STEP Skills Measurement Survey

<*COUNTRY*>

Household Survey
2012-13

Interviewer's Manual &Team Supervisor's Manual

CARRY THIS MANUAL ALL THE TIME YOU ARE WORKING IN THE FIELD

Version December 30, 2012

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1 Introduction

Skills are at the core of improving employment outcomes and increasing productivity and growth. Across countries, unemployment and low productivity employment can often be the result of workers not having the right skills to match the requirements of available job openings or having limited opportunities to access high quality pre-employment or skills upgrading training programs. In many countries education and training systems often lack quality and labor market relevance, leaving workers ill-prepared for the labor market.

Against this background, the World Bank launched a multi-country research program that finances country-level studies to determine how different skill sets affect an individual's labor market opportunities. The studies are expected to fill critical knowledge gaps on the role and demand for different types of skills sets in the labor market and assist in the design of tailored education and training policies to boost employability and productivity.

The research program has the following two objectives: (1) develop and apply harmonized survey instruments to: (i) assess the distribution of cognitive, non-cognitive, and technical skills in the labor force of middle-and low-income countries and the demand for these skills by employers, (ii) assess the impact of different types of skills on labor market outcomes, and (iii) analyze the extent to which there are skills mismatches in participating countries; and (2) support country research teams to adapt and implement the surveys in several countries, analyze the results, and identify policy interventions that may be useful to step up the supply of skills sets needed to improve employability and productivity. The application of harmonized surveys in a broad range of country contexts will provide an opportunity to validate findings across countries and distill lessons that may be applicable beyond the countries under review.

As in each of the countries participating in the study, the firm <**FIRM'S NAME**> –for whom you work– will administer questionnaires at the household level, and then choose one household member to complete individual modules.

The household survey is expected to collect information on the working-age population's workplace skills, personal skills and literacy level, as well as background information on its family structure, general health, education, and employment history.

The objective of this manual is (1) to help you to become familiar with the survey methodology which will be used to implement the survey; and (2) understand the contents of the household questionnaire and learn how to administer it in the field.

2 Interviewer's Tasks and Obligations

Interviewers, who successfully complete the training course, will sign a service contract with the survey firm <**FIRM'S NAME**>, that defines their status and obligations within the survey. Interviewers will be provided with training course material and resources to get to the place of their work. In addition, they will have accreditations and be included in the working group.

Data collection will last <**XXX**> months. All participants will have to make themselves available during this period and to have their materials necessary to ensure smooth work.

Interviewers will be responsible for locating selected households, and for interviewing the designated persons in order to get information from all households and from the appropriate household members in line with the norms, procedures and instructions contained in this manual.

An Interviewer's work is, without doubt, one of the most important tasks in this survey. Coverage, quality and accuracy of information mainly depend on whether the Interviewer does his/her job well and is responsible and cooperative.

The Interviewer is responsible for filling questionnaires for all selected households. Interviewer's tasks, functions and obligations cannot be delegated to another person.

Interviewers, being important participants of a survey of high significance for the country, should behave in line with the following norms and rules.

2.1 Interviewer's Tasks

1. To participate actively in and to complete the training course.
2. To study carefully the Manual and other instructions in order to understand them fully.
3. To comply with instructions and recommendations contained in the Manual and any instruction given by persons responsible for the survey, including the Supervisor and Survey Management Team.
4. To carry out interviews through personal visits to households to interview each individual as it is specified in certain modules, and in that way to directly collect information. (Do not forget that an Interviewer's task cannot be delegated or transferred to anybody else.)
5. To visit the household as many times as necessary, in order to find the direct respondent, to correct inaccurate or to complete incomplete information. Remember: An Interviewer is, by contract, obligated to make himself/herself fully available for work in the survey, thus he/she must be available for carrying out the survey at any time the respondent specifies as the most convenient for him/her: weekend, holidays, evenings, etc.
6. During the interview should behave professionally and formally in accordance with the important work he/she performs.

7 To visit households in a tidy and professional outfit, keeping in mind that this is an important aspect for ensuring cooperation from the household and good quality data.

8 To come to work on time according to Supervisor's instructions.

9 To make him/herself available at any time he/she is needed during the survey implementation.

10 To complete given assignments according to the correct standards. To hand over to the Supervisor all filled questionnaires with properly entered information, every day.

11 To perform all scheduled interviews at the time they are planned. In case it is not possible to interview a selected household, the Interviewer should inform his/her Supervisor, who will make a decision on necessary changes in accordance with established procedures. Remember that the Interviewer is not allowed to select on his/her own a replacement household to interview.

2.2 What the Interviewer Must NOT Do

1 The work of the Interviewer is personal and cannot be transferred to anybody else. In other words, no one else can do the Interviewer's work.

2 No one involved in the survey (Interviewer, Supervisor, data entry operator) can be engaged in any other job during the survey. Work on the survey is a full-time job throughout the duration of the survey.

3 The Interviewer is not allowed to amend any information obtained from the respondent.

4 The Interviewer must not disclose, repeat or comment on information obtained from the respondent, nor show the completed questionnaire to any other person except his/her Supervisor or other project staff. Remember that information given by the respondent is confidential.

5 Do not bring anybody who is not a work team member during interviews with respondents.

6 Do not put any pressure on respondents, nor encourage them to answer by giving false promises or offers.

7 All collected information must be handed over to the Supervisor without any amendments or destruction.

2.3 Material for the Interviewers

Documents and material that the Interviewer will need for his/work will be given to him/her by the Supervisor at the beginning of the work.

They include:

- An ID card provided by the firm <**FIRM'S NAME**>
- A brochure explaining the STEP survey
- A map of the area where interviews will take place
- List and addresses of households to be interviewed
- Letter for head of the household, requesting cooperation
- Questionnaire
- Reading Exercise Booklets
- This instruction manual
- Stationery needed for work

Do not forget to bring the Interviewer Manual and to consult it or talk to your Supervisor in case any problem occurs in order to come to a quick and correct solution.

2.3.1 Listing of All the Dwelling Units in the PSU

< FOR COUNTRIES HAVING LISTINGS DONE BY THE INTERVIEW TEAMS > An important task when arriving in a PSU (Primary Sampling Unit) will be for the listing operation to take place. The Supervisor will lead this exercise.

The "listing operation" refers to the field operation where enumerators visit ***each selected Primary Sampling Unit*** (PSU), to update the existing maps and prepare the list of all households currently living there by visiting door to door all the dwellings in the PSU. Households to be interviewed for this STEP survey will then be randomly selected from this list.

Household listing is a field operation that requires training and supervision: It is essential to list all households in the PSU. This seems obvious and trivial, but achieving this objective is harder than it seems, and not achieving it will critically affect the quality of the survey, because excluded households cannot be assumed to be similar to listed households

A PSU typically contain from 50 to 200 households, but this may vary by country. In some countries PSUs that are exceptionally large have been divided into segments, and in this case, one segment is selected randomly in order to economize on household listing.

Sometimes dwellings are listed instead of households – this depends on the usual method employed in the country or by a firm. A dwelling is defined as "a group of rooms or a single room occupied or intended for occupancy as separate living quarters by a family or some other group of persons living together, or by a person living alone."

Some dwellings may be unoccupied, or non-housing units (institutions such as hospitals, students' dormitories, military barracks, etc.), and some may be occupied by two households or more, but the large majority of dwellings are occupied by a single household. (The average number of households per dwelling ranges from 0.9 to 1.1 in most countries.) If a dwelling with two or more households is selected in the sample, we will select one of them as we will explain later (see Section 6.1.2).

The two most important characteristics of the list are that (1) all dwellings in each PSU be included on it and (2) that it allows the selected dwellings to be located easily.

The complete list should always be recorded in a standard form with one line per dwelling. The list can be several pages long, depending on the size of the PSU and the number of enumerators engaged in the operation. An example of one type of listing form is shown below:

LISTING FORM

CEA Number: ____________________

Interviewer Name ____________________

line Number	Type of building Housing unit 1 Empty/ abandoned dwelling 2 Non-housing unit 3	Information source Household accepted 1 Household refused 2 Neighbour 3 Own observation 4 Other 5	Address	Name of household head	Serial number of eligible HHlds	Selectd household #
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						

At the top, you have to write the PSU's unique number and the enumerator's name. This list itself has the following columns:

1. **<u>Line Number</u>**: Serial pre-printed number that will start in "1" and end in "n" where "n" is the maximum estimated number of households in the PSUs of the country.

2. **<u>Type of building</u>**: When listing households, you may find some dwellings that do not have households, such as:
    a. Empty/ abandoned dwelling
    b. Non-housing unit

3. **Information source**: Refers to willingness of the household to provide information and who has provided information.

4. **Address**: It is very important that this address is written as detailed as possible, because it is the information that the Interviewers will need to locate the households later. When street addresses are not available (which is the case in the rural areas of many countries), the address should include references to landmarks that are known in the area.

5. **Name of household head** – This name is to ease in the identification of the household, and is the person who the household members mention as the head.

6. **Serial number of eligible households**: This serial number excludes the dwellings listed that do not correspond to households.

7. **Selected household #**: This column is to be used once the selection of 30 households has been performed.

Once the listing exercise is completed, the Team Supervisor will randomly select the 15 households to be interviewed in the PSU, as well as reserve households that may be required to be activated (used) in the case of a non-response by one of the originally selected 15 households.

Note that since STEP is a household survey, collective dwellings or group quarters are excluded. For examples prisons, hospitals, nursing homes or college dormitories, halfway homes, and workers' quarters should be excluded from the survey.

2.3.2 Maps

< FOR COUNTRIES USING HOUSEHOLDS CHOSEN FROM A CENSUS FRAME – NO LISTING REQUIRED IN THE PSU > Before starting to interview households, the Interviewer should, together with his/her Supervisor, familiarize him/herself with selected enumeration areas and exact location of the selected housing units. To that end, the Interviewer should study maps of all enumeration areas together with the list of housing units.

The Interviewer should fully understand the distribution of the sample (of selected households) their mutual relations, roads and other communications in order to be able to plan his/her work.

The Interviewer will be given the following material:

- Drawing of the selected area, with located settlements, and with all physical infrastructures, streets with all buildings, including housing units.

- List of housing units corresponding to each part of the sector, with information on each unit: street, number, floor, name of the head of the household, and any additional information to ensure easy identification of the household. Households from the list that should be interviewed should be highlighted.

2.3.3 Flow of Material and Reports

The Interviewer must hand over to his/her Supervisor properly filled questionnaires and reading Exercise Booklets, and report all the information about the fieldwork he/she has conducted:

1 The Supervisor will be filing a report on the summary of results of conducted interviews: number of filled questionnaires, list of housing units which were not completed for any reason (could not be located, no one in the dwelling, or partly or completely refused and at which stage) This report will also include the number of used reserve households approved by the Supervisor from the list of reserves, and the reason for the non-response for each originally selected household.

2 The Interviewer should report to the Team Supervisor any issue or problem faced in the field, e.g. in terms of maps, household identification, incomplete questionnaires, respondents behavior and opinion, scheduled subsequent visits, absent household members, etc. in order to resolve problems in the field.

3 And finally, the Interviewer should report any other observation that the Interviewer thinks the Team Supervisor should be informed about for the sake of successful fieldwork.

3 Survey Methodology and Procedures

This chapter describes techniques, strategies, procedures and norms to be followed for proper implementation of the survey.

3.1 Interview Technique

The following instructions are focused on the form and procedures for carrying out the interview in order to ensure this activity is performed in an adequate and appropriate manner.

It is important to emphasize the need for all staff to fully understand the questionnaire, as well as the manual with the instructions and maps: these are crucial elements for successful survey and obtaining accurate results.

Keep in mind that the households to be interviewed could have different cultural background and different reactions, attitudes and behavior in terms of the survey. The Interviewer will have to interact with households of different structure, social and economic status, different level of education, employment status, habits, religion, etc. It means that the Interviewer will have to develop significant understanding and communication techniques in order to be able to establish good relations with different persons. In that way he/she will achieve success in different situations which he/she could face during the survey, particularly difficult ones. Moreover, the Interviewer must establish trust with the respondent, which will enable him/her to get reliable and positive survey results.

3.1.1 Introduction to the Household

The moment when the Interviewer and respondent meet for the first time is crucial for the success of the interview. Thus, the first impression is important: an Interviewer's appearance; his/her attitude at the very beginning and what he/she says are crucial for further work. Interviewers should be properly and professionally dressed for their work.

Once selected households are located, the Interviewer should ask to talk to the head of the household (or his/her spouse). (In case of more than one household living in the dwelling unit, see Section 6.1.2 to see how to randomly choose one of the households for interviewing). The Interviewer should greet the person in a kindly and friendly manner, introduce him/herself and hand over the *Introduction Letter*. Then the Interviewer should explain briefly and concisely the purpose of the survey, the importance of the project and the need for cooperation by all household members.

One of the ways the Interviewer could introduce him/herself, is the following:

<Adapt the introduction to the country context >

Hello, my name is [insert your name] I am collecting data for a study sponsored by the Government of [COUNTRY] and the World Bank. Here is my identification card. This survey is part of a project that is carried out in several countries around the world. The project aims to assess the level of skills in [COUNTRY]. The findings will help policymakers design policies and programs to improve the labor market in [COUNTRY]. The information that your household will provide during this interview is strictly confidential and will be used only in aggregated form for research. Your household was randomly chosen among all households in your locality. Hundreds of other households across the country have also been selected to form a representative sample. We will very much appreciate if you can give us your time and cooperation as your contribution is critical to the success of this project. We would ask for your cooperation to complete two short sections of the questionnaire, and then we will identify one member aged 15-64 years and will ask him/her about topics such as different skills, employment, household enterprises, family and general health. ***Please be assured that all answers will be treated as strictly confidential****."*

It is important that the Interviewer has a friendly attitude towards the respondent with self-confidence. If the Interviewer gives the impression of being nervous or insecure, he/she will not convey enough confidence to the respondent in order to obtain necessary cooperation, participation and attention from the respondent.

The Interviewer should always try to maintain the same mood throughout the interview: if the respondent for any reason gets tired or disturbed, take a few minutes break in the interview for the respondent to calm down, and start again only then.

3.1.2 Effective Communication

Communication is to be established after the Interviewer introduces him/herself, explains that this is a survey implemented throughout the country, and explains the importance of the respondent's cooperation for those who analyze options for addressing existing employment problems in the country. During this short introduction, as the Interviewer is getting ready to start the interview, the Interviewer must explain the purpose of the survey, and emphasize that collected data are confidential. The latter is crucial to avoid any fear of misuse of the answers given. All data will be used for statistical purposes, and the data which identify in any way any person or any household will not be used.

Keep in mind that at the beginning of the interview, level of attention, communication, confidence, participation and data provision is low. The Interviewer's task is to gradually increase the respondent's attention and interest and to maintain it at the highest possible level throughout the interview. The rhythm of the survey, tone of questions, adequate speed in question formulation, dynamics of the interview itself, knowledge about the questions and their order are all factors that determine the success of the interview. If the Interviewer reads questions with a monotonous or nervous voice, or without any rhythm, obtained information are likely to be of poor quality and the respondent will not be interested to answer.

The Interviewer should not give the impression that he/she considers him/herself an important person because of the assignment he/she performs on behalf of <NAME OF FIRM>. He/she should be open, friendly and decisive, show that he/she is an experienced person. He/she should not be authoritative or aggressive. The best communication can be established when the respondent sees that the Interviewer is honest and up to the task.

3.1.3 During the Interview

When the interview starts, the Interviewer should comply continuously with the following instructions:

- Plan sufficient time for the interview.
- Behave appropriately throughout the interview.
- Do not give any information you are not sure of. It is better to seem uninformed, but honest. Avoid any conversation or attitude that could lead to a discussion or argument with the respondent. Limit the conversation to the survey topics only.
- Do not give promises or offer anything as an incentive for the respondent to participate in the survey.
- Do not conduct the interview in the presence of a person who is not the selected household member, as the respondent's answers might be affected by the presence of another person. (In practice, it is not always possible to interview the respondent alone, and the Interviewer has to be tactful in trying to suggest to others that the respondent is supposed to answer himself/herself, and that it is better for the respondent to be alone when answering).
- Do not show surprise at any answer given by the respondent, either by the tone of your voice or facial expressions.
- Comply strictly with the order and format while asking questions from the questionnaire. In other words, comply strictly with instructions given. Any modification could jeopardize the uniformity of information that each questions generates.

- Read questions without putting any pressure on the respondent in any way. Never say something like: “You worked last week, right?” Never assume that you know the answer in advance.

- In terms of the rhythm of the interview, keep in mind that the interview consists of questions, answers, moments of silence and breaks. Read questions trying to keep the same rhythm all the time, leaving the respondent time to think about the answer. The Interviewer must assess the level of respondent’s understanding: the question reading speed will depend on this. Also the Interviewer must pronounce clearly every single word he/she reads.

- Read questions exactly as they are written in the questionnaire (without any modification). In case the respondent does not understand it, read it again. If the respondent does not understand it after second reading, explain carefully to him/her the purpose of the question (except when the instructions in the questionnaire specifically ask you not to provide any explanation), taking care not to amend in any way the original meaning of the question and not to influence the answer.

- Give the respondent the time required to answer the question. Try to ensure that the respondent does not amend the meaning of the question. Do it in a friendly way: experience will show which are best ways to achieve this.

- At the end of the interview, check carefully the questionnaire to make sure that no answer is missing or was entered in the wrong box. If there is any mistake, take advantage of the respondent’s presence to correct it. Keep in mind that the Supervisor will check the questionnaire once again, thus the Interviewer will, in case of missed or wrongly entered answers, have to go back to the household to correct errors.

- Do not offer copies of the questionnaire or any other material that the Interviewer is not authorized to distribute.

- Leave the household thanking all the respondents for their cooperation in the survey, and for the time and effort they invested.

Remember – the Interviewer’s work should mainly consist of:

Reading questions verbatim from the questionnaire to the respondent, exactly as they are written in the questionnaire, following a determined order in a way that the respondent can understand them and answer easily.

Careful listening and entering of answers, exactly as they are given by the respondent and in compliance with defined procedures (proposed and entered code, format of boxes for data entry, etc.)

3.1.4 Questionnaire Filling

The questionnaire includes different elements:

Question: it is to be read exactly as it is written to the respondent: this is how the information required in the survey is obtained. Each question is numbered.

Instruction for Interviewer: are printed in CAPITAL letters in the question's part of each question. The actual question to read to the respondent is in lower case, and the interactions for the Interviewer to observe, but not read aloud are in capital letters. (In countries where there are no capitals in the language, we suggest underlining the instructions for Interviewers)

Answer modality: these are possible answers; the Interviewer selects the answer code which is closest to the respondent's answer. (Note that in many questions there are no proposed answers, but measure units to be used in the answer (year, KM, kg, etc.)).

Reading or not reading out possible answers to the respondent: If the possible answers must all be read aloud to the respondent before he/she gives a response, the instructions to the Interviewer will be 'READ OUT ALL RESPONSES' as in the example below.

(26) What type of employment was this work? READ OUT ALL RESPONSES		
EMPLOYEE / SALARY JOB	1 >>30	
SELF-EMPLOYED, OWNER WITH OR WITHOUT HIRED LABOR	2	☐
UNPAID WORKER IN FAMILY BUSINESS	3 >>30	
OTHER (SPECIFY___________	4 >>30	

On the other hand, if the possible answers are not to be read to the respondent, there will be an instruction to the Interviewer: "DO NOT READ RESPONSES" as in the example below. This is done when we do not want to influence the answers to a sensitive question by suggesting possible responses.

(25) What was the main reason you stopped working? DO NOT READ RESPONSES		
YOU WERE FIRED	1	
ENTERPRISE YOU WORKED FOR CLOSED	2	☐
YOUR OWN BUSINESS / ECONOMIC ACTVITY FAILED	3	
LOW WAGE/BAD WORKING CONDITIONS	4	
YOU MOVED TO ANOTHER AREA	5	
END OF CONTRACT/ BUSINESS SLOWDOWN	6	
FAMILY, HEALTH, PERSONAL REASONS	7	
EMPLOYER REDUCED YOUR WORK HOURS	8	
TO CONTINUE EDUCATION	9	
RETIRED	10	
OTHER (SPECIFY___________________)	11	

Generally, if there is no instruction to read the responses, the Interviewer should ask the question and wait for the respondent to answer in his own words, and then code the answer as one of the responses. If the answer doesn't fit one of the responses, put the code of "other" and specify by writing out the response the respondent gave.

If the respondent does not seem to come up with an answer, you can read the possible answers to him/her, unless you were specifically told "DO NOT READ RESPONSES"

Answer box: it is the location in each question to enter the answer given by the respondent

Skip patterns: Questions are normally asked in order one after another. However, in some cases, a given answer defines which question to ask next, or which question is to be skipped. The questionnaire uses certain marks that show which question is to be skipped.

Question types: There are two types of questions used in the questionnaire, closed and open:

1 *Closed questions*

- In the first kind of closed questions, the possible answers are coded and they appear as a list of alternatives just after the question.

  Example:

(3)

RELATIONSHIP TO HEAD:	
HEAD	01
SPOUSE/PARTNER	02
SON/DAUGHTER	03
SON/DAUGHTER-IN-LAW	04
FATHER/MOTHER	05
FATHER/MOTHER-IN-LAW	06
SISTER/BROTHER	07
GRANDCHILD	08
GRANDPARENT	09
NIECE/NEPHEW	10
OTHER RELATIVE	11
NOT RELATED (SPECIFY)	12

(6) There can be many distractions during an interview: noise, children needing attention. people interrupting, phone calls. respondent feeling pressed for time, etc. What is your impression of how much distraction there was for the respondent when answering the questionnaire?

VERY LITTLE OR NO DISTRACTION	1
SOME DISTRACTION. NOT SERIOUS	2
SOME DISTRACTION. BOTHERING TO THE RESPONDENT	3
A GREAT DEAL OF DISTRACTION	4
RESPONDENT HAD DIFFICULTY IN COMPLETING BECAUSE OF SO MUCH DISTRACTION	5

- The second kind of closed questions does not have a list of possible answers, but asks for a number or date to be given, such as an amount of money, a number of days, a number of months, a year, a month, etc.; and you should only write a number.

Example:

(5) For how many days did you do this work in the past 7 days?	(6) For how many hours per day did you do this work on average in the past 7 days?	(7) How many weeks in the last 12 months did you do this activity?
DAYS PER WEEK	HOURS PER DAY	WEEKS PER YEAR

(4) How old is [NAME]? IN COMPLETED YEARS. IF LESS THAN 12 MONTHS RECORD '0'	(5) What is [NAME'S] date of birth? RECORD FOUR DIGITS OF THE YEAR. FOR UNKNOWN MONTH, RECORD "99". COMPARE TO AGE RECORDED IN Q4 AND RESOLVE ANY DISCREPANCIES	
YEARS	MONTH	YEAR

2 Open questions

- For this type of questions, the Interviewer reads only the text of the question and then enters the answer exactly as given by the respondent. For such questions there are no proposed answers, and the Interviewer enters the words the respondent says "Respondent's name" is an example of open question where the Interviewer enters words, and another example is the economic activity's description below:

LINE NUMBER	(1) What is the main economic activity of the enterprise you are working for or of your own business? (CODES WILL BE ENTERED BY SUPERVISOR)	
	WRITTEN DESCRIPTION	CODE
101		
102		

3.1.5 Notes for the Interviewer

Anything printed in CAPITAL letters in the question part of each question (not including possible answers) presents instruction for the Interviewer and should not be read aloud. CAPITAL letters are used in these cases:

- ***Instructions for Interviewer***: these are instructions for the Interviewer on how to ask the question, how to enter data, what to do after the answer is given.
  Example: As can be seen in the question 2 below, the question is printed in small letters. It means that the Interviewer reads the question exactly as it is written. Then note the instructions given to the Interviewers in CAPITAL LETTERS that should not be read out loud:

(2)	
What kind of work do you do, that is what is your occupation (or job title)? (list each different job if you have worked in more than one job in the past 7 days) (FOR RESPONDENTS WHO ARE TEMPORARILY ABSENT FROM THEIR WORK ASK THE FOLLOWING QUESTIONS ABOUT THE 7 DAYS BEFORE THEIR TEMPORARY ABSENCE LIST ALL JOBS BEFORE GOING ON TO QUESTIONS 2 THROUGH 7 (ONE LINE PER JOB/ ACTIVITY)	
WRITTEN DESCRIPTION	CODE

- ***Brackets and capital letters***: it means that the Interviewer has to replace the word in brackets by another word before asking the question. In certain sections of the questionnaire, the word "name" is written in brackets [NAME]. In such cases this work should be replaced by the actual name of the person interviewed at that moment. For example, in question 4:

I D CODE	(1) NAMES OF HOUSEHOLD MEMBERS: NAME	(2) SEX: MALE 1 FEMALE 2	(3) RELATIONSHIP TO HEAD: HEAD 01 SPOUSE/PARTNER 02 SON/DAUGHTER 03 SON/DAUGHTER-IN-LAW 04 FATHER/MOTHER 05 FATHER/MOTHER-IN-LAW 06 SISTER/BROTHER 07 GRANDCHILD 08 GRANDPARENT 09 NIECE/NEPHEW 10 OTHER RELATIVE 11 NOT RELATED (SPECIFY) 12	(4) How old is [NAME]? IF LESS THAN 12 MONTHS RECORD '0' YEARS
01	George	1	01	
02	Elizabeth	2		

For the first line (ID CODE 01), the question should be:
"How old is George?"
For the second line (ID CODE 21), the question should be:

"How old is Elizabeth?"

3.1.6 Skip Pattern

In order to maintain the logical sequence of filling the questionnaire a system of skip patterns, which enables Interviewer to follow course of the interview depending on received answers from the respondent, has been developed. Depending on the answer given by the respondent some questions will be asked, while others will be skipped. In order to ensure this, the questionnaire is to be filled in order moving forward and properly following skip patterns. It allows Interviewers to carry out the interview without having to go back and check previous answers.

The questionnaire is to be filled in order, question by question, except when special instructions are given, and each respondent is to be asked question 1, then question 2, 3, etc.

There are numerous instructions for skipping questions and moving to another part of the questionnaire in the most efficient and logical way. Examples of such questions are given below: they are a key component of the questionnaire, and their proper understanding will have significant impact on the quality of the answers and duration of the interview.

The following signs are used to identify skip patterns:

- If there is no sign, then all the respondents are asked the next question, irrespective of their answer to the previous question.

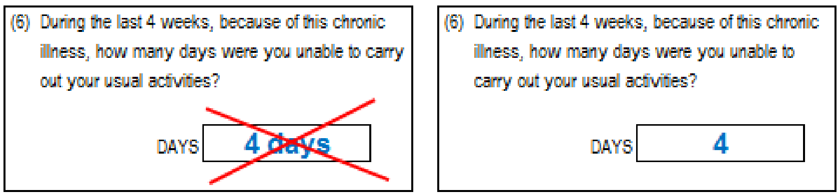
- Conditional skips: the Interviewer must skip to another question, depending on the answer given by the respondent, for example:

(26)	What type of employment was this work? READ OUT ALL RESPONSES	
	EMPLOYEE / SALARY JOB	1 >>30
	SELF-EMPLOYED, OWNER WITH OR WITHOUT HIRED LABOR	2
	UNPAID WORKER IN FAMILY BUSINESS	3 >>30
	OTHER (SPECIFY____________	4 >>30

If the answer is "employee/salary job" then the Interviewer should write the code "1" in the answer box, and then skip to question 30, leaving questions 27, 28 and 29 blank. Similarly for the codes 3 and 4 the Interviewer should skip to question 30; but if the answer is code 2; then the Interviewer must proceed to the next question, which in this case is question 27.

3.1.7 Measure Units

For questions where there is a unit specified, the Interviewer should ask the respondent to give the answer in that unit, such as for instance: "How much do you weigh, in kilograms". The answer should be written only as a number and not include the name of the unit, for instance in question 6 below, the answer on the left is wrong:


(6) During the last 4 weeks, because of this chronic illness, how many days were you unable to carry out your usual activities?

DAYS ~~4 days~~

(6) During the last 4 weeks, because of this chronic illness, how many days were you unable to carry out your usual activities?

DAYS 4

3.1.8 Entering «0» as an Answer

If the question is about quantity (e.g. number of days, hectares, value, KM, etc.) zero is a valid answer and should be always entered if the respondent gives such an answer.

If the question contains categories, rather than values, zero is not a valid answer. The Interviewer should enter the category number, or in case of no answer «DW» or «DK».

In case a question allows for several answers and the respondent gives only one answer, the Interviewer should enter a hyphen (-) in the other answer boxes to that column to indicate that only one answer was given.

Note: Zero (0) and BLANK are different:

1. *"0" means that the question was asked and the answer was "zero"*
2. *BLANK means that the question was not asked*

3.1.9 Code for "don't know"

In any question that an answer of "Don't know" is allowed, the code is always -9 for "Don't know".

3.1.10 Correcting Errors in the Questionnaire

<u>The questionnaire is to be filled by pen</u>. In case of error, strikethrough the data once, so the erroneous content remains readable, and enter the correct answer in the same box.

4 The Household Questionnaire

The questionnaire for the household survey is structured in modules. The first module refers to the entire household and obtains information on the household's socio-economic conditions, the demographic characteristics of household members (household roster) and the household dwelling.

Once the first module is administered to the household, **one working-age member of the household will be chosen** to have the individual modules administered. This household member to be interviewed (called the "main respondent") will be selected using a standardized random approach that will be explained in this manual.

The following is the questionnaire's index:

INDEX FOR THE STEP HOUSEHOLD AND INDIVIDUAL QUESTIONNAIRE

5 Cover page

The identification sheet is the first page, i.e., the cover page of the questionnaire. It consists of three parts as follows:

1. Household Identification
2. Interviewer and Supervisor Identification
3. Household Information

Household identification is the most important part of the questionnaire. It is key to have it recorded properly and completely so that all data is associated correctly with this household. Three different parts are to be filled in.

The first three digits of the Household Identification represent the PSU (Primary Sampling Unit) where the team is working. The next 2 digits represent the Household Number (a number from 01-30) and the last digit is a check digit that will be assigned with each Household Number in each PSU. Your Supervisor will give you this Household Identification number for each household you visit. In case the household is a non-completion, and a household has to be activated from the reserve sample of households, the Supervisor will report the reason for the non-completion and indicate to you the reserve household to use.

The district and sub-district (with their respective codes), the census enumeration area (and its number/code) as well as the household listing number are to be completed. After the household identification is completed, the Interviewer will enter his/her code and name. The Interviewer never enters the Supervisor's code or name.

Finally, information is to be filled in regarding the household head: his/her name, address and telephones number.

It is important to remember as well as to remind the household head that this information is STRICTLY CONFIDENTIAL.

(In each of the visits the Interviewer makes to the household, the Interviewer needs to complete the visit chart on the back cover: the date of the visit as well as its start and end time.)

6 Module 1: Household Level Information

6.1 Part A. Household Roster

Purpose

Identifying household members and providing basic demographic, educational and professional information. The household roster must be fully completed with a high level of reliability. If this roster is not done carefully, and household members are not correctly recorded, the representative nature of the data will be jeopardized and the results of the survey affected. Moreover, this section is the basis for the selection of the person aged 15-64 that will answer all the individual modules.

Respondent

The household head is the best person to answer this section. If the household head is absent, a representative member of the household, selected by other household members can answer in his/her place. The respondent must know information about all members of the household. Other household members should provide additional information in order to ensure completeness of the data, especially information about themselves.

6.1.1 Definition of Household Members

*A **household member** is a person who*

- *considers the dwelling to be his/her usual place of residence, or who has no usual residence elsewhere;*
- *makes some common provision for food and other essentials of living ("eats from the same pot");*
- *spent most of his/her daily rest at the dwelling for at least nine (9) of the past twelve (12) months; the exception to this rule are persons who have recently joined the household, have no usual residence elsewhere, and intend to spend most of their daily rest at the dwelling.*

Household members are all the people who normally live and eat their meals together in the dwelling and who have been present in the dwelling at least 9 of the last 12 months and continue or plan to continue to live in the dwelling.

There are two exceptions to this definition. The following persons are household members, even if they have spent fewer than 9 of the last 12 months in the household:

persons who just joined the household and expect to be long term residents, such as newborn infants aged less than three months or new spouses.

Home servants are household members if they (i) live in the home, (ii) consider it their usual place of residence, and (iii) eat from the same pot as the other members of the household. Servants are considered a separate household even if this is their place of usual residence if they do not share the same pot (make a common provision for food and other essentials) (See discussion on single member and multiple member households in Section 3.5.1)

All persons satisfying the standard household member definition who reside in a selected dwelling are considered to be a part of the household. Such persons who are temporarily absent for reasons such as travelling, attending an educational institution, admitted to a hospital, etc., shall be included as household members. Persons staying temporarily with the sampled household such as visitors, temporary boarders and lodgers, transients, servants, guests, etc., and any other persons who consider their usual place of residence to be elsewhere are not considered to be household members.

6.1.2 Procedure if There is More than One Household in a Dwelling

Sometimes there is more than one household in a dwelling. This may be realized at the listing stage, in which case each household is listed on a separate line on the listing form and there will be no problem as a specific household is then chosen. But it might occur that an Interviewer realizes there is more than one household in the dwelling while the household roster is being completed.

If a dwelling is occupied by a group of related or unrelated persons who do not eat together as defined above, but have common living arrangements then it will be treated as a multi-household dwelling unit and each group of individuals who have common eating arrangements will be listed as an independent household. For example, two friends who share an apartment, with no other usual place of residence, but who do not eat together under the common cooking arrangements, constitute <u>two</u> households.

If the Interviewer realizes there is more than one household in the dwelling while completing the household roster, he/she must randomly choose only one of the households for selection using the following method:

1. Use the definition of a household to determine how many households are living in the dwelling.

   Often, if there is some discussion in a household about who is the head, it may indicate that there is more than one household.

   Note that any person who keeps his/her finances separate can be treated as a separate household.

2. Determine the heads of households for the two or more households.

3. Ask for the year of birth for the household heads, and list the household heads in order from the eldest household head to the youngest household head. That is, the eldest household head is assigned the number 1; the next eldest household head is assigned the number 2; and so on. (If household heads are born in the same year, you must use the day and month of birth to determine the birth order.)

4. Using the random number chart on the front of the questionnaire, find the first random number that is less than or equal to the number of household heads. Then refer to the list of household heads and find the household head number corresponding to this random number. The household of this household head is selected to interview.

For example, consider the case of a selected dwelling where an Interviewer finds that there are two brothers and their families, and the families of the two brothers buy food and eat separately. So even though they sleep under the same roof they do not "eat out of the same pot". One brother, George, was born in 1974 and the other, Sam, was born in 1980.

The Interviewer would list the two household heads as follows:

1. George 1974 (listed first because he is the eldest)
2. Sam 1980

The Interviewer must then refer to the random number table on the front of the questionnaire. For this example, suppose the random number table is the following:

15	6	4	2	10
14	9	8	5	12
13	1	11	3	7

From the list of household heads, there are 2 households. Reading the random number table beginning with the first line and reading from left to right, the first number that is less than or equal to 2 is the 2 found in the 4th position on the first line of the table. Therefore, the second household, i.e., Sam's household will be chosen to be interviewed.

The Supervisor must verify that the Interviewer correctly determined the number of households, and correctly chose the household to interview.

Note that the target population excludes foreign diplomats and non-nationals working for international organizations.

6.1.3 Instructions for Recording the Roster

The first five questions are to be done first, using as a guide the questions written on the facing (upper) page of the first sheet of the Roster (module 1A). Then (as long as there is at least one household member 15-64) questions 6-20 should be completed line by line for each household member.

Questions 1-5. The name, sex and relationship to the household head of each of the household members should be recorded first, using a different line for each person mentioned and the codes provided in the questionnaire. Make sure to write the names legibly.

The first person to be recorded is the household head in ALL cases, and code 01 should be assigned to him/her. After that the order in which the rest of the household is to be recorded depends upon his/her relationship to the household head. The following order is to be respected:

1. Household head's spouse. In case the household head has more than one wife, start from the first wife and go on to the most recent wife.
2. Married children of the head living in the household. Begin with the oldest married child, then his/her spouse, then their children, from oldest to youngest.
3. Unmarried children of the head living in the household. From oldest to youngest.
4. Father and/or mother of the head living in the household. Then, father and/or mother of the household head's spouse living in the household.
5. Any other relatives of the head or his/her spouse living in the household. From oldest to youngest.
6. Any other persons not related to the head or his/her spouse living in the household.

These questions are of fundamental importance since they identify the individuals. Special attention should be paid to the assignment of the ID code (which corresponds to the line number). Once the list is made, the ID code will be the only source of identification of the individual throughout the whole questionnaire.

Example:

ID CODE	(1)	(2)	(3)	(4)	(5)	
	NAMES OF HOUSEHOLD MEMBERS: INTERVIEWER: MAKE A COMPLETE LIST OF EVERYONE AND FILL IN QUESTIONS 1-5 BEFORE GOING ON TO Q6-20	SEX: MALE 1 FEMALE 2	RELATIONSHIP TO HEAD: HEAD 1 SPOUSE/PARTNER 2 SON/DAUGHTER 3 SON/DAUGHTER-IN-LAW 4 FATHER/MOTHER 5 FATHER/MOTHER-IN-LAW 6 SISTER/BROTHER 7 GRANDCHILD 8 GRANDPARENT 9 NIECE/NEPHEW 10 OTHER RELATIVE 11 NOT RELATED (SPECIFY) 12	How old is [NAME}? IN COMPLETED YEARS. IF LESS THAN 12 MONTHS RECORD '0'	What is [NAME'S] date of birth? RECORD FOUR DIGITS OF THE YEAR FOR UNKNOWN MONTH, RECORD "99". COMPARE TO AGE RECORDED IN Q4 AND RESOLVE ANY DISCREPANCIES	
	NAME		______________________	YEARS	MONTH	YEAR
01	*Paul*	*1*	**1**	*45*	*10*	*1967*
02	*Mary*	*2*	*2*	*41*	*8*	*1971*
03	*John*	*1*	*7*	*20*	*1*	*1993*

- The household member who is the head of the household (because he is listed first) is PAUL. His ID CODE will be "1" for the whole interview. The "1" is entered already on line 1 under relationship to show that the household head should be listed first.
- MARY's ID CODE is "2", and this number should be used throughout the questionnaire, to identify MARY. Her relationship code is 2, meaning that she is the spouse of the Head.
- JOHN's ID CODE is "3", and this number should be used throughout the questionnaire, to identify JOHN. His relationship code is 7, meaning that he is a brother of the Head.

Questions 4 & 5. The age and date of birth of the individual is to be recorded as precisely as possible. Age means number of <u>completed years after birth</u> as of the date of the interview. If the person was born on the date after the interview, and would then turn 18, the number 17 would be entered in question 4. If he/she has an ID card, the Interviewer should use it to extract the information.

Questions 6-20. Once the list of household members has been completed in Questions 1-5, questions 6-20 should be asked person by person, <u>going across the row completely for each person.</u> The Interviewer should complete the answers for one person before going on to the next person on the roster.

Question 6. This is not a question to read aloud, but an instruction for you. Look at question 4 and record "1" if the person is 6 years or older and move to question 7. If the person is less than 6 years old, record 2 and continue with the next person on the roster.

Question 7. This asks if [NAME] has ever attended school. The reference period is *"in all the life*" of the person.

Question 9. The question asks explicitly about the "*highest level of formal education completed*"; which might be different to the level that the respondent is currently attending. The level we are asking about is the *highest successfully completed*. For instance, if the respondent is currently enrolled in the second year of lower secondary school, the highest grade completed is Primary Education (2 should be entered). <Countries should use an example that makes sense in their education system>

Questions 10 and 11. Information on the ability to read and write a simple message is to be recorded. Please write down the respondent's spontaneous answer. These questions are only asked to persons who have not attended school or those who have not completed primary education.

Question 12. This is an instruction for you. Look at question 4 and record "1" if the person is 15 years or older and move to question 13. If the person is less than 15 years old, record "2" and go back to question 6 to continue with the next person

Question 13. The question refers to the current marital status. He/she can say that he/she is not married but could actually be divorced or separated. Marriage includes any type of marriage, civil or religious. If persons are living together but are not married with any ceremony, record "3" for co-habitation.

Question 14. This includes any economic activity conducted –even for one hour– by the respondent **during the past 7 days**. If the person says the he/she is not currently working but had a job one month ago, then the answer should be "2:NO". The same applies for those who tell you that they didn't work during the past 7 days, but they will start a job soon. The answer is "2:NO", because the reference period is "*the past 7 days*".

Question 15. This question is asked to those household members who didn't work even for an hour during the past 7 days. The reference period is the past 4 weeks previous to the day of the interview.

The question is whether the person (1) actively looked for a job, and (2) was available to work if he/she found one during the past 4 weeks. If he/she did, then write code "1" and move to question 18. (These two conditions have to be met to satisfy the common definition of "looking for work.")

Question 16. This question is for all members who didn't work –even for one hour– during the past 7 days, and who didn't look for a job during the past 4 weeks or they were not available to start a job during the same period. Ask what his /her main daily activity is. Regardless of the answer, move to question 18.

Question 17. This question is for all members who did work during the past 7 days (reported YES in question 14).

EMPLOYEE: Those who work for somebody else and receive a salary or wage.

SELF-EMPLOYED, OWNER WITHOUT HIRED LABOR: Include all respondents who work on their own (not employed) and are also the **owners** of the self-employed activity, and have **no hired** employees, such as for instance a taxi driver who owns or rents his own taxi and works for himself.

SELF-EMPLOYED, OWNER WITH HIRED LABOR: Include all respondents who work on their own (not employed) and who are also the **owners** of the self-employed activity, and have hired other persons to carry out their activity. For instance, the owner of a coffee shop who has hired a cook is a self-employed person with hired labor.

UNPAID WORKER IN FAMILY BUSINESS: This category applies to all those household members who are engaged in a self-employed activity owned by household member, and do not receive any financial compensation for their work.

Question 18. This is an instruction for you, you should not ask it aloud.

Each person is to be classified either as belonging to the 15-64 age category or not. If the individual belongs in that category, he/she will be eligible for the last sections of the questionnaire. If this is the case, 1 is to be inserted and question 19 is to be completed. If the individual does not belong to this age category, 2 is to be inserted and the Interviewer should return to Question 6 for the next person.

Question 19. This is an instruction for you, you should not ask it aloud!

Its purpose is to check if the person is mentally capable to answer questions on his/her own. The household respondent may already have told you this in previous questions on activities and education. If not, do not specifically ask about each person, but assume that they are mentally capable. If, once the selection of the individual respondent is made, it is found that the respondent is not mentally capable, there are instructions on how to select a new individual respondent in that household.

Question 20. To be completed only for those individuals who are eligible. Eligibility depends upon complying with the following two conditions:

a. individual is comprised in the 15-64 age category (i.e., marked as 1 in question 18), and

b. individual is mentally competent to answer questions on his/her own (marked as 1 in Question 19).

The eligible members of the household are to be sequentially numbered. Write down 1 for the first eligible household member, 2 for the second one and so on. Note that this classification is to be done by the Interviewer without intervention from the household members.

NOTE: If there is no household member between 15 and 64, the Interviewer should do the following:

- Thank the household for its time and explain that there will be no further interviewing required.
- Complete the section on the back cover, writing the visit history and recording result code 31 (no eligible persons 15-64 in the household).

6.2 Part B. Dwelling

The aim of this section is to collect data on domestic water supply, cooking conditions, source of lighting and other issues related to housing conditions in which the household lives.

Respondent

The household head is the best person to answer this section. If the household head is absent, a representative member of the household, selected by other household members can answer in their place.

Instructions for recording

Questions 1-4. These questions ask about the type of dwelling and the materials used in the walls, roof and floor of the dwelling. If the answer is obvious, the Interviewer can record without asking the respondent. If there are several materials used in the floor, record the one that covers the most area. If the respondent and you, the Interviewer, do not know the type of material, record “99” for “Don’t know”.

Question 5. In this question, you have to ask if the respondent owns, rents or is living for free in the dwelling. Note that answer 1, ‘owned” means that the household owns the dwelling without any loan or mortgage on the dwelling. Answer 2 should be recorded if the household owns the dwelling but took a loan out to buy the dwelling, or has a mortgage (a loan with the dwelling as collateral).
If the dwelling is provided to the household by the employer of one of the household members, or if the employer pays the rent for the household, mark answer 3**.**

Question 6. In this question, you have to pay attention to the instruction: “DO NOT COUNT TOILETS, KITCHENS, VERANDAHS, STOREROOMS AND CORRIDORS, OR ROOMS USED EXCLUSIVELY FOR A FAMILY BUSINESS”

Question 7. Record any room usually used for sleeping by household members in the last month, even if the room is used for other uses during the day.

Question15. Record information on each item listed (i.e., for each of the assets listed in the questionnaire, record 1 if the household owns it or 2 if it does not). Please note that question 15 specifically asks about assets currently in working condition.

These questions refer to household assets <u>for personal use</u>. They should not be counted if the household uses the asset for a household business. For instance, if a household member has a service delivering parcels on his motorbike, the motorbike should not be counted as a household asset.

Question16. Answer yes if any member of the household or the whole household owns or has the items. In the case of “A BANK ACCOUNT WITH A FORMAL INSTITUTION” this refers to an account for depositing money. It does not refer to any micro-finance loans a household member might have.

LIFE INSURANCE is an insurance policy that pays the beneficiary (the person to receive the proceeds of the insurance) when the holder of the insurance dies. For instance, if John has a life insurance policy and he has named his wife Maria as his beneficiary, if John dies, Maria receives the life insurance money. Life insurance does not mean health insurance, which would pay for the medical costs of John, although sometimes life insurance and health insurance can be part of the same insurance package. Here we are asking only about life insurance.

A SMALL GARDEN PLOT is an area, usually next to the dwelling, used as a garden for the households needs.

LAND USED FOR AGRICULTURAL PURPOSES refers to a larger plot of land, used by the household to produce income, or to provide fodder for livestock.

LAND USED FOR OTHER PURPOSES refers to any land owned by the household, except the land on which the dwelling is, or land already mentioned for agricultural purposes. It could be land inherited, or bought on speculation, or land that may in future be used for a dwelling, etc.

Question 17. For each of the livestock categories listed in the questionnaire, record the number of animals the household possesses. If they do not own any animal of a certain category, please insert 0 (zero).

Question 18. Possession of books other than textbooks used at school is to be recorded. Examples of BOOKS are novels, religious books, biographies, scientific texts, historical texts, etc. If the household has a device such as a Kindle for reading books electronically, count the 'e-books' they have on the machine in this total. Also, if the household indicates that they have library books in the house at the time of interviewing, those books should be included in the total.

Questions 19 & 20. Information on financial support of the household is to be collected. Please note that question 19 refers to financial support <u>received</u> by any of the household members; from individuals who don't reside at the household. Question 20 refers to financial support <u>provided</u> or <u>sent</u> by the household members to individuals not residing in the household.

Note: In both cases, by "*individuals not residing in the household*" we mean persons who may or may not be related to the household members. Do not include here the transfers sent to or received from institutions, such as NGOs, Churches, Government, or other agencies.

Questions 21. In this question we include benefits received by any of the household members, from any level of government:

<u>PENSIONS:</u>
- Insurance
- Social pensions
- Merit pensions (ie, veterans)

<u>UNEMPLOYMENT BENEFIT:</u>
- Insurance
- Non-contributory unemployment allowances
- Re-insertion support

<u>DISABILITY BENEFITS</u>

<u>CHILD AND FAMILY BENEFITS</u>

<u>SOCIAL ASSISTANCE</u>
- Welfare benefits
- Cash transfers
- "Poverty"/ income-support benefits

<u>PUBLIC WORKS:</u> Public works are programs financed through public funds. They are generally of short-term nature and offer work at relatively low wages. They are targeted at the unemployed.

Examples include building roads, or infrastructures like schools or hospitals, etc. Countries should put in the names of the relevant programs in their countries.

SCHOLARSHIPS

HOUSING:

Utility allowances
Heating benefits
Financial support to pay electricity, water bills, etc

IN-KIND BENEFITS:

School feeding
Social canteens vouchers
Coupons for food, fuel, transport, etc
Fee waivers

OTHER BENEFITS/ ALLOWANCES

<COUNTRY SHOULD ADD ANY OTHER PROGRAM>

6.3 Part C. Filter Instructions to Choose the Individual Respondent

The aim of this section is to choose the person within the household that is going to respond to the questions in Modules 2 to 10. This selection is to be done randomly from the eligible members numbered in Question 20 (Module 1A). The selection of the respondent should be done carefully following the steps provided in the "Filter Instructions" section of the questionnaire (page 9).

Following our example given for the Roster section, we show below how the selection should be implemented:

1. *"Check the number of qualifying household members 15-64 YEARS OLD in Module 1A, Question 20"*
2. *"Write the number of persons who are qualified from Question 20, CALL THIS NUMBER A."*

    In the example below the Interviewer is dealing with a household that has 5 eligible household members, then

    A = 5

3. *"Look at the random number table on the cover of the questionnaire, and search for the first number on the list, reading across, that is less than or equal to NUMBER A"*

We will use the following example of a Random Table:

15	6	4	2	10
14	9	8	5	12
13	1	11	3	7

1. The first number of the random table is “**15**”
2. Is “**15**” less or equal to Number A (= “**05**”)? NO
3. The next number across is “**06**”
4. Is “**06**” less or equal to Number A (= “**05**”)? NO
5. The next number across is “**04**”
6. Is “**04**” less or equal to Number A (= “**05**”)? YES

4. *Write the number from the random number table that is less than or equal to A: ________ CALL THIS NUMBER B.*

B = 4

5. *Go back to Module 1A, Question 20 and find the sequential number of eligible members that corresponds to Number B above. Number B is 4 so the 4th eligible household member is then selected.*

I D CODE	(1) NAMES OF HOUSEHOLD MEMBERS: INTERVIEWER: MAKE A COMPLETE LIST OF EVERYONE AND FILL IN QUESTIONS 1-3 BEFORE GOING ON TO 4-20	(2) SEX: MALE 1, FEMALE 2	(3) RELATIONSHIP TO HEAD: HEAD 1, SPOUSE/PARTNER 2, SON/DAUGHTER 3, SON/DAUGHTER-IN-LAW 4, FATHER/MOTHER 5, FATHER/MOTHER-IN-LAW 6, SISTER/BROTHER 7, GRANDCHILD 8, GRANDPARENT 9, NIECE/NEPHEW 10, OTHER RELATIVE 11, NOT RELATED (SPECIFY) 12	(4) How old is [NAME}? IN COMPLETED YEARS. IF LESS THAN 12 MONTHS RECORD '0'	(6) INTERVIEWER: IS [NAME] 6 YEARS OR OLDER? YES 1, NO 2 >> NEXT PERSON, Q4	(18) INTERVIEWER: IS THIS PERSON BETWEEN 15 AND 64 YEARS OLD? YES 1, NO 2 >> NEXT PERSON, Q4	(19) INTERVIEWER CHECK: IS THIS PERSON MENTALLY CAPABLE TO ANSWER THE INDIVIDUAL MODULES? DO NOT ASK THE HOUSEHOLD. YES 1, NO 2 >>NEXT PERSON, Q4	(20) INTERVIEWER: NUMBER THE PERSON (SEQUENTIALLY) AS ELIGIBLE FOR INDIVIDUAL SURVEY. >>NEXT PERSON, Q4. SEQUENTIAL NUMBER OF ELIGIBLE PERSONS
	NAME			YEARS				
01	Jerad	1	1	65	1	2		
02	Mary	2	2	53	1	1	1	1
03	Michael	1	3	26	1	1	1	2
04	Georgia	2	4	25	1	1	1	3
05	Alex	1	8	0	2			
06	Kristina	2	3	20	1	1	1	4
07	Lara	2	5	80	1	2		
08	Paul	1	7	38	1	1	1	5
09	Lusine	2	10	13	1	2		
10								

This is the line of the eligible person you will interview.

6. *In Module 1A check the roster ID number (in the first column of the Module) for the person you have identified and record his/her ID number and their name below.*

In our example: we would record ID code of 06, and name of KRISTINA.

The time of the interview should be agreed with the randomly chosen member.

Important notes:

- ✓ The interview with the selected household member is to be held in private
- ✓ Questions from modules 2 through 7 are to be asked to the individual only

> Under no circumstances are responses to be given by others
>
> (no proxy respondents allowed)

- ✓ No replacement of the individual respondent is allowed from among other eligible members in the household, except in the following two cases of mistakenly counting a person as "eligible for individual selection", or counting a person as a household member:
    - o The selected individual is mentally incompetent or has a severe emotional problems such as severe depression and cannot be interviewed. If it is determined that the selected individual should not have been counted as "eligible to be interviewed" in the Roster because of mental incompetency or severe emotional problems, Questions 19 and 20 will be corrected in the Roster, eliminating the individual as eligible for selection, and a new selection of individual respondent will be made, using the new number of eligible respondents.
    - o The selected individual should not have been counted as a household member because he was not present in the household for 9 of the last 12 months. In this case, the following process will be followed: the wrongly selected individual will not be counted in the roster as eligible for selection and a line should be put through his name on the roster (but the ID codes should not be changed for the remaining members). A new selection of individual respondent will be made from the household, using the new number of eligible respondents. If after eliminating this person there is no eligible member, the household will be treated as result code 31 (No eligible household member for the Individual Modules 2-7) and a reserve household will be activated by the team Supervisor.

- ✓ In case no eligible persons are found in the household, there will be no further interviewing in that household and a reserve household will be activated by the Team Supervisor.

Example of a person who was put on the household roster in error:

The following example shows how you would proceed if you selected Sarah but then found out that she had been away from the household for the past 6 months studying. You realize that she should not have been listed as a household member because she does not meet the survey definition of a member. You cross out her row, and renumber the eligible persons in Question 20.

I D CODE	(1) NAMES OF HOUSEHOLD MEMBERS: INTERVIEWER: MAKE A COMPLETE LIST OF EVERYONE AND FILL IN QUESTIONS 1-5 BEFORE GOING ON TO Q6-20	(2) SEX: MALE 1 / FEMALE 2	(4) How old is [NAME}? IN COMPLETED YEARS. IF LESS THAN 12 MONTHS RECORD '0'	(18) INTERVIEWER: IS THIS PERSON 15 TO 64 YEARS OLD? YES 1 / NO 2 >> NEXT PERSON, Q6	(19) INTERVIEWER CHECK: IS THIS PERSON MENTALLY CAPABLE TO ANSWER THE INDIVIDUAL MODULES? DO NOT ASK THE HOUSEHOLD. YES 1 / NO 2 >>NEXT PERSO	(20) INTERVIEWER: NUMBER THE PERSON (SEQUENTIALLY) AS ELIGIBLE FOR INDIVIDUAL SURVEY. >>NEXT PERSON, Q6
	NAME		YEARS			SEQUENTIAL NUMBER OF ELIGIBLE PERSONS
01	Paul	1	68	2		
02	Mary	2	41	1	1	1
03	~~Sarah~~	~~2~~	~~20~~	~~1~~	~~1~~	~~2~~
04	Joseph	1	22	1	2	
05	Georgi	1	4			
06	Jan	1	0			
07	Peter	1	23	1	1	~~3~~ 2
08						

NOTE
REMEMBER THAT IF THE SELECTED INDIVIDUAL IS NOT ABLE TO COMPLETE THE INDIVIDUAL MODULES (FOR REFUSAL OR ANY OTHER REASON) THIS HOUSEHOLD WILL HAVE TO BE COUNTED AS A NON-RESPONSE BY THE SUPERVISOR, BUT ONLY AFTER BOTH INTERVIEWER AND SUPERVISOR HAVE MADE EVERY EFFORT TO CONVINCE THE INDIVIDUAL TO PARTICIPATE.

7 Modules 2 to 10: Individual Level Information

General Purpose

The aim of these modules is to record much more detailed information of only one member of the household on different topics (education, skills, employment, household enterprises, work skills, family, general health).

Respondent

Modules 2 through 7 and Module 9 (the Reading Exercises) are to be answered by the randomly selected member of the household. This selection is done following instructions contained in Module 1, part C.

8 Module 2: Education

Purpose

This section records educational levels and training of the randomly ***chosen household member***.

<Note that this section needs to be adapted depending on the country's education questions adaptation>

Instructions for recording

In the following, we include some comments ***only*** for questions that may require further clarification.

General Warning. Questions in this section follow a complex skipping pattern. Please, follow carefully the instructions included in the questionnaire.

Read the following introduction to the interviewee:

"*Hello, my name is [insert your name] I am collecting data for a study sponsored by the Government of [COUNTRY] and the World Bank. Thank you very much for agreeing to be interviewed. This survey is part of a project that is carried out in several countries around the world. The project aims to assess the level of skills in [COUNTRY]. The findings will help policymakers design policies and programs to improve the labor market in [COUNTRY]. The information that you will provide during this interview is strictly confidential and will be used only in aggregated form for research. Your household was randomly chosen among all households in your locality and you were chosen randomly among the persons aged 15-64 that are in your household. Thousands of individuals across the country have also been selected to form a representative sample of all working age individuals. We appreciate your time and cooperation, your contribution is critical to the success of this project.*"

Question 1. Information on pre-school education is to be recorded. The individual is to be asked whether he was regularly taken care of outside the family with other children before age 7. The question aims at recording if the person received pre-school education in an establishment (kindergarten, crèche, daycare, nursery school, Montessori) rather than registering whether he was taking care of by someone different from his parents (e.g., grandparents).

If the child has not spent at least ½ of a school year in such a setting, answer no.

This question is being asked because studies have shown that early childhood education is linked to outcomes in later life and adulthood.

Question 2. Ask whether he/she ever attended school (formal education), but exclude kindergarten that was included in the previous question. (Attending school should also be understood to include anyone who followed a formal (i.e., recognized by the authorities) program by home schooling/study from home, by a correspondence course by mail or by distance education by computer.)

<u>The block of questions 3-6 is for persons who have not attended formal schooling</u>

Question 3. If the respondent has never attended school, then ask the main two reasons why s/he has not. Do not read the options; write the first two spontaneous answers. If a second response is not given by the respondent, put a dash in the second answer box.

Question 4. This asks if the respondent has ever participated in a literacy program or any program that involved learning to read or write. This refers to classes given to people to teach them to read and write for a first time; it does not refer to studies of second languages.

Literacy programs include formal courses aimed at developing and/or enhancing reading and writing skills, other than primary school. Such courses are usually carried out by multilateral agencies, international and local NGOs, as well as by public offices. Examples include the official literacy programs carried out in the framework of the “National Literacy Campaign”, USAID’s “Women’s Awareness and Inclusion Program”, UNESCO’s “NGO Literacy and Life Skills Grant Program”, etc.

Question 5. This asks if the respondent has any industry-recognized or government certificate in a particular field. Some certificates can be obtained by showing competency in something, even if one has had no formal schooling – for instance, a certificate of carpentry skill that could have been learned working with a skilled carpenter on the job. If the answer is no, the skip is to Question 37.

Question 6. If the answer is yes in Question 5, ask for the skill area of the certificate in Questions 6, and then skip to Question 37.

<u>The block of questions 7-18 are for persons who have attended formal schooling – these questions ask about the highest level completed and other completed degrees, certificated, etc.</u>

Question 8A records two types of information.

Information on HIGHEST GRADE COMPLETED is to be recorded. Please note that HIGHEST GRADE COMPLETED refers to the last grade completed. If the respondent is currently attending school, the highest grade completed should be their previous grade. For instance, if the respondent is currently enrolled in the first year of lower secondary school, the highest grade completed is fifth grade (assuming there are 5 grades in primary school). Or if a person is in the first year of a bachelor program, the highest grade completed would be the last grade of secondary school.

A grade/year is considered completed when the respondent was accepted in the next grade or he/she obtained the end-of-year certificate/degree that corresponds to that grade.

Question 8A also records the CORRESPONDING LEVEL. For example, if the highest grade completed was 4th grade, then the corresponding level that should be recorded is PRIMARY.

Question 8B. Information on the HIGHEST LEVEL COMPLETED is to be recorded. A level is considered to be completed if the respondent has passed the end-of-year exam of the final year of the level, or, in cases where there are no exams, if the respondent has been accepted to the first year of the next level. Please note that, HIGHEST LEVEL COMPLETED refers to the last LEVEL completed, even if he/she is attending at a higher grade/level now, but has not finished it. Note that the levels recorded in 8A and 8B could be the same or not.

<u>Example 1</u>: Luis has finished his 1st year of university in a Bachelor program. In 8A, for highest grade completed, we will write the level as bachelor and the grade/year as 1 since he has finished the first year.

In 8B we will write that his highest level completed (the level for which he received a certificate or diploma) is Secondary school.

<u>Example 2</u>: Mihas completed 3 grades of Primary school and then stopped schooling. In 8A, for highest grade completed, we will write the level as Primary and the grade/year as 3 since she finished three years of primary.

In 8B we will write that her highest level completed was no level – did not complete primary.

There are skips to three locations in questions 8A and 8B:

- Those who have not completed any grades (8A) or who have not completed Primary education (8B) skip **to Question 10** and are asked if they have ever taken any literacy training. (Literacy programs do not include courses taken in primary school.)
- People who completed lower secondary education (8B) are not asked a field – they skip to Question 12.
- The others continue to **Question 9** to record their field of study. Note that in **Question 9** there is a category of GENERAL OR NO SPECIFIC FIELD (category 23) for cases where a general program without specialization was followed. Also note that respondents can indicate 2 fields of study in Question 9; this can occur if respondents have two main fields of study or if respondents have two identical certificates, diplomas or degrees in two different fields. **After Question 9**, all respondents skip to **Question 12**.

Question 10. This question asks if the respondent has ever participated in a literacy program or a program where participants were taught to read and write. This does not include any formal teaching in primary school, but rather are classes given to people who have had little or no schooling and now are trying to learn to read. Literacy classes are sometimes given by non-profit organizations, or given in the workplace, etc.

Question 11. Question 11 is deleted.

Questions 12 & 13. Everyone is asked the type and location of the school where they attended their highest education level. Note that this is the highest level of education, as listed in Question 8A. It may be different from the highest grade attended.

> *Public:* schools organized and managed directly by the Ministry of Education in all areas including: content, fees, training, and teacher allocation according to school year plans, building facilities and providing equipment to the school.

Private: schools set up by individuals or groups of people with permission from the Ministry of Education which supervises the educational curriculum, textbooks and reference materials. Students must pay school fees to pay salaries of teachers and other fees. These kinds of schools can be *secular* or *religious*.

Public-Private mix: schools organized and regulated by the Ministry of Education. The government provides the physical facilities and equipment to the school; students must pay money to pay the teachers' salaries and other costs. Schools that are run by churches but receive government funding should also be included in this category.

Distance education or home schooling can be used for formal education (there must be standard level exams given for this to count as formal) and is provided as a possible response.

<These definitions should be revised and adapted to each country>

Questions 14-67. These questions ask if the respondent has an additional certificate, diploma or degree from a formal institution (still referring to the formal education system of the country). Here respondents should refer to certificates/diplomas/degrees in a completely different field from the previous questions (if any). They should not refer to intermediary stages of education in the field of their highest certificate/diploma/degree. All respondents are then asked their field of education.

For example: if someone has spoken of a Bachelor degree in Question 8, but also has a vocational diploma in electrical work, the vocational diploma should be mentioned here.

Note that this is referring to the formal education system, and formal education levels last more than one year. Thus training courses not part of the formal education system should not be recorded here – they are asked about later in the module.

Questions 17-18. These questions ask about an industry-recognized or government certificate in a particular field that is not awarded by a formal educational institution (like questions 5 and 6 for those not attending school).

Some examples of this kind of industry-recognized certificates could be certification as a real estate agent, someone with certification from the construction association in a country, a Certified General Accountant (certified by the national association of certified general accountants), etc.

The block of questions 19-21 asks about currently attending an educational institution.

Question 19. If the respondent indicates that he/she is attending an educational institution, he/she is then asked about the grade/year that they currently attend, as well as the corresponding level. Those attending primary and lower secondary education skip to Question 34, while all other respondents are asked their field of education in Question 21 and then skip to Question 34.

The block of questions 22-25 asks about dropping out of school.

Question 22. If the respondent answers that he/she did drop out of formal education without completing the highest educational level that he/ she started, follow-up questions are asked on the educational level and field of study.

<u>The block of questions 26-33 asks about school-leaving age and first job/work after leaving school.</u>

Question 29. If, after leaving school, the individual found a job that lasted at least six months, record how long it took (in MONTHS) to get this first job. If the person found their job while they were studying, or if they started their first job while they were studying, the answer should be “0”.

Questions 30 to 33. For those who did have a job that lasted more than 6 months after leaving school, record the following:

> *Question 30.* The type of employment
> *Question 31*. The kind of work they performed, (e.g. painter)
> *Question 32*. The main tasks of the work (e.g., paint buildings and walls)
> *Question 33*. The main activity of the business they were engaged in (whether an enterprise or his/her own account) (e.g., employee of a building firm)

<u>The block of questions 34-36- asks about school interruptions of one year or more</u>

Question 34. Note that this is asking for an interruption of more than one year, so this does not count stopping midway through an academic year and returning at the beginning of the next academic year, but rather the interruption for more than an academic year.

<u>The block of questions 37-38 asks about skills training outside of a formal education program</u>

Question 37. This is asking about training courses that lasted at least 30 hours or 5 working days. This refers to training provided inside or outside the workplace by professional trainers. Some examples are courses to learn English, studying basic accounting in an evening course, getting trained in new computer software, learning how to operate a specific machine, etc. The respondent should not include courses taken for leisure, like exercise classes or dancing lessons, but rather training that improved their skills so they will have potentially more success in the job market. This also does not include attendance at conferences or seminars, but training that improved specific skills.

Question 38. Record up to two fields that training courses were taken in, during the past 12 months. If there are more than two fields, ask the respondent to think of the two most important for his/her future career development.

<u>The block of questions 39-40 asks about apprenticeship training</u>

Question 39. Apprenticeship refers to formal or informal learning of skills through working with an experienced person in the trade. The final aim of the training is that the apprentice becomes able to perform the activity in the same way that the experienced person does. For instance, apprenticeship is common in the construction field (bricklaying, painting and decorating, plumbing) and in agriculture (cultivation, harvest and storing, animal caring) among others. There can be some limited time spent in the classroom as part of the apprenticeship, but this is mainly learning through working with someone specialized in the field. If the apprenticeship is done within a formal framework, a certificate is obtained.

This question asks the respondent if he/she has completed an apprenticeship, so even if it is an informally arranged apprenticeship, "completed" means that the person must have worked for the full period of learning/apprenticeship. This means that if the person is currently attending an apprenticeship, and that is the only apprenticeship they have done, the answer to this question should be "no"**.**

Question 40. Here you have to write text with the descriptions of the apprenticeships; which will be coded later. The aim of the question here is to find out the field of the apprenticeship. It is very important that your writing is very clear and understandable otherwise the coding might be incorrect. You also need to write the number of months that the apprenticeship lasted, and then whether the apprenticeship was a formal (certified) apprenticeship or an informal apprenticeship.

The block of questions 41-44 asks general questions to anyone who attended school

Question 42. The question aims at registering what was the average time spent to get to the primary school the respondent attended in the first grade, by the most commonly used means of transport for him/her to go to school (walking, bus, etc.).

Question 43. The individual is to rank his/her academic performance in terms of his/her classmates, in the highest grade he/she attended in primary or secondary school. (Even if the person went on to a higher level after secondary school, he/she should think of the last year of secondary school). The spontaneous answer of the individual is to be recorded, the proposed responses are not to be read aloud.

Question 44. Information on whether the individual's parents/guardians actively kept informed on his/her academic performance when he/she was attending primary school, by keeping track of exam results and grades.

9 Module 3: Health

Purpose

The aim of this section is to record information on the health status of the randomly selected household member.

Instructions for recording

Question 1. Information on the individual's level of satisfaction regarding his own life is to be collected. The Interviewer should show the person Card #1, which shows a scale from 1 to 10, where 1 means complete dissatisfaction and 10 means complete satisfaction. The individual is to provide the number that better reflects his/her situation. Please note that the individual should not be guided in his/her response; a spontaneous answer should be recorded.

Question 2. The person is to provide his/her height, not referring to the last time of measurement, but just approximately. Please note that height should be recorded in centimeters (or inches).

Question 3. Please note that weight should be recorded in kilograms.

Questions 4 and 6. Number of days the individual was prevented from working during the last 4 weeks due to sudden illness, accident or chronic illness (question 4) or chronic illness (question 6) should be entered. 0 (zero) should be recorded in case the individual was not prevented from working due to health reasons.

The total days missed to chronic health problems (Q6) cannot be greater than the total days missed for all health problems in Question 4.

Question 7. The individual is to be asked if he/she is covered by health insurance. This could be achieved through different mechanisms:
THROUGH WORK: individual's current work provides health insurance
THROUGH A HOUSEHOLDS MEMBER'S WORK: another individual belonging to the same household has a job that provides health insurance to him/her and for other member/s of the household.
THROUGH BUYING PRIVATE INSURANCE purchased by the respondent or the household from their own funds.
THROUGH GOVERNMENT PROGRAM: the individual's health insurance is provided publicly.

If a respondent reports being covered by two or more health insurances (for instance, through her own work, and also through her husband's), you should record the insurance that gives the most coverage.

Note that health insurance is NOT life insurance, although sometimes both can be combined in a single plan. Please ensure the respondent understands that this question asks about health insurance, which covers a person when he/she is sick or injured.

10 Module 4: Employment

Purpose

The aim of this section is to record detailed information on all of the economic activities of the randomly selected household member. Economic activities include all of the jobs and work done in the past 7 days, either at home or away from home.

Instructions for recording

The employment module has 3 parts, labeled Part A through Part C. They include different reference periods.

> The PAST 7 DAYS / WEEK are the 7 days preceding the interview. If the interview takes place on a Tuesday, then the past 7 days begin on Tuesday a week ago and extend until Monday the day before the interview.
>
> The PAST 12 MONTHS are the 12 months preceding the interview. The Interviewer must be specific by referring to the same date one year ago. If the interview is on February 14, 2012, then the Interviewer should ask about activities since February 14, 2011.

10.1 Part A. Labor Force Participation

Collects information on the randomly chosen individual's activities in the past 7 days, and then if the person has not worked in the past 7 days, on previous employment.

The block of questions 1-6 seeks to determine if the respondent did work for at least an hour, or was absent from a permanent job, in the past 7 days, and if so, to send to Module B.

Questions 1-4. Information regarding work in the last 7 days is to be recorded. Work is to be understood as any kind of economic activity performed in exchange of payment (whether in cash or in kind).

> ***Question 1*** refers to work performed for a wage or salary *for someone who is not a member of the individual's household*, no matter the kind of work. The employer could be a public or private enterprise, an NGO or an individual. It aims at identifying those who are not self-employed.
>
> ***Questions 2 and 3*** both refer to work performed for profit or for family gain on the *individual's own account or for a member of his household*. These two questions differ in the kind of business/work. ***Question 2*** asks about work performed on a farm owned or rented by the individual or someone from his household. Activities concerned are agriculture related tasks (for instance, cultivating crops, taking care of livestock, other maintenance tasks, etc).
>
> ***Question 3***, instead, asks about work performed on the individual's own account or in a business belonging to him or a member of his household. Here, activities are not directly concerned with farming (for instance, trader, shop keeper, barber, dressmaker, etc).
> Note: the respondent should answer yes to Q3 if he was trying to promote his own account enterprise, even if he did not or will not receive remuneration for any work done in the past 7 days (for instance, a technical writer who had finished a project and was looking for more work, or a musician who did not play any gigs in the past week but was promoting himself, or a building trades-contractor who was having a slow period but was looking for work opportunities, etc.)

If the individual answered YES to any of the questions 1-3, the Interviewer should move on to Part B of this module. If the answer was NO to all three questions, the Interviewer should continue with the questions in Part A.

Question 4. **The respondent who reaches this point has not indicated that he/she has worked in the past 7 days.** This question aims at certifying for the last time if the individual did not work even for an hour during the last 7 days. Occasional job includes any activity performed in exchange of payment (whether in cash or in kind) without any regularity, such as selling homemade products, washing cars, etc. If the answer is YES, the Interviewer should move on to Part B of this module. If the answer is NO, continue with Part A.

Question 5. Individuals that answered NO to questions 1 through 4 (i.e., they did not perform any work at all during the previous 7 days) may actually have a permanent job from which they are temporarily absent from but are bound to return. This could be any of the types of job or work asked about in Questions 1 to 3. The individual may have been temporarily absent due to illness, vacation, maternity leave, or other reasons. If this is the case, record 1. In case the individual has in fact no job at all, go to question 7.

Question 6. If the individual answered YES to the previous question (i.e., he/she did not work during the past 7 days but because he/she was temporarily absent from a permanent job) and is planning to return to his/her job after the absence, go to Part B of this module. If not, continue with Part A.

The remaining questions of this section (Part A) are to be asked only to those who did not work at all during the past 7 days (and are not bound to return to a job they were absent from) as stated in questions 1 through 6.
Any person who has worked in the past 7 days (or who is temporarily absent from work) will move on to Part B (and then Part C) of this module.

The block of questions 7-15 ask about searching for work

Question 7. This question asks about looking for a salaried or wage job in the past 4 weeks, and if the answer is yes, the respondent is asked (Q10) what job search methods were used.

Question 8. This question asks if during the past 4 weeks the respondent has tried to start a business or economic activity.

Question 9. For persons who were neither looking for a wage job, nor trying to start their own economic activity, this question lists several possible responses for which the person has not been looking for work. Note that response 8 "HAVE ALREADY FOUND A JOB WHICH WILL START LATER" could be because the person is doing some training that will qualify him/her for the job, or the job is for a specific project that has not yet begun.

Question 10. The question asks about methods used to look for work. If the respondent is waiting for a work position to begin, these methods refer to what were used in the search for that work. There must be an answer 1(YES) or 2 (NO) for each method.

Question 11. The question asks how many months the respondent has actively looked for work. If he/she has been looking for work for less than 1 month, record '0'.

Question 12. The question asks if the individual is able to start work within two weeks if he/she is offered a job/ work. This is a common question asked of unemployed persons as it indicates their true ability to start a job.

Question 13. The question aims at recording what is the minimum salary at which the individual is willing to start working. The hypothetical job for which the respondent is telling his/her minimum salary is full time and includes social security benefits. Social security benefits include: old age, disability and survivors pension, sickness and maternity benefits, etc. Please note that the salary referred to is monthly and should be expressed in local currency.

Question 14. The individual is to be asked whether he/she would be willing to accept a job that does not include social security benefits, and if yes, is asked why in Question 15.

The block of questions 16-18 asks about any work undertaken since the age of 15 and if the respondent has never worked, asks if there is anything that s/he could do

Question 16. The individual is to be asked if he/she performed any economic activity in exchange of payment (whether in cash or in kind) since the person was 15 years old. Keep in mind that self-employment and or occasional employments are considered a job.

Question 17. In case the individual declared not to have had a job since he/she was 15 (i.e., answered 'NO' to the previous question), he/she should be asked whether he/she performed any occasional job. An occasional job includes any activity performed in exchange for payment (whether in cash or in kind) without any regularity, such as selling homemade products, washing cars, etc.

Question 18. It aims at registering whether the person is able to perform any kinds of work with his/her education or experience (in spite of the fact that he/she never worked at all). If the respondent answers that there are some jobs/work he/she could do, skip to Question 30 to report on the work and the tasks associated with this work.
In case the respondent reports he is not able to perform any job at all, move on to Module 5, as there are no more questions on employment to ask from this respondent.

The block of questions 19-28 ask about the work done, for people who have worked since the age of 15

Question 19. The individual is to be asked when his/her last job ended. The answer should provide both the year and month when it finished. If the month is not known, write "99". We are not allowing no answer for the year. If the respondent is not sure of the year, probe to help her/him recall and write the nearest approximate year.

Question 20. Occupation can be thought of as a job title. For instance, shopkeeper, barber, trader, nurse, or secretary. This answer will be coded later. If the job title seems unrealistic when compared to the description, check the title with the respondent and amend if necessary. It is very important that your writing is very clear and legible otherwise the coding cannot be done.

Question 21. Tasks performed in the last job held are to be recorded. For instance, typing, keeping account books, laying bricks, cleaning, selling cars, etc. These tasks will help in determining the level or more particulars for the coders trying to code the occupation in Question 20.

Question 22. Duration of the last job performed is to be recorded. Number of YEARS should be collected. Only if the job lasted less than a year, the number of MONTHS should be registered.

Question 23. The respondent is asked if he /she started looking for other work as soon as the last work ended, that is, the work for which he/she has just given information.

Question 24. The respondent is asked about the main reason why he/she stopped working. Reasons are not to be read aloud, the spontaneous answer of the person is to be recorded.

Question 25. The respondent is asked about the type of employment this was. (This is the same question as Question 17 in the Roster.) Reasons are not to be read aloud, the spontaneous answer of the person is to be recorded.

EMPLOYEE: Those who work for somebody else and receive a salary or wage.

SELF-EMPLOYED, OWNER WITHOUT HIRED LABOR: Include all respondents who work on their own (not employed) and are also the **owners** of the self-employed activity, and have **no hired** employees, such as for instance a taxi driver who owns or rents his own taxi and works for himself.

SELF-EMPLOYED, OWNER WITH HIRED LABOR: Include all respondents who work on their own (not employed) and who are also the **owners** of the self-employed activity, and have hired other persons to carry out their activity. For instance, the owner of a coffee shop who has hired a cook is a self-employed person with hired labor.

UNPAID WORKER IN FAMILY BUSINESS: This category applies to all those household members who are engaged in a self-employed activity owned by household member, and do not receive any financial compensation for their work.

NOTE that the skips in this Question 25 take everyone to Question 29 except those who have most recently worked on their own account. For such a respondent, we ask Questions 26-29 to see if he/she had a wage job before beginning the self-employment work (which is the work he/she has done most recently).

Question 26. The respondent is asked if he/she worked in a wage job before this self-employment work. (We are interested in knowing what prompted people to go into self-employment).

Question 27. If respondent did have a wage job before this self-employment work, he/she is asked if the wage job had social security benefits.

Question 28. Reasons for stopping the previous (wage) job are to be recorded. Please note that the possible responses are not to be read aloud. If more than one reason is expressed, write down the one the respondent thinks was the most important.

The block of questions 29-31 inquires about other kinds of work the respondent could do

Questions 30 and 31 are hypothetical questions. The aim of these questions is to find out (ultimately) whether the respondent has skills that are not used in his current work. For example, a former taxi driver may have trained as a teacher, in which case "teacher" could be the answer to Question 30. Another example is a former clerk who has trained as a photographer in his spare time and is qualified to become a professional photographer. Another possible example could be a housewife who has never worked since leaving school, but could take up childcare or another service activity. You should record whatever the respondent is telling you, with as much detail as possible, and without suggesting answers to him/her.

Question 30. The individual is to be asked what kinds of work he/she can perform, besides the work he/she recently finished, (i.e., the occupation in Question 20). This should be something that the respondent feels he/she could do with his/her current education and experience. In this case, OCCUPATION can be thought of as a job title. For instance, one same person may be qualified to perform as a shopkeeper, a barber or a trader. Another person may be qualified to be a nurse or a secretary, etc. Up to three answers can be specified.

Question 31. Information is to be collected on what kind of tasks are done in the occupations the respondent stated he/she was currently qualified to perform in the previous question. For each occupation, list the most important tasks performed. Upon finishing, move on to Module 5.

10.2 Part B. Overview of Past 7 Days

This part will be completed if the respondent worked in the last week, either for someone who is not a household member, or for a firm, or on a farm rented or owned by the person, or on their own account, or if they performed an occasional job. If the person did not work during the last 7 days but has a job to return to (to which he was absent last week), he/she should also answer Part B.

Note that a self-employed person (a person working on his own account) may not have actually been paid for any work in the past 7 days, but should be answering Part B if he was actively looking for work for his own account, or promoting his business, or own account activity.

Questions 1-8. All these questions are to be asked for <u>each</u> job before going on to question 9. In case the individual performed more than one (1) job during the last week, each one of them should be inserted in one (1) line. For example, if the individual performed three (3) jobs last week, three (3) lines are to be completed. The order in which jobs are inserted is not important because we will be determining the main work once all the lines are filled in for all work in the past 7 days.

Question 1. List the job or work done in the past 7 days, or any job/work from which the respondent was temporarily absent but will return to. Questions in this module that ask about time worked in the past week should refer to the <u>last week before the absence</u> for anyone who has been absent from the job/work in the past 7 days. Question 1 asks about the occupation/job title: for example carpenter.

Question 2. Information on tasks performed at each job/work is to be recorded. Please, list all main tasks for the same job or work in one cell. With the information in Questions 1 and 2, coders will be coding the occupation listed in Question 1, so it is important to give enough detail that the kind of job is well specified, and also to write clearly so that the coders can understand. For example, our carpenter may be doing roof structure or he/she could be making furniture. These two types of occupations are very different and will be coded differently. More generally, it is important to ask for details especially when respondents answered that they are a "manager" or "consultant". You need to probe what kind of tasks they do every day, what products they sell, what type of service they provide, etc.

Question 3. The respondent is asked about the type of employment this was. (This is the same question as Question 25 in Module A for people who did not work last week). Responses are <u>not</u> to be read aloud, the spontaneous answer of the person is to be recorded.
<u>EMPLOYEE</u>: Those who work for somebody else and receive a salary or wage.
<u>SELF-EMPLOYED, OWNER WITHOUT HIRED LABOR</u>: Include all respondents who work on their own (not employed) and are also the <u>**owners**</u> of the self-employed activity, and have <u>**no hired**</u> employees, such as for instance a taxi driver who owns or rents his own taxi and works for himself.
<u>SELF-EMPLOYED, OWNER WITH HIRED LABOR</u>: Include all respondents who work on their own (not employed) and who are also the <u>**owners**</u> of the self-employed activity, and have

hired other persons to carry out their activity. For instance, the owner of a coffee shop who has hired a cook is a self-employed person with hired labor.

UNPAID WORKER IN FAMILY BUSINESS: This category applies to all those household members who are engaged in a self-employed activity owned by household member, and do not receive any financial compensation for their work.

Question 4. The economic activity of this job/work. The answer that you need to record should be an activity, not a title, name or a vague heading (e.g., fitness center not leisure industry; car dealer not motor trade). If the answer appears ambiguous, you should probe to extract more detail about the activity of the firm/organization. If necessary, you can summarize the description using the respondent's own words and ask the respondent if s/he agrees with the summary. If the organization has activities across several categories, check 'main economic activity' with the respondent, as you should code to the main activity undertaken. For those employed by agencies supplying temporary staff (admin/clerical, manual), record the place where the respondent is actually working, regardless of whether they are contracted with the agency or not, or whether the agency or company is paying them. If the respondent has worked for more than one firm in the reference week, record the firm where they worked the longest. If equal, record the last one.

If the respondent works in manufacturing, probe for the main product made and main raw material used. If the respondent works in processing, probe for the main end product. If the respondent works in distribution, record the main product that is distributed and whether it is wholesale or retail. If the respondent works in an office, record the activity for which the office is responsible (even if that activity is not actually done at the office). If a respondent is a teacher, but has another job during the school holidays, teaching should still be coded as the main job. If the respondent is a health professional, the title should refer to the type of health practice in which the respondent works.

For the self-employed, specialist service/contract firms, the type of work determines the industry. Even if there is no main place of work or depot, as long as there is a contract (including an informal agreement) to supply a particular service, the agency or its employees should be coded to the industry of that service. *For example*: a self-employed plumber working for a building firm is in the plumbing industry; a typist working in an office on a building site and employed by an placement agency is in the building industry; a self-employed typist working in an office on a building site is in typing services; a typist working in an office on a building site and employed by a building firm is in the building industry.

Question 5. Information on the number of days worked during the last week is to be recorded. The purpose is not to obtain the usual number of days worked per week but the actual number of days worked during the week previous to the interview for this job.

If the respondent was temporarily absent from his work in the past 7 days, please refer to the 7 days preceding the temporary absence.

Question 6. Information on the average number of hours worked per day during last week is to be recorded. The purpose is not to obtain the usual average of hours worked per day but the actual average of hours worked during the week previous to the interview for this job. This should be rounded to the nearest half hour and expressed as a decimal, not as hours and minutes.

For instance, if the respondent worked on this job/work for 4 days for 7 hours and one day for 5 hours during the last 7 days, the total number of hours worked is 28+5=33, divided by the number of days worked (5)= 6.6 hours on average. Rounded to the nearest half hour this would give 6.5 hours.
If someone worked the same hours every day, for instance 8 hours for five workdays in the last 7 days, you would just enter 8.0 hours.

Question 7. This is an instruction to you, the Interviewer, to calculate the number of hours worked in the past week at this job/work.

Question 8. The number of weeks (1 to 52) this job has been performed during the last year is to be recorded. Paid vacation or other formal leave time should be included in the total of weeks worked.
For instance, if someone worked 48 weeks and had 4 weeks paid vacation, you should record 52.
If someone worked 2 days per week for 14 weeks, you record 14 weeks, even though the work was not full-time. The question is to see for what period the respondent was doing the work, (over how many weeks) even if he/she did only a bit of this work in each week.

NOTE: Remember that questions 1 to 8 are to be asked for ALL jobs performed during the last week before moving to question 9.

Question 9. The person is asked whether he/she would be willing to work more hours per week than currently done (that is, in addition to the total number of hours worked in all jobs), if he/she got paid the same amount per hour. This question is to determine if the respondent is working as many hours as he wishes or if he is underemployed. If the respondent is already working at more than one job, the question is to be asked if he would like more work at the rate of the higher paying job.

Questions10. The respondent is asked if there are other kinds of work he/she could perform with his/her present education or experience.

Question 11. The individual is to be asked what kinds of work he/she can perform, besides the work he/she worked at in the last 7 days and has already described. This should be something that the respondent feels he/she could do with his/her current education and experience. In this case, OCCUPATION can be thought of as a job title. For instance, one same person may be qualified to perform as a shopkeeper, a barber or a trader. Another person may be qualified to be a nurse or a secretary, etc. Up to three answers can be specified.

Question 12. Information is to be collected on what kind of tasks are done in the occupations the respondent stated he/she was currently qualified to perform in the previous question. For each occupation, list the most important tasks performed. Upon finishing, move on to Module 5.

Questions 11 and 12 are hypothetical questions. The aim of these questions is to find out (ultimately) whether the respondent has skills that are not used in his current work. For example, a taxi driver may have trained as a teacher, in which case "teacher" could be the answer to Question 30. Another example is a clerk who has trained as a photographer in his spare time and is qualified to become a professional photographer. You should record whatever the respondent is telling you, with as much detail as possible, and without suggesting answers to him/her.

10.3 Part C. Main and Secondary Job in Past Week

This part should only be completed if the randomly chosen individual worked in the last week. Information on the MAIN JOB is to be collected first, and then if there is a SECONDARY JOB Questions 29-36 will be asked.

Instructions for selection of the MAIN JOB. Where a respondent has more than one job, let them decide which is the main one. If they are unable to decide, the main job should be the one in which the greatest number of hours are worked. To decide which of the listed jobs is the MAIN JOB, the Interviewer should look at the answers in Question 7 in Module 4B to see in which job or work the respondent worked the most in the last 7 days. Ask the respondent if this is his main job/ occupation. If the respondent answers a work other than the one for which he worked the most, verify that this is his opinion of this main job. If the respondent cannot decide which of two jobs is the main job, choose the one with the most hours worked in the preceding 7 days. Respondents who changed jobs during the reference week should regard the job held at the end of the reference week as their main job.

Question 1. Write the occupation of the MAIN JOB. To select it, follow the instructions given above. Then write the line number of that main job, from Section 3B. If the main job is on the first line of Section 4B, the line number will be 101, if the main job on the second line, it will be line 102, etc.

Questions 1-28 in Module 4C refer to the main occupation written in Question 1.

Question 2. Information on the <u>main</u> method used to find this job is to be recorded. Only one (1) method should be recorded. If the respondent mentions more than one (1), help him identify which one was the most important for getting the job.

Question 3. The amount of time during which the individual has been performing this job should be recorded. Three different situations may occur:

- if the respondent has been on this job for less than 24 months, record the number of months (1 to 23) in the cell labeled MONTH;
- if the person has been at that work for 24 months or more, the number of years (2 or more) should be recorded in the cell labeled YEARS;
- if the individual has been at this job for less than one (1) month, record zero (0) in the cell labeled MONTH.

For example, if the respondent says he has been working 6 months at this work/ job, record 6 in the box labeled MONTHS and leave the YEARS box blank.

Note that a respondent, instead of saying how long he/she has been doing the work, may say WHEN he/she started to work. In such a case, you have to calculate how many years the respondent worked.

For instance, if a respondent says he has been working since 1980 at this work, you calculate that it is 32 years he has been working, and put 32 in the box labeled YEARS, and leave the MONTH box blank.

It does not matter whether the respondent was working full-time or not over that period. For instance, if he works 2 days per week, and has been doing this for the past 2 years and 2 months, you record 2 in the YEARS box (as he has worked over a period of 2 completed years), and leave the MONTH box blank.

Question 4. The individual is to be asked what he was doing immediately before starting the MAIN JOB. Note that responses are not to be read aloud.

Question 5. The number of months he/she performed the activity before starting the MAIN JOB is to be recorded. In case the duration was of one (1) month or less, "1" is to be entered. We are trying to see what activity occurred before the main job – was the person unemployed and looking for work, a student, pregnant, working as an employee at another job, etc., according to the answer in Question 4 and then for how long they were doing this.

For example, if the person said in Question 4 that he was actively looking for work, you will say for Question 5: How long was the period you were ***actively looking for work*** *before beginning this present work?*
If the person was employed before this MAIN JOB, you record the amount of time at the previous employment before this MAIN JOB – not the total time worked in any employment, but in the previous work/ job before this MAIN JOB.

Like in Question 3, three different times can occur:

- if the period is less than 24 months, record the number of months (1 to 23) in the cell labeled MONTH;
- if the period was less than one (1) month, record zero (0) in the cell labeled MONTH
- if the period is 24 months or more, the number of years (2 or more) should be recorded in the cell labeled YEARS;

Question 6. The individual is to state what type of employment is his MAIN JOB. Note that all responses are to be read aloud. It is very important to pay attention to the skips in this question. If the person reports that he/she is employed for salary, or OTHER (response 1 or 4) the skip is over the next 11 questions to 18.

Only if the person reports being self-employed is there no skip, so you continue to questions 7-17 which ask about the self-employment work and several questions about what the respondent did before starting the self-employment work.

Questions 7 to 17. Note that these questions are to be asked only to those who reported "self employment" as the type of MAIN JOB, that is, answered option 4 in the previous question.

Question 7. Ask for the source of funds when the respondent started or took over the self-employment business. Note that response 4 "MONEY FROM INHERITANCE" means that the funds to start the business came from money received by the respondent or the respondent's family when someone died. But response 9 'DID NOT NEED MONEY TO START IT: INHERITED BUSINESS' means that the business had already been started and was being run by someone else, and then was passed on when the person died to the respondent /respondent's family. For instance, the respondent's father had started the business, and when the father died he left the business to the respondent or to the family and the respondent runs or partly owns the business now.

Question 8. Ask for the number of people who were working in the business when the business began (if it was begun by the respondent) or when the respondent took the business over (if it was begun by someone else). The total number of persons should include the respondent and any paid or unpaid workers (for example, it should include other family members helping with the business).

Question 9. Ask for the amount of net profit generated by the business either in the past week or the past month. This is the amount of income from sales or for work minus expenses to run the enterprise should be calculated. The expenses to be subtracted do not include any income taxes the company might pay.

Note that there is a code for the time period, either 1 for WEEK, or 2 for MONTH.

For example if the respondent says the sales in the last week were 1200, and his expenses were 200 for fuel, 400 for raw material and 100 for renting a stall to sell his product, you would put 500 (1200 sales-700 expenses) in the AMOUNT box and put 1 (as 1 refers to week) in the TIME PERIOD box. <Countries can adapt amounts proposed in this example so they are more realistic>

Question 10. Ask if he/wishes to expand the business, and if yes, go on to Question 11.

Question 11. Ask if he/she has any constraint or problem in expanding the business.

Question 12. Ask the main constraint faced in expanding the business.

Capital is money that can be used to invest in a business, for instance to expand to another location, to build a plant, or to buy equipment. So, NOT ENOUGH CAPITAL (code 1) means that the constraint in expanding is not having enough money to invest in the business to expand it.

DIFFICULT TO RECRUIT ADDITIONAL EMPLOYEES (code 4) can be difficulty in finding employees with the required skills, or that prospective employees are asking wages that are too high.

Question 13. Ask the respondent if he/she ever worked in a wage job before this self-employment work. The wage job does not have to be immediately before this self-employment work – the question asks if the respondent has EVER worked in a wage job.

Question 14. In case the individual had a wage job before the MAIN JOB, ask if this wage job had social security benefits.

Question 15. Ask why the individual left this wage job to start his/her current self-employed MAIN JOB. Please note that the possible responses are not to be read aloud.

Question 16. Ask whether in his/her current self-employed MAIN JOB he/she has any unpaid workers or non-paid family members.

Question 17. Ask whether in his/her current self-employed MAIN JOB he/she has any paid workers.

Question 18. Information on whether the individual has a formal agreement with his employer or not is to be recorded. The respondent could either have signed a CONTRACT (i.e., legal document that states and explains the agreement to work for a company or person for a certain job and period of time); simply have submitted a WRITTEN AGREEMENT or APPOINTMENT LETTER (i.e., a non legal document that states and explains the agreement to work) or neither. If a person has both a contract and a written agreement, put the code (1) for contract, as that is the higher of the two.

Question 19. The individual's employer for his/her MAIN JOB is to be recorded. Clarifications on some of the possible answers are provided below:

> STATE ADMINISTRATION includes the set of bodies that belong to the state and through which it carries out its daily activities. For example, the different ministries, municipalities, public schools, etc. Note that this includes the military.
>
> STATE-OWNED ENTERPRISE includes all firms that have a commercial purpose (i.e., earn money) but that belong to the State. For example, water or electricity public companies. JOINT STATE/PRIVATE ENTERPRISE is a joint ownership by the State and by private firms or individuals.
>
> PAID PUBLIC WORKS include jobs related to building/maintenance/repairing of public goods such as hospitals, roads, parks, etc.
>
> COOPERATIVE FIRM is company that is owned and managed by the people who work in it.

Note that if the answer to this question is either "state administration" or "state-owned enterprise" or "paid public works", you should move on to question 21.

Question 19A. This question will be used if the household survey is to provide a sampling frame for the STEP Employer survey. If not, this question will be deleted.

The question aims at identifying the address where the respondent's job takes place. Given the purpose of the information, it is important to register the exact address, since the address will be used to indentify employers in a list that will be used to select some employers to interview.

Three steps should be followed: (1) establish a conversation with the respondent to try to learn the address, following the questions stated in the questionnaire; (2) check the information provided either by visiting the working place or browsing the internet and correct any inaccuracies; (3) if the respondent to this question is the employer/owner, record both the address and the name of the employer. Note that those that declared to be working for the state in question 12 are not to be asked this question.

Question 20. In this question the respondent gives information on the number of employees of the enterprise he/she works at or own. If the respondent does not know the exact number of employees, the Interviewer should help him/her to estimate an approximate number.

Question 21. This asks if the respondent is associated with social security (for example, depending on the country: unemployment insurance, sickness and maternity leave, pension contributions.

Question 22. Information on the time duration of the MAIN JOB performed during the previous week is to be recorded.

SEASONAL work is defined as work that takes place in a periodic manner during a certain time period. For example; rice planting is seasonal work since there are two crops per year.

OCCASIONAL work is defined as work that takes place in a non-regular fashion for a brief time period.

TEMPORARY work is defined as work that takes place in a non-regular fashion for a certain time period.

PERMANENT/LONG TERM work is defined as work that takes place in a permanent fashion or for a long time period.

FIXED TERM work is defined as work that takes place for a certain period of time and not able to be changed.

The difference between TEMPORARY and FIXED TERM work. A fixed-term contract is one which terminates on a specified date or on the occurrence of an event which is certain to occur on a particular date. For example: to cover a period of leave where the end date is known; to cover a period of secondment or in-service or educational training; to fill a post pending appointment being made or pending an appointee taking up the post, provided that the permanent appointment is not unreasonably delayed.

A temporary contract is normally used when no end date is known and its termination is dependent on an event such as return from sick leave or maternity leave, or completion of a job. For example: to cover sickness; to cover maternity leave where the date that the substantive post holder will return is not known; to cover any other period of paid/unpaid leave where the end date is not known; to cover a temporary reduction in the hours of a member of staff; to cover a short-term temporary increase in workload.

Question 23. Information on whether the respondent receives payments or earnings of any kind is to be recorded. If the payment is received from the employer, 1 (one) should be entered and consistency is to be checked with question 6 (where 1 should have been entered).

If the earnings are from his/her own account, 2 (two) is to be entered, and consistency with question 6 is to be checked (2 should have been entered). Note that for answer 2, for self-employed persons, (YES, I PERSONALLY EARN MONEY FROM MY OWN ACCOUNT ACTIVITY) this means that the respondent is taking money out of the own account activity or enterprise to use for the living expenses of himself/ herself and his/her family. It does not mean that the business is making money that is put back into the business.

Questions 24-25. Only those who receive payment from an employer (i.e., answered 1 in question 24) are to answer these questions. In question 45, respondent is to provide the amount received for the last pay period, after payroll taxes and social security deductions – i.e., his 'take-home' pay. In case the individual has not yet received the payment he is to provide the amount he expects to be paid, after payroll taxes and social security.

In question 25, ask the individual which was the length of the paid period this amount was paid for. For instance, if the individual received $100 for the last week worked, "100" (hundred) is to be inserted in question 24's answer box, while option 3 (week) is to be inserted in question 25's answer box. The information is recorded in this way in order to minimize errors: the respondent should use whatever pay period is relevant to him/her. If the respondent records another pay period please write it down, legibly, so it can be recorded in the data later on.

Questions 26-27. Only those that earn cash from their own business (i.e., answered 2 (two) in question 24) are to answer these questions. Question 26 refers to the amount earned, while question 27 to the period to which the amount earned corresponds.

Question 28. This question is to be answered by both employees and persons working on their own account. It asks if they received any in-kind payment. For instance, free accommodation, clothes, food, etc.

Questions 29-36 ask about any SECONDARY JOB/ WORK in the past 7 days.

Question 29. This question asks the Interviewer to look at Module 4B to see if the respondent recorded a SECONDARY OCCUPATION in the past 7 days. If there was only one work/job recorded, (thus a MAIN OCCUPATION) then you will answer NO, and ask no more questions in this module.

However, if there were two or more works mentioned in Module 4B, then you will ask questions 29- 36. If there are two works/ jobs listed in Module 4B, then the SECONDARY JOB/ WORK is the one that was not listed in Question 1 as the Main Job. If there were more than two work/jobs listed in Module 4B, then the Interviewer should ask the respondent which of those is the 2nd most important, and refer to that as SECONDARY OCCUPATION.

Like in Question 1, the Interviewer should also write the line number of the secondary occupation, from module 4B.

Questions 31 – 36 ask for the same information for the SECONDARY OCCUPATION as was asked earlier in this same module about the MAIN OCCUPATION.

11 Module 5: Work Skills

Purpose

The aim of this section is to record detailed information on literacy, numeracy and other work skills of the randomly selected household member.

Instructions for recording

The work skills module has 2 parts, labeled Part A and Part B.

11.1 Part A. Self-Reported Literacy and Numeracy

This section collects information on literacy and numeracy skills, as applied at work or in daily life.

There are two sections in this module and any one respondent does only one or the other.

- Questions 1 and 2 determine if the respondent has worked in the past year, and if so, Questions 3-20 are asked.
- If the respondent has not worked in the past year, Questions 21-28 are asked about literacy in daily life.

Questions 1 & 2. These questions aim at identifying if the individual had a job during the previous seven days or during the previous year. If so, questions 3 to 21 should be completed. Otherwise, the Interviewer should move to question 21.

Question 1. If the individual answered Module 4C, it means he worked during the last 7 days. In this case, copy the main occupation reported in Question 1 in Module 4C.

Question 2. For respondents who have not worked in the last 7 days, the Interviewer must check the date of the last work the responded had in Questions 19 of module 4A (page 24 of the questionnaire) to see if the respondent's last work ended within the last 12 months.

For instance, if the interview is in February 2012, you are looking to see if the last work date in Question 19 of Module 4A is month 02 (February) or later of year 2011 or anytime in 2012. If the respondent did work within the last 12 months, copy the occupation reported in question 20 of Module 4A and move on to question 3. Otherwise, move on to question 21.

<u>The block of questions 3-10 asks about reading done at this work and outside this work</u>

Questions 3-10. These questions are to be asked to all those who declared to have worked either during the last 7 days or 12 months. They refer to literacy skills applied at work and in daily life and are to be completed referring to either the main job last week or last year, according to the individual's answer to questions 1 and 2. Read the following introduction to the interviewee before starting:

"Now I am going to ask about things that you may do as part of your work (or may have done in your last work) in [READ OCCUPATION FROM Q1 OR Q2]. Some questions may not apply to you, but I need to ask them all so that we can compare these answers across the countries participating in the survey. The first questions are about different kinds of things you might have to read or write as a regular part of this work, including reading on a computer as well as on paper."

Questions 4-7. These questions aim at recording if and to what extent the individual's work involves reading abilities. Throughout the questions the respondent should be reminded to think of the occupation that is written in Q1 or Q2.

Question 4. Ask the individual if he/she has to read anything as a regular part of his/her work (the work listed in Q1 or Q2). Please note that reading here includes small notes or instructions that are a few sentences long. If the answer is NO, skip to question 8 to ask three questions about reading outside of this work.

Question 5. This question aims at recording if the individual's job requires more advanced reading abilities. He/she is to be asked whether his job includes reading a certain type of documents/books. These are some of the types included:

FORMS: a paper or papers with spaces for providing information or answers to questions. For instance, does the person have to read other people's job application forms or read order forms to purchase supplies? Forms include those read electronically on a computer.

BILLS OR FINANCIAL STATEMENTS: is a formal record of the financial activities of a business, person, or other entity, presented in a structured manner.

INSTRUCTION MANUALS: a book which provides practical instructions on how to do something or how to use something, such as a machine.

Question 6. The individual is to point out the longest document that he/she normally reads <u>as part of his/her work</u>. By normally we mean as a regular part of their work, for a frequency that is normal for the document: for example, a quarterly report would be read every quarter, a daily briefing would be read every day. If they regularly read long reports as part of their job, then they should refer to those reports. If they happen to have read a very long report recently but that is not something that they are expected to do regularly as part of their work, then they should not refer to that report. The words "normally" and "regularly" try to cover both (a) reading activities performed on a relatively frequent basis, consistently throughout the year and (b) reading activities performed consistently at some point during the year at moderate to high intensity, but not necessarily at other times.

Question 7. For those individuals that do employ reading skills at work, information on the use of these skills in his/her life outside of this job should be recorded. The individual is to point out longest document he/she has read in the past 12 months as part of his/her life outside of this work. Again, they should not refer to a document read exceptionally. Skip to question 11.

Questions 8 to 10. These questions are to be asked to all those who do not apply reading skills at the specified work, that is, that answered NO to question 4. The purpose is to gather information on the use of reading skills in their daily life or in work other than the work specified in Q1 or Q2.

Question 8. Ask the individual whether he/she reads anything outside his/her work as [the occupation reported in Q1 or Q2]. Please note that reading here includes small notes or instructions that are a few sentences long.

For example, if the respondent's main occupation in Question 1 is as a store cashier, but she has a secondary job on the weekends reading paper forms and doing data entry from the forms. She may say that she does not read in her occupation as cashier when asked in Question 4. Now in Question 8 we are asking about her reading outside of her work as a cashier. She will include her secondary job as well as anything she reads in her leisure time – anything outside of her work as a cashier – when she answers this question and the next two questions.

Question 9. Ask the individual whether he/she reads certain types of documents/books outside his/her work as [the occupation reported in Q1 or Q2]. Go to question 5 for clarification on the different types.

Question 10. The individual is to point out the longest document he/she has read in the past 12 months as part of his/her life outside of this work. Note that this question is exactly the same as question 7, but is asked in this case to those individuals that do not apply reading skills at the main work listed in Q1 or Q2.

The block of questions 11-17 asks about writing done at this work and outside this work

Questions 11-13. These questions aim at recording if and to what extent the individual's job involves writing abilities.

Question 12. Ask if the person's job requires any kind of writing. Please note that writing here refers even to small notes or instructions that are a few sentences long. If the answer is NO, skip to question 15.

Question 13. The individual is to point out the maximum length of the normal document he/she usually writes as part of his/her work.

Question 14. For those individuals that do employ literacy skills at work, information on the use of these skills in his/her life outside of this work should be recorded. The individual is to point out the longest document he/she has written in the past 12 months as part of his/her life outside of this work. Skip to question 18.

Questions 15 to 17. These questions are to be asked to all those who do not apply literacy skills at work, that is, who answered NO to question 12. The purpose is to gather information of the use of literacy skills in their daily life.

Question 15. Ask the individual whether he/she fills out bills or forms outside his/her work, such as government forms, application forms, etc.

Question 16. Ask if the person does any kind of writing in his/her daily life. Please note that writing here refers even to small notes or instructions that are a few sentences long. If the answer is NO, skip to question 18.

Question 17. The individual is to point out longest document he/she has written in the past 12 months as part of his/her life outside of this work.

Note that this question is exactly the same as question 14, but is asked in this case to those individuals that do not apply literacy skills at work.

The block of questions 18-19 asks about respondents' numeracy skills

Question 18 & 19. The individual is to establish whether he/she performs certain kind of numeracy-related tasks at work (question 18) or in life outside of this job (question 19). The responses are to be read aloud and the individual needs to answer YES or NO to each one.

Question 20. This question is to be asked to ALL individuals who worked during the last 7 days or 12 months, whether or not they use reading or writing skills at work and/or in daily life. The purpose is to record whether the lack of reading and writing skills in the [OFFICIAL LANGUAGE] has ever kept him/her from getting a job, a promotion or a pay rise or held them back from advancing their own account enterprise.

Once Question 20 is answered, move to Part B of this module, as the rest of the questions (21-28) are for respondents who have not worked in the last 12 months.

The block of questions 21-26 are reading and writing questions for respondents who have not worked in the past 12 months

Questions 21 to 28. These questions are to be asked to all those who did not perform any economic activity either during the past 7 days or in the past 12 months.

Read the following introduction to the respondent before starting:

"These questions are general questions about daily activities over the past 12 months. Not all the questions will apply to you, but I have to ask them all. When I speak of reading and writing that can be on paper or on computers."

Question 21. Ask the individual if he/she ever reads anything. Please note that reading here refers even to small notes or instructions that are a few sentences long. If the answer is NO, skip to question 24.

Question 22. This question aims at recording further reading abilities. He/she is to be asked whether he/she remembers to have read certain type of documents/books during the last 12 months. For clarification on document types, go to question 5.

Question 23. The individual is to point out the longest document he/she has read in the past 12 months.

Question 24. Ask the individual whether he/she has filled out bills or forms over the last 12 months, such as government forms, application forms, etc.

Question 25. Ask if the person does any kind of writing. Please note that writing here refers even to small notes or instructions that are a few sentences long. If the answer is NO, skip to question 27.

Question 26. The individual points out longest document he/she has written in the past 12 months.

Question 27 asks about numeracy and if literacy has been a barrier to employment

Question 27. The individual is to establish whether he/she performs certain kind of numeracy-related tasks. The responses are to be read aloud and the individual needs to answer YES or NO to each one.

Question 28 asks whether literacy has been a barrier to employment

Question 28. The purpose is to record whether the lack of reading and writing skills in the [OFFICIAL LANGUAGE] has ever kept him/her from getting a job, a promotion or a pay rise, or held him/she back from advancing a business or own enterprise activity.

11.2 Part B. Skills at Work

This section collects information on work skills, as applied at work or in daily life.

Question 1. This is not a question but an instruction for the Interviewer. The purpose is to establish if the individual had a job during the previous seven days or during the previous year. The Interviewer should check part A of Module 5 to provide an answer. If positive, copy the occupation from question 1 or 2 in Module 5A and ask questions 2 to 26. Otherwise, skip to question 27.

Questions 2-26. These questions are to be completed referring to the individual's current MAIN JOB or last job, according to the individual's answer to question 1.

Question 3. The Interviewer should show the respondent card #2, which shows a scale from 1 to 10, where 1 represents no physical demand at all and 10 represents extreme physical demand. Physical demand is define as the overall level of physical effort and exertion that the job requires. Following this scale the individual is to provide the number that best reflects the tasks he performs at work. Please note that the individual should not be guided in his/her response; a spontaneous answer should be recorded.

Question 4. This question asks about how frequently the respondent has spent time cooperating or collaborating with co-workers. The respondent can choose in a range from NEVER to EVERY DAY.

Question 5 & 6. These questions refer to working with people <u>other than</u> co-workers: customers, clients, students or the public. They should be answered in reference to the actual MAIN JOB or to the job held in the past year.

Question 5. Ask the individual if he has contacts with people as part of his work, other than co-workers, for instance, customers, clients, students, etc.

Question 6. The Interviewer should show respondent card #3 which shows a scale from 1 to 10, where 1 represents very little involvement with people (other than co-workers) 10 represents much of the work involves long (10 to 15 minutes) personalized time with customer, clients, students, etc. Following this scale the individual is to provide the number that best reflects his/her kind of work. Please note that the individual should not be guided in his/her response; a spontaneous answer should be recorded.

For example, a cashier who is meeting the public every day does not have long personalized time with clients **–** he/she rings in their purchases and receives payment, but this is not personalized time discussing or dealing with specific demands or problems of a client. Similarly, a delivery person meets clients often, but he does not have long, personalized time with customers. A clerk in a shop might have some amount of personalized time with a customer, discussing needs, suggesting various options. On the high end of the scale one could think of a lawyer meeting with clients to discuss a case or a problem, a doctor meeting with patients, a specialized salesman who makes a detailed analysis of a client's requirements.

Questions 7 to 9. These questions refer to working with machine and equipment. They should be answered in reference to the actual MAIN WORK or occupation in the past year.

Question 7. Ask if driving is part of his/her work. Vehicles include cars, trucks, three wheeler, etc. This does not include driving to get TO a job or work; it means that at work the respondent must use a vehicle.

Question 8. Ask if repairing/maintaining electronic equipment is part of his/her job. Electronic equipment includes cell phones, computers, etc.

Question 9. Ask if operating with heavy machines and/or industrial equipment is part of his/her job. For instance, machine/equipment in factories, construction sites, warehouses, repair shops, industrial kitchens, some farming devices, etc.

Question 10. This question aims at recording how often in the respondent's work he/she has to think for at least 30 minutes to come up with how things should be done. Here respondents should refer to complex tasks that they have to carry out as part of their work, and that require them to think things through. It could be solving a problem, planning an activity, etc. Examples of this are: budgeting for a business, teacher making a lesson plan, restaurant owner creating a new menu/dish for restaurant, dress maker designing a new dress, etc.

Question 11. This question asks the respondent which language or languages he/ she regularly speaks for this work. Note that this is <u>not the languages known</u> by the respondent, but the language or <u>languages spoken as a part of this work</u>. If the respondent speaks a native language with some of the other workers during the break time, but that language is not the language that the work is carried out in, we would not record the native language here, but only the languages used in the actual work. If one of the languages the respondent speaks in the workplace is not on the list, record it under "Other". *<Each country should adapt the languages to its country situation. >*

Question 12. A FORMAL PRESENTATION is one that the respondent might prepare carefully beforehand and deliver to a group that has come together to hear it. This includes teachers delivering a lesson, a speech given to an audience, or a 10-minute talk about a specific concern to others at your place of work. For example, the person directing your training for this survey may be giving formal presentations during the course of the training in going over the survey instrument.

This does not include presentations that a person may prepare (for instance, prepare PowerPoint slides or photos or graphs) if the presentation is then made by another person – this is asking about the person getting up in front of an audience and presenting something.

Question 13. SUPERVISION refers to tasks that entail making sure that procedures and duties performed by other employees are done correctly.

Question 14. The Interviewer should show card #4 to the respondent, which shows a scale from 1 to 10, where 1 represents no freedom at all to perform his/her work (tasks are codified and structured, follow a fixed procedure and are done according to tight instructions) and 10 represents complete freedom (tasks are to be sorted out by the individual and done as the individual thinks is best). Following this scale the individual is to provide the number that best reflects his/her situation at work. Please note that the individual should not be guided in his/her response; a spontaneous answer should be recorded.

Question 15. This question asks if the respondent uses a cell phone or other communication device as part of his/her work.

Questions 16 & 17. These questions seek to record how often repetitive tasks are involved in the work (question 16), as well as how often the job changes in ways that require significant learning or how often new training is offered by the employer (question 17). Please note that the spontaneous response of the individual is to be recorded; options are not to be read aloud.

Question 18. Ask if the individual uses a computer as a part of his/her job. If not, move to question 23.

Question 19. The respondent is asked how often he/she uses a computer at work (for people working now) or did (for those who worked in the past year but not working in the past 7 days).

Question 20. The respondent is asked if the work required the use of commonly used software or tasks such as emailing and searching for information on the internet. For each of the items on the list you must ask the respondent and then mark YES or NO (1 or 2).

Question 21. The respondent is asked if the work required the use of other software packages (such as Powerporint, accounting software, etc) , OR designing websites, OR doing programming or managing networks. These are all more advanced uses of computers, so Question 21 is a filter so that only those using the computer fairly extensively will go on to answer Question 22.

Question 22. For each of the items on the list of advanced computer applications or programming or managing networks, you must ask the respondent and then mark YES or NO (1 or 2).

Questions 23 to 28. These questions are about education, work experience and training. They should be answered in reference to the main occupation filled out in question 1 of this module.

> ***Question 23.*** Ask the respondent how useful his/her formal schooling has been for this job. FORMAL SCHOOLING in this case includes all education, including any technical courses that may have been taken even after finishing the highest level achieved at school.
>
> ***Questions 24, 25, and 26*** should be thought of as linked. In Question 24 we ask the respondent what level of formal education he thinks someone would need to carry out the work. Then in Question 25 we ask: if someone had the level of education you said in Question 24, how many years of related work experience would they need? And in Question 26, we ask: if a person had the education you said in Question 24 and the related experience you said in Question 53, how long, in your opinion, would it take them to learn to do this work well.
>
> ***Question 24.*** MINIMUM LEVEL of FORMAL EDUCATION is to be understood as the level that must be completed in order to properly carry out the job. We are not asking the respondent how much education he/she had when first getting this job. We are asking: if someone were hired for this job/work now, what is the minimum education that person would need.
>
> ***Question 25.*** The question asks what level of working experience would be required for someone to come into this job. We are not asking the respondent how many years experience he/she has; rather we are asking, assuming someone with the education you just mentioned were to be considered for this job/work, how many years of related work experience would be required?

Question 26. This is the final question in the sequence. The respondent has said the minimum education and the work experience someone would require, and now we are asking, once in this actual job/work, how long would it take for the person to be able to learn to do the work well.

(Even with the right education and with work experience it may take some time in a new situation for a new worker to do the work well – they have to meet the people, understand the company, understand the working rules, etc.)

For example, for an engineering job, the respondent could answer in Question 24 the minimum education is a bachelor's degree in Engineering, and answer in Question 25 that it would take 4 years experience in related engineering work, and finally, in Question 26 it might take 3 or 4 months before the person was functioning well within the company.

Another person who is working as a guard at a store might say that only primary schooling is required, (to fill out the work sheets), that no prior experience is necessary, and that it would take less than a month for someone to be trained in how to use the alarm system and what to do in case of a problem.

Questions 27 to 32. These questions refer to work skills applied in daily life. They are to be completed by all respondents, whether they are currently working, they worked last year or they did not work at all. If the respondent reported work in Question 1 of this module, say "Think of all activities outside this work", and read the part in square brackets in the questions below. If they did not report work, do not read the part in square brackets.

Question 27. Information on the use of cellular phones (or other communication devices) is to be recorded. Please note that the question involves the use of such devices <u>outside</u> the main work (for those that had a job in the last 7 days or year).

Question 28.. Whether the person regularly drives is to be recorded. Please note that the question involves driving <u>outside</u> the main work if the respondent was working

Question 29. If the respondent does not answer that he/she regularly drives (in Question 28), he is asked if he knows how to drive a car, truck or three-wheeler.

Question 30. Ask the individual if he/she used a computer in the last 3 months. Please note that the question involves use of computers <u>outside work</u>.

Question 31. To be answered by those that declared to have used a computer in the last three months. They are to be asked how often they have used it in that period.

Question 32. Information on the importance of computer skills for the individual's career is to be recorded. The individual is to be asked if a lack of computer skills has ever prevented him from getting a job, being promoted or getting a pay raise. COMPUTER SKILLS refer to the ability to operate a computer. Such abilities may vary from simple operations, for instance data entry or sending and receiving e-mails, to moderate abilities, such as using a word processing or a spreadsheet, to more complex operations, such as using statistical or design packages for example, to advanced tasks such as software programming.

Question 33. A list of skills and characteristics are to be read aloud to the individual and he/she has to establish whether he/she has them or not. In case the individual is currently working, you should ask "'<u>If</u> you were looking for work, do you think you have...?" In case he/she declared to be unemployed but currently looking for a job, you should start the question by saying "You told me you were looking for work, do you think you have…?"

Question 34. Ask whether the individual has applied for a job during the past 5 years. If not, skip to module 6.

Question 35. For those who have applied to a job in the past 5 years, ask if they were asked to demonstrate their education qualifications or work experience. For example, by showing education certificates or providing previous employers' contact details. If the respondent has applied for more than one job or work in the past 5 years, refer to the most recent application for this question.

Question 36. For those who were asked to prove their education qualifications or work experience, ask in what way this was required. If the respondent has applied for more than one job or work in the past 5 years, refer to the most recent application for this question.

12 Module 6: Personality, Behavior and Preferences

12.1 Part A: Personality and Behavior

Purpose

The aim of this section is to collect information on personality and behavior characteristics of the individual that point to skills that may be relevant at work.

Instructions for recording

IMPORTANT NOTE: If the interview is not in the official language, please use one of the prepared language versions for this module. (See language version sheets!)

General Warning. It is important to emphasize to the respondent that this section's questions have no right or wrong answers and that their only purpose is to collect information on the individual's characteristics. Spontaneous answers should be recorded. <u>It is important to note here that respondents have to answer all questions if at all possible.</u> You need to make sure that you ask all questions and that the respondent answers each one. If the respondent is having trouble or hesitating over a question you can mark it to come back to, and try again after finishing the questions.

Moreover, it is important for the Interviewer to go over the scale of possible responses on the show card so that the respondent understands them.

Start by reading the following introduction to the respondent:

"People are different from each other. When you answer these questions, think about how you compare to other people, both at work, if you work, and at home. We understand that some of the questions seem alike. Please understand that we are asking these questions to people all over the

world, and we want to make sure that we ask them in every way possible. Rate each of the items below by pointing at the response that best describes you. Do not spend a lot of time thinking about the items—just give your first response. There are no right or wrong answers."

Question 1. The Interviewer should show response card #5 to the respondent, which shows four possible answers: "almost always", "most of the time", "some of the time", "almost never".

The comments are to be read to the respondent, one at a time. For each one of them, he/she should point to the response that best describes him/her in the card. The Interviewer is to circle that answer on the line for that comment.

If the respondent does not understand the question, the Interviewer should repeat the question, but should not provide any example or explanation, because doing so could bias the results since each Interviewer will explain it differently. If the respondent asks for help or clarification, please just say, "I'm not supposed to try to explain these statements. Just think what the statement means to you." If the respondent does not provide an answer you can mark it to come back to, and try again after finishing the other questions.

12.2 Part B: Preferences

Purpose

The aim of this section is to collect information on the individual's preferences regarding risk. Attitudes towards risk have been shown to be related to labor market outcomes. For example, individuals who tend to like risk, also tend to be more entrepreneurial.

Instructions for recording

IMPORTANT NOTE: all the questions included in this section contain a monetary value, expressed in the country's currency

Questions 1 to 3. The individual must choose one of two options in each question: either to get **[$XXX]** for sure or to flip a coin and get three times that amount if it is head or 0 if it is tail (question 1), four times that amount if it is head or 0 if it is tail (question 2), two times that amount if it's head or 0 if it is tail (question 3). Depending on their response in question 1, respondents either answer questions 1 and 2 or questions 1 and 3.

Questions 4, 5 & 7. The individual must choose one of two options in each question: either to get **[$XXX]** for sure now or to get 1.5 times that amount for sure one year from now (question 4); or to get twice that amount for sure one year from now (question 5), or to get 1.2 that amount for sure one year from now (question 7).

We emphasize that in this imaginary choice, the payoff will be for sure in a year's time, because we do not want the person's mistrust of the world economy or the government or any other factor to influence their choice. It should be just a choice of timing to receive the money.

Question 6. In case the individual chose to get the money now in both questions 4 and 5, ask him/her to identify the amount at which he/she would be willing to delay the payment for one year.

Depending on their choices, respondents may answer questions 4 and 5; questions 4, 5, and 6; or questions 4 and 7.

13 Module 7: Family

Purpose

The aim of this section is to record detailed information on the randomly selected household member's family, regarding both its structure and background. Questions refer to respondent's spouse, children, parents and siblings.

Instructions for recording

The family has questions on language, followed by family questions including when the respondent was young.

Question 1. MOTHER TONGUE refers to the first language the person learned, as a baby. It is the language that they spoke as a young child. Some children grow up learning two languages simultaneously as a young child. In this case, you can record two languages, but for most cases, record the one language and put a dash in the other box.

Question 2. The respondent is to establish the language that is usually spoken in the house. If more than one language is usually spoken, he/she should determine which one is used to a larger extent.

Question 3. This question refers to the MAINLY SPOKEN language at home, as declared in the previous question.

Question 4. For each person in the household the respondent should think whether he/she speaks any of the official country language. The total number of people that do speak one of them is to be provided. SPEAKING does not necessarily include reading and/or writing. Note that this question does not refer to how many languages the respondent is able to speak, but just how many speak an official language.

Question 5.

Respondents are asked: "In which languages do you speak, and in which languages do you read and write, well enough to work in a job that requires that language."

This question aims to record all the languages that the respondent
1) speaks well enough , or
2) reads and writes well enough
to work in a job in that language. A person may be able to speak a language but not read/write it. And sometimes a person may be able to read/write in a language but not speak it well enough to work in the language.

For each language listed, you ask first if the person can speak it, then can read/write it well enough to work in a job in that language. If the person says he speaks and reads/ writes only the language in which he is being interviewed, you will write 1 (for yes) for the interview language and 2 (for no) for all the other languages. If the respondent mentions a language not on the list, you should record it in "other", and ask if he speaks it, then reads/ writes it. (Note: in Question 11 in module 5B, persons who are working or had worked in the past year were asked about the language(s) used in their main job. In Module 5B, we were asking about languages used in a job, whereas here we are asking about the ability to speak or read/write a languages well enough to work in it, independent of actually having a job or to be working – this Question 5 just asks about the ability in the languages.

Question 6. This is not a question but an instruction for you. Check the roster, included in Module 1A, and check whether the person is coded as a widower or never married, code 6 and 7 respectively in question 13. If YES, skip to question 9.

Question 7. Ask the respondent if this spouse/partner lives in the household now. Note that the question does not mean whether that person is in the house at the time of the interview.

Question 8. Note that this is not a question, but an instruction for you. If the spouse/partner currently lives in the household, copy the ID code of him/her, as established in the roster (Module 1A). For polygamous marriages, record up to the first three spouses. Here "first" refers to chronological time, that is, the three spouses he/she has been married to the longest.

Question 9. This question asks if the respondent is the parent (and we mean biological parent) of any children in the household now.

Question 10. In case the individual responded YES to the previous question, that is, he/she is the parent of one of the children living in the household, ask the respondent the names of his/her children and copy the ID codes of those children from the roster (Module 1A). Please take great care in copying the right ID codes in this question, as errors will not be easily corrected and will affect the analysis.

Questions 11-13. If the mother of the respondent lives in the household now, we already know her education, so we record her ID and go on. If she does not, we ask the highest completed level of education for the respondent's mother. Please take great care in copying the right ID code in this question, as errors will not be easily corrected and will affect the analysis.

Questions 14-16. These questions are like the 3 preceding questions, but this time for the respondent's father. If the father of the respondent lives in the household now, we already know his education, so we record his ID and go on. If he does not, we ask the highest completed level of education for the respondent's father. Please take great care in copying the right ID code in this question, as errors will not be easily corrected and will affect the analysis.

Questions 17-20. The Interviewer should record information on the number of siblings (brothers and sisters) the respondent had when he/she was aged twelve (12). The purpose is to establish the respondent's birth position in the family, as this is used by researchers to establish whether it affects future labor market outcomes.

> ***Questions 17 and 18*** ask about how many older brothers (Question 17) and sisters (Question 18) the individual had with when he/she was 12 (twelve) years old.
>
> ***Questions 19 and 20*** ask about how many younger brothers and sisters the individual had when he/she was 12 (twelve).

These questions refer to the number of brothers and sisters the respondent had, not the number actually living in the household with the respondent when he was 12. But in all these questions, adopted children of the respondent's parents and half-brothers or half-sisters, depending on the question, are to be counted only if they were living at the household at that time.

Question 21. The Interviewer should record information on the family members the respondent lived with at age twelve (12). For each type of relative listed, either 1 (YES) or 2 (NO) is to be circled if the relative was present. Brothers and sisters should be understood to include half-brothers and sisters. Note that if the respondent lived in a boarding school, was an orphan or lived on the street, when he/she was 12 only 2's (NO) will be circled.

Question 22. The Interviewer should show the person Card #6, which shows a staircase in which the first step (1) is occupied by the poorest and the last step (10) is occupied by the richest. The individual is to point to or say the step he/she thinks best reflects the economic position his family was in when he/she was 15 (fifteen). Please note that the individual should not be guided in his/her response; a spontaneous answer should be recorded.

Question 23. The question aims at collecting information on economic shocks suffered by the family of the respondent during his childhood. Note that this question does not refer to the time when the individual was 15 years old but to the period that goes from when he/she was born up to when he/she turned 15. The Interviewer should read aloud all of the listed events. In case the family suffered one of these shocks, 1 (one) should be entered in the corresponding cells, 2 (two) otherwise.

Question 24. Information on whether the respondent worked outside the house before the age of fifteen (15) should be recorded. Note that as in the previous question, the reference period is not when the respondent was 15, but rather the period that goes from when he/she was born up to when he/she turned 15. WORK is to be understood as any activity performed outside the house that was rewarded with an income, whether in cash or in kind. For example, selling goods in the street, helping some relative in this/her business, washing cars, etc.

Question 25. If the respondent worked outside the house, record the earliest age at which he did so.

14 Module 8: Interviewer's Impressions for Modules 2-7

Purpose

The aim of this section is to record detailed information on the Interviewer's impressions regarding the way in which the interview to the randomly selected household member developed.

NOTE: this section does not include further questions for the respondent. In this case, the questions are for you to complete on your own after completing modules 2-7 with the selected individual. It can be completed before showing the respondent the reading exercises, or filled out at the end of the interview once you have left the household.

Instructions for recording

Question 2. For each type of person that could have been present for some of the interview for modules 2-7, record the amount of time they were present, or if not present or does not apply, record 5.

Question 3. This question point to how well you think the respondent understood the questions which were asked.

Question 4. This question point to what extent you think the respondent thought carefully before giving you the answer and was honest in doing so.

Question 5. This question asks how much distraction you feel there was for the respondent during the interviewing for Modules 2-7.

Question 7: COMMENTS. Please include any comments you think may be relevant in terms of having affected the outcome of the interview. For example, if the respondent was reluctant to answer the questions, if you feel he/she was afraid of giving certain information, etc.

15 Module 9: STEP Reading Exercises

An important part of the STEP survey will be the administration of reading exercises[1]. This is Module 9 in the Questionnaire and is called Reading Exercises.

The reading exercises that will be administered to the respondent as Module 9 in STEP have already been extensively used in international literacy assessments. They were developed by a company called ETS and ETS has a copyright on these literacy exercises.

15.1 Defining Literacy

Literacy can be defined as follows:

Literacy is understanding, evaluating, using and engaging with written texts to participate in society, to achieve one's goals, and to develop one's knowledge and potential.

There are many levels of literacy, from understanding basic words, to being able to make sense of a written passage, or reading for enjoyment or to better one's skills in life-long learning. The reading exercises in STEP aim to measure the range of skills of the respondents, from a basic level to a high reading ability.

There are two booklets that make up the STEP Reading Exercises:

- The General Booklet, and
- the Exercise Booklet

General Booklet. Every respondent will be given the General Booklet to complete. It has two sections, and we expect it will take approximately 17 minutes, on average, to complete the two sections of the General Booklet.

The two sections of the General Booklet are:

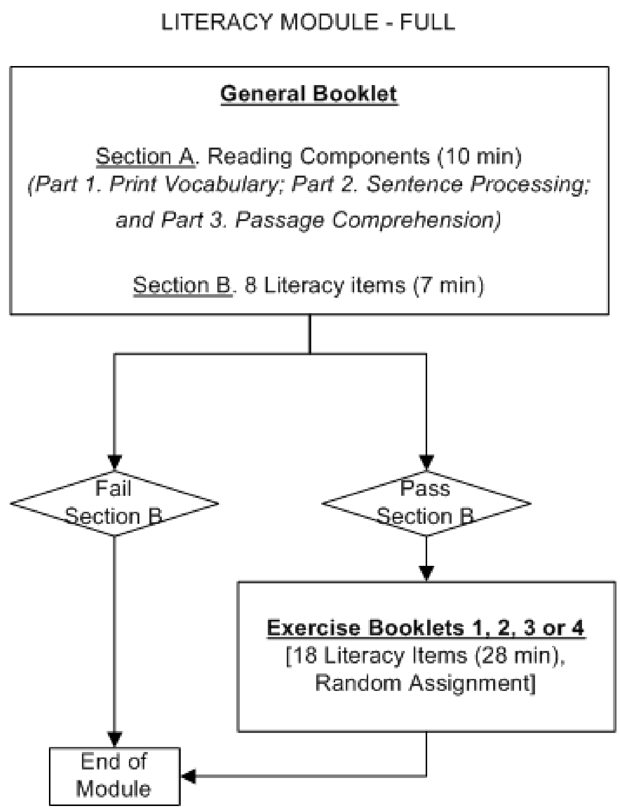
- Section A: A set of reading component items aimed at providing countries with information about respondents who perform at the lower end of the reading literacy scale. This section contains three parts: Part 1 –Print Vocabulary; Part 2 – Sentence Processing; and Part 3 – Passage Comprehension.

- Section B: A set of eight literacy items used to help sort the least literate from those with higher levels of skill. This set of eight items will be scored by the Interviewer. Respondents who fail Section B are done with the interview, while those who pass Section B will proceed to an Exercise Booklet.

Exercise Booklet: The Exercise Booklet will assess higher levels of reading literacy than the General Booklet. There are four versions of the Exercise Booklets: Exercise booklets 1, 2, 3, 4. A respondent will only take one of these booklets. A booklet will be randomly assigned to each respondent, and the Supervisor will give the Interviewer the correct type of Exercise booklet for each specific household. Each Exercise booklet has 18 questions. We expect the Exercise booklet to take 28 minutes, on average, to be completed.

The workflow for the Reading Exercises is shown in Figure 1 below.

Figure 1. Workflow



15.2 General Guidelines for Administering the Reading Exercises Booklets

It is very important that you help establish the appropriate setting for the interview so the respondent is comfortable and undistracted. Interviews are typically conducted at the respondent's home but can also take place in other quiet spaces such as a library or the respondent's office if, for instance, the respondent is not comfortable admitting you into his or her home. Ideally, the respondent should be seated at a table or at a chair where he or she has an accessible writing surface. You will want to be seated so you can easily interact with the respondent and watch his or her progress. It is also important that the respondent has comfortable working space, including sufficient lighting.

Whenever possible, you will want to steer the respondent away from the television room or a room where family members are present.

The administration of the reading exercises requires an understanding of specific procedures on your part, as well as patience and tact. During the administration of the booklets, you have a number of responsibilities, including:

- Creating the proper setting;
- Giving instructions to the respondent;
- Monitoring the administration; and

- Making sure the respondent has the necessary materials.

Throughout the administration of the reading exercises, you will need to be sensitive to the respondent's reactions and concerns. This is especially true for disabled respondents or respondents uneasy about their reading or writing skills.

As you monitor the administration of the booklets, sit close enough to the respondent so you can watch the individual's progress on the booklet but not so close that he or she might feel you are trying to see what he or she is answering. Remain alert and pay attention to what the respondent is doing. Be ready to interact with the respondent if he or she has a question or concern. Do not engage in non-study activities such as reading a book or using your cellular phone. Devote all your attention to the administration of the reading exercises booklets.

In the General Booklet Section A, respondents are not allowed to return to tasks because of the fact that the Interviewer is recording time for each of the three parts. However, respondents are allowed to return to tasks within the General Booklet Section B and in the Exercise Booklet. Within these, the respondents can answer the questions in any order they want and may return to previous questions.

15.2.1 Handling Other Special Situations and Questions from Respondents

During the administration of the reading exercises, a number of situations might arise for which you must be prepared. Here are some of the most likely situations and suggested responses:

Respondent begins the exercise but wants to quit. Say something like "not everyone completes all of the questions." Encourage the respondent to go on to another question and to work on as many of the questions as he or she can.

Respondent asks you to explain a question or instruction. You should not help the respondent with the exercise. This means you should not interpret instructions or questions in the exercise. However, you may repeat instructions shown in this guide. If the respondent asks for assistance, the guide instructs you to say:

– "I'm sorry; I can't help you with the exercises. Please do the best you can for each exercise."

Respondent cannot understand specific words in the exercise. You should not define words for the respondent or interpret any of the content of the exercise for the respondent.

Respondent is spending too much time on a task. Each section within the exercise contains several questions of varying difficulty. If you observe a respondent spending too much time on a particular task, suggest that he or she move on by saying something like:

– "Some of the tasks in this section can be fairly difficult. Not everyone completes all the tasks. We would like everyone to attempt as many of the different exercise questions as possible. Why don't you go on to the next task?"

Respondent wants to resume working on a question. In general, respondents should be encouraged to complete the questions in the exercise in the order in which they appear, but in the General Booklet Section B and the Exercise Booklet respondents are allowed to return to questions.

Respondent says the print is too small. You should explain that the print is the same as in the materials that people use in everyday life. Encourage respondents to use reading glasses or a magnifying glass if they normally use them.

Respondent wants to know if the exercise will be graded like a test. Tell the respondent that the exercise will <u>not</u> be graded like a test and the respondent's name is not associated with the answers.

Respondent asks if it is better to leave questions blank if uncertain about the answer. Tell the respondent that each question should be answered to the best of the respondent's ability.

Respondent asks if results will be available. Tell the respondent that **i**ndividual scores are not computed for the exercise. The respondent's answer for a specific question will be combined with everybody else's answers and tabulated as a group.

Respondent wants to do something else (e.g., watch television) while doing the exercise. Urge the respondent to devote his or her attention to the exercise by saying something like:

– "It is really important that you concentrate while doing the exercise. Is there another room we can go to so that you can work undisturbed?"

Other family members want to help respondent. It is natural for other family members to be curious about the exercise. However, other family members should not discuss the exercise with the respondent or help the respondent. If this occurs, say something like:

– "Since (respondent) has been selected to do the exercise, it is important that he or she completes it without any assistance. Otherwise, when the answers of all the participants across the country are put together, it could create a very misleading picture."

Respondent wants to quit exercise and resume later. It is important that the respondent understands that once the exercise is started, it must be completed in one sitting. You cannot stop the exercise and resume it on a later date. For this reason, it is important that you begin the Literacy Module only when you are confident that the respondent will have sufficient time to complete it. If there is an impending conflict, it is better to set an appointment and make a return visit.

It is allowable for the respondent to take short breaks (under five minutes) in between sections for visits to the bathroom or to take care of a pressing family matter. Longer breaks should be discouraged unless absolutely necessary.

15.2.2 General Information about the Instructions for the Interviewer

Instructions for you are provided below in table format. The following categories of instructions are included:

- <u>Read to Respondents</u>: These are direct instructions for you regarding the administration. They include two types of text:
  - Text in ***bold italic and within quote " " marks***: Directions for you to read to the respondent

- Text in CAPS and UNDERLINED within directions: Directions for you to note while reading

- Interviewer Instructions: These provide additional information for you regarding the administration of the instruments.

- Help: This category provides responses for you to use in case the respondent asks clarification questions.

15.3 Administering the General Booklet

The General Booklet contains two sections: Section A and Section B. There is only one version of the General Booklet. In Section A, you record the time taken to complete each of the parts. In Section B, you do not time the individual parts but you score how the respondent answered the eight questions in order to see if the respondent progresses to the Exercise Booklet.

15.3.1 Scoring Guide for Section B of the General Booklet

The Interviewer has to score Section B of the General Booklet in order to see if the respondent answered at least 3 of the 8 questions correctly, in order to go on to the Exercise Booklet.

This section provides information about scoring the questions in Section B.

Assigning scores:

Scorers will assign a score of 1, 7 or 0 to each of the questions. In general:

- **A score of '1' should be assigned for a correct response.**
- **A score of '7' should be assigned for an incorrect response.**
- **A score of '0' should be assigned if no response is provided.**

When assigning scores, you must look on both the answer page (the page with the question(s) and response lines) and the stimulus page (the page with the material that respondents are asked to read.)

Answers marked on the stimulus

If the line where the respondent is supposed to write the answer is left blank, but the respondent has underlined or marked an answer in the text on the stimulus page, you should use that as the answer.

Two of the questions in Section B ask for more than one answer. If the respondent does not put the answer on the line provided, but rather marks or underlines in the text of the stimulus (the page that the respondent reads) we give the benefit of the doubt as long as they mark two pieces of text when we expect two.

For instance, in the question on Guadeloupe, if they underline Basse Terre and French, we score them correct answers for both, even if there are not arrows or numbering showing that Basse Terre is for the first of the two answers, and French is for the second.

However, if the respondent marked a variety of information indiscriminately, so that it is impossible to link questions and answers, then both questions would be scored as INCORRECT. In general, if it appears that the respondent intended for the marked information to constitute a response to the question, score the question accordingly.

When scoring, Interviewers should give the benefit of the doubt, because we want to pass people into Exercise Booklets who can qualify.

When a particular sentence constitutes the correct answer to a question, underlining or circling that extends beyond the start or end of the sentence will be considered correct ONLY when the underscore starts and/or ends on the same physical line that the sentence starts or ends. If a respondent underlines more than the required sentence or statement by extending the underscore or circle to a new sentence on a different line, the response is considered incorrect.

What takes precedence if there are responses on both the answer page and stimulus page?

For the majority of questions where respondents are expected to write their response on the answer lines provided, if a respondent both writes an answer on the response line and marks an answer on the stimulus, the response on answer line takes precedence and it is this response that should be scored. Because there is no way to tell which response was intended, scorers should follow this guideline in order to score such responses consistently.

If a question asks for a response on the stimulus (e.g., the directions say to circle or underline information in the stimulus), it is that response that takes precedence. So if the respondent both marks information on the stimulus as requested and writes information elsewhere on the page, it is the marked response that should be scored.

Detailed information about '1', '7' and '0'

'1' scores – correct responses

- Responses are considered correct only when they are identical or equivalent to the responses in the scoring guide.
- Any response mode is accepted that clearly identifies a response. This includes underlining, circling, drawing an arrow, etc. This is true even if the instructions specifically ask for an underlined, circled or written response.
- If the instructions specify that respondents should underline or circle to answer, but respondents chose to write their responses, these should be considered as valid answers and scored based on content.
- Spelling and grammar mistakes should be ignored.
- If a response is marked (underlined/circled/etc.), it should be considered correct only if:
    - The respondent marked the sentence, or part of the sentence, containing the correct response.
    - The response does not contain contradictory information.
    - The response does not extend to a different physical line than the start and/or end of the correct sentence(s). If a respondent marks more than the required sentence(s) or statement by extending the underscore or circle to a new sentence on a different line, the response should be considered incorrect.

'7' scores – incorrect responses

A score of '7' should be assigned in the following circumstances:

- The response is incorrect.
- The response is illegible.
- A respondent does not answer a question but indicates in writing ("don't know", "not sure", etc.) or by symbols (such as question marks, dashes, etc.) that they did not know the response.
- The question is left blank but another question on the page has been answered. The assumption here is that the respondent looked at the question but chose not to answer it, so it is treated as if the respondent had written 'don't know' on the response line.
- Something is marked on the stimulus page that cannot be reasonably associated with the question.

'0' scores – skipped responses

A '0' score is meant to indicate that a respondent skipped the question or questions associated with a particular stimulus. Therefore a score of '0' should be assigned to the question(s) on a page only if there are NO marks on the response or stimulus pages. This includes:

- No answers on any of the response lines on the page,
- No marks on the page with the response lines (e.g., no dashes, question marks, etc.), and
- No marks on the stimulus page.

Scoring the 8 questions of Section B

In the step-by-step guide to each question of Section B (15.3.3) there is an indication of the correct, incorrect and no response answers for each question.

You can refer to Appendix 2 in Section 19 for an overview of the scoring guide for each of the 8 questions.

15.3.2 Section A – Reading Components

Section A, measures basic reading skills via three types of exercises:

- Part 1: Print Vocabulary
- Part 2: Sentence Processing
- Part 3: Passage Comprehension (3 passages)

It is estimated to take 10 minutes to complete Section A.

This Guide provides instructions for you and for the respondent and directions for timing how long respondents take on each part of Section A. You will time the respondent as he/she completes Part 1, Part 2, and each of the 3 passages in Part 3. You will record the timing information in the appropriate spaces on the General Booklet Timing and Scoring Form in the Module 9 of the questionnaire.

Record the timing information using the "minutes: seconds" format.

For example, if a respondent completed Part 1 – Print Vocabulary in 56 seconds, write “00:56” in the space for Part 1 – Print Vocabulary. Or, if a respondent completed Part 1 – Print Vocabulary in 1 minute and 32 seconds, write “01:32” in the space for Part 1 – Print Vocabulary.

You will begin by reading the introduction to Section A as it appears in the booklet. Then, you will introduce Part 1—Print Vocabulary—by reading instructions for that part. As soon as the respondent turns the page to begin answering the exercises, you will start timing by using a hand timer. It is important that you use the timer as instructed to ensure the most accurate timing of each part in the Reading Components.

Note that for all three parts in Section A it is acceptable for respondents to mark their responses in any way that clearly indicates their answer (for example, rather than circling their answer, they may underline or put an “X” or check mark on the answer.)

15.3.2.1 General Booklet, Section A:

INTERVIEWER INSTRUCTIONS	Fill in the information on the General Booklet cover page and fill in the General Booklet ID number on the Reading Exercises page in the questionnaire (Module 9). Write the Start time (HH:MM) on the cover of the General Booklet. Hand the respondent the General Booklet.
READ TO RESPONDENTS	***“Please open the General Booklet to the Section A instructions page. Please read along while I read the instructions aloud.”*** PAUSE AND MAKE SURE THE RESPONDENT IS LOOKING AT THE SECTION A INSTRUCTIONS PAGE OF THE BOOKLET. ***“The next part of the survey contains three short sets of exercises using words, sentences, and articles.*** ***What do you have to do?*** ***Look at drawings to identify the words they are matched with and read a set of sentences and articles.*** ***Provide your answers in the exercise booklet by circling your answers.*** ***You should complete the questions in the order they appear.*** ***If you can't manage a particular question, just move on to the next one.*** ***You do not need to know the answer to a question in order to answer the next one.*** ***You may find some questions easy and some more difficult. It's all right if you can't do all of them, but it's important that you try each one.***

	Work as quickly as you can, but keep in mind that it is better to get the right answer than to rush through the exercise". ***"Are you ready?"*** <u>PAUSE</u>

15.3.2.2 Section A, PART 1 (Print Vocabulary)

READ TO RESPONDENTS	***"Please go to page A-1."*** <u>MAKE SURE THE RESPONDENT IS LOOKING AT SECTION A – PART 1 (page A-1)</u> ***"In this part, you will circle the word that matches the picture you see. Here is an example."*** <u>POINT TO THE DRAWING OF THE 'HEART' IN THE PARTICIPANT BOOKLET</u>. ***"The word 'heart' matches the picture, so you would circle or mark it."*** <u>POINT TO THE WORD 'HEART'</u> ***"Please work on all pictures until you come to the word STOP at the bottom of the page. When you come to the word STOP, let me know.*** ***Are you ready?"*** <u>PAUSE</u> ***"Turn to the next page to work on more pictures and words."***
INTERVIEWER INSTRUCTIONS 	Start your timer as soon as the respondent goes to the next page. Monitor the respondent to ensure he/she circles one word only underneath each drawing. If the respondent marks more than one word from the four choices presented underneath the drawing, pause the timer, stop the respondent, and say: 'In this exercise, please circle or mark the one word that matches the picture you see.' Demonstrate the correct procedure using the example item (heart) if further clarification is needed. Re-start the timer when the respondent begins the exercise again. When the respondent finishes the final print vocabulary item and indicates that he/she has finished, stop your timer and record the time in Module 9 of the Questionnaire, in the General Booklet, Section A in the space marked: Part 1 - Print Vocabulary.
HELP 	If the respondent asks for assistance (e.g., asks, "Is this an xxxx?"), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each drawing." If the respondent asks about the timer (i.e., "Why are you timing me?") say, "It's important to know how much time each participant needs to complete each section."

15.3.2.3 Section A, PART 2 (Sentence Processing)

READ TO RESPONDENTS	***"Please go to Page A-15."*** MAKE SURE THE RESPONDENT IS LOOKING AT SECTION A – PART 2 (PAGE A-15). ***"In this part, please read each sentence, then circle YES if the sentence makes sense, or circle NO if the sentence does not make sense. Read the examples to yourself."*** POINT TO THE EXAMPLES AND PAUSE FOR THE RESPONDENT TO READ EACH. ***"Please work on all the sentences in this part until you come to the word STOP at the bottom of the page. When you come to the word STOP, let me know.*** ***Are you ready?"*** PAUSE ***"Turn to the next page to work on the rest of the sentences."***
INTERVIEWER INSTRUCTIONS 	Start your timer as soon as the respondent goes to the next page. Monitor the respondent to ensure he/she marks either YES or NO for each sentence. If the respondent marks both YES and NO or a word or words in the sentence itself, pause the timer, stop the respondent, and say: 'In this exercise, please circle or mark either YES or NO to give your response.' Demonstrate the correct procedure using the three example sentences if further clarification is needed. Re-start the timer when the respondent begins the exercise again. When the respondent finishes the final sentence item and indicates that he/she has finished, stop your timer and record the time in Module 9 of the Questionnaire, in the General Booklet, Section A in the space marked: Part 2 – Sentence Processing.
HELP 	If the respondent asks for reading help with a sentence item (e.g., asks, "What does this say?"), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each sentence." If the respondent asks for help understanding the exercise (e.g., asks, "What do I need to do here? "), say, "Read each sentence and decide if it makes sense or not based on what you know about the real world. If it does, circle YES. If it doesn't, circle NO. You may look back at the examples to help you." If the respondent asks about the timer (i.e., "Why are you timing me?") say, "It's important to know how much time each participant needs to complete each section."

15.3.2.4 Section A, PART 3 (Passage Comprehension) – ARTICLE 1

READ TO RESPONDENTS	***"Please go to Page A-18."*** <u>MAKE SURE THE RESPONDENT IS LOOKING AT SECTION A – PART 3.</u> ***"In this part, you will read some articles. When you come to two choices that have been underlined, circle the one choice that makes the sentence make sense. Read the examples to yourself."*** <u>POINT TO THE PARAGRAPH AND PAUSE FOR THE RESPONDENT TO READ IT.</u> ***"When you finish working on each article, please <u>stop</u> and let me know that you have finished.*** ***Are you ready?"*** <u>PAUSE</u> ***"Go to the next page to work on more articles."*** <u>MAKE SURE THE RESPONDENT IS LOOKING AT **ARTICLE 1** in THE BOOKLET.</u>
INTERVIEWER INSTRUCTIONS 	Start your timer as soon as the respondent goes to the next page to work on Article 1. Monitor the respondent to ensure he/she marks one choice for each sentence in which there is an underlined pair. If the respondent marks both choices in the underlined pair or one or more words that are not underlined in the sentence, pause the timer, stop the respondent, and say: 'In this exercise, please circle the one choice of the two that are underlined to give your response.' Demonstrate the correct procedure using the example passage if further clarification is needed. Re-start the timer when the respondent begins the exercise again. When the respondent indicates that he/she has finished Article 1 (has completed all items in the article, including going back and making changes to any items), stop the timer and record the time in Module 9 of the Questionnaire, in the General Booklet, Section A in the space marked: Part 3 – Passage Comprehension – Article 1.
HELP 	If the respondent asks for reading help with the article (e.g., asks, "What does this say?"), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each article." If the respondent asks for help understanding the exercise (e.g., asks, "What do I need to do here?"), say, "Read the article silently, and each time you come to an underlined pair of choices, circle the one choice that makes sense in the sentence." If the respondent asks about the timer (i.e., "Why are you timing me?") say, "It's important to know how much time each participant needs to complete each section."

15.3.2.5 Section A, PART 3 (Passage Comprehension) – ARTICLE 2

READ TO	<u>MAKE SURE THE RESPONDENT IS LOOKING AT **ARTICLE 2** OF THE</u>

RESPONDENTS	BOOKLET. ***"Turn to the next page and do the same thing with Article 2. Please let me know when you have finished Article 2."*** PAUSE
INTERVIEWER INSTRUCTIONS 	Start your timer as soon as the respondent goes to the next page to work on Article 2. Monitor the respondent to ensure he/she marks one choice for each sentence in which there is an underlined pair. If the respondent marks both choices in the underlined pair or one or more words that are not underlined in the sentence, pause the timer, stop the respondent and say: 'In this exercise, please circle the one choice of the two that are underlined to give your response.' Demonstrate the correct procedure using the example passage if further clarification is needed. When the respondent indicates that he/she has finished Article 2 (has completed all items in the article, including going back and making changes to any items), stop the timer and record the time in Module 9 of the Questionnaire, in the General Booklet, Section A in the space marked: Part 3– Passage Comprehension – Article 2.
HELP 	If the respondent asks for reading help with the article (e.g., asks, "What does this say?"), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each article." If the respondent asks for help understanding the exercise (e.g., asks, "What do I need to do here? "), say, "Read the article silently, and each time you come to an underlined pair of choices, circle the one choice that makes sense in the sentence." If the respondent asks about the timer (i.e., "Why are you timing me?") say, "It's important to know how much time each participant needs to complete each section."

15.3.2.6 Section A, PART 3 (Passage Comprehension) – ARTICLE 3

READ TO RESPONDENTS	MAKE SURE THE RESPONDENT IS LOOKING AT **ARTICLE 3** OF THE BOOKLET**.** ***"Go to the next page and do the same thing with Article 3. Please let me know when you have finished Article 3."*** PAUSE
INTERVIEWER INSTRUCTIONS	Start your timer as soon as the respondent goes to the next page to work on Article 3. Monitor the respondent to ensure she/he marks one choice for each sentence in which there is an underlined pair. If the respondent marks both choices in the underlined pair or one or more words that are not underlined in the sentence, pause the timer, stop the respondent, and say: 'In this exercise, please circle the one choice of the two that are underlined to give your response.' Demonstrate the correct

	procedure using the example passage if further clarification is needed. When the respondent indicates that he/she has finished Article 3 (has completed all items in the article, including going back and making changes to any items), stop the timer and record the time in Module 9 of the Questionnaire, in the General Booklet, Section A in the space marked: Part 3 – Passage Comprehension – Article 3.
HELP 	If the respondent asks for reading help with the article (e.g., asks, “What does this say?”), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each article.” If the respondent asks for help understanding the exercise (e.g., asks, “What do I need to do here?”), say, “Read the article silently, and each time you come to an underlined pair of choices, circle the one choice that makes sense in the sentence.” If the respondent asks about the timer (i.e., “Why are you timing me?”) say, “It’s important to know how much time each participant needs to complete each section.”

READ TO RESPONDENTS	<u>ONCE THE RESPONDENT HAS COMPLETED ALL OF THE ITEMS IN SECTION A, PART 3, YOU CAN INDICATE THE END OF SECTION A.</u> ***“This is the end of this Section A.”***

15.3.3 General Booklet, Section B

Section B consists of eight basic literacy activities for the respondent to complete.

INTERVIEWER INSTRUCTIONS	Only this Section B will be hand scored by you. After each item in this instruction guide, you will find a scoring guide. As the respondent finishes a question, check the scoring guide and circle the appropriate score point in Module 9 of the Questionnaire, in Section B of the General Booklet Interviewer Timing and Scoring Form. Please remember that the respondent must have at least <u>**three**</u> out of the eight questions correct to proceed with the exercise booklet. If the respondent gets fewer than <u>**three**</u> correct, you will thank the respondent and end the module.
READ TO RESPONDENTS	**“** ***Please turn to the Section B instructions page. Please read along while I read the instructions aloud.”*** <u>PAUSE AND MAKE SURE THE RESPONDENT IS LOOKING AT THE SECTION B INSTRUCTIONS PAGE OF THE BOOKLET.</u>

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"This next section has 8 questions for you to complete.

What do you have to do?

Use the information provided about each topic to answer the question or questions in this section.

Please provide your answer in the booklet on the lines that are provided OR according to the instructions that are given for each question. The answer to a question may take different forms. You may be asked to:

- ***Write your answer on the lines provided,***
- ***Circle information, or***
- ***Underline information.***

You should complete the questions in the order they appear. If you can't manage a particular question, just move on to the next one. You do not need to know the answer to a question in order to answer the next one.

You may find some questions easy and some more difficult. It is all right if you can't do all of the questions, but it is important that you try each one."

."

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15.3.3.1 Section B – QUESTION 1

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READ TO RESPONDENTS

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"Go to page B–1 and do question 1."

<u>RESPONDENT SHOULD BE ON QUESTION 1 SGIH</u>

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INSTRUCTION FOR SCORING

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QUESTION 1: SCORE AS FOLLOWS

01 [CORRECT] Circles or marks ANY part of "Tel: "(01)3138200"

Writes a response that includes, at a minimum, "3138200". May include complementary information such as "(01)3138200", "Tel: "(01)3138200", "The telephone number is (01)3138200."

07 [INCORRECT] Any other response

00 [NO RESPONSE] Stimulus and response page left completely blank

In Module 9 of the Questionnaire, in Section B of the General Booklet Interviewer Timing and Scoring Form, circle the score - either 1, 7, or 0 - on the Q1 SGIH line

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HELP	If the respondent asks for help (e.g., asks, “What does this say?” or “What do I need to do here? "), say, "I'm sorry, I can't tell you that. Please do the best you can for each exercise.”

15.3.3.2 Section B – QUESTION 2

READ TO RESPONDENTS	***“Go to page B–2 and do question 2.”*** <u>RESPONDENT SHOULD BE ON QUESTION 2 EMPLOYMENT AD</u>
INSTRUCTION FOR SCORING	**QUESTION 2: SCORE AS FOLLOWS** 01 [CORRECT] Marks “20” or ANY part of the first sentence Writes “20”. May include complementary information such as “20 employees” or “Company seeks 20 additional employees.” 07 [INCORRECT] Any other response 00 [NO RESPONSE] Stimulus and response page left completely blank In Module 9 of the Questionnaire, in Section B of the General Booklet Interviewer Timing and Scoring Form, circle the score - either 1, 7, or 0 - on the Q 2 Employment ad line
HELP	If the respondent asks for help (e.g., asks, “What does this say?” or “What do I need to do here? "), say, "I'm sorry, I can't tell you that. Please do the best you can for each exercise.”

15.3.3.3 Section B – QUESTION 3

READ TO RESPONDENTS	***“Go to page B–3 and do question 3.”*** <u>RESPONDENT SHOULD BE ON QUESTION 3 UNICEF</u>
INSTRUCTION FOR SCORING	**QUESTION 3: SCORE AS FOLLOWS** 01 [CORRECT] Underlines or marks any part of the sentence that contains "15 cents". 07 [INCORRECT] Any other response 00 [NO RESPONSE] Stimulus and response page left completely blank In Module 9 of the Questionnaire, in Section B of the General Booklet Interviewer

	Timing and Scoring Form, circle the score - either 1, 7, or 0 - on the Q3 UNICEF line
HELP	If the respondent asks for help (e.g., asks, “What does this say?” or “What do I need to do here? "), say, "I'm sorry, I can't tell you that. Please do the best you can for each exercise.”

15.3.3.4 Section B – QUESTIONS 4 AND 5

READ TO RESPONDENTS	***“Go to pages B–4 and B–5 and do questions 4 and 5.”*** RESPONDENT SHOULD BE ON QUESTIONS 4 AND 5 GUADELOUPE
INSTRUCTION FOR SCORING	**QUESTION 4: SCORE AS FOLLOWS** 01 [CORRECT] Writes “Basse”, “Basse-Terre” or “Basse-Terre Island” Marks “Basse”, “Basse-Terre” or “Basse-Terre Island” or ANY part of the last sentence 07 [INCORRECT] Any other response 00 [NO RESPONSE] Stimulus and response page left completely blank In Module 9 of the Questionnaire, in Section B of the General Booklet Interviewer Timing and Scoring Form, circle the score - either 1, 7, or 0 - on the Q4 Guadeloupe line
	QUESTION 5: SCORE AS FOLLOWS 01 [CORRECT] Writes or marks “French” 07 [INCORRECT] Any other response 00 [NO RESPONSE] Stimulus and response page left completely blank In Module 9 of the Questionnaire, in Section B of the General Booklet Interviewer Timing and Scoring Form, circle the score - either 1, 7, or 0 - on the Q5 Guadeloupe line
HELP	If the respondent asks for help (e.g., asks, “What does this say?” or “What do I need to do here? "), say, "I'm sorry, I can't tell you that. Please do the best you can for each exercise.”

15.3.3.5 Section B, – QUESTION 6

READ TO	***“Go to pages B–6 and B–7 and do question 6.”***

RESPONDENTS	<u>RESPONDENT SHOULD BE ON QUESTION 6 ELECTION RESULTS</u>
INSTRUCTION FOR SCORING	**QUESTION 6: SCORE AS FOLLOWS** 01 [CORRECT] Writes or marks “Reynolds” or “G.F.” 07 [INCORRECT] Any other response 00 [NO RESPONSE] Stimulus and response page left completely blank In Module 9 of the Questionnaire, in Section B of the General Booklet Interviewer Timing and Scoring Form, circle the score - either 1, 7, or 0 - on the Q6 Election Results line
HELP	If the respondent asks for help (e.g., asks, “What does this say?” or “What do I need to do here? "), say, "I'm sorry, I can't tell you that. Please do the best you can for each exercise.”

15.3.3.6 Section B – QUESTIONS 7 AND 8

READ TO RESPONDENTS	***“Go to pages B–8 and B–9 and do questions 7 and 8.”*** <u>RESPONDENT SHOULD BE ON QUESTIONS 7 AND 8 DUTCH WOMEN</u>
INSTRUCTION FOR SCORING	**QUESTION 7: SCORE AS FOLLOWS** 01 [CORRECT] Writes or marks “51.2” 07 [INCORRECT] Any other response 00 [NO RESPONSE] Stimulus and response page left completely blank In Module 9 of the Questionnaire, in Section B of the General Booklet Interviewer Timing and Scoring Form, circle the score - either 1, 7, or 0 - on the Q7 Dutch Women line **QUESTION 8: SCORE AS FOLLOWS** 01 [CORRECT] Writes or marks “Denmark” 07 [INCORRECT] Any other response 00 [NO RESPONSE] Stimulus and response page left completely blank In Module 9 of the Questionnaire, Section B of the General Booklet Interviewer Timing and Scoring Form, circle the score - either 1, 7, or 0 - on the Q8 Dutch women line

HELP	If the respondent asks for help (e.g., asks, “What does this say?” or “What do I need to do here? "), say, "I'm sorry, I can't tell you that. Please do the best you can for each exercise.”

15.3.3.7 GENERAL BOOKLET – END

\INTERVIEWER INSTRUCTIONS	Take the booklet from the respondent. If you have not completed scoring all of the Section B questions, go back and complete that scoring now. Complete the Interview End Time on the General Booklet cover page. Count the number of correct answers (score of 01) in Module 9 of the Questionnaire, Section B of the General Booklet Interviewer Timing and Scoring Form If the respondent answered fewer than 3 of the questions correctly in Section B, thank the respondent for participating and conclude the interview. If respondent answered at least 3 of the 8 questions correctly in Section B, continue to the next section and begin administration of the Exercise Booklet.

15.4 Administering the Exercise Booklet - For Respondents who passed Section B

15.4.1 Exercise Booklet Instructions

INTERVIEWER INSTRUCTIONS	There are four different Exercise Booklets, and each respondent who passes Section B in the General Booklet will be given one of these booklets. The Supervisor will have provided you with the version of the Exercise Booklet this household should receive. Fill in the information on the Exercise Booklet cover page as instructed. In Module 9 of the Questionnaire on the page, write the booklet type (1,2, 3 or 4) and the Exercise booklet ID number. Write the Start time (HH:MM) on the cover of the Exercise Booklet. Hand the respondent the Exercise Booklet.
DIRECTIONS: **READ TO RESPONDENTS**	***"Please open the Exercise Booklet and follow the instructions as I read them aloud."*** <u>PAUSE AND MAKE SURE THE RESPONDENT IS LOOKING AT THE INSTRUCTIONS PAGE OF THE BOOKLET</u>. ***"The next part of the survey is an exercise booklet containing 18 questions for you to complete.*** ***What do you have to do?*** ***Use the information provided about each topic to answer the question or questions in the exercise booklet.*** ***Please provide your answer in the exercise booklet on the lines that are provided OR according to the instructions that are given for each question. The answer to a question may take different forms. You may be asked to:*** • ***Write your answer on the lines provided,*** • ***Circle information, or*** • ***Underline information.*** ***You should complete the questions in the order they appear. If you can't manage a particular question, just move on to the next one. You do not need to know the***

	answer to a question in order to answer the next one. You may find some questions easy and some more difficult. It is all right if you can't do all the questions, but it is important that you try each one." ***Please turn to the page and begin."***
HELP	If the respondent asks for help on any of the exercises (e.g., asks, "What does this say?" or "What do I need to do here? "), say, "I'm sorry, I can't help you with the exercises. Please do the best you can for each exercise."

EXERCISE BOOKLET – END

INTERVIEWER INSTRUCTIONS	Take the booklet from the respondent. Thank the respondent for participating. Complete the Interview End Time on the Exercise Booklet cover page.

16 Module 10: Interviewer's Impressions for the Reading Exercises

Purpose

The aim of this section is to record detailed information on the Interviewer's impressions regarding the context in which the literacy exercises completed by the randomly selected household member developed.

NOTE: this section does not include further questions for the respondent. The questions are for you to complete on your own after the respondent has completed the literacy exercises.

These questions are similar to those asked in Module 8 at the end of the interviewing for modules 2-7 and can be referenced in Module 8.

17 Back Cover

The back cover is an important source of information on different aspects of the interview. It has the following parts:

- Contact information for the individual respondent
- The visit history for this household's interview
- The final result code of the entire interview

17.1 Contact Information

The Interviewer is to thank the respondent for his time.

He/she should explain to the respondent that his/her Supervisor may need to check some of the information, and for that reason he needs to collect some contact information of the respondent (telephone number and best days for contact, both by phone and personally).

Please, add any comments that may be relevant in terms of the respondent's availability. For instance, if he/she is about to go on a trip, or if the household is about to move, etc.

17.2 Visit History

This is an instruction for the Interviewer. Please mark with a cross (X) the modules completed in each visit. Write down the ID of the respondent to the first module (Household Roster and Dwelling).

It is important to know over how many visits and over what times different modules were completed. This will give a snapshot of the interview.

IMPORTANT NOTE. After each visit to the household, you must note the date, the time spent, and the modules completed (if any)

Here is an example of a visit history chart:

- We see that the first visit was on February 12, from 13:30 to 14:15 and the Interviewer completed Modules 1A and 1B, with respondent 02.
- The next visit was on February 13, but either the individual respondent was not at home or could not do the interview then, because the Interviewer arrived at 9:00 and did not stay – no end time and no modules done.
- The third visit, on February 14, Modules on Education, Health and 4A were done. We can see that the respondent did not work in the past 7 days, because Modules 4B and 4C were not completed. But Part A of Module 5 was completed also in this visit.

- Finally, the fourth visit was on February 15, from 16:30 to 18:00, when Modules 5B, 6A &B, 7 and Module 9, the reading exercises, were done.

(11.3) **VISIT HISTORY:** write date and time and check the modules done in each visit:

		VISIT 1	VISIT 2	VISIT 3	VISIT 4	VISIT 5	VISIT 6	
	Date (day/mo)	12 02	13 02	14 02	15 02			
	Start time	13 :30	9 : 00	16 :15	16 :30	:	:	
	End time	14 :15	:	17 :30	18 :00	:	:	
MODULE								ID of respondent
1A	Household roster	x						***02***
1B	Dwelling	x						***02***
2	Education			x				
3	Health			x				
4A	Labour force participation			x				
4B	Work in past 7 days							
4C	Main work in past 7 days							
5A	Self-reported literacy/numeracy			x				
5B	Work skills				x			
6A	Personality/ Behavior				x			
6B	Preferences				x			
7	Family				x			
9	Reading exercises				x			

Questions 11.4-11.6. These questions aim at identifying if a language other than the language of the questionnaire was used for the interviewing, if a local translator was used, and if a special version of module 6 was used. <Countries will adapt these questions as needed>

17.3 Result Code and Comments, Question 11.7

The result codes are on the inside back cover and give the possible final result codes of the interview to be put in the box in Question 11.7.

They are divided in six categories, depending on the point in the interview that the interview stopped or was finished, from part-way through the individual modules to the end of the Reading Exercises

The **first block** of result codes is not listed here, as it is used for cases when the household interview could not begin, and is documented on the Sample Tracking Sheet by the Team Supervisor.

The **second block** deals with household that have begun the household modules but for some reason have stopped. Please report fully on the circumstances. (Codes 21 and 22)

The **third block** of result codes refers to not being able to begin individual modules (these are codes 31 to 40).

> Code 31 (No household member in the eligible range of 15-64) has been dealt with in detail in the roster section of this manual. If after completing Question 8 in the Roster there are no people who are eligible to be chosen as the individual respondent, i.e. no one between 15 and 64 years of age, then you cannot continue with this household. The Supervisor will register this is a non-response and activate a reserve household for you to interview.
>
> Code 32 Selected individual refused (time constraints, did not want to bother, other general refusal). If there is a refusal by the selected individual respondent, your Supervisor will revisit the person to try to convince them to participate in the survey. If this is not successful, your Supervisor will activate a reserve household.
>
> Code 34 (Another household member refused to let selected individual do individual modules). It can happen that a husband does not want his wife to participate, or a teenager is not allowed by the family – in all such cases, the Supervisor will visit the household to try to resolve the problem, and only after failing will activate a reserve household

The **fourth block** deals with an individual who has begun the individual modules but for some reason has stopped. Please report fully on the circumstances. (Codes 51 and 52). The Team Supervisor will revisit the household.

The **fifth block** of result codes, codes 61-65 refer to circumstances that prevent the respondent from beginning Module 9, the reading exercises.

> Code 61– if the person cannot read at all, or cannot read the language of the literacy exercises, then of course, they cannot take Module 9.
>
> Code 62 and 63 are situations where the Supervisor will visit the individual and try to convince him or her to participate. Please report fully on the circumstances

The **sixth and seventh blocks** (codes 71-76) and (codes 81-88) deal with different situations during the Reading Exercises.

11.	RESULT CODES	PAGE 54
CODE	**HOUSEHOLD MODULE BEGUN BUT NOT COMPLETED**	
21	Household refused to continue (time constraints, did not want the bother, other general refusal)	
22	Household module could not be continued because of unusual circumstance	
	INDIVIDUAL MODULES 2-7 NOT BEGUN	
31	No household member in the eligible range of 15-64	
32	Selected individual refused (time constraints, did not want to bother, other general refusal)	
33	Selected individual could not be interviewed because of unusual circumstance (death in family, illness, fire in dwelling, etc.)	
34	Another household member refused to let selected individual do individual modules	
35	Selected individual could not be contacted after three visits during field period	
36	Selected individual will be absent for the entire field period (information from household member)	
37	Selected individual is deaf or so hard-of-hearing that cannot do survey, and no translator available	
38	Selected individual has a learning or mental disability so that he or she is unable to answer (including emotional conditions like severe depression)	
39	Selected individual has a speech impairment that prevents doing the survey, and no translator available	
40	Language problem - selected individual did not speak a language that could be understood by survey team, and no translator available SPECIFY LANGUAGE__________	
	INDIVIDUAL MODULES 2-7 BEGUN BUT NOT COMPLETED.	
51	Individual refused to continue (time constraints, did not want the bother, other general refusal)	
52	Individual interview could not be continued because of unusual circumstance	
	GENERAL BOOKLET (MODULE 9) NOT BEGUN	
61	Individual does not read or write the language of the General Booklet so refused to begin.	
62	Individual refused to begin Booklet (time constraints, did not want to bother, other general refusal)	
63	Individual could not do General Booklet because of unusual circumstance	
64	Individual could not do General Booklet because of blindness or visual impairment.	
65	Individual could not do General Booklet because of other physical disability (cannot hold pen).	
	GENERAL BOOKLET (MODULE 9) LOOKED THROUGH OR ATTEMPTED BUT NOT COMPLETED OR PASSED	
71	Individual looked at Booklet but unable to read and write the language of the Booklet so did not begin.	
72	Individual began General Booklet but refused to continue.	
73	Individual had too long an interruption in the General Booklet, so it could not be resumed.	
74	General Booklet stopped because of unusual circumstance.	
75	Individual attempted the General Booklet but did not mark any answers	
76	Individual did part or all of General Booklet but did not pass to Exercise Booklet (pass 3/8 in Section B)	
	EXERCISE BOOKLET (MODULE 9)	
81	Individual did not attempt any of the Exercise Booklet/ refused to start	
82	Individual had too long an interruption in the Exercise Booklet, so it could not be resumed.	
83	Exercise Booklet stopped because of unusual circumstance.	
84	Individual attempted some of the Exercise Booklet but did not mark any answers.	
85	Individual attempted the whole Exercise Booklet but did not mark any answers.	
86	Individual marked some of the Exercise Booklet but did not attempt all the items	
87	Individual marked some items of the Exercise Booklet and attempted all items.	
88	Individual marked all the questions of the Exercise Booklet.	

Comments section in Question 11.7

There is a space at the bottom of the back cover to record the circumstances of the interview– please write in detail here. Every comment we get from the field will be read and noted – we are interested in knowing the situation as much as possible.

For refusals and non-completion for special circumstances: Reporting the proper codes is important for the analysts to be able to determine if there is bias in who has refused or not completed the full questionnaire. In order to make estimates on the people who refused to be interviewed, <u>it is important that all refusals and non-completions due to special circumstances be reported with as much detail as possible</u>.

There are a variety of reasons people have to not want to be interviewed. We are interested in all of these reasons. Here are some reasons that one sometimes hears in similar surveys– any reason or observations such as these should be written in the comments section of Question 11.7 on the back cover.

- "I don't have enough time because I work 6 days per week"
- "The government promises things but we haven't seen any improvement in our area so I don't want to cooperate".
- "I just don't want to take the time" (Interviewer notes that this is an affluent household and the individual appears to be a successful business person).
- "My mother is very ill and I am taking care of her and do not have the time." (code 33)
- "Sorry I don't want to bother." (Interviewer notes that the household appears to have a business operating and that the Interviewer does not want them to come in"). Interviewer note: The household said the respondent would be there, but each time I go they say he is gone. I have been there 3 times and it seems like he is avoiding me, or telling the others to say he is not there. (In this case, the Interviewer should report to the Supervisor who will visit the household to try to clarify.)
- Interviewer note: (Special circumstance) I completed the household roster, but then the father of the head, who lived in the dwelling, died. His widow is the individual respondent and is not available now. (code 33)

Thank you and good luck in the survey!

18 APPENDIX 1 – APPRENTICESHIP CODES

Agriculture and related	
Crop production	11
Livestock raising	12
Irrigation management	13
Other agriculture or related (specify) ___________________	14
Food	
Cook, food vendor, bar tender	15
Waiter, waitress	16
Baker	17
Butcher	18
Other food service (specify) ___________________	19
Personal services, retail, and related	
Street peddling, market stall selling	20
Retail shop sales, general	21
Travel and tourism	22
Barber, hairdresser, hair stylist, cosmetologists	23
Shoe repair	24
Tailor, sewing	25
Carpet weaver	26
Jeweler, goldsmith, watch maker, watch repair	27
Pottery, Ceramics	28
Leather working	29
Locksmith	30
Bicycle repair	31
Radio and television repair	32
Refrigeration and air conditioning repair	33
Personal driver	34
Launderer/laundress, dry cleaning	35
Housekeeper, domestic	36
Child care work	37
Landscaping, gardening	38
Other handicraft, retail, or personal service (specify)_________	39
Construction and related	
Electrician	41
Plumber	42
Carpenter and cabinet maker	43
Painter	44
Roofer	45
Mason, bricklayer	46
Equipment operator (crane, bulldozer, cement mixer, etc)	47
General construction work	48

Other construction work (specify)___________________________	49
Manufacturing and related	
Welders, cutters, solderers, and brazers, and blacksmiths	50
Machinists	51
Mining	52
Garment production	53
Food manufacturing	54
Electronics manufacturing	55
Other manufacturing (specify) __________________	56
Health	
Nurse, paramedic	60
Pharmacy, lab worker	61
Nurse's aide, caregiver	62
Other health service (specify) ____________________	63
General office	
Secretary	70
Typist	71
Bookkeeping	72
Bank teller and related	73
File clerk	74
General clerical	75
Notary, basic legal services	76
Drafters	77
Computer programmer, operator, and data entry	78
Other office work (specify) __________________	79
Other	
Auto, bus, and truck mechanics, body repairers	80
Heating, air conditioning, refrigeration mechanics, installers	81
Other engine and heavy equipment repair	82
Telecommunications equipment installers and repairers	83
Electrical power-line installers and repairers	84
Maintenance and repair workers, general	85
Truck driving	86
Printing	87
Graphic design	88
Fire fighters	89
Police, correctional officers, and jailers	90
Other (specify) ________________	91

19 APPENDIX 2 – SCORING EXERCISES FOR GENERAL BOOKLET, SECTION B

Scoring Guide

SIGH — Question 1

Question 1: Circle the telephone number given in the advertisement below.	
1	**Circles or marks all or part of: "(Tel:) (01) 3138200"**
7	Any other response
0	Question refused / not done

Employment Advertisement — Question 2

Question 2: Here is an advertisement for employment. Circle the number of additional employees the company wants to hire.	
1	**Circles or marks: 20**
7	Any other response
0	Question refused / not done

UNICEF — Question 3

Question 3:

Here is an advertisement for the UNICEF charity. Underline the sentence that gives the cost of a vaccination.

1 Underlines or marks the sentence that contains "15 cents"

7 Any other response

0 Question refused / not done

Guadeloupe — Questions 4-5

Question 4:

On which island are the Carbet Falls located?

1 Basse (-Terre) (Island)

7 Any other response

0 Question refused / not done

Question 5:

What language is spoken in Guadeloupe?

1 French

7 Any other response

0 Question refused / not done

Election Results — Question 6

Question 6:

Which candidate received the fewest votes?

1	**Reynolds OR G.F.**
7	Any other response
0	Question refused / not done

Dutch Women — Questions 7- 8

Question 7:

What is the percentage of women in the teaching profession in Greece?

1	**51.2**
7	Any other response
0	Question refused / not done

Question 8:

In what country, other than the Netherlands, are women in the teaching profession in the minority?

1	**Denmark**
7	Any other response
0	Question refused / not done

20 Role and responsibilities of the TEAM SUPERVISOR

20.1 - Introduction

You have been selected as one of the Team Supervisors for the implementation of the STEP household survey. This position is of upmost importance to the success of the STEP survey

The Interviewer Manual, which comprises the first part of this document, explains the survey objectives, and describes in detail all the parts of the STEP questionnaire.

This section for the Team Supervisor discusses the responsibilities of the Team Supervisor, and describes the forms the Team Supervisor will be responsible for completing.

20.2 The Role of the Team Supervisor

Your role as a Team Supervisor is to organize and direct the data collection at the PSU level, including any logistical and technical details, and to ensure that the data collected is of the required quality. (PSU= Primary Sampling Unit, a collections of adjoining dwellings, sometime also referred to as a "cluster").

You have the following specific tasks:

1. **Public relations:** Establish contact with local authorities in each PSU (introduction of the project and request for assistance); deliver letters, brochures and any other materials and information deemed necessary; establish contact with the households/individuals and ensure their willingness to participate in the survey.

2. **Coordination of the fieldwork:** Supervise and follow the work being done by the interviewers by being in the PSU full-time when your team is there.
   Manage the field logistics; ensure the existence of maps; coordinate the listing operation and selection of the households; assign a list of households to each interviewer; revisit households where the interviewer was not able to complete an interview, confirm with the Field Manager the release of a reserve household; ensure that local translators (for local dialects) are available, and that each interviewer has a copy of Module 6 Part A translated in local dialects.
   The main form for managing the logistics in a PSU is the Sample Tracking Form. This must be kept up to date at all times.

3. **Timeliness:** Ensure that the assigned interviews per PSU (e.g. 15 households) are conducted within the allotted time; ensure the time allocated to complete the work in each PSU reflects the field reality (some PSUs might need longer/shorter time to complete). See Section 20.3.3 for special considerations on households and individuals not in the PSU when the team is interviewing.

4. **Coordinate the assignment of the Literacy Booklets:** Ensure that each interviewer has sufficient General Booklets, and disperse the four types of Exercise Booklets to the interviewers following the

correct assignment as indicated for each household on the Sample Tracking Form, and properly assign them to reserve households, if used.

5. **Quality control:** monitor, check and assess the quality of the work of each enumerator; review the questionnaires for completeness, consistency and accuracy:

   - ***Revision of the completed questionnaires:*** go through the accepted questionnaires and fill in the “Supervisor Form 1: Visual Scrutiny Form” for each accepted questionnaire (see Section 20.6);
   - ***Interview observation:*** perform random spot visits during interviewers’ work and observe household interviews as they are conducted to ensure that the instructions in the manuals and the recommendations given during staff training are being followed; fill in the “Supervisor Form 2: Interviewer Evaluation Form” for each interview observed (see Section 20.7);
   - ***Check-ups:*** re-visit/call randomly selected households and fill in the “Supervisor Form 3: Check-Up Visit Form” (see Section 20.8).

6. **Communications with headquarters:** keep in regular contact with the Field Manager; send the data regularly to Headquarters; ensure that the Field Manager is constantly informed about the stage of the fieldwork and the issues.

20.3 Supervision – Quality Control

You, as Team Supervisor, are one of the most important persons for assuring quality control of the data in the STEP survey.The aim of all the checks mentioned in this Section is twofold:

1. To keep track of the evolution of the fieldwork (e.g. completion/use of reserve household rates, timing)

2. To inform about the quality of data collection work: you will use the information gathered in the field in order to improve the work of the interviewers (where necessary). If major deviations are found in the work of a particular interviewer, you should be ready to discuss with the Field Supervisor a replacement interviewer. In this case, that interviewer’s work will have to be re-done.

The checks are of upmost importance, especially at the beginning of the fieldwork when errors are most frequent. It is essential to notice the errors early, in order to correct them and teach the interviewers the proper protocol if necessary. It is also important that you communicate these errors to the Field Manager, so all the other Team Supervisors are informed and are prepared if the same situation arise in their PSUs.

20.3.1 Households with Specific Circumstances Requiring a Supervisor’s Visit

Your main role in the PSU is to be available at all times to ensure that the interviewers are properly doing their work. A large part of this responsibility is to ensure households/individuals cooperation in cases where the interviewers fail to do so. Therefore, **you will always have to visit the following six types of households (100% revisits by the supervisor):**

You must visit households that require the activation of a reserve household:

1) Households who refuse the interview, or who do not begin the interview because of special circumstances (result codes 1, 2)
2) Households where the interview stops before finishing Module 1, part A – Household Roster (result code 21, 22)
3) Households where the selected individual is not able to begin the questionnaire because of refusal, absence, special circumstances, or any other reasons (result codes 32-37, 39-40)

You must also visit households where the individual modules were begun but not completed (no reserve sample household is activated in these cases, but you must visit to verify the situation):

4) Households where the individual stops without finishing the individual modules 2-7 and refuses to continue (result codes 51, 52)
5) Household where the individual refuses to start Module 9 (the Reading Exercises module) (result codes 62,63)
6) Households where the individual refuses to continue with the Reading Exercises module (result code 72) In this case, the supervisor does not want to convince the respondent to continue with the module, since it must be done in one sitting, but will verify why he/she refused to continue.

20.3.2 The Correct Use of Reserve Sample Households

A reserve household may be activated only after the recommended follow-up procedures have been exhausted. Once you have investigated the conditions as reported by the interviewer and made every attempt to avoid needing to replace any initial (target) households, you must consult with your Field Supervisor before using a reserve household.

You must be able to report in detail the conditions for needing the reserve household.

The cases necessitating the use of a reserve sample are described below:

1. A reserve household is required to be activated in all cases of non-response / non-contact of a household. Given that the interview has not begun in such a case, the interviewer will not make use of a questionnaire.

The result codes for a non-response household for which a reserve sample can be activated before an interview begins are provided on the back of the ***Sample Tracking Form***, and are shown below in Table 1. You should use this list for documenting any non-response where the interview was not begun in a household:

Table 1: Reasons for activiating a reserve that are noted by you on the Sample Tracking Tracking Sheet (as no questionnaire has been used so the Interviewer will not report these reasons on the back cover:

code	REASON FOR ACTIVATING A RESERVE
1	Household refused to be interviewed (time constraints, did not want the bother, other general refusal)
2	Household refused or could not be interviewed because of unusual circumstance (death in family, illness, fire in dwelling, etc)
3	No knowledgeable household member could be found, after 3 revisits (only child, non-competent adult, etc)
4	Temporarily absent/ unavailable for field period (information from others)
5	No competent household member to interview (because of severe illness, mental disability, etc)
6	Language problem - no one in the household spoke a language that could be understood by survey team, and no translator available SPECIFY LANGUAGE____________
7	Dwelling could not be found/ given address has no household
8	Dwelling is empty
9	Dwelling is no longer habitable/ dwelling is destroyed/ dwelling has been changed to commercial use.

2. A reserve household is also required to be activated in the following cases where an interview has begun (meaning that a questionnaire has been used). The interview result code and comments on the reason for using a reserve sample unit will be recorded on the back cover of the questionnaire by the interviewer, and you must record this same result code on the **Sample Tracking Form**. (See the table below in this section for a full list of the interview result codes to be used by interviewers)

a. The interview stops during Module 1 (result codes 21, 22) - a full description of all reasons to be given on the back cover.

b. There is no eligible household member for the Individual modules 2-7 (result code 31);

c. Selected individual refuses or cannot start the Individual modules 2-7 (result codes 32-37, and 39-40). A full description of all reasons to be given by the interviewer on the back cover.

The following cases do not require a reserve household to be activated:

a. The Individual modules 2-7 are started but are stopped or interrupted (result codes 51/52). However, it is envisioned there will be few occurrences of this case in the field. The firms should carefully monitor the field operations and the result codes; if there are too many of these cases, a detailed analysis of the situation will take place, the STEP Core team will be informed immediately, and adjustments will be made if appropriate. The Supervisor will visit each such household to check the reason for the individual modules to have been stopped, and (unless in usual circumstances such as a death in the family) will endeavor to convince the individual respondent to resume.

b. The individual fails to pass Section B in the General Booklet. However, the countries will monitor the occurrences of such cases and will report this information as part of the weekly reports to the STEP Core team

c. The individual stops at any time during the Reading Exercises Module.

Table 2: Result codes for interviews that have begun (Interviewers note th code on the back cover of the Questionnaire, and you note it on the Sample Tracking Sheet)

11.	**RESULT CODES**	PAGE 54
CODE	**HOUSEHOLD MODULE BEGUN BUT NOT COMPLETED**	
21	Household refused to continue (time constraints, did not want the bother, other general refusal)	
22	Household module could not be continued because of unusual circumstance	
	INDIVIDUAL MODULES 2-7 NOT BEGUN	
31	No household member in the eligible range of 15-64	
32	Selected individual refused (time constraints, did not want to bother, other general refusal)	
33	Selected individual could not be interviewed because of unusual circumstance (death in family, illness, fire in dwelling, etc.)	
34	Another household member refused to let selected individual do individual modules	
35	Selected individual could not be contacted after three visits during field period	
36	Selected individual will be absent for the entire field period (information from household member)	
37	Selected individual is deaf or so hard-of-hearing that cannot do survey, and no translator available	
38	Selected individual has a learning or mental disability so that he or she is unable to answer (including emotional conditions like severe depression)	
39	Selected individual has a speech impairment that prevents doing the survey, and no translator available	
40	Language problem - selected individual did not speak a language that could be understood by survey team, and no translator available SPECIFY LANGUAGE__________	
	INDIVIDUAL MODULES 2-7 BEGUN BUT NOT COMPLETED.	
51	Individual refused to continue (time constraints, did not want the bother, other general refusal)	
52	Individual interview could not be continued because of unusual circumstance	
	GENERAL BOOKLET (MODULE 9) NOT BEGUN	
61	Individual does not read or write the language of the General Booklet so refused to begin.	
62	Individual refused to begin Booklet (time constraints, did not want to bother, other general refusal)	
63	Individual could not do General Booklet because of unusual circumstance	
64	Individual could not do General Booklet because of blindness or visual impairment.	
65	Individual could not do General Booklet because of other physical disability (cannot hold pen).	
	GENERAL BOOKLET (MODULE 9) LOOKED THROUGH OR ATTEMPTED BUT NOT COMPLETED OR PASSED	
71	Individual looked at Booklet but unable to read and write the language of the Booklet so did not begin.	
72	Individual began General Booklet but refused to continue.	
73	Individual had too long an interruption in the General Booklet, so it could not be resumed.	
74	General Booklet stopped because of unusual circumstance.	
75	Individual attempted the General Booklet but did not mark any answers	
76	Individual did part or all of General Booklet but did not pass to Exercise Booklet (pass 3/8 in Section B)	
	EXERCISE BOOKLET (MODULE 9)	
81	Individual did not attempt any of the Exercise Booklet/ refused to start	
82	Individual had too long an interruption in the Exercise Booklet, so it could not be resumed.	
83	Exercise Booklet stopped because of unusual circumstance.	
84	Individual attempted some of the Exercise Booklet but did not mark any answers.	
85	Individual attempted the whole Exercise Booklet but did not mark any answers.	
86	Individual marked some of the Exercise Booklet but did not attempt all the items	
87	Individual marked some items of the Exercise Booklet and attempted all items.	
88	Individual marked all the questions of the Exercise Booklet.	

20.3.3 Practical field considerations related to using reserve sample households for absent individuals or households

We distinguish two types of PSU's when discussing absent households or individuals:

- Type 1 PSU's in larger centers where an interview team (or teams) will be in the urban center for the whole field time or a large part of it; and
- Type 2 PSU's where the team will visit this PSU (or few neighboring PSU's) for a pre-determined time period (e.g. 3 weeks) and then will leave, with none returning except for a Field Supervisor for verification and revisits.

1. For Type 1 PSU's (in larger urban centers or areas where the teams will be for the whole field time or an extended time):

NOTE: For these PSU's the field time is the remaining time a team or teams will be in the urban center/area, which can be several months if the PSU is visited early in the schedule, or only several weeks if this household is one of the last PSU's visited in this urban center/area.

i. If the household credibly informs the interviewer that the selected individual will not be back for the entire field time (and the Supervisor verifies this with the household) the code 36 (individual absent for the entire field period) will be assigned to the case. In this situation, a reserve household should be used.

ii. If the household informs the interviewer that the selected individual is absent but may be back or will be back within the field period, the team should continue to try to find the respondent until the last week of the field time (in at least three revisits). At that time it should use a reserve sample unit if it has not succeeded in finding the individual (coding as 35 the result of the interview for the initial household).

iii. If the household is contacted but cannot give specific information on when the selected individual might be contacted, the team should continue to try to find the respondent until the last week of the field time (in at least three revisits), at which time it should use a reserve sample unit if it has not succeeded in finding the individual (coding as 35 the result of the interview for the initial household).

2. For Type 2 PSU's (where the team will visit this PSU (or few neighboring PSU's) for a pre-determined time period and then will leave, with no one returning except for a Field Supervisor for verification and revisits)

NOTE: For these PSU's the field time is the time a team is in the PSU or the area near the PSU from which they can revisit without a large cost in time or travel expenses, plus the time the revisit will be made to the PSU by Field Supervisors for revisit and verification.

i. If the household credibly informs the interviewer that the selected individual will not be back for the entire field time (and the supervisor verifies this with the household) the code 36 (individual absent for the entire field period) will be assigned to the case. In this situation, a reserve sample unit should be activated to compensate for the non-response.

ii. If the household informs that the selected individual will be absent for the days the team is in the PSU, but may be back or will be back during the revisit time of the Field Supervisor, you can decide, in discussion wit the Field Supervisor, to not use a reserve household by planning that the Field Supervisor who revisits can complete the individual modules with the individual. It is advised that the Field Supervisor will have no more than one such interview to complete, otherwise this additional task might interfere with his usual supervision duties. (And it may be that

the individual is not contactable in the revisit time, in which case a reserve sample unit will be used. Module 1 and the all the individual modules will have to be administered).
If there are several such cases in a PSU, the Supervisor should judge which one is the most likely to yield a completed interview, from the information the household provides or by contacting the selected individual by phone (if possible). All the cases deemed un-likely to yield a completed interview will be compensated, upon a rigorous written explanation, by using reserve sample households while the team is still in the PSU.

iii. If the team cannot find the individual after three trials during the time in the PSU, and there is no concrete information from the household on the individual's future availability, you should use a reserve sample household while the team is still in the PSU.

When using a reserve household, you should pay attention in the assignment of the correct Exercise Booklet type. The reserve household should be assigned the same Exercise Booklet type (1, 2, 3, or 4) as the household it replaces.

For example, let's assume that household #4 in the Initial (Target) Households sample on the Sample Tracking Form is assigned Exercise Booklet type 3, but the household refused to be interviewed (even after you have tried to convert their non-response). Then the reserve household that will be interviewed instead will be assigned the same Exercise Booklet type – 3 – as the initial household. You must record this booklet type on the Sample Tracking Form.

20.3.4 Dealing with Refusals during Fieldwork

Interviewers will face some cases of refusal to participate by households or by the selected individual in the household.

In order to avoid refusal, the interviewer must be good at presentation, clearly stating the purposes and demands of the survey before putting specific questions to the household.

The following are the main reasons leading to refusal :

1) The respondent thinks that information on the income and income sources of his or her household is to be used as the basis for tax collection or income regulation. In order to try to convince the household or individual to participate, when you visit the household you should:

- Explain to the household that the statistical information and data collected through the STEP survey are to be kept confidential. The data collected and aggregated from the household will be used primarily for research, and to prepare national economic development policies. The individual data from each household will not be utilized separately and will not be made available to other government departments or to any other organization.

- Analyses of the data will help the government have a clear basis for developing programs and projects .

2) Often, households do not want to waste time answering the survey. In order to avoid taking up too much time or making multiple visits, you should help the interviewer to develop good interview plans, producing specific timetables for each household. If necessary, they can contact and work with the household at any time at the convenience of the survey household members (including noon, evening and Sunday). In the case that the interviewer has tried to explain and convince the

household, but they remain hesitant and worried, you should further attempt to persuade the household to participate, probing as to the reasons why the household will not participate. Households should be replaced only after all methods to convince them to participate have been used.

20.4 Four Forms to be completed by the Team Supervisor

There are four forms that are your responsibility to complete:

- The Sample Tracking Sheet form, on which you record the households assigned to interviewers, literacy booklets assigned, the status code of each household, reserve households used, etc.
- Supervisor Form 1: Visual Scrutiny Form - used to record the checking of each questionnaire that comes in from the interviewers.
- Supervisor Form 2: Interviewer Evaluation Form.
- Supervisor Form 3: Check-Up Visit Form.

Each of these forms is discussed below.

20.5 Sample Tracking Sheet form

Each Team Supervisor will receive one Sample Tracking Form for each PSU, which will contain the following pre-printed information:

1. PSU Sample ID – the PSU identification number;
2. Random Number for the PSU (you do not need to use this random number);
3. List of 15 selected households that are the initial "*Target households*" with their check digit and booklet type, <with the address and name of the household head>
4. List of 15 selected households that are the "*Reserve sample households*" with their check digit, , <with the address and name of the household head>.
5.

Example of the Tracking Sheet Received from Headquarters

Table 3: Here is an example of a tracking sheet that you might receive from Headquarters for PSU 101

		SAMPLE TRACKING FORM								
PSU Sample ID		**101**			Supervisor Name					
Random Number		**0.65**			Supervisor Code					
Date										
					Booklet #			Result status		
Household Sample ID	**Check digit**	**Address**	**Name of hhld head**	**Enumerator ID**	**General**	**Exercise**	**Bklet Type**	Final Code	Reason for Non-response	Hhld Sample ID of reserve hhld to be used
Target Households										
1	**9**	Bilton Street, by station	**Emanuela Goemz**				**1**			
3	**5**	68 Bilton street	**Alvaro Canales**				**2**			
4	**8**	67 Bilton street	**Jiye He**				**3**			
5	**1**	64 Bilton street	**Juan Munoz**				**4**			
6	**4**	64 Bilton street	**Chung He Ji**				**1**			
7	**7**	brick house beside church	**unknown**				**2**			
8	**0**	121 Bilton, apartment 2, 2nd floor	**unknown**				**3**			
10	**7**	lane beside Gerge Street	**Hafiz Domi**				**4**			
11	**0**	Gerge St #8, 1st floor	**Flamur Xholi**				**1**			
12	**3**	Alley by clinic on Gerge st, 2nd house	**Flori Hoxha**				**2**			
15	**2**	4th dwelling right of doctor's house	**Skender Puci**				**3**			
20	**8**	1st dwelling after corner, big tree in yard	**Isen Jakola**				**4**			
21	**1**	dwelling opposite house with big tree	**Kujtim Kindren**				**1**			
24	**0**	dwelling after well	**Mary Gjini**				**2**			
27	**9**	1st dwelling left of Full Moon Bar, 2nd floo	**Hasif Kaleshi**				**3**			
Reserve Sample Households										
29	**5**	2nd dwelling L of big banyan tree by Full Moon bar	**Alain Evans**							
14	**9**	alley by clinic, 5th house	**Igor Byshenko**							
13	**6**	alley by clinic, 2nd house, by Zhang Hong	**unknown**							
19	**4**	1st dwelling to the left of the clinic	**Fadil Misini**							
9	**3**	lane beside Gerge Street	**Bao Weilei**							
17	**8**	doctor's house	**Ian Gass**							
23	**7**	next to Zenel Smith, before well	**Halil Doku**							
2	**2**	76 Bilton Street	**Joanne Linzey**							
18	**1**	2nd dwelling L of doctor's house	**Yao Sheng**							
28	**2**	1st dwelling R of big banyan tree	**Bujar Fetahu**							
26	**6**	1st dwelling right of Full Moon bar	**Joe Plumber**							
30	**9**	3rd dwelling R of big banyan tree	**Tadesse birru**							
25	**3**	dwelling opposite Ramiz Alpaka	**Festim Mani**							
22	**4**	2nd dwelling after corner, by Ismet Flora	**unknown**							
16	**5**	2nd dwelling right of doctor's house	**Simon Qu**							

Note the PSU number at the top: 101 for this example. Each of the 200 PSU's in the survey will have a unique number.

The first column, *"HH Sample ID"*, is a randomized list of the 30 selected household numbers chosen from this PSU. This randomization divides the 30 selected households into two groups: (i) *Initial or Target Households*, and (ii) *Reserve Sample Households*.

In the example above, for PSU 101, the target households are 1, 3, 4, 5, 6, 7, 8, 10, 12 15, 20, 21, 24 and 27. The reserve households are 29, 14, 13, 19, 9, 17, 23, 2, 18, 28, 26, 30, 25, 22, 16. The distribution of the 30 households between initial and reserve will vary for each PSU.

If a reserve household is needed, you must first take the first one on the list, HH29 (Alain Evans); then if another is needed you take the next, HH 14 (Igor Byshenko) and so on.

When your team begins in a PSU you must allocate the households to interview among the interviewers of the team. For each household assigned to an interviewer, write the interviewer's Identification Code in the column labeled "*Enumerator ID*".

At the same time, you will distribute each interviewer the General Booklets and the appropriate type of Exercise booklets (the type of Exercise booklet that should be used is pre-printed in the column labeled "*Booklet Type*"). At the time of distribution, record in the columns of the Sample Tracking Form labeled "*Booklet #*" the numbers on the General and Exercise booklets which are handed to each interviewer. If any of these booklets are not used because of various reasons (e.g. selected individual refused the interview, selected individual stopped during modules 2-7 and refused to continue, selected individual completed the General Booklet but did not pass the Core), then they can be used for another household during the fieldwork.

During the time the team is in a PSU the Team Supervisor should keep track of the results of the visit to each household by daily interactions with the interviewers. Once a household's interview is declared as finalized by the interviewer and properly verified by the Supervisor, the result code from the back cover of the Sample Tracking Form or of the questionnaire will be recorded in the column labeled "*Result Code*."

A reserve sample unit can be used *only once the team supervisor has re-visited the non-responding household to verify the impossibility* of conducting the interview. More details on the exact instances and procedures for activating a reserve household are found in Section 3.7.

<u>Household ID numbers</u>

Each household will have a unique 6-digit identifier put on the cover page of the questionnaire. This 6 digit number comes from information on the Sample Tracking Form. Here is the place to write the household ID on the questionnaire cover:

PSU			HH No.		Check

The first 3 digits are the number of the PSU – in our example above the PSU is 101. (It is recommended to start numbering the PSU's at 101, rather than 001, so there are no leading zeros.)

The next 2 digits of the household identifier are the household sample ID (a number from 1-30 representing which of the 30 selected households this is) from the column called "Household Sample ID".

The final digit is the check digit associated with this household, which is in the "Check digit" column.

You must tell the Interviewer the household ID number so that he/she can write it on the cover of the questionnaire.

Example:

For instance, in our Sample Tracking Sheet example for PSU 101, in Table 3:

Household 1 (Emanuela Goemz) will have a household ID of 101019. The first 3 digits are the PSU (101), the next 2 are the household number (01) and the final digit is the check digit associated with household 1, which is 9 (check on the Sample Tracking Form).

Household 29 will have as household ID: 101295.

Literacy Booklet ID's

Each literacy booklet will be numbered with a 4 digit number, that will be written or printed on the Cover Page of each Literacy Booklet and General Booklet in Headquarters, so your task is simply to record this number on the Sample Tracking Sheet (and to check that the interviewer has properly put this number in Module 9 in the questionnaire.

Numbers from 1001 to 4999 will be assigned to the General Booklets.

Numbers from 5001 to 8999 will be assigned to the Exercise Booklets in the following way:

- Numbers 5001-5999 to Exercise Booklet type 1;
- Numbers 6001-6999 to Exercise Booklet type 2;
- Numbers 7001-7999 to Exercise Booklet type 3;
- Numbers 8001-8999 to Exercise Booklet type 4.

The Field Manager will keep track of which booklets have been given to your team, and you must keep track of which booklet numbers have been assigned to each interviewer. You will write the number of General and Exercise Booklets for each household in the appropriate columns in the Sample Tracking Sheet. (If the booklets are not ultimately used by that household for whatever reason, you can cross out the number of the booklet for that household and reassign it to the replacement household. Remember that a replacement household must use the same type of Exercise Booklet (1, 2, 3, or 4) as the initial household that was replaced.)

It is essential that all the General and Exercise Booklets in the field are tracked, and that all Booklets are returned to the Headquarters, used or not.

Below is an **example of the Sample Tracking Sheet that has been filled out completely** – the PSU is complete with 15 households interviewed.

Note that the first household, household 1 (household head Emanuela Goemz), was given to Interviewer 103 to interview. [In this example, your interviewers have codes 102, 103 and 104.] The General Booklet # 3151 and Exercise Booklet (Type 1), # 5560, were given to Interviewer 103 for this household. The final result code for the household was 88 (individual marked all the questions of the Exercise booklet).

Household 4 (Jiye He) refused saying the household was too busy (code 2). Household 4 was revisited by you, but you were not able to convince them to participate. So Household 4 was replaced with the first house on the reserve list, Household 29 (Alain Evans). You will see that the General Booklet number 3148 and the Exercise booklet 7112 are crossed out for HH 4 and were used instead for HH 29. You do not have to use the same booklets to do the replacement household, but it is often the most convenient to do so. In any case, you must use the same Exercise Booklet type (1, 2, 3 or 4) for the replacement household.

Household 10 (household head Hafiz Domi) did the roster, but when the individual respondent was selected as Hafiz's son, Mahmet, the interviewer was told that Mahmet was away on a business trip and would not be back for 3 months. You have gone to the Domi house to verify this information. Since the field time would be over by the time Mahmet returns, this is counted as code 36 (Selected individual will be away for the entire field period). You give Interviewer 102 the next reserve household, Household ID 14, and the Interviewer uses the same General booklet and the same Exercise booklet as he was given for the original target household (Household 10).

Table 4: Sample Tracking Form completed in the field

SAMPLE TRACKING FORM

PSU Sample ID 101
Random Number 0.65
Date the date

Supervisor Name Your name
Supervisor Code Your code.

Household Sample ID	Check digit	Address	Name of hhld head	Enumerator ID	Booklet # General	Booklet # Exercise	Bklet Type	Result status: Final Code	Result status: Reason for Non-response	Hhld Sample ID of reserve hhld to be used
Target Households										
1	9	Bilton Street, by station	Emanuela Goemz	103	3151	5560	1	88		
3	5	68 Bilton street	Alvaro Canales	103	3152	6245	2	88		
4	8	67 Bilton street	Jiye He	104	~~3148~~	~~7112~~	3	2	refused, too busy	29
5	1	64 Bilton street	Juan Munoz	104	3155	8334	4	76		
6	4	64 Bilton street	Chung He Ji	104	3160	5559	1	87		
7	7	brick house beside church	~~unknown~~ Jim Frost	103	3153	6246	2	88		
8	0	121 Bilton, apartment 2, 2nd floor	~~unknown~~ Mary Trent	102	3154	7111	3	87		
10	7	lane beside Gerge Street	Hafiz Domi	102	~~3149~~	~~8335~~	4	36	indiv away for 3 mos	14
11	0	Gerge St #8, 1st floor	Flamur Xholi	102	3158	5561	1	84		
12	3	Alley by clinic on Gerge st, 2nd house	Flori Hoxha	103	3159	~~6247~~	2	61		
15	2	4th dwelling right of doctor's house	Skender Puci	102	3156	7110	3	88		
20	8	1st dwelling after corner, big tree in yard	Isen Jakola	102	3157	8336	4	87		
21	1	dwelling opposite house with big tree	Kujtim Kindren	104	~~3161~~	~~5562~~	1	31	only 1 old couple	13
24	0	dwelling after well	Mary Gjini	104	3162	6248	2	88		
27	9	1st dwelling left of Full Moon Bar, 2nd floor	Hasif Kaleshi	103	3163	7113	3	88		
Reserve Sample Households										
29	5	2nd dwelling L of big banyan tree by Full Moon bar	Alain Evans	104	3148	7112	3	88		
14	9	alley by clinic, 5th house	Igor Byshenko	102	3149	8335	4	88		
13	6	alley by clinic, 2nd house, by Zhang Hong	~~unknown~~ Tom Chamagne	104	3165	5562	1	76		
19	4	1st dwelling to the left of the clinic	Fadil Misini							
9	3	lane beside Gerge Street	Bao Weilei							
17	8	doctor's house	Ian Gass							
23	7	next to Zenel Smith, before well	Halil Doku							
2	2	76 Bilton Street	Joanne Linzey							
18	1	2nd dwelling L of doctor's house	Yao Sheng							
28	2	1st dwelling R of big banyan tree	Bujar Fetahu							
26	6	1st dwelling right of Full Moon bar	Joe Plumber							
30	9	3rd dwelling R of big banyan tree	Tadesse birru							
25	3	dwelling opposite Ramiz Alpaka	Festim Mani							
22	4	2nd dwelling after corner, by Ismet Flora	unknown							
16	5	2nd dwelling right of doctor's house	Simon Qu							

20.6 Visual Scrutiny of Finalized Questionnaires

As soon as the questionnaires are received from interviewers as finalized, you are responsible for visually checking the questionnaires to ensure that the questionnaire has been completed comprehensively. You should review each section, looking for any inconsistencies, omissions, irrational responses, or other errors.

This task should be carried out before your team leaves the PSU and before the finalized questionnaires are sent to the Headquarters, so that any inconsistencies can be resolved while still in the PSU.

You are required to fill in the **Supervisor Form 1: Visual Scrutiny Form** for all the finalized questionnaires. There is one Visual Scrutiny Form per PSU – the information for all 15 questionnaires is on the one form. The Visual Scrutiny Form requires that you pay extra-attention to the identification variables, to certain questions, to skip patterns, and to make sure that the text written in by the interviewers on economic activity and occupations are legibly written and have the appropriate amount of detail. For the latter, the Supervisors should use Annex 1 and Annex 2 (in the Interviewer Manual annexes) to decide whether the economic activity and occupations can be properly coded at a 3-digit level.

During the checking process, if any errors, inconsistencies, or irrationalities in the data are found, you are to meet directly with the interviewer to point out the shortcomings and to instruct the interviewer to fix the problems before moving to another PSU. It is up to you, after speaking with the interviewer, to choose whether to send the interviewers back to the household or whether the issues can be followed-up by phone in order to correct them. You should keep track of these follow-ups and the dates they were resolved on the back of the Form (and on supplementary sheets if required).

The Visual Scrutiny Form asks about specific questions where errors often occur, but you should note that <u>you are responsible to check all of the questionnaire- every section and page</u>. It is vitally important that mistakes be caught before you leave the PSU as the errors can be corrected by revisits, or by discussion with the interviewer while the memory of the interview is fresh (in case a note or written text is not clear). Under no circumstances should you or the interviewer put in values that "seem" logical for missed or wrong responses. A revisit to the household, or a telephone call for minor points, must be made.

Here is an example of a **<u>Supervisor Form 1</u>**; **<u>Visual Scrutiny Form</u>**   filled out. Only one form per PSU is required. You must write the numbers of the Household IDF's on the top line, then answer down the column for each of the completed households.

STEP Skills measurement survey

Supervision Form #1: Visual scrutiny of the questionnaires

PSU Sample ID: 101 **Supervisor Name :** Your name **Code:** 102 **Date:** the date

#	Verification	HOUSEHOLD SAMPLE ID's Tick (✓) below each household if checked and is correct and mark "x" if wrong														
	MARK THE HOUSEHOLD SAMPLE ID FOR EACH OF THE 15 COMPLETED HOUSEHOLDS IN THE PSU:	1	3	29	5	6	7	8	14	11	12	15	20	13	24	27
1	Cover page: Are the household identifiers (PSU ID, hhld ID, check digit) and the interviewer's code correctly filled?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Module 1, Part C, Question 6: Does the ID Code belong to an eligible member (see Part A, Question 20)?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Module 2, Education: Check the skip pattern. Was it properly followed?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Module 4, Employment, Part A: Check the skip pattern. Was it properly followed?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Module 4, Employment, Part C: Was the Occupation in question 1 legibly written down, with all necessary details?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Module 5, Skills at work, Part A: Was Occupation in question 1 or 2 legibly written down, with all necessary details?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Module 5, Skills at work, Part A: Check the skip pattern. Was it properly followed?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Module 5, Skills at work, Part B: Was Occupation in question 1 legibly written down, with all necessary details?	✓	✓	✓	X ✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Module 5, Skills at work, Part B: Check the skip pattern. Was it properly followed?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Module 6. Personality and Behavior, Part A: Was it administered through a translation?	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
11	Module 6, Personality and Behavior, Part A: Is there any item left blank?	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓
12	Module 6, Preferences, Part B: Check the skip pattern. Was it properly followed?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Module 7, Family: Check question 8 and 10: were the ID codes properly entered (if applicable)?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	✓	✓
14	Is the Literacy module timing and scoring sheet filled out?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
15	Check the back cover: are the dates and the result code properly entered?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	General Booklet: Is the Cover page correctly filled? Are the booklet ID, household identifiers (PSU ID, hhld ID, check digit), and the interviewer's code correctly filled?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Exercise Booklet: Is the Cover page correctly filled? Are the booklet ID, household identifiers (PSU ID, hhld ID, check digit), and the interviewer's code correctly filled?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	✓	✓
18	Exercise Booklet: Was the proper booklet-type assigned to the household?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	—	✓	✓

2: items blank in Mod 6A

#8 corrected

14: one time not recorded

20.7 Direct observation of interviews (Interviewer Evaluation form)

Your duty is also to routinely observe interviews (randomly selected, on different days and different times of the day for each interviewer) with no advance notice. The main purpose of these evaluations is to help the interviewer to do a better job. You should provide comments to the interviewer that will help the enumerator improve his or her interviewing method.

During the interview, you observe the interviewer behavior and record it in the Supervisor Form 2: Interviewer Evaluation Form You will be asked to pay attention to the following:

1 Comportment of the Interviewer
2 Interview of Respondents
3 Time Spent on the Interview
4 Impartiality in the Individual Interview

You should conduct these evaluations of the interviewers more frequently during the first weeks of the fieldwork , and more frequently for those interviewers who are weak and need more guidance. At a minimum, each interviewer should be observed at least once during the field time for the first two PSU's. Once the interviewers become familiar with the questionnaire and the interviewing method, and you feel confident in the interviewer, you can conduct the evaluations less frequently – once every two or three PSU's per interviewer.

When attending a household interview, you should introduce yourself to the household and explain your responsibility to visit the family and collect data. You should not participate in the interview or suggest things to the interviewer during the interview, but rather let the interviewer complete the interview with the household. You should not comment on the interviewer's performance in the presence of household members. You should instruct the interviewer in advance that if there are any difficulties in the upcoming interview, the interviewer may only ask for clarification after the interview is completed.

You should pay attention to difficult questions or concepts that the interviewers have difficulty in presenting clearly or household members have difficulty in understanding. You should also make note of those modules that the interviewer administers well.

Immediately upon completion of the interview, you should meet and discuss the interview with the interviewer. This is done in order to draw lessons from the experience together, and to address weaknesses and shortcomings in data collection in order to guarantee good quality.

You must maintain all comment or assessment forms for the interviewers. An Interviewer Evaluation Form should be completed upon finishing the discussion with the interviewer. The STEP team will use these forms in reviewing and in assessing the quality of the data.

During the interview, you must also pay attention to the respondents. By observing and assessing the process of how survey household members respond to the questions, you will be able to help in the assessment of the questions. It is possible that some of the questions are not clearly understood by some respondents and so their responses may not be appropriate. You should focus on the following factors:

- Was the wording used in the questionnaire appropriate?
- Were any concepts posed to the respondent ambiguous?
- Were there any questions left unanswered or to which evasive answers were given because they dealt with private matters or sensitive issues?

Attention should be paid to these aspects and any other problems that arise during the interview so that you will be in a position to (a) help interviewers resolve the problems, and (b) bring them to the attention of the Field Manager in case they should be shared with all the interview teams.

Here is an example of a **<u>Supervisor Form 2: Interviewer Evaluation Form</u>** filled out: There will one of these forms filled out each time you sit in on an interview to evaluate an interviewer.

STEP Skills measurement survey

Supervision Form #2: Interviewer Evaluation

DATE: March 23/13

			Code
PSU ID	101	Supervisor Name: Your name	109
Household ID	13	Interviewer Name: M. Smith	104

		Result? SATISFACTORY	Result? NOT SATISFACTORY	COMMENTS
1	**Comportment of the Interviewer**			
1	Did the interviewer greet everyone before beginning the interview?	✓		
2	Did the interviewer introduce himself or herself and explain that he or she is working for STEP?	✓		
3	Did the Interviewer explain the objectives of the survey properly, how the household was chosen, and that the Interview would be completely confidential?		✓	did not mention confidentiality
4	Did the Interviewer try to establish whether there is a multi-household dwelling?	✓		
5	Was the interviewer polite and patient with the respondents during the interview ?	✓		
6	Did the interviewer thank everyone at the end ?	✓		
2	**Interview of Respondents**			
1	Did the interviewer ask the questions as they appear in the questionnaire?	✓		
2	Did the interveiwer appropriately try to determine the household membership?	✓		
3	Did the interviewer determine the eligibility of each household member aged 15-64 correctly?	✓		
4	Did the interviewer select the individual to be interviewed correctly?	✓		
5	Did the interviewer accept "I don't know" as an answer without probing ?		✓	in Education module
3	**Time Spent on the Interview**			
1	Did the interviewer avoid long discussion of the question with the respondents while still being patient and polite?	✓		good job at keeping discussions short
2	If the interviewer received irrelevant or complicated answers, did he or she break in too suddenly?	✓		
3	Did the interviewer rush through the interview, thereby encouraging respondents to answer questions quickly ?		✓	Labor module felt rushed.
4	**Impartiality in the Individual Interview**			
1	Did the interviewer maintain a neutral attitude toward the questions and answers dwring the Literacy Test?	✓		v. good
2	Did the interviewer volunteer an opinion ?	✓		
3	Did the interviewer appear surprised or shocked or disapproving about any of the answers?	✓		
4	Did the interviewer suggest answers when asking the questions in Module 6?	✓		respondent answered correctly

Interviewer took too long checking skips in Education module – needs to review this module so it doesn't take too long.

20.8 Random Verification Visits: (Check-up Visit Form)

A follow-up is required for 15% of the household interviewed by revisiting in person (thus an average of 2.25 households per PSU will be revisited). This exercise is done to assess the quality and consistency of the data recorded by the enumerator.

If the individual respondent is not in the household at the time of the revisit, the follow-up after that can be by telephone, but the firm must ensure that at least 10% of the households (that is 2/3 of the revisited 15% of the households) have a personal revisit with the individual respondent so that his/her height can be measured.(If in the early PSU's the percentage falls below 10%, in later PSU's the firm will have to allow more time for revisits to find the individual respondents.)

The households to be checked will be randomly selected by the Field Manager/Project Manager and will be communicated to you for each PSU.

It is expected that a verification visit will take about 15 minutes with the selected individual. If an individual respondent is not present during the revisit, you should ask permission to call back in person or by telephone in order to ask the questions.

During the revisit, you (or in some cases, the Field Manager or other staff) will use the **Supervisor Form 3: Check-Up Visit Form** in order to guide the process. The form has a series of general questions in order to verify whether the questionnaire was correctly filled. In addition to these general questions, you will have to measure and record the height of the individual respondent, if he/she is present.

If you cannot finish the verification revisits during your team's time in the PSU, the Field Supervisor or other field support staff may have to help in the revisits. This may be especially true if households interviewed in the last few days in the PSU are slated for revisit. It is also recommended that the Field Supervisor accompany you to complete some of these revisits whenever he/she visits a PSU.

If there is a difference in an answer collected by you and an enumerator, the conclusion should not necessarily be that the enumerator made a mistake in the interview. You and the interviewer may get different answers because the contact is at different times, or the respondent may be trying to answer in the interviewer's favor by saying that he was "helped" in the questions, etc. A discussion with the interviewer may clarify this.

Based on the re-interview, you must assess whether or not the responses in the original questionnaire are correct. If there is a major difference in some of the responses, you must work closely with the interviewer to identify the reason for these differences.

In some cases, a revisit reveals that the interviewer did not either actually do the interview with the respondent, or partially did it and then made up the rest of the responses. In any case where an interviewer is found to have been not truthful in his/her work, the interviewer will be let go from the team immediately, and all interviews done by that interviewer will be redone. The Field Manager will work closely with you should this occur, to enable you to continue with the remaining interviewers and PSU's.

Here is an example of a **Supervisor Form 3: Check-Up Visit Form** filled out. There will be one of these forms filled out for each household that is revisited.

STEP Skills Measurement Survey
Supervision Form #3: Check-up Visit (for 1 household)

PSU Sample ID	HH Sample No.
101	8

		in person	telephone
Date:	March 10	✓	
Date:			
Date:			

Supervisor: your name **Code:** 109

Interviewer: B. Simpson **Code:** 102

#	Verification (if answer does not agree with interviewer's, write details on the back of this sheet)	Agrees	Does not agree
1	Is this a multi-household dwelling?	✓	
2	How many household members 6 years old or more are in this household? CHECK WITH MODULE 1A, QUESTION 6 — 5	✓	
3	How many household members aged 15-64 years are in this household? CHECK WITH MODULE 1A, QUESTION 18 — 3	✓	
4	What source of energy does your household mainly use for lighting? CHECK WITH MODULE 1B, QUESTION 12 — ✓	✓	
5	Who answered the individual modules? CHECK WITH MODULE 1C, QUESTION 6 — Michael Trent	✓	
6	Has the Individual Respondent ever attended a formal education program (formal education) ? CHECK WITH MODULE 2, QUESTION 2	✓	
7	Did the individual respondent work for at least an hour for <u>wage or salary</u> in cash or in kind during the past 7 days before the interview? CHECK WITH MODULE 4A, QUESTION 1	✓	
	SUPERVISOR: ASK THE INDIVIDUAL RESPONDENT		
8	What was the language you were interviewed in? CHECK WITH BACK COVER	✓	
9	How many different jobs did you have during the past 7 days (previous to the interview)? CHECK WITH MODULE 4B — verified with Interviewer, and called back on respondent. Now agrees.	✓	~~✓~~
10	Did you easily understand what was meant by the question: "Do you think about how the things you do will affect you in the future?"	NO	YES
11	Did you easily understand what was meant by the question, "Are you relaxed during stressful situations?"	NO	YES
12	Did the interviewer give you examples or explain the questions in any way when asking questions on personality, like the two questions just mentioned? (REMIND RESPONDENT OF MODULE 6A)	NO	YES
13	SUPERVISOR: ASK THE RESPONDENT HOW MUCH OF THE INTERVIEW HE DID, AND COMPARE TO THE RESULT CODE THE INTERVIEWER MARKED FOR THE INTERVIEW. COMMENT ON AN DISCREPANCIES. IF THE RESPONDENT DID NOT BEGIN THE READING EXERCISES >>18	AGREES	DOES NOT AGREE
14	Did the interviewer provide help when you were doing the Reading Exercises (the series of short reading exercises you had to complete at the end of the interview)?	NO	YES
15	Did you try to do all the reading exercises?	NO	YES
16	Did you feel like you had enough time to complete the Reading exercises?	NO	YES
17	Measure the height of the Individual Respondent and record it here	171 CM	

20.8.1 Height Measurement

When you (or another field staff member) personally revisits 15 percent of the households to check the accuracy of interviewers' work, you will request permission to measure the height of any individual respondent who is present when you visit the household. The height measurement methodology is presented below.

Instructions for height measurement

Height should be measured for all participants (individual respondents) except wheelchair bound individuals, persons who have difficulty standing steady or straight, and participants with a hairstyle or a head-dress (e.g., a turban) that prevents the proper measurement of height.

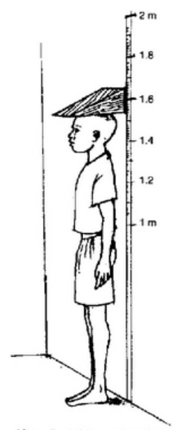
A flat, hard floor surface should be used when measuring the height of a participant.

Normal height measurement procedure

1. Participants are asked to remove their shoes, heavy outer garments, and hair ornaments.

2. The participant is asked to stand with his/her back to the wall or door (walls without baseboards are best). The back of the head, back, buttocks, calves and heels should be touching the wall, feet together and knees straight. The participant is asked to look straight ahead. (The top of the external ear canal should be level with the cheek bone). The interviewer should adjust head to be straight if necessary.

3. The wooden drafting triangle should be placed on the head of the person, pressing against the hair, and a small pencil mark made on the wall where the right angle of the triangle touches.



Measuring height on a level floor against a vertical wall

4. The participant should be asked to move away from the wall, and the interviewer should measure the height from the base to the mark on the wall, recording the height to the nearest centimeter. This height figure should be entered , as the last line of the <u>Supervisor Form 3: Check-up Visit</u>.

20.9 Documents to send for each PSU:

All the supervision forms must be sent to the Headquarters, together with the finalized questionnaires, once the fieldwork is completed in a certain PSU.

The documents for a PSU should be sent as a package and must include <countries should modify depending on their field plans>:

1) 15 completed household questionnaires

2) All the associated General Booklets and Exercise Booklets for the 15 households interviewed

3) Sample Tracking Sheet for this PSU, fully filled out.

4) Supervisor Form 1: Visual Scrutiny Form (one per PSU) used to record the checking of each questionnaire that comes in from the interviewers

5) Supervisor Form 2: Interviewer Evaluation Form (one form each time you observe an interviewer)

6) Supervisor Form 3: Check-Up Visit Form (one for each household revisited)

The team should not leave the PSU until all interviews have been completed as assigned and the necessary documents have been transferred by you to Headquarters.

Note that in some cases, the team will leave the PSU without having finished all 15 questionnaires. This will occur if we are hoping to find later in the field time a household or individual respondent who is absent or unavailable when the team is doing the PSU. Please see Section 20.3.3.

Good luck in your job as Team Supervisor.

Your Field Manager and the STEP team are there to support you, so please keep in constant contact and discuss any problems that you and your team are encountering.