK	8
		NA	9

The End